

# KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

## PROGRAMME PROJECT REPORT

ON

## BACHELOR OF ARTS (HONS) (SOCIAL WORK)

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



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# **Four Year Undergraduate (FYUG) Programme in Social Work**

*(To be offered from the academic session 2023-24 onwards as per NEP 2020)*

## **1. Overview and Background**

The Four Year Undergraduate (UG) Programmes in Social Work 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 July 2023-24 academic session 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 Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2020 in the State of Assam.

The 35<sup>th</sup> Meeting of the Academic Council of the University held on 18-01-2023 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; and 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). The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credits allowing desired flexibility to the learners as mandated by the NEP 2020.

The Programme on offer, thus, incorporate discipline specific core (DSC) courses along with ranges of elective courses (DSM) both as major as well as minor, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses have also been provided as ability enhancement courses (AEC), skill enhancement courses (SEC) and value added courses (VAC) in fulfilment of the requirements of the NEP 2020.

The Four Year UG Programme Framework of the University, accordingly, in general, incorporates elements of the Indian knowledge system – including, inter alia, Indian languages, culture, values, and traditions. For instance, the 2<sup>nd</sup> semester includes a 2 credit course on Yoga as VAC while the 3<sup>rd</sup> semester incorporates a 4 credit course on Life Skills as AEC. Similarly, courses on environmental studies, digital literacy, organic farming etc. are also offered within the baskets of VAC and SEC.

Notably, the academic disciplines of the University are organised as ‘Schools’; hence, it is expected that this would facilitate smooth conduct of the Programmes with a multidisciplinary and/or interdisciplinary focus. To this effect, necessary arrangements have been made for attaching faculty members from related disciplines to impart the courses.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings, deliberations and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs received therein, the Committee on Courses (CCS) and the Schools of Studies subsequently, involving outside subject experts drawn from IIT Guwahati, Tata Institute of Social Sciences and Cotton State University have designed the proposed Four Year UG Programme in Social Work and have finalised the detail syllabi thereof. This Programme Project Report (PPR) on Four Year UG Programme in Social Work provides the details of the proposed Programme as per the provisions of the *UGC (Open and Distance*

## **2. Programme's Mission and Objectives**

Krishna Kanta Handiqui State Open University has a mission to provide higher education and training in various skills by using most recent educational inputs and technology. The University intends to provide quality education at the doorstep of the learners. Accordingly, the University adopts a flexible approach with respect to the pace and place of learning in order to encompass that section of society which has been either denied or deprived from attaining higher education. However, the University formulates its academic programmes in such a way that, it could benefit both the under educated as well as the highly educated section of society who continues to have a quench for attaining knowledge despite being highly educated.

Social work is a profession which facilitates; rather empowers individuals, families and groups while restoring or enhancing their capacity for social functioning and strives to create societal conditions that support communities in need. Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, social and emotional crises like loss, unemployment, educational problems, disability and mental illnesses. They help prevent such crises and counsel individuals, families and communities to cope more effectively with the stresses of everyday life.

With specific reference to Assam, which is still lagging behind in various aspects of development and is faced with a diversity of issues, social work plays a significant role in smoothening and accelerating the development of the region. Social work education should receive special focus for the said reason.

The proposed Four year UG Programme in Social Work would be offered by the Discipline of Social Work, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This professional programme has been thoroughly revised in accordance with the UGC Regulations on Open and Distance Learning, 2017. Syllabi of this Programme have been finalized after a series of deliberations and discussions with academic experts from Indira Gandhi National Open University, Delhi and Lokapriya Gopinath Bordoloi Regional Institute of Mental Health (LGBRIMH), Tezpur.

Mission of the programme is to orient learners to a profession which is committed to social justice and empowerment of individuals, groups and communities; respecting individual and cultural diversities. This course would contribute to enhancement of social work skills using theoretical and practical framework.

To achieve this overall mission statement, the following specific objectives have been framed:

- To instill generalist social work practice with client systems of all sizes (individuals, families, groups, organizations, and communities).
- To integrate the values and ethics of the social work profession in the course curriculum in accordance with the NAPSWI (National Association of Professional Social Workers in India).
- Provide both the theoretical and applied knowledge of social work to the learners, so that their skill level and employability are developed.
- Develop analytical skills, research necessary for understanding forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

### **3. Relevance of the Programme with KKHSOU's Mission and Goals:**

The University's mission is embodied in its motto 'education beyond barriers', which aims at 'reaching the unreached'. The stated mission of the University, thus, entails at least three aspects viz. providing academic programmes which can attract wide variety of learners, providing academic programmes which are contextual and relevant, and providing academic programmes which can address local needs.

The Four Year UG Programme in Social Work to be offered by KKHSOU has been prepared confirming the mission and goals of KKHSOU. This programme follows the following mission and goals of KKHSOU:

- To expand the higher education to cover the maximum population in the region
- To promote equity and justice in the field of higher education.
- To ensure the quality and excellence in the higher education.
- To increase research both qualitatively and quantitatively.
- To contribute to the economic growth of the country.

The Four Year UG programme in Social Work would contribute towards accomplishment of KKHSOU's mission and goals by providing theoretical and applied knowledge of Social Work to the prospective learners. Social development is only possible through the enhancement of social work profession.

### **4. Nature of Prospective Target Groups of Learners**

The programme intends to cater to the aspirations of the following groups of learners:

- The students who are desirous to obtain a Degree in Social Work.
- All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grass -roots workers, who are interested in ensuring a better standard of living for the people of the society.
- Those who aspire to attain higher education but could not access it due to various socio-economic constraints.
- Those learners who could not complete their higher education.
- People who are unable to attend conventional institutes of higher education due their geographical location.
- People who are employed but still have a desire for higher education.
- People who are educated and employed but seeks to achieve different disciplinary perspective.

### **5. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to acquire Specific Skills and Competence**

The proposed Programme is designed keeping in view the specific requirements of the ODL mode. The Programme consists of courses which are mostly theoretical in nature; therefore, is suitable for ODL mode. The Programme can be completed by going through the Self Learning Materials (SLM) of the courses. In addition, the University hosts series of video lectures in its official YouTube channel on specific topics related to various courses of the Programme which the learners can use a learning materials. The counselling sessions, both online as well as offline specifically aim at clarifying the doubts of the learners. Certain add-on resources, like CDs, community radio programmes, dedicated sessions in Swayam Prabha channel etc. are also expected to facilitate learning in ODL mode. The use of technology further facilitates delivery

of the Programme in ODL mode. University's own LMS e-bidya, which contains variety of learning resources viz. e-SLMs, tutorial videos, reading materials, further references, MCQs and other OERs, make the Programme suitable for offering it in ODL mode.

## **6. Instructional Design**

### **6.1 Curriculum Design**

The curriculum of the Four Year UG Programme in Social Work 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 Social Work has been prepared and finalised by the duly constituted Committee of Courses (CCS) involving three eminent outside subject experts drawn from with academic experts from Indira Gandhi National Open University, Delhi and Lokapriya Gopinath Bordoloi Regional Institute of Mental Health (LGBRIMH), Tezpur.

