

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

BACHELOR OF ARTS (HONS) (ENGLISH)

*(Four Year Undergraduate Programme to be offered from 2023-24
Academic Sessions onwards as per NEP 2020)*



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Submitted by
K. K. HANDIQUI STATE OPEN UNIVERSITY
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Registrar
Krishna Kanta Handiqui
State Open University
Guwahati

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT FOUR-YEAR UG PROGRAMME IN ENGLISH FOR THE ACADEMIC SESSION 2023-2024

1. OVERVIEW:

The Four-Year Undergraduate (UG) Programmes of Krishna Kanta Handiqui State Open University (KKHSOU) are being prepared in accordance with the requirements of the NEP 2020, which are to be offered from the academic session of July 2023 onwards. The Programmes are being prepared as per the Curriculum and Credit Framework for the Four Year UG Programmes of the UGC (December, 2022) as well as subsequent official notification and the Model Framework of the Department of Higher English, Government of Assam, dated 25 January 2023 regarding the implementation of the NEP 2020 in the State of Assam.

The 35th Meeting of the Academic Council of the University held on 18 January 2023 resolved that the Programme Project Reports (PPR) of the proposed programmes of the University would accommodate the features of NEP 2020 and UGC ODL Regulations 2020. Accordingly, the University has adopted the UGC Curriculum and Credit Framework for the UG Programmes with provisions of lateral entry and exit together with a multidisciplinary/interdisciplinary focus. Also, the assessment and evaluation has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

Thus, the Programmes on offer incorporates Discipline Specific Core (DSC) courses along with ranges of Discipline Specific Elective (DSE) courses, which are expected to enable the learners towards receiving wider exposure and opportunities. In addition, bundles of courses are also being provided as Ability Enhancement Courses (AEC); Skill Enhancement Courses (SEC); and Value-Added Courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses would be relatively smooth and enriching. To this effect, necessary processes for attaching relevant faculty from related disciplines have been arranged. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Four Year UG Programme Framework of the University incorporates Indian languages, culture, values, and traditions. The Second Semester includes a 3 credit course on Yoga while the Third Semester incorporates a 4 credit course on Life Skills. Similarly, courses on Environmental Studies and Disaster Management, Cyber Security, Organic Farming etc., are also offered in the baskets of VAC and SEC.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from reputed Universities have designed the proposed **Four Year UG Programme in English** and the detail syllabi. This Programme Project Report (PPR)

on Four Year UG Programme in English provides the details of the proposed Programme as per the provisions of the UGC (*Open and Distance Learning Programmes and Online Programmes*) Regulations, 2020.

English Literature, Culture and society are in a state of continuous mutual dependence which provides for an interesting area of study. This also means literature history and culture not only influence each other but also helps in understanding our society whose products are art and literature. Hence, literature showcases a social experience, is an embodiment of social myths and ideals and aims as well as an organization of social beliefs and sanctions. This is the main mission of this Programme. The syllabus of this Programme has been finalized after a series of deliberations and discussions with academic experts in the field.

Learners who wish to study English as a Discipline Specific Core (DSC) course should select one Elective/Minor Courses (DSE) from the following courses offered by the University i.e. Assamese, History, Sanskrit, Education, Journalism and Mass Communication, Philosophy, Political Science, Mathematics, Social Work, Commerce, Computer Application, Business Administration, Management and Sociology etc. The discipline of English will also be offering electives (DSE) for other learners who opt for any other course as a Discipline Specific Core (DSC) course.

Similarly, learners who wish to take English as a Discipline Specific Core (DSC) course will have to select courses from the bundles of courses provided as Inter Disciplinary courses (IDC). There will be three IDCs offered by the Discipline of English that are not intended for learners who opt for English as a Discipline Specific Core (DSC) course and DSE. These three courses are “Reading and Writing Skills”, “General Principles of Writing”, “English for Professional Studies.”

The Ability Enhancement Course (AEC) is required for learners who take English as a Discipline Specific Core (DSC) Course. As compulsory AEC courses, all learners are required to study “General English”, “Alternative English/MIL”, and “Life Skills”. In addition, the Discipline of English will offer “Spoken English” in the fourth semester. “Environmental Studies and Disaster Management” and “Introduction to Yoga” are compulsory Value-Added Courses (VACs) in the First and Second Semesters.

As per Curriculum and Credit Framework for the Four Year UG Programmes of the UGC (December, 2022), “Cyber Security” (in Semester 3) and “Research Methodology” (in Semester 7) are two compulsory Skill Enhancement Courses (SEC) for any learners of UG programme of the University. Apart from that, “Office Management”, “Organic Farming”, “Introduction to Geo-Informatics”, “Tea Cultivation and Management” and “Electricity and Electrical Wiring” are offered as optional Skill Enhancement Courses (SEC).

Learners of Four-Year Undergraduate Programme in English will have to present a Seminar in Semester 7. They will also have to prepare a Project/Dissertation with the help of a mentor in Semester 8. A multidisciplinary/ interdisciplinary approach is evident in the structure of the Four-Year Undergraduate Programme in English.

2. PROGRAMME'S MISSION AND OBJECTIVES:

2.1 Mission and Vision of K. K. Handiqui State Open University:

- The motto of the university is to make English beyond barriers and provide the English as the opportunity to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.
- It will also provide English to the homemakers, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- This university provides the opportunities of higher English to those who remain deprived of higher English for other numerous reasons.
- The mission and vision of the university is to enhance the capabilities of learners, particularly women learners, who desire to be empowered with higher order of required English and necessary professional skills.
- The University will provide social justice to all the stakeholders is the prime focus of the university.

2.2 Mission and Objectives of the UG Programme in English, KKHSOU

The main objectives of the Four-Year UG Programme in English offered by KKHSOU are mentioned below:

- Encourage the learners to appreciate life and society through the works of the great literary masters of the world.
- Help the learners understand the literary achievements of great writers who portrayed their contemporary society through representative literary works, chosen from the various genres of literature like poetry, drama, fiction, non-fiction, etc.
- Provide a comprehensive idea of English Language and Literature.
- Motivate the learners for higher studies and research in Language and Literature.
- Encourage cross-disciplinary, multidisciplinary and interdisciplinary thinking.

3. RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:

The UG Programme in English offered by KKHSOU has been prepared to confirm the mission and goals of the University along with **NEP 2020**. Providing quality higher education and developing holistic individuals (smart, thoughtful, well-rounded, and creative individuals) is the main motto of NEP 2020. Open Universities in the nation have played a vital role in this regard. The KKHSOU is the only State Open University in Assam that can serve this purpose.

- a) According to **NEP 2020, Section 10.8**, steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. MHRD, has planned to increase the Gross Enrollment Ratio (GER) in Higher Education from 26.3% (2018) to 50% by 2035. People generally offer the medium they know best, which is either their first or second language. English is the language of communication for most people in Assam. Therefore, this programme will give learners ample opportunities to perceive the interrelationship of different fields of

knowledge and to understand the reality of their surroundings. As a result, the total enrolment in an English programme is comparatively higher, which contributes a great deal to enhancing and achieving the target of the GER in higher education

- b) Emphasis on the promotion of the vernacular as propounded in **NEP 2020** may also be addressed by launching this programme. Providing access to learning throughout life, the programme gives learners the opportunity to enter into and exit from learning at any age. This also signifies equity and access in the field of higher education.

4. NATURE AND PROSPECTIVE TARGET GROUP OF LEARNERS:

The University targets the following group of learners in general, viz.

- Women learners especially housewives who want to get empowered with higher education and acquire professional skills.
- Differently abled persons.
- Persons who could not complete higher education in time during their student days.
- People hailing from far-flung remote areas and living in other disadvantageous conditions.
- Employed/self-employed persons with a penchant for higher education and learning skills.
- Persons who could not get access to higher education in the conventional system for various reasons.
- Working people who wish to hone their professional skills.

Apart from these, important target groups of learners of this programme are:

- Those learners, both fresh and employed, who are keen to pursue English Language and Literature in a detailed and comprehensive manner.
- The learners who are desirous to obtain a Degree in English as a Major subject.
- Learners from different backgrounds comprising the educated, under-educated, as well as, the highly educated groups of people.
- Learners from the disadvantaged and the under-privileged sections of the society.
- Learners who are unable to complete higher education in the normal course of time and have interest in English.
- Visually impaired and differently-abled learners who are keen to pursue English literature.

5. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

The UG programme in English is mainly theoretical and therefore, is, in general, suitable for the ODL mode. Keeping in mind the goal of the Department of Higher Education, MHRD to increase the Gross Enrolment Ratio (GER) in Higher Education, the ODL mode of education can play a major role in this regard. English, being an international language of communication, the UG programme in English may be considered one of the most appropriate choices for achieving this goal. As we all know, learners are the top priority of any educational system. KKHSOU has also given importance to learner-centric education. In this connection, the UG

programme in English has been designed in such a way as to facilitate learners to participate actively in the teaching-learning process.

6. INSTRUCTIONAL DESIGN:

The University follows instructional design and procedures to ensure that the ODL programme is effective for delivering the University's UG degree. The programme is delivered in print form and through Learning Management System (LMS).

6.1. Curriculum Design:

The curriculum of the Four Year UG Programme in English has been designed in accordance with the *Curriculum and Credit Framework for the Four Year UG Programmes of the UGC* released in December, 2022 as well as subsequent official notification and the *Model Framework* released by the Department of Higher Education, Government of Assam (dated January 25, 2023) regarding the implementation of the NEP 2020 in the State. Besides, other relevant documents viz. UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, UGC's Academic Integrity Regulation 2018 and UGC Regulation regarding Definitions of Degrees 2014 have also been taken into consideration in finalising the curriculum. The detailed syllabus of the courses to be offered both as major and minor in English has been prepared and finalised by the duly constituted Committee of Courses (CCS) involving eminent subject experts drawn from Gauhati University and Cotton University, which has been approved by the Academic Council of the University.

6.2. Programme Structure and Duration of the Programme:

The Programme, in total, consists of 171 credit hours of courses with multiple entry and exit options. The UG degree (honours/research) in English will be awarded to the learners who complete total 20 courses in English, each with 4 credits i.e. total 80 credits of courses in English in four years. For a UG Degree (general) in English, a learner has to complete 15 courses in English, each course with 4 credits, and earn 60 credits in total in three years.

The Programme in English, whether three or four years, is to be completed with courses on a minor subject to be chosen by the learners from any of the disciplines of Social Sciences, Humanities, Commerce, Management etc. wherein the University offers such courses. Total credit requirement for the minor in the Programme is 32 credits in four years; and 24 credits in three years.

To enhance the scope of learning of the prospective learners, choices are also offered to them to opt for additional courses as minor. In such case, if a learner decides to go for additional courses as minor, acquiring a total of 48 credits in three years or 64 credits in four years, she/he will be awarded with the second major (i.e. double major) in the subject taken as the minor along with her/his (first) subject taken as the major. The proposed Programme makes provisions to allow learners to get a double major should they fulfil the credit requirement.

Besides the major and minor, during the programme a learner needs to successfully complete 9 credits of Interdisciplinary Courses (IDC), 14 credits of Ability Enhancement Courses (AEC), 10 credits of Skill Enhancement Courses (SEC), 6 credits of Value-Added Courses

(VAC) along with 4 credits of Research Methodology, 4 credits of Seminar or Presentation or Internship or Community Engagement or any other Value-Added Activities, together with 12 credits of Project or Dissertation. The description of the credit distribution of the proposed Programme is given below:

Credit Distribution by Type of Courses

Sl.No	Type of Course	No of courses		Total Credit Requirement	
		3 years exit	4 years exit	3 years exit	4 years exit
1	English Courses as major	15	20	60	80
2	Related Courses as minor	6	8	24	32
3	Interdisciplinary Courses	3	3	9	9
4	Ability Enhancement Courses	4	4	14	14
5	Skill Enhancement Courses	3	3	10	10
6	Value Added Courses	2	2	6	6
7	Research Methodology Course		1		4
8	Seminar/Presentation etc.		1		4
9	Project/Dissertation		1		12
Total		33	43	123	171

Further, the Programme is divided into 8 semesters with lateral entry and exits in 2nd, 4th, 6th semesters. The learners will be awarded with a Certificate, Diploma and Degree (General) with English if they exit in the 2nd, 4th, 6th semesters respectively. After successful completion of the 8th semester, the learner will receive UG Degree with honours/research in English as the case may be. There will be provision for lateral entry into the 3rd, 5th and 7th semesters for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier. The provision of the lateral entry, however, is subjected to such period as notified by the UGC from time to time and fulfilment of the credit requirement as per the UGC regulation in force.

The detailed Programme structure of the proposed Four Year UG Programme in English both English as Major and Minor:

A. Structure of the Four-Year UG Programme with English as Major

Semester	Type of Course	Name of the Course	Credit
I	Major-1	From Language to Literature	4
	Minor-1 *		4
	IDC - 1 **		3
	AEC - 1	General English	3
	VAC - 1	Environmental Studies and Disaster Management	3
	SEC - 1 **		3
Total			20
II	Major-2	Foundation Course in English	4
	Minor-2 *		4
	IDC - 2 **		3
	AEC - 2	Modern Indian Language (MIL)/ Alternative English***	3
	VAC - 2	Introduction to Yoga	3
	SEC - 2**		3

Total			20
Exit 1		UG Certificate	40
III	Major-3	History of English Literature	4
	Major-4	Poetry	4
	Minor-3*		4
	IDC-3**		3
	AEC-3	Life Skills	4
	SEC-3	Cyber Security	4
Total			23
IV	Major-5	English Poetry: From Medieval to Modern	4
	Major-6	Short Story	4
	Major-7	English Novels	4
	Minor-4*		4
	AEC-4	Spoken English	4
Total			20
Exit 2		UG Diploma	83
V	Major-8	Uses of English	4
	Major-9	English Drama	4
	Major-10	Prose	4
	Major-11	Literary Criticism	4
	Minor-5*		4
Total			20
VI	Major-12	Introduction to Language and Linguistics	4
	Major-13	Non-Fictional Prose	4
	Major-14	Introduction to North East Literature	4
	Major-15	Introduction to Asian Literature	4
	Minor-6*		4
Total			20
Exit 3		UG Degree (General)	123
VII	Major-16	Indian English Literature I	4
	Major-17	American Literature I	4
	Major-18	American Literature II	4
	Minor-7*		4
	SEC-4	Research Methodology	4
	Field Work/Project etc.	Seminar/Presentation	4
Total			24
VIII	Major-19	Indian English Literature II	4
	Major-20	Introduction to European Literature	4
	Minor-8*		4
	Field Work/Project etc.	Project/Dissertation	12
Total			24
Exit 4		UG Degree (Honours/Research)	171

B. Structure of the Four-Year UG Programme with English as Minor

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	From Language to Literature	4
	IDC – 1 **	Reading and Writing Skills	3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies and Disaster Management	3
	SEC – 1 **		3
Total			20
II	Major – 2		4
	Minor – 2	Foundation Course in English	4
	IDC – 2 **	General Principles of Writing	3
	AEC – 2	Modern Indian Language (MIL)/Alternative English***	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2**		3
Total			20
Exit 1			UG Certificate
			40
III	Major – 3		4
	Major – 4		4
	Minor – 3	History of English Literature	4
	IDC – 3	English for Professional Studies	3
	AEC – 4	Life Skills	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	English Poetry: From Medieval to Modern	4
	AEC – 4	Spoken English	4
Total			20
Exit 2			UG Diploma
			83
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Uses of English	4
Total			20
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	Introduction to Language and Linguistics	4
Total			20
Exit 3			UG Degree (General)
			123
VII	Major – 16		4
	Major – 17		4
	Major – 18		4
	Minor – 7	Indian English Literature I	4
	SEC – 4	Research Methodology	4
	Field Work/Project etc.	Seminar/Presentation/Internship etc.****	4

Total			24
VIII	Major – 19		4
	Major – 20		4
	Minor – 8	Indian English Literature II	4
	Field Work/Project etc.	Project/Dissertation****	12
Total			24
Exit 4		UG Degree (Honours/Research)	171

- * For a learner with English as major, the minor is to be chosen from disciplines other than English.
 ** Learners will have to choose from a basket of courses as mentioned in **Annexure III**.
 *** MIL options offered by the University are Assamese, Bengali, Bodo and Hindi. There is also the option of Alternative English in lieu of MIL. Details of the courses are mentioned in **Annexure III**.
 **** Guidelines for Seminar/Presentation of UG Programme in English is available in **Annexure IV**.
 Guidelines for Project/Dissertation of UG Programme in English is available in **Annexure V**.

The detailed course wise syllabus of the UG programme in English is given in **Annexure I**.

The minimum period for completion of the Programme and award of the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in English, hence, are 1 year (2 semesters), 2 years (4 semesters), 3 years (6 semesters) and 4 years (8 semesters) respectively. The maximum period of completion for the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in English will be double the minimum completion period for the same as per the provision of UGC ODL and Online Regulation 2020 under Clause 13 of the Part III. Further, in case a learner is not able to qualify a course in the first attempt, she/he shall have to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.3. Definition of Credit Hours:

The University follows the UGC ODL and Online Regulations 2020 in defining credit hours. Accordingly, it requires 30 hours of study per credit of a course. Thus, a 4 credit course requires 120 hours of study in total, which includes time required to study the Self Learning Materials, completion of assignments, attending counselling sessions, accessing other learning materials provided to the learners as and when required. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralised online counselling conducted by the faculty members of the University.

6.4. Faculty and Support Staff Requirement:

The Discipline of English of Padmanath Gohainbaruah School of Humanities of KKHSOU currently has three dedicated full time faculty members (One Associate Professor and two Assistant Professors). A list of faculty members and course coordinators against each core course and other courses offered by Discipline of English of this UG programme is presented in **Annexure II**.

Notwithstanding the above, as the proposed Programme has been designed with multi/interdisciplinary focus with courses on English, Spoken English, MIL/Alternative English, Environmental Studies and Disaster Management, Cyber Security, Yoga etc. besides minors in variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Towards this, the University has made

necessary administrative provisions of attaching faculty from the concerned disciplines, both within and across Schools for smooth and efficient conduct of the proposed Programme. Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

While delivering this programme, support is continuously received from the SLM Branch, Multimedia Unit, Central Library, Study centre Branch etc. of the University as well as from the people associate with the study centres spread across the state of Assam.

6.5. Instructional Delivery Mechanisms:

The Self Learning Materials (SLMs) have been prepared keeping in mind the requirements of instructional design. Special attention has been given on the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain which are addressed in keeping with the General Learning Tasks and the necessary requirements as mentioned in the diagram below:

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the University offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the UG Programme in English through LMS. The LMS would consist of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- a) **Learning Objectives** (major objectives of the Unit are stated)
- b) **Introduction** (linkage with previous Unit as may be applicable and general introduction of the content is provided)
- c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- e) **Activity/Activities** (activities for enhancing learners' critical outlook is included in SLM)
- f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- g) **Let us Sum up** (a pin-pointed summary of the Unit is given)
- h) **Further Reading** (this section is incorporated for those learners who are interested in further developing their knowledge on the respective content)
- i) **Model Questions** (Possible types of questions are provided in the unit).

6.6 Identification of Media–Print, Audio or Video, Online, Computer Aided:

All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared Unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel <https://www.youtube.com/@kkhsou>.

These audio-video contents together with the e-SLMs are sourced to the University's LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

The prospective learners of the Programme will also be introduced with the initiatives like e-GyanKosh (<https://egyankosh.ac.in/>) and free DTH channel for education Swayam Prabha (<https://www.swayamprabha.gov.in/index.php/>) wherein the University also partners in providing digital contents. Many of the University's digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

Further, in pursuance of the UGC's notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

In addition, certain topics are also covered through community radio programmes of the University broadcast through the 90.0 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through the University's website and its official YouTube channel.

6.7. Learner Support Services:

The student support services available in the University would be extended to the learners of this UG Programme in English. All these support services would help the learners to imbibe the required knowledge and skills; to seek avenues in employment; to go for higher studies; and to know about the subject in an in-depth manner. Learner Support Services (LSS) include the following among others:

- a) **KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City campus provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programmes are centrally organised from city campus.
- b) **Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provides training for coordinators, counsellors, and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.
- c) **Study Centres:** Study centres are the backbone of an open and distance learning institution. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Self Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centres throughout the state handle these affairs on behalf of the University.
- d) **Pre-enrollment Counselling:** In cooperation with study centres, the university provides pre-enrollment counselling for all the programs through online and offline modes. It

provides basic knowledge of the programs, counselling sessions, etc. Moreover, programme specific pre-enrollment counselling is also organised.

- e) **Siksharthi Mitra:** A few employees of the University have been engaged as Siksharthi Mitra in order to provide better technical support and assistance to the candidates during online admission process.
- f) **Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

([http://kkhsou.in/web_new/viewDocumentPdf.php?pdf=pdf/student/Standee%204%20As_sameseconverted\(1\).pdf&q=Learners%27%20Charter](http://kkhsou.in/web_new/viewDocumentPdf.php?pdf=pdf/student/Standee%204%20As_sameseconverted(1).pdf&q=Learners%27%20Charter))

- g) **Handbook/SOP:** The University has brought out a Handbook for the Study Centres and a Standard Operating System (SOP) of Examination. http://kkhsou.in/web_new/ugcinfo-2018/SOP%201-32.pdf

- h) **Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

- i) **Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.

- j) **Face to face and Walk-in Counselling:** As part of the UG Programme in English learners will receive face-to-face counselling from study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centre located at the city campus on Sundays or weekdays.

- k) **ICT Support:** ICT support is a major component of any ODL system of English. Some of the ICT-based support systems provided by the university, which can be availed by the learners of the UG English Programme are listed below:

- **Website:** The University has developed a full-fledged official website www.kkhsou.in for learners and the general public. The website has a dedicated Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos (web link: <https://www.youtube.com/user/kkhsou>)
- **Community Radio Service:** Jnan Taranga (90.0 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting English programmes. This includes debates, discussions, and talk shows.

Links: <http://jnantaranga.kkhsou.in/index.php>

- **e-Bidya:** As part of its ongoing attempts to enhance student learning, the university has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources almost

24 x 7 regardless of where they are in relation to the particular programme they are enrolled in. Learners can interact with experts in the discussion forum. Learners can

experience the benefits of online learning through their mobile devices as well. The same facilities are being imparted for the UG English programme as well.

- **Open Access Journals Search Engine (OAJSE):** The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter.
- **KKHSOU Mobile App:** The university has developed a mobile application "KKHSOU" that allows students to access the university website 24x7. Download Link:https://play.google.com/store/apps/details?id=soft.bdeka.kkhsou.androidapp&hl=en_IN
- **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.
- **e-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram App/WhatsApp, helps learners acquire all the characteristics of open and distance learners, so that they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimise personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.
- **e-mail:** Learners can also write emails to any officials/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Concerns raised through email to this email address are addressed by the University's relevant officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well.
- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platform like Zoom, Google Meet, Cisco Webex and Facebook etc. in addition to regular counselling sessions in study centres. It provides direct interaction of learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.
- **KKHSOU in Social Media:** KKHSOU has incorporated social media sites like Facebook pages, Whatsapp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) that enables sharing and interaction with the students' community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/groups/272636986264210/>

7. PROCEDURE FOR ADMISSION, CURRICULUM TRANSACTION AND EVALUATION:

7.1. Procedure for Admission:

i. Minimum Qualification: For the UG English programme, learners need to have a 10+2 pass or equivalent qualification from a Council/University recognized by UGC, or a Polytechnic diploma in any field.

ii. Online Admission: Admission to this UG programme would be offered by KKHSOU through online in the University website: www.kkhsou.in. A prospective learner may take admission as per his/her choice in KKHSOU City Study Centre, Khanapara, Jorhat Regional Centre, Jorhat or any other recognized study centre for this programme in the State of Assam. A learner is to submit all relevant documents for admission through the online admission portal. The course fee is to be paid through credit card/ debit card/ net banking or UPI- Bharat QR, BHIM, PhonePe, Gpay, Paytm, WhatsApp and other UPI. After admission is done, a unique Registration / Enrollment Number is automatically generated which will have to be used for future communications with the University. Based on his/her choice, and operational conveniences, a learner shall be assigned to a particular study centre for availing of dedicated services and counselling/tutoring facilities. The newly admitted learners will receive the SLMs through a dedicated study centre and in certain cases SLMs may be sent to the learners' home address also. E-SLMs are also available in the University website.

iii. Refusal/Cancellation of Admission: At the time of admission the candidate must submit a declaration that he/she is not pursuing more than two-degree programmes under KKHSOU/any other recognised University or Institution simultaneously. If any false declaration is detected at any stage, his/her admission/mark sheets/ certificates may be cancelled by the University.

iv. Continuous Admission: By paying the necessary fees, a learner can obtain admission to the next semester once a particular semester is completed. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The admission period should be continuous from the date of completion of the previous semester's exams until 60 days after the start date. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website (www.kkhsou.in) and maintain regular contact with their allotted study centres.

v. Lateral Admission: The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of lateral admission to all its UG and PG programmes. Accordingly, provisions for lateral entry into the 3rd, 5th and 7th semesters are made for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all the UG and PG programmes.

vi. Dual Degree: The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

vii. Fee-Waiver for Differently-Abled Persons (DIVYANGJAN): The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability and a copy of the Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The

forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this UG English Programme also.

viii. Fee Waiver for Jail Inmates: The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.

ix. Economically Weaker Section (EWS): The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.

x. Fee Structure: The fee structure of the UG programme in English would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. Currently the fee charged for one semester of this UG programme in English is Rs. 3000/-

xi Financial Assistance: The University offers free education to jail inmates and differently abled learners. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The university is in the process of including more numbers of Central/District Jails in the coming Academic Session.

7.2 Curriculum Transaction:

i. Activity Planner: There will be an activity planner, which guides the overall academic activities in the UG programme in English. This will be released prior to the university's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.

ii. Self-learning Materials (SLMs): SLMs are designed in such a way that learners can easily follow them. With the help of subject experts. SLMs are prepared with relevant and up to date information and facts.

iii. Multimedia Materials: Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded versions of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

iv. Induction and Counselling Sessions: Induction sessions are conducted by university officials and faculty together. Counselling sessions are conducted by the Study Centres. Normally all counselling sessions are scheduled on Sunday. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions will be provided by the faculties of the University for the Four-Year UG Programme in English.

7.3. Evaluation:

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the university consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. All necessary documents are available in: http://kkhsou.in/web_new/ugc-info-2018/SOP%201-32.pdf. The details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described under:

i. Formative Assessment: Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission = 0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conduct MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arrange Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

ii. Summative Assessment: The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

iii. Seminar/Presentation/Project Report: A learner has to prepare a presentation on a particular topic under the guidance of a professionally qualified supervisor/guide in semester V. A learner has to prepare a dissertation under the guidance of a professionally qualified supervisor/guide. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php

8. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES:

8.1 Laboratory Support:

The Four-Year UG programme in English is not a fully laboratory-based programme but some of the courses need laboratory support. The University is already equipped with computer laboratory for the learners of this programme as and when they approach the University for specified services. The learners can make use of the computer labs located at the recognised study centres for this programme.

8.2 Library Resources:

Library services are offered to the learners of KKHSOU through physical library facilities in its recognized study centres and also through the central library set up by the University at its city campus. Reference books are suggested by the faculty of the respective Disciplines/Schools of the University and also by the SLM writers. The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to the UG Programme in English. The central library KKHSOU well-stocked with approximately 19135 print books, 36 print journals on various disciplines and 8 newspapers (as on 28-02-2023). The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are

all made accessible to the learners within the University campus. The learners are communicated once the subscriptions are made to the programme specific journals. The library is fully computerized with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification) technology.

All the learners of the University including the learners of the UG Programme in English can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The Digital Library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including the KKHSOU learners. Beyond the physical boundary the library of KKHSOU has been maintained a Web Catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University has an OER Policy (<http://dlkkhsou.inflibnet.ac.in:8080/jspui/handle/123456789/831>) which spells out with the learning material released by the university in physical or digital format. KKHSOU has signed Content Partner Agreement with National Digital Library of India to share its Digital Resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. It also make available to the learners community of KKHSOU through a single-window (<https://ndl.iitkgp.ac.in/>).

The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter. Online subscriptions of reputed journals and databases are regularly made. The learners would be communicated once the subscriptions are made to the programme specific journals.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The Office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the coordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the UG programme in English.

9.1. Programme Development Cost:

The Office of the Finance Officer of KKHSOU has worked out the following also.

- a. SLM Development Cost for Under Graduate programme: Rs. 6,250/- per Unit. A course normally has 14 Units. In Four Year UG Programme, there will be 41 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- b. Printing Cost per Unit of SLM: Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

The office of the Finance Officer of KKHSOU has worked out the following:

9.2. Programme Delivery Cost:

The SLMs prepared have to be delivered to the learners and various study centres located at the far-flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs.60/- per semester. Accordingly, depending upon the number of candidates; the cost for the UG English Programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3. Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The cost calculated by the Office of Finance Officer as regards maintenance of Arts programmes- is Rs. 650.00. The figures as indicated above will be applicable for the UG Programme in English of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

10.1 Quality Assurance Mechanism:

With regard to quality assurance of all the Programmes of the University including the Four Year Undergraduate Programme in English, the University is involved in the following activities:

- The programme design and structure is decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.
- The University has a SLM Policy which is followed in development of SLM. (Link: <http://dlk.khsou.in/libnet.ac.in/jspui/handle/123456789/825>) SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly in academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, eSLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.
- CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - Counsellors' workshops
 - Stakeholders' meetings
 - Feedback responses from the learners from various programmes
 - SLM Audit
- In order to keep the Four Year Undergraduate Programme in English updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above. Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out. (http://khsou.in/web_new/learner_feedback_all.php)

10.2 Expected Programme Outcome:

After completing this UG English programme, the learners will be able to

- a) Be enriched with a thorough and comprehensive knowledge of the various writers and their significant literary works as well as literary contributions to English literature.
- b) Be acquainted with the varied uses of English language, develop grammatical skills as well as, acquire good reading and writing skills after their successful completion of the programme.
- c) Find the opportunity to explore new courses such as Introduction to North East Literature, Introduction to Asian Literature, Indian Literature, American Literature and Introduction to European Literature.
- d) Develop their communicative skills and research abilities, as well as cross-disciplinary and interdisciplinary thinking.
- e) Improve their capacity to engage in analytical and critical thinking, reflective writing and creative writing skills.
- f) Be motivated to acquire the entry-level qualification of graduation to apply for various competitive examinations.

- g) Ppt for careers in academics, publishing houses, media and journalism and various other pursuits such as writing, blogging, editing etc.

11. DETAILS OF THE SYLLABUS WITH UNITS:

Annexure I: Detailed Syllabus of the Four-Year Undergraduate Programme in English

Annexure II: Course wise (offered from the Discipline) faculty allotment of UG Programme in English

Annexure III: Guidelines for Seminar/Presentation of UG Programme in English

Annexure IV: Guidelines for Project/Dissertation of UG Programme in English

Annexure V: Common Basket of Interdisciplinary Courses (IDC), Ability Enhancement Courses (AECs), Value Added Courses (VACs) and Skill Enhancement Courses (SECs)

Annexure I
Detailed Syllabus of the Four-Year UG Programme in English

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)**

Detailed CBCS/LOCF Syllabus for English

UNDERGRADUATE PROGRAMME IN ENGLISH



**Discipline of English
K. K. Handiqui State Open University
Guwahati, Assam**

**KRISHNA KANTA HANDIQUI STATE OPEN UNIEVRSITY
B.A. ENGLISH**

March 2023

SEMESTER 1
DSC 1
From Language to Literature
(4 Credits)

The Course titled 'From Language to Literature' is designed to acquaint the learners with the various concepts related to the use of language in literary works. In order to acquire a better understanding of literary works, there are various language devices that one must be familiar with. Thus, a sound and precise knowledge of the basic aspects of language is necessary in order to interpret literary texts. As literature encompasses a wide range of creative and reflective writings having a distinct appeal pertaining to its form, style or content, this Course shall be crucial for the learners as it shall provide them with systematic ideas regarding the various concepts related to the study of language.

Learning Objectives:

The objectives of this course are to:

- provide a detailed discussion on various important aspects of language and literature
- highlight various types of analyses and interpretation of texts across literary genres
- provide new approaches to the study of literature

Learning Outcomes:

After completing the course, the learner will be able to:

- gain a detailed and systematic idea on various aspects of language and usage of language in literature
- gain a fair idea on the study of language, language meaning, language in context, etc.
- gain an idea on some of the important literary genres and stylistic variations
- gain a precise idea on the ways to approach literature and literary texts

BLOCK 1

Unit 1: Language of Literature

Introduction, What is Literature? Literary Devices, Stylistic, Devices Literature as a Language Event, Notion of Literariness

Unit 2: Semantics

Introduction, Meaning, Elements of Meaning, Sources of Meaning, Lexical Semantics: Sense Relations

Unit 3: Pragmatics

Introduction, The Scope of Pragmatics, Deixis, Conversational, Implicature, Presupposition, Performatives

Unit 4: Text and Discourse

Introduction, Sentence Text and Discourse, Qualities of a Text, The Structure of Discourse

Unit 5: Applied Linguistics

Introduction, The Nature and Scope of Applied Linguistics, Second Language Learning, Contrastive Analysis, Error Analysis

Unit 6: Stylistics

Introduction, The Nature and Scope of Stylistics, Stylistics and Literary Criticism, Formal Poetic and Prose Style, Stylistic Analysis of Poetry

Unit 7: Interpreting Literature

Introduction, Defining Literature, The Basic Forms of Literature, Interpreting Works of Literature

BLOCK 2**Unit 8: Approaches to the Study of Literature I**

Introduction, Language and Meaning, Author, Texts and Contexts, Intended Meaning, Meaning perceived by Readers

Unit 9: Approaches to the Study of Literature II

Introduction, Historicism, Politics of Culture and Interpretation, Gender Issues, Issues of Race

Unit 10: Approaches to the Study of Indian English Literature

Introduction to Indian English Literature, Major Literary Forms and Works, Prominent Indian English Writers

Unit 11: Interpreting Poetry

Introduction, What is Poetry? Language and Syntax in Poetry, Use of Words in Poetry, Interpretation of a Poem

Unit 12: Interpreting Drama

Introduction, What is a Play? Types of Drama, The Theory of Drama, Component Parts of a Play, Modes of Theatrical Representation

Unit 13: Interpreting Novel

Introduction, What is a Novel? Characteristics of Novel, Major Types of Novel, Setting Space and Time, Points of View and Use of Perspectives

Unit 14: Interpreting Short Story

Introduction, What is Short Story? Basic Characteristics of a Short Story, Elements of a Short Story

Unit 15: Interpreting Travel Writing

Introduction, Travel Writing as a Literary Form, Travel Writers and Travel Writing, Some Assamese Travel Writers, Two Distinct Types of Travel Writing

Further Reading:

- Abrams, M.H. and Harpham, G.G. (2015). *A Glossary of Literary Terms*, Cengage Learning.
- Barry, Peter. (2010). *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester: Manchester University Press.
- Barry, Peter. (2012). *Literature in Contexts*. Manchester: Manchester University Press.
- Beaugrande, Robert de & Wolfgang Dressler. (1981). *Introduction to Text Linguistics*, Longman.

Scholes, Robert. & Nancy R. Comley et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

SEMESTER 2
DSC 2
Foundation Course in English
(4 Credits)

The course titled 'Foundation Course in English' contains an elaborate study on the fundamentals or the basic building blocks of English Grammar in order to strengthen the learner's spoken and written skills in English. It covers various significant aspects of English Grammar such as Parts of Speech, Time and Tense, Vocabulary, Punctuation, Synthesis and Transformation of Sentences, Phrases and Idioms, Common Errors, Basic Remedial Grammar together with components of writing namely, Precis Writing, Note Taking and Story Writing.

Learning Objectives:

The objectives of the course are to:

- provide the learners with the basic foundation of English Grammar
- take up various aspects of English Grammar by highlighting their usages and functions
- identify the common grammatical errors while also focusing on the correct use of English Grammar
- introduce the learners to the various components of writing skills

Learning Outcomes:

After going through the course, the learner will be able to:

- gain a systematic idea on some of the basics of English Grammar
- discuss various aspects of English Grammar by highlighting their usages and functions
- identify common grammatical errors
- develop grammatical skills that reflect the correct use of English Grammar
- develop writing skills such as precis writing, note taking and story writing

BLOCK 1

Unit 1: Parts of Speech I

Grammatical Units of a Sentence, Formal and Functional Constituents of a Sentence, Parts of Speech and Formation of Parts of Speech.

Unit 2: Parts of Speech II

Nouns, Pronouns and Determiners and their Types, Verbs and Verb Types.

Unit 3: Parts of Speech III

Adjectives and Adverbs, Prepositions, Functions of Prepositions Conjunctions and Interjections.

Unit 4: Time and Tense I

Introduction, Time and Tense- Simple, Simple Past, Future Form, Aspect-Perfective, Progressive, Perfect Progressive.

Unit 5: Time and Tense II

Passive Verb Forms- Differences in Active and Passive Forms, Modal Verbs with Passives, Change of Voice in Interrogative Sentences.

Unit 6: Vocabulary

Importance of Vocabulary, Types of Vocabulary- Reading, Listening, Speaking and Writing.

Unit 7: Punctuation

Uses of Punctuation, Examples and Exercises.

