

**Gauhati University**  
**Academic Session: 2024-25**  
**SEC Papers for FYUGP: 3<sup>rd</sup> Semester**

Sl No	Skill Course Title	Semester	Paper Code	Name of the College from which received
1	Data Analysis	3rd	SEC0300103	Dr. B.K.B. College, Nagaon
2	Agricultural Marketing in North East India	3rd	SEC0300203	Goalpara College
3	Spoken Arabic-III	3rd	SEC0300303	Bholanath College
4	Culture and Heritage of North East India	3rd	SEC0300403	Lalit Chandra Bharali College
5	Environmental Ethics	3rd	SEC0300503	Handique Girls' College & Rupahi College
6	Film Appreciation	3rd	SEC0300603	Handique Girls' College
7	Folk Tradition and Performing Arts of Western Assam	3rd	SEC0300703	Chilarai College
8	An Introduction to Solapith Craft in Western Assam	3rd	SEC0300803	Chilarai College
9	Applied History in Policy Making	3rd	SEC0300903	Chilarai College
10	Data Analysis in Social Sciences	3rd	SEC0301003	Pragjyotish College
11	Data Processing and Numerical Analysis	3rd	SEC0301103	
12	Statistics for Data Analysis using Software Package	3rd	SEC0301203	Lalait Chandra Bharali College
13	Database Management System using Microsoft Access	3rd	SEC0301303	Lalait Chandra Bharali College
14	Progamming in Mathematica	3rd	SEC0301403	B. Baruah College
15	NGO Managemant& CSR	3rd	SEC0301503	Rupahi College
16	Making Effective Communication	3rd	SEC0301603	Rupahi College
17	Business Leader/Multi-outlet Retailer	3rd	SEC0301703	Sonapur College
18	Tour Executive	3rd	SEC0301803	Sonapur College
19	Creative Writing	3rd	SEC0301903	Sonapur College
20	Early Childhood Care and Development	3rd	SEC0302003	Handique Girls' College
21	Life Skill Education	3rd	SEC0302103	Beltola College

## **DATA ANALYSIS**

**Paper Code: SEC03.....**

**Credit: 3**(Theory: 2 and Practical: 1)

**Total Marks: 75**

### **Course Description:**

Statistical tools and techniques are one of the basic necessities for analytical research works. This course is designed to teach the students about different statistical tools used in analytical research studies and its importance in answering different real world economic problems. Students will learn how to deal with different statistical techniques and tools, which are appropriate in which situation, interpretation of the results extracted from those techniques, etc.

### **Course Objective:**

The course is developed and designed in such a way that the students can get the knowledge about 'Data Analysis in Research Works' as a future carrier option for them. They can practice their role as Data Analytics, Field Investigator, Research Associate, Research Assistant, etc. in near future.

### **Graduate Attributes:**

1. This course helps students in understanding use of data in research, processes involved in collection of data, presentation and summarization of data using computer softwares like MS-Excel, SPSS, etc.
2. Students will learn theoretical knowledge and be involved practically in preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation.
3. Students will learn about theoretical knowledge on different types of Statistical Tools used to analyse data for drawing statistical inferences and practical knowledge about data analysis using different statistical software packages (like – SPSS, STATA, etc.).
4. Students will also gather a practical knowledge about preparation of a report on collected data.
5. To prepare the students for the 4<sup>th</sup> Year Honours Program (in Research) under FYUGP and to encourage them to research in higher level of studies.

## **Distribution of Marks:**

- |                                     |                        |
|-------------------------------------|------------------------|
| <b>1. End Semester Examination:</b> | <b>Total Marks: 30</b> |
| <b>2. Sessional Examination:</b>    | <b>Total Marks: 20</b> |
| <b>3. Practical:</b>                | <b>Total Marks: 25</b> |

End Semester and Sessional Examination will be held following the academic calendar of the university covering the syllabus of the course and both will be theory papers in nature. The questions will be set following the guidelines of the university in both the examinations.

Each candidate is required to complete and submit a project work as Practical based on a self-designed interview schedule/questionnaire and collected data to be evaluated via Project Report and Seminar Presentation. (Project Report – 20 and Presentation – 05, Total – 25)

## **Course Content:**

### **Unit I:**

Meaning and Significance of Research, Use and Importance of Data in Research, Types of Data and its Collection Methods (Census and Different Sampling Methods), Questionnaire and Interview Schedule.

### **Unit II:**

Data Entry in Software like MS-Excel, STATA, etc., Creating Charts/Tables and Diagrams in MS-Excel/STATA – bar, line, pie, scatter, radar, bubble diagrams, etc.

### **Unit III:**

Measures of Central Tendency and Dispersion (Mean: Arithmetic Mean, Geometric Mean and Harmonic Mean; Median; Mode; Range, Mean Deviation, Quartile Deviations and Standard Deviation), Correlation (Pearson Correlation Co-efficient and Spearman's Rank Correlation Co-efficient).

### **Unit IV:**

Regression Analysis; Ordinary Least Squares Method; Descriptive Analysis, Correlation Analysis and Regression Analysis in Software like MS-Excel, STATA, etc.

## **Reading List:**

1. Dr.S.P. Gupta, Statistical Methods, Sultan Chand & Sons.
2. S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, Sultan Chand & Sons.
3. Webtech Solutions Inc., Mastering Microsoft Excel Functions and Formulas.
4. P.H. Karmel and M. Polasek (1978), Applied Statistics for Economists, 4th edition, Pitman.
5. Damodar N. Gujarati and Sangeetha, Basic Econometrics, Tata McGraw-Hill Education Private Limited.

6. Damodar Gujarati, Econometrics by Example, Palgrave Macmillan



## SEC COURSE

**SEMESTER:- 3<sup>RD</sup> SEMESTER**

**COURSE NAME:- AGRICULTURAL MARKETING IN NORTH-EAST INDIA.**

**CREDIT :- 3 CREDITS**

CREDIT DISTRIBUTION:-THEORY-2 CREDITS + PRACTICAL- 1CREDIT.

PAPER OFFERED BY:-GOALPARACOLLEGE

### **Content**

UNIT-I: CLEANING AND SCOPE:

Definitions, Components of market, Market Structure, Market performance, Subject matter. Importance of Agricultural marketing in economic development,

UNIT-2:-CLASSIFICATION OF MARKETS:

Basis of Location, Area Coverage, time span, Volume of transaction, nature of transaction, Commodity competition, population, public intervention.

UNIT-3:-FUNCTIONS OF MARKETING:

Learning-Assembling-Grading and Standardization-Transportation-Storage-processing-Packing- Distribution-Buying and Selling-Financing- Riskbearing- Marketing intelligence.

UNIT-4:-QUALITY CONTROL:-

Agricultural products-AGMARK-CODEX,Need of CODEX certification Relevance.

UNIT-5:-REMEDIAL MEASURES:-

Regulated Markets-definition-Important features of regulate the markets-functions-progress and defects- Measures by Government to improve Agricultural Marketing.

UNIT-6:-A Project Prepared by Students go through field study (Credit-1, Practical)

Reference:

1. Acharya S. S and Agarwal N L, 2021, Agricultural Marketing in India. Oxford & IBH Publishing Co.Pvt.Ltd. New Delhi
2. Kahlon, A.S and Tyagi. DS, 1983 Agricultural Price Policy in India. Allied Publishers Pvt. Ltd., New Delhi.
3. Kulkarni, KR.1964, Agricultural Marketing in India. The Co-operators Books Depot. Mumbai.