### **6.2 Programme Structure**

The Programme, in total, consists of 171 credit hours of courses with multiple entry and exit options. The UG degree (honours/research) in Social Work will be awarded to the learners who complete total 20 no. of courses in Social Work, each with 4 credits i.e. total 80 credits of courses in Social Work in four years. For a UG Degree (general) in Social Work, a learner has to complete 15 courses in Social Work, each course with 4 credits, and earn 60 credits in total in three years.

The Programme in Social Work, whether three or four years, is to be completed with courses on a minor subject to be chosen by the learners from the any of the disciplines of social sciences, sciences, 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. 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 in section 6.2.1.

### 6.2.1 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	Social Work as core course	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
<b>Total</b>		<b>33</b>	<b>43</b>	<b>123</b>	<b>171</b>

Further, the Programme is divided into 8 semesters with lateral entries and exits in 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> semesters. The learners will be awarded with a Certificate, Diploma and Degree (General) with Social Work if they exit in the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> semesters respectively. After successful completion of the 8<sup>th</sup> semester, the learner will receive UG Degree with honours/research in Social Work as the case may be. There will be provision for lateral entry into the 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> semester for those learners who had chosen to exit in the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> 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 structures of the proposed Four Year UG Programme in both Social Work as Core and Minor are shown in section 6.2.2.

### 6.2.2 Structure of the Four Year UG Programme with Social Work as Core/Major

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	Historical and Philosophical Foundations of Social Work	4
	Minor – 1		4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
<b>Total</b>			<b>20</b>
II	Major – 2	Social Work Practice with Individuals and Group	4
	Minor – 2		4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
<b>Total</b>			<b>20</b>
<b>Exit 1</b>			<b>UG Certificate</b>
			<b>40</b>
III	Major – 3	Community Organisation	4



	Major – 4	Regional Economy of North East India	4
	Minor – 3		4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
	<b>Total</b>		<b>23</b>
IV	Major – 5	Sociology of Northeast India	4
	Major – 6	Social Action and Social Movements	4
	Major – 7	Social Welfare Administration	4
	Minor – 4		4
	AEC – 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
	<b>Total</b>		<b>20</b>
	<b>Exit 2</b>	<b>UG Diploma</b>	<b>83</b>
V	Major – 8	Public Administration in India	4
	Major – 9	Health and Mental Health	4
	Major – 10	Social Work with Persons with Disability	4
	Major – 11	Contemporary issues in World Politics	4
	Minor – 5	Demography	4
	<b>Total</b>		<b>20</b>
VI	Major – 12	Peace, Conflict and Human Rights	4
	Major – 13	OB and HRM	4
	Major – 14	Introduction to Gender Studies	4
	Major – 15	Family and Child Welfare	4
	Minor – 6		4
	<b>Total</b>		<b>20</b>
	<b>Exit 3</b>	<b>UG Degree (General)</b>	<b>123</b>
VII	Major – 16	Social Work Counselling	4
	Major – 17	Social Entrepreneurship and Project Management	4
	Major – 18	Economics of Social Sector	4
	Minor – 7		4
	SEC – 4	Social Work Research	4
	Field Work	Seminar/Presentation/Internship etc.	4
	<b>Total</b>		<b>24</b>
VIII	Major – 19	Social Work with Elderly	4
	Major – 20	Communication for Development	4
	Minor - 8		4
	Field Work	Project/Dissertation	12
	<b>Total</b>		<b>24</b>
	<b>Exit 4</b>	<b>UG Degree (Honours/Research)</b>	<b>171</b>

### 6.2.3 Structure of the Four Year UG Programme with Social Work as Minor

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	Foundations of Social Sciences	4
	IDC – 1		3
	AEC – 1	General English	3

	VAC – 1	Environmental Studies	3
	SEC – 1		3
	<b>Total</b>		<b>20</b>
II	Major – 2		4
	Minor – 2	Indian Society	4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
	<b>Total</b>		<b>20</b>
	<b>Exit 1</b>	<b>UG Certificate</b>	<b>40</b>
III	Major – 3		4
	Major – 4		4
	Minor – 3	Regional Economy of North East India	4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
	<b>Total</b>		<b>23</b>
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	Sociology of Northeast India	4
	AEC – 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
	<b>Total</b>		<b>20</b>
	<b>Exit 2</b>	<b>UG Diploma</b>	<b>83</b>
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Demography	4
	<b>Total</b>		<b>20</b>
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	Peace, Conflict and Human Rights	4
	<b>Total</b>		<b>20</b>
	<b>Exit 3</b>	<b>UG Degree (General)</b>	<b>123</b>
VII	Major – 16		4
	Major – 17		4
	Major – 18		4
	Minor – 7	Economics of Social Sector	4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	<b>Total</b>		<b>24</b>
VIII	Major – 19		4
	Major – 20		4

	Minor - 8	Communication for Development	4
	Field Work	Project/Dissertation	12
	<b>Total</b>		<b>24</b>
	<b>Exit 4</b>	<b>UG Degree (Honours/Research)</b>	<b>171</b>

### 6.3 Duration of the Programme

The minimum periods for completion of the Programme and award of the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in **Social Work**, 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 Social Work 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.

The detailed syllabi of the courses are given in the Annexure I.

### 6.4 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.

### 6.5 Faculty and Other Support Staff Requirements

The proposed Four Year UG Programme in Social Work is offered by the discipline of Social Work under the Surya Kumar Bhuyan School of Social Sciences. The Social Work Programme is interdisciplinary in nature and therefore the faculty members from allied disciplines have been attached with the discipline of Social Work, comprising 7 full time faculty members (One Professor, and 6 Assistant Professors). As the Social Work curriculum has components of sociology, political science, economics, social research and development communication, it requires interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for design and delivery of the 4 year UG Programme. A list of faculty members and course coordinators against each core course of this 4 year UG Programme in Social Work is given below:

#### Details of Faculty Members assigned with the responsibility of Course Coordinators

Sl. No.	Course Name	Name of the Faculty	Designation/Subject
1	Historical and Philosophical Foundations of Social Work	Dr Mridusmita Duara	Assistant Professor, Social Work
2	Foundations of Social Sciences	Dr Mridusmita Duara/ Dr Dola Borkataki	Assistant Professor, Social Work, Sociology