Unit 8: Synthesis and Transformation of Sentences

Introduction, Defining Synthesis, Combining Sentences, Transformation of Sentences from Affirmative to Negative, Assertive to Interrogative, Assertive to Imperative, Assertive to Exclamatory, Simple to Compound, Degrees of Comparison, Samples and Exercises.

BLOCK 2

Unit 9: Phrases and

Idioms

Introduction, Defining Phrases and Idioms, Samples and Exercises.

Unit 10: Common Errors

Introduction, Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions, Samples and Exercises.

Unit 11: Basic Remedial Grammar I

Introduction, Uses and Interrogatives with 'There', Uses and Distinction between 'There' and 'It', Emphasis with 'Cleft Sentence' and 'Pseudo-Cleft Sentence'

Unit 12: Basic Remedial Grammar II

Introduction, Glossary: Active Voice to Base Form, Clause to Direct Speech, Ellipses to Irregular Verbs, Lexical Verb to Word

Unit 13: Precis Writing

Introduction, Meaning of Precis, Writing a Precis, Samples and Exercises

Unit 14: Note-Taking

Introduction, Note Taking and Note Making, Skimming and Scanning a Piece of Text, Format and Samples of Note Making

Unit 15: Story Writing

Introduction, Defining Story Writing, Title Writing, Examples, Exercises

Further Reading:

Aggarwala, N.K. (2001). *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers.

De Sarkar P. K. (2007). *Higher English Grammar and Composition*. Kolkata: Book Syndicate.

Sidhu, C.D, Prem Nath and Kapil Kapoor. (2004). *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House.

SEMESTER 3
DSC 3
History of English Literature
(4 Credits)

The course titled ‘History of English Literature’ provides a detailed introduction on the major historical periods that influenced as well as enriched the changing literary trends and practices, development and establishment of English Literature. It takes up the development of English Literature down the ages starting from the Anglo-Saxon period to the Neo-Classical Age and from the Romantic Age to the Modern Age.

Learning Objectives:

The objectives of the course are to:

- trace the various historical periods in the history of English Literature
- highlight the characteristics of these historical periods together with its impact and influence on the development of English Literature
- provide the learners with an idea on the various literary forms, features and practices in each historical period
- familiarise the learner with some of the major works and writers of each historical period

Learning Outcomes:

After going through the course, the learner will be able to:

- identify the precise timeline in the history of English Literature
- gain a detailed insight into each of the historical periods, defining literary practices and their practitioners
- relate the various literary movements to literary situations and contexts

BLOCK 1

Unit 1: From the Anglo-Saxon to the Medieval

Introduction, The Anglo-Saxons, Major Literary Forms

Unit 2: The Medieval Age

Introduction, Literary Features of the Age, Major Literary Forms Poetry, Drama, Prose; Important Writers.

Unit 3: The Role of the Church

Introduction, Role of Church in the Medieval Age, Influence of Church on Medieval Literature

Unit 4: The Renaissance

Introduction, Intellectual Context, Impact of the Renaissance on English Literature

Unit 5: The Renaissance II

Introduction, Major Literary Forms, Renaissance Ideal.

Unit 6: The Restoration Age

Introduction, Literary Features of the Age, Major Literary Forms, Poetry, Drama, Prose; Important Writers.

Unit 7: The Neoclassical Age I

Introduction, Socio-Cultural Context, Literary Features

Unit 8: The Neoclassical Age II

Introduction, Major Literary Forms, The Age of Prose, Important Writers

BLOCK 2

Unit 9: The Romantic Age I

Introduction, Literary Forms and Features of the Age, Major Literary Forms: Poetry, Periodical Essay and Literary Criticism, Fiction.

Unit 10: The Romantic Age II

Introduction, Major Romantic Writers

Unit 11: The Victorian Age I

Introduction, Features of the Age, Major Literary Forms: Victorian Novel, Victorian Poetry, Victorian Prose.

Unit 12: The Victorian Age II

Introduction, Major Writers

Unit 13: Imperialism and Colonialism

Introduction, Defining of Imperialism and Colonialism, Imperialism and Colonialism in English Literature, Impact on Indian English Literature.

Unit 14: The Modern Age I

Introduction, Literary Characteristics of the Age, Major Literary Forms and Important Writers: Poetry, Non-Fiction Prose, Drama, Fiction, Literary Criticism

Unit 15: The Modern Age II

Introduction, Important Writers

Further Reading:

Daiches, David. (2007). *A Critical History of English Literature*, New Delhi: Random House.

Peck, John and Martin Coyle. (2000). *A Brief History of English Literature*, New York: Palgrave.

Sanders, Andrew. (2004). *The Short Oxford History of English Literature*, Oxford: OUP.

Widdowson, Peter. (2004). *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan

SEMESTER 3

DSC 04

Poetry

(4 Credits)

The course titled 'Poetry' is designed to acquaint the learners with the various ways through which poetry has been represented in English, American and Indian English Literature. It contains three introductory units on English poetry, American poetry and Indian English poetry that provide a brief overview to the learners on the history of poetical tradition and varied styles

adopted by the poets. Further, units on two British poets, two American poets and two Indian poets along with their well-known poems are included in this course. The Course tends to give a fair idea to the learners about poetry represented with diverse themes as has been represented in English, American and Indian English literature.

Learning Objectives:

The objectives of the course are to:

- introduce the learners to the historical development of English, American and Indian English Poetry
- discuss the representative poetical texts prescribed in the course
- describe the varied life and works of the selected poets of English, American and Indian origin

Learning Outcomes:

After going through the course, the learners will be able to:

- trace the historical development of English, American and Indian English Poetry
- make a detailed study of the representative poetical texts prescribed in the course
- gain an idea on the life and literary contributions of representative poets of English, American and Indian origin

BLOCK 1

Unit 1: Introducing English Poetry

Reading English Poetry, Introduction, A Brief History of English Poetry, English Poetry in the Twentieth Century

Unit 2: William Wordsworth: Life and Works

William Wordsworth: The Poet, His Life, His Works

Unit 3: William Wordsworth: “Composed Upon Westminster Bridge September 3, 1802”

Introduction, Text of the Poem, Context of the Poem, Explanation of the Poem, Poetic Techniques

Unit 4: W.B. Yeats: Life and Works

W.B. Yeats: The Poet, His Life, His Works

Unit 5: W.B Yeats: “Easter 1916”

Introduction, Text of the Poem, Context of the Poem, Explanation of the Poem, Poetic Technique

Unit 6: Introducing American Poetry

Introduction, A Brief Overview of American Poetry, Major American Poets and their Works

Unit 7: Emily Dickinson: Life and Works

Emily Dickinson: The Poet, Literary Contributions

Unit 8: Emily Dickinson: “Because I Could Not Stop for Death”

Introduction, Text of the Poem, Explanation of the Poem, Style and Language, Poetic Techniques

BLOCK 2

Unit 9: Robert Frost: Life and Works

Robert Frost: The Poet, His Life, His Works

Unit 10: Robert Frost: “Road Not Taken”

Introduction, Text of the Poem, Context of the Poem, Explanation of the Poem, Style and Language, Poetic Techniques

Unit 11: Introducing Indian English Poetry

Introduction, Brief Overview of Indian English Poetry, Major Indian English Poets and their Work

Unit 12: Kamala Das: Life and Works

Kamala Das: The Poet, Her Life, Her Works

Unit 13: Kamala Das: “Introduction”

Introduction, Text of the Poem, Explanation of the Poem, Poetic Techniques

Unit 14: Jayanta Mahapatra: Life and Works

Jayanta Mahapatra: The Poet, His Life, His Works

Unit 15: Jayanta Mahapatra: “Dawn at Puri”

Introduction, Text of the Poem, Context of the Poem, Explanation of the Poem, Style and Language, Poetic Techniques

Further Reading:

- Abrams M. H. (ed.) (1975). *English Romantic Poets: Modern Essays in Criticism*.
- Bush, Douglas. (1971). *Matthew Arnold – A Survey of His Poetry and Prose*. Masters of World Literature Series, Louis Kronenberger, General Editor: Macmillan.
- Darbishire, H. (1950). *The Poet Wordsworth*. Oxford University Press.
- Das, Nigamananda. (2006). *The Poetry of Jayanta Mahapatra: Imagery and Vision*, New Delhi: Adhyayan Publishers & Distributors.
- Dwivedi, A. N. (2009). *Kamala Das and Her Poetry*, New Delhi: Atlantic Publishers.
- Paniker, K. Ayyappa (ed.). (1991), *Modern Indian Poetry in English*. Sahitya Akademi: New Delhi
- Sarker, Sunil Kumar. (2003). *A Companion to William Wordsworth*. New Delhi: Atlantic.
- Singh, M. P. (2003). *W. B. Yeats: His Poetry and Politics*. London: Atlantic Publishers.
- Tandon, Neeru and Anjana Trivedi (2008). *Thematic Patterns of Emily Dickinson’s Poetry*, New Delhi: Atlantic Publishers.

SEMESTER 4

DSC 05

English Poetry: From Medieval to Modern (4 Credits)

The Course titled 'English Poetry: From Medieval to Modern' is designed to highlight some of the remarkable and widely anthologized poetical works from the Medieval to the Modern period in the history of English Literature. It contains fifteen representative English poems that encompasses the variety in form and practice of the genre in English Literature down the ages. It introduces the learner to some of the major poets of the various historical periods namely Geoffrey Chaucer, William Shakespeare, John Donne, John Milton, Alexander Pope, John Dryden, William Blake, S.T. Coleridge. Robert Browning, Alfred Tennyson, T.S. Eliot, W.H. Auden, Philip Larkin and W.B. Yeats.

Learning Objectives:

The objectives of the course are to:

- introduce the learners to some of the significant English poets
- familiarise the learners with the life and works some of those poets of each historical period
- delve into the context, meaning, poetical style and language as available in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an idea on the changing characteristics, practices and development of poetry down the ages
- grasp the context and historical background of the poets prescribed
- appreciate the meaning and message contained in each of the prescribed poetical texts
- gain an interest in further exploring the poetical works and contributions of the introduced poets

BLOCK 1

Unit 1: Geoffrey Chaucer: "Prologue to Canterbury Tales"

Geoffrey Chaucer, Life and Works of the Poet, Text and Context of the Poem, Explanation of the Poem, Poetic Style

Unit 2: William Shakespeare: Sonnet "65" & "144"

William Shakespeare, Life and Works of the Poet, Text and Explanation of the Sonnets, Poetic Style

Unit 3: Metaphysical Poetry: Important Practitioners

Metaphysical Poetry, John Donne as a Metaphysical Poet, Other Important Practitioners of Metaphysical Poetry

Unit 4: John Donne' "The Good Morrow" and "The Canonisation"

John Donne, Life and Works of the Poet, Text of the Poems, Explanation of the Poems, Poetic Style

Unit 5: John Milton: Invocation to *Paradise Lost*, Book I

John Milton, Life and Works of the Poet, Introduction to Invocation, Invocation to Paradise Lost Book I, Explanation of the Text, Poetic Style

Unit 6: Alexander Pope: Extract from "The Rape of the Lock" – "Belinda's Dressing Room"

Alexander Pope, Life and Works of the Poet, Text and Explanation of the Poem, Brief Idea of all the Cantos, Major Themes and Contexts, Poetic Style

Unit 7: John Dryden: Extract from “Mac Flecknoe”

John Dryden, Life and Works of the Poet, Text of the Extract, Explanation of the Text, Poetic Style

Unit 8: William Blake: “The Tyger”

William Blake, Life and Works of the Poet, Text and Context of Poem, Explanation of the Poem, Poetic Style

BLOCK 2

Unit 9: Samuel Taylor Coleridge: “Love”

S.T. Coleridge, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Major Themes, Poetic Style

Unit 10: Robert Browning: My Last Duchess

Robert Browning, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 11: Alfred Tennyson: Ulysses

Alfred Tennyson, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 12: T S Eliot: “Preludes”

T.S. Eliot, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 13: W H Auden: “In Memory of W B Yeats”

W H Auden, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 14: Philip Larkin: “Church Going”

Philip Larkin, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 15: William Butler Yeats: Sailing to Byzantium

William Butler Yeats, Life and Works of the Poet, Context and Explanation of the Poem, Poetic Style

Further Reading:

Matheikal, Tomichan. (2007). *English Poetry: From John Donne to Ted Hughes*, New Delhi: Atlantic Publishers.

Perkins, David. (2006). *A History of Modern Poetry: From the 1890s to the High Modernist Mode*, New Delhi: A.B.S. Publishers.

Wolosky, Shira. (2001). *The Art of Poetry: How to Read a Poem*, New Delhi, Oxford University Press

SEMESTER 4

DSC 06
Short Story
(4 Credits)

The Course titled ‘Short Story’ introduces the learner to several representative Short Stories across different periods and from across the world. Along with a discussion on the literary genre of short story it also includes selected pieces of the timeless Aesop’s fables. Some of the major short story writers whose works have been included in the course are namely Leo Tolstoy, O’Henry, Anton Chekhov, Guy De Maupassant, Katharine Mansfield, D.H. Lawrence, Arthur Clarke, Punyakante Wijenaik, Alphonse Daudet, Amrita Pritam, R.K. Narayan, Mamang Dai and Ruskin Bond. Thus, the course provides a wide range of short stories from across the globe that will make it an interesting learning experience for the learners.

Learning Objectives:

The objectives of the course are to:

- enable the learners to comprehend the wide scope of the genre of Short Story
- introduces the learner to the literary form by tracing its history, development, myths and legends associated with it
- highlight the characteristics and stylistic variations of short stories depending on the context
- discuss the life and literary contributions of some of the leading practitioners of the form

Learning Outcomes:

After going through the course, the learner will be able to:

- grasp the wide scope of the literary genre of Short Story
- trace the historical development, myths and legends associated with the genre
- discuss the various, context, content and significant aspects of the prescribed texts
- highlight the characteristics and stylistic variations of short stories depending on the context
- discuss the life and literary contributions of the significant writers prescribed in the course

BLOCK 1

Unit 1: Short Story as a Literary Genre

Introduction, Origin and Development, Short Story as a literary Form, Characteristics of Short Story, Some Famous Short Story Writers

Unit 2: Aesop’s Fables

Introducing Aesop’s Fables: The Fox and the Crow, The Wind and the Sun, Hercules and the Wagoner, Major Theme, Style and Language

Unit 3: Leo Tolstoy: “Three Questions”

Leo Tolstoy: Life and Works, Explanation of the Short Story, Major Themes, Style and Language

Unit 4: O. Henry : “The Last Leaf”

O. Henry: Life and Works, Explanation of the Short Story, Major Themes, Style and Language

Unit 5: Anton Chekhov : “The Bet”

Anton Chekhov: Life and Works, Explanation of the Short Story, Major Themes, Major Characters, Style and Language

Unit 6: Guy de Maupassant: “The Necklace”

Guy de Maupassant: Life and Works, Explanation of the Short Story, Major Themes, Style and Language

Unit 7: Katharine Mansfield : “A Cup of Tea”

Katharine Mansfield: Life and Works, Explanation of the Short Story, Major Themes, Characterisation, Style and Language

Unit 8: D. H. Lawrence : “Odour of Chrysanthemums”

D.H. Lawrence: Life and Works, Explanation of the Short Story, Major Themes, Style and Language

BLOCK 2

Unit 9: Arthur Clarke : “Nine Billion Names of God”

Arthur Clarke: Life and Works, Explanation of the Short Story, Major Theme, Style and Language

Unit 10: Punyakante Wijenaik : “Monkeys”

Punyakante Wijenaik: Life and Works, Explanation of the Short Story, Major Themes, Style and Language

Unit 11: Alphonse Daudet: “The Last Lesson”

Alphonse Daudet: Life and Works, Explanation of the Short Story, Major Themes

Unit 12: Amrita Pritam : “The Weed”

Amrita Pritam: Life and Works, Background and Explanation of the Short Story, Major Themes, Major Characters

Unit 13 : R. K. Narayan : “The Doctor’s Word”

R. K. Narayan: Life and Works, Explanation of the Short Story, Style and Language

Unit 14: Mamang Dai : “The River Woman ”

Mamang Dai: Life and Works, Explanation of the Short Story, Major Themes, Major Characters, Style and Language

Unit 15: Ruskin Bond : “The Blue Umbrella”

Ruskin Bond: Life and Works, Explanation of the Short Story, Major Themes, Major Characters, Style and Language

Further Reading:

Anandmurthy, A. S. (2007). *Short Stories of Katherine Mansfield: Development of Technique*,

New Delhi: Anamika Publishers & Distributors.

Byatt, A. S. (1998). *The Oxford Book of English Short Stories*, New Delhi: OUP.

Canby, Harry S. (1902). *The Short Story*. Yale Studies in English.(e-book)

- Current Eugene Garcia (1993). *O. Henry: A Study of Short Fiction*. New York: Twayne.
- Fernhough, Anne (1993). *D.H. Lawrence, Aesthetics and Ideology*. Oxford: O.U.P.
- Long, E. Hudson (1949). *O. Henry: The Man and His Works*. University of Pennsylvania Press.
- Patee, Fred Lewis (1975). *The Development of American Short Story*. Biblo & Tanner.
- Pinion, F.B. (1979). *A D.H. Lawrence Companion*. New York: Harper & Raw Publishers.
- Singh, Krishna K. (2002). *Social Perspectives in R.K. Narayan's Novels*. Jaipur: Book Enclave.

SEMESTER 4
DSC 07
English Novels
(4 Credits)

The Course titled 'English Novels' provides the learner with an opportunity to study some of the representative works of fiction from the 18th to 20th century. It prescribes seven representative novels by some of the major novelists namely, Daniel Defoe, Jane Austen, Emily Bronte, George Eliot, Charles Dickens, Joseph Conrad and Virginia Woolf, which are widely considered significant works of the respective historical period. Thus, the course intends to discuss the contextual relations of the texts of the novels to the age from which they actually emerged.

Learning Objectives:

The objectives of the course are to:

- provide a concise idea on the rise of the English Novel
- take up some of the significant and representative novels from the 18th century to the 20th century
- acquaint the learners with the life and works of the prescribed novelists
- discuss the socio-historical contexts in which these works are situated
- provide an in-depth idea on the content and various characteristics of the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an idea on the rise of the English novels
- identify some of the major novelists in the history of English literature
- relate the socio-historical contexts of the prescribed novels to the times in which they were written
- develop critical aptitude and reflexive thinking

BLOCK 1

Unit 1: Rise of the Novel

Introduction, Rise of English Novels in the 18th Century, Early English Novels: A Glimpse

Unit 2: Daniel Defoe: *Robinson Crusoe* I

Daniel Defoe: The Novelist, Defoe's Life and Works, Context of the Novel, Summary of the Novel

Unit 3: Daniel Defoe: *Robinson Crusoe* II

Reading the Novel, Major Themes, Major Characters, Narrative Style, Critical Reception

Unit 4: Jane Austen: *Pride and Prejudice* I

Jane Austen: The Novelist, Austen's Life and Works, Context of the Novel, Summary of the Novel

Unit 5: Jane Austen: *Pride and Prejudice* II

Reading the Novel, Major Themes, Major Characters, Narrative Style, Critical Reception

Unit 6: Emily Bronte: *Wuthering Heights* I

Emily Bronte: The Novelist, Bronte's Life and Works, Context of the Novel, Summary of the Novel

Unit 7: Emily Bronte: *Wuthering Heights* II

Reading the Novel, Major Themes, Major Characters, Narrative Style, Critical Reception

BLOCK 2

Unit 8: George Eliot: *Middlemarch* I

George Eliot: The Novelist, Eliot's Life and Works, Context of the Novel, Summary of the Novel

Unit 9: George Eliot: *Middlemarch* II

Reading the Novel, Major Themes, Major Characters, Narrative Style, Critical Reception

Unit 10: Charles Dickens: *Oliver Twist* I

Charles Dickens: The Novelist, Dickens' Life and Works, Context of the Novel, Summary of the Novel

Unit 11: Charles Dickens: *Oliver Twist* II

Reading the Novel, Major Themes, Major Characters, Narrative Style, Critical Reception

Unit 12: Joseph Conrad: *Lord Jim* I

Joseph Conrad: The Novelist, Conrad's Life and Works, Context of the Novel, Summary of the Novel.

Unit 13: Joseph Conrad: *Lord Jim* II

Reading the Novel, Major Themes, Major Characters, Narrative Style, Critical Reception

Unit 14: Virginia Woolf: *Mrs Dalloway* I

Virginia Woolf: The Novelist, Woolf's Life and Works, Context of the Novel, Summary of the Novel.

Unit 15: Virginia Woolf: *Mrs Dalloway* II

Reading the Novel, Major Themes, Major characters, Narrative Style, Critical Reception

Further Reading:

Birch, Dinah. (ed). (2009). *The Oxford Companion to English Literature*. Oxford: Oxford University Press.

- Briggs, Julia. (2006). *Reading Virginia Woolf*. Edinburgh: Edinburgh University Press
- Childs, Peter. *Modernism*. London: Routledge.
- J. H. Stape. (ed). (1996). *The Cambridge Companion to Joseph Conrad*. Cambridge: Cambridge University Press.
- Jordan, John O. (2001). *The Cambridge Companion to Charles Dickens*. Cambridge: Cambridge University Press.
- Kumar, Shiv K. and Keith McKenn. (2003). *Critical Approaches to Fiction*, New Delhi: Atlantic Publishers.
- Lodge, David. (1991). *The Art of Fiction*. New Delhi: Penguin Books.

SEMESTER 5
DSC 08
Uses of English
(4 Credits)

The paper titled ‘Uses of English’ contains fundamental aspects of language skills with particular emphasis on written communication. It contains units on structure of writing in English, news writing, column writing, press release, English for business communication, advertisement writings, science writing, review writing, opinion writing, translation, editing, proof reading, resume writing, personal letters and employment correspondence. The course is designed in a way to enable the learners to develop writing skills and be more confident in terms of their communication or self-expression. Thereby, the learners shall find these aspects applicable in the practical experience of their daily lives.

Learning Objectives:

The objectives of the course are to:

- provide a detailed idea on the appropriate structure of writing in English
- highlight some of the major characteristics, tips and techniques of various forms of writing
- enable the learner to develop various forms of writing skills
- encourage the learners to express their thoughts through writing, translation, editing and proof reading
- focus on developing language communication particularly through written language

Learning Outcomes:

After going through the course, the learners will be able to:

- gain a detailed idea on the proper structures of writing in English
- highlight some of the major characteristics of various forms of writing
- practice various tips and techniques in developing their writing skills in English
- focus on developing language communication particularly through written language

BLOCK 1

Unit 1: Structure of Writing in English

Introduction, Cohesive Structure of Writing, Structure of Paragraphs, Writing Process of Paragraphs, Structure of Essays and Article, Editing

Unit 2: English for News Writing

Introduction, Language and Style of Indian Media, Language for Print, Cyber, Radio and Television Media

Unit 3: Column Writing

Introduction to Column Writing, Tips and Techniques of Column Writing

Unit 4: Press Release

Introduction to Press Release, Tips and Techniques of Writing Press Release, Format of Press Release

Unit 5: Letter Writing

Introduction to Letter Writing, Writing Formal Letter, Format of Business Letter, Writing Memo, Examples

Unit 6: English for Business Communication

Introduction, Defining Communication, Significance of Communication, Types and Channels of Communication, Process of Communication, Communication Network, Communication Media and Methods, Barriers of Communication, Effective Communication

Unit 7: Advertisement Writing

Introduction, Defining Advertisement, Key Concepts of Advertising, Copywriting, Radio Copy, and Television Copy

BLOCK 2

Unit 8: Science Write-up

Introduction, Defining Science Write-up, Tips to Write a Science Write-up, and Examples

Unit 9: Opinion Writing

Introduction, Facts and Opinions, Strategies for Opinion Writing, Organising Information

Unit 10: Review Writing. Article Writing and Letters to the Editor

Introduction, Defining Review Writing, Techniques, Article Writing and Letters to Editor

Unit 11: Editing and Proof Reading

Introduction, The Stages of Editing and Proofreading, Tips and Techniques of Editing and Proof-reading, Revising your Writing

Unit 12: Writing Your Resume

Introduction, Defining a Resume, Basics of Resume Writing- for Print and Electronic Formats, Samples of Resumes

Unit 13: Writing Personal Letters

Introduction, Defining Personal Letters, Various Types of Personal Letters- Polite Requests, Thank You Letters, Congratulations, Condolences, Personal Apologies, Writing to a Child, Writing to a Pen Friend

Unit 14: Employment Correspondence I

Introduction, Defining Formal letters, Various Types of Formal Letters-Business Letters,

Unit 15: Employment Correspondence II

Job Applications, Letters of Rejections, Congratulatory Letters, Reprimands and Dismissals

Further Reading:

- Crystal, D. (1987). *The Cambridge Encyclopaedia of Language*, Cambridge.
- Seely, John. (1998). *Oxford Guide to Effective Writing and Speaking*. Oxford University Press.
- Vir Bala Agarwal. *Essentials of Practical Journalism*, Concept Publishing Company: New Delhi.
- George A. Hough. *News Writing*, Kanishka Publishers and Distributors: New Delhi.
- Sharma R.C. and Mohan Krishna (2002). *Business Correspondences and Report Writing*. Tata McGraw Hill Publishing Company.
- Sealy, John (2010) *Oxford Guide to Effective Writing* Oxford University Press.
- Taylor Shirley (2006). *Model Business Letters, e-mails and Other Business Documents*, Pearson Education.

SEMESTER 5
DSC 09
English Drama
(4 Credits)

The course titled 'English Drama' takes up a total of eight representative plays and dramatic works by some of the greatest playwrights and dramatists in English Literature namely Christopher Marlowe, William Shakespeare, Oliver Goldsmith, Henrik Ibsen, William J. Synge, Harold Pinter and Luigi Pirandello. Apart from providing an insight into the life and works of these dramatists, the course is designed with the aim of introducing the learners to the great English dramatic culture that traverses through several centuries starting from the medieval to the modern period.

Learning Objectives:

The objectives of the course are to:

- take up some of the significant and representative dramatic works in the history of English Literature
- acquaint the learners with the life and works of the prescribed dramatists
- discuss the socio-historical contexts in which these works are situated
- provide an in-depth idea on the textual content and various characteristics or elements of the prescribed texts
- delve into the great English dramatic culture and practices traversing the various historical periods

Learning Outcomes:

After going through the course, the learner will be able to:

- identify some of the major playwright and dramatists together with their literary contributions
- discuss the content and characteristics of the prescribed plays
- discuss the various dramatic aspects and elements of the prescribed texts
- relate the socio-historical contexts and times in which these plays were written
- develop critical aptitude and reflexive thinking

BLOCK 1

Unit 1: *Everyman*

Introduction, Context and Explanation of the Text, Major Characters and Themes, Style and Language

Unit 2: Christopher Marlowe: *Doctor Faustus I*

Christopher Marlowe: The Dramatist, His Life and Works, Background and Summary of the Play

Unit 3: Christopher Marlowe: *Doctor Faustus II*

Reading the Play, Tragic Elements in the Play, Major Themes and Characterisation, Marlowe's Use of the Chorus, Critical Reception

Unit 4: William Shakespeare: *Hamlet I*

William Shakespeare: The Dramatist, His Life and Works, Background of the Play *Hamlet*, Act-wise Summary of the Play

Unit 5: William Shakespeare: *Hamlet I*

Reading the Play *Hamlet*, Major Themes and Characters, Style and Language, Critical Reception

Unit 6: Oliver Goldsmith: *She Stoops to Conquer I*

Oliver Goldsmith: The Dramatist, His Life and Works, Background of the Play, Act-wise Summary of the Play

Unit 7: Oliver Goldsmith: *She Stoops to Conquer I*

Reading the Play, Major Themes and Characters, Style and Language, Critical Reception

BLOCK 2

Unit 9: Henrik Ibsen: *A Doll's House II*

Explanation of the Text, Significance of the Title, Major Characters and Themes, Style and Language

Unit 10: William J. Synge: *The Playboy of the Western World I*

William J. Synge: The Dramatist: His Life and Works, Context and Summary of the Play

Unit 11: William J. Synge: *The Playboy of the Western World II*

Reading the Play, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 12: Harold Pinter: *The Birthday Party I*

Harold Pinter: The Playwright, His Life and Works, Act Wise Summary of the Play

Unit 13: Harold Pinter: *The Birthday Party II*

Major Characters and Themes, Narrative Style, Critical Reception

Unit 14: Luigi Pirandello: *Six Characters in Search of an Author I*

Luigi Pirandello: The Dramatist: His Life and Works, Context and Summary of the Play

Unit 15: Luigi Pirandello: *Six Characters in Search of an Author II*

Reading the Play, Major Themes and Characters, Style and Language

Further Reading:

Birch, D. (ed). (2009). *The Oxford Companion to English Literature*. Oxford University
 Bloom, Harold. (2005). *Dramatists and Dramas*. Philadelphia: Chelsea House Publishers
 Esslin, Martin. (2000). *Pinter: The Playwright*. London: Methuen Drama
 Gassner, John. (1960). *The Theatre of Our Times*. New York: Crown Publishers
 Gwynn, S.L. (1977). *Oliver Goldsmith*. Norwood Editions
 Mathews P. J. (2009). *The Cambridge Companion to J. M. Synge*. Cambridge University
 Raby, Peter. (2009). *The Cambridge Companion to Harold Pinter*. (Second Edition)
 Cambridge: Cambridge University Press

SEMESTER 5
DSC 10
Prose
(4 Credits)

The Course titled ‘Prose’ is designed to acquaint the learners with the genre of essay and reflect on certain essays that have played significant role in the dissemination of significant knowledge as well as stirring new thoughts and perspectives. The course contains some of the widely anthologized texts by essayists such as Francis Bacon, A. G. Gardiner, Jawaharlal Nehru, Amitav Ghosh, Max Muller, George Orwell, C.P. Snow and Virginia Woolf. In addition, it contains an interesting unit on “film” and its mechanisms that has been extracted from the book *Elements of Literature*.

Learning Objectives:

The objectives of the course are to:

- introduce the learner to the essay as a literary genre
- provide a broad overview of the life and works of some of the significant essayists
- take up some of the significant essays for a detailed study

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an introduction to the essay as a literary genre
- discuss the life and literary contributions of some of the significant essayists
- discuss the context, content, thematic concerns and narrative style of the prescribed texts
- appreciate the scope of thought and reflection that is provided by the literary genre of the essay

BLOCK 1

Unit 1: The Essay as a Genre

Introduction, The Essay as a Literary Form, Types of Essay, Some Famous Essayists

Unit 2: Francis Bacon: Life and Works

Introduction, Francis Bacon: The Essayist, His Life, and Works, The *Essays* by Bacon

Unit 3: Francis Bacon: “Of Garden”

Introduction, Explanation of the Essay, Major Themes, Style and Language

Unit 4: A. G. Gardiner: Life and Works

Introduction, A.G Gardiner: The Essayist, His Life, and Works

Unit 5: A. G. Gardiner: “On Saying Please”

Introduction, Key Issues in the Text, Explanation of the Essay Style and Language

Unit 6: Jawaharlal Nehru: Life and Works

Introduction, Jawaharlal Nehru: Life and Works, Context of the Prose-piece “Animals in Prison”

Unit 7: Jawaharlal Nehru: “Animals in Prison”

Introduction, Explanation of the Prose-piece, Style and Language

BLOCK 2

Unit 8: Amitav Ghosh: Life and Works

Introduction, Amitav Ghosh: The Author, His Life and Works

Unit 9: Amitav Ghosh: “The Diaspora in Indian Culture”

Introduction, Context of the Essay, Explanation of the Essay, Major Themes, Style and Language

Unit 10: Max Muller: “What Can India Teach Us?”

Introduction, Max Muller: The Orientalist, His Life and Works, Explanation of the Essay, Major Themes, Narrative Style

Unit 11: George Orwell: “Politics and the English Language”

Introduction, George Orwell: The Author, His Life and Works, Explanation of the Essay, Major Themes, Style and Language

Unit 12: C. P. Snow: “Ramanujan”

Introduction, C.P. Snow: The Author, His Life and Works, G.H. Hardy – The Mathematician behind Ramanujan, Major Themes, Style and Language

Unit 13: Virginia Woolf: Life and Works

Introduction, Virginia Woolf: The Author, Her Life and Works, Overview of *A Room of One's Own*, Introducing Chapter One

Unit 14: Virginia Woolf: Chapter 1 from *A Room of One's Own*

Introduction, Explanation of the Text, Major Themes, Style and Language

Unit 15: On Film (Extracts from *Elements of Literature*)

Introduction, Film and its Mechanism- Shots and Images in Film, Reading the Images shown on Screen, the idea of Verisimilitude, the Production of Movie as a Uniform Procedure, Film Editing

Further Reading:

Adorno, Theodor W. (1991). “The Essay as Form” in *Notes to Literature*, Vol. I Trans. Sherry Weber, Nicholsen. New York: Columbia University Press.

Atkins, Douglas. (2005). *Tracing the Essay: Through Experience to Truth*. Athens: University of Georgia Press.

Chevalier, Tracy (ed.) (1997). *Encyclopedia of the Essay*. London: Fitzroy Dearborn Publishers.

- Gardiner, A.G. (1914). *Prophets, Priests and Kings*. Cambridge: J.M Dent & Sons.
- Khair, Tabish, (ed.) (2003). *Amitav Ghosh: A Critical Companion*. Delhi: Permanent Black.
- Muller, Friedrich Max. (2002). *India: What Can It Teach Us?* New Delhi: Rupa & Co.
- Snow, C. P. (1967). *Foreward to A Mathematician's Apology* by G.H. Hardy. London: Cambridge University Press.

SEMESTER 5
DSC 11
Literary Criticism
(4 Credits)

The course titled 'Literary Criticism' introduces the learners to the Western critical tradition and its development from the beginning of the 20th century through several representative critical texts. It traces the origin of the critical tradition in the common Greco-Roman classical heritage from which the European intellectual tradition had emerged, and the subsequent development through the Neoclassical, the Romantic, the Victorian and the Modern periods. Criticism in the modern period shall be discussed in terms of New Criticism and the subsequent developments in the field of Literary Theory.

Learning Objectives:

The objectives of the course are to:

- introduce the concepts and importance of Literary Criticism to the learners
- acquaint the learners with some of the major critical texts and theories in the field of Literary Criticism
- familiarise the learners with some of the major literary critics and their contributions
- provide an introduction to some of the important theoretical concepts of Literary Criticism
- provide a detailed idea on the development of various critical traditions in the History of Literary Criticism

Learning Outcomes:

After going through the course, the learner will be able to:

- trace the historical development of Literary Criticism from the Greco-Roman to the modern period
- gain a broad idea on the major critical texts, concepts and theories in the field of Literary Criticism
- gain familiarity with some of the major literary critics and their contributions to the field
- grasp some of the major theoretical concepts of Literary Criticism
- gain a systematic idea on the field of Literary Criticism

BLOCK 1

Unit 1: Literary Criticism: An Introduction

Introduction, Brief Introduction to Greek Criticism, Major characteristics, Major Critics and Works; Brief Introduction to Roman Criticism, Major Characteristics, Major Critics and Works; Brief Introduction to English Criticism, Major Characteristics, Major Critics and Works

Unit 2: Aristotle: *Poetics* I

Introduction, Greek Criticism: Brief History, Aristotle: The Critic

Unit 3: Aristotle: *Poetics* II

Introduction, Aristotle's *Poetics*, Aristotle as a Critic

Unit 4: Horace: "Ars Poetica"

Introduction, Horace in the Context of Classical Roman Criticism, Horace: The Critic, Horace's "Ars Poetica"

Unit 5: Longinus: *On the Sublime*

A Brief History of Roman Classicism, Longinus: The Critic, Longinus' "On the Sublime", Longinus as a Critic

Unit 6: John Dryden: "An Essay on Dramatic Poesie"

Introduction, John Dryden in the Context of Neoclassical Criticism, John Dryden: The Critic, Dryden's "An Essay on Dramatic Poesie," Dryden as a Critic

Unit 7: Alexander Pope: "An Essay on Criticism"

Introduction, Neoclassicism: The Basic Features, Alexander Pope: The Critic, Alexander Pope's "An Essay on Criticism", Pope as a Critic

Unit 8: William Wordsworth: "Preface" to *Lyrical Ballads*

Introduction, Romantic Criticism: A Brief Survey, William Wordsworth: The Poet Critic, Wordsworth's "Preface" to *Lyrical Ballads*, Wordsworth as a Critic

BLOCK 2**Unit 9: S.T. Coleridge: 'Fancy' and 'Imagination' from *Biographia Literaria*'**

Introduction, S. T. Coleridge in the Context of Romantic Criticism, S. T. Coleridge: The Critic, Coleridge's "Fancy and Imagination", Coleridge as a Critic

Unit 10: Matthew Arnold: "The Study of Poetry"

Introduction, A Brief History of Victorian Criticism, Matthew Arnold: The Critic, Matthew Arnold's "The Study of Poetry", Arnold as a Critic

Unit 11: T.S. Eliot: "Tradition and the Individual Talent"

Introduction, T.S. Eliot: The Critic, T.S. Eliot's "Tradition and the Individual Talent", Eliot as a Critic

Unit 12: New Criticism

Introduction, Introducing New Criticism, Important New Critical Thinkers

Unit 13: Structuralism

Introduction, Introducing Structuralism, Important Structuralist Thinkers

Unit 14: Formalism

Introduction, Introducing Russian Formalism, Important Russian Formalist Critics, Major Concepts in Russian Formalism

Unit 15: Modern Theoretical Concepts

Introduction, Post structuralism, Feminism, Marxism, Post colonialism

Further Reading:

- Abrams, M. H. (1999). *A Glossary of Literary Terms*. Singapore: Harcourt College Publishers.
- Culler, Jonathan. (2008). *Literary Theory: A Very Short Introduction*, New Delhi: Oxford University Press.
- Habib, M.A.R. (2006). *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing.
- Malpas, Simon and Paul Wake. (eds.) (2006). *The Routledge Companion to Critical Theory*. Norton and Company, Inc.
- Wellek, Rene. (1983). *A History of Modern Criticism 1750-1950: Volume 1, The Later Eighteenth Century*. Cambridge University Press.
- Wimsatt, William K. and Cleanth Brooks. (1957). *Literary Criticism: A Short History*, New Delhi: Surjeet Publications.
- Wolfreys, Julian. (ed.) (2001). *Introducing Literary Theories: A Guide and Glossary*, New Delhi: Atlantic Publishers and Distributors.