4. Mamoria, C.B. and Joshi. RL 1995, Principles and Practices of Marketing in India, Kitab Mahal, Allahabad

**Syllabus**  
**Skill Enhancement Courses (FYUGP)**  
**B. A. 3<sup>rd</sup> Semester**

**Title of the Paper: Spoken Arabic-III**

**Paper Code: SEC03.....**

Total credits=3
Total Marks=100
Theory=50, Practical=30, Internal=20
Theory classes: 25 classes (one hour each-25hrs)
Practical classes: 10 classes( two hour each-20 hrs)

**Unit-I: Fundamental of Arabic Grammar**

Definite and Indefinite

Pronouns: Detached and Attached

Relative pronouns

Prepositions

**Unit-II: Vocabulary Enrichment**

Mankind and kinship

Works and Money

Technology

Medicine, Diseases and Hospital

**Unit-III: Conversation Practice**

Conversation between two friends

Conversation in the classroom

Conversation in the office

**Unit-IV: Conversation Practice**

Conversation with a doctor

Conversation in the market

Practice of frequently used phrases

**Course Outcome:**

CO1: The course content enables the student to **apply** the basics of Arabic grammar.

CO2: The course will assist the students to enrich Arabic vocabulary related to mankind, kinship, works, money, technology, medicine, diseases and hospital etc.

CO3: The course will acquaint the students with the basic Arabic conversation with each other.

CO4: The students will learn how to use Arabic words in their practical lives.

**Reference Books:**

1. Prof. Rafi'el- ImadFaynan: The Essential Arabic
2. SiddiqueNadwi, JunaidNadwi and Zia uddin Khan: Kunju Al-lugat
3. S. A. Rahman, Teach yourself Arabic
4. Muhammad Hyder Ali: AsomiyaArobiByakaron
5. S.A. Rahman, Lets Speak Arabic
6. TayyabUrfi Alavi & Kamil-Ibn- Aqil: How to learn spoken Arabic

**Name of the Institution: Lalit Chandra Bharali College**

**Syllabus for semester –III**

**Skill Enhancement Course**

**Title: Culture and Heritage of North East India**

**Target Group: Open for all (ARTS / SCIENCE / COMMERCE)**

**Theory = 2 credit, Practical = 1 credit**

**Total Mark -75**

**Theory- 30**

**Practical -- 45**

**Learning Objective:** This course enables students to explore various aspects of the cultural heritage and cultural diversity to historical perspective that discusses numerous the cultural practices that have evolved over the centuries. They will acquire knowledge of the changing socio-cultural scenario of North East. Additionally gather knowledge about the multifaceted cultural heritage, forms and expressions like performing arts, fairs and festivals

- a) To introduce the students to the core aspects of the Culture of North East.
- b) To make them aware of the multiple facets of Assamese culture
- c) To sensitise students to the rich culture and heritage of North East
- d) To enable the students to understand the importance of our heritage
- e) To encourage the students to view our traditions and values in the right perspective which will help the map appreciate diverse cultural values.

**Course Outcomes:**

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

on:

- a) While discussing history and culture students will be able to recognize the history of North-East culture as part of the large story of humankind and civilisation over the ages.
- b) Get to know the diversity of our cultural heritage to understand and appreciate the legacy. It will also provide them with a sense of the expanse of time over which this legacy has grown.
- c) To explain several historical currents that have harmonized to create a rich multicultural society.

**Unit wise Syllabus**

**Unit—I (5 hours)**

**Mark-7**

**Culture and Heritage**

- a) Definition and Characteristics of Culture
- b) Tangible and intangible heritage, Tangible, intangible Oral and Living traditions.
- c) Tai-PhakeorPhakial culture

**Unit—II ( 5 hours)**

**Mark-5**

**Colonial Heritageand UNESCO Heritage Sites in Northeast India,**

- a) Satribari Christian Hospital, 1926,
- b) Assam Medical College, Digboi Oil Refinery, Charaideo Maidams. Garo-Hills
- c) Apatani Cultural landscape,

**Unit—III( 6 hours)**

**Mark- 9**

**Traditional Performing Art as Intangible Heritage**

a) Folk Dance-- Bagurumba Hozagiri , Wangala , Bamboo dance , Zeliang dance, *DholDholakChalom*.

c) Folk Theatre: OjaPali, Dhuliya and Khuliya-*bhaoriya*,  
Puppetry, -Kushan Gan Shumang Leela , Bharigaan. Gahon

**d) Folk Song- Goalpara folk song, Nongthang Leima' Lullabies,**

**e) Oral Folk Literature-Lyrics, Ballads, DĀKAR BACHAN, Folk tales.**

**Unit—IV ( 6 hours)**

**Mark- 9**

**Neo-Vaishnavite Cultures– Majuli**

- a) Satra and Namghar
- b) Ankiya Bhaona and Satriya Nritya

**PRACTICAL ( 22 hours) Mark-45**

- **Assignments**
- **Field work**
- **Project work**
- **Presentation**
- **Report writing**
- **Preparation of questionnaire**

**References:**

- Barua B.K.: A Cultural History of Assam Baruah,
- Sarma, S.N.: The Neo-Vaishnavite Movement and the Satra Institution of Assam Department of Publication, Gauhati University, 1966
- Sarma, S.N.: Socio Economic and Cultural History of Medieval Assam, Guwahati, 1989
- Nath, R.M.: The Background of Assamese Culture, Guwahati, 1978 Sarma,
- Sarma. C .P. : Architecture of Assam, Delhi - 1988
- Ahmed, Kamaluddin: The Art and Architecture of Assam, Spectrum Publication, Guwahati, 1994.
- Bhattacharya, P.: Tourism in Assam, Bani Mandir, 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 Paranuchal, BaniMandir, Guwahati, 2000
- KolkmanRene:Tribal Architecture in North-East India,2014
- [Basa](#)KishorKumar, B.K.Medhi · 2008 :Intangible Cultural Heritage of Assam
- **Mahanta Pradip Jyoti(ed): Vainava Heritage of Assam**

**Prepared by:**

**Lalit Chandra Bharali College, Maligaon**

**Semester: Four Years Undergraduate Program (FYUGP)**  
**III Semester SEC**  
**Course name: ENVIRONMENTAL ETHICS**  
**Credit: 3 credits**  
**Credit distribution: (Theory credit 2, Practical credit 1)**  
**Content**

Course Objectives:

- To provide an understanding of the environmental ethics
- To create environmental awareness among the students
- To rethink and rectify the lapses in our relationship with nature
- To provide insights among students about environment and politics

Learning outcome:

Students will be able to understand the environmental problems and will learn environmental ethics for the protection of environment and to use natural resources in a sustainable manner.