3	Social Work Practice with Individuals and Groups	Dr Mridusmita Duara	Assistant Professor, Social Work
4	Indian Society	Dr Gargi Gayan	Assistant Professor, Sociology
5	Community Organization	Dr Mridusmita Duara	Assistant Professor, Social Work
6	Regional Economy of North East India	Dr Joydeep Baruah	Professor, Economics
7	Sociology of North East India	Dr Gargi Gayan	Assistant Professor, Sociology
8	Social Action and Social Movements	Dr Mridusmita Duara/ Dr Gargi Gayan	Assistant Professor, Social Work, Sociology
9	Social Welfare Administration	Dr Mridusmita Duara	Assistant Professor, Social Work
10	Public Administration in India	Dr Jahnabi Devi	Assistant Professor, Political Science
11	Social Work Research	Dr Joydeep Baruah/ Dr Mridusmita Duara	Professor, Economics/ Assistant Professor, Social Work
12	Health and Mental Health	Dr Mridusmita Duara	Assistant Professor, Social Work
13	Social Work with Persons with Disability	Dr Mridusmita Duara	Assistant Professor, Social Work
14	Demography	Dr Utpal Deka	Assistant Professor, Economics
15	Peace, Conflict and Human Rights	Dr Jahnabi Devi	Assistant Professor, Political Science
16	OB and HRM	Dr Bhaskar Sarmah	Assistant Professor, Economics
17	Introduction to Gender Studies	Dr Mridusmita Duara/ Dr Gargi Gayan	Assistant Professor, Social Work/ Sociology
18	Family and Child Welfare	Dr Mridusmita Duara	Assistant Professor, Social Work
19	Social Work Counselling	Dr Mridusmita Duara	Assistant Professor, Social Work
20	Social Entrepreneurship and Project Management	Dr Utpal Deka	Assistant Professor, Economics
21	Economics of Social Sector	Dr Sarmistha Rani Baruah	Assistant Professor, Economics
22	Communication for Development	Dr Trisha Dowerah Baruah	Assistant Professor, Mass Communication
23	Social Work with Elderly	Dr Mridusmita Duara	Assistant Professor, Social Work

Notwithstanding the above, as the proposed programme has been designed with multi/interdisciplinary focus with courses on English, Spoken English, MIL, Environmental Studies, 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.

## **6.6 Instructional Delivery Mechanism**

The primary instructional delivery mechanism of the proposed programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

Also, the SLMs prepared in a highly accessible way so that the learners coming from diverse sections of the society find them easy to read and understand. The SLMs contains the following components:

- Learning objectives for each of the Units;
- An introduction to each Unit highlighting the linkage with previous Unit besides the general introduction to the topic concerned;
- Check your progress to gauge the level of understanding of the learners;
- Answers to the check your progress questions;
- Various activities for enhancing learners' critical outlook;
- Let us know sections depending on the necessity of providing important information on the topic;
- Summing up to reiterate the key concepts, ideas and major points;
- Further reading; and
- Model questions for the benefit of the learners

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

## **6.7 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.

## **6.8 Learner Support Services**

The learners of the proposed Four Year UG Programme in Social Work would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

- (a) **KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City centre 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 centers throughout the state handle these affairs on behalf of the University.
- (d) **Pre-admission Counselling:** There are at present 234 study centres providing these support services to the learners. In cooperation with study centres, the university

provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.

- (e) **Sikshartha Mitra:** A few employees of the University have been engaged as Sikshartha 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, which can be accessed at [http://www.kkhsou.in/web\\_new/lcharter.php](http://www.kkhsou.in/web_new/lcharter.php), pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.
- (g) **Handbook/SOP:** The University has brought out a *Learners' Handbook* with all necessary information and guidelines (<https://tinyurl.com/y4w592f3>) and *Handbook for the Study Centres* (<https://tinyurl.com/5sz342ud>) in addition to a *Standard Operating System (SOP) of Examination* (<https://tinyurl.com/y4w592f3>) which can be used by the learners for deriving required information and also for assistance in myriad situations.
- (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 (<https://www.kkhsou.in/complain/in/index.php/>) 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:** FYUG programme provides face-to-face counselling at the study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centres located at the city campus on Sundays or weekdays.
- (k) **ICT Support:** ICT support is a major component of any ODL system of education. Some of the ICT-based support systems provided by the university, which can be availed by the learners of FYUG Social Work Programme are listed below:
- **Website:** The University has developed a full-fledged official website [www.kkhsou.in](http://www.kkhsou.in) for learners and the general public. The website has a dedicated Learners' Corner ([http://kkhsou.in/web\\_new/learner\\_corner.php](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>)
  - **University's Own LMS 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://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in *e-Bidya* with all resources for all learners enrolling in the Programme.

- ***E-Mentoring:*** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.
- ***Community Radio Service:*** The University introduced the first Community Radio station in the North Eastern part of the country *Jnan Taranga* (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of *Jnan Taranga* are made available over internet radio, which can now be heard by all learners though internet (<https://tinyurl.com/y4w592f3>).
- ***Digital Library:*** The digital library (<http://dlkkhsou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.
- ***Online Counselling:*** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.
- ***KKHSOU Mobile App:*** The University has developed a mobile application *KKHSOU* (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.
- ***SMS Alert Facility:*** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.



- **E-mail Support:** Learners can also write emails to any officials/faculty members of the University at [info@kkhsou.in](mailto:info@kkhsou.in). Concerns raised through email are addressed by the concerned 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 for any kind of support and assistance.
- **KKHSOU in Social Media:** KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

## 7. Procedure for Admissions, Curriculum Transaction and Evaluation

### 7.1 Procedure for Admissions

#### 7.1.1 Minimum Qualification

For the FYUG Social Work 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.

#### 7.1.2 Online Admission

Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (<https://tinyurl.com/2p8ht9da>). The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fillup the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

#### 7.1.3 Refusal/Cancellation of Admission

At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc. as the case may be.

#### 7.1.4 Continuous Admission

The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. 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 learners are given 60 days of time for admission in the intermediate semesters. 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 and maintain regular contact with their allotted study centres.

### *7.1.5 Lateral Admission*

The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later 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.

### *7.1.6 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.

### *7.1.7 Fee Waiver for Differently Able Persons (DIVYANGJAN)*

The University has a scheme of complete fee waiver for the differently able learners in all semesters all programmes. Such learners intending to take admission in the proposed Programme will also be extended the same benefit. Such learners are required to submit a certificate in a prescribe form issued by the Department of 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 are verified by the Social Welfare Department, Government of Assam and the learners are allowed to the fee waiver in their chosen programme.

### *7.1.8 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.

### *7.1.9 Economically Weaker Section (EWS)*

The learners applying for admissions under EWS category are required to submit valid and prescribed EWS documents as per the latest Government of Assam guidelines for identification and future references.

### *7.1.10 Fee Structure*

The University attempts at keeping the fees of its academic programmes at the minimum so as to make the programmes affordable to the learners coming from diverse sections of society. The fee structure of the proposed Four Year UG Programme will also be no exception. Fee structure of the Programme has been devised as all-inclusive for the benefit of the learners and consists of admission fee, course fee, exam fee, exam centre fee and fee for mark-sheets. Fee for the Programmes are charged semester-wise. Currently, fees for UG Programmes have been fixed at Rs 3000 per semester.

## **7.2 Curriculum Transaction**

### *7.2.1 Activity Planner*

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity

planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

### *7.2.2 Self-learning Materials (SLMs)*

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self-learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

### *7.2.3 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.

### *7.2.4 Induction and Counselling Sessions*

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. 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 are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

## **7.3 Assessment and 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.

As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, 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 section 7.3.1 to 7.3.3.