SEMESTER 6

DSC 12

Introduction to Language and Linguistics (4 Credits)

The Course entitled 'Introduction to Language and Linguistics' introduces the learners to the basic concepts of English Language and Linguistics. The course contains a total of fifteen units, and aims to familiarise the learners with some of the important aspects of the history of the English Language, Language and Linguistics, English Phonetics and Phonology, Syntax, Morphology, Vowels and Consonants, Rhetoric, Prosody and Stylistics. It also takes up Issues in the Pronunciation of English and Stylistics, Stress, Rhythm and Intonation in a detailed manner.

Learning Objectives:

The objectives of the course are to:

- trace the history of English Language including Modern Linguistics
- provide an introduction to the field of Language and Linguistics
- take up a detailed study on the branches and various aspects of Language and Linguistics
- highlight important areas of spoken language such as speech sounds, pronunciation, stress patterns, rhythm and intonation
- develop a broad idea on the functions and importance of the English Language and Linguistics

Learning Outcomes:

After going through the course, the learner shall be able to:

- gain a detailed idea on the history of English Language from its origins to the modern period
- grasp the importance and varied functions of Language and Linguistics
- discuss the functions of various branches of Language and Linguistics
- gain familiarity with some of the important figures associated with English Language and Linguistics

- gain a systematic idea on various important aspects and articulations of the English Language

BLOCK 1

Unit 1: History of English Language I

Early Theories of Language, Origins of the English Language – Anglo Saxon Period, Middle English Period, Modern English Period

Unit 2: The History of English Language II

Language Change- Vocabulary, Borrowings from Other Languages, Word Formation, Basic Concepts of Language- Arbitrariness, Base, Comparative Philology, Dialects, Standard Language

Unit 3: Language and Linguistics: An Introduction

Definitions of Language, Distinctive Characteristics of Human Language, Linguistics, History of Modern Linguistics, Levels of Linguistic Analysis, Branches of Linguistics

Unit 4: Morphology

Definition of Morphology, The Morpheme- Lexical Words and Grammatical Words; Simple, Complex and Compound Words; Affix, Stem and Root; Inflectional and Derivational Morphology; Word Formation

Unit 5: Syntax

Meaning of Syntax, Immediate Constituent Analysis- Weakness of IC Analysis

Unit 6: Phonetics

Definition of Phonetics, Acoustic Phonetics, Auditory Phonetics, Articulatory Phonetics, The Speech Sounds

Unit 7: Phonology

Meaning of Phonology, Major Concepts of Phonology- Phone, Phoneme, Allophone, Word Stress, Accent and Rhythm, Intonation

Unit 8: Issues in the Pronunciation of English

Received Pronunciation, The Speech Mechanism, The Respiratory System, The Phonatory System, The Articulatory System

BLOCK 2

Unit 9: Vowels and Consonants

Introduction, Defining the Term ‘Vowel’, Criteria for Describing Vowels, The Pure Vowels, Diphthongs, The Term ‘Consonant’, Criteria for Describing Consonants, Plosives, Affricates, Fricatives, Nasals, Laterals, Frictionless Continuant, and Semi-Vowels

Unit 10: Stress, Rhythm and Intonation I

Introduction, Word Stress, Various Stress Patterns, Stress in Compound Words, and Grammatical Function of Stress

Unit 11: Stress, Rhythm and Intonation II

Introduction, Sentence Stress and Rhythm Contractions, Weak Forms, Intonation- Tone Group, Falling Tone, Rising Tone, and Fall-rise

Unit 12: Rhetoric

Introduction, Defining Rhetoric, Figures of Speech-Based on Similarity, Association, Contrast or Difference, Figures Based on Imagination, Indirectness, Sound and Construction

Unit 13: Prosody

Introduction, Defining Prosody, Syllable and Accent, Foot or Measure, Rhythm and Metre

Unit 14: Stylistics I

Introduction, Defining Stylistics, History of Stylistics, Stylistics of Poetry-Syllables and Metre, Rhyme and Stanza, Stylistics of Prose Fiction and Play

Unit 15: Stylistics II

Introduction, Contributions of Roman Jakobson, Viktor Shklovsky, Vladimir Propp, A.J. Greimas, and Tzvetan Todorov etc.

Further Reading:

Kalyannath Dutta. *Some Critic of Rhetoric and Prosody*. Calcutta: Sribhumi Publishing.

Roach, Peter. (2004). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

Sethi, J & Dhamija, P.V. (1999). *A Course in Phonetics and Spoken English*. Prentice Hall of India

Sethi, J. et al. (2004). *A Practical Course in English Pronunciation*. Prentice Hall.

Yule, George. (2004). *The Study of Language*. Cambridge: Cambridge University Press

SEMESTER 6

DSC 13

Non-Fictional Prose

(4 Credits)

The Course entitled 'Non Fictional Prose' introduces the learners to some of the widely anthologised works of important prose writers representing different periods in the history of English Literature. Some of the leading writers whose texts have been taken up for study in the course are namely Francis Bacon, Joseph Addison, Samuel Johnson, Mahatma Gandhi, J.S. Mill, Nirad C. Chaudhuri, Bertrand Russell, Anne Frank, Robert Browning and A.G. Gardiner. The prescribed texts unravel a range of experiences, observations and reflections of some of these major prose writers who through their literary writings, drawn from real life, provide much scope for thought and analysis.

Learning Objectives:

The objectives of the course are to:

- identify some of the major prose writers and their literary contributions

- trace the real-life experiences or the thoughts of the writers that find a reflection in the prescribed texts
- provide a detailed study on the idea of non-fictional prose through the prescribed texts
- discuss the various aspects and characteristics of the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- identify some of the major prose writers together with their literary contributions
- discuss different aspects of the prescribed works of non-fictional prose
- relate to the relevant contexts, life experiences and reflections that shaped these texts
- gain values of life by delving into the represented life experiences in these texts

BLOCK 1

Unit 1: Francis Bacon: “Goodness and Goodness of Nature

Francis Bacon: The Essayist, His Life and Works, Explanation of the Essay, Major Themes, Style and Language

Unit 2: Joseph Addison: “Sir Roger at Home” I

The Form of the Essay, Joseph Addison: The Essayist, His Life and Works, Reading and Explanation of the Text

Unit 3: Joseph Addison: “Sir Roger at Home” II

Major Themes, Style and Language, Critical Reception

Unit 4: Charles Lamb: “Dream Children” I

Charles Lamb: The Essayist, Life and Works, Reading and Explanation of Text

Unit 5: Charles Lamb: “Dream Children” II

Major Themes, Important Characters, Style and Language, Critical Reception

Unit 6: Samuel Johnson: “Life of Cowley”

Samuel Johnson: The Biographer, His Life and Works, Text of the Essay, Style and Language, Critical Reception

Unit 7: Mahatma Gandhi: (Chapter 15) “Playing the English Gentleman” from *The Story of My Experiments with Truth*

Mahatma Gandhi: Life and Works, Introducing the Book, Summary of the Chapter, Themes, Style and Language

Unit 8: John Stuart Mill: Extract from *Autobiography Chapter 1 “On Childhood and Early Education”*

John Stuart Mill: Life and Works, Explanation of the Text, Major Themes, Style and Language

Unit 9: Nirad C. Chaudhuri: “Shakespeare in Today’s England”

Nirad C. Chaudhuri: The Essayist, His Life and Works, Reading and Explanation of the Text, Style and Language, Critical Reception

BLOCK 2

Unit 10: Bertrand Russell: “The Impulse to Power”

Bertrand Russell: The Essayist, His Life and Works, Reading and Explaining the Text, Style and Language, Critical Reception

Unit 11: Anne Frank: Selected Entries from *The Diary of a Young Girl* I

Anne Frank: The Diarist, Her Life and Works, The Context of Anne Frank’s Diary, Selected Entries from the Diary

Unit 12: Anne Frank: Selected Entries from *The Diary of a Young Girl* II

Explanation of Selected Entries, Major Themes, Style and Language

Unit 13: Robert Browning: Selected Letters to Elizabeth Barrett Browning I

Letter Writing: An Introduction, Robert Browning, His Life and Works. The Letters of Robert Browning, Summary of the Letters

Unit 14: Robert Browning: Selected Letters to Elizabeth Barrett Browning II

Major Themes, Style and Language, Critical Reception

Unit 15: A.G. Gardiner: “On Letter Writing”

Essay as a Literary Form, A. G. Gardiner: The Essayist, His Life and Works, Explanation of the Text, Detailed Synopsis of the Text, Techniques Used by the Essayist, Style and Language

Further Reading:

Barnett, George Leonard. (1964). *Charles Lamb: The Evolution of Elia*. Indiana UP.

Benson, A. C. “The Art of the Essayist” in C. H. Lockitt (ed) (1949). *The Art of the Essayist*. Harlow: Longman.

Berdoe, Edward. (1989). *The Browning Encyclopaedia*. New Delhi: Atlantic Publishers.

Boswell, James. (2008). *The Life of Samuel Johnson*, Penguin Classics. Penguin Classics.

Clark, Ronald W. (1978). *The Life of Bertrand Russell*. Harmondsworth: Penguin.

Courtney, Winifred F. (1982). *Young Charles Lamb: 1775-1802*. New York: New York University Press

Johnson, Samuel. (1997). *Lives of the English Poets: A Selection*. New Delhi: Universal Book Stall.

Moorhead, Caroline. (1992). *Bertrand Russell: A Life*. London: Sinclair-Stevenson

SEMESTER 06**DSC 14****Introduction to North East Literature****(4 Credits)**

The course titled ‘Introduction to North East Literature’ contains some of the representative works of significant writers from the region namely Robin Ngagom, Kynpham Sing Nongkynrih, Easterine Kire, Mona Zote, Mamang Dai, Harekrishna Deka, Temsula Ao, Saurabh Kumar Chaliha, Keisham Priyokumar and Indira Goswami. The course aims to provide an introduction to North East Literature and to provide the learner with an idea on the varied contexts and discourses highlighted through the prescribed works ranging from the genres of poetry, prose, short story and fiction.

Learning Objectives:

The objectives of the course are to:

- provide an introduction to North East Literature
- take up some of the significant works of North East literature
- familiarise the learners to the life and literary contributions of the select writers of the region
- highlight some of the thematic concerns, issues and aspects represented in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- discuss some of the representative works of literature from the Northeast
- discuss the life and literary contributions of select Indian English Writers from the North eastern region
- highlight some of the major thematic concerns, socio-political discourses, socio-cultural and political aspects reflected in these texts
- appreciate the linguistic richness of the NE region and relate to the context in which these works are situated

BLOCK 1

Unit 1: Introduction to Literature from the North East I

Ideas of the North-East India, Transition from the oral to the written tradition, Christianity and its impacts, Multiple layers of marginalization, Ecological concerns in North-East writings

Unit 2: Introduction to Literature from the North East II

Introduction, Characteristics, Contexts, Literary Practices, Some of the Major Writers from the Region

Unit 3: Robin Ngagom: “Native Land” and “To Pacha”

Introduction, Robin Ngagom: His Life and Works, Context, Explanation of the Poems, Major Themes, Style and Language

Unit 4: Kynpham Sing Nongkynrih: “The Ancient Rocks of Cherra”

Introduction, Kynpham Sing Nongkynrih: His Life and Works, Context, Explanation of the Poem, Major Themes, Style and Language

Unit 5: Easterine Kire: “Autumn” and “The Most Important Thing”

Introduction, Easterine Kire: Her Life and Works, Context, Explanation of the Poems, Major Themes, Style and Language

Unit 6: Mona Zote: “An Impression of Being Alive”

Introduction, Mona Zote: Life and Works, Context, Explanation of the Poem, Major Themes, Style and Language

Unit 7: Mamang Dai: “Remembrance” and “Small Town and the River”

Introduction, Mamang Dai: Life and Works, Context, Explanation of the Poems, Major Themes, Style and Language

Unit 8: Nilamoni Phookan: “Poem” and “After a Couple of Days”

Introduction, Nilamani Phookan: Life and Works, Context, Explanation of the Poems, Major Themes, Style and Language

BLOCK 2

Unit 9: Robin Ngangom: “Poetry in Time of Terror”

Introduction, Robin Ngangom, His Life and Works, Context, Explanation of the Text, Major Themes, Style and Language

Unit 10: Mrinal Miri: “The Spiritual and the Moral”

Introduction, Mrinal Miri: His Life and Works, Context, Explanation of the Text, Major Themes, Style and Language

Unit 11: Birendranath Dutta: North East India and its Socio-cultural Milieu

Introduction, Birendranath Dutta: Life and Works, Context, Explanation of the Story, Major Themes, Style and Language

Unit 12: Temsula Ao: “The Letter”

Introduction, Temsula Ao: Her Life and Works, Context, Explanation of the Story, Major Themes, Style and Language

Unit 13: Saurabh Kumar Chaliha: “The Final Request”

Introduction, Saurabh Kumar Chaliha: His Life and Works, Context, Explanation of the Story, Major Themes, Style and Language

Unit 14: Indira Goswami: *Pages Stained with Blood* -I

Introduction, Indira Goswami: Her Life and Works, Context of the Novel, Explanation of the Text,

Unit 15: Indira Goswami: *Pages Stained with Blood* -II

Major Themes, Major Characters, Style and Language

Further Reading:

- Gill, Preeti.(2010). *The Peripheral Centre: Voices from India’s Northeast*. Zubaan
- Misra, Tilottama. (2011) *Oxford Anthology of Writings from North-East India*. Oxford University Press
- Ngangom, Robin S. and Kynpham Sing Nongkynrih. (2003). *Anthology of Contemporary Poetry from Northeast*, Shillong: NEHU
- North East Writers Forum (2004). *The Heart of the Matter*. New Delhi: Katha
- Pathak, Namrata and L.K. Gracy. *Women’s Writings from North East India*. Guwahati: MRB Publications
- Zama, Margaret. (2013). Ed. *Emerging Literatures from Northeast India: The Dynamics of Culture, Society and Identity*. Sage

SEMESTER 06

DSC 15

Introduction to Asian Literature (4 Credits)

The course titled 'Introduction to Asian Literature I' contains some of the representative works of significant writers across the continent namely A.K. Ramanujan, Patrick Fernando, Rabindranath Tagore, Saadat Hasan Manto, Ismat Chughtai, Punyakante Wijenaiké, Shyam Selvadurai, Khaled Hosseini, Bapsi Sidhwa and Han Kang. The course aims to introduce the learners to Asian Literature and to provide them with an idea on the varied contexts and discourses highlighted through the prescribed works of poetry and short story in South Asian Literature.

Learning Objectives:

The objectives of the course are to:

- provide an introduction to Asian Literature
- take up some of the significant works of Asian Literature
- familiarise the learners to the life and literary contributions of the select writers across the continent
- highlight some of the thematic concerns, issues and aspects represented in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- study some of the representative works of Asian Literature
- discuss the life and literary contributions of select Asian writers
- highlight some of the major thematic concerns, socio-political discourses, socio-cultural and political aspects reflected in these texts
- further explore various other literary works by the writers

BLOCK 1

Unit 1: Introduction to Asian Literature I

Introduction, Brief Overview of Asian Literature, Various Important Contexts and Literary Influences, Major Writers and Works

Unit 2: Introduction to Asian Literature II

Understanding Asian Literature through works like "South Asian Literatures: Beyond Borders, Across Boundaries", "Identity Assertions and Contexts of Conflicts in South Asia" etc.

Unit 3: A.K. Ramanujan: "Extended Family" and "Small Scale Reflections on a Great House"

Introduction, A.K. Ramanujan: Life and Works, Context and Explanation of the Poems, Major Themes, Style and Language

Unit 4: Patrick Fernando: "For a Boy of Eight" and "Smiling at Grief"

Introduction, Patrick Fernando: Life and Works, Context and Explanation of the Poems, Major Themes, Style and Language

Unit 5: Rabindranath Tagore: "Kabuliwalla or The Vendor From Kabul"

Introduction, Rabindranath Tagore: Life and Works, Context and Explanation of the Short Story Major Themes, Major Characters, Style and Language

Unit 6: Saadat Hasan Manto: "Toba Tek Singh"

Introduction, Saadat Hasan Manto: Life and Works, Context and Explanation of the Short Story
Major Themes, Major Characters, Style and Language

Unit 7: Ismat Chughtai: “Lihaaf or The Quilt”

Introduction, Ismat Chughtai: Life and Works, Context and Explanation of the Short Story,
Major Themes, Major Characters, Style and Language

Unit 8: Punyakante Wijenaik: “The River”

Introduction, Punyakante Wijenaik: Life and Works, Context and Explanation of the Short
Story, Major Themes, Major Characters, Style and Language

BLOCK 2

Unit 9: Shyam Selvadurai: *Funny Boy*- I

Introduction, Shyam Selvadurai: Life and Works, Context and Explanation of the Novel

Unit 10: Shyam Selvadurai: *Funny Boy*- II

Major Themes, Major Characters, Style and Language

Unit 11: Khaled Hosseini: *The Kite Runner*- I

Introduction, Khaled Hosseini: Life and Works, Context and Explanation of the Text

Unit 12: Khaled Hosseini: *The Kite Runner*-II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 13: Bapsi Sidhwa: *Ice Candy Man*- I

Introduction, Bapsi Sidhwa: Life and Works, Context and Explanation of the Text

Unit 14: Bapsi Sidhwa: *Ice Candy Man*-II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 15: Han Kang: *The Vegetarian*- I

Introduction, Han Kang: Life and Works, Context and Explanation of the Novel
Major Themes, Major Characters, Style and Language

Further Reading:

Ahmede Hussein. *The New Anthem: The Subcontinent in Its Own Words*-Stories by 22
South Asian Writers.

John Thiem. *The Arnold Anthology of Post-Colonial Literatures in English*.

Pollock Sheldon (ed). *In Literary Cultures in History: Reconstructions from South Asia*
(LCH).

Sullivan, Michael O’, David Hubbert and Carmen Lee. *The Future of English in Asia:
Perspectives on Language and Literature*. Routledge

Jaina C.Sanga. *South Asian Novelists in English: An A-to-Z Guide*.

SEMESTER 7

DSC 16

Indian English Literature I

(4 Credits)

The Course titled 'Indian English Literature I' contains an introduction to the history of Indian English Literature from the pre-independence to the post-independence period. It aims to acquaint the learners to some of the representative works of poetry and the literary contributions of some of the major poets in the field of Indian English Literature. The course is significant as the learner shall be able to easily relate it owing to its national character as English happens to be the primary language of inter-regional interaction in India.

Learning Objectives:

The objectives of the course are to:

- provide an introduction to the history of Indian English Literature
- take up some of the representative poetical works in a detailed manner
- introduce the learners to some of the select Indian English Poets and their life and works
- specifically highlight the thematic concerns and issues highlighted in the select poems

Learning Outcomes:

After going through the course, the learner will be able to:

- trace the history of Indian English Literature from the pre-independence to the post-independence period
- gain an idea on the life and literary contributions of the select Indian English Poets
- highlight the thematic concerns and issues highlighted in the select poems
- relate to the Indian context in which these works are situated
- relate literary representations to real life in India

BLOCK 1

Unit 1: Introduction to the History of Indian English Literature

Introduction, Socio-Historical Context, Indian Renaissance and its Influences, Development of Indian English Literature

Unit 2: Major Literary Trends and Practices of Indian English Literature

Introduction, Major Literary Trends and Practices, Major Writers

Unit 3: Development of Indian English Poetry

Introduction, Defining Characteristics of Indian English Poetry, Thematic Concerns, Major Indian English Poets

Unit 4: Henry Louis Vivian Derozio: "The Harp of India"

Henry Louis Vivian Derozio: The Poet, His and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 5: Toru Dutt: "Our Casuarina Tree"

Toru Dutt: The Poet, Her Life, Her Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 6: Rabindranath Tagore: "Where the Mind is Without Fear"

Rabindranath Tagore: His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Style and Language, Critical Reception

BLOCK 2

Unit 7: Sarojini Naidu: “To Youth”

Sarojini Naidu: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 8: Nissim Ezekial: “Night of the Scorpion”

Nissim Ezekial: The Poet, His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 9: A. K. Ramanujan: “Self Portrait”

A.K. Ramanujan: The Poet, His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 10: Kamala Das: “The Old Playhouse”

Kamala Das: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 11: Keki N. Daruwalla: “Chinar”

Keki N. Daruwalla: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 12: Jayanta Mahapatra: “Indian Summer”

Jayanta Mahapatra: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 13: Eunice d’ Souza: “Women in Dutch Painting”

Eunice d’ Souza: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 14: Agha Shahid Ali: “Kashmir Without a Post Office”

Agha Shahid Ali: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 15: Adil Jussawalla: “Sea Breeze, Bombay” and “Shorelines”

Adil Jussawalla: The Poet, His Life and Works, Text of the Poems, Context and Explanation of the Poems, Major Themes, Style and Language, Critical Reception

Further Reading:

Das, Nigamananda. (2006). *The Poetry of Jayanta Mahapatra: Imagery and Vision*, New Delhi: Adhyayan Publishers & Distributors.

Das, Sanjukta. (2009). *Derozio to Dattani: Essays in Criticism*, Delhi: Worldview Publication.

Dwivedi, A. N. (2009). *Kamala Das and Her Poetry*, New Delhi: Atlantic Publishers.

Iyengar, K.R. Srinivasa, (1985) *Indian Writing in English*. New Delhi: Sterling Publishers

Mehrotra, Arvind Krishna. (2010). *A Concise History of Indian Literature in English*,

Mohanty, Seemita. (2007). *Critical Analysis of Vikram Seth’s Poetry and Fiction*, New Delhi: Atlantic Publishers.

- Singh, R. A. (2002). *The Poetry of Keki N. Daruwalla*, Jaipur: Book Enclave.
- Talat, Qamar and A. A. Khan. (2009). *Nissim Ezekiel: Poetry as Social Criticism*, New Delhi: Adhyayan Publishers & Distributors.
- Thomson, Edward. (1998). *Rabindranath Tagore: Poet and Dramatist*, Delhi: Surjeet Publications.

SEMESTER 7
DSC 17
American Literature I
(4 Credits)

The course titled ‘American Literature I’ contains some of the representative works of significant American poets such as Walt Whitman, Emily Dickinson, Robert Frost, Langston Hughes, T.S. Eliot, Sylvia Plath, Ezra Pound and W.H. Auden. The course aims to develop an interest in the learner to explore some of the significant development in American literature particularly in the field of poetry.

Learning Objectives:

The objectives of the course are to:

- take up some of the significant poetical works of American literature
- familiarise the learners to the life and literary contributions of the select American poets
- highlight some of the thematic concerns, issues and aspects represented in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- discuss the significance and related contexts of the prescribed poetical works
- gain a detailed idea on the life and works of the select American poets
- discuss the thematic concerns, issues and aspects represented in the prescribed texts
- appreciate the variety of poetical style and use of language as reflected in the prescribed poems

BLOCK 1

Unit 1: Walt Whitman: “As I Pondered in Silence”, “To a Historian” – I

Introduction, Walt Whitman: His Life and Works, Text of the Poems Explanation of the Poems

Unit 2: Walt Whitman: “As I Pondered in Silence”, “To a Historian” – II

Major Themes, Style and Techniques, Critical Reception

Unit 3: Emily Dickinson: “The Soul Selects Her Own Society” – I

Introduction, Emily Dickinson: Her Life and Works, Text of the Poem, Explanation of the Poem

Unit 4: Emily Dickinson: “The Soul Selects Her Own Society” – II

Major Themes, Style and Techniques, Critical Reception

Unit 5: Robert Frost: “Mending Wall” and “Stopping by the Woods on a Snowy Evening” I

Introduction, Robert Frost: Life and Works, Text of the Poems, Explanation of the Poem

Unit 6: Robert Frost: “Mending Wall” and “Stopping by the Woods on a Snowy Evening” II

Major Themes, Style and Techniques, Critical Reception

Unit 7: Langston Hughes: “I too Sing America” – I

Introduction, Langston Hughes: His Life and Works, Text of the Poem, Explanation of the Poem

Unit 8: Langston Hughes: “I too Sing America” – II

Major Themes, Style and Techniques, Critical Reception

BLOCK 2

Unit 9: Gwendolyn Brooks: “The Bean Eaters” and “The Children of the Poor” I

Introduction, Gwendolyn Brooks: Life and Works, Text of the Poems, Explanation of the Poem

Unit 10: Gwendolyn Brooks: “The Bean Eaters” and “The Children of the Poor” II

Major Themes, Style and Techniques, Critical Reception

Unit 11: Sylvia Plath: “Lady Lazarus” –I

Introduction, Sylvia Plath: Her Life and Works, Text of the Poem, Explanation of the Poem

Unit 12: Sylvia Plath: “Lady Lazarus” –II

Major Themes, Style and Techniques, Critical Reception

Unit 13: Hilda Doolittle: “Evening”

Introduction, Hilda Doolittle: His Life and Works, Text of the Poem, Explanation of the Poems
Major Themes, Style and Techniques, Critical Reception

Unit 14: E.E. Cummings: “I Thank You God for This Most Amazing Day” & “In Time of Daffodils” I

Introduction, E.E. Cummings: Her Life and Works, Text of the Poems, Explanation of the Poems

Unit 15: E.E. Cummings: “I Thank You God for This Most Amazing Day” & “In Time of Daffodils” II

Major Themes, Style and Techniques, Critical Reception

Further Reading:

Andrews, William L., Frances Smith Foster and Trudier Harris. (eds.) (1997). *The Oxford Companion to African American Literature*. New York: Oxford University Press.

Baym, Nina. Ed. (2007). *The Norton Anthology of American Literature*. New York: W. W. Norton & Company, Inc.

Gilbert Susan M. and Susan Gubar. (2000). *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. New Haven and London: Yale University Press

Gray, Richard. (2003). *A History of American Literature*, Oxford: Blackwell Publishing.

Harmon, William. (ed.) (2003). *Classic Writings on Poetry*. Columbia University Press.

SEMESTER 7
DSC 18
American Literature II
(4 Credits)

The course entitled ‘American Literature II’ is a compilation of representative American texts encompassing a variety of literary forms or genres of short story, fiction and play. It traces the relevant socio-cultural, literary and political history of America while taking up the textual and thematic content of these works for a comprehensive study. The representative writers included in the course are Edgar Allen Poe, O’ Henry, Ernest Hemingway, Mark Twain, F. Scott Fitzgerald and Arthur Miller.

Learning Objectives:

The objectives of the course are to:

- take up some of the representative works in American Literature from the genres of short story, fiction and play
- familiarise the learners to some of the representative American writers together with their life and literary contributions
- highlight some of the thematic concerns, issues and aspects represented in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an idea on the life and literary contributions of the select American writers
- discuss the thematic concerns, issues and aspects represented in the prescribed texts
- appreciate the variety of narrative or dramatic style and use of language as reflected in the variety of prescribed texts
- gain values of life and experiences represented through the prescribed texts
- develop critical aptitude and reflexive thinking

BLOCK 1

Unit 1: Edgar Allen Poe: “The Fall of the House of Usher” -I

Introduction, Edgar Allen Poe: His Life and Works, Reading and Explanation of Story, Major Themes, Major Characters, Style and Language

Unit 2: O’ Henry: Memoirs of a Yellow Dog”-I

Introduction, O’ Henry: His Life and Works, Reading and Explanation of Story, Major Themes, Major Characters, Style and Language

Unit 3: Ernest Hemingway: The Old Man and the Sea-I

Introduction, Ernest Hemingway: His Life and Works, Reading and Background of Novel, Explanation of Novella

Unit 4: Ernest Hemingway: The Old Man and the Sea-II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 5: Mark Twain: *Huckleberry Finn* – I

Introduction, Mark Twain: His Life and Works, Reading and Background of Novel

Unit 6: Mark Twain: *Huckleberry Finn* – II

Summary and Explanation of the Text

Unit 7: Mark Twain: *Huckleberry Finn* – III

Major Themes, Major Characters, Style and Techniques, Critical Reception

BLOCK 2

Unit 8: F. Scott Fitzgerald: *The Great Gatsby* – I

Introduction, F. Scott Fitzgerald: His Life and Works

Unit 9: F. Scott Fitzgerald: *The Great Gatsby* – II

Introduction, Summary and Explanation of the Text, Major Characters

Unit 10: F. Scott Fitzgerald: *The Great Gatsby* – III

Introduction, Major Themes, Style and Techniques, Critical Reception

Unit 11: Toni Morrison: *Beloved* -I

Introduction, F. Scott Fitzgerald: His Life and Works, Summary and Explanation of the Text

Unit 12: Toni Morrison: *Beloved* -II

Major Characters, Major Themes, Style and Techniques, Critical Reception

Unit 13: Arthur Miller: *Death of a Salesman* – I

Introduction, Arthur Miller: His Life and Works

Unit 14: Arthur Miller: *Death of a Salesman* – II

Introduction, Background of the Play, Summary and Explanation of the Play

Unit 15: Arthur Miller: *Death of a Salesman* – III

Introduction, Major Themes, Characterisation, Style and Techniques, Critical Reception

Further Reading:

Andrews, William L., Frances Smith Foster and Trudier Harris. (eds.) (1997). *The Oxford Companion to African American Literature*. New York: Oxford University Press.

Baym, Nina. Ed. (2007). *The Norton Anthology of American Literature*. New York: W. W. Norton & Company, Inc.

Gray, Richard. (2003). *A History of American Literature*, Oxford: Blackwell Publishing.

Ousby, Ian. (1992). *Companion to Literature in English*. London: Cambridge University Press.

**SEMESTER 8
DSC 19
Indian English Literature II
(4 Credits)**

The Course titled ‘Indian English Literature II’ takes up the representative works of Indian writings in English by some of the major Indian English writers of short story, fiction and drama. It aims to provide a fair idea to the learners on pre-independent as well as post-independent Indian English literature, social changes in the Indian society as well as issues pertaining to the contemporary society. The course is significant as the learner shall be able to easily relate it owing to its national character as English happens to be the primary language of inter-regional interaction in India.

Learning Objectives:

The objectives of the course are to:

- take up some of the representative works of short story, novel and drama by Indian English writers in a detailed manner
- introduce the learners to the life and literary contributions of select Indian English writers
- specifically highlight the thematic concerns and issues highlighted in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an idea on the life and literary contributions of the select Indian English writers
- highlight the thematic concerns and issues highlighted in the selected works
- gain values of life and experiences represented through the prescribed texts
- develop critical aptitude and reflexive thinking
- creative and analytical application of subject knowledge to life

BLOCK 1

Unit 1: Rabindranath Tagore: “The Hungry Stones”

Introduction, Rabindranath Tagore: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 2: Munshi Premchand: “Penalty”

Introduction, Munshi Premchand: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 3: Mulk Raj Anand: “Duty”

Introduction, Mulk Raj Anand: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 4: Khushwant Singh: “The Portrait of a Lady”

Introduction, Khushwant Singh: Life and Works, Text of the Short Story, Explanation of Text, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 5: U.R. Ananthamurthy: “Mouni”

Introduction, U.R. Ananthamurthy: Life and Works, Text of the Short Story, Explanation of Text, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 6: Jawaharlal Nehru: “In a Train”

Introduction. Jawaharlal Nehru: Life and Works, Text of the Essay, Explanation of the Essay, Major Themes, Style and Language

Unit 7: Vikram Chandra: “Shakti” I

Vikram Chandra: The Author, His Life, His Works, Explanation of the Short Story

Unit 8: Vikram Chandra: “Shakti” II

Major Themes, Major Characters, Style and Language, Critical Reception

BLOCK 2

Unit 9: Raja Rao: *Kanthapura* I

Raja Rao: The Novelist, His Life, His Works, Context of the Novel, Summary of the Novel

Unit 10: Raja Rao: *Kanthapura* II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 11: Kavery Nambisan: *The Scent of Pepper*

U.R. Ananthamurthy, The Novelist, Her Life, Her Works, Context of the Novel, Summary of the Novel, Major Characters, Major Themes, Style and Language

Unit 12: Mahesh Dattani: *Final Solutions* I

Mahesh Dattani: The Dramatist, His Life, His Works, Sources of the Play, Summary of the Play, Critical Commentary on the Play

Unit 13: Mahesh Dattani: *Final Solutions* II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 14: Girish Karnad: *Tughlaq* I

Girish Karnad: The Dramatist, His Life, His Works, Context of the Play, Summary of the Play

Unit 15: Girish Karnad: *Tughlaq* II

Major Themes, Major Characters, Style and Language, Critical Reception

Further Reading:

Iyengar, K.R. Srinivasa, (1985) *Indian Writing in English*. New Delhi: Sterling Publishers

Morey, Peter. (2000). *Fictions of India: Narrative and Power*, Edinburgh: Edinburgh University Press.

Naik, M. K. and Shyamala A. Narayan. (2009) *Indian English Fiction: A Critical Study*, New Delhi: Pencraft International.

Nawale, Arvind M. (2011). *Reflections on Post-independence Indian English Fiction*, New Delhi: Anmol Publications Pvt. Ltd.

Sharma, B. K. (2011). *The Fiction of Amitav Ghosh: A Postcolonial Perspective*, New Delhi:

Tandon, Neeru. (2006). *Perspective and Challenges in Indian Drama*. New Delhi: Atlantic Publishers

**SEMESTER 8
DSC 20
European Literature
(4 Credits)**

The course titled 'European I' contains some of the representative works of significant European poets such as Voltaire, Arthur Rimbaud, Rainer Maria Rilke, Anna Akhmatova, Garcia Lorca and Wislawa Szymborska. The course aims to develop an interest and curiosity in the learner towards exploring some of the significant developments in European literature particularly in the field of poetry. However, the learner will also get an opportunity to learn about the various literary movements that had emerged in around Europe that shaped literary practices of the times.

Learning Objectives:

The objectives of the course are to:

- introduce the learners to the various literary movements in Europe
- take up some of the significant poetical works of European literature
- familiarise the learners to the life and literary contributions of the select poets of European origin
- highlight some of the thematic concerns, issues and aspects represented in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- appreciate the variety and significance of various literary movements and developments in Europe
- gain an idea on the life and literary contributions of the select writers
- discuss the thematic concerns, issues and aspects represented in the prescribed texts
- appreciate the variety of poetic style and use of language as reflected in the variety of prescribed texts
- relate literary representations to real life

BLOCK 1

Unit 1: Introduction to European Literature

Introduction, Brief Overview on European Literature, Some Major Works and Writers

Unit 2: Literary Movements and Developments I

Realism, Naturalism, Impressionism, Aestheticism, Decadent Movement, Symbolism, Acmeism

Unit 3: Literary Movements and Developments II

Modernism, Expressionism, Dadaism, Surrealism, Postmodernism, Existentialism, Absurdism

Experimental Theatre (Epic Theatre, Theatre of Cruelty)

Unit 4: Charles Pierre Baudelaire: "The Spiritual Dawn" and "Evening Harmony"

Introduction, Charles Pierre Baudelaire: Life and Works, Context and Explanation of the Poems

Major Themes, Style and Language, Critical Reception

Unit 5: Arthur Rimbaud: "The Sleeper in the Valley" and "My Bohemian Life"

Introduction, Arthur Rimbaud: Life and Works, Context and Explanation of the Poems

Major Themes, Style and Language, Critical Reception

Unit 6: Rainer Maria Rilke: “Fear of the Inexplicable” and “I Am Much Too Alone in This World, Yet Not Alone”

Introduction, Rainer Maria Rilke: Life and Works, Context and Explanation of the Poems
Major Themes, Style and Language, Critical Reception

Unit 7: Anna Akhmatova: “Here is My Gift” and “I Don’t Like Flowers”

Introduction, Anna Akhmatova: Life and Works, Context and Explanation of the Poems
Major Themes, Style and Language, Critical Reception

BLOCK 2

Unit 8: Garcia Lorca: “Ballad of the Moon” and “Little Viennese Waltz”-I

Introduction, Garcia Lorca: Life and Works, Context and Explanation of the Poems

Unit 9: Garcia Lorca: “Ballad of the Moon” and “Little Viennese Waltz”-II

Major Themes, Style and Language, Critical Reception

Unit 10: Anton Chekhov: “Happiness” – I

Introduction, Anton Chekhov: Life and Works, Explanation of the Short Story

Unit 11: Anton Chekhov: “Happiness” – II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 12: Albert Camus: *The Plague*-I

Introduction, Albert Camus: Life and Works, Reading and Background of Novel

Unit 13: Albert Camus: *The Plague*-II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 14: Henrik Ibsen: *Hedda Gabler* -I

Introduction, Henrik Ibsen: Life and Works, Reading and Explanation of the Play

Unit 15: Henrik Ibsen: *Hedda Gabler*-II

Major Themes, Major Characters, Style and Language, Critical Reception

Further Reading:

Clark, Barrett H. (1933). *World Drama*. New York: Dover Publications

Lawall, Sarah and Maynard Mack (Ed.) (1999) *The Norton Anthology of World*

Masterpieces: The Western Tradition, Seventh Edition, Volume 2. New York: W.W. Norton

Washburn, Katharine. (1997). *World Poetry: An Anthology of Verse from Antiquity to Our Time*. New York: W.W. Norton

Walter, Cohen. *A History of European Literature: The West and the World from Antiquity to the Present*

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER 1
DSE 01
From Language to Literature
(4 Credits)

The Course titled 'From Language to Literature' is designed to acquaint the learners with the various concepts related to the use of language in literary works. In order to acquire a better understanding of literary works, there are various language devices that one must be familiar with. Thus, a sound and precise knowledge of the basic aspects of language is necessary in order to interpret literary texts. As literature encompasses a wide range of creative and reflective writings having a distinct appeal pertaining to its form, style or content, this Course shall be crucial for the learners as it shall provide them with systematic ideas regarding the various concepts related to the study of language.