**Unit 1: Understanding Environmental Ethics**

- a. Concept of environmental ethics
- b. Importance of environmental ethics

**Unit 2: Environmental issues**

- a. Pollution- various types, sources and control measures

**Unit 3: Environment and Politics**

- a. Ecologism
- b. Ecofeminism
- c. Sustainable Development

Project/ Assignment

**1. Suggested Readings:**

- Attfeld. Robin, *Environmental Ethics A Very Short Introduction*, Oxford, 2019
- Baker. Susan, *Sustainable Development*, Routledge, New York, 2006
- Basak. Anindita, *Environmental Studies*, Pearson, 2009
  
- Carter. Neil, *The Politics of the Environment: Ideas, Activism, Policy*, Cambridge University Press, New York, 2007
- Heywood. Andrew, *Political Ideologies An Introduction*, Red Globe, 2022
- Kaushik. Anubha& Kaushik, C.P., *Perspectives in Environmental Studies*, New Age International Publishers, 2018

- Raju. Parlapalli, Anand. Konkala, Palve. Anil. E. & Kumar. Ashok, *Environmental Principles and Ethics*, AG Publishing House, 2022
- Shiva. Vandana, *Ecofeminism*, London, Zed Books, 1984

Paper offered by:  
Department of Political Science,  
Handique Girls' College, Guwahati, 781001

**Four Year undergraduate program (FYUGP)**

**Subject – SEC**

**Semester- Third**

**Course Name- Film Appreciation**

Theory credit- 2, Practical credit- 1

Number of required classes- 40 hours

No. of contact classes- 40 hours

**Course Description and objectives:**

The course is an introduction to film appreciation- it focuses on helping the students to appreciate cinema by understanding its distinct language, its narrative complexity and the way films control and stimulate our thoughts and feelings in context of ideologies and social practices. It also discusses on film history, genre ad film analysis – fiction and documentary. The students will be encouraged to analyze a few selected films

**Learning Outcomes:**

The course aims to see the impact of cinema in society and quip the student with an ability to engage with cinema in its societal context. The historical, social, aesthetic aspects of cinema are to be learnt.

**Pedagogy:**

Screening of films, lectures accompanied with presentations, interactive discussions, assignment for completion outside the class.

### Unit 1: understanding films (12 hours)

- History of films- silent era, sound cinema, the contemporary period
- Major film movements- Hollywood, Soviet, French, Korean, Iranian cinema
- Indian cinema- DadasahebPhalke, Satyajit Ray, Jyoti Prasad Agarwala

### Unit 2: Cinema and society (12 hours)

- Ideology in Cinema- nationalism, welfarism, subaltern perspective
- Language of cinema and songs therein
- Characters in Cinema- Portrayal of patriarchy, caste-class angle,

### Unit 3: Films for analysis and appreciation (16 hours)

- The Great Dictator
- Children of heaven
- Mississippi Masala
- Rang De Basanti
- The Great Indian Kitchen
- Jatinga Ityadi
- Village Rockstar

### Reading List:

1. The History of Cinema: A very short introduction, Oxford Publication
2. Our Cinema, their cinema- Satyajit Ray
3. History of motion picture- Britanicca online S.V
4. Book series on Cinema and Society by Routledge
5. Indian cinema, society and culture by Ambrish Saxena
6. Critical social science perspectives on Indian Cinema by Anirudh Deshpande and AnaghaKamble (/Aakar books)
7. Social importance of Assamese cinema in perspective- Vivekananda Kendra Prakashan

## **SEC Course for Semester 3 under FYUGP, Gauhati University**

Course name: **Folk Tradition and Performing Arts** of Western Assam

Credit: 3 credits

Credit distribution (Theory/Practical):

Theory: 2 credit, Practical:1 credit

### **Content**

#### **Unit-1. Meaning and implication of Performing Arts:**

(Folk Tradition, Tradition of Performing Arts in the context of Northeast and Assam, Community Specific Performing Art Forms)

#### **Unit-2: Familiarization with diverse Art Forms:**

(Kushan Gan, Marai Pujar Gan, Goalini Nritya and Hudum Nritya etc)

#### **Unit-3: Costumes and Various Devices in Stage Crafts.**

Unit-4: Musical Instruments

#### **Unit-3. Conduct of Workshops & Stage Performance**

Recommended books/References

- 1.Asomiya Natya Sahitya: Satyendra NathSarma
- 2.Asomiya Natiya Sahityar Jilingoni: Harish Ch. Bhattacharjya
- 3.Bharatar Uttar Purbanchalar Paribeshya Kala: Nabin Chandra Sarma
- 4.Kushan Gan: Dwijendra Nath Bhakat
- 5.Folk Theatre Beyond Boundaries: Bharat BhusanMohanty, DVS Publishers,2012
6. Performance tradition in India (India, the land and the people by Suresh Awasthi,2001

Paper offered by:

Chilarai College, Golakganj

## **Skill Enhancement Courses (FYUGP)**

### **Semester: Third**

Course Name: **Applied History in Policy Making**

Credit: 3 credits

Credit Distribution: 2 credits theory, 1 credit practical

#### **Introduction to the Course:**

"Applied History in Policy Making" is a course that looks at how historical study can intervene in policy making to transforming our society. Teachers can address real-life examples from different areas in class room teaching so that students are able to equip with skills to overcome emerging challenges. Adopting methods from various disciplines like economics, diplomacy, and other social sciences, teachers will engage students to explore how certain historical events can give us new insights. The goal of the course is to understand how history can guide us in making policies that are both fair and effective, and how it helps us predict what might happen in the future.

**Course Objectives:** The paper aims

- 1. Understanding Historical Context:** Analyze how historical events, decisions, and patterns influence policy outcomes.
- 2. Developing Analytical Skills:** Critically evaluate primary and secondary sources to derive lessons applicable to contemporary policy issues.
- 3. Applying Historical Insights:** Identify and apply historical analogies and narratives to inform and shape policy debates and decisions.
- 4. Communicating Effectively:** Develop written and oral communication skills to articulate the relevance of historical perspectives in policy making.

#### **Course Learning Outcomes:**

In this course on Applied History in Policy Making, students will develop a comprehensive understanding of how past events, decisions, and societal trends influence contemporary policy outcomes. They will critically analyze primary and secondary historical sources using interdisciplinary methodologies from economics, diplomacy, and the social sciences to derive insights applicable to present-day policy challenges. By identifying and applying relevant historical analogies and narratives, students will shape policy debates and decisions while anticipating unintended consequences. Through comparative historical analysis, they will examine similarities and differences across contexts to discern patterns contributing to policy success or failure. This holistic approach equips students to engage thoughtfully in policymaking by leveraging historical perspectives effectively.

## Course Contents:

### Unit 1: Introduction to Applied History

#### a. Definition of History and Multiple Perspectives on Historical Studies

Definition of history: Understanding how historians study and interpret the past; Evolution of historical methodologies: From traditional narratives to interdisciplinary approaches.

#### b. Applied History: Scope, Nature, and Relation with Policy Making:

Definition of applied history: Using historical knowledge and methods to address contemporary issues; Scope of applied history: Examples from economics, diplomacy, social policies, etc.; Importance of historical perspective in policy making: Identifying patterns, understanding unintended consequences.

### Unit 2: Methods and Approaches of Historical Analysis:

a. **Comparative History:** Studying similar events or policies across different contexts to identify patterns and differences.

b. **Counterfactual Analysis:** Exploring "what if" scenarios to understand alternative outcomes and their implications.

c. **Longitudinal Studies:** Examining trends and developments over extended periods to understand historical processes and changes.

### Unit 3: Case Studies in a Global Context

#### a. Treaty of Versailles (1919) and its Impact on International Relations

Historical context: End of World War I and the Paris Peace Conference; Analysis of diplomatic negotiations, reparations, and territorial adjustments; Legacy and shortcomings of the Treaty of Versailles in shaping interwar politics and contributing to World War II.