### 7.3.1 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 conducts 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 arranges 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.

### *7.3.2 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.

### *7.3.3 Assessment of seminar/presentation/project and dissertation*

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. 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](http://kkhsou.in/web_new/guidelines-download.php).

## **8. Requirement of Library and Laboratory Support**

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. 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 made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised 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 proposed Programme 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 its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University also has an OER Policy (<https://tinyurl.com/2yukrp5r>). The University 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. The learners' community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine ([www.oajse.com](http://www.oajse.com)) 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.

Even though courses of the proposed Four Year UG Programme in Social Work do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same.

## **9. Cost Estimates and Provisions**

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for Four Year UG Programmes including the one proposed here.

### **9.1 Programme Development Cost**

(a) SLM Development Cost for Under Graduate programme is estimated at Rs. 6,250/- per Unit. A course, on an average, consists of 14 Units. In the proposed Four Year UG Programme there will be 43 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 is estimate at Rs. 69/-. However, this also depends on the print

number as there is an element of scale involved for larger number of copies.

### **9.2 Programme Delivery Cost**

The SLMs prepared have to be delivered to the learners and various study centres located across the State including the ones in the far flung 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/-. Accordingly, depending upon the number of candidates; the cost for the proposed Programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM at Rs. 132/- per student. Moreover, there will also be expenditures on account of providing LMS based services to the learners which can be apportioned to per learner. This, however, require a detail exercise once enrolment to the proposed programme is completed.

### **9.3 Programme Maintenance Cost**

The University will keep financial provisions for organising 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 proposed Programme but will benefit the learners of other programmes as well. The University will also bear the cost of organising the meetings of Committee on Courses, School of Studies, and Academic Council etc. and also for supply of additional study materials if required. There will also be a need to conduct feedback surveys and analysis for getting inputs for further revision of the courses. Moreover, the University will have to keep on investing in enhancing the IT infrastructure so that the learners can benefit from the ICT enabled services. The cost calculated by the office of Finance Officer with regards to maintenance of UG Programme has been found as Rs. 650.00 per learner inclusive of all costs mentioned above.

The figures as indicated above will be applicable for the proposed Programme as well. The University will keep adequate financial provisions for development, delivery, and maintenance of the proposed Programme as presented in the Programme Project Report.

## **10. Quality Assurance Mechanism and Programme Outcomes**

### **10.1 Quality Assurance Mechanism**

With regard to quality assurance of all the Programmes of the University including the proposed Programme, 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 thoughtfully 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. SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly drawn from 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, e-SLM 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.
- In order to keep the programmes updated, they are regularly revised with necessary changes, based on the inputs received from the various discussions, workshops and feedback analyses. It may be mentioned that the Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out. The analyses of feedback surveys are available in the University's website [http://kkhsou.in/web\\_new/learner\\_feedback\\_all.php](http://kkhsou.in/web_new/learner_feedback_all.php).
- Besides, the CIQA takes care of the following among others to enhance the quality of the various facets of the University:
  - o Counsellors' workshops
  - o Stakeholders' meetings
  - o Feedback responses from the learners from various programmes
  - o SLM Audit

## ***10.2 Programme Outcomes of the Four Year UG Programme in Social Work***

The Outcomes of the proposed Four Year UG Programme in Social Work include enhancing the broad understanding of the learners on wide range of subjects and domains including the domains of ability, value and skill and at the same time providing thorough as well as in-depth disciplinary knowledge of Social Work as a branch of study. More specifically after the completion of the proposed programme the learners are expected to achieve the following outcomes:

The outcomes of the proposed Four Year UG Programme in social work include enhancing the broad understanding of the learners on wide range of methods, technique and skill and at the same time providing thorough as well as in-depth disciplinary knowledge of social work as a branch of study. More specifically after the completion of the proposed Programme the learners are expected to achieve the following outcomes:

- The learners will be able acquire knowledge of the fundamental social work concepts, principles, processes and theories and to appreciate their roles in enhancing wellbeing of people in the society
- The learners will be able to evaluate the alternative approaches and perspectives to social problems and policy making in various conditions and contexts
- The learners will be able to understand and explain how various social systems work and why different societies and people face discrimination and social injustice based on caste, sex, class, ethnicity and other parameters.
- The learners will be able to apply the knowledge and skills acquired through the Programme in formulating and executing social policies in various occasions and contexts
- The learners will be able to contribute meaningfully to the development processes and environmental sustainability by their engagements at different levels
- The learners will be able to develop appropriate skills so as to make them competent to enter the competitive job market in diverse welfare and development sectors including opportunities of gainful social entrepreneurship and project management.
- The learners will be inspired and motivated for further learning and research in their areas of concern and/or interests.

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**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**Four Year UG Programme in Social Work  
(Detailed Syllabi)**

**SEMESTER – I**

**DSC 1: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL WORK**

**Course Objectives:**

- To orient the learners to the basic concepts of social work,
- To understand the basic values and principles of social work profession,
- To trace the history of social work in India and abroad,
- To understand the significance of contemporary ideologies in the practice of social work.

**Learning Outcome:** the learners of social work will be equipped with the knowledge philosophical ideologies, principles of social work and understand the profession's applicability in various settings.

**Part I: Theory**  
**(2 credits)**

**UNIT 1: CONCEPT OF SOCIAL WORK**

Meaning, Definition, Basic Assumptions, Scope, Objectives, Basic Principles. Functions of Social work: Preventive, Remedial, Developmental; Methods of Social Work.

**UNIT 2: BASIC CONCEPTS RELATED TO SOCIAL WORK**

Social Service, Social Welfare, Social Reform, Social Justice, Human Rights, Social Security, Social Policy and Legislation, Social Development, Social Administration.

**UNIT 3: HISTORICAL DEVELOPMENT OF SOCIAL WORK**

Professional development of Social Work in India, USA and UK. Development of Social Work Education in India; Professionalization of Social Work, Basic Values, Philosophy, Principles of Social Work.

**UNIT 4: PROFESSIONAL CODE OF ETHICS OF SOCIAL WORK**

Code of Ethics in Social Work Profession, Marginalization of vulnerable groups and limitations of professional social work; Professional Social Workers Associations in India and abroad.

**UNIT 5: INTRODUCTION TO POLITICS**

Meaning, Concept and Definition of Politics, Power, Authority, Equality, Rights, Freedom, Liberty, Justice, Citizenship

## **UNIT 6: SOCIAL POLICIES AND SPECIAL PRIVILEGES**

Social Policies and Special Privileges for SC/STs, Backward classes, women, children and religious and linguistic minorities, Policy, values and limitations,

## **UNIT 7: CONTEMPORARY IDEOLOGIES- I**

Meaning: Neo-Liberalism, Globalization, Postmodernism, Feminism, Multiculturalism.