Learning Objectives:

The objectives of this course are to:

- provide a detailed discussion on various important aspects of language and literature
- highlight various types of analyses and interpretation of texts across literary genres
- provide new approaches to the study of literature

Learning Outcomes:

After completing the course, the learner will be able to:

- gain a detailed and systematic idea on various aspects of language and usage of language in literature
- gain a fair idea on the study of language, language meaning, language in context, etc.
- gain an idea on some of the important literary genres and stylistic variations
- gain a precise idea on the ways to approach literature and literary texts

BLOCK 1

Unit 1: Language of Literature

Introduction, What is Literature? Literary Devices, Stylistic, Devices Literature as a Language Event, Notion of Literariness

Unit 2: Semantics

Introduction, Meaning, Elements of Meaning, Sources of Meaning, Lexical Semantics: Sense Relations

Unit 3: Pragmatics

Introduction, The Scope of Pragmatics, Deixis, Conversational, Implicature, Presupposition, Performatives

Unit 4: Text and Discourse

Introduction, Sentence Text and Discourse, Qualities of a Text, The Structure of Discourse

Unit 5: Applied Linguistics

Introduction, The Nature and Scope of Applied Linguistics, Second Language Learning, Contrastive Analysis, Error Analysis

Unit 6: Stylistics

Introduction, The Nature and Scope of Stylistics, Stylistics and Literary Criticism, Formal Poetic and Prose Style, Stylistic Analysis of Poetry

Unit 7: Interpreting Literature

Introduction, Defining Literature, The Basic Forms of Literature, Interpreting Works of Literature

BLOCK 2**Unit 8: Approaches to the Study of Literature I**

Introduction, Language and Meaning, Author, Texts and Contexts, Intended Meaning, Meaning perceived by Readers

Unit 9: Approaches to the Study of Literature II

Introduction, Historicism, Politics of Culture and Interpretation, Gender Issues, Issues of Race

Unit 10: Approaches to the Study of Indian English Literature

Introduction to Indian English Literature, Major Literary Forms and Works, Prominent Indian English Writers

Unit 11: Interpreting Poetry

Introduction, What is Poetry? Language and Syntax in Poetry, Use of Words in Poetry, Interpretation of a Poem

Unit 12: Interpreting Drama

Introduction, What is a Play? Types of Drama, The Theory of Drama, Component Parts of a Play, Modes of Theatrical Representation

Unit 13: Interpreting Novel

Introduction, What is a Novel? Characteristics of Novel, Major Types of Novel, Setting Space and Time, Points of View and Use of Perspectives

Unit 14: Interpreting Short Story

Introduction, What is Short Story? Basic Characteristics of a Short Story, Elements of a Short Story

Unit 15: Interpreting Travel Writing

Introduction, Travel Writing as a Literary Form, Travel Writers and Travel Writing, Some Assamese Travel Writers, Two Distinct Types of Travel Writing

Further Reading:

- Abrams, M.H. and Harpham, G.G. (2015). *A Glossary of Literary Terms*, Cengage Learning.
- Barry, Peter. (2010). *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester: Manchester University Press.
- Barry, Peter. (2012). *Literature in Contexts*. Manchester: Manchester University Press.
- Beaugrande, Robert de & Wolfgang Dressler. (1981). *Introduction to Text Linguistics*, Longman.

Scholes, Robert. & Nancy R. Comley et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

SEMESTER 2
DSE 02
Foundation Course in English
(4 Credits)

The course titled 'Foundation Course in English' contains an elaborate study on the fundamentals or the basic building blocks of English Grammar in order to strengthen the learner's spoken and written skills in English. It covers various significant aspects of English Grammar such as Parts of Speech, Time and Tense, Vocabulary, Punctuation, Synthesis and Transformation of Sentences, Phrases and Idioms, Common Errors, Basic Remedial Grammar together with components of writing namely, Precis Writing, Note Taking and Story Writing.

Learning Objectives:

The objectives of the course are to:

- provide the learners with the basic foundation of English Grammar
- take up various aspects of English Grammar by highlighting their usages and functions
- identify the common grammatical errors while also focusing on the correct use of English Grammar
- introduce the learners to the various components of writing skills

Learning Outcomes:

After going through the course, the learner will be able to:

- gain a systematic idea on some of the basics of English Grammar
- discuss various aspects of English Grammar by highlighting their usages and functions
- identify common grammatical errors
- develop grammatical skills that reflect the correct use of English Grammar
- develop writing skills such as precis writing, note taking and story writing

BLOCK 1

Unit 1: Parts of Speech I

Grammatical Units of a Sentence, Formal and Functional Constituents of a Sentence, Parts of Speech and Formation of Parts of Speech.

Unit 2: Parts of Speech II

Nouns, Pronouns and Determiners and their Types, Verbs and Verb Types.

Unit 3: Parts of Speech III

Adjectives and Adverbs, Prepositions, Functions of Prepositions Conjunctions and Interjections.

Unit 4: Time and Tense I

Introduction, Time and Tense- Simple, Simple Past, Future Form, Aspect-Perfective, Progressive, Perfect Progressive.

Unit 5: Time and Tense II

Passive Verb Forms- Differences in Active and Passive Forms, Modal Verbs with Passives, Change of Voice in Interrogative Sentences.

Unit 6: Vocabulary

Importance of Vocabulary, Types of Vocabulary- Reading, Listening, Speaking and Writing.

Unit 7: Punctuation

Uses of Punctuation, Examples and Exercises.

Unit 8: Synthesis and Transformation of Sentences

Introduction, Defining Synthesis, Combining Sentences, Transformation of Sentences from Affirmative to Negative, Assertive to Interrogative, Assertive to Imperative, Assertive to Exclamatory, Simple to Compound, Degrees of Comparison, Samples and Exercises.

BLOCK 2**Unit 9: Phrases and Idioms**

Introduction, Defining Phrases and Idioms, Samples and Exercises.

Unit 10: Common Errors

Introduction, Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions, Samples and Exercises.

Unit 11: Basic Remedial Grammar I

Introduction, Uses and Interrogatives with 'There', Uses and Distinction between 'There' and 'It', Emphasis with 'Cleft Sentence' and 'Pseudo-Cleft Sentence'

Unit 12: Basic Remedial Grammar II

Introduction, Glossary: Active Voice to Base Form, Clause to Direct Speech, Ellipses to Irregular Verbs, Lexical Verb to Word

Unit 13: Precis Writing

Introduction, Meaning of Precis, Writing a Precis, Samples and Exercises

Unit 14: Note-Taking

Introduction, Note Taking and Note Making, Skimming and Scanning a Piece of Text, Format and Samples of Note Making

Unit 15: Story Writing

Introduction, Defining Story Writing, Title Writing, Examples, Exercises

Further Reading:

Aggarwala, N.K. (2001). *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers.

De Sarkar P. K. (2007). *Higher English Grammar and Composition*. Kolkata: Book Syndicate.

Sidhu, C.D, Prem Nath and Kapil Kapoor. (2004). *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House.

SEMESTER 3

DSE 03
History of English Literature
(4 Credits)

The course titled 'History of English Literature' provides a detailed introduction on the major historical periods that influenced as well as enriched the changing literary trends and practices, development and establishment of English Literature. It takes up the development of English Literature down the ages starting from the Anglo-Saxon period to the Neo-Classical Age and from the Romantic Age to the Modern Age.

Learning Objectives:

The objectives of the course are to:

- trace the various historical periods in the history of English Literature
- highlight the characteristics of these historical periods together with its impact and influence on the development of English Literature
- provide the learners with an idea on the various literary forms, features and practices in each historical period
- familiarise the learner with some of the major works and writers of each historical period

Learning Outcomes:

After going through the course, the learner will be able to:

- identify the precise timeline in the history of English Literature
- gain a detailed insight into each of the historical periods, defining literary practices and their practitioners
- relate the various literary movements to literary situations and contexts

BLOCK 1

Unit 1: From the Anglo-Saxon to the Medieval

Introduction, The Anglo-Saxons, Major Literary Forms

Unit 2: The Medieval Age

Introduction, Literary Features of the Age, Major Literary Forms Poetry, Drama, Prose; Important Writers.

Unit 3: The Role of the Church

Introduction, Role of Church in the Medieval Age, Influence of Church on Medieval Literature

Unit 4: The Renaissance

Introduction, Intellectual Context, Impact of the Renaissance on English Literature

Unit 5: The Renaissance II

Introduction, Major Literary Forms, Renaissance Ideal.

Unit 6: The Restoration Age

Introduction, Literary Features of the Age, Major Literary Forms, Poetry, Drama, Prose; Important Writers.

Unit 7: The Neoclassical Age I

Introduction, Socio-Cultural Context, Literary Features

Unit 8: The Neoclassical Age II

Introduction, Major Literary Forms, The Age of Prose, Important Writers

BLOCK 2**Unit 9: The Romantic Age I**

Introduction, Literary Forms and Features of the Age, Major Literary Forms: Poetry, Periodical Essay and Literary Criticism, Fiction.

Unit 10: The Romantic Age II

Introduction, Major Romantic Writers

Unit 11: The Victorian Age I

Introduction, Features of the Age, Major Literary Forms: Victorian Novel, Victorian Poetry, Victorian Prose.

Unit 12: The Victorian Age II

Introduction, Major Writers

Unit 13: Imperialism and Colonialism

Introduction, Defining of Imperialism and Colonialism, Imperialism and Colonialism in English Literature, Impact on Indian English Literature.

Unit 14: The Modern Age I

Introduction, Literary Characteristics of the Age, Major Literary Forms and Important Writers: Poetry, Non-Fiction Prose, Drama, Fiction, Literary Criticism

Unit 15: The Modern Age II

Introduction, Important Writers

Further Reading:

Daiches, David. (2007). *A Critical History of English Literature*, New Delhi: Random House.
Peck, John and Martin Coyle. (2000). *A Brief History of English Literature*, New York: Palgrave.

Sanders, Andrew. (2004). *The Short Oxford History of English Literature*, Oxford: OUP.

Widdowson, Peter. (2004). *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan

SEMESTER 4**DSE 04****English Poetry: From Medieval to Modern
(4 Credits)**

The Course titled 'English Poetry: From Medieval to Modern' is designed to highlight some of the remarkable and widely anthologized poetical works from the Medieval to the Modern period in the history of English Literature. It contains fifteen representative English poems that encompasses the variety in form and practice of the genre in English Literature down the ages. It introduces the learner to some of the major poets of the various historical periods namely Geoffrey Chaucer, William Shakespeare, John Donne, John Milton, Alexander Pope, John

Dryden, William Blake, S.T. Coleridge. Robert Browning, Alfred Tennyson, T.S. Eliot, W.H. Auden, Philip Larkin and W.B. Yeats.

Learning Objectives:

The objectives of the course are to:

- introduce the learners to some of the significant English poets
- familiarise the learners with the life and works some of those poets of each historical period
- delve into the context, meaning, poetical style and language as available in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an idea on the changing characteristics, practices and development of poetry down the ages
- grasp the context and historical background of the poets prescribed
- appreciate the meaning and message contained in each of the prescribed poetical texts
- gain an interest in further exploring the poetical works and contributions of the introduced poets

BLOCK 1

Unit 1: Geoffrey Chaucer: “Prologue to Canterbury Tales”

Geoffrey Chaucer, Life and Works of the Poet, Text and Context of the Poem, Explanation of the Poem, Poetic Style

Unit 2: William Shakespeare: Sonnet “65” & “144”

William Shakespeare, Life and Works of the Poet, Text and Explanation of the Sonnets, Poetic Style

Unit 3: Metaphysical Poetry: Important Practitioners

Metaphysical Poetry, John Donne as a Metaphysical Poet, Other Important Practitioners of Metaphysical Poetry

Unit 4: John Donne’ “The Good Morrow” and “The Canonisation”

John Donne, Life and Works of the Poet, Text of the Poems, Explanation of the Poems, Poetic Style

Unit 5: John Milton: Invocation to *Paradise Lost*, Book I

John Milton, Life and Works of the Poet, Introduction to Invocation, Invocation to Paradise Lost Book I, Explanation of the Text, Poetic Style

Unit 6: Alexander Pope: Extract from “The Rape of the Lock” –“Belinda’s Dressing Room”

Alexander Pope, Life and Works of the Poet, Text and Explanation of the Poem, Brief Idea of all the Cantos, Major Themes and Contexts, Poetic Style

Unit 7: John Dryden: Extract from “Mac Flecknoe”

John Dryden, Life and Works of the Poet, Text of the Extract, Explanation of the Text, Poetic Style

Unit 8: William Blake: “The Tyger”

William Blake, Life and Works of the Poet, Text and Context of Poem, Explanation of the Poem, Poetic Style

BLOCK 2

Unit 9: Samuel Taylor Coleridge: “Love”

S.T. Coleridge, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Major Themes, Poetic Style

Unit 10: Robert Browning: My Last Duchess

Robert Browning, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 11: Alfred Tennyson: Ulysses

Alfred Tennyson, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 12: T S Eliot: “Preludes”

T.S. Eliot, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 13: W H Auden: “In Memory of W B Yeats”

W H Auden, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 14: Philip Larkin: “Church Going”

Philip Larkin, Life and Works of the Poet, Text of the Poem, Explanation of the Poem, Poetic Style

Unit 15: William Butler Yeats: Sailing to Byzantium

William Butler Yeats, Life and Works of the Poet, Context and Explanation of the Poem, Poetic Style

Further Reading:

Matheikal, Tomichan. (2007). *English Poetry: From John Donne to Ted Hughes*, New Delhi: Atlantic Publishers.

Perkins, David. (2006). *A History of Modern Poetry: From the 1890s to the High Modernist Mode*, New Delhi: A.B.S. Publishers.

Wolosky, Shira. (2001). *The Art of Poetry: How to Read a Poem*, New Delhi, Oxford University Press

SEMESTER 5

DSE 05

Uses of English

(4 Credits)

The paper titled 'Uses of English' contains fundamental aspects of language skills with particular emphasis on written communication. It contains units on structure of writing in English, news writing, column writing, press release, English for business communication, advertisement writings, science writing, review writing, opinion writing, translation, editing, proof reading, resume writing, personal letters and employment correspondence. The course is designed in a way to enable the learners to develop writing skills and be more confident in terms of their communication or self-expression. Thereby, the learners shall find these aspects applicable in the practical experience of their daily lives.

Learning Objectives:

The objectives of the course are to:

- provide a detailed idea on the appropriate structure of writing in English
- highlight some of the major characteristics, tips and techniques of various forms of writing
- enable the learner to develop various forms of writing skills
- encourage the learners to express their thoughts through writing, translation, editing and proof reading
- focus on developing language communication particularly through written language

Learning Outcomes:

After going through the course, the learners will be able to:

- gain a detailed idea on the proper structures of writing in English
- highlight some of the major characteristics of various forms of writing
- practice various tips and techniques in developing their writing skills in English
- focus on developing language communication particularly through written language

BLOCK 1

Unit 1: Structure of Writing in English

Introduction, Cohesive Structure of Writing, Structure of Paragraphs, Writing Process of Paragraphs, Structure of Essays and Article, Editing

Unit 2: English for News Writing

Introduction, Language and Style of Indian Media, Language for Print, Cyber, Radio and Television Media

Unit 3: Column Writing

Introduction to Column Writing, Tips and Techniques of Column Writing

Unit 4: Press Release

Introduction to Press Release, Tips and Techniques of Writing Press Release, Format of Press Release

Unit 5: Letter Writing

Introduction to Letter Writing, Writing Formal Letter, Format of Business Letter, Writing Memo, Examples

Unit 6: English for Business Communication

Introduction, Defining Communication, Significance of Communication, Types and Channels of Communication, Process of Communication, Communication Network, Communication Media and Methods, Barriers of Communication, Effective Communication

Unit 7: Advertisement Writing

Introduction, Defining Advertisement, Key Concepts of Advertising, Copywriting, Radio Copy, and Television Copy

BLOCK 2

Unit 8: Science Write-up

Introduction, Defining Science Write-up, Tips to Write a Science Write-up, and Examples

Unit 9: Opinion Writing

Introduction, Facts and Opinions, Strategies for Opinion Writing, Organising Information

Unit 10: Review Writing. Article Writing and Letters to the Editor

Introduction, Defining Review Writing, Techniques, Article Writing and Letters to Editor

Unit 11: Editing and Proof Reading

Introduction, The Stages of Editing and Proofreading, Tips and Techniques of Editing and Proof-reading, Revising your Writing

Unit 12: Writing Your Resume

Introduction, Defining a Resume, Basics of Resume Writing- for Print and Electronic Formats, Samples of Resumes

Unit 13: Writing Personal Letters

Introduction, Defining Personal Letters, Various Types of Personal Letters- Polite Requests, Thank You Letters, Congratulations, Condolences, Personal Apologies, Writing to a Child, Writing to a Pen Friend

Unit 14: Employment Correspondence I

Introduction, Defining Formal letters, Various Types of Formal Letters-Business Letters,

Unit 15: Employment Correspondence II

Job Applications, Letters of Rejections, Congratulatory Letters, Reprimands and Dismissals

Further Reading:

Crystal, D. (1987). *The Cambridge Encyclopaedia of Language*, Cambridge.

Seely, John. (1998). *Oxford Guide to Effective Writing and Speaking*. Oxford University Press.

Vir Bala Agarwal. *Essentials of Practical Journalism*, Concept Publishing Company: New Delhi.

George A. Hough. *News Writing*, Kanishka Publishers and Distributors: New Delhi.

Sharma R.C. and Mohan Krishna (2002). *Business Correspondences and Report Writing*. Tata McGraw Hill Publishing Company.

Sealy, John (2010) *Oxford Guide to Effective Writing* Oxford University Press.

Taylor Shirley (2006). *Model Business Letters, e-mails and Other Business Documents*, Pearson Education.

SEMESTER 6

DSE 06

Introduction to Language and Linguistics (4 Credits)

The Course entitled 'Introduction to Language and Linguistics' introduces the learners to the basic concepts of English Language and Linguistics. The course contains a total of fifteen units, and aims to familiarise the learners with some of the important aspects of the history of the English Language, Language and Linguistics, English Phonetics and Phonology, Syntax, Morphology, Vowels and Consonants, Rhetoric, Prosody and Stylistics. It also takes up Issues in the Pronunciation of English and Stylistics, Stress, Rhythm and Intonation in a detailed manner.

Learning Objectives:

The objectives of the course are to:

- trace the history of English Language including Modern Linguistics
- provide an introduction to the field of Language and Linguistics
- take up a detailed study on the branches and various aspects of Language and Linguistics
- highlight important areas of spoken language such as speech sounds, pronunciation, stress patterns, rhythm and intonation
- develop a broad idea on the functions and importance of the English Language and Linguistics

Learning Outcomes:

After going through the course, the learner shall be able to:

- gain a detailed idea on the history of English Language from its origins to the modern period
- grasp the importance and varied functions of Language and Linguistics
- discuss the functions of various branches of Language and Linguistics
- gain familiarity with some of the important figures associated with English Language and Linguistics
- gain a systematic idea on various important aspects and articulations of the English Language

BLOCK 1

Unit 1: History of English Language I

Early Theories of Language, Origins of the English Language – Anglo Saxon Period, Middle English Period, Modern English Period

Unit 2: The History of English Language II

Language Change- Vocabulary, Borrowings from Other Languages, Word Formation, Basic Concepts of Language- Arbitrariness, Base, Comparative Philology, Dialects, Standard Language

Unit 3: Language and Linguistics: An Introduction

Definitions of Language, Distinctive Characteristics of Human Language, Linguistics, History of Modern Linguistics, Levels of Linguistic Analysis, Branches of Linguistics

Unit 4: Morphology

Definition of Morphology, The Morpheme- Lexical Words and Grammatical Words; Simple, Complex and Compound Words; Affix, Stem and Root; Inflectional and Derivational Morphology; Word Formation

Unit 5: Syntax

Meaning of Syntax, Immediate Constituent Analysis- Weakness of IC Analysis

Unit 6: Phonetics

Definition of Phonetics, Acoustic Phonetics, Auditory Phonetics, Articulatory Phonetics, The Speech Sounds

Unit 7: Phonology

Meaning of Phonology, Major Concepts of Phonology- Phone, Phoneme, Allophone, Word Stress, Accent and Rhythm, Intonation

Unit 8: Issues in the Pronunciation of English

Received Pronunciation, The Speech Mechanism, The Respiratory System, The Phonatory System, The Articulatory System

BLOCK 2

Unit 9: Vowels and Consonants

Introduction, Defining the Term 'Vowel', Criteria for Describing Vowels, The Pure Vowels, Diphthongs, The Term 'Consonant', Criteria for Describing Consonants, Plosives, Affricates, Fricatives, Nasals, Laterals, Frictionless Continuant, and Semi-Vowels

Unit 10: Stress, Rhythm and Intonation I

Introduction, Word Stress, Various Stress Patterns, Stress in Compound Words, and Grammatical Function of Stress

Unit 11: Stress, Rhythm and Intonation II

Introduction, Sentence Stress and Rhythm Contractions, Weak Forms, Intonation- Tone Group, Falling Tone, Rising Tone, and Fall-rise

Unit 12: Rhetoric

Introduction, Defining Rhetoric, Figures of Speech-Based on Similarity, Association, Contrast or Difference, Figures Based on Imagination, Indirectness, Sound and Construction

Unit 13: Prosody

Introduction, Defining Prosody, Syllable and Accent, Foot or Measure, Rhythm and Metre

Unit 14: Stylistics I

Introduction, Defining Stylistics, History of Stylistics, Stylistics of Poetry-Syllables and Metre, Rhyme and Stanza, Stylistics of Prose Fiction and Play

Unit 15: Stylistics II

Introduction, Contributions of Roman Jakobson, Viktor Shklovsky, Vladimir Propp, A.J. Greimas, and Tzvetan Todorov etc.

Further Reading:

Kalyannath Dutta. *Some Critic of Rhetoric and Prosody*. Calcutta: Sribhumi Publishing.
Roach, Peter. (2004). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

Sethi, J & Dhamija, P.V. (1999). *A Course in Phonetics and Spoken English*. Prentice Hall of India

Sethi, J. et al. (2004). *A Practical Course in English Pronunciation*. Prentice Hall.

Yule, George. (2004). *The Study of Language*. Cambridge: Cambridge University Press

SEMESTER 7

DSE 07

Indian English Literature I

(4 Credits)

The Course titled ‘Indian English Literature I’ contains an introduction to the history of Indian English Literature from the pre-independence to the post-independence period. It aims to acquaint the learners to some of the representative works of poetry and the literary contributions of some of the major poets in the field of Indian English Literature. The course is significant as the learner shall be able to easily relate it owing to its national character as English happens to be the primary language of inter-regional interaction in India.

Learning Objectives:

The objectives of the course are to:

- provide an introduction to the history of Indian English Literature
- take up some of the representative poetical works in a detailed manner
- introduce the learners to some of the select Indian English Poets and their life and works
- specifically highlight the thematic concerns and issues highlighted in the select poems

Learning Outcomes:

After going through the course, the learner will be able to:

- trace the history of Indian English Literature from the pre-independence to the post-independence period
- gain an idea on the life and literary contributions of the select Indian English Poets
- highlight the thematic concerns and issues highlighted in the select poems
- relate to the Indian context in which these works are situated
- relate literary representations to real life in India

BLOCK 1

Unit 1: Introduction to the History of Indian English Literature

Introduction, Socio-Historical Context, Indian Renaissance and its Influences, Development of Indian English Literature

Unit 2: Major Literary Trends and Practices of Indian English Literature

Introduction, Major Literary Trends and Practices, Major Writers

Unit 3: Development of Indian English Poetry

Introduction, Defining Characteristics of Indian English Poetry, Thematic Concerns, Major Indian English Poets

Unit 4: Henry Louis Vivian Derozio: “The Harp of India”

Henry Louis Vivian Derozio: The Poet, His and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 5: Toru Dutt: “Our Casuarina Tree”

Toru Dutt: The Poet, Her Life, Her Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 6: Rabindranath Tagore: “Where the Mind is Without Fear”

Rabindranath Tagore: His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Style and Language, Critical Reception

BLOCK 2

Unit 7: Sarojini Naidu: “To Youth”

Sarojini Naidu: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 8: Nissim Ezekial: “Night of the Scorpion”

Nissim Ezekial: The Poet, His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 9: A. K.Ramanujan: “Self Portrait”

A.K.Ramanujan: The Poet, His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 10: Kamala Das: “The Old Playhouse”

Kamala Das: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 11: Keki N. Daruwalla: “Chinar”

Keki N. Daruwalla: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 12: Jayanta Mahapatra: “Indian Summer”

Jayanta Mahapatra: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 13: Eunice d’ Souza: “Women in Dutch Painting”

Eunice d’Souza: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 14: Agha Shahid Ali: “Kashmir Without a Post Office”

Agha Shahid Ali: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 15: Adil Jussawalla: “Sea Breeze, Bombay” and “Shorelines”

Adil Jussawalla: The Poet, His Life and Works, Text of the Poems, Context and Explanation of the Poems, Major Themes, Style and Language, Critical Reception

Further Reading:

- Das, Nigamananda. (2006). *The Poetry of Jayanta Mahapatra: Imagery and Vision*, New Delhi: Adhyayan Publishers & Distributors.
- Das, Sanjukta. (2009). *Derozio to Dattani: Essays in Criticism*, Delhi: Worldview Publication.
- Dwivedi, A. N. (2009). *Kamala Das and Her Poetry*, New Delhi: Atlantic Publishers.
- Iyengar, K.R. Srinivasa, (1985) *Indian Writing in English*. New Delhi: Sterling Publishers
- Mehrotra, Arvind Krishna. (2010). *A Concise History of Indian Literature in English*, Mohanty, Seemita. (2007). *Critical Analysis of Vikram Seth's Poetry and Fiction*, New Delhi: Atlantic Publishers.
- Singh, R. A. (2002). *The Poetry of Keki N. Daruwalla*, Jaipur: Book Enclave.
- Talat, Qamar and A. A. Khan. (2009). *Nissim Ezekiel: Poetry as Social Criticism*, New Delhi: Adhyayan Publishers & Distributors.
- Thomson, Edward. (1998). *Rabindranath Tagore: Poet and Dramatist*, Delhi: Surjeet Publications.

SEMESTER 8

DSE 08

Indian English Literature II (4 Credits)

The Course titled 'Indian English Literature II' takes up the representative works of Indian writings in English by some of the major Indian English writers of short story, fiction and drama. It aims to provide a fair idea to the learners on pre-independent as well as post-independent Indian English literature, social changes in the Indian society as well as issues pertaining to the contemporary society. The course is significant as the learner shall be able to easily relate it owing to its national character as English happens to be the primary language of inter-regional interaction in India.

Learning Objectives:

The objectives of the course are to:

- take up some of the representative works of short story, novel and drama by Indian English writers in a detailed manner
- introduce the learners to the life and literary contributions of select Indian English writers
- specifically highlight the thematic concerns and issues highlighted in the prescribed texts

Learning Outcomes:

After going through the course, the learner will be able to:

- gain an idea on the life and literary contributions of the select Indian English writers
- highlight the thematic concerns and issues highlighted in the selected works
- gain values of life and experiences represented through the prescribed texts
- develop critical aptitude and reflexive thinking
- creative and analytical application of subject knowledge to life

BLOCK 1

Unit 1: Rabindranath Tagore: "The Hungry Stones"

Introduction, Rabindranath Tagore: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 2: Munshi Premchand: “Penalty”

Introduction, Munshi Premchand: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 3: Mulk Raj Anand: “Duty”

Introduction, Mulk Raj Anand: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 4: Khushwant Singh: “The Portrait of a Lady”

Introduction, Khushwant Singh: Life and Works, Text of the Short Story, Explanation of Text, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 5: U.R. Ananthamurthy: “Mouni”

Introduction, U.R. Ananthamurthy: Life and Works, Text of the Short Story, Explanation of Text, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 6: Jawaharlal Nehru: “In a Train”

Introduction. Jawaharlal Nehru: Life and Works, Text of the Essay, Explanation of the Essay, Major Themes, Style and Language

Unit 7: Vikram Chandra: “Shakti” I

Vikram Chandra: The Author, His Life, His Works, Explanation of the Short Story

Unit 8: Vikram Chandra: “Shakti” II

Major Themes, Major Characters, Style and Language, Critical Reception

BLOCK 2

Unit 9: Raja Rao: *Kanthapura* I

Raja Rao: The Novelist, His Life, His Works, Context of the Novel, Summary of the Novel

Unit 10: Raja Rao: *Kanthapura* II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 11: Kavery Nambisan: *The Scent of Pepper*

U.R. Ananthamurthy, The Novelist, Her Life, Her Works, Context of the Novel, Summary of the Novel, Major Characters, Major Themes, Style and Language

Unit 12: Mahesh Dattani: *Final Solutions* I

Mahesh Dattani: The Dramatist, His Life, His Works, Sources of the Play, Summary of the Play, Critical Commentary on the Play

Unit 13: Mahesh Dattani: *Final Solutions* II

Major Themes, Major Characters, Style and Language, Critical Reception

Unit 14: Girish Karnad: *Tughlaq* I

Girish Karnad: The Dramatist, His Life, His Works, Context of the Play, Summary of the Play

Unit 15: Girish Karnad: *Tughlaq* II

Major Themes, Major Characters, Style and Language, Critical Reception

Further Reading:

Iyengar, K.R. Srinivasa, (1985) *Indian Writing in English*. New Delhi: Sterling Publishers

Morey, Peter. (2000). *Fictions of India: Narrative and Power*, Edinburgh: Edinburgh University Press.

Naik, M. K. and Shyamala A. Narayan. (2009) *Indian English Fiction: A Critical Study*, New Delhi: Pencraft International.

Nawale, Arvind M. (2011). *Reflections on Post-independence Indian English Fiction*, New Delhi: Anmol Publications Pvt. Ltd.

Sharma, B. K. (2011). *The Fiction of Amitav Ghosh: A Postcolonial Perspective*, New Delhi:

Tandon, Neeru. (2006). *Perspective and Challenges in Indian Drama*. New Delhi: Atlantic Publishers.

INTER DISCIPLINARY COURSES (IDCs)

SEMESTER 1

IDC 01

Reading and Writing Skills

(3 Credits)

The course titled 'Reading and Writing Skills' provides a general introduction to the learner on the various methods and techniques of approaching various literary forms such as Story, Poem, Prose and Play. It presents a detailed study of both reading and writing skills while also taking into account communication skills. Thus, the course is designed to ensure that the learner is able to assimilate the provided knowledge and information and thereby, develop his or her reading and writing skills as well as skills of communication and creative expression.

Learning Objectives:

The objectives of the course are to:

- develop reading and writing skills
- provide an idea on the methods and techniques of good reading skills
- provide a detailed study on various aspects and types of writing skills
- enhance the learner's communication skills
- equip the learner with a sound knowledge and good practice of these skills in their practical life

Learning Outcomes:

After going through the course, the learner will be able to:

- enhance reading and writing skills
- discuss the methods and techniques of good reading skills
- study the various aspects and types of writing skills in a detailed manner
- enhance the learner's communication skills as it would help in real life contexts and situations

- develop knowledge of different literary forms and their stylistic variations

BLOCK 1

Unit 1: Some Concepts in Reading

Introduction, The Skills of Reading, Reading a Text, The Reading Process, Key Words

Unit 2: Reading a Story

Introduction, Pre-reading Activities, While Reading a Story, Post-reading Activities

Unit 3: Reading a Poem

Introduction, Pre-reading Activities, Reading the Poem, Post-reading Activities

Unit 4: Reading a Prose Text

Introduction, Pre-reading Activities, While Reading a Prose Text, Post-reading Activities

Unit 5: Reading a Play

Introduction, Pre-reading Activities, Reading the Play, Post-reading Activities

Unit 6: Some Concepts in Reading I

Introduction, Features of Good Writing: Cohesion

Unit 7: Some Concepts in Writing II

Introduction, Coherence, Punctuation

BLOCK 2

Unit 8: Précis Writing

Introduction, Techniques of Faster Reading, Writing a Good Précis, Language Work, Worked out Examples

Unit 9: Report Writing

Introduction, Language and Style of Reporting, Headlines, Writing a Report

Unit 10: Writing Formal Letters and FIR Writing

Introduction, The Structure of a Letter, A Format of FIR

Unit 11: Communication Skills

Introduction, What is Communication? Listening Skill, Speaking Skill, Soft Skill, Face-to-Face Oral Communication, Oral Communication and Soft skills, Non-verbal Communication, Telephone Communication, Formal & Informal Telephone Communication, Non-verbal Communication, Cutting in a Long-winded Speech, Analysing Soft Skills, Assertiveness, Social Graces

Further Reading:

Bishop, Wendy. (1992). *Working Words: The Process of Creative Writing*. California: Mayfield Publishing Company

Burroway, Janet. (1992). *Writing Fiction: A Guide to Narrative Craft*. New York: Harper Collins

Drabble, Margaret. Ed. (2008). *The Oxford Companion to English Literature*. Sixth Edition.

- Hudspn, William Henry. (1995). *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers.
- Kirszner, Laurie and Stephen Mandall. (2004). *Literature: Reading, Reacting, Writing*. Fifth Edition. Canada: Thomas Wadsworth
- Scholes, Robert and Nancy R. Combey et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

SEMESTER 2
IDC 2
General Principles of Writing
(3 Credits)

The course titled ‘General Principles of Writing’ aims to provide an overview of writing as a means of self-expression and vehicle for both social and moral purpose. Thus, it takes into account the primacy of a narrative text, its aesthetic, artistic and various other relevant concerns. In addition, it highlights the concerns of a writer and takes up the questions of form and structure of a creative work. Further, it focuses on the general aspects of writing that comprises Amplification, Review Writing, Editorial Writing, Column Writing, Science Writing, Press Release, Short Composition, Cyber Writing and News Writing.

Learning Objectives:

The objectives of the course are to:

- provide an idea of certain general principles of writing
- highlight some of the important aspects of English Grammar
- take up the important skills of editing, copy editing and proof reading
- enable the learner to develop adequate writing skills in English

Learning Outcomes:

After going through the course, the learner will be able to:

- gain a systematic idea of the various aspects and principles of writing
- take into account some of the important aspects of English Grammar
- practice the important skills of editing, copy editing and proof reading
- take up writing as a career option after completion of the course

BLOCK 1

Unit 1: The Writer as an Artist

Introduction, Art and Aestheticism, Narration and Narrative, Narrative and Plot, The Author and the Writing, Point of View and Voice

Unit 2: Words

Introduction, Words and Word Classes

Unit 3: Narration and Voice

Introduction, Direct and Indirect Narration, Assertive Sentences, Imperative Sentences, Interrogative Sentences, Exclamatory Sentences, The Category of Voice in English, Assertive Sentence Forms, Interrogative Sentence Forms, Imperative Sentence Forms, Miscellaneous Sentence Forms

Unit 4: Time, Tense and Aspects

Introduction, Time and Tense, Tense and Aspect, The Present Tense, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, The Past Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, The Future Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense

Unit 5: Phrases and Idioms

Introduction, Samples of Phrases and Idioms

Unit 6: Amplification of an Idea

Introduction, Process Analysis of Amplification, Amplifications Worked Out

BLOCK 2**Unit 7: Review Writing**

Introduction, Techniques of Book Review, Techniques of Film Review, Techniques of Play Review, Techniques of Musical Review

Unit 8: Writing for Column, Science and Press Release

Introduction, Column Writing, Science Write-up, Press Release

Unit 9: Editorial Writing

Introduction, Introduction to the Editorial Page, Writing the Editorial, Writing the Feature, Writing the Article, Writing the Middle, Letters to the Editor

Unit 10: Comprehension of an Unseen Passage

Comprehension, Intelligent Reading, Tackling Unseen Passages, Answering Unseen Passages, Examples with Answers

Unit 11: Short Composition [Notice, Classified, Ads. Etc.]

Introduction, Notice Writing, Format of a Notice, Worked Out Examples, Advertisements, Classified Advertisements, Worked Out Examples, Commercial Advertisements, Worked Out Examples

Further Reading:

Anker, S. (1998). *Real Writing*, Boston: Bedford Books.

Bell, Madison Smartt (1997). *Narrative Design: Working with Imagination, Craft and Form*, New York: WW. Norton.

Brande, Dorothea. (1981). *Becoming a Writer*, New York: Penguin.

Earnshaw, Steve (ed.) (2007). *The Handbook of Creative and Media Writing*, Edinburgh University Press.