#### b. Munich Pact and Appeasement Policies

Historical context: Pre-World War II tensions in Europe; Analysis of diplomatic strategies, negotiation tactics, and the balance of power, Lessons learned and critiques of appeasement policies in international relations.

#### c. Economic Policy and the Great Depression

Historical context: Causes and impacts of the global economic downturn; Role of historical analysis in shaping economic policies; Case study: Lessons learned from New Deal programs in the United States.

#### d. The Cuban Missile Crisis: Lessons in Crisis Diplomacy:

Historical context: US-Soviet relations and the arms race, Use of historical lessons in crisis diplomacy and international relations, Analysis of decision-making processes, communication strategies, and global implications.

#### **Unit 4: Case Studies in Indian Context**

##### **a. Gandhi's Nonviolent Resistance and Independence Movement**

Historical context: Mahatma Gandhi's leadership and principles of nonviolence; Analysis of their role in shaping India's struggle for independence; Impact on global nonviolent movements and human rights advocacy.

##### **b. Green Revolution and Agricultural Policy**

Historical context: Food security challenges post-independence; Application of historical lessons in agricultural policies and rural development; Case study: Technological innovations, land reforms, and socio-economic impacts.

##### **c. Economic Reforms of 1991 and Liberalization Policies**

Historical context: Balance of payments crisis and economic liberalization; Role of historical analysis in shaping economic reforms and development strategies; Case study: Impact on GDP growth, foreign investment, and social welfare programs.

##### **d. Environmental Conservation Movements in India and Policy Making**

Case Study: Chipko Movement, Narmada BachaoAndolan, and beyond; Historical context: Grassroots movements for environmental conservation; Analysis of policy interventions, sustainable development practices, and climate change adaptation; Case study: Role of indigenous knowledge, community activism, and governmental policies in environmental governance.

#### **6. Recommended Books/References:**

1. Bipan Chandra, *India's Struggle for Independence: 1857-1947*, Penguin, Delhi, 2000
2. Bipan Chandra, *In the Name of Democracy: The JP Movement and the Emergency*, Penguin Books India, delhi, 2003
3. D.R. Gadgil, *The Green Revolution Revisited: Critique and Alternatives* , Sage Publication, New Delhi, 1986
4. E.H. Carr, *What is History?*, Penguin Books India, Delhi, 2011
5. Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century, 1914-1991*, Abacus, London, 1995
6. Kathleen Singles, *Alternate History: Playing with Contingency and Necessity*, link: <https://library.oapen.org/bitstream/id/a52a025a-0d86-47ca-a92c-d74fba897843/1005448.pdf>
7. Keith Jenkins, *Rethinking History*, Routledge, 2003
8. MadhavGadgil, RamachandraGuha, *This Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992
9. Manmohan Singh, *India's Export Trends and Prospects for Self-Sustained Growth India*, Oxford University Press, Delhi, 1994
10. Marc Bloch, *The Historian's Craft*, Aakar Books, 2017
11. Niall Ferguson, *The Uses and Abuses of History*, Penguin Books India, Delhi, 2009

12. Niall Ferguson, *Virtual History: Alternatives and Counterfactuals*, Basic Books, London, 1997
13. Norman Lowe, *Mastering Modern World History*, Palgrave Macmillan, London, 2013
14. Peter Novick, *That Noble Dream*, Cambridge University Press, Cambridge, 1988
15. RamachandraGuha, *Environmentalism: A Global History*, Penguin Books India, Delhi, 2014
16. RanjanChakrabarti, *A History of the Modern World: An Outline*, Rama Brothers, 2012
17. SekharBandyopadhyay, *From Plassey to Partition and After* , Oriental Blackswan, Delhi, 2020
18. Trithankar Roy, *The Economic History of India 1857-2010*, Oxford University Press, New Delhi, 2020
19. Vandana Shiva, *Staying Alive: Women, Ecology, and Development*, Kali for Women, 1889

**Paper offered by:**

**Chilarai College, Golakganj**

## Skill Enhancement Courses (FYUGP)

**Subject: Economics**

**Third Semester**

**Academic Session: 2024-25**

SkillCourseName		Paper Code	Credit	Evaluation
Sl.No.27	Data Analysis in Social Sciences	xxxxx	3	40-60

**Total Marks: 75**

**(Theory: 45, Internal Assessment: 30)**

**Credit: 3**

### Course Outcomes

This curriculum is meticulously crafted to facilitate students in grasping the foundational principles and multifaceted dimensions of select statistical methodologies employed within research paradigm used in Economics. Students shall engage in pragmatic exercises involving data entry, and the exposition of data through computational tools such as Microsoft Excel. Additionally, students shall be tasked with compiling a comprehensive report on the accrued data, followed by a nuanced interpretation of the derived outcomes.

### Course Outlines

Unit No.	Unit Content	No. of Classes(60)	Marks(75)
1.	<b>Data Analysis</b>	10	10
	Introduction, Data sources; Types of data-Primary and Secondary data, Quantitative data (Discrete, Continuous), Categorical data (Nominal, Ordinal); Time-series and Cross-section data.		
2.	<b>An Overview of Survey Research</b>	20	25
	Definition of a survey, types of survey, Basics of Research Methods – developing research questions/hypotheses and objectives, designing questions and response formats, sample size determination, Types of hypothesis, Procedure of testing hypothesis.		
3.	<b>Bivariate Statistics</b>	10	20
	Correlation-Types, Co-efficient of Correlation, Rank Correlation; Simple Linear Regression analysis, Regression Equations.		
4.	<b>Application</b>	20	20
	Handson analysis of real datasets using computer software		

	MS-excel;visualizingdatawithgraphsandcharts;interpretingstatisticaloutput,drawingconclusions; Report preparation.		
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**Suggested Readings:**

- Gupta,S.C.*FundamentalofStatistics*,S.Chand&Company.NewDelhi
- Gupta,S.P.*StatisticalMethods*,S.Chand&Company.NewDelhi
- Field,A.(2022).*Anadventureinstatistics:Therealityenigma*.Sage.
- MinistryofStatisticsandProgram Implementation |GovernmentOf India(mospi.gov.in)
- Best,H.,&Wolf,C.(Eds.).(2013).*TheSAGEhandbookofregressionanalysisandcausal inference*.Sage.
- Vannette,D.L.,&Krosnick,J.A.(Eds.).(2017).*ThePalgravehandbookofsurveyresearch*.
- Wilson,J.(2018).*Academic writing:Aguidetowritingforpublication*.OxfordUniversityPress.

**Prepared by:**

**Pragjyotish College, Guwahati**

**Subject: Physics**

**Semester: Three**

**Course Name: Data Processing and Numerical Analysis**

**i. Course Objective:**

- a) The basic objectives of the course are
  - i) To introduce essential primary components in computer.
  - ii) To introduce the idea about some basic operating systems.
  - iii) To introduce the methods of scientific graphing and data analysis.
  - iv) To introduce basics of any one computer programming language.
  - v) To get idea about numerical analysis and solve problems of physical systems using computer programming language
- b) The course will consist of hands-on training on the Problem solving on Computers.

**ii. Learning outcome:**

On successful completion of the course, students will be able to understand the computer programming and numerical analysis which play an important role in visualizing the insight of the theories of physics. They will be trained in concept realization through hands on practices.