## **UNIT 8: CONTEMPORARY IDEOLOGIES-II**

Ideology of Sustainable & People Centred Development, Resurgence of the Civil Society, Ideology of Non-government Organizations.

## **UNIT 9: FIELDS OF SOCIAL WORK**

Family and Child Welfare, Medical and Psychiatric Social Work, Rural and Urban Community Development, Criminology and Correctional Administration, Industrial Social Work.

## **UNIT 10: VARIOUS SETTINGS OF SOCIAL WORK PROFESSION**

Family Courts, Educational Settings, Industry, Correctional Settings- Prisons, Rehabilitation Centres, Juvenile Homes, Rural Community, Urban Slums.

### **Part II:** **(2 credits)**

- Field work is an essential component of social work. It enables learners to apply the theoretical concepts and skills at the grass root level. Field Work Journal is attached with the SLM of this course.
- Orientation Visit will introduce the learners to the functioning, structure of social welfare organizations/ NGOs in order to understand the management and utilization of resources.

### ***Basic Reading List:***

- 1) Jacob, K.K. (1965) Methods and Fields of Social Work in India. Bombay: Asia Publishing House.
- 2) Misra, P.D. (1994) Social Work: Philosophy and Methods. New Delhi.
- 3) Bhattacharya, Sanjay (2003) Social Work: An Integrated Approach. New Delhi: Deep and Deep Publications.
- 4) Fink, Arthur E. (1985).The Field of Social Work. Beverly Hills: Sage Publication.
- 5) Cohen, Nathan E.(1958).Social Work in the American Tradition. New York: Mac Millan.
- 6) Bison, Herbert. (1952). The Philosophy of Social Work. Washington: Public Affairs Press.
- 7) Gore,M.S.(1965).Social work and Social Work Education..Bombay:. Asia Publishing House.
- 8) Elliot,P.(1972).The Sociology of Profession. London: Mac Millan Company.
- 9) Friedlander,W.A.(1958).Concepts and Method of Social Work. N.J: Prentice Hall.
- 10) Dasgupta, Sugata. (1967).Towards a Philosophy of Social Work in India. New Delhi: Popular Book Service.

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

# DSM 1: FOUNDATIONS OF SOCIAL SCIENCES

## Course Objectives:

- To understand the Factors contributing to the development personality;
- to understand the concepts that will be beneficial to social workers in understanding human behaviour better;
- to understand the physical, psychological & social changes of various developmental stages;
- to provide the learners with a sociological perspective for effective social work practice,
- to familiarize the learners with various sociological concepts, social institutions and understand the significance of its knowledge in social work profession.

## Learning Outcomes:

This course will equip the learners to assess human behaviour and its causes. It mainly helps in the practice of case work, group work and counselling. Sociological understanding is the basic foundation of a social worker. Thus, this course will enable the learner to analyse the role of social institutions and norms.

## UNIT 1: UNDERSTANDING SOCIETY

Concept of Society, Basic Elements- Individual and Society, Groups- its functions, Community-Types of Community -Rural, Urban, Semi-Urban and Tribal.

## UNIT 2: INTRODUCTION TO SOCIOLOGY AND THEORIES OF SOCIETY

Sociology as a Discipline; Relation between Sociology and Social Work; Significance a theoretical understanding of social, Evolutionary, Structuralism and Functionalism, Conflict theory, Social Action – theory of social action.

## UNIT 3: CULTURE AND SOCIAL INSTITUTIONS

Forms of Culture, Contents- tradition, custom, norms, values, mores and folklores. Social Institutions: Concept and Types: Marriage, Kinship, Family, Religion, Economy, Politics and Education - their Characteristics and Functions

## UNIT 4: SOCIAL STRATIFICATION

Concept, Meaning; Characteristics of Caste; Characteristics of Class; Difference between Caste and Class; Gender Roles and Inequality, Sexual Division of Labour

## UNIT 5: SOCIALIZATION AND SOCIAL CONTROL

Agents of Socialization, Theories of Socialization. Social Control: Concept, Forms and Social Control – meaning – Agencies of Formal and informal means- social sanctions.

## UNIT 6: SOCIAL CHANGE AND SOCIAL MOVEMENTS

Definition, concept, types and theories of social change in India. Concept, Theories of Social Change in India: *Sanskritization*, Westernisation, Modernisation; Social Reform Movements in India- Arya Samaj, Brahmo Samaj, Chipko Movement, Narmada Bachao Andolan, Bachpan Bachao Andolan, The Assam Movement.

#### **UNIT 7: SOCIAL PROBLEMS IN INDIA**

Poverty and Unemployment, Corruption, Crime, Gender Discrimination, Female Foeticide and Infanticide, Violence against Women and Children, Human Trafficking, Migration and Displacement.

#### **UNIT 8: INTRODUCTION TO PSYCHOLOGY**

Definition, Scope, Method and Relation with social work. Developmental psychology: Definition, Meaning & scope; Relation between Developmental Psychology and Social Work.

#### **UNIT 9: NEEDS, MOTIVATION, PERSONALITY AND EMOTION**

Definitions, need, nature, types; Personality: Nature Definition, Bio and socio determinants of personality, assessment of personality. Emotion: Meaning and Definition, Difference between Feeling and Emotions, Emotional Quotient.

#### **UNIT 10: UNDERSTANDING HUMAN BEHAVIOUR**

Concept of human behaviour, Factors affecting human behaviour: Psycho-Social Bases of Behaviour- Role of heredity, Role of endocrine glands, Role of central nervous systems, Social factors affecting behaviour.

#### **UNIT 11: THEORIES OF DEVELOPMENT & BEHAVIOUR**

Freud's Psychosexual theory & Erikson's Psychosocial Theory; Socialization Process, Coping /Defence Mechanisms. Maladaptive Behaviour, Stress, Mental deficiency, antisocial personality, Psychosomatic disorders; Adjustment Nature, Concept of Effective Adjustment.

#### **UNIT 12: HUMAN GROWTH & DEVELOPMENT**

Meaning, Life span approach to the understanding of human growth & behaviour, Principles of growth & development.

#### **UNIT 13: STAGES OF HUMAN DEVELOPMENT**

Prenatal- Pregnancy, Child Birth, Problems during delivery Infancy: Characteristics, Family influence Babyhood – Characteristics, Child Rearing Practices, Family relationship; Neonatal, infancy.

#### **UNIT 14: CHILDHOOD AND ADOLESCENCE**

Child growth & development, Influence of school, Social Grouping & Social Behaviour; psychosocial factors of adolescences, adulthood. Adolescence: Puberty- Physical changes & its effects, behavioral changes; Period of Storm & Stress, Identity Crisis, Peer Group Influence, Family Frictions, Social Relationship and Sexuality;

#### **UNIT 15: ADULTHOOD AND OLD AGE**

Early Adulthood- Vocational Adjustment, Role Changes, Marital Relationship, Adjustment to Parenthood; Middle age Adjustments in family, Widowhood, Preparation for age; Old age: Physical & Psychological Characteristics, Needs and Problems of the Elderly.