Geddes and Gresset. (2003). *Spelling Grammar and Usage*, Webster Reference Library.

Kirsner & Mandell. (2004) *Literature: Reading, Reacting, Writing*. Fifth Edition. Thomson Wadsworth: Massachusetts.

Seely, John (1998), *Oxford Guide to Effective Writing and Speaking*, Oxford: Oxford University Press

SEMESTER 3
IDC 03
English for Professional Studies
(3 Credits)

The course titled ‘English for Professional Studies’ introduces the learners to some of the important areas of writing and communication skills which are essential in both our professional and day-to-day lives. The course is designed to equip the learners with the required knowledge and skill for using English as a medium of communication for diverse professional purposes. Accordingly, the course has been designed to teach the learners the fundamentals of English in terms of grammar, vocabulary and composition, and the division of the units is made to suit that purpose. Also, the course includes the essential features of communication as defined by various intellectuals and theorists. The information provided shall help the learner towards streamlining the importance of communication particularly in an establishment or organisation. In addition, the learners shall be familiarised with the skills of Office Management, Formal Correspondences and Presentations, which are the buzzwords of any official establishments of present times.

Learning Objectives:

The objectives of the course are to:

- provide a general introduction to some important grammatical concepts
- take up various aspects of English Grammar such as Vocabulary and Punctuation
- highlight some of the common errors made in English Grammar and its correct use
- provide a detailed study on the areas of writing and communication skills in professional context
- engage the learner in developing skills of office management and correspondence, official communication and presentation of curriculum vitae

Learning Outcomes:

After going through the course, the learner will be able to:

- revise some of the important grammatical concepts
- develop a good idea on various aspects of English Grammar such as Vocabulary and Punctuation
- gain a broad idea on the areas of writing and communication skills
- develop skills of office management and correspondence, communication and presentation of curriculum vitae/ resume
- groom himself or herself with sound communication and professional skills

BLOCK 1

Unit 1: Some Concepts of Grammar I

English Grammar: An Introduction, Nouns- Kinds of Nouns, Forms of Nouns, Functions, The Noun Phrase, Agreement, Determiners—Articles, Demonstratives, Possessives, Quantifiers, Wh-determiner, Pre-determiners, Verb Forms

Unit 2: Some Concepts of Grammar II

Adjectives, Adverbs, Prepositions

Unit 3: Vocabulary

Synonyms and Antonyms, One word Expression, Words Used as Different Word Classes, Phrasal Verbs, Distinction between Similar Words Often Confused

Unit 4: Punctuation, Synthesis and Transformation of Sentences

Introduction, Punctuation, Synthesis of Sentences, Transformation of sentences

Unit 5: Common Errors and Phrases and Idioms

Introduction, Common Errors, Phrases and Idioms

Unit 6: Note Making

Note making and note taking, Skimming and Scanning, Format of note making, Samples

BLOCK 2

Unit 7: Communication

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication.

Unit 8: Introduction to Office Management

Meaning of Office, Introduction to Office Management, Functions of Office, Relationship of Office with Other Departments, Office Accommodation, Layout and Environment, Office Furniture and Stationery, Office Correspondence and Filing System

Unit 9: Correspondences

Letter Writing, How to Write a Letter, Format of an Official/Business Letter

Unit 10: Presentation

Writing Executive Summaries, Making a Formal Presentation

Unit 11: Writing Curriculum Vitae/Resume

Difference between CV and Resume, Tips for writing CV/Resume, Essentials for writing CV/Resume, Facing Interviews based on CV/Resume, Telephonic Interviews based on CV/Resume

Further Reading:

Aggarwala, N.K. (2001). *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers.

Brown, M. Henry. (1977). *The Contemporary College Writer*. New York: D Van Nostrand Company.

Chal, Harold Hoontz (1986). *Essentials of Management*. McGraw Hill Book Company: New York.

Chopra, R.K. *Office Management*. Himalaya Publishing House.

De Sarkar, P.K. (2007). *Higher English Grammar and Composition*, Kolkata; Book Syndicate Limited.

Dowerah, Sawpon. *A Students' Grammar of English*. Guwahati: Students' Stores.

Lewis, Roger. (1979). *How to Write Essays*. Heinemann & National Exnt. College, London.

Sherlekar, S.A. (1984). *Principles of Management*. Bombay: Himalaya Publishing House

ABILITY ENHANCEMENT COURSES (AECs)

SEMESTER 1
AEC 1
General English
(3 Credits)

The course titled ‘General English’ is designed to help the learners to enhance their linguistic, analytical and communication skills and to articulate their views or opinions. With the growing significance of English in today’s society, there is a need to study English more vigorously. The course introduces the learner to a range of poetical works of some major poets such as William Blake, William Cowper, William Wordsworth, Alfred Tennyson, William Butler Yeats, D.H. Lawrence, Keki N. Daruwalla and Chinua Achebe. It also introduces the learners to William Shakespeare, one of the greatest dramatists of English literature and his popular play *Macbeth*. In addition, an emphasis has been laid on the skills of comprehension and intelligent reading.

Learning Objectives:

The objectives of the course are to:

- introduce the learner to various poetical works written by some of the major English poets
- introduce a play written by the English dramatist William Shakespeare
- encourage the learner towards learning important techniques of comprehension and intelligent reading

Learning Outcomes:

After going through the course, the learner will be able to:

- study the various poetical works written by some of the major English poets
- grasp the textual content and message contained in them
- appreciate the play *Macbeth* written by William Shakespeare
- discuss some important concepts of comprehension and intelligent reading

BLOCK 1

Unit 1: William Blake: “Holy Thursday”

William Blake: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 2: William Cowper: “The Solitude of Alexander Selkirk”

William Cowper: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 3: William Wordsworth: “Simon Lee”

William Wordsworth: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 4: Alfred Tennyson: “Tears Idle Tears”

Alfred Tennyson: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 5: W.B. Yeats: “An Irish Airman Foresees His Death”

W. B. Yeats: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 6: D.H. Lawrence: “The Snake”

D.H. Lawrence: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

BLOCK 2**Unit 7: Keki N. Daruwalla: “Wolf”**

Keki N. Daruwalla: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 8: Chinua Achebe: “As One Listens to the Rain”

Chinua Achebe: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

Unit 9: William Shakespeare: *Macbeth I*

William Shakespeare: Life and Works, Background of the Play

Unit 10: William Shakespeare: *Macbeth II*

Explanation of the Text, Major Characters, Major Themes, Style and Language

Unit 11: Comprehension and Intelligent Reading

Comprehension and Intelligent Reading, Reading and Grasping Skills

Further Reading:

Aggarwala, N.K. (2001). *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers.

Albert, Edward. (2000). *History of English Literature*. Fifth Edition. Oxford : Oxford University Press.

Birch, Dinah. (2009). *The Oxford Companion to English Literature*. Seventh Edition. Oxford : Oxford University Press.

De Sarkar, P. K. (2007). *Higher English Grammar and Composition*. Kolkata: Book Syndicate Limited.

Dowerah, Sawpon. *A Students’ Grammar of English*. Guwahati: Students’ Store

Eastwood, John. (1994). *Oxford Guide to English Grammar*. Oxford University Press.

Eckersley & Ekersley. (1960) (ed). *A Comprehensive English Guide*. Harlow: Pearson Education Limited.

Palmer, R. F. (1988). *The English Verb*. Longman Linguistics Library

SEMESTER 2**AEC 2****Alternative English****(3 Credits)**

The course titled ‘Alternative English’ aims to provide the learners with a broad idea on various categories or literary forms of English literature such as Essays, Letters, Speeches, Novella and Travel writing. The course provides a comprehensive idea of several significant essays by laying emphasis on their thematic concerns on various issues and aspects. The course also comprises extracts from various significant texts such as landmark speeches, famous letters,

extract from the prologue of an autobiography, and novella, which have been selected in keeping with the interest of the learners. Dwelling upon diverse aspects and varied themes, this course aims to familiarise the learners with the different shades of literature.

Learning Objectives:

The objectives of the course are to:

- encourage the learners towards exploring various literary texts prescribed in the course
- stir an interest in the learners towards developing an analytical bent of mind in exploring these literary texts
- provide the scope of grasping various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts

Learning Outcomes:

After going through the course, the learner will be able to:

- study the various literary texts prescribed in a detailed manner
- develop an analytical bent of mind in exploring these literary texts
- grasp various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts
- appreciate the ideas, reflections, literary representations and the core message contained in these texts

BLOCK 1

Unit 1: E.P. Gee: “The Rhino of Kaziranga”

E. P. Gee: Life and Works, Explanation of the Essay, Style and Language

Unit 2: The King James Bible: “The Story of Creation”

The Story of Creation, Major Themes, Style and Language

Unit 3: Salman Rushdie: “Imaginary Homelands”

Salman Rushdie: Life and Works, Explanation of the Text, Major Themes, Style and Language

Unit 4: Bertrand Russell: “Prologue” To *Autobiography*

Bertrand Russell: Life and Works, Text of the Prologue, Explanation of the Prologue, Major Themes, Style and Language

Unit 5: Matthew Arnold: “Literature and Science”

Matthew Arnold: Life and Works, Explanation of the Text, Major Themes, Style and Language

Unit 6: Richard Kearney: “On Stories”

Richard Kearney: Life and Works, Explanation of the Text, Major Themes, Style and Language

BLOCK 2

Unit 7: Martin Luther King: “I Have a Dream”

Martin Luther: Life and Works, Context of the Speech, Explanation of the Speech, Style and Language

Unit 8: Lord Chesterfield: Letter to His Son

Lord Chesterfield: Life and Works, Text of the Letter, Explanation of the Text, Major Themes, Style and Language

Unit 9: R.L. Stevenson: Extracts from *Travel with a Donkey*

R. L. Stevenson: Life and Works, Explanation of the Extract, Major Themes, Style and Language

Unit 10: Derek Walcott: “The Antilles: Fragments of Epic Memory”

Derek Walcott: Life and Works, Explanation of the Speech, Major Themes, Style and Language

Unit 11: Antoine de Saint Exupery: *The Little Prince*

Antoine de Saint Exupery: Life and Works, The Title of the Novella, The Context of the Novella, Explanation of the Novella

Further Reading:

Alfred, Julius Ayer. (1972). *Russell*. London: Fontana

Allen, Walter. (1958). *The English Novel: A Short Critical History*. Penguin Books.

Birch, Dinah. (2009). *The Oxford Companion to English Literature*, Seventh Edition. Oxford: Oxford University Press.

Bloom, Harold. (2003). *Bloom’s Modern Critical Views: Derek Walcott*. Chelsea House Publishers.

Edward, Bough. (2006). *Derek Walcott*. Cambridge University Press

Humberstone, Barbara. Et al. (2015). *Routledge International Handbook of Outdoor Studies*, London: Routledge.

Hudson, W.H. *Introduction to Study of Literature*. Macmillan

Kearney, Richard. (2002). *On Stories*. London: Routledge.

Page, Norman. *The Language of Literature*. Casebook Series

Chatterjee, Partha. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Jersey: Princeton University Press

SEMESTER 4

AEC 04

Spoken English

(4 Credits)

The course titled ‘Spoken English’ aims to introduce the learner to the basic features of oral communication. As it is known that speech is a form of communication performed orally, the course will help the learners to understand some of the basic issues of conversation in English. Competence in Spoken English is one of the four skills of LSRW to be acquired by anyone who is engaged or aspires to be engaged in a work situation that requires oral communication in English. Thus, the course is a step towards preparing the learner for such situations when he or she will be required to use the English language for both formal and informal communication in day-to-day life.

Learning Objectives:

The objectives of the course are to:

- develop in learners the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- enable the learner to develop a proper idea on the use of various grammatical forms
- encourage the development of public speaking skills and speech skills on special occasions
- highlight the importance of Spoken English in the 21st century

Learning Outcomes:

After going through the course, the learner will be able to:

- discuss the importance of English in the 21st century global context
- develop a proper idea on the use of various grammatical forms
- develop the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- appreciate the importance of Spoken English in the present context

BLOCK 1

Unit 1: Importance of Spoken English

Knowing the importance of English in the Global Context, Skills of Better Communication

Unit 2: Issues on Oral Communication I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

Unit 3: Issues on Oral Communication II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

Unit 4: Grammar in Context I

Grammaticality and Appropriateness, Eliciting Information, Question Patterns in Context, Some Verb Forms in Context

Unit 5: Grammar in Context II

Modals in Conversation, Uses of Will and Would, Uses of May, Might and Must, Uses of Other Modals, Uses of Shall, Should and Shouldn't, Miscellaneous Uses of Modals

Unit 6: Informal and Formal Speech

Features of Informal speech, Ellipsis, Discourse Markers in Informal Speech, Discourse Markers of Formal Speech

Unit 7: Sounds of English I

Units of Speech Sounds, The Vowel Sounds, The Consonant Sounds, Minimal Pairs, Vowel Contrasts, Consonant Contrasts

Unit 8: Sounds of English II

Word Stress, Placement of Word Stress, Stress in Compound Words, Grammatical Function of Stress, Sentence Stress and Intonation

BLOCK 2

Unit 9: Communication Skills

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

Unit 10: Telephone Skills

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

Unit 11: Interview Skills

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

Unit 12: Public Speaking

The Art of Public Speaking, Techniques Persuasive Speech and Informative Speech

Unit 13: Speeches for Special Occasions

Public Speaking on Special Occasions- Address of Welcome, Introducing the Speaker, Vote of Thanks, Group Discussion

Unit 14: Dialogues in Contexts

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, Buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

Further Reading:

Carmen, Robert. (ed.) *Spoken English: Flourish Your Language*. Abhishek Publication: Chandigarh.

Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford University Press.

Karal, Rajeevan et al. (2016). *English for Successful Communication*. Oxford University Press.

Koneru, Aruna. (2013). *Professional Speaking Skills*. Oxford University Press

Sasikumar, V. and Dhamija, P.V. (1993). *Spoken English: A Self- Learning Guide to Conversation Practice*. Tata McGraw-Hill Publishing Company Limited.

Seely J. (2004). *Oxford Guide to Effective Writing and Speaking*. Oxford University Press.

Sethi, J. et al. (2004). *A Practical Course in English Pronunciation*. Prentice Hall of India.

Sethi, J and P.D. Dhamija. (1999). *A Course in Phonetics and Spoken English*. Prentice Hall.

SKILL ENHANCEMENT COURSES (SEC)

SEMESTER 7

SEC 4

Research Methodology

(4 Credits)

Research is commonly understood as an intellectual and academic activity that aims to solve a problem. However, research is also a discipline specific process and has many aims and outcomes based on the methods, conventions and critical frameworks inherent in a particular discipline. In the Humanities, or Literary Studies to be more precise, the products of research are predominantly intellectual and intangible, as the results contribute to an academic discipline and also inform other disciplines. Thus, literary research is a process continuously affecting individual or social changes over times. This course as part of the 4year UG degree course will familiarise the learners with some the basics of research and research methodology used particularly for Literary Studies so that they know exactly how to undertake research activities for academic and other purposes.

Learning Objectives:

The objectives of this course are to

- introduce the learners to the basics of research in general and research in the Literary Studies in particular
- discuss the type and tools of research most suited to the need or level of the learners/researchers from the broader fields of the Humanities
- discuss the nature and scope of research as well as research in literature *vis-a-vis* research in allied areas.

Learning Outcome:

After completing this course, the learners will be able to

- grasp the basics of research and research methodologies
- use that understanding to conduct research in the field of Literary Studies and other allied fields
- carry out research activities on selected areas/topics of research
- prepare dissertation/thesis/project report by following proper methods and tools of research

BLOCK 1:

Unit 1: Meaning of Research

What is Research?, Objectives of Research, Evolution of Research, Scope of Research, Application of Research

Unit 2: Constituents of Research

Hypothesis, Contention, Corpus, Research Problem, Research Question. Research Tools etc.

Unit 3: Research Process

Deciding what to research, Planning a Research, Conducting a Research

Unit 4: Types of Research

Qualitative Research, Quantitative Research, Mixed Research

Unit 5: Research Design

What is a Research Design? Need and Purpose, The functions of a research design, Study design in quantitative research, Study Design in Qualitative Research

Unit 6: Criteria for good research: Context, Relevance and Feasibility; the problem of choice and focus, Interdisciplinarity

Unit 7: Research Methods and Methodology

Research Methods as the Ways of Collecting and Analyzing Data, Research Methodology as the Specific Procedures or Techniques Used to Identify, Select, Process, and Analyze Information About a Topic

BLOCK :

Unit 8: Literature Review I

Meaning of LR, Searching for the Existing Literature, Reviewing the Selected Literature, Finding Research Gaps

Unit 9: Literature Review II

Developing a Theoretical Framework based on LR, Developing a Conceptual Framework, Broadening Knowledge Base on the Area of Research

Unit 10: Literary Research

What is Literary Research, Aims and Objectives, Bibliography and Textual Criticism, Biographical, Theoretical, Interpretive.

Unit 11: Research Methods in Literary Studies

Archival Method, Oral History Method, Discourse Analysis, Textual Analysis, Interviewing, Ethnographic Method etc.

Unit 12: Tools and Techniques of Literary Research

Getting started with the Internet, Using Google, Google Book Search, Use of Wikipedia, Managing References, Citing Sources, Finding and Using Libraries

Unit 13: Citation Styles and Formats

APA Citation Style, MLA Citation Style, Other Citation Styles

Unit 14: Research Ethics

The Concept of Research Ethics, Issue of Plagiarism, IPR, Ethical Issues to Consider Concerning Research Participants, Ethical Issues to Consider Relating to the Researcher, Ethical Issues Regarding the Sponsoring Organisation

Further Reading

Booth, Wayne C, et al. (2016). *The Craft of Research*. 4th ed. University of Chicago Press.
Griffin, Gabriele, (ed). (2016). *Research Methods for English Studies*, 2nd. ed. Edinburgh UP.
Kothari, C. R. (2004). *Research Methodology*. New Age International (P) Limited, Publishers.
Kumar, Ranjit. (1999). *Research Methodology*. Sage Publication.
Oliver, Paul. (2003). *The student's guide to research ethics*. Open University P.
MLA Handbook. 8th ed. MLA, 2018.
APA Handbook. 7th ed.

Annexure II

Course wise (Offered from the Discipline) Faculty Allotment of UG Programme in English

Semester	Title of the Course [Discipline Specific Courses]	School	Discipline	Faculty/Course Coordinator
1	DSC 1: From Language to Literature	PGBSH	English	Dr. Pallavi Gogoi
	DSC 2: Foundation Course in English	PGBSH	English	Dr. Chayanika Roy
2	DSC 3: History of English Literature	PGBSH	English	Dr. Prasenjit Das
	DSC 4: Poetry	PGBSH	English	Prof. Pranjit Bora
3	DSC 5: English Poetry: From Medieval to Modern	PGBSH	English	Prof. Pranjit Bora
	DSC 6: Short Story	PGBSH	English	Dr. Prasenjit Das
4	DSC 7: English Novels	PGBSH	English	Dr. Pallavi Gogoi
	DSC 8: English Drama	PGBSH	English	Dr. Chayanika Roy
5	DSC 9: Uses of English	PGBSH	English	Dr. Prasenjit Das
	DSC 10: Prose	PGBSH	English	Dr. Pallavi Gogoi
	DSC 11: Literary Criticism	PGBSH	English	Dr. Chayanika Roy
6	DSC 12: Introduction to Language and Linguistics	PGBSH	English	Dr. Prasenjit Das
	DSC 13: Non-Fictional Prose	PGBSH	English	Dr. Chayanika Roy
	DSC 14: Introduction to North East Literature	PGBSH	English	Prof. Pranjit Bora
	DSC 15: Introduction to Asian Literature	PGBSH	English	Dr. Prasenjit Das
7	DSC 16: Indian English Literature I	PGBSH	English	Dr. Pallavi Gogoi
	DSC 17: American Literature I	PGBSH	English	Dr. Pallavi Gogoi
	DSC 18: American Literature II	PGBSH	English	Dr. Chayanika Roy
8	DSC 19: Indian English Literature II	PGBSH	English	Dr. Prasenjit Das
	DSC 20: Introduction to European Literature	PGBSH	English	Dr. Prasenjit Das
Semester	Title of the Course [Ability Enhancement Courses]	School	Discipline	Faculty/Course Coordinator
1	AEC 1: General English	PGBSH	English	Dr. Pallavi Gogoi
2	AEC 2: Alternative English	PGBSH	English	Dr. Chayanika Roy
3	AEC 3: Spoken English	PGBSH	English	Dr. Prasenjit Das
Semester	Title of the Course [Interdisciplinary Courses]	School	Discipline	Faculty/Course Coordinator
1	IDC 1: Reading and Writing Skills	PGBSH	English	Dr. Pallavi Gogoi
2	IDC 2: General Principles of Writing	PGBSH	English	Dr. Chayanika Roy

3	IDC 3: English for Professional Studies	PGBSH	English	Dr. Pallavi Gogoi Dr. Chayanika Roy
7	SEC 4: Research Methodology	PGBSH	English	Dr Prasemjit Das Dr Pallavi Gogoi

Annexure III

Guidelines for Seminar/Presentation of UG Programme in English

Introduction:

There is a requirement to present a seminar paper in the Four-Year Undergraduate programme and Two-Year PG Programme in English, offered by Krishna Kanta Handiqui State Open University. The seminar presentation (which carries 4 Credits) is in the Seventh Semester of the Four-Year Undergraduate Programme in English. The primary objective is to familiarise the learners with the skills of seminar paper presentation on a selected topic of research.

In seminar papers, a specific aspect of a given text is discussed in a short piece of writing. The purpose of a seminar paper is to interpret specific examples and evidence. Seminar papers should have a very clear thesis; they should be able to elaborate thoroughly on their topic. The learners can choose any relevant topic for presentation. It may be a field study based or library-based topic. There are two broad types of seminar papers in academic settings – Empirical Seminar Paper and Theoretical Seminar Paper.

Traditionally, a seminar paper consists of four major sections: Introduction, Background, Analysis and Conclusion.

General Structure of a Seminar Paper

1. Introduction

Here, you need to set out the "Crux" of the paper. Your major tasks include:

- a) Introduce and note why the topic is significant.
- b) Briefly summarize the necessary background information.
- c) Convey your organization of the paper (i.e., "roadmap").
- d) Tell the audience what your paper will show and in what order.
- e) If you can concisely summarize your research and outline the arguments of your paper, then it is more likely that your audience will be able to follow your analysis.

2. Background

Here, you need to orient your audience towards your research area. Major tasks are:

- a) Describe the genesis of the subject.
- b) Describe the changes that occurred during its development.
- c) Explain the reasons for the changes.
- d) Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis

Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

i. Large-Scale Organization: This follows the following tasks:

- a) Discuss the major issues;
- b) Separate issues and sub-issues

c) Order issues logically

ii. Small-Scale Organization: This follows the following tasks:

- a) Introduce and conclude on each issue.
- b) Present your arguments and invalidate opposing arguments.
- c) Use organizational paradigms where appropriate.

4. Conclusion

Here your agenda include:

- a) Restate the thesis of the paper
- b) Summarize major points
- c) If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

Key Points:

- a) You should always keep a copy of your seminar paper duly signed by your Centre Coordinator and a Certificate of Presentation from him/her. The University may ask for a copy of that report as and when required.
- b) You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- c) Seminar reports must be typed on a computer. Reports may be printed on both sides on standard A4 size papers with 1.5 inch margins on the left and 1.2 inch margins on right sides. In addition, 1.2 inch margins on the top and bottom. Page numbers must be maintained throughout.
- d) It is essential that the Presentation Room must be well-organised with a banner of the Seminar in the background.
- e) You should request your study centre to maintain a video-recording of your presentation session and obtain a copy of the session you attended.
- f) Alternatively, you can record a video of the presentation yourself and keep a copy until the declaration of your Final Semester Results. The University may require this video at any time.

Annexure IV

Guidelines for Project/Dissertation of UG Programme in English

Section I

Introduction:

There is a requirement to prepare and submit a Project/Dissertation in Four Year Undergraduate programme in English offered by Krishna Kanta Handiqui State Open University. The Project/Dissertation has been incorporated in the Eighth Semester of this Programme.

A Project/Dissertation is a particular kind of academic task. You will usually be asked to generate a topic for yourself; to plan and execute a project investigating that topic; and to write up what you did and what your findings had been. You are expected to hone your theoretical and quantitative abilities through their application in the light of the information gathered while considering different aspects of literature, language and culture. This Project/Dissertation work consists of 12 credits, requiring about 360 hours of study and work.

Dear learners, please note that you need to take this task utmost seriously and with all your sincerity and dedication because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding of relevant issues of literature, language and culture. Secondly, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undertaking the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. You should formulate a detailed research proposal along with your theoretical understanding of the issue.

The main steps to write a dissertation are:

- a) Choose your research topic carefully.
- b) Check what is exactly required.
- c) Have a clear goal and structure.
- d) Write as you go.
- e) Continue to question.
- f) Don't underestimate the editing stage.
- g) Enjoy the achievement.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. Moreover, the University will use high-end plagiarism detection software to check all the project and dissertation reports. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is

found that the subjects/chapters/contents of the projects of two learners are matching, then both the projects will be rejected. Zero mark will be awarded to both.

Presentation Style

You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation

Writing of Project/Dissertation Report is one of the research tasks. So, you need to follow a particular style of citation and referencing. The University follows the American Psychological Association's APA 7 Citation Style. A link to download a brief APA Citation Guide is: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Role of your Project/Dissertation Guide

Your project/dissertation guide should be well-versed in the subject area, which will help you in designing the objectives, procedure for data collection, and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's biodata is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

Key Points:

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A-4 size papers with 1.5 inch margins on left and 1.2 inch margins on right sides and 1.2 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,...)

format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...).

- The Project/Dissertation Report should be printed on both sides of paper. For English Times New Roman font, size 12 point with spacing of minimum 1.5 has to be used.

Section II

Project/Dissertation Performance

Cover Page:

The cover page on the bound copy of the report should indicate.

- The title of the report. It would be short, if necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

Colour of the Hard Cover of the Project Report must be NAVY BLUE.

<p style="text-align: center;">Project Report/Dissertation</p> <p style="text-align: center;">Title of topic</p> <p style="text-align: center;">University Logo</p> <p style="text-align: center;">Dissertation submitted for the partial fulfilment of Four Year Undergraduate Programme in English under Padmanath Gohainbaruah School of Humanities of Krishna Kanta Handiqui State Open University</p> <p style="text-align: center;"><i>Submitted by</i> Name of the Candidate: Enrolment No: Study centre Code:</p> <p style="text-align: center;">Guide/Supervisor</p> <p style="text-align: center;">Name: Designation:</p> <p style="text-align: center;">Krishna Kanta Kandiqui State Open University Guwahati, Assam</p>
--

Certificate of the Guide/ Supervisor (Format)

<u>Certificate of the Guide/ Supervisor</u>	
Mentor / Guide Name: Designation:	
This is to certify that the project report entitled “.....” has been prepared by Ms/Mrs.....bearing enrolment Nounder my supervision and guidance, for the partial fulfilment of Four Year Undergraduate Programme in English of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature:

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

<u>Certificate of Study Centre Coordinator/ Academic consultant</u>	
Coordinator/ Name of Academic Consultant: Designation:	
This is to certify that the project report entitled “.....” has been prepared by Ms./Mr under the guidance of Dr./ Sri/Mr./Ms.....for the Partial fulfilment of Four Year Undergraduate Programme in English of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature:

Acknowledgement:

The learner should provide an acknowledgement of the help received from the Supervisor, other teachers, Libraries and any other organizations/ sources/ persons. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner

The learner has to make the following declaration:

<u>Self-Declaration by The Learner</u>	
I do hereby declare that this project work entitled “.....” submitted by me for the partial fulfilment of the requirement for the award of Four-Year Undergraduate Programme in English of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observations and has not been submitted earlier for the award of any degree or diploma to any Institute or University.	
Name:	Enrolment Number:
Signature of the Learner:	Date:

Table of Contents

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography, appendices & annexures.

Main Report

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

Chapter I: Introduction of the Problem: This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided. —

Chapter II: Theoretical Perspective, Methodology, Scope, Limitations: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major findings thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow. This chapter should describe in detail the steps followed in completing the study. If you have done a field study based work then the sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

Chapter III, IV, V, VI Discussion/Body of the Report: Presentation of the relevant data and analysis and discussion thereof form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

Appendices and Annexure: Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

Annexures are to be numbered numerically e.g., Annexure I, II etc. and they should contain such supporting information which are not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

References: References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexures.

Bibliography: A bibliography is a list of the published sources consulted during the course of the project work and normally includes all works listed in the text and text notes. The bibliography should be arranged in APA 7th Citation Style.

Section II

A Guide to Organising the Contents of Project Report /Dissertation

The Title of the Study

A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate newspaper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into..." or "an experiment to discover" = in the opening of your title. Such sentences are redundant and contribute nothing to the text; they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

The Abstract of the Study

The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude

detailed information such as statistics and statistical test-names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a concise abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

Introduction to the Study

To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous works (and maybe your own) that relate to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You do not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be a lot easier.

Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

Methodology of Research

Rather than being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the

research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

Chapterisation

Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your work in a way so that there is a continuity of flow throughout the discussion.

Findings and Discussions

Begin by outlining the actions you took to process the data you found in your study. Never copy and paste other's arguments into your report. Always assess what information is pertinent and significant and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your analysis section. This will be beneficial for your readers.

Conclusion

To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain specific points of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Annexure V**Common Basket of Interdisciplinary Courses (IDC), Ability Enhancement Courses (AECs), Value Added Courses (VACs) and Skill Enhancement Courses (SECs)**

Along with Detailed Syllabus

List of Courses Semester-wise

Semester	Course Type	Course Name
I	IDC (any one course needs to be selected from the basket)	101 Functional Assamese* <i>(open to all except those with Assamese as major or minor)</i>
		102 Reading and Writing Skills*
		103 Media Studies*
		104 Distance Education <i>(open to all except those with Education and Sociology as major or minor)</i>
		105 Constitution of India <i>(open to all except those with Political Science as major or minor)</i>
		106 Economy of the North East India <i>(open to all except those with Economics as major or minor)</i>
		107 Understanding Indian Society <i>(open to all except those with Sociology as major or minor)</i>
		108 Introduction to Indian History <i>(open to all except those with History as major or minor)</i>
	AEC	101 General English*
	VAC	101 Environmental Studies and Disaster Management*
	SEC (any one Course only)	101 Office Management*
		102 Organic Farming*
		103 Introduction to Geo-informatics*
II	IDC (any one course needs to be selected from the basket)	201 Select Assamese Literary Texts*
		202 General Principles of Writing*
		203 Environmental Education <i>(open to all except those with Education as major or minor)</i>
		204 Issues in Development Communication*
		205 Perspectives on Indian Economy <i>(open to all except those with Economics as major or minor)</i>
		206 Introduction to Ethics <i>(open to all except those with Philosophy as major or minor)</i>
		207 Understanding Social Problems <i>(open to all except those with Sociology as major or minor)</i>
		208 Introduction to History of Assam <i>(open to all except those with History as major or minor)</i>
	AEC (any one Course only)	201 MIL Assamese*
		202 Alternative English*
		203 MIL Bengali*
		204 MIL Hindi*
		205 MIL Bodo*
VAC	201 Introduction to Yoga*	

	SEC (any one Course only)	201 Tea Cultivation and Management* 202 Electricity and Electrical Wiring*	
III	IDC (any one Course needs to be selected from the basket)	301 English for Professional Studies* 302 Economics of Education* <i>(open to all except those with Education as major or minor)</i>	
		303 Business Communication and Media Management* 304 Understanding North East India <i>(open to all except those with Sociology s as major or minor)</i>	
		305 Rural Development in India <i>(open to all except those with Economics as major or minor)</i>	
		306 Essentials of Indian Philosophy <i>(open to all except those with Philosophy as major or minor)</i>	
		AEC	301 Life Skills*
		SEC	301 Cyber Security*
	IV	AEC (any one Course only)	401 Studies of Assamese Culture* <i>(open to all except those with Assamese as major or minor)</i> 402 Spoken English* 403 English for Media Studies*
VII	SEC	701 Research Methodology	

*Note: All Courses marked by * are open to all irrespective of Choices of Major and Minor Subjects*

Detailed Syllabi of Interdisciplinary Courses (IDCs)

IDC 101 Functional Assamese

Course Objective:

After going through this course, a learner will be able to:

- Achieve a clear view of the Assamese Grammar.
- Familiar with the writing style of Assamese language.

Course Outcomes:

- Develop the ability to write in the Assamese language.
- Make use of Assamese grammar and style of writing.

Syllabus

- অধ্যায় ১ : **অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ —১**
আখৰ, ধ্বনি আৰু বৰ্ণ/আখৰ, বৰ্ণ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া ধ্বনি, উপধ্বনি আৰু তাৰ শ্ৰেণীবিভাজন, বিশিষ্ট ধ্বনি বা বৰ্ণ: বিশিষ্ট স্বৰধ্বনি, বিশিষ্ট ব্যঞ্জনধ্বনি
- অধ্যায় ২ : **অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ —২**
চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ববিধি আৰু ষত্ববিধি, যতিচিহ্ন
- অধ্যায় ৩: **অসমীয়া ভাষাৰ বিভক্তি আৰু প্ৰত্যয়**
বিভক্তি আৰু প্ৰত্যয়, অসমীয়া ভাষাৰ বিভক্তিৰ শ্ৰেণী বিভাগ: শব্দ বিভক্তি বা কাৰক বিভক্তি, পুৰুষবাচক সন্থকবাচক বিভক্তি, ক্ৰিয়া বিভক্তি. অসমীয়া ভাষাৰ প্ৰত্যয়ৰ শ্ৰেণী বিভাগ: কৃৎ প্ৰত্যয় আৰু তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতা বাচক প্ৰত্যয়
- অধ্যায় ৪ : **অসমীয়া ভাষাৰ বাক্যৰীতি**
বাক্যৰীতিৰ সংজ্ঞা, বাক্যৰ শ্ৰেণী বিভাজন, উদ্দেশ্য আৰু বিধেয়, বাক্য, উক্তি, বাক্যত পদৰ ক্ৰম
- অধ্যায় ৫: **অসমীয়া ভাষাৰ পদ**
পদ, পদৰ শ্ৰেণী বিভাজন: সব্যয় আৰু অব্যয়, বিশেষ্য, বিশেষণ, সৰ্বনাম, ক্ৰিয়া
- অধ্যায় ৬: **অসমীয়া ভাষাৰ সন্ধি, সমাস, বচন আৰু লিংগ**
সন্ধি, সমাস, বচন, লিংগ
- অধ্যায় ৭: **জতুৱা ঠাঁচ আৰু খণ্ডবাক্য**
জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ সংজ্ঞা, অসমীয়া জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ প্ৰয়োগ আৰু অৰ্থ
- অধ্যায় ৮ : **শব্দৰ ভুল প্ৰয়োগ, সমোচ্ছাৰিত শব্দ, সমার্থক শব্দ, বিপৰীত শব্দ, বাক-সংহতি**
শব্দৰ ভুল প্ৰয়োগ, সমোচ্ছাৰিত শব্দ, সমার্থক শব্দ, বিপৰীত শব্দ, বাক-সংহতি
- অধ্যায় ৯ : **সাম্প্ৰতিক দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা**

দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা – শব্দৰ ভুল প্ৰয়োগ, এফ এম তথা ভিন ভিন দৃশ্য-শ্ৰাব্য মাধ্যমৰ অসমীয়া ভাষা, নিৰ্দিষ্টতা বাচক প্ৰত্যয়, কাৰক আদিৰ পৰিহাৰ

অধ্যায় ১০ :

প্ৰবন্ধ লিখন, সমীক্ষালিখন আৰু পৰিভাষাৰ প্ৰাথমিক ধাৰণা

প্ৰবন্ধৰ সংজ্ঞা, অৰ্থ আৰু ইতিহাস, লিখন পদ্ধতি – গুৰুত্ব দিবলগীয়া কিছু দিশ, সমীক্ষাৰ সংজ্ঞা, অৰ্থ আৰু ইতিহাস, লিখন পদ্ধতি, বিভিন্ন প্ৰকাৰৰ সমীক্ষা, পৰিভাষাৰ সাধাৰণ পৰিচয়

অধ্যায় ১১ :

চিঠি, আবেদন পত্ৰ, কাৰ্যালয়ৰ টোকা প্ৰস্তুত আৰু সভাৰ কাৰ্যক্ৰমণিকা লিখন

চিঠিৰ বিভাগ আৰু লিখন পদ্ধতি, আবেদন পত্ৰৰ ভাগসমূহ, লিখন পদ্ধতি, কাৰ্যালয়ৰ টোকা প্ৰস্তুতিৰ পদ্ধতি, সভাৰ কাৰ্যক্ৰমণিকা লিখন

Reading List

Bora Satyanath (1998). *Bohol Byakoron*. Guwahati.

Deka, Dharma Singha (2018). *Rachana Bichitra*. Guwahati: Asom Book Depot.

Goswami, Upendranath (1997). *Axamiya Bhasar Byakoron*. Guwahati: Moni-Manik Prakash

Goswami, Golokchandra (1996). *Axamiya Bornopokash*. Guwahati: Bina Library

Anker.S(1998). *Real Writing*. Boston: Bedford Books

Misra.P.S.(2009). *An Introduction to Stylistics: Theory and Practice*. New Delhi: Orient Black Swan

Puri, Manohar (2006). *Art of Editing*. New Delhi: Pragun Publications.