**Theory Credit: 02(Two)**

**Practical Credit: 01(One)**

**No. of Required Classes: 30**

**No. of Contact Classes: 30**

**Syllabus showing each unit against class number and marks**

<b>Unit no.</b>	<b>Unit Content</b>	<b>No. of classes</b>	<b>Marks/Credit</b>
<b>Theory</b>			
Unit I: Basic Concept of Computer	Computer Basics: Components Of Computer system, Central Processing Unit, Concept of Hardware: Input devices, Output devices, Computer Memory, Processing concept of Computer	2	<i>Credit-2</i>
Unit II: Operating System	Operating Systems, Windows 11 and working on Windows 11 environment, Introduction to Linux.	2	
Unit III: Scientific graphing and data analysis	<p>Creating chart in Microsoft excel, Types of chart-Column chart, line chart, Pie chart, Doughnut chart, bar chart, area chart, scatter chart, surface chart; Chart elements-Chart style, Chart filter, fine tune of chart; Chart Design tools, Design and format.</p> <p>The Origin Workspace, Managing Data and Importing Data from different sources, Basic Data Manipulation, Processing of Imported Data, Creating and Customizing Graphs, Creating and Customizing Multi-layer Graphs, Data Exploration and Pre-selection, Advanced Nonlinear Fitting, including Creating Custom Fitting Functions.</p>	8	
Unit III: Introduction to basic Programming Languages	Introduction to Sci lab/Mathematica/Python/C/C++, Advantages and disadvantages, Scilab / Mathematica / Matlab/ Python environment, Command window, Figure window, Edit window, Variables and arrays, Initialising variables in Scilab / Mathematica / Python /C /C++, Multidimensional arrays, Subarray, Special values, Displaying output data, data file, Scalar and array operations	10	

	<p>Programming fundamentals Introduction to Programming, constants, variables and data types, operators and Expressions I/O statements, scanf and printf, c in and c out, Manipulators for data formatting, Control statements (decision making and looping statements) (if statement. if-else Statement. Nested if Structure. else-if Statement. Ternary Operator. Goto Statement. Switch Statement. Uncondi- tional and Conditional Looping. while Loop. do-while Loop. for Loop. break and continue Statements. Nested Loops), Arrays(1D&amp;2D)and strings, user Defined functions, Structures and Unions, Ideaofclassesandobjects.</p>		
<p>Unit IV: Numerical Analysis using computer programming language</p>	<p>Solution of Algebraic and Transcendental equations by Newton Raphson methods, Solution of linear and quadratic equation and Backward difference formula Evaluation of trigonometric functions e.g. <math>\sin\theta</math>, <math>\cos\theta</math>, <math>\tan\theta</math> etc., Numerical Integration (Trapezoidal and Simpson rules), Monte Carlo method, Solution of Ordinary Differential Equations (ODE):First order Differential equation Euler, modified Euler and Runge-Kutta (RK) second and fourth order methods. Introduction to plotting, 2D and 3D plotting.</p>	8	

**Hands on exercises:**

1. Construct a 3D pi chart, 2D Column Chart and stacked Column chart from a given work sheet.
2. From a set of data go for Regression analysis.
3. Using Origin create your own multi-axes or multi-layer graphs and saves as template for repeated use.
4. Fit a histogram with a Gaussian distribution in origin.
5. Solution of first order differential equation: (a) Current in RC, LC circuits with DC source (b) Classical equations of motion.
6. Solution of second order differential equation: (a) damped Harmonic oscillator (b) over damped (c) Critical damped.
7. Solution of partial differential equation: (a) wave motion (b) Heat equation.
8. Integrate  $\frac{1}{x^2 + 2}$
9. Calculation of error for each data point of observations recorded in experiments done in previous semester (choose any two).

10. Calculation of least square fitting manually without giving weightage to error. Confirmation of least square fitting of data through computer programme.

**Reading list:**

- [1] Numerical Mathematical Analysis, James B. Scarborough, 1966, 6th Edn., Oxford and IBH.
- [2] Numerical Analysis, Richard L. Burden and J. Douglas Faires, 2010 9th Edn., Cengage Learning.
- [3] Scientific Computing in Python, Abhijit Kar Gupta, 202, 2<sup>nd</sup> Edition, Techno World.
- [4] Computer Primer, Dharma Rajaraman, V. Rajaraman, 2012, Prentice Hall Of India Pvt. Ltd.
- [5] Mathematical Methods for Scientists and Engineers, D. A. McQuarrie, 2003, Viva Book
- [6] C Language and Numerical Methods, C. Xavier, 1999, New Age International (P) Limited.
- [7] Numerical Methods in Physics with Python, Alex Gezerlis, 2020, Cambridge University Press

Course Name: **Statistics for Data Analysis Using Software Packages (MS**

Excel/ SPSS/ R programming/ Minitab/ MatLab)

Credit: 03

Credit Distribution: Theory: 02; Practical: 01

**Content:**

Target Group: Students from all disciplines of Semester-III

**Learning Objective:**

This course is designed to provide students with an understanding of the concept of data, how to plan, collect, organize and have the knowledge of project preparation using statistical software.

**Learning outcomes:**

After studying this course students will

- Acquaint with the basic concepts of data, different techniques of presentation.
- Be able to perform different Statistical tests necessary for data analysis using software packages.
- Be able to draw statistical inference and interpret the result in an applied context.

**Syllabus:**

**Theory:**

**Unit-1: (04 classes)**

**Presentation of Data:** Concept of data, Primary and Secondary data, Classification and Tabulation, Diagrammatic and Graphical presentation of data.

**Unit-2:(06classes)**

**Sample Survey:** Concept of sample and population, complete enumeration versus sampling, Sampling and Non-sampling errors, Probability and Non-Probability sampling.

**Unit-3:(08classes)**

**Simple Sample Random Sampling:** Simple Random Sampling with Replacement and Without Replacement. Idea of Stratified Random Sampling.

**Unit-4:(08classes)**

**Testing of Hypothesis:** Concept of sampling distribution, standard error, type I and type of II error, level of significance, test for small sample, test for large sample, Chi-square test using both classical and p-value method.

**Unit-5:(04classes)**

**Bivariate Data:** Concept of Correlation and Simple Linear Regression.

**Practical:(30 classes)**

**Analysis and Report preparation:** Drafting of Questionnaire, Data Collection through survey method, Analysis and report preparation using statistical packages.

2. **Recommended books:**

1. Gupta S.C., Kapoor V.K.; Fundamentals of Mathematical Statistics, Sultan Chand and Sons.
2. Bhattacharjee D. and Bhattacharjee D.; B.Sc. Statistics Theory and Practical, Kalyani Publishers
3. Gupta S., Statistical Methods, Sultan Chand and Sons.

3. **Paper Offered by:** Department of Statistics, L.C.B. College, Maligaon, Ghy—11

Course Name: **SEC Database Management System using Microsoft Access**

**Credit: 03**

**Credit Distribution:** Theory2; Practical1

**Content:**

**Target Group:** Students from Arts Stream

**Learning Objective:** After completing this topics students will be able to acquire knowledge of databases like students, employees, railway databases, skills in creating and developing forms, queries and reports.