#### ***Basic Reading List:***

- 1) Baron, R. A. (2001). Psychology. Allyn & Bacon.
- 2) Thibaut, J. W., & Kelley, H. H. (1959). The social psychology of groups. New York: Wiley.
- 3) Blackburn, R. (1993). The psychology of criminal conduct: Theory, research and practice. John Wiley & Sons.

- 4) Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental psychology*, 23(5), 611.
- 5) Desai, A. R. 1948 *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.
- 6) Frankel, Francine 1978 *India's Political Economy, 1947-1977: The Gradual Revolution*, Princeton: Princeton University Press.
- 7) Gough, Kathleen 1980 "Modes of Production in Southern India", *Economic and Political Weekly*, Vol. XV, Nos. 5, and 7, pp. 337-364.
- 8) Gouldner, A. W. 1970 *The Coming Crisis of Western Sociology*, New York: Basic Books.
- 9) Joshi, P. C. 1979 "Emergence of the Poor as a Class", *Economic and Political Weekly*, Vol. XIV, Nos. 7 and 8, pp. 355-366.
- 10) Komat, A. R. 1979 "The Emerging Situation: A Socio-structural Analysis", *Economic and Political Weekly*, Vol. XIV, Nos. 7 and 8, pp. 349-366.
- 11) Lele, Jayant K. 1978 "Tradition and Intellectuals in a Third World Society", *The Ninth World Congress of Sociology*, Uppsala, Sweden, August 14-19, (mimeo).

## **SEMESTER - II**

### **DSC 2: SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS**

#### **Course Objectives:**

- To understand case work method and its contribution to social work practice.
- To develop capacity to understand and accept the uniqueness of individuals and the social exchanges as group members.
- Understand the development and preventive goals in working with individuals and families.
- To develop ability of establishing and sustaining working relationship with the client.
- To help the learner acquire skills of working with individual and families in various situation and settings.

**Learning Outcomes:** This course will equip the social work trainee to learn the skills and techniques of the primary social work method that is case work. It will enable the learner to acquire knowledge of social work practice with individuals in different phases of the process.

#### **Part : I** **(3 Credits)**

#### **UNIT 1: INTRODUCTION TO SOCIAL CASE WORK**

Concept and definition, Historical Development of Social Case Work in India, USA and UK, Social Case Work during First World War (1914-1918), Economic Depression (1930) and Second World War (1939-1945).

#### **UNIT 2: PRACTICE OF SOCIAL CASE WORK**

Principles of Case Work- Individualization, Acceptance, Meaningful Relationship, Non-judgmental Attitude, Controlled Emotional Involvement, Communication, Client's Self- determination

#### **UNIT 3: COMPONENTS OF SOCIAL CASE WORK**

Components of Social Case Work: Person, Problem, Place and Process

#### **UNIT 4: TOOLS OF SOCIAL CASE WORK**

Tools of Social Case Work: Interviewing, Recording, Home Visit and Supervision

#### **UNIT 5: APPROACHES TO CASE WORK**

Psycho-Analytical Approach, Crisis Intervention, Behaviour Modification Theory, Problem Solving Approach, Psycho-social Approach.

#### **UNIT 6: CASE WORK TECHNIQUES**

Techniques of Case Work, Transactional Analysis, Transference, Psychotherapy

#### **UNIT 7: SOCIAL CASE WORK PROCESS**

Phases of Social Case Work Process, Social Investigation, Social Diagnosis, Intervention, Monitoring and Evaluation.

## **UNIT 8: FIELDS OF SOCIAL CASE WORK PRACTICE**

Determinants of Fields of Practice, Fields of Social Case Work Practice, the Family, Hospitals, Institutions Providing Mental Health Care, Working with Chronically/ Terminally Ill, Childrens' home, Schools, Home for the Aged.

## **UNIT 9: SOCIAL GROUP WORK**

Meaning, Concept and definition, Historical Development of Group Case Work in the West

## **UNIT 10: THEORIES RELATED TO GROUP WORK**

Theories in Social Group Work- Theory of Individual Dynamics, Theories of Group Dynamics, Models of Group Work

## **UNIT 11: DEVELOPMENT OF THE GROUP**

Stages of Group Development- from planning, forming to termination of the group.

## **UNIT 12: GROUP PROCESS AND DYNAMICS**

Group Dynamics, Formation of Groups, Planning, Factors affecting group formation

## **UNIT 13: TECHNIQUES OF GROUP WORK**

Techniques of group work, group counselling, Role play, Group Discussion, Programme Media, Group Session.

## **UNIT 14: ROLE AND SKILLS OF SOCIAL GROUP WORKER**

Role and Skills of Group Worker, Use of Sociometry

## **UNIT 15: GROUP WORK IN VARIOUS SETTINGS**

Group work Practice Settings, Group work with Target Groups, Group Work in different settings.

### **Part: II** **(1 Credit)**

#### **Field Work- Case Work, Group Work Practice in selected settings**

#### ***Basic Reading List:***

- 1) Biestek, Felic P (1957), The Case Work Relationship, Loyola University Press, Chicago, Illinois.
- 2) Friedlander, W.A. (1958), Concept and Methods of Social Work; Prentice Hall, MC, Englewood Cliffs, N.J.
- 3) Hamilton, Gorden (1956), Theory and Practice of Social Case Work; Columbia University Press, New York.
- 4) Hollis, F. (1972), Casework the Psycho-Social Therapy, Random House, New York.
- 5) Perlman, H.H. (1957), Social Case Work: A Problem Solving Process, Chicago.
- 6) M. Richmond, Social Diagnosis, Russell Sage Foundation, New York, 1917.
- 7) The short history of American Casework presented here is based on an article by H.H.
- 8) Perlman. M.H. Perlman; Social Casework" in H.K. Lurie (ed), Encyclopedia of Social Work, National Association of Social Workers, New York, 1965.
- 9) H. H. Perlman, Social Casework: A Problem-solving Process, The University of Chicago Press, Chicago, 1957.

- 10) J. Fischer, *Effective Casework Practice, an eclectic approach*, McGraw-Hill Book Company, New York, 1978.
- 11) Douglas, Tom (1979), *Group Processes in Social Work*, John Wiley & Sons, Chichester.
- 12) Konopka, Gisela (1954), *Group Work in the Institution*, Association Press, New York.
- 13) Konopka, Gisela (1963), *Social Group Work: A Helping Process*, Prentice Hall, Inc., Englewood Cliffs, N.J.
- 14) Phillips Jullie; *Group Work in Social Care*; Jessica Kingley Publisher, 2006.
- 15) Trecker, Herleigh B. (1970), *Social Group Work, Principles and Practices*, Association Press, New York.