IDC 102 Reading and Writing Skills

Learning Objectives

The objectives of the course are to:

- develop reading and writing skills
- provide an idea on the methods and techniques of good reading skills
- provide a detailed study on various aspects and types of writing skills
- enhance the learner's communication skills
- equip the learner with a sound knowledge and good practice of these skills in their practical life

Learning Outcomes

After going through the course, the learner will be able to:

- enhance reading and writing skills
- discuss the methods and techniques of good reading skills
- study the various aspects and types of writing skills in a detailed manner
- enhance the learner's communication skills as it would help in real life contexts and situations
- develop knowledge of different literary forms and their stylistic variations

UNIT 1: SOME CONCEPTS IN READING

Introduction, the Skills of Reading, Reading a Text, The Reading Process, Key Words

UNIT 2: READING A STORY

Introduction, Pre-reading Activities, While Reading a Story, Post-reading Activities

UNIT 3: READING A POEM

Introduction, Pre-reading Activities, Reading the Poem, Post-reading Activities

UNIT 4: READING A PROSE TEXT

Introduction, Pre-reading Activities, While Reading a Prose Text, Post-reading Activities

UNIT 5: READING A PLAY

Introduction, Pre-reading Activities, Reading the Play, Post-reading Activities

UNIT 6: SOME CONCEPTS IN READING I

Introduction, Features of Good Writing: Cohesion

UNIT 7: SOME CONCEPTS IN WRITING II

Introduction, Coherence, Punctuation

UNIT 8: PRÉCIS WRITING

Introduction, Techniques of Faster Reading, Writing a Good Précis, Language Work, Worked out Examples

UNIT 9: REPORT WRITING

Introduction, Language and Style of Reporting, Headlines, Writing a Report

UNIT 10: WRITING FORMAL LETTERS AND FIR WRITING

Introduction, the Structure of a Letter, A Format of FIR

UNIT 11: COMMUNICATION SKILLS

Introduction, What is Communication? Listening Skill, Speaking Skill, Soft Skill, Face-to-Face Oral Communication, Oral Communication and Soft skills, Non-verbal Communication, Telephone

Communication, Formal & Informal Telephone Communication, Non- verbal Communication, Cutting in a Long-winded Speech, Analysing Soft Skills, Assertiveness, Social Graces

Reading List

- Bishop, Wendy. (1992). *Working Words: The Process of Creative Writing*. California: Mayfield Publishing Company
- Burroway, Janet. (1992). *Writing Fiction: A Guide to Narrative Craft*. New York: Harper Collins
- Drabble, Margaret. Ed. (2008). *The Oxford Companion to English Literature*. Sixth Edition.
- Hudspn, William Henry. (1995). *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers.
- Kirszner, Laurie and Stephen Mandall. (2004). *Literature: Reading, Reacting, Writing*. Fifth Edition. Canada: Thomas Wadsworth
- Scholes, Robert and Nancy R. Combey et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

IDC 103 Media Studies

Course Objectives

- To provide an overview of the different types of mass media
- To acquaint learners with the functional process of the media industry
- To provide ground for analyzing the usefulness of different media forms in the society

Course Outcomes

On completion of this course, the learners will be able to

- describe the various forms of media and their functionality
- critically analyze the media forms and their role in society
- examine how the media industry and media content shape our views

Syllabus

UNIT 1: THE MASS MEDIA

Media of Mass Communication, Characteristics of different mass media, Audience, Reach and Access, Role of media, Creating public opinion, Agenda-setting role

UNIT 2: DEVELOPMENT OF MASS MEDIA

Early Communication systems in India, Role of media in India, Freedom struggle and the role of media, Pre-independence era of mass media, Development of Mass Media in the Post Independence Era – Press, Television, Radio, Films, Advertising, Public Relations

UNIT 3: TRADITIONAL FOLK MEDIA

Traditional Folk Media, Advantages of Traditional Folk Media, Folk Media Reflects Social Changes, Traditional Folk Media as Development Media

UNIT 4: PRINT MEDIA

Print media – an introduction, Types of Print Media, Relevance and importance of Print Media — Problems and prospects, History of newspaper - World scenario, Indian scenario, Newspaper categories and formats

UNIT 5: AUDIO MEDIA - RADIO

What is audio media?, Audio media vs print media vs audio-visual media, Radio Contents, Classification of programmes, Various radio programmes, Assamese programmes on radio, The elementary knowledge of radio productions

UNIT 6: VISUAL MEDIA: PHOTOGRAPHY

Concept of Photography, Photography – Basic Idea, Beginning of Photography, Still photography, Technical concepts of Photography, Types of Camera, Types, Parts of a still camera, Movie Camera, Shots and Camera Movements- Shot, Camera Movement

UNIT 7: PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Photo feature or Photo essay, qualities of a photojournalist, ethics of photography, writing and editing captions

UNIT 8: AUDIO-VISUAL MEDIA: FILM

Film as a mass medium - Characteristics of film, Audience, Impact of film on audience, Film as an industry, Art and Commercial movie, Concept of film appreciation, Film in India- Regional film, Assamese film, A few important film makers of India, Central Board of Film Certification, Concept of documentaries

UNIT 9: AUDIO VISUAL MEDIA: TELEVISION

Introduction to Television, Brief History of Television in India, *Doordarshan*

UNIT 10: TELEVISION PROGRAMMES AND PRODUCTION

Television programmes – new items, current affairs programme, Television production, Writing for television

UNIT 11: INTRODUCTION TO NEW MEDIA

Concept of new media- Definition, Difference between conventional media and new media, Characteristics of new media, Most common vehicles of new media

UNIT 12: REPORTING FOR MEDIA

Concept of Reporting, The News Reporter- Qualities, Responsibilities, Basic facts about reporting

UNIT 13: MEDIA CONVERGENCE

Convergence – an introduction, Relevance of convergence in the present circumstances, Impact of convergence on conventional forms of media

UNIT 14: WRITING FOR RADIO PROGRAMME (PRACTICAL BASED)

Prepare a detailed report for the preparation of a radio programme in the programme format of your choice, based on a minor research, as instructed in the unit.

UNIT 15: FILM REVIEW (PRACTICAL BASED UNIT)

Film review is a great way of analyzing a film by way of expressing your opinion of a movie. In this unit, learners will be required to submit a report on film reviews of any two films of their own choice. One film should be any English language film and the other should be either a mainstream Hindi film or any regional language

Reading List

- Aggarwal, Vir Bala, V.S Gupta (2002) Handbook of Journalism and Mass Communication. New Delhi: Concept Publishing Company
- Narula, Uma. (2006) Communication Models. New Delhi: Atlantic Publishers & Distributors.
- Desai, Amit (2003) Journalism and Mass Communication. New Delhi : Reference Press
- Hodgkinson, Paul (2011), Media, Culture and Society, Sage Publications, New Delhi

IDC 104 Distance Education

Course Objectives

- To orient the learners with the nature and need of Distance Education in the present day Indian society.
- To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- To help the learners understand various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Outcomes

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly distance education
- develop the basic understanding on the emerging issues of open and distance education
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Syllabus

UNIT 1: DISTANCE EDUCATION

Growth of distance education, distance education in India

UNIT 2: LEARNER-SUPPORT SERVICE

Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other electronic devices

UNIT 3: SELF LEARNING MATERIAL

Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

UNIT 4: STUDY SKILLS

Study skills in distance education, strategies for developing study skills

UNIT 5: CURRICULUM

Concept, curriculum development process-major approaches

UNIT 6: CURRICULUM AND EVALUATION

Need for curriculum evaluation, aspects of curriculum evaluation

UNIT 7: ROLE OF DISTANCE EDUCATION

Distance education for rural development, Distance education for women empowerment

UNIT 8: QUALITY ASSURANCE IN DISTANCE EDUCATION

Quality enhancement, monitoring, feedback and evaluation

UNIT 9: ASSESSMENT IN DISTANCE EDUCATION

An overview on assessment, purposes of assessment, assessment in open and distance learning

UNIT 10: INTERVENTION STRATEGIES

Information and communication technologies and their application in distance education.

UNIT 11: NEW INTERVENTIONS IN OPEN AND DISTANCE LEARNING

MOOCs and Open Educational Resources and its application for opening knowledge movement in India

Reading List

- Aggarwal, D.D. Future of Distance Education, Sarup & Sons, New Delhi, 2007
Bansal, Aarti: Distance Education in 21st Century, Sublime Publications, Jaipur, 2004
Rao, V.K.: Distance Education, APH Publishing Corporation, New Delhi, 2007
Siddiqui, Mujibul Hasan: Distance Education, Theory and Research, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
Shardindu: Open and Dual Mode University System in India, Vani Prakasan, New Delhi, 2008

IDC 105 Constitution of India

Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

Syllabus

UNIT 1: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION

Constitutional Developments during the British Period: 1773 to 1947

UNIT 2: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 3: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 4: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 5: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 6: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 7: RELATIONS BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES

Relationship between Fundamental Rights and Directive Principles of State Policy

UNIT 8: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 9: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative

Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 10: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

UNIT 11: NATURE OF INDIAN FEDERALISM

Nature of Indian federalism: Federal features, Unitary or non-federal features; Centre-State Relations- Division of powers between the Union and State governments: Legislative Relations, Administrative Relations, Financial Relations; An estimate of Indian federalism

Reading List

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

IDC 106 Economy of the North East India

Course Objectives

- To provide knowledge on different aspects of the Indian economy
- Help to analyse the service sector growth and recent important issues in the Indian economy

Course Outcomes

- This course will enable the learners to explain various important aspects of the Indian economy
- This course will also help the learners to analyse the different factors relating to the recent service sector growth and other important issues in the Indian economy

Syllabus

UNIT 1 : INDIAN ECONOMY: ITS BASIC CHARACTERISTICS, DEVELOPMENT AND GROWTH

Indian Economy in the pre-independence period, Characteristics of India as a developing economy; Emerging Issues of development in the Indian economy National Income: Trends, size and Composition

UNIT 2 : POPULATION AND HUMAN RESOURCES

Size, and growth of Population; Characteristics of the population: sex ratio, age composition, density, rural-urban ratio and occupational distribution. Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

Infrastructural Facilities in India: Energy, Power, Transport and Communication, Urban Infrastructure in India, Industrial Corridor and Smart Cities

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

Role of agriculture in Indian economy; Nature of India's agriculture; Trends in Agricultural Production and Productivity; Factors Influencing Productivity; The new agricultural strategy and the Green Revolution; Impact of Green Revolution

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

Need for agricultural finance; Sources; Role of Rural co-operatives; commercial banks and Regional rural banks; Role of NABARD. Agricultural marketing: Concept and basic requirements; Limitations of agricultural marketing; Role of the Government in promoting agricultural marketing

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

Concept of Food Security; Salient Features of Food Security Act 2013, Public Distribution Systems and Its Impact on Poverty; Problems of the PDS and Suggestive Measures

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

Strategy of Industrial Development in India; Industrial Development since Independence; Problems of Industrialisation in India; Industrial Policy Resolution, 1956; New Industrial Policy, 1991; Recent Policy Reform Measures in Initiated in the Industrial Sector

UNIT 8: THE ROLE OF THE TERTIARY SECTOR IN THE INDIAN ECONOMY

Changing role of the Tertiary Sector in the Indian Economy; The Recent Growth of the IT and other service sectors; Major Issues in faced by the Service Sector and Suggestive Policy Measures

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National

Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT

Economic Planning in India; Overall Objectives of Economic Planning; Overall Achievements and Failures of Economic Planning; The Current Five Year Plan: Objectives and Targets Major Objectives, Targets and Achievements of the Last Five Year Plan; Critical Assessment.

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

Economic Crisis prior to 1991 Economic Reforms; New Economic Policy of 1991; Indian Economy since Economic Reforms

Reading List

- Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.
- Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.
- Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons
- Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.
- Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 107 Understanding Indian Society

Learning Objectives

This course intends to:

- enable the learners to understand about different types of Indian Society
- enable the learners to know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- enable the learners to know about the status of Women in India

Learning Outcomes

After going through this course, learners will be able to:

- Understand about different types of Indian Society
- know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- know about the status of Women in India

Syllabus

UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY

Meaning and Definition of Society and Culture; Indian Society and Culture; Unity and Diversity: Meaning and Concept; Forms of Diversity in India: Geo-physical diversity, Racial diversity, Linguistic diversity, Religious diversity.

UNIT 2: TYPES OF INDIAN SOCIETY

Urban Society; Classification of Cities; Problems of Urban Society; Rural Society in India, Types of Indian Villages, Local Self-governance in the Rural Areas, Criticisms of local self-governance system; Tribal Society in India; Approaches towards tribal society, Significance of 5th and 6th schedule of the Indian Constitution

UNIT 3: MARRIAGES AND FAMILY IN INDIA

Family and marriage, Concepts, Types, Criteria of family formation; Some important dimensions of family: Household, Patriarchy, Gender division of labour

UNIT 4: KINSHIP SYSTEM

Meaning; Definition; Types; degree of Kinship Rules; Taboos; Kinship structure and pattern in the different geographical zones across India

UNIT 5: CASTE IN INDIA

Caste –Meaning and Characteristics; Jati and Varna; difference between Caste and Class; Jajmani system; Dominant Caste; Caste through the Ages; Administrative Interpretation of Caste: Scheduled Castes and their problems; Abolition of Untouchability

UNIT 6: CHANGING NATURE OF CASTE

Casteism – Meaning and causes; Relationship between Caste and Politics; Caste and Voting behaviour; Political Elite, Caste Mobilisation

UNIT 7: TRIBES IN INDIA

Tribe: Definition and Meaning; Characteristics; T.B. Naik's Characterisation of Tribe; Anthropological Convention; Constitution of India and Scheduled Tribes; Common Characteristics; Classification and Distribution of Tribes; British Policy towards the Tribes; Policy during the Post-Independence Period

UNIT 8: WOMEN IN INDIAN SOCIETY

Women in Ancient India: Vedic and Post – Vedic Periods; Buddhist period; Medieval Period; Reform Movements and Struggle for Independence; Gender Relation in different period; Women Empowerment.

UNIT 9: ECONOMY OF INDIAN SOCIETY

Economy and types of Economies; Traditional Economic system and its characteristics; Command Economic system and its characteristics; Market Economic system and its characteristics, Mixed Economic system and its characteristics; Indian Economy before Independence; Indian Economy Post Independence Period; New Economic Policies: Liberalization, Globalization, Privatization

UNIT 10: POLITICS IN INDIA

Evolution of Indian Political Structure; Indian Structure Post Independence; Society; Decentralisation of power; Political Elite; Political Parties; Emergence of Electoral System

UNIT 11: RURAL LIFE IN INDIA

Evolution of Indian Villages; Characteristics of Indian villages; Agrarian Societies: Agrarian Class Structure; Land Reforms and Changes: Land Reforms in post-independence period, Current Scenario of Land Reforms in India

Reading List

- Beteille, A., 1969, (ed.): *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books.
Srinivas, M.N., 1962, *Caste in Modern India and other essay*. Bombay: Asia Publishing House.
Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press..
Berreman, G. D., 1991, "The Brahmanical View of Caste" in Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press.

IDC 108 Introduction to Indian History

Course Objectives

- This course is an introductory course intending to introduce Indian history to the learners
- To give a brief idea about the different sources of Indian history
- To discuss important political events of Indian history throughout the ages

Course Outcomes

After completing this course

- Learners are expected to have a fair knowledge about the history of India
- Learners will be able to understand different sources of Indian history
- Learners will be able to analyse major political events of India from different historical perspectives

Syllabus

UNIT 1: INTRODUCTION TO HISTORY

What is History, Scope and Meaning of History, Relationship of History with other Social Sciences

UNIT 2: SOURCES OF ANCIENT INDIAN HISTORY

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS

Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA

The Delhi Sultanate, Advent of the Mughals and Second Afghan Empire

UNIT 5: SOCIETY, ECONOMY, RELIGION AND CULTURE IN MEDIEVAL INDIA

Social Condition, Economy, Bhakti Movement and Sufi Movement; Art, Architecture and Literature of the Sultanate Period, Social Condition in the Mughal Period, Economy in Mughal India, Religious Conditions during Mughal Rule, Cultural Activities under the Mughals

UNIT 6: ADVENT AND ESTABLISHMENT OF BRITISH RULE IN INDIA (UP TO 1857)

Foundation, Expansion and Consolidation of the British Empire, Constitutional and Administrative Changes, British Economic Policy, revolt of 1857

UNIT 7: SOCIO-RELIGIOUS MOVEMENTS

Causes of the Socio-Religious Movements, Socio-Religious Movements under Colonial rule, Movement for emancipation of Women

UNIT 8: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC

Emergence of Organised Nationalism, Different Political Associations, Foundation of Indian National Congress, Uprising of different peasant and tribal Movements

UNIT 9: INDIAN NATIONAL MOVEMENT UP TO 1916

Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 10: INDIAN NATIONAL MOVEMENT FROM 1916 TO 1939

Rise of Gandhi and his Ideology, Non-Cooperation Movement, Khilafat Movement Civil Disobedience Movement and Government of India Act 1935

UNIT 11: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947

August Offer and Quit India Movement, Subhas Chandra Bose and Indian National Army

UNIT 12: PARTITION AND TRANSFER OF POWER

Post-War Development-Change in British Attitudes, Communal Policies and Partition

Reading List

Chandra, Satish. (1990). Medieval India, NCERT, New Delhi

Chandra, Sathish(2007) A History of Medieval India, Orient Black Swan, New Delhi

Chattopadhyaya, Brajadulal (2012). The Making of Early Medieval India, Second edition, Oxford Press, New Delhi

Jha, D.N. (1977), AncientIndia-An Introductory Outline, Peoples' Publishing House, New Delhi-110055

Kosambi, D.D. (2001): The cultural and Civilization of Ancient India in Historical Outline, Vikas Publishing House

IDC 201 Select Assamese Literary Texts

Course Objectives

After going through this course, a learner will be able to:

- Identify the accent of different literary genera of Assamese literary texts.
- Discuss the writing style of diverse Assamese literary texts.

Course Outcomes

After going through this course, a learner will be able to:

- Evaluate the history and trends of distinct Assamese literary genera.
- Formulate the trends of Assamese poetry, drama, novel, and prose since inscriptions.

Syllabus

অধ্যায় ১: অসমীয়া লোক কবিতা

অসমীয়া লোকগীত/লোক কবিতাৰ সাধাৰণ পৰিচয়, শ্ৰেণীবিভাজন. *প্ৰাণগোপাল*, *পাতিলামায়াৰেখেলা*: কামৰূপী লোকগীতৰ সাধাৰণ পৰিচয়, গীতটিৰ সাধাৰণ আলোচনা

অধ্যায় ২: শংকৰদেৱ: নন্দোৎসৱ

শংকৰদেৱ: *নন্দোৎসৱ* – মূলপাঠ : কবিপৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা, শব্দার্থ

অধ্যায় ৩: ছাহমিলান : অধমেলইলোঁ, অধমেলঙ, আল্লাৰনাম

ছাহমিলান : অধমেলইলোঁ, অধমেলঙ, আল্লাৰনাম (জিকিৰ) – মূলপাঠ : কবিপৰিচয়, জিকিৰৰসাধাৰণপৰিচয়, কবিতাটি (জিকিৰ)ৰমূলভাব, কবিতাটি (জিকিৰ)ৰসাধাৰণআলোচনা, শব্দার্থ

অধ্যায় ৪ : অম্বিকাগিৰীৰায়চৌধুৰী : গঢ়াকৰিমোকঝাড়ুদাৰ

অম্বিকাগিৰী ৰায়চৌধুৰী: গঢ়া কৰি মোক ঝাড়ুদাৰ – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৫: হেমবৰুৱা : মমতাৰচিঠি

হেমবৰুৱা: মমতাৰচিঠি – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৬: লক্ষ্মীনাথবেজবৰুৱা : ভদৰী

লক্ষ্মীনাথ বেজবৰুৱা: ভদৰী – মূলপাঠ : জীৱন আৰু কৃতি, গল্পটিৰ সাধাৰণ আলোচনা

অধ্যায় ৭: যোগেশ দাস : পৃথিৱীৰ অসুখ

যোগেশ দাসৰ জীৱন আৰু কৃতি: যোগেশ দাসৰ গল্পৰ মূলসুৰ, পৃথিৱীৰ অসুখ: গল্পটোৰ বিষয়বস্তু আৰু সাধাৰণ আলোচনা, চুটিগল্প হিচাপে পৃথিৱীৰ অসুখ

অধ্যায় ৮ : বাণীকান্ত কাকতি : সাহিত্যত কৰুণ ৰস

বাণীকান্ত কাকতিৰ জীৱন আৰু কৃতি: সাহিত্য সমালোচক হিচাপে বাণীকান্ত কাকতি, কাকতিৰ প্ৰবন্ধশৈলীৰ বৈশিষ্ট্য, সাহিত্যত কৰুণ ৰস: প্ৰবন্ধটোৰ বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৯ : ৰজনীকান্ত বৰদলৈ : নিৰ্মলভকত — ১

ৰজনীকান্ত বৰদলৈৰ জীৱন আৰু কৃতি, নিৰ্মল ভকত উপন্যাসখনৰ সাধাৰণ আলোচনা

অধ্যায় ১০: ৰজনীকান্ত বৰদলৈ : নিমলভকত — ২
উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ

অধ্যায় ১১: শংকৰদেৱ – কালিদমন

অংকীয়ানাট: 'অংকীয়ানাট' শব্দ দুটাৰ তাৎপৰ্য আৰু ইয়াৰ উৎপত্তি, অংকীয়া নাট ৰচনাৰ কলা-কৌশল, অংকীয়া নাটৰ বৈশিষ্ট্য, নাট্যকাৰ শংকৰদেৱ, কালিদমন: নাটৰ মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা, ৰসবিচাৰ

Reading List

- Bora, Mahendra (1976). *Ramanyasbaad*. Pathshala: Bani Prakash
Baruah, Prahlad Kumar (2005). *Asomia Chutigalpa Adhyayan*. Guwahati: Banalata.
Bharali, Sailen (2003). *Upanyas: Bichar Aru Bislekhn*. Guwahati: Chandra Prakash.
Deva Goswami, Keshavananda (1979). *Ankmala*. Guwahati: Banalata
Gogoi, Lila (1968). *Asomia Luka-Sahityar Ruprekha*. Golaghat: Nabin Pustak Bhandar.
Goswami, Trailukyanath (2006). *Adhunik Galpa Sahitya*. Guwahati: Bani Prakash Pvt Ltd.
Hazarika, Atulchandra (1988). *Manchalekha*. Guwahati: Lawyers Book Stall.
Kataki, Prafulla (1995). *Swarajuttor Axamiya Upanyas Samiksha*. Guwahati: Bina Library.
Pujari, Archana (Edited). (2000). *Axamiya Kobitar Bichar Bishlekhn*. Panbazar, Guwahati: Jyoti Prakashan
Sharma, Hemanta Kumar (1998). *Axamiya Lokagiti Sanchayan*. Panbazar, Guwahati: Bina Library
Sharma, Satyendranath (2009). *Axamiya Natya Sahitya*. Guwahati: Saumar Prakash
Thakur, Nagen (Edited) (2012). *Axo Bosoror Axamiya Upanyas*. Guwahati: Jyoti Prakashan.

IDC 202 General Principles of Writing

Learning Objectives

The objectives of the course are to:

- provide an idea of certain general principles of writing
- highlight some of the important aspects of English Grammar
- take up the important skills of editing, copy editing and proof reading
- enable the learner to develop adequate writing skills in English

Learning Outcomes

After going through the course, the learner will be able to:

- gain a systematic idea of the various aspects and principles of writing
- take into account some of the important aspects of English Grammar
- practice the important skills of editing, copy editing and proof reading
- take up writing as a career option after completion of the course

Syllabus

UNIT 1: THE WRITER AS AN ARTIST

Introduction, Art and Aestheticism, Narration and Narrative, Narrative and Plot, The Author and the Writing, Point of View and Voice

UNIT 2: WORDS

Introduction, Words and Word Classes

UNIT 3: NARRATION AND VOICE

Introduction, Direct and Indirect Narration, Assertive Sentences, Imperative Sentences, Interrogative Sentences, Exclamatory Sentences, The Category of Voice in English, Assertive Sentence Forms, Interrogative Sentence Forms, Imperative Sentence Forms, Miscellaneous Sentence Forms

UNIT 4: TIME, TENSE AND ASPECTS

Introduction, Time and Tense, Tense and Aspect, The Present Tense, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, The Past Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, The Future Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense

UNIT 5: PHRASES AND IDIOMS

Introduction, Samples of Phrases and Idioms

UNIT 6: AMPLIFICATION OF AN IDEA

Introduction, Process Analysis of Amplification, Amplifications Worked Out

UNIT 7: REVIEW WRITING

Introduction, Techniques of Book Review, Techniques of Film Review, Techniques of Play Review, Techniques of Musical Review

UNIT 8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Introduction, Column Writing, Science Write- up, Press Release

UNIT 9: EDITORIAL WRITING

Introduction, Introduction to the Editorial Page, Writing the Editorial, Writing the Feature, Writing the Article, Writing the Middle, Letters to the Editor

UNIT 10: COMPREHENSION OF AN UNSEEN PASSAGE

Comprehension, Intelligent Reading, Tackling Unseen Passages, Answering Unseen Passages, Examples with Answers

UNIT 11: SHORT COMPOSITION [NOTICE, CLASSIFIED, ADS. ETC.]

Introduction, Notice Writing, Format of a Notice, Worked Out Examples, Advertisements, Classified Advertisements, Worked Out Examples, Commercial Advertisements, Worked Out Examples

Reading List

Anker, S. (1998). *Real Writing*, Boston: Bedford Books.

Bell, Madison Smartt (1997). *Narrative Design: Working with Imagination, Craft and Form*, New York: WW. Norton.

Brande, Dorothea. (1981). *Becoming a Writer*, New York: Penguin.

Earnshaw, Steve (ed.) (2007). *The Handbook of Creative and Media Writing*, Edinburg University Press.

Geddes and Gresset. (2003). *Spelling Grammar and Usage*, Webster Reference Library.

Kirszner & Mandell. (2004) *Literature: Reading, Reacting, Writing*. Fifth Edition. Thomson Wadsworth: Massachusetts.

Seely, John (1998), *Oxford Guide to Effective Writing and Speaking*, Oxford: Oxford University Press

IDC 203 Environmental Education

Course Objectives

- To make the learners aware of environmental problems and to familiarize the students with the concept and importance of environmental education.
- To make the learners aware of the various mechanisms of environmental protection and promotion.

Learning Outcome

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like Environmental education
- develop the basic understanding on the emerging issues of environmental education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.

Syllabus

UNIT 1: ENVIRONMENTAL EDUCATION

Meaning, nature, importance, scope, goals and objectives of Environmental Education

UNIT 2: METHODS OF ENVIRONMENTAL EDUCATION

Observation, Fieldtrips, Project method, co-curricular activities, dramatization, discussion, problem-solving method

UNIT 3: ENVIRONMENTAL MOVEMENTS IN INDIA

Appiko Movement, the Silent Valley Movement, Chipko Movement, the Chilika Bachao Andolan, Narmada Bachao Andolan

UNIT 4: MEDIA OF ENVIRONMENTAL EDUCATION

Concept of Instructional media, magazine, seminar, workshop, exhibitions, models, audio-visual aids

UNIT 5: PROGRAMME OF ENVIRONMENTAL EDUCATION

Programme for primary level, Secondary level and higher level

UNIT 6: ENVIRONMENTAL DEGRADATION

Concept of Environmental degradation, types, causes and prevention of environmental degradation

UNIT 7: ENVIRONMENTAL POLLUTION

Meaning of Environmental Pollution, types of Environmental Pollution- air, water, land or soil, solid-waste, noise, and radio-active pollution

UNIT 8: CONSERVATION AND PROTECTION OF ENVIRONMENT

Meaning of conservation and protection of Environment, need and importance of conservation and protection of environment, role of individual and society towards conservation and protection of Environment

UNIT 9: ENVIRONMENT AND LEGAL PROVISIONS

Legal and Constitutional Provisions for Conservation and Protection of Environment

UNIT 10: SUSTAINABLE DEVELOPMENT

Concept of Sustainable development, characteristics and education for sustainable development

UNIT 11: ENVIRONMENTAL EDUCATION

Its problems and prospects with special reference to Assam

Reading List

R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.

R.A Sharma: Environmental Education, Metro Politary Book Co. Pvt,Ltd, New Delhi.

Mahapatra D: Environmental Education.

IDC 204 Issues in Development Communication

Course Objectives

- To familiarize learners with the concepts of development communication
- To provide knowledge on process of development communication and its importance
- To provide understanding on the need and importance of development communication
- To provide knowledge about the global issues related to development communication

Course Outcomes

- On completion of this course, the learners will be able to-
- explain the concepts and importance of development communication
- describe the need of international communication
- identify the issues related with the concept and its implications

Syllabus

UNIT 1: DEVELOPMENT

Meaning of Development, Concept of Development, Alternative Approaches to Development, Indices to Development, Dominant Paradigm of Development - Approaches to Dominant Paradigm of Development, Critique of Dominant Paradigm of Development, Modernisation and Dependency Approach, Core Areas of Development ,Development as Economic Growth

UNIT 2: INTRODUCTION TO DEVELOPMENT COMMUNICATION

Concepts of development and development communication, Introduction to the theories of development communication, Information as a measure of Development, Edutainment and Infotainment – media development

UNIT 3: THEORIES OF DEVELOPMENT COMMUNICATION

Theories of Development, Theory of Modernization, Diffusion of Innovation theory, Theory of Dependency, Meaning and importance of Paradigms, Types of Paradigm- Dominant Paradigm, Criticisms of Dominant Paradigm, Alternate Paradigm

UNIT 4: DIFFERENT STRATEGIES IN DEVELOPMENT COMMUNICATION

Positive Communication Strategies, IECM Strategies, Development Communication Strategies, Communication Strategy Framework, Mass Media and Extension Approach for Development Communication, Planned Development Communication, Public Dialogue Strategy, Negative Communication Strategies, Social Marketing

UNIT 5: DEVELOPMENT COMMUNICATION IN INDIA

Relevance of Development Communication in India, Democratic Decentralization, Narrowcasting, Panchyati Raj (PR) Institutions, A Brief background of the PR system, Key Objectives

UNIT 6: DISSEMINATING INNOVATION

Diffusion of Innovation, Important stages in the diffusion of innovations, Media used for diffusion, Development Support Communication, Participatory Development Communication, Communication Information Media and Education (CIME), Government's efforts in the Indian Context, Role of media in the process of development and nation building

UNIT 7: RURAL AND AGRICULTURE COMMUNICATION

Rural development, Agricultural Communication, Media campaigns for development, diffusion of innovation, extension studies

UNIT 8: DEVELOPMENT REPORTING

Importance of Development Reporting, Present Trends in Development Reporting, Early Indian Experiments in Development Communication

UNIT 9: MEDIA AND DEVELOPMENT

Media and National Integration, Media in Development, Pillar of Democracy, Media in Crisis Situations, Public Service Broadcasting (PSB), Media as a Leader of the Society, Gandhian Model of Development

UNIT 10: USE OF TRADITIONAL AND FOLK MEDIA FOR DEVELOPMENT COMMUNICATION

Traditional folk media, Advantages of Traditional Folk Media, Folk Media reflects social changes, Traditional Folk Media as Development Media: case studies, role of government and third sector agencies.

Reading List

- Gupta, V.S. (2000), Communication and Development, Concept Publishing Company, New Delhi
- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Mody, Bella (1991), Designing Messages for Development Communication, Sage Publications, New Delhi
- Menon, Mridula (2004), Development Communication and Media Debate, Kanishka Publishers, Distributors, New Delhi
- Murthy, D V R (2006), Development Journalism, Kanishka Publishers, Distributors, New Delhi
- Narula, Uma (2006), Communication Models, Atlantic Publishers & Distributors, New Delhi
- Pushkar, Niranjana (2009), Development Communication, Authorspress, New Delhi
- Prasad, Kiran (2009), Communication for Development (Volume I & II), B.R. Publishing Corporation, New Delhi

IDC 205 Perspectives on Indian Economy

Course Objectives

- To provide knowledge on different aspects of the Indian economy
- Help to analyse the service sector growth and recent important issues in the Indian economy

Course Outcomes

- This course will enable the learners to explain various important aspects of the Indian economy
- This course will also help the learners to analyse the different factors relating to the recent service sector growth and other important issues in the Indian economy

Syllabus

UNIT 1 : INDIAN ECONOMY: ITS BASIC CHARACTERISTICS, DEVELOPMENT AND GROWTH

Indian Economy in the pre-independence period, Characteristics of India as a developing economy; Emerging Issues of development in the Indian economy National Income: Trends, size and Composition

UNIT 2 : POPULATION AND HUMAN RESOURCES

Size, and growth of Population; Characteristics of the population: sex ratio, age composition, density, rural-urban ratio and occupational distribution. Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

Infrastructural Facilities in India: Energy, Power, Transport and Communication, Urban Infrastructure in India, Industrial Corridor and Smart Cities

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

Role of agriculture in Indian economy; Nature of India's agriculture; Trends in Agricultural Production and Productivity; Factors Influencing Productivity; The new agricultural strategy and the Green Revolution; Impact of Green Revolution

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

Need for agricultural finance; Sources; Role of Rural co-operatives; commercial banks and Regional rural banks; Role of NABARD. Agricultural marketing: Concept and basic requirements; Limitations of agricultural marketing; Role of the Government in promoting agricultural marketing

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

Concept of Food Security; Salient Features of Food Security Act 2013, Public Distribution Systems and Its Impact on Poverty; Problems of the PDS and Suggestive Measures

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

Strategy of Industrial Development in India; Industrial Development since Independence; Problems of Industrialisation in India; Industrial Policy Resolution, 1956; New Industrial Policy, 1991; Recent Policy Reform Measures in Initiated in the Industrial Sector

UNIT 8: THE ROLE OF THE TERTIARY SECTOR IN THE INDIAN ECONOMY

Changing role of the Tertiary Sector in the Indian Economy; The Recent Growth of the IT and other service sectors; Major Issues in faced by the Service Sector and Suggestive Policy Measures

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National

Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT

Economic Planning in India; Overall Objectives of Economic Planning; Overall Achievements and Failures of Economic Planning; The Current Five Year Plan: Objectives and Targets Major Objectives, Targets and Achievements of the Last Five Year Plan; Critical Assessment.

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

Economic Crisis prior to 1991 Economic Reforms; New Economic Policy of 1991; Indian Economy since Economic Reforms

Reading List

- Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.
- Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.
- Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons
- Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.
- Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 206 Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: THEORIES OF MORAL STANDARD: HEDONISM

Hedonism in Moral Philosophy, Classification of Hedonistic Theories, Psychological Hedonism, Critical Comments on Psychological Hedonism, Ethical Hedonism, Critical Comments on Ethical Hedonism, Egoistic Ethical Hedonism, Gross Egoistic Ethical Hedonism, Refined Egoistic Ethical Hedonism, Criticism, Altruistic or Universalistic Gross Hedonism: Bentham, Criticism, Altruistic or Universalistic Refined Hedonism : J. S. Mill, Criticism

UNIT 6: UTILITARIANISM: BENTHAM AND MILL UTILITARIANISM

Historical Background of Utilitarianism, Bentham and his Philosophy, Universalistic Hedonism, Bentham's View of Utilitarianism, Principle of Utility is the Basis of Legal and Social reforms, Criticism, Mill's Life and Works, Mill and Hedonism, Mill's Utilitarianism, Bentham and Mill

UNIT 7: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 8: TELEOLOGICAL ETHICS AND DEONTOLOGICAL ETHICS

Normative Ethics and its difference from other three types of ethics, Types of Normative Ethics, Differences between Deontological and Teleological ethics, Critical Evaluation

UNIT 9: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 10: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

UNIT 11: META-ETHICS: ITS NATURE AND DISTINCTION FROM NORMATIVE ETHICS

What is Meta-ethics, Ethical Naturalism, Ethical Non-Cognitivism, Ethical Non-Naturalism (Intuitionism) , What is Normative ethics? Teleological Ethics, De-ontological Ethics, Virtue Ethics, Difference between Meta-Ethics and Normative Ethics

Reading list

S.P. Sharma: *Nature and Scope of Ethics*

Ravi, I: *Foundations of Indian Ethics*

J.N. Sinha: *A Manual of Ethics*

J.N. Mohanty: *Classical Indian Philosophy*

I.C. Sharma: *Ethical Philosophies of India*

J.N. Mohanty: *Explorations in Philosophy*

P. Benn: *Ethics: Fundamentals of Philosophy*

IDC 207 Understanding Social Problems

Learning Objectives

This course intends to:

- enable the learners to understand about different types of Social Problems and the various problems existing in our society
- enable the learners to know about the meaning and significance of social welfare along
- enable the learners to know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society

Learning Outcomes

- After going through this course, the learners will be able to:
- Understand about different types of Social Problems and the various problems existing in our society
- Know about the meaning and significance of social welfare along
- Know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society

Syllabus

UNIT 1: SOCIAL PROBLEM

Meaning and nature, characteristics, causes, types and approaches

UNIT 2: CRIME

Meaning and Concept, characteristics and type Crime

UNIT 3: POPULATION EXPLOSION AND ILLITERACY

Meaning; Trends and Patterns of Population Explosion, Causes of Overpopulation, Effects of Overpopulation in India, India's population policy, Meaning of Illiteracy, types of illiteracy, Causes of illiteracy, consequences of illiteracy, Illiteracy in Assam

UNIT 4: POVERTY AND UNEMPLOYMENT

Meaning, causes and measures to control poverty; meaning types and consequences of unemployment

UNIT 5: YOUTH UNREST

Meaning, types and causes of Youth Unrest

UNIT 6: SOCIAL PROBLEMS RELATING TO WOMEN

Prostitution, dowry, violence against women

UNIT 7: SUPERSTITIONS

Meaning, Causes and Effect of superstition

UNIT 8: CHILD LABOUR AND CHILD ABUSE

Meaning, types and causes of child labour child abuse

UNIT 9: PROBLEMS OF THE BACKWARD CLASSES

Socio-economic Problems of the SCs, STs and OBCs, Policies and measures to solve the Problems

UNIT 10: TERRORISM

Concept, Origin, Development, causes and consequences of terrorism

UNIT 11: SOCIAL PROBLEMS AND SOCIAL WELFARE

Meaning, importance, nature and scope

Reading List

Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi

Berremman, G. D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folklore Institute.