**Unit1(6 classes)**

Introduction to the concepts of data base managementsystem:

Concept of database, Table, fields,field types, insertion of data, sorting, forming report, creating a form.

**Unit2 (8classes)**

Orientation to Microsoft Access: Create a Simple Access Database, Get HelpandConfigureOptions inMicrosoft Access;

**Unit3 (8classes)**

Create Relationships: One-To-One, One-To-Many, Many-To-Many, Built-InFunctions

**Unit4 (8classes)**

Working with Table Data: Modify Table Data; Sort and Filter Records;

**Unit5 (10classes)**

Querying a Database: Create Basic Queries; Sort and Filter Data in a Query; Perform Calculations in a Query;

**Unit 6 (10 classes)**

UsingFormsCreateBasicAccess FormsWorkwithDataonAccess Forms;

**Unit 7 (10 classes)**

Generating Reports: Create a Report ; Add Controls to a Report;Enhance theAppearance of a Report ; Prepare a Report for Print; Organize ReportInformation;FormatReports;

### DBMS-PRACTICAL QUESTIONS

1. Create a database named "school.mdb" and perform the following tasks:
  - a. Create a table named "student info" having following table structure.

Field Name	Data type	Description
Class	Number	
Section	Text	
Roll no	Number	
Name	Text	40 characters long
Status	Lookup wizard	Two value: "Senior", "Junior"
Photo	OLE object	Photos of students
DOB	Date/time	Date of birth of students
Remarks	memo	

- b. Fill at least 5 records.
- c. Prepare a query to display all records and Name should be in ascending order.
- d. Prepare a query named "senior" to display records including fields name, class, sec, roll no, status, photo and value of "status" field must be senior.
- e. Prepare a form of above query "senior".
- f. Prepare a report of all the fields of above table.

2. Create a database named "library.mdb" and perform the following tasks:
- Create a table named "Book" having following structure:

Field name	Field datatype	Description
Book_id	Text	Primary key. Book identification number
Bname	Text	Book name
Wname	Text	Writer's name
Pyear	Date/time	Published year
Pname	Text	Publisher name
Price	Currency	Purchased price
Pdate	Date/time	Purchased date
Remark	Memo	comments

- Add at least 5 records.
- Prepare a query to display only records including book name, writer name and publication name. Save the query as "q\_book".
- Prepare a query to display all records on the basis of price which is more than Rs500.
- Prepare a form on the basis of table.
- Prepare a report on the basis of query named "q\_book".

3. Create a database named "Nepal Bank" to store information about its staffs and do the following tasks:
- Create a table named "staffinfo" having following table structure:

Field name	Data type	Description
Sid	Autonumber	Pkey. Staff identification number
Department	Text	Department like teller dept, administration dept, store dept, loan dept, marketing dept
Sname	Text	Staff name
Address	Text	Address of staff
Sphone	Text	Staff phone
Post	Text	Like junior teller, cashier, accountant, manager etc
Doj	Date/time	Date of joined
Sdob	Date/time	Date of joined

- Create a form on the basis of "staffinfo" table and save as "entryform".
- Fill at least 5 records using the "entryform"
- Create a query named "depinfo" to display records only including department name, staff name and mobile number.
- Create a query named "post" to display staff name, post, department and phone number whose post is "teller" or "cashier".
- Prepare a report on the basis of query named "depinfo".

4. A. Create a database named exam.mdb and a table named class8 with the following structure.

Field name	Data type
Roll no	number (primary key)
Name	text
English	number
Science	number
Math	number

B. Add any 5 records in the table.

C. Prepare a query named "total marks" to calculate sum of all the marks.

D. Prepare a query named "topper" of query "total marks" to display all records whose total is more than 200.

E. Prepare a form of your query using form wizard with all the fields.

F. Prepare a report on the basis of query "Total marks".

5. A. Create a database named employee.mdb and a table named staff info with the following structure.

Field name	Data type	description
Emp_no	number (primary key)	
Name	text	
Rank	text	manager, officer, accountant.
Date of join	date/time	
Salary	number (maximum 20000&minimum 6500)	

B. Add any 5 records in the table.

C. Prepare a query to display all the records with fields name, salary and tax (calculate tax as 12% of salary if the salary is more than or equal to 15000 and 1% if it is less than that).

D. prepare a query to display all records who join the job between 1/1/2007 and 1/1/2010

E. Prepare a form of all the fields of above table.

F. Prepare a report of query prepared for question no c.

Recommended books:

- MS-Access by Narendra Tiwari
- Learning MS Access 2007, by Ramesh Bangia

Paper offered by: Lalit Chandra Bharali College

## **SEC COURSE**

**Semester:** III(FYUGP)

**Course Name:** Programming in Mathematica

**Credits:**3

**Credit Distribution:** 2(Theory) + 1 (Practical),  
2 lectures, 1 practical per week

**Content** :

**Course Objectives:** This course aims at familiarizing students with the usage of the Computer Algebra System **Mathematica**. The basic emphasis is on plotting and working with matrices using Mathematica.

**Course Learning Outcomes:** This course will enable the students to:

1. Use Mathematica as a calculator and for plotting functions and animations.
2. Use Mathematica for various applications of matrices such as solving system of equations and finding eigenvalues and eigenvectors.

**Unit1(1Credit):IntroductiontoCAS(Mathematica):** Computer Algebra System(CAS), Use of Mathematica as a calculator, Computing and plotting functions in 2D, Plotting functions of two variables using Plot3D and Contour Plot, Plotting parametric curves surfaces, Customizing plots, Animating plots, Producing tables of values, Working with piecewise defined functions, Combining graphics.

**Unit 2 (1 Credit): Working with Matrices:** Simple programming in Mathematica, Performing Gauss elimination, Operations (transpose, determinant, inverse), Minors and cofactors, Working with large matrices, Solving system of linear equations, Rank and nullity of a matrix, Eigenvalue, Eigenvector and diagonalization.

**Practical(1Credit):** Six practicals should be done by each student. The teacher can assign practical from the exercises from [1] and [2].

2. **Recommended books** :

1. Bindner, Donald & Erickson, Martin. (2011). A Student's Guide to the Study, Practice, and Tools of Modern Mathematics. CRC Press, Taylor & Francis Group, LLC.
2. Torrence, Bruce F., & Torrence, Eve A. (2009). The Student's Introduction to Mathematica: A Handbook for Precalculus, Calculus and Linear Algebra (2nd ed.). Cambridge University Press

3. **Paper Offered by** : B. Borooah College, Guwahati-07

**Semester:III**

**NGO MANAGEMENT & CSR**

**Paper Code: SEC03.....**

**CREDITS: 3 (2+1)**

Theory Lectures : 30hrs,  
Practical :15 (30hrs)  
Evaluation Pattern : (Internal Evaluation : 20,  
External Evaluation :Theory:30,Practical:25)

**Course Objectives:**

- To makethestudentsunderstandtheimportanceofNGO
- TodevelopNGOManagementcompetenciesinvariousfields

**CourseOutcomes:**

- SensitizingstudentstheconcernsofNGOManagement
- EnablingstudentstoacquireprofessionalskillstorunaNGO

**Unit1:Concept of NGO**

**10**

- MeaningofNGOandGO
- DifferencebetweenGOandNGO
- CharacteristicsofgoodNGO
- Functions ofNGO
- AdvantagesofNGO
- ContributionofNGOinthe Development