## DSM 2: INDIAN SOCIETY

### Course 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

### 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 5<sup>th</sup> and 6<sup>th</sup> 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

#### **UNIT 12: RURAL LEADERSHIP**

Meaning of Meaning of Leader and Leadership; Rural Power structure; Concept of Rural Leadership: Meaning, Types, Determinants, Characteristics; Role of Rural Leadership in the society; Significance of the Study of Rural Leadership

#### **UNIT 13: PROCESS OF SOCIAL CHANGE**

Social change: Meaning and Characteristics; the process of social change in Indian society; Sanskritization; Westernization; Modernization; Industrialization; Globalization.

#### **UNIT 14: SOCIAL PROBLEMS IN INDIA**

Corruption; Black Money; Smuggling

#### **UNIT 15: SOCIAL ISSUE**

Communalism; Regionalism; Ethnicity; Multiculturalism

#### ***Basic Reading List:***

- 1) Beteille, A., 1969, (ed.): *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books.
- 2) Srinivas, M.N., 1962, *Caste in Modern India and other essay*. Bombay: Asia Publishing House.
- 3) Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in
- 4) Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press..
- 5) Berreman, G. D., 1991, "The Brahmanical View of Caste" in Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press.
- 6) *Stratification*. Delhi: Oxford University Press.

## **SEMESTER – III**

### **DSC 3: COMMUNITY ORGANISATION**

#### **Course Objectives:**

- To be acquainted with the concepts of community and its dynamics
- To understand community organization as a method of social work
- To understand the critical elements of community organization practice
- To enhance critical understanding of the models and strategies for community
- To understand the concepts and strategies of rural and urban community development.

**Learning Outcome:** This course will instill the knowledge and skill of working with the community-rural, urban and tribal.

#### **Part - I (Theory)** **(3 credits)**

##### **UNIT 1: ANALYZING COMMUNITY**

Concept of community, Types of Community, Structure & functions, Deconstruction of community, Understanding community power structure

##### **UNIT 2: COMMUNITY ORGANIZATION**

Meaning, Objectives, principles & Definition; Phases of Community Organization; history of community organization; Evolution of Community Organization as a Method of Social Work.

##### **UNIT 3: METHODS OF COMMUNITY ORGANIZATION**

Fact finding; surveys, analysis, planning & evaluation. Concept of Community Participation: steps and applications of community organization

##### **UNIT 4: COMMUNITY ORGANIZATION AS A METHOD OF SOCIAL WORK**

Concept of Community Work, Community Organization and Community Development, Principles of community organization,

##### **UNIT 5: ROLE OF COMMUNITY ORGANISER**

Role of Community Organiser in Different Settings; Community Development: difference between Community Development & Community Organisation.

##### **UNIT 6: COMMUNITY DEVELOPMENT**

Concept, Philosophy & Methods; Rural Community; Meaning & Characteristics, Rural Development Administration; At the Block level; Role of NGOs in Rural Development in India; 73<sup>rd</sup> Constitutional Amendment.

## **UNIT 7: CHARACTERISTICS OF URBAN COMMUNITIES**

Origin & Growth of Cities–Industrialization, Urbanization & Modernization. Growth of slums: cultural, political & social aspects of slum life: social problems in urban areas.

## **UNIT 8: COMMUNITY ORGANIZATION IN TRIBAL SOCIAL SYSTEM AND VULNERABLE COMMUNITIES**

Tribal Social System and Governance, Tribal Autonomous Councils, Scheduled Areas, Community Organization with Vulnerable Communities, 6<sup>th</sup> schedule areas;

### **Part - II (Field Work)**

**(1 credit)**

#### ***Suggested Activities:***

- Participatory Rural Appraisal,
- Community Organization,
- Awareness Programme in Rural and Urban Areas
- Socio-economic survey.

#### ***Basic Reading List:***

- 1) Ross, M.G.1967. Community Organization: Theory, Principle and Practice. New York: Harper and Row.
- 2) Shankar Rao ,C. N. Sociology :Principles of Sociology with an Introduction to Social Thought, S. Chand & Company LTD: Ram Nagar, New Delhi
- 3) Misra. P. D. Social Work: Philosophy and Methods, Inter-India Publications, New Delhi India

## **DSC 4/DSM 3: REGIONAL ECONOMY OF NORTH EAST INDIA**

### **Course Objectives:**

- Provide knowledge on different aspects of economy of NE region.
- Help to analyse the service sector growth in the context of economy of NE India.
- Highlights the different prospects which can be explored for growth of NE India

### **Course Outcomes:**

- Enable the learners to acquire knowledge enabling them to articulate well the various problems and prospects in economic development of NE India
- Encourage the learners to go for research in the field related to NE India and its Economy.
- Facilitate the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society

### **UNIT 1: NORTH EAST AS A REGION**

Concept of India's North East as an Economic Region; Characteristics of the Economy of the North-East; North Eastern Council (NEC): Aims and Objectives; Role and Function of NEC in Regional Development; Critical Evaluation

### **UNIT 2: NATURAL AND HUMAN RESOURCES OF THE NORTH EAST**

Natural Resources - Mineral, Forest, Water and Their Uses; Prospects and Challenges; Human Resources of the North East: 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: MAJOR ECONOMIC PROBLEMS OF NORTH EAST INDIA**

Poverty, Unemployment, Low Capital Formation, Other Socio- Economic Problems

### **UNIT 4: DOMESTIC PRODUCT OF NER**

Trend and Composition of State Domestic Product and Per Capita Income of the Different States of the Region in the Post-Independence Period; Reasons for Slow Growth Rate of State Income

### **UNIT 5: AGRICULTURE IN NORTH EAST INDIA**

Importance of Agriculture for the N-E Economy; Land-Use Pattern and Cropping Pattern; Agricultural Production and Productivity; Modernisation of Agriculture in the Region

### **UNIT 6: PROBLEMS AND CHALLENGES FACED BY PRIMARY SECTOR IN NER**

Problems of Primary Sector; Challenges faced by Agricultural Sector; Suggestions for Improvement

### **UNIT 7: SHIFTING CULTIVATION AND PROBLEM OF AGRICULTURAL TRANSITION IN HILL AREAS**

Concept of Shifting Cultivation; Harmful Impact of Shifting Cultivation; Problem of Agricultural Transition in Hill Areas

#### **UNIT 8: INFRASTRUCTURE IN THE NORTH EAST**

State of Infrastructure in the Region: Power, Transport and Communication; Finance; Health and Education

#### **UNIT 9: INDUSTRIALISATION IN THE NER**

Role of Organized and Unorganized Industries; Extent of Industrial Development; Current Industrial Policy for N-E India (Important Features Only); Problems Faced by the Industries of NER; Suggestions to Overcome the Problems; Development of SSIs in NER; Problems and Prospects

#### **UNIT 10: BORDER TRADE AND LOOK EAST POLICY**

Prospect of Border Trade with Neighbouring Countries; Look East Policy; Act East Policy

#### **UNIT 11: BANKING AND FINANCIAL INCLUSION IN NER-PERFORMANCE, PROSPECTS AND CHALLENGES**

Performance of Banking Sector in NER, Prospect and Challenges; Performance, Problems and Prospect of Regional Rural Banks (RRBs) in NER