Dube, Leela. 1997. Woman and Kinship. Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.

Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OU

IDC 208 Introduction to History of Assam

Course Objectives

The main objective of this course is to

- Introduce the learners with the historical processes of Assam
- Provide an understanding of the state formation in Assam in the ancient and medieval time
- Give an idea about the cultural and architectural development of the region under different political regime
- Situate Assam in the freedom struggle of India

Course Outcomes

After completing the course

- Learners will be introduced to the historical events and processes of Assam
- Learners will be able understand the state formation process of Assam
- Learners will acquire the knowledge of cultural and architectural progress of the specific period
- Learners will able to analyse the role of Assam in the freedom struggle of India

Syllabus

UNIT 1: SOURCES OF ANCIENT ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 2: LEGENDARY PERIOD

Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF ANCIENT ASSAM

Varmanas, Salastambhas, Palas

UNIT 4: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF ANCIENT ASSAM

Social Condition, Economic Condition, Religious Condition, Administrative System of Ancient Assam

UNIT 5: SOURCES OF HISTORY OF MEDIEVAL ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 6: THE AHOMS

Origin of the Ahoms, Advent of the Ahoms, Events from 1228 A.D. to 1826 A.D.

UNIT 7: THE KOCHES

Origin of the Koches, VisvaSimha, Naranarayan, Partition of the Koch Kingdom

UNIT 8: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF MEDIEVAL ASSAM UNDER THE AHOMS

Social condition, Economic condition, Religious beliefs, Neo-Vaishnavite Movement, the Ahom system of Administration-the Paik System

UNIT 9: ESTABLISHMENT OF THE BRITISH RULE AND ANTI-BRITISH MOVEMENTS

Anglo-Burmese Wars, Treaty of Yandaboo and British Conquest of Assam, British Administrative Set Up, Revolt of 1857

UNIT 10: SOCIO-ECONOMIC TRANSFORMATION OF ASSAM DURING COLONIAL PERIOD

Changes in the Economic Structure, Agrarian Revolts, Social transformation of Assam towards modern age

UNIT 11: EMERGENCE OF POLITICAL CONSCIOUSNESS

Rise of Assamese Nationalism, Establishment of different organisations

UNIT 12: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT

Partition of Bengal and its Impact, the Non Co-operation Movement in Assam, Civil Disobedience Movement and Assam, Quit India Movement in Assam, Grouping Controversy and Independence

Reading List

Barpujari, H.K.(2003): The Comprehensive History of Assam, Vol. I, Vol. II, Vol.III, Vol. IV& Vol. V, 2nd ed., Publication Board Assam, Guwahati

Baruah, S.L.,(2004): A Comprehensive History of Assam, 3rd ed., Munshiram Manoharlal, Delhi

Bhuyan, A.C., (1999): Political History Assam, Publication Board Assam, Vol. I, II, III, 2nd ed., Guwahati

Dutt, K.N (1993): Landmarks in the Freedom Struggle in Assam, Lawyers' Book Stall

Gait, E.,(2004): A History of Assam, Eastern Book House, Revised, Guwahati

Saikia Rajen (2000): Social and Economic History of Assam 1853-1921, Munshiram Manoharlal, Delhi

IDC 301 English for Professional Studies

Learning Objectives

The objectives of the course are to:

- provide a general introduction to some important grammatical concepts
- take up various aspects of English Grammar such as Vocabulary and Punctuation
- highlight some of the common errors made in English Grammar and its correct use
- provide a detailed study on the areas of writing and communication skills in professional context
- To engage the learner in developing skills of office management and correspondence, business communication and presentation of curriculum vitae

Learning Outcomes

- After going through the course, the learner will be able to:
- revise some of the important grammatical concepts
- develop a good idea on various aspects of English Grammar such as Vocabulary and Punctuation
- gain a broad idea on the areas of writing and communication skills
- develop skills of office management and correspondence, business communication and presentation of curriculum vitae
- groom himself or herself with sound communication and professional skills

Syllabus

UNIT 1: SOME CONCEPTS OF GRAMMAR I

English Grammar: An Introduction, Nouns- Kinds of Nouns, Forms of Nouns, Functions, The Noun Phrase, Agreement, Determiners – Articles, Demonstratives, Possessives, Quantifiers, Wh-determiner, Pre-determiners, Verb Forms

UNIT 2: SOME CONCEPTS OF GRAMMAR II

Adjectives, Adverbs, Prepositions

UNIT 3: VOCABULARY

Synonyms and Antonyms, One word Expression, Words Used as Different Word Classes, Phrasal Verbs, Distinction between Similar Words Often Confused

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES

Introduction, Punctuation, Synthesis of Sentences, Transformation of sentences

UNIT 5: COMMON ERRORS AND PHRASES AND IDIOMS

Introduction, Common Errors, Phrases and Idioms

UNIT 6: NOTE MAKING

Note making and note taking, Skimming and Scanning, Format of note making, Samples

UNIT 7: COMMUNICATION

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers To Communication, Effective Communication.

UNIT 8: INTRODUCTION TO OFFICE MANAGEMENT

Meaning of Office, Introduction to Office Management, Functions of Office, Relationship of Office with Other Departments, Office Accommodation, Layout and Environment, Office Furniture and Stationery, Office Correspondence and Filing System

UNIT 9: CORRESPONDENCES

Letter Writing, How to Write a Letter, Format of an Official/Business Letter

UNIT 10: PRESENTATION

Writing Executive Summaries, Making a Formal Presentation

UNIT 11: WRITING CURRICULUM VITAE/RESUME

Difference between CV and Resume, Tips for writing CV/Resume, Essentials for writing CV/Resume, Facing Interviews based on CV/Resume, Telephonic Interviews based on CV/Resume

Reading List

- Aggarwala, N.K. (2001). Essentials of English Grammar and Composition, New Delhi: Goyal Brothers.
- Brown, M. Henry. (1977). The Contemporary College Writer. New York: D Van Nostrand Company.
- Chal, Harold Hoontz (1986). Essentials of Management. McGraw Hill Book Company: New York.
- Chopra, R.K. Office Management. Himalaya Publishing House.
- De Sarkar, P.K. (2007). Higher English Grammar and Composition, Kolkata; Book Syndicate Limited.
- Dowerah, Sawpon. A Students' Grammar of English. Guwahati: Students' Stores.
- Lewis, Roger. (1979). How to Write Essays. Heinemann & National Exnt. College, London.
- Sherlekar, S.A. (1984). Principles of Management. Bombay: Himalaya Publishing House

IDC 302 Economics of Education

Course Objectives

To make the learners aware about:

- The meaning, importance and scope of economics of education
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education
- The financial resource management.

Learning Outcomes

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Syllabus

UNIT 1: ECONOMICS OF EDUCATION

Concept, scope and significance

UNIT 2: EDUCATION AND ECONOMIC DEVELOPMENT

Concept, relationship between education and economic development

UNIT 3: ECONOMICS OF EDUCATION POLICY

Nature of economic policy, education as a Public Good

UNIT 4: EDUCATION AS A PUBLIC GOOD

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

UNIT 5: HUMAN CAPITAL FORMATION

Concept, Human capital Approaches to education

UNIT 6: EDUCATION AND MANPOWER PLANNING

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

UNIT 7: FINANCING IN HIGHER EDUCATION AND TECHNICAL EDUCATION

Pattern of financing, need of financing, financial policy for higher and technical education in India

UNIT 8: LIVELIHOOD, LABOUR MARKET AND LABOUR MOBILITY

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

UNIT 9: EDUCATION AND BRAIN DRAIN

Concept, factors for brain drain, out-migration of the skilled personnel

UNIT 10: ACCESS AND EQUITY IN EDUCATION

Meaning of equity, improving access in education and reservation policy in education in India

UNIT 11: SELF-FINANCING AND FUND MOBILIZATION IN THE EDUCATIONAL INSTITUTIONS

Fund mobilization in the educational institution

Reading List

Hunter, W.W.: Economic History of India, Vols.2, Cosmo Publication, 2008

Habison & Myers: Education, Manpower and Economic Growth

Peer, M: Higher Education and Employment, Rawat Publications, 2007-08

Rao, P: Economics of Primary Education, Rawat Publication, 1998.

Rajaiah, B: Economics of Education

Singh, R.P.: Educational Finance and the Planning Challenge, Eastern Book House, 2008

Shukla, P.D.: New Education Policy in India.

Psachopoulos, Y: Economics of Education

IDC 303 Business Communication and Media Management

Course Objectives

- To provide understanding of the field of business communication and business journalism
- To acquaint learners with the concept of media management and its role in the society
- To equip learners with necessary skills required to work in the field of business communication

Course Outcomes

On completion of this course, the learners will be able to

- recognize the various contexts in which business communication takes place
- determine the need of business communication and business journalism
- analyse the issues related with the media management
- equip themselves with skills required for a business journalist

Syllabus

UNIT 1: BUSINESS COMMUNICATION

Concept of Business Journalism, Success through proper communication, History of business communication, Need for business journalism, Essential Characteristics of Business Communication, The Benefits of Effective Communication, Present Scenario, Five rules of good writing or communication, Five Ps of marketing mix, Target audience, Specific Characteristics of a Target Audience, Consumerist culture

UNIT 2: MEDIA FOR BUSINESS

Concept, Importance of media in business, Types of media, Selection of Appropriate Communication Media, Incorrect choice of Medium, Setting Up business goals, Communication Structure In a Business Organisation, Communication in corporate world, Effective business or economic writing, Importance of writing skills in business communication, Purpose of writing, The Principles of effective writing, Economic newspapers, The Economic Times, The Business standard, Public Relations and Marketing, Ethics in communication, Audience Analysis.

UNIT 3: BUSINESS PRESENTATION-I

Report Writing, Process of Writing a Report, Determining the purpose of the report, Determining the factors, Gathering the information needed, Interpreting the findings, Organizing the report information, Writing the report, Project Report Writing, Criteria of a Good Project, Advantages of a Good Project, Disadvantages of Project Method, Format of a Project Report

UNIT 4: BUSINESS PRESENTATION II

Writing Executive Summaries, Making Business Presentations

UNIT 5: INTRODUCTION TO MANAGEMENT

Concept Of Management, Characteristic of Management, Scope of Management, Evolution Of Management Thought, Management Vs Administration, Levels Of Management, Functions Of Management, Planning, Organizing, Staffing, Controlling, Coordination, Management Styles in Indian context

UNIT 6: MEDIA MANEGEMENT

Media as an industry and profession, Importance of media management, Ownership patterns of mass media in India

UNIT 7: MEDIA ORGANISATIONS

Structure of a media organisation, an account of different national and international media and communication organisations

UNIT 8: ORGANISATIONAL STRUCTURE OF A PRINT MEDIA ORGANIZATION

Organizational structure of print media establishments, Editorial Department, Business Department, Production Department, Reference Section, Role and coordination among the different departments, Printing, Packaging, Transportation and Distribution

UNIT 9: ORGANISATIONAL STRUCTURE OF AN ELECTRONIC MEDIA ORGANIZATION

Electronic media organization, News and programme sections, News section in a radio station, News section in a TV station, Programme section in TV and radio, Electronic News Gathering (ENG), Electronic Field Production (EFP), Personnel involved in production and news, Viewership/Listenership, Content creation and role of advertising, Genre or types of programmes, Types of programmes in radio, Types of programmes in TV

UNIT 10: LEADERSHIP AND WORK MOTIVATION

Importance of leadership in a media organisation, job performance, impact of technology on the performance of the employees, division of labour

Reading List

Chaturvedi, P.D, Mukesh Chaturvedi (2006), Business Communication, Dorling Kindersley (India) Pvt Ltd, New Delhi

Chaturvedi, B.K (2009), Media Management, Global Vision Publishing House, New Delhi

Kumar, Dr. Rakesh (2010), Media Management, Surendra Publications, New Delhi

Lesikar, Raymond, V. , Marie E. Flayley (2005), Basic Business Communication, Tata McGraw-Hill Publishing Company Limited, New Delhi

Narula, Uma (2006), Business Communication Practices, Atlantic Publishers & Distributors, New Delhi

Riel, Cees B.M. van, Charles J. Fombrun (2007), Essentials of corporate Communication, Routledge, UK

Soori, Sanjeev (2010), Business Journalism, Axis Publications, New Delhi

Taylor, Shirley (2005), Communication for Business, Dorling Kindersley (India) Pvt Ltd, New Delhi

Yadav, K.P (2006), Media Management, Adhyayan Publishers & Distributors, New Delhi

IDC 304 Understanding North East India

Learning Objectives

This course intends to:

- enable the learners to know about the north-eastern region of India.
- enable the learners to understand the features and concerns that are common to all the eight states of this region

Learning Outcomes

After going through this unit, the learner will be able to:

- Know about the north-eastern region of India.
- Understand the features and concerns that are common to all the eight states of this region

Syllabus

UNIT 1: THE CONCEPT OF NORTHEAST INDIA

Northeast India in the Ancient, Colonial and Post period

UNIT 2: LOCATION AND ECOLOGY OF NORTHEAST INDIA AND ASSAM IN PARTICULAR

Location; Boundaries; Ecology of Northeast India; Flora, Fauna, Rare species and Ecological Hotspots

UNIT 3: STATE FORMATION DURING POST-INDEPENDENCE PERIOD

Creation of different states and Autonomous Councils

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA

Racial; Linguistic; Caste; Religious; Tribal groups of Assam

UNIT 5: SOCIAL INSTITUTIONS AMONG THE MAJOR TRIBAL GROUPS OF THE NORTH EASTERN STATES

Family, Marriage and Kinship; Religion, Economy and Polity among the major tribal groups of the north eastern states

UNIT 6: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR

Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

UNIT 7: ETHNIC IDENTITY IN NORTHEAST INDIA

Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

UNIT 8: INSURGENCY IN NORTHEAST INDIA

Origin and Development of insurgency in the region; Major insurgent groups

UNIT 9: LAND RELATION IN NORTHEAST INDIA

Land holding patterns, agrarian structure

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA

Unemployment, Infrastructure, Industrialization

UNIT 11: DEVELOPMENT IN NORTHEAST INDIA

North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

Reading List

- Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
- Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- Fernandes, Walter and Sanjay Barbora, 2008, *Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
- Goswami, Atul; August, 1984; *Tribal Development with special Reference to North-East India in Social Scientist* ; vol12, no8; pp 55-60.
- Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- Karna, M. N. 1990, *The Agrarian Scene in Seminar*, vol 366, pp 30-37.
- Karna, M.N., 1999, *Ethnic identity and Socio-economic Processes in North-east India* in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IIAS-Shimla, pp29-38.

IDC 305 Rural Development in India

Course Objectives

- Acquaint learners with the concept, nature and characteristics of rural society.
- Make the familiar with the causes of Rural Backwardness, Rural Problems, and prospectus of rural life.
- Conceptualise them with nature of the rural consumer, rural finance and rural credit.

Course Outcomes

- Analyse the concept, indicators and strategies of Rural Development.
- Inculcate the knowledge of Rural society and culture
- Evaluate problems of rural society and draw reasonable conclusion thereof.
- Develop understanding of various credit, loan and saving approaches for rural society.

Syllabus

UNIT 1: BASIC CONCEPTS OF RURAL DEVELOPMENT

Concept of Rural Development; Why Rural Development?, Some Dilemmas in Development – Rural Vs Urban Development, Agriculture Vs Industrial Development, Capital Vs Labour Dogma, Autonomous Vs Induced Development

UNIT 2: RURAL ECONOMY OF INDIA

Size and Structure of the Indian Rural Economy; Importance and Role of the Rural Sector in India; Economic, social and Demographic Characteristics of the Indian Rural Economy; Causes of Rural Backwardness (Indian Context)

UNIT 3: APPROACHES TO RURAL DEVELOPMENT

Community Development Programmes; Gandhian Approach to Rural Development; Balancing Rural and Urban Development

UNIT 4: COTTAGE INDUSTRIES IN INDIA

Role of Cottage Industries in Indian Economy; Various Cottage Industries of India; Government Policies for Cottage Industries

UNIT 5: RURAL INDEBTEDNESS IN INDIA

Meaning; Nature; Consequences of Rural Indebtedness; Programmes for Removal of Rural Indebtedness

UNIT 6: RURAL UNEMPLOYMENT IN INDIA

Characteristics; Incidence of Rural Unemployment in India; Employment Generation Measures

UNIT 7: POVERTY IN RURAL INDIA

Characteristics; Incidence of Rural Poverty in India; Poverty Eradication Measures

UNIT 8: ROLE OF TECHNOLOGY IN RURAL DEVELOPMENT

Importance of Rural Technology in Agriculture and Allied Sectors; Issues with Use of Technologies

UNIT 9: ROLE OF COMMERCIAL BANKS IN RURAL FINANCE IN INDIA

Progress of Commercial Banks; Priority Sector Lending; The Lead Bank Scheme; Analysis of Major Schemes of the Government of India undertaken since 1990 in different sectors – Agriculture, Animal Husbandry, Fishery, Cottage Industries; Difficulties faced in Implementation of these Schemes

UNIT 10: REGIONAL RURAL BANKS

Objectives and Functions of RRBs; Evaluation of Progress and Activities of RRBs; Critical Assessment of Functions of RRBs

UNIT 11: NABARD

Objectives and Functions of NABARD; Evaluation of Progress and Activities of NABARD; Critical Assessment of Functions of NABARD

Reading List

Arora ,R.C., K.(1979): Integrated Rural Development, S. Chand & Co.

Datt and Mahajan (2015): Indian Economy, 71st Ed., S. Chand & Co. Ltd.

Reddy, K. V.(2007):Rural Development in India (Poverty and development):Himalaya Publishing House.

Singh, K.(2010):Rural Development: Principles, Policies and Management, Sage Publications India Pvt. Ltd.

Sisodia, Y. S.(2007): Rural Development: Macro-Micro Realities, Rawat Publications.

Sundaram, I.S.: Rural Development. Himalaya Publishing House

IDC 306 Essentials of Indian Philosophy

Course Objectives

- To help the learners to know the Indian context of education in spiritual, religious and moral sense
- To help the learners to explore the basic education of human life through the systems of Indian philosophy

Course Outcomes

- To know that Indian philosophy shows us different paths to realize the highest truth in life under different schools
- Will know that Indian philosophy is essentially spiritual in nature
- Will know the different āstika and nāstika schools of Indian Philosophy

Syllabus

UNIT 1: THE NATURE AND SCOPE OF INDIAN PHILOSOPHY

Nature of Indian Philosophy, Scope of Indian Philosophy

UNIT 2: CARVAKA – EPISTEMOLOGY

Accidentalism and naturalism, The denial of inference, The denial of the validity of the Vedas

UNIT 3: BUDDHISM – FOUR NOBLE TRUTHS

A Brief Sketch of Buddhism, Concept of Four Noble Truths, There is Suffering, There is a Cause of Suffering, Dependent Origination, The Cessation of Suffering, Concept of Nirvana, The Path of Cessation of Suffering

UNIT 4: JAINISM – SYADVADA

A brief account of Jainism: Jaina Epistemology, Jaina Metaphysics, Syadvada or The Sapta-bhangi-naya, Criticism of Syadvada, Let us sum up

Unit 5: Nyaya – Concept of Prama

Definition of prama, Nyaya: Sources of knowledge, Anuman, Inference, Upamana, Testimony

UNIT 6: VAISESIKA – DRAVYA, GUNA, SAMANYA

Vaisesika Epistemology, Valid Knowledge, Invalid Knowledge, Kinds of Categories: What they are? Substance, Quality, Generality, Non-existence

UNIT 7: SAMKHYA – PURUSA & PRAKRTI

Nature and Characteristics of Prakrti, Proofs for the existence of Prakrti, Prakrti and the Gunas, Different products of Prakrti, Teleological Evolution, Criticism of the evolution theory, Nature and Characteristics of Purusa, Proofs for the existence of Purusa, Plurality of Purusa

UNIT 8: YOGA – THE CONCEPT OF CITTA-VRITTI

Brief Description on Yoga philosophy, Concept of Citta-Vritti, Astāṅga Yoga

UNIT 9: MIMAMSA – INTRINSIC VALIDITY OF KNOWLEDGE

Nature of Valid knowledge, Mimamsaka theory of Svatahpramanyavada, Nyaya theory of Paratahpramanyavada, Paratahpramanyavada and Svatahpramanyavada: A Comparison

UNIT 10: SAMKARA – BRAHMAN AND MAYA

AvdaitaVedānta, The Concept of Brahman, Nature of Brahman, Svarupalaksana of Brahman Tatastha Laksana of Brahman, NetiNeti Concept of Brahman, Meaning of Māyā, Māyā is a fact of experience, The two functions of Māyā, Nature of Māyā

UNIT 11: RAMANUJA – GOD

Ramanuja's Concept of God, Significance of God, God is qualified (visista), God is Trisatvatmaka, God has internal distinction (SvagataBheda), Aprthakasidhi, God is the cause of the world, Ramanuja's concept of God (Thesim), Forms of God, Archa, Vibhava, VyuhaSusksamaAntaryami

Reading list

- S. Dasgupta: A History of Indian Philosophy
- J. N. Sinha: Indian Philosophy
- Radhakrishnan: Indian Philosophy
- C.D. Sarma: A Critical Survey Of Indian Philosophy
- S.Chatterjee: An Introduction to Indian Philosophy

Detailed Syllabi of Ability Enhancement Courses (AECs)

AEC 101 General English

Learning Objectives

The objectives of the course are to:

- introduce the learner to various poetical works written by some of the major English poets
- introduce a play written by the English dramatist William Shakespeare
- encourage the learner towards learning important techniques of comprehension and intelligent reading

Learning Outcomes

After going through the course, the learner will be able to:

- study the various poetical works written by some of the major English poets
- grasp the textual content and message contained in them
- appreciate the play Macbeth written by William Shakespeare
- discuss some important concepts of comprehension and intelligent reading

Syllabus

UNIT 1: WILLIAM BLAKE: "HOLY THURSDAY"

William Blake: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 2: WILLIAM COWPER: "THE SOLITUDE OF ALEXANDER SELKIRK"

William Cowper: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 3: WILLIAM WORDSWORTH: "SIMON LEE"

William Wordsworth: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 4: ALFRED TENNYSON: "TEARS IDLE TEARS"

Alfred Tennyson: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 5: W.B. YEATS: "AN IRISH AIRMAN FORESEES HIS DEATH"

W. B. Yeats: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 6: D.H. LAWRENCE: "THE SNAKE"

D.H. Lawrence: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 7: KEKI N. DARUWALLA: "WOLF"

Keki N. Daruwalla: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 8: CHINUA ACHEBE: "AS ONE LISTENS TO THE RAIN"

Chinua Achebe: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 9: WILLIAM SHAKESPEARE: MACBETH I

William Shakespeare: Life and Works, Background of the Play

UNIT 10: WILLIAM SHAKESPEARE: MACBETH II

Explanation of the Text, Major Characters, Major Themes, Style and Language

UNIT 11: COMPREHENSION AND INTELLIGENT READING

Comprehension and Intelligent Reading, Reading and Grasping Skills

Reading List

- Aggarwala, N.K. (2001). *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers.
- Albert, Edward. (2000). *History of English Literature*. Fifth Edition. Oxford : Oxford University Press.
- Birch, Dinah. (2009). *The Oxford Companion to English Literature*. Seventh Edition. Oxford : Oxford University Press.
- De Sarkar, P. K. (2007). *Higher English Grammar and Composition*. Kolkata: Book Syndicate Limited.
- Dowerah, Sawpon. *A Students' Grammar of English*. Guwahati: Students' Store
- Eastwood, John. (1994). *Oxford Guide to English Grammar*. Oxford University Press.
- Eckersley & Ekersley. (1960) (ed). *A Comprehensive English Guide*. Harlow: Pearson Education Limited.
- Palmer, R. F. (1988). *The English Verb*. Longman Linguistics Library

AEC 201 MIL Assamese

Course Objectives

After going through this course, a learner will be able to:

- Familiar with the writing style of diverse Assamese literary texts
- Discover the underlying spirit of the writing of selected Assamese literary texts
- Develop basic ideas of Assamese grammar

Course Outcomes

After going through this course, a learner will be able to:

- Outline the trends of Assamese poetry, drama, novel, and prose
- Improve the writing style of Assamese

Syllabus

অধ্যায় ১: মাধৱদেৱ - তেজৰে কমলাপতি (বৰগীত)

কবি পৰিচয়, 'তেজৰে কমলাপতি' কবিতাটিৰ পাঠ: শব্দাৰ্থ, বৰগীতৰ সাধাৰণ পৰিচয়, 'তেজৰে কমলাপতি' কবিতাটিৰ আলোচনা: বিষয় বস্তুৰ আভাস, কাব্যিক সৌন্দৰ্য

অধ্যায় ২: চন্দ্ৰকুমাৰ আগৰৱালা: বন কুঁৱৰী

ৰমন্যাসবাদ আৰু ৰমন্যাসবাদী কবিতাৰ বৈশিষ্ট্য, অসমীয়া ৰোমাণ্টিক কবিতাৰ সাধাৰণ আলোচনা, কবিপৰিচয়, 'বনকুঁৱৰী' কবিতাটিৰ পাঠ, 'বনকুঁৱৰী' কবিতাটিৰ আলোচনা: বিষয়বস্তু আৰু মূলভাব, ৰমন্যাসিক চিন্তাৰ প্ৰতিফলন

অধ্যায় ৩: নৱকান্ত বৰুৱা: ইয়াত নদী আছিল

আধুনিক কবিতাৰ পটভূমি, আধুনিক অসমীয়া কবিতা, নৱকান্ত বৰুৱাৰ কাব্য-চিন্তা, 'ইয়াত নদী আছিল' কবিতাটিৰ পাঠ, ইয়াত নদী আছিল: বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৪: নিৰ্মলপ্ৰভা বৰদলৈ: মৰ্মান্তিক

নিৰ্মলপ্ৰভা বৰদলৈৰ কাব্য-চিন্তা, 'মৰ্মান্তিক' কবিতাটিৰ মূলপাঠ, মৰ্মান্তিক: বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৫: গুৰু-শিষ্যৰ মণি-কাঞ্চন সংযোগ

গুৰু-শিষ্যৰ মণি-কাঞ্চন সংযোগ: চৰিত পুথিৰ উদ্ভৱ আৰু বিকাশ, পাঠটিৰ উৎস, মূলপাঠৰ আভাস, বিষয়বস্তুৰ পৰিচয়, মাধৱদেৱৰ ব্যক্তিত্ব, মাধৱদেৱৰ গুৰুভক্তি, গদ্যৰীতি, কঠিন শব্দৰ টোকা

অধ্যায় ৬: বাণীকান্ত কাকতি: নামঘোষা

সাহিত্য সমালোচক বাণীকান্ত কাকতি, নামঘোষাৰ পৰিচয়, পুণ্যশ্লোক শংকৰ-স্মৃতি, মাধৱদেৱৰ আত্মলিপি, নামঘোষাৰ ৰসবিচাৰ

অধ্যায় ৭: লক্ষ্মীনাথ বেজবৰুৱা: কন্যা

লক্ষ্মীনাথ বেজবৰুৱা: কন্যা - লক্ষ্মীনাথ বেজবৰুৱাৰ জীৱন আৰু কৃতি, গল্পটোৰ সাধাৰণ আলোচনা

অধ্যায় ৮: ভবেন্দ্ৰনাথ শইকীয়া: চোৰাসাপ

ভবেন্দ্ৰনাথ শইকীয়া: চোৰাসাপ - ভবেন্দ্ৰনাথ শইকীয়াৰ জীৱন আৰু কৃতি, গল্পটিৰ সাধাৰণ আলোচনা

অধ্যায় ৯: ৰজনীকান্ত বৰদলৈ: মনোমতী

ঔপন্যাসিক ৰজনীকান্ত বৰদলৈ আৰু তেওঁৰ উপন্যাসৰ প্ৰধান বৈশিষ্ট্যসমূহ, মনোমতী উপন্যাসৰ কাহিনীভাগ, ঐতিহাসিক উপন্যাস হিচাপে মনোমতী, মনোমতী উপন্যাসৰ চৰিত্ৰ চিত্ৰণ, মনোমতী উপন্যাসৰ সামাজিক চিত্ৰ

অধ্যায় ১০: জ্যোতিপ্ৰসাদ আগৰৱালা: শোণিত কুঁৱৰী

জ্যোতিপ্ৰসাদ আগৰৱালাৰ পৰিচয়, জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাট্যপ্ৰতিভা, জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাটকৰ বৈশিষ্ট্য, শোণিত কুঁৱৰী নাটকৰ কাহিনী, শোণিত কুঁৱৰী নাটকৰ চৰিত্ৰ, শোণিত কুঁৱৰী নাটকৰ সংলাপ

অধ্যায় ১১: অসমীয়া ব্যাকৰণ

কৃৎপ্ৰত্যয়, তদ্ধিতপ্ৰত্যয়, বিভক্তি: নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ.সমাস : দ্বন্দ্বসমাস, দ্বিগুসমাস, বহুব্ৰীহিসমাস, কৰ্মধাৰয়সমাস, তৎপুৰুষসমাস, অব্যয়ী ভাবসমাস, লিঙ্গ

Reading List

- Ahmed, Kamaluddin (2005). Adhunik Asomia Kobita. Guwahati: Banalata
Barua, Birinchi Kumar (1997). Asomia Katha Sahitya. Nalbari: Universal Emporium.
Baruah, Prahlad Kumar (2005). Asomia Chutigalpar Adhyayan. Guwahati: Banalata.
Bharali, Sailen (1993). Upanyash bischar aru bisleshan. Guwahati: Chandra Prakashan.
Bharali, Sailen (2009). Banikanta Kakatirpora Bhaben Barualoi. Guwahati: Chandra Prakashan.
Bora, Mahendra (1985). Sahitya Upakramanika Golaghat: Bharati Book Stall
Deka, Dharmasingha (2007) Rachana Bichitra. Guwahati.
Dutt, Uday (1995).Chutigalpa. Guwahati: Student's Stores.
Gogoi, Leela (Ed.) (2002). Adhunik Asomia Sahityar Porichoy. Guwahati: Banalata.
Goswami, Tralokyanath (2006). Adhunik Galpa Sahitya. Guwahati: Vani Prakash Limited.
Goswami, Upendranath (2007). Asomia Bhasar Byakaran. Guwahati: Mani-Manik Prakash
Hazarika, Karbi Deka (2008). Assamese poets and poems. Dibrugarh: Banalata.
Mahanta, Baapchandra (Ed.) (2000). Borgeet. Guwahati: Student's Stores.
Majumdar, Bimal (2011). Sahityar Tattwa aaru Prayog. Guwahati: Jyoti Prakashan.
Neog, Maheswar (2000). Asomia Sahityar Ruprekha. Guwahati: Chandra Prakash.
Neog, Maheswar (Ed.) (2004). Snatarakar Kathabandha. Guwahati: Guwahati University.
PhukanPatgiri, Dipti (1999) Adhunik Asomia Byakaran. Guwahati: Book Hive.
Rajbangshi, Paramananda (Ed.) (1995). Asomia Natak: Para. Guwahati: Chandra Prakashan.
Sharma, Dalai Harinath (1992). Asomia Gadya Sahityar Gatipath. Nalbari: Padmapriya Library.
Sharma, Satyendra Nath (1997). Asomia Upanyasar Bhumika. Guwahati: Soumar Prakash.
Sharma, Satyendra Nath (2009). Asomia Sahityar Samikshatmak Itibritta. Guwahati: Soumar Prakash
Sharma, Satyendranath (2005). Asomia Natya Sahitya. Guwahati: Soumar Prakash.
Talukdar, Nanda (2006). Kobi aaru Kabita. Guwahati: Banalata.
Thakur, Nagen (Ed.) (2000). Esha Basarar Asomia Upanyash. Guwahati: Jyoti Prakashan.

AEC 202 Alternative English

Learning Objectives

The objectives of the course are to:

- encourage the learners towards exploring various literary texts prescribed in the course
- stir an interest in the learners towards developing an analytical bent of mind in exploring these literary texts
- provide the scope of grasping various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts

Learning Outcomes

After going through the course, the learner will be able to:

- study the various literary texts prescribed in a detailed manner
- develop an analytical bent of mind in exploring these literary texts
- grasp various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts
- appreciate the ideas, reflections, literary representations and the core message contained in these texts

Syllabus

UNIT 1: E.P. GEE: "THE RHINO OF KAZIRANGA"

E. P. Gee: Life and Works, Explanation of the Essay, Style and Language

UNIT 2: THE KING JAMES BIBLE: "THE STORY OF CREATION"

The Story of Creation, Major Themes, Style and Language

UNIT 3: SALMAN RUSHDIE: "IMAGINARY HOMELANDS"

Salman Rushdie: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 4: BERTRAND RUSSELL: "PROLOGUE" TO AUTOBIOGRAPHY

Bertrand Russell: Life and Works, Text of the Prologue, Explanation of the Prologue, Major Themes, Style and Language

UNIT 5: MATTHEW ARNOLD: "LITERATURE AND SCIENCE"

Matthew Arnold: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 6: RICHARD KEARNEY: "ON STORIES"

Richard Kearney: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 7: MARTIN LUTHER KING: "I HAVE A DREAM"

Martin Luther: Life and Works, Context of the Speech, Explanation of the Speech, Style and Language

UNIT 8: LORD CHESTERFIELD: LETTER TO HIS SON

Lord Chesterfield: Life and Works, Text of the Letter, Explanation of the Text, Major Themes, Style and Language

UNIT 9: R.L. STEVENSON: EXTRACTS FROM TRAVEL WITH A DONKEY

R. L. Stevenson: Life and Works, Explanation of the Extract, Major Themes, Style and Language

UNIT 10: DEREK WALCOTT: "THE ANTILLES: FRAGMENTS OF EPIC MEMORY"

Derek Walcott: Life and Works, Explanation of the Speech, Major Themes, Style and Language

UNIT 11: ANTOINE DE SAINT EXUPERY: THE LITTLE PRINCE

Antoine de Saint Exupery: Life and Works, The Title of the Novella, The Context of the Novella, Explanation of the Novella

Reading List

- Alfred, Julius Ayer. (1972). Russell. London: Fontana
- Allen, Walter. (1958). *The English Novel: A Short Critical History*. Penguin Books.
- Birch, Dinah. (2009). *The Oxford Companion to English Literature, Seventh Edition*. Oxford: Oxford University Press.
- Bloom, Harold. (2003). *Bloom's Modern Critical Views: Derek Walcott*. Chelsea House Publishers.
- Edward, Bough. (2006). *Derek Walcott*. Cambridge University Press
- Humberstone, Barbara. Et al. (2015). *Routledge International Handbook of Outdoor Studies*, London: Routledge.
- Hudson, W.H. *Introduction to Study of Literature*. Macmillan
- Kearney, Richard. (2002). *On Stories*. London: Routledge.
- Page, Norman. *The Language of Literature. Casebook Series*
- Chatterjee, Partha. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Jersey: Princeton University Press

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurships, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

- Sen, Madhuchanda. 2010. *An Introduction to Critical Thinking*. Delhi: Pearson.
- Silvia, P. J. 2007. *How to Read a Lot*. Washington DC: American Psychological Association
- EH McCrath, 1999; *Basic Managerial Skills for All*; Prentice Hall of India
- Ashokan, M. S. 2015. *Karmayogi: A Biography of E. Sreedharan*. London, UK: Penguin
- Chandra, P. 2017. *Financial Management: Theory & Practice*. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success*, New York: American Management Association
- McCormack, M.H. 1986. *What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive*. New York: Bantham
- Sinek, S. 2009. *Start With Why: How Great Leaders Inspire Everyone to Take Action*. London: Penguin
- Basham, A.L. 1954. First edition. *The Wonder That Was India*. London: Picador Press.
- Ghosh, Shantikumar. 2004. *Universal Values*. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 *Education for Character Development*, Delhi: Dharma Hinduja Centre of India Studies

AEC 401 Studies of Assamese Culture

Course Objectives

The course aims at enabling a learner to:

- Discover the underlying spirit of Assamese culture and milieu
- Explain the different aspect of Assamese culture

Course Outcomes

After going through this course, a learner will be able to:

- Identify the rich cultural heritage of Assam.
- Formulate the difference between heritage and contemporary trends.