**Unit2:Starting of NGO**

**5**

- StepsforstartingNGO
- RegistrationofNGO
- SelectionandtrainingofPersonnel
- IdentifyingFundingagencies
- Resource Mobilization
- Planning,ImplementationandEvaluationstrategyunderNGO
- PRinNGO

**Unit3:NGO Management.**

**10**

- Organizationaltypesandstructures
- ManagingpeopleandteamsinNGOs
- NGOmanagementcompetencies
- ApplyingNGOprinciplesand values

**Unit4: Problems of NGO** **5**

- AccountabilityandimpactassessmentforNGOs
- Trainingandrecruitment
- Funding
- Resource Mobilization

**Learning Experiences/practical (30hrs)**

1. Visit of Local NGO
2. Studying the ongoing Activities
3. Studying the problems

**RECOMMENDED READINGS**

- S.Chandra,GuidelinesforNGOManagementinIndia(2003),PublishedbyKanishka Distributors, New Delhi
- Abraham,FormationandManagementofNGOs(2003),ThirdEdition,Published by Universal Law Publishing Co. Pvt Ltd., New Delhi.
- Sundar,P.2013,BusinessandCommunity:TheStoryofCorporateSocial Responsibility in India , New Delhi, Sage Publication.

Paper offered by:

Rupahi College Home Science Department, Nagaon

**Subject Name:- English**

**SEC FYUGP 3<sup>rd</sup> Semester**

**Course Name:-Making Effective Communication**

**Total Marks:-75, External+Internal (45+30)**

**Credit-3**

**Objectives:**

- This paper is designed
- To share in, to give to another, or the interchange of thoughts, opinions, information.
- To involve the effort of the students to get in touch with another and to make themselves understood.
- To communicate with the objective of entertaining a listener.
- To communicate with the intention of convincing someone to do something that can benefit him/her.
- To employ motivation as an objective so as to convince someone else to do something.
- To transmit the message with meaning and understanding.

**Course outcomes (Graduate attributes)**

- To understand the process of communication.
- Speak with confidence and clarity in both formal & informal situation.
- It creates a collegial culture that fosters team work and encourages cooperation.
- It reduces the cost associated with conflicts misunderstanding and mistakes.
- It provides clarity of thoughts making roles, responsibilities and relationships clear.
- Identify different purposes for listening in academic and other contexts.

**Course contents:**

**Unit-1: Understanding communication**

- Nature of Communication
- Importance of Communication
- Process of Communication

**Unit-2 : Forms of Communication**

Classification of communication, verbal communication, Non-verbal communication, kinesics, Paralanguage, proxemics or territory or space. Formal & informal communication, Modern form of communication.

**Unit-3: Qualities of Effective Communication**

Reading, listening intelligently, thinking and Planning using appropriate language, using appropriate channel, an environment conducive to communication, overcoming differences of language.

**Unit-4: Barriers of Communication**

Mechanical Barriers, Physical Barriers, Psychological Barriers, Semantic & language Barriers, Status Barriers.

**Unit-5: Listening as a tool of Communication**

Listening Skills, Approaches to listening, Barriers to effective listening, Tips of effective listening

**Unit-6: Job related letters, Group Discussion and Interviews (Practical)**

JobApplication, CV(Bio-data, Resume), Group discussion, Personal interview, Appointment and discharge letters.

**Books Recommended:-**

1. Business communication by V.K.Jain and Om Prakash Biyani, S.Chand and company ltd. RamNagar, New Delhi – 110055.
2. Better English pronunciation by J.D.OConner
3. Business communication by Dr. Prakash M. Herekar  
Modern publisher, Gulab Bhawan, Bahadur Shah Zafar Marg, NewDelhi

Course offered by :

English department, Rupahi College, Nagaon

### Semester III

Paper Name: **RMT -SE-3014 – (Business Leader/Multi-outlet Retailer)**

#### Credit 3

**Theory classes:** 17 classes (one hour each-17 hrs)

**Practical classes:** 16 classes (Two hours each-32 hrs)

**Total Marks: 100**

**Theory: 50 marks**

**Practical:50 Marks**

Practical classes will include: 12 hours of Retail Lab practical, 12 hours of presentation preparation, 6 hours of Group Discussion. 2 hours of assignment preparation.

This course on “**Business Leader/Multi-outlet Retailer**” for undergraduate students builds basically on the soft skills and leadership qualities already developed by the students apart from preparing them for a profession in the retail industry. It aims to develop the technical skills required for their responsibilities apart from improving their communication and problem-solving skills.

#### Course Objective:

This course is aimed at training students for the role of “**Business Leader/Multi-outlet Retailer**”, in the “Retail” Sector/Industry and by the end of the semester aims at building the job specific key competencies amongst the learners.

#### Specific Objectives:

The course aims to enable students to –

- Understand the importance of legal compliance
- Understand the role and responsibilities of a “**Business Leader/Multi-outlet Retailer**”
- Understand the principles of leadership
- Understand the basics of retail business operations
- Gives an idea of various problem-solving skills related to the retail industry
- Give an exposure to the practical aspects of the industry
- Develop soft skills

#### Course Outcome:

After the completion of the course, the students will be able to

- Understand the principles of leadership
- Understand importance of legal compliance
- Understand the basics of retail business operations
- Know the requirements of the role of **Business Leader/Multi-outlet Retailer**
- Develop the skills required for being a successful **Business Leader/Multi-outlet Retailer**
- Communicate with people with confidence



**Course Content:**

**Unit 1: Legal Compliance**

**Marks: 15**

- \* Statutory Law, Concept of “ Law of the Land”, Importance of Legal Compliance
- \* Importance of Process, Policy adherence and accurate Reporting
- \* Laws or Acts essential for Retail Business
- \* Definition: Agreement, kinds of Agreements,
- \* Definition: Contract, kinds of Contracts

**Unit 2: Introduction to Leadership**

**Marks: 15**

- \* Understanding Leadership,
- \* Concept of Leader
- \* Difference between Manager and Leader
- \* Qualities of a Good & Effective Leader
- \* Leadership Styles

**Unit 3: Introduction to Business Leader/Multi-outlet Retailer**

**Marks: 10**

- \* Business Leader/Multi-outlet Retailer: Definition, Job Description, Duties

**Unit 4: Retail Business Operations**

**Marks: 10**

- \* Increasing operating efficiency, Reducing inventory shrinkage,
- \* Space management, Inventory Management, Sales Management,
- \* SWOT Analysis, Concept of Cross selling & Up selling
- \* Marketing: Meaning, Importance, Strategies
- \* Concept of CRM,
- \* Manpower Planning & Training, Team Management

**Reader list:**

Pradhan, S., Retailing Management: Text and Cases  
Madan R. L., A Textbook of Retail Management  
Levy Michael Barton Weitz Ajay Pandit : Retailing management  
Qualification Pack of Business Leader/Multi-outlet Retailer prescribed

**N.B. : The Syllabus is prepared by Sonapur College, Sonapur**



### Semester III

#### Paper Name: TTM-SE-3024 - Tour Executive

**Credits: 3**

Theory classes: 17 classes (one hour each – 17 hrs)

Practical classes: 16 classes (two hours each – 32 hrs)

**Total Marks: 100**

Theory: 50 Marks

Practical: 50 Marks

Practical classes will include: 16 hours of survey, 4 hours of presentation preparation, 4 hours of group discussion, 8 hours of project work preparation.