#### **UNIT 12: DEVELOPMENT OF TOURISM SECTOR IN NER-PROBLEMS AND PROSPECTS**

Tourism Sector in NER-Present Status; Prospect of Tourism Sector in NER; Specific Problems Faced by the Tourism Sector in NER

#### **UNIT 13: CO-OPERATIVE MOVEMENTS AND COMMUNITY DEVELOPMENT PROGRAMMES IN NER WITH SPECIAL REFERENCE TO ASSAM**

History of Co-Operative Movement in NER And Assam; Features Of The Co-Operative System; STATED; Weakness Of The Co-Operative System

#### **UNIT 14: ECONOMIC PLANNING IN NER WITH SPECIAL REFERENCE TO ASSAM**

Economic Planning in Assam and NER after Independence; Major Achievement; Failures

#### **UNIT 15: COMMUNITY DEVELOPMENT PROGRAMMES IN NER WITH SPECIAL REFERENCE TO ASSAM**

Major Community Development Programmes in NER and Assam; Achievements and Limitations; Role of Local Government in Economic Development: Panchayati Raj Institutions

#### ***Basic Reading List:***

- 1) Dhar, P.K : *The Economy of Assam (Including the Economy of North-East India)*, Kalyani Publisher
- 2) Daimari, P(2008) : *Economic Development of Assam-Problems and Prospects*, Eastern Book House
- 3) Lyngdoh C. R., Rani, M (Eds.). *Look East Policy-Impact On North East India*, Akansha

## **SEMESTER – IV**

### **DSC 5/DSM 4: SOCIOLOGY OF NORTHEAST INDIA**

#### **Course 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.

#### **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: PROCESS OF STATE FORMATION IN ASSAM**

Ahom Kingdom; Chieftainship; Administrative Boundaries

#### **UNIT 4: STATE FORMATION DURING POST-INDEPENDENCE PERIOD**

Creation of different states and Autonomous Councils

#### **UNIT 5: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA**

Racial; Linguistic; Caste; Religious; Tribal groups of Assam

#### **UNIT 6: 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 northeastern states.

#### **UNIT 7: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR**

Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

#### **UNIT 8: ETHNIC IDENTITY IN NORTHEAST INDIA**

Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

#### **UNIT 9: AUTONOMY MOVEMENTS IN ASSAM**

Meaning and Concept of Autonomy; Demand for Sixth Schedule; Demand for separate homeland; Causes and Its implications in Intercommunity relations

#### **UNIT 10: INSURGENCY IN NORTHEAST INDIA**

Origin and Development of insurgency in the region; Major insurgent groups

#### **UNIT 11: LAND RELATION IN NORTHEAST INDIA**

Land holding patterns, agrarian structure

#### **UNIT 12: ECONOMIC PROBLEMS IN NORTH EAST INDIA**

Unemployment, Infrastructure, Industrialization

#### **UNIT 13: DEVELOPMENT IN NORTHEAST INDIA**

North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

#### ***Basic Reading List:***

- 1) Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
- 2) Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- 3) Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- 4) 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.
- 5) Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in *Social Scientist* ; vol12, no8; pp 55-60.
- 6) Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- 7) Karna, M. N. 1990, The Agrarian Scene in *Seminar*, vol 366, pp 30-37.
- 8) 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.



## **DSC 6: SOCIAL ACTION AND SOCIAL MOVEMENTS**

### **Course Objectives:**

- To familiarize learners with concepts in defining social action and social movements.
- To provide an over view of evolution of social action as method in social work.
- To acquaint learners with various theoretical perspectives on social movement.

**Learning outcome:** The course will help the learners to identify the factor that bring about social change. Social action as a method of social work contribute to social change. The learners will learn how social movements have brought about changes in the society.

### **Part - I (Theory)** **(3 credits)**

#### **UNIT 1: INTRODUCTION TO SOCIAL ACTION**

Concept, Definition and meaning of Social Action, Social Action as a method of Social Work: Typology of social action. Scope of social action, Principles of social action.

#### **UNIT 2: STRATEGIES AND MODELS OF SOCIAL ACTION**

Strategy of social action, Models of social action, Social action and social change, Social Work and Social Action.

#### **UNIT 3: HISTORY OF RADICAL SOCIAL WORK PRACTICE**

Settlement House Movement and Anti-oppressive Social work practice, Critical Social work and Structural Social Work practice.

#### **UNIT 4: INTEGRATED SOCIAL WORK PRACTICE**

Meaning, relevance of the integrated approach to social work, integrated approach as an inter-disciplinary method of problem solving.

#### **UNIT 5: PERSPECTIVES OF SOCIAL ACTION**

Concept of Conscientisation and critical awareness, Paulo Friere, B.R. Ambedkar, Mahatma Gandhi and Saul Alinsky's contribution to Social Action

#### **UNIT 6: INTRODUCTION TO SOCIAL MOVEMENTS**

Definition and meaning of social movements, Concept, nature and Components, Social Movements and Social Change, Norms of social movements.

#### **UNIT 7: CLASSIFICATION OF SOCIAL MOVEMENTS**

Old and New Social Movements, Characteristics of New Social Movements, Structure of social movements; Case Studies of Social Movements in India.

#### **UNIT 8: SOCIAL MOVEMENT IN INDIA**

Overview of Social Movements in India, Peasant Movements, Labour movements, Women's movements, Dalit movements, Tribal movements, Naxalbadi Movement, Dalit Mobilization, Tribal Solidarity

Movements.

#### **UNIT 9: ENVIRONMENTAL MOVEMENTS**

Narmada Bachaon Andolan, Chipko Movement.

#### **UNIT 10: SOCIAL MOVEMENTS IN NORTH-EAST INDIA WITH SPECIAL REFERENCE TO ASSAM**

The Assam Movement, Students movements, peasant movement,

### **Part – II (Field Work/Seminar)**

**(1 credit)**

#### *Field Work Activity (Suggested List):*

- To meet up social organization with video evidence.
- Social media campaigning.
- List of functionaries.
- Conduct one interview.
- Focus Group Discussion, proposal writing, setting up / registering an organization.

#### ***Basic Reading List:***

- 1) Weber, Max (1991); The Nature of Social Action. & quot; Runciman, W.G. &#39; Weber: Selections in Translation, Cambridge University Press
- 2) Weber, Max (1978), Economy and Society: An Outline of Interpretive Sociology., USA: University of California Press
- 3) Parsons, Talcott (1968), The structure of social action: a study in social theory with special reference to a group of recent European writers, New York: Free Press
- 4) Britto, Gabriel A.A. (1984), "Some Principles of Social Action" .
- 5) Das Gupta, Sugata, (1987), "Social Action" in Encyclopedia of Social Work in India, Vol. 3, Publications Division, Delhi.
- 6) Desai, Armaity S. (1984), "Social Action and the Social Work"
- 7) Freire, Paulo (1972), Pedagogy of the Oppressed.
- 8) Siddiqui, H.Y. (Ed) (1984), Social Work and Social