Syllabus

অধ্যায় ১: ঐতিহাসিক প্ৰেক্ষাপটত অসম

প্ৰাগ্‌জ্যোতিষপুৰ, কামৰূপ, অসম নামৰ উৎপত্তি, অসমৰ ভৌগোলিক অৱস্থিতি, জাতি – জাতিৰ ধাৰণা, অসমীয়া জাতি, অসমীয়া জাতি গঠন প্ৰক্ৰিয়া

অধ্যায় ২: সংস্কৃতি – চমুপৰিচয়

সংস্কৃতি – সাধাৰণ পৰিচয়, সংস্কৃতিৰ সংজ্ঞা, সংস্কৃতিৰ স্বৰূপ, সংস্কৃতিৰ উপাদান, সংস্কৃতিৰ বৈশিষ্ট্য, সংস্কৃতিৰ বিভিন্ন ভাগ : অভিজাত সংস্কৃতি বা মাৰ্গীয় সংস্কৃতি, লোক সংস্কৃতি বা জনকৃষ্টি, জনজাতীয় সংস্কৃতি

অধ্যায় ৩: অসমৰ সংস্কৃতি – বৈচিত্ৰ্যৰ মাজত ঐক্য

অসমৰ সংস্কৃতি – সমন্বয় আৰু সমাহৰণৰ বিভিন্ন বিষয়: ভাষা, সাহিত্য, ধৰ্ম, উৎসৱ-অনুষ্ঠান, সামাজিক লোকাচাৰ, নৃত্য-গীত, খাদ্য, সাজ-পাৰ

অধ্যায় ৪: অসমীয়া সংস্কৃতিত বিভিন্ন জাতীয়-জনগোষ্ঠীয় উপাদান আৰু অৱদান

অসমীয়া সংস্কৃতিত বিভিন্ন জনজাতীয় উপাদান, টাই (আহোম) উপাদান, মুছলমানসকলৰ অৱদান

অধ্যায় ৫: অসমৰ ধৰ্মীয় পৰম্পৰা

শৈৱধৰ্ম: অসমৰ শৈৱধৰ্ম, অসমৰ শৈৱ মঠ-মন্দিৰ, অসমৰ শৈৱ সাহিত্য; শাক্তধৰ্ম: অসমৰ শাক্তধৰ্ম, অসমৰ শক্তিপীঠ আৰু মঠ-মন্দিৰ, অসমৰ শাক্ত সাহিত্য; বৈষ্ণৱধৰ্ম: অসমৰ বৈষ্ণৱ আৰু নৱ-বৈষ্ণৱ ধৰ্ম, অসমৰ বৈষ্ণৱ সাহিত্যৰ চমু আভাস

অধ্যায় ৬: সত্ৰীয়া সংস্কৃতি

সত্ৰীয়া সংস্কৃতি: সত্ৰৰ সংজ্ঞা, উৎপত্তি, সত্ৰৰ বিভিন্ন বিভাগ আৰু বিস্তৃতি, সত্ৰৰ বিষয়ববীয়া তথা প্ৰশাসন, সত্ৰৰ নিত্যকৰ্ম – সত্ৰীয়া নাম-প্ৰসংগ, সত্ৰৰ নৈমিত্তিক কাৰ্য তথা সত্ৰৰ উৎসৱ-অনুষ্ঠান, সত্ৰৰ কেতবোৰ পালনীয় আচাৰ-ৰীতি, সত্ৰীয়া গীত, নৃত্য, বাদ্য আৰু ভাওনা

অধ্যায় ৭: নামঘৰ – চমুপৰিচয়

নামঘৰ: চমুপৰিচয়, নামঘৰৰ কাৰ্যপ্ৰণালী – ধৰ্মীয়-চৰ্চা তথা শিল্প-চৰ্চাৰ কেন্দ্ৰ, নামঘৰৰ সামাজিক কতৃৰ্হ

অধ্যায় ৮: সত্ৰীয়া পৰিৱেশ্যকলা

সত্ৰীয়া পৰিৱেশ্য কলা; সত্ৰীয়া সংগীত: বৰগীত, কীৰ্তন, নামঘোষা আৰু আনুষংগিক ধাৰা; সত্ৰীয়া নৃত্য আৰু বাদ্য; অংকীয়া নাট আৰু ভাওনা

অধ্যায় ৯: লোক সংস্কৃতিৰ চমু আভাস

লোক সংস্কৃতি – সাধাৰণ পৰিচয়; অসমৰ লোক সংস্কৃতি: বাচিক সংস্কৃতি, ভৌতিক সংস্কৃতি, সামাজিক লোক প্ৰথা বা লোকাচাৰ, লোক পৰিৱেশ্য কলা

অধ্যায় ১০: মৌখিক সাহিত্য

মৌখিক সাহিত্য; অসমীয়া মৌখিক সাহিত্য

অধ্যায় ১১: সামাজিক লোকাচাৰ

সামাজিক লোকাচাৰ: লোক বিশ্বাস আৰু লোক ধৰ্ম, লোক উৎসৱ-অনুষ্ঠান, অৱসৰ-বিনোদন আৰু খেল-ধেমালি, লোক গুৰুত্ব আৰু লোক চিকিৎসা

অধ্যায় ১২: ভৌতিক সংস্কৃতি

ভৌতিক সংস্কৃতি: লোক শিল্প, লোক কলা, লোক স্থপতিবিদ্যা, লোক আভৰণ, লোক বন্ধনপ্ৰণালী

অধ্যায় ১৩: লোক পৰিৱেশ্য কলা

লোক পৰিৱেশ্য কলা; অসমৰ লোক পৰিৱেশ্য কলা: লোক সংগীত, লোক নাট্য

অধ্যায় ১৪: অসমৰ কেইটিমান নিৰ্বাচিত লোক পৰিৱেশ্য কলা

অসমৰ কেইটিমান নিৰ্বাচিত লোক পৰিৱেশ্য কলা: ওজাপালি, কুশানগান, ঢুলীয়াভাওনা, খুলীয়াভাওনা

Reading List

Asom Sahitya Sabha (1962), Asomor Janajati. Jorhat.

Baruah, Birinchi Kumar (1985). Asomor Loka Sanskriti. Guwahati: Bina Library

Bhattacharjya, Pramod Chandra (1999). Asomor Janajati. Guwahati Lawyer's Book Stall.

Gogoi, Lila (1994). Asomor Sanskriti. Dibrugarh: Banalata.

Goswami, Narayan Chandra (2005). Satra Sanskrit Swarnarekha. Guwahati: Lawyer's Book Stall.

Hakacham, Upen Rabha (2000). Asomor Janajatiya Sanskriti. Guwahati: Bani Mandir.

Narjee, Bhaben (1966). Bodo-Kacharir Samaj aaru Sanskriti, Guwahati: Lawyer's Book Stall.

Neog, Hariprasad and Gogoi, Lila (Compl. And Ed.) (1989). Asomia Sanskriti.: Dibrugarh: Banalata.

Padun, Nahendra (1993). Asomia Sanskritiloi Janajatiya Borongani. Guwahati: Lawyer's Book Stall.

AEC 402 Spoken English

Learning Objectives

The objectives of the course are to:

- acquaint the learners with the basic elements that make up English speech
- provide a general study on some of the key areas of English functional grammar
- enable the learner to develop a proper idea on the use of various grammatical forms
- develop in learners the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- encourage the development of public speaking skills and speech skills on special occasions
- highlight the importance of Spoken English

Learning Outcomes

- After going through the course, the learner will be able to:
- discuss the importance of English in the 21st century global context
- develop a proper idea on the use of various grammatical forms
- develop the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- appreciate the importance of Spoken English in the present context

Syllabus

UNIT 1: IMPORTANCE OF SPOKEN ENGLISH

Knowing the importance of English in the Global Context, Skills of Better Communication

UNIT 2: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 4: GRAMMAR IN CONTEXT I

Grammaticality and Appropriateness, Eliciting Information, Question Patterns in Context, Some Verb Forms in Context

UNIT 5: GRAMMAR IN CONTEXT II

Modals in Conversation, Uses of Will and Would, Uses of May, Might and Must, Uses of Other Modals, Uses of Shall, Should and Shouldn't, Miscellaneous Uses of Modals

UNIT 6: INFORMAL AND FORMAL SPEECH

Features of Informal speech, Ellipsis, Discourse Markers in Informal Speech, Discourse Markers of Formal Speech

UNIT 7: SOUNDS OF ENGLISH I

Units of Speech Sounds, The Vowel Sounds, The Consonant Sounds, Minimal Pairs, Vowel Contrasts, Consonant Contrasts

UNIT 8: SOUNDS OF ENGLISH II

Word Stress, Placement of Word Stress, Stress in Compound Words, Grammatical Function of Stress, Sentence Stress and Intonation

UNIT 9: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 10: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 11: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 12: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 13: SPEECHES FOR SPECIAL OCCASIONS

Public Speaking on Special Occasions—Address of Welcome, Introducing the Speaker, Vote of Thanks, Group Discussion

UNIT 14: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, Buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

Reading List

- Carmen, Robert. (ed.) Spoken English: Flourish Your Language. Abhishek Publication: Chandigarh.
- Eastwood, J. (1994). Oxford Guide to English Grammar. Oxford University Press.
- Karal, Rajeevan et al. (2016). English for Successful Communication. Oxford University Press.
- Koneru, Aruna. (2013). Professional Speaking Skills. Oxford University Press
- Sasikumar, V. and Dhamija, P.V. (1993). Spoken English: A Self- Learning Guide to Conversation Practice. Tata McGraw-Hill Publishing Company Limited.
- Seely J. (2004). Oxford Guide to Effective Writing and Speaking. Oxford University Press.
- Sethi, J. et al. (2004). A Practical Course in English Pronunciation. Prentice Hall of India.
- Sethi, J and P.D. Dhamija. (1999). A Course in Phonetics and Spoken English. Prentice Hall.

AEC 403 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

Syllabus

Unit 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

Unit 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, writing the Article, writing the middle, Letters to the Editor

Unit 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

Unit 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

Unit 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

Unit 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

Unit 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

Unit 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

Unit 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of short synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for headline writing

Unit 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in advertising, Copywriting, Radio copy, Television copy

Unit 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting news releases, Writing newsletter stories

Unit 12: GRAMMAR AND USAGE

Sequence of tenses, Voice, Narration, Punctuation, Vocabulary

Unit 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of concord, Errors of construction, Errors of order, Errors in prepositions, Errors in conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

Unit 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi

Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi

Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi

Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi

Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi

Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK

Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi

Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

Detailed Syllabi of Skill Enhancement Courses (SECs)

SEC 101 Office Management

Course Objectives

The objectives of the Course are to help the learner's in

- Understanding the concepts of office management and office administration
- Understanding of Office Automation, space management, workplace environment
- Acquiring the knowledge of official terms used in workplace
- Understanding the key concepts of office communication
- Understanding the significance of mailing section, Arrangements with post offices, inward Mail routine and Dealing with correspondence
- Informing with various types of stationeries, drafts, noting, equipment and knowledge in the use of appliances

Course Outcomes

Upon successful completion of the course, the learners will be able to:

- Familiar with office management and office administration
- Acquire skills needed by an administrative assistant to function in such office environment.
- Use human relations skills, interpersonal interactions, as well as verbal and written communications.
- Develop skills in arrangement of papers for filing, methods of filing and indexing

Syllabus

UNIT 1: INTRODUCTION TO OFFICE MANAGEMENT

Meaning and importance of office, Nature and functions of Office, Relationship of office with other departments, Functions-basic and auxiliary, Position and role of an office manager

UNIT 2: OFFICE ADMINISTRATION

Administrative office management, objectives of administrative office management, functions of administrative office manager, scientific office management

UNIT 3: OFFICE LAYOUT

Office Layout and Working Condition, Location of office, Office building, Office layout-nature, principles, types, Open and private offices,

UNIT 4: OFFICE ENVIRONMENT

Lighting, ventilation, safety from physical hazards, sanitary requirements, cleanliness, security and Temperature and interior decoration

UNIT 5: OFFICE SERVICES

Centralization versus decentralization of office services, departmention of office, departments of a modern office

UNIT 6: WORKFLOW IN OFFICE

Workflow in Office, Concept of work-flow and flow charts, Difficulties in work flow.

UNIT 7: OFFICE ORGANIZATION

Office Organization Principles, Types - line, line and staff and services Organization, Office charts and manuals.

UNIT 8: OFFICE COMMUNICATION

Basic Principles, Internal Communication and External communication, Handling Inward and Outward communication; Mail Organization of the mailing section, Arrangements with post offices, Inward Mail routine, Dealing with correspondence, Outward mail routine, Mechanizing mail service.

UNIT 9: FILING AND INDEXING

Concept and Meaning of Filing, Objectives and Importance of Filing, Classification and Arrangement of Papers for Filing, Methods of Filing, Centralized and Decentralized Filing System, Indexing

UNIT 10: OFFICE STATIONARY

Concept and meaning of office stationery, Types of office stationery, Control of office stationary and supplies, Standardization of Office supplies, Purchasing Office Stationeries and Supplies, storage and Office Manager and Stationary control

UNIT 11: OFFICE AUTOMATION

Uses and abuses of Labour saving appliances and various types of commonly used appliances

Reading List

- Balachandran, V. and Chandrasekaran, V. (2009), Office Management, Tata McGraw Hill Education Private Limited
- Balachandran (2009); Office Management; Tata McGraw-Hill Education, India
- Bhatia, Dr. R. C. (2005); Principles of Office Management; Lotus Press; India
- Bhatnagar, S. K. (2011); Office Management; Frank Brothers; India
- Chakravarti, B. K. (2006); Concept of Front Office Management, APH Publishing; India
- Chopra, R. K. and Chopra, Ankita (2009), Office Management, Published by Himalaya Publishing House
- Dix, Colin and Baird, Chris (2006); Front Office Operations, Pearson Education India
- Dubey, N. B. (2009); Office Management: Developing Skills for Smooth Functioning, Global India Publications; India.
- S.S. Khanka (2007), 'Human Resource Management: Text and Cases', 1st Edition, S. Chand and Company Ltd, New Delhi

SEC 102 Organic Farming

Course Objectives

The main objectives of the course are to:

- create awareness about organic production system
- familiarize with organic crop management practices, organic standards and certification
- promote self-employment and income generation

Course outcomes

- Develop critical understanding of various aspect of organic production
- Apply their knowledge and skills by establishing their own organic farm
- Comprehend the importance of eco-friendly fertilizers and pesticides

Syllabus

UNIT 1: PRINCIPLES OF ORGANIC FARMING

The Science of Modern Farming, Development of Organic Farming: Definitions of Organic Farming Concept of Organic Farming: Organic Concept, Holistic Concept, Living Soil Concept, Healthy Plant Concept; Principles of Organic Farming: The Principle of Health, The Principle of Ecology, The Principle of Fairness, The Principle of Care; Role of International Organisations

UNIT 2: ORGANIC NORMS

Certification and Inspection in Organic Farming, National Norms: Certified organic farmer, Basic requirements in an organic farm, Certification, group certification, Organic Certification agencies in North East India, International norms: International Organic Standards: The IFOA and Its Norms: IFOAM Basic Standards (IBS) and IFOAM Accreditation Criteria, The European Union (EU) Council's Regulation on Organic Production; Japanese Organic Standards; United States of America Organic Standards; Comparison of EU, JAS and USDA Organic Standards; Private Certification in Some Countries

UNIT 3: FARM SOIL MANAGEMENT

Farm Design, Components of an Organic Farm, Planning and Layout of the Farm; Farm Components in Different Agro Eco-Systems; Field Crops in Organic Farms, Trees in Organic Farms: Border Trees, Agro forestry, Farm Forestry, Benefits of Trees in organic Farm; Farm Biodiversity, Field Bunds; Farm Structures: Cattle Shed, Storehouse, Farm Office; Land Preparation: Implements Used for Land Preparation, Factors Influencing Land Preparation, Summer Ploughing, Wetland Preparation; Types of Tillage: Conventional Tillage, Minimum Tillage, Zero Tillage, Conservation Tillage; Organic mulching, green cropping, cover cropping, biochar and its application, Buffer Zone

UNIT 4: SEEDS, PLANTING AND FARM IMPLEMENTS

Seeds: Structure and germination, Seed dormancy: causes and method of breaking dormancy, Seeds sowing/ Planting of some important crops, Different Farm implements: Ploughing, sowing, inter-cultivation and other

UNIT 5: WATER MANAGEMENT AND CONTAMINATION CONTROL

Quality and standard of irrigation water, Schedule of irrigation, Preparation of land for irrigation, Methods of irrigation, Critical Stages in Crop Development: Cereals and Millets, Legumes and Oil Seed, Vegetables and Fruit Crop, Contamination: Soil, water and air, Control of contamination: National Guidelines, Protecting Farm Ponds and Wells, Decontaminating Farm Wells, Contamination Control for Pesticide Spill, Human Relation

UNIT 6: CROP ROTATION AND CROPPING SYSTEM

Principles of Crop Rotation, Effect of crop rotation; Selection of crops for rotation Advantages and disadvantages of Crop Rotation, relay cropping

UNIT 7: COMPOSTING AND MANURING

Organic Resources Available for Manuring and Composting; Compost and Composting; Stages of Composting: Mesophilic Stage, Thermophilic Stage, Curing; Principles of Composting Types of Composting: Aerobic Decomposition, Anaerobic Decomposition, Methods of Composting, Vermicomposting; Factors Affecting Composting: C/N Ratio of the Bedding Materials, Blending and Shredding, Moisture, Temperature, Oxygen or Aeration, pH

UNIT 8: BIO FERTILIZERS, BIO PESTICIDES AND BIOCONTROL AGENTS

Types of bio fertilizers, biopesticides; Methods of Bio fertilizer application: Seed, root ad Soil; Biocontrol agents: Uses and application

UNIT 9: MARKETING OF ORGANIC PRODUCE

Markets - Concepts and Classification: Definition of Market, Classification of Markets, Channel of Distribution and Role of Middlemen, Understanding the Marketing Process, Marketing of Agricultural Products ; Marketing of Organic Produce: Current Status of World Organic Market, Organic Market in India Limitation of Organic Market in India

UNIT 10: GOVERNMENT SCHEMES AND OTHER FINANCIAL RESOURCES

National Programme for Organic Production; Schemes of Ministry of Agriculture (MoA) Govt. of India; Scheme on Organic Farming under National Horticulture Mission; Supports for Organic Farming under Technology Mission for Integrated Development of Horticulture in the North Eastern States; Scheme on Capacity Building for Organic Products; Other Financial Resources

Practical

Unit 1: Visit to organic farm and bio fertilizer production unit

Unit 2: Seed Treatment of important crops

Unit 3: Sowing and Planting of important crops

Unit 4: Preparation and application of Compost

Unit 5: Preparation of Plant protection inputs like organic pesticides, neem cake.

Unit 6: Preparation of vermicompost and Vermiwash

SEC 103 Introduction to Geo-informatics [Credits: 2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts and significance of Geoinformatics
- To give an idea to understand maps used in Geographic Information System (GIS)
- To familiarize with the GIS and its applications
- To get an idea of various GIS data types
- To describe the applications of geoinformatics in different areas

Course Outcomes

At the end of the course, a learner will be able to

- Understand the relationship between people, climate, landforms, river system, vegetation and much more
- Develop the computer and management skills as a part of geospatial technology using GIS tools

UNIT 1: UNDERSTANDING MAPS

Definition of a map; Properties of maps; Types of maps; Present day significance of maps; Map Projection Systems; Map Projections for Hemispheres and the World; Map Projections for Continents and Regions; Concept of Datum; Universal Transverse Mercator projection; International Terrestrial Reference Frame in GIS

UNIT 2: INTRODUCTION TO GIS

Basic Concepts of Geographic Information System; Components of a GIS; Spatial Data Creation; Data Types: Spatial Data, Non-Spatial Data, Raster Data, Vector Data, TIN; Data Editing and Analysis; Topological Relationships; Advantages of GIS; Social and Institutional Context of GIS; Contemporary Development of GIS; Web GIS

UNIT 3: INTRODUCTION TO GNSS

Introduction to GPS; GPS Applications: Asset Mapping, Navigation Services, Location Based Services; Introduction and Surveying

UNIT 4: BASICS OF REMOTE SENSING

Introduction to Remote Sensing; Types of Remote Sensing; Indian Remote Sensing Programmes

UNIT 5: OPEN DATA SOURCES AND SOFTWARE FOR GEOINFORMATICS

Open-Source Data: Bhuvan, USGS, Google Earth, Gram Manchitra; Open source Digital Elevation Model; Open Source Software: QGIS.

UNIT 6: APPLICATIONS OF GEOINFORMATICS

Application of Geoinformatics in Natural Resource Management, Watershed Management, Disaster Management, Rural Development, Urban Planning, Monitoring and Evaluation of Projects.

Reading List

- George Joseph, (2005), Fundamentals of Remote Sensing (2nd ed.), University Press, pp.1-474
DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons
Lillesand, T.M., Kiefer, W.R. and Chipman, W.J, (2004), Remote Sensing and Image Interpretation, (5th ed.), Wiley India Publication, pp.1-763
Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall
French, G. T. 1996: Understanding the GPS: An Introduction to the Global Positioning System, Geo Research Inc.
Burrough. P.A. & McDonnell. R. (1998), Principles of Geographic Information Systems, OUP

SEC 201 Tea Cultivation and Management

Course Objectives

- impart both theoretical and practical knowledge in the functional areas of tea plantation and management
- encourage the small tea cultivation among the unemployed youth
- help those who have already engaged themselves in Tea Plantation sector

Course outcomes

After completing the course a learner will be able to

- apply their knowledge and skills by establishing their own tea plantation
- get employability in various sectors like tea gardens, Tea Processing Units, Tea brokering houses, Tea Research Institute
- Integrate knowledge of tea cultivation and management in a scientific way

Syllabus

UNIT 1: INTRODUCTION TO TEA AND ITS CULTIVATION

Beginning of tea cultivation in India, the tea plant and its cultivation, tea growing areas in India, small scale tea cultivation in Assam, tea cultivation in non traditional areas and other N.E. states, tea industry and its role in national economy, developmental agencies

UNIT 2: SOIL AND CLIMATIC REQUIREMENTS

Soil requirements-physical, chemical and biological properties, land features slope, altitude and aspects, climatic requirements- rainfall, temperature, R.H., day length and wind velocity, selection of sites for tea, soil and water conservation.

UNIT 3: PLANTING MATERIALS OF TEA AND PROPAGATION

Planting materials-clone, clonal seed, differences between clone and clonal seeds, choice of planting materials, production of planting materials-clonal nucleus plot, tea seed barie; Seed propagation, vegetative propagation, tea nursery, nursery techniques for V.P. nursery techniques for seed propagation, nursery management

UNIT 4: LAND PREPARATION AND PLANTING

Land preparation-land preparation in virgin, uprooted and marginal lands; Planting-age and size of plant, stacking, spacing, pit digging, planting time, after care, infilling, planting in undulating hilly areas-catchment planning

UNIT 5: YOUNG TEA MANAGEMENT

Objectives of training, frame formation-operations, methods of bringing up for plain areas of N.E. India and hilly areas, cultural practices adopted in young tea management

UNIT6: PRUNING OF TEA

Pruning - Objectives of pruning, skiffing, different types of pruning and skiffing, method of pruning, pruning cycle

UNIT7: PLUCKING OF TEA

Objectives of Plucking, plucking-tipping, maintenance foliage, plucking systems, standard of plucking, plucking round, creep, breaking back, banjhi shoot, plucking baskets/ bag care and handling of green leaf

UNIT 8: PLANT PROTECTION

Weeds in Tea plantation, weeds control methods-manual or mechanical, chemical control, Weed Control in Nursery, young tea areas and immature tea; Tea pests- leaf and shoot pests, stem and branch pests, other pests. Sprayers, and application of pesticides, - sprayers, target sites for

application, integrated pest management; tea diseases-casual agencies and classification, common tea diseases, description of common tea diseases and their management, seedling diseases, primary and secondary diseases

UNIT9: PHYSIOLOGICAL DISORDERS AND COLD WEATHER OPERATIONS

Adverse climatic and soil conditions, external agencies, cold weather management

UNIT10: COST DEVELOPMENT OF TEA PLANTATION AND RECORD KEEPING IN TEA GARDEN

Cost development of Tea Plantation – requirement of labour, cost of labour and inputs, income, Record keeping-definition, good record keeping systems, branches of record keeping, books and accounts, information to be maintained in tea garden

Practical

Unit 1: Land Preparation for Planting of Tea

Unit 2: Planting of Tea

Unit 3: Methods of Frame Formation in Tea

Unit 4: Fertilizer Application in Young and Mature Tea.

Unit 5: Pruning and Skiffing of Mature tea

Unit 6: Tipping and Plucking of Tea

Reading list

C.R., Harler. (2022) "teaproduction". Encyclopedia Britannica.

<https://www.britannica.com/plant/tea-plant>. Accessed 20 July 2022.

Panda,H. (2016). The Complete book on Cultivation and Manufacture of Tea. Asia Pacific Business Press Inc

Barua, D.N. (2008). Science and Practice in Tea Culture. Tea Research Association, Kolkata.

Ghosh Haira,N. (2001). Tea Cultivation-Comprehensive Treatise, International Book Distributing Co., Lucknow

Willinson, K.C. and Clifford, M.N. (1992). 'Tea' Cultivation to Consumption, Springer Dordrecht

The Tea Plant. http://teaworld.kkhsou.in/lessons_details.php?lesson=The-Tea-Plant&urltitlepage=4c59b38ba721a5ad8713

Climate and Soil for Tea

Cultivation.http://teaworld.kkhsou.in/lessons_details.php?lesson=Climate-and-Soil-for-Tea-Cultivation&urltitlepage=387bc6c0428d2cd31be8

Propagation of Tea and Nursery Management

http://teaworld.kkhsou.in/lessons_details.php?lesson=Propagation-of-Tea-and-

SEC 202 Electricity and Electrical Wiring [2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts of various forms of energy and their sources
- To familiarize with the basic principle of electrical current flow, different terms, their relations and different laws, measurement of current, voltage, power and energy
- To give an idea about magnet, magnetic materials, properties and electromagnetic induction
- To learn wires, cable, house wiring, materials required for house wiring and earthing
- To familiarize with diode, transistor, devices using diode and transistor
- To learn about electrical safety precaution and shock treatment
- To understand the Indian Electricity Rule

Course Outcomes

- After the completion of this course, the learner will be able to-
- describe the fundamental concept of electricity
- define various terms and applications of laws of electric circuits
- select appropriate tools and measuring instruments to carry out electrical works
- identify house wiring components according to their size and specification
- explain the earthing, necessity of earthing and how earthing is done
- perform the tests on newly installed house wiring
- explain about the functioning of semiconductor and devices using semiconductor
- follow the safety precautions, electrical shock treatment and Indian Electricity Rule

Syllabus

UNIT 1: FUNDAMENTALS OF ELECTRICITY

Forms of Energy: Types, their units, advantages of Electrical Energy; Sources of Electricity: conventional and non conventional; Atomic structure; Static and dynamic electricity; Basic terms used in electricity and their definitions: electric potential, potential difference, electrical power, energy and problems; Ohm's Law; Resistance and Specific Resistance: Definition, Effect of temperature on resistance; Conductor and Insulator: Types, properties and applications.

UNIT 2: FUNDAMENTALS OF ELECTRICAL CIRCUIT

Familiarization of common components: Interconnection of passive components; Resistance in series and parallel; Advantages and disadvantages of series and parallel circuit; Voltage and current divider rule; Kirchhoff's Laws.

UNIT 3: INTRODUCTION TO MAGNETISM

Magnet and types of magnet; Permeability and type of magnetic materials on the basis of permeability; Magnetic property of materials; Magnetic effect of electric current; Electromagnetic induction and Faraday's Laws of Electromagnetic Induction; Familiarization with some common devices

UNIT 4: FUNDAMENTALS OF ALTERNATING CURRENT

Direct current (DC) and alternating current (AC): comparison between AC and DC; Electro Motive Force equation: Cycle frequency, time period, amplitude, phase, rms value, average value; Ac Circuit: Inductance, Inductive reactance, capacitance, capacitive reactance, impedance; Power factor and power

UNIT 5: ELECTRICAL MEASUREMENT INSTRUMENT

Multimeter: Analog Multi-meter, Digital Multi-meter; Tong Tester; Measuring Instrument: Permanent Magnet Moving Coil, Moving Iron, Induction type instrument; Measurement Meters: Watt-meter, Energy-meter, Power factor meter; Voltmeter and Ammeter: Extension of range of voltmeter, loading effect of voltmeter, calibration of voltmeter, Extension of range of ammeter, voltage drop effect of

ammeter, calibration of ammeter; Current Transformer and Potential Transformer; Earth resistance meter.

UNIT 6: WIRES AND ACCESSORIES

Types of wires and cables: Characteristics, Current carrying capacity; Types of joints and termination; Safety consideration and regulations

UNIT 7: ELECTRICAL HOUSE WIRING

Method of house wiring; Types of surface wiring and concealed wiring; Wiring accessories and their specifications; Wiring diagram; Types of connections of lamps including staircase connection; Testing of house wiring.

UNIT 8: EARTHING

Importance of earthing; Ground connection and size of GI wire for ground connection; Various types of earthing; Measurement of earth resistance

UNIT 9: SAFETY REQUIREMENT

Hazards of electricity: Fire hazard and electric shock; Safety precautions and electrical safety sign; Shock treatment; Firefighting equipment for fire involving electrical equipment; Indian Electricity Rules and Indian Electricity Act

UNIT 10: SEMICONDUCTOR DEVICES

Semiconductor: Type of semiconductor, Examples; PN junction diode: formation of PN junction diode, forward bias and reverse bias characteristics, application; zener diode; Transistor: Type of transistor, configuration, Working of transistor, operation mode; Field effect transistor; power transistor; LDR.

UNIT 11: INTRODUCTION TO ELECTRICIAN TRADE

Electrician trade: Scope of electrician trade, Employment opportunity; Responsibilities of electrician and wiremen; Training of electrician.

Reading List

- Kothari D. P. and I. J. Nagrath, Basic Electrical Engineering, 3rd edn, McGraw Hill Education (India) Private Limited, New Delhi.
- Gupta J. B., Electrical and Electronics Engineering Materials, 3rd edn, S. K. Kataria & Sons, New Delhi.
- Meheta V. K., Rohit Meheta, Basic Electrical Engineering, 5th edn, S. Chand & company Ltd, New Delhi.
- Meheta V. K., Rohit Meheta, Principle of Electrical Engineering, 2nd edn, S. Chand & company Ltd, New Delhi.
- Thereja B. L., A. K. Thereja, A Text Book of Electrical Technology Volume- I, 23rd edn, S. Chand & company Ltd, New Delhi.
- Mittle V. N., Basic Electrical Engineering, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- Anwani M. L., Basic Practicals in Electrical Engineering, Dhanpat rai &Co, New Delhi
- Singh Tarlok., Fundamentals of Electrical Engineering, S. K. Kataria & Sons, New Delhi.
- Dr Das Basudev, D. Haloi, Dr Mitali Chakravorty, Yasmin Zaman, Basics of Electrical Engineering, Book Land Publication, Guwahati.

SEC 301 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

- On completion of this course, the learners will be able to
- Understand the cyber security threat landscape
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber crimes, vulnerabilities and remedies thereto
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security.
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media.
- Analyse and evaluate the cyber security risks.
- Based on the Risk assessment, plan suitable security controls , audit and compliance.
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.
- Increase awareness about cyber-attack vectors and safety against cyber-frauds.
- Take measures for self-cyber-protection as well as societal cyber-protection.

Syllabus

UNIT 1: INTRODUCTION TO CYBER SPACE

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

UNIT 2: INTRODUCTION TO INTERNET AND CYBER SECURITY

Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

UNIT 3: CYBER CRIME 1

Classification of cyber-crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children

UNIT 4: CYBER CRIME 2

Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

UNIT 5: CYBER LAW

Cybercriminals modus-operandi , Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India, Case studies

UNIT 6: INTRODUCTION TO SOCIAL MEDIA

Introduction to Social networks, Types of Social media, Social media platforms

UNIT 7: HANDLING SOCIAL MEDIA

Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

UNIT 8: SECURITY ISSUES IN SOCIAL MEDIA

Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

UNIT 9: INTRODUCTION TO E-COMMERCE

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

UNIT 10: INTRODUCTION TO DIGITAL PAYMENTS

Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

UNIT 11: SECURITY ASPECTS IN DIGITAL PAYMENTS

Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

UNIT 12: DIGITAL DEVICES SECURITY 1

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

UNIT 13: DIGITAL DEVICES SECURITY 2

Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

UNIT 14: WI-FI SECURITY

Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Reading List

- Cyber Crime Impact in the New Millennium, by R. C Mishra ,Auther Press. Edition 2010.
- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson , 13th November, 2001)
- Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
- Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
- Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
- Fundamentals of Network Security by E. Maiwald, McGraw Hill.

Detailed Syllabi of Value Added Courses (VACs)

VAC 101 Environmental Studies and Disaster Management

Course Objectives

- Help the undergraduate students to obtain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- Understand the consequences of human activities on the environment, global economy, and quality of human life.
- Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.

Course Outcomes

- Interpret the impacts of human activities on the environment.
- Comprehend the importance of natural resources and its conservation
- Recognize the disasters and Hazards and enable the new generation to face the new challenges.
- Encourage engaging in hazard and disaster related learning in order to develop measures for mitigation.

Syllabus

UNIT 1: CONCEPT OF ENVIRONMENTAL STUDIES

Definition of Environmental Studies and its Scope Environmental Studies and its Multi-Disciplinary, Nature; Rules and Regulations of Environmental Studies and Public Awareness

UNIT 2: NATURAL RESOURCES

Natural Resources; Types of Natural Resources; Forest Resources; Water Resources; Mineral Resources; Food Resources; Energy Resources; Land Resources; Conservation of Natural Resources; Sustainable Development

UNIT 3: ECOSYSTEM

Ecosystem; Food Chain; Food Web; Energy Flow; Ecological Pyramid; Main Ecosystems

UNIT 4: BIODIVERSITY AND ITS CONSERVATION

Definition of Biodiversity; Values of Biodiversity; Biodiversity at Global, National and Local Levels; Hotspots of Biodiversity; Endangered and Endemic Species; Threats to Biodiversity Conservation of Biodiversity

UNIT 5: ENVIRONMENTAL POLLUTION

Environmental Pollution-Definition; Air Pollution; Water Pollution; Soil Pollution; Noise Pollution; Thermal Pollution; Role of Individual in Prevention of Pollution

UNIT 6: CONCEPT OF DISASTER

Defining Disasters; Types of Disasters; Difference Between Hazard: Disaster, Risk and Vulnerability; Causes, Effects and Mitigation Measures of Some Natural Disasters; Man-made Disasters

UNIT 7: DISASTER MANAGEMENT

Disaster Management; Safety Measures Immediately before a Disaster; Emergency Aid; Methods or Steps Taken for Disaster Management; NGO and Participation of Civil Society; Regional Disaster Management and Planning

Activities:

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river

Reading List

- Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
- Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J. Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
- McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
- McNeil, John R. 2000. *Something New Under the Sun: An Environmental*

VAC 201 Introduction to Yoga

Course Objectives

One Course on Foundation of Yoga of four credit aims to promote positive health, prevention of stress related health problems and rehabilitation in a proper way. It aims to approach cure common ailments and imparting skills in them to introduce Yoga for health is for general public.

Course Outcomes

This Yoga course is designed for total personality development of students in Colleges and Universities. It will invoke scientific attitude and team spirit to channelize their energies in to creative and constructive endeavours. The syllabus of this course will fulfil these objectives containing one theory paper of hundred marks.

Syllabus

UNIT 1: INTRODUCTION TO YOGA

Definition, principles, goals and benefits of yoga

UNIT 2: A NOTE ON PATANJAL YOGA SUTRA

Description, classification,

UNIT 3: A NOTE ON GHERANDA SAMHITA

Brief Introduction, Important Asanas

UNIT 4: A NOTE ON HATHA YOGA PRADIPIKA

Brief Introduction, Important Pranayamas

UNIT 5: INTRODUCTION TO AYURVEDA

Meaning, Origin, Benefits

UNIT 6: PRINCIPALS OF AYURVEDA

Aim, objective, Laws of Healing

UNIT 7: SWASTHA VRITTA

Symptoms, Significance, Daily routine for health

UNIT 8: INTRODUCTION TO ALTERNATIVE SYSTEM OF MEDICINES

Definition, Types, Methods, Benefits

UNIT 9: PRINCIPLES OF DIET IN YOGA AND AYURVEDA

Classification of food, rules, Foods to be taken

UNIT 10: INTRODUCTION TO INDIAN PHILOSOPHY

Classification of Schools, Development, Characteristics

UNIT 11: YOGA IN ANCIENT SANSKRIT TEXT

Tradition of Yoga in Ancient Indian Literature

UNIT 12: YOGA PRACTICE FOR NON-COMMUNICABLE DISEASES

The Key Facts of non-communicable diseases

UNIT 13: RELEVANCE OF YOGA THERAPY WITH MODERN MEDICAL SCIENCE

Principles of Yoga therapy, Components, Relevance

UNIT 14 YOGA THERAPY FOR COMMON DISORDERS

Yoga therapy for Various Common disorders

UNIT 15 YOGA THERAPY FOR MENTAL ILLNESS

Yoga therapy for Various Mental disorders

Readings

Mukta Biswas: Samkhya Yoga Epistemology, D K Print world Pvt. Ltd, New Delhi

S RadhaKrishnan: Indian Philosophy, Vol. II, Oxford University Press, New Delhi

S N Dasgupta: Yoga as Philosophy and religion, Motilal Banarashidas, Delhi