**Unit – 1: Concept of Tourism****Marks: 15**

- Tourism and its types along with its contemporary nature
- Definition of traveller, tourist, excursionist, transit visitor, visitor and differences amongst them
- Features of tourism product
- Marketing in tourism – Basic concept along with digital marketing

**Unit – 2: Tourism Resources of North East India****Marks: 10**

- Knowledge of Map – India and North East India (special attention to tourist guide map)
- Different types of tourism resources: Natural, cultural, historical, religious, manmade etc.

**Unit – 3: Ticketing****Marks: 15**

- Ticketing: Concept and Scope
- Online Ticketing, Airport codes
- Websites for online ticketing
- Softwares used for ticketing

**Unit – 4: Preparation of tour package****Marks: 10**

- Different modes of travel
- Designing tour itinerary
- Liaison with vendors
- Tour Costing

**Reading List:**

Bhatia, A.K., (2002) *Tourism Principles and Practices*. Sterling Publishers.

Bhattacharya, P., (2004) *Tourism in Assam: Trend and Potentialities*. Bani Mandir.

Chetwani, Tarun. (2008) *Ticketing and Travel Agencies*. Cyber Tech Publications

**N.B.:** Syllabus is developed by Sonapur College, Sonapur



### Semester III

Paper Name: TSC-SE-5014 – Creative Writing

#### Credit 3

Theory classes: 17 classes (one hour each-17 hrs)

Practical classes: 16 classes (Two hours each-32 hrs)

Total Marks: 100

Theory: 50 marks

Practical: 50 Marks

**Course Description:** Creative writing is a form of artistic expression. This course is designed to teach students about the tools and technicalities of creative writing and creative thinking.

Students will learn how to craft their thought, imagination and thinking. They will learn about writing fiction, poetry, screenplay, Drama and non-fiction.

**Course Objective:** This course is designed for the students to prepare them to take writing as their career in various sectors. They can practice their role as Play writer, Screen play writer, Story writer, Poet, Novelist, Non fiction writer in Literature, Media & Entertainment Industry.

**Specific Objectives:** The course aims to enable students to –

- Know and understand the various aspects of literature.
- Know the History of Assamese Literature along with Indian and World Literature.
- Understand the different form of creative writing
- Know and understand the true value of creative writing
- Know and understand the tools of excellent writers
- Be familiar with different types of nonfiction
- Know and understand how to write memories, biographies and autobiographies; how to write articles for newspaper, blogs, journal etc.
- Understand the craft and elements of Basic Storytelling, Screenplay writing, Poetry, Novel etc.
- Understand how to generate Idea—Observation Imagination—Creative Thinking
- How to develop creativity in writing.
- How to get the creative work recognized and published
- 

**Course Outcome:** After the completion of the course, the students will be able to

- Understand the basics of creative writing skills.
- They will be able to work as Professional writer in Literature, Theatre, Media, and Film Industry.
- Develop the skills required for being a Creative Writer.

#### Course Content:

##### Unit 1: About Creative Writing

Marks: 10

- Process of Creative writing
- Concept of Creative Writing: Understand What is Creative Writing— Short Stories, Short Plays, Poetry, Novel, Biography; Understand why it is Called Creative Writing-Creative Expression, Creative Presentation.
- Understand how to generate Idea—Observation Imagination—Creative Thinking
- How to develop creativity in writing.



**Unit 2: How to develop the concept.**

**Marks: 10**

- Detailing out the concept
- Outline key elements of concept
- Story- telling
- The basic principles of story-telling and character psychology

**Unit 3: The Different Types or forms of Creative Writing**

**Marks: 10**

- Fiction
- Journal or Diaries
- Poetry
- Article
- Memories
- Screenplay
- Drama etc.

**Unit 4: How to write –**

**Marks: 20**

- Memories
- Biography
- Autobiography
- Articles for newspaper, blogs, journals
- Poetry
- Fiction
- Screenplay
- Drama
- Documentary Film Script

**PRACTICAL: (Writing Skills-Fiction, Screenplay, Drama etc.):**

**Marks: 50**

**Reading List:**

1. **Becoming a writer: Dorothea Brande**
2. **Poetics: Aristotle**
3. **Natyashastra: Bharatmuni**

**N.B.: The Syllabus is prepared by Sonapur College, Sonapur**



## KILL ENHANCEMENT COURSES

1. **SEMESTER:** 3<sup>rd</sup> Semester
2. **COURSE NAME:** EARLY CHILDHOOD CARE AND DEVELOPMENT
3. **CREDIT:** 3 CREDITS
4. **CREDIT DISTRIBUTION (THEORY/PRACTICAL):** THEORY-1, PRACTICAL-

2

5. **CONTENT**

### **Theory**

#### I: **Core** concepts in ECCE

- Significance of development in the early years
- Core concepts in ECCE
- Care and education as crucial needs between birth and six years
- International and national ECCE programmes

#### II: **Contexts** of Care and Development

- Concept of care and development
- Value of family and need for extra familial programmes
- Value of play, responsive environments and learning
- Curriculum, pedagogy, culture and inclusion

### **Practical**

- Visit to ECCE Centre: Creche/Preschool
- Workshops to understand children and document methods of playful interactions to foster development in all domains through sessions on
  - Understanding childhood competencies
  - Developing teaching learning materials
  - Music, movement and drama for children
- Identifying ways to assess and record progress of children
- Methods and tools to evaluate ECCE programmes
- Develop a prototype format for setting up an ECCE Centre

6. **RECOMMENDED BOOKS/REFERENCES**

- Aggarwal, J.C. (2007). *Early Childhood Care and Education: Principles and Practies*. Shipra: New Delhi.
- Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.
- Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep and Deep Publication, New Delhi.
- Morrison, G.S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall: Virginia
- Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education*. M.S. Swaminathan Research Foundation.
- Swaminathan, M. (1998). *The First five Years*. Stage Publications.

7. **PAPER OFFERED BY:** Department of Home Science, Handique Girls' College, Guwahati

*Abarna*  
Principal  
Handique Girls' College  
Guwahati-781001

## Four Year Undergraduate Programme (FYUGP) Syllabus

Subject Name: Education (SEC)

Course Name: LIFE SKILL EDUCATION

Credits: 3

3rd Semester



### Course Objectives:

- Develop understanding into the fundamentals of life skills.
- Examine the theoretical and application based perspective of life skills education
- Develop competencies to classify different types of life skills
- Develop understanding into techniques of education of life skills.
- Explore ways of practicing life skills education. To provide orientation in life skills.

### Course Contents:

#### UNIT I : Introduction to Life Skill Education

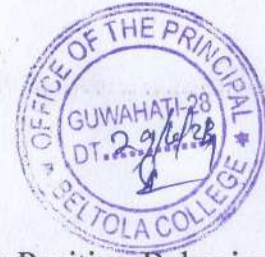
- Concept and definition of Life Skill Education.
- Objectives of Life Skill Education.
- Importance of Life Skill Education.

#### UNIT II : Ten Core Life Skills as Listed by WHO

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

#### UNIT III : Different Methods of Teaching Life Skills.

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



#### SUGGESTED READINGS:

1. Nair. A. Radhakrishnan, (2010), Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
2. Santrock W. John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata McGraw-Hill Publishing Company Lt
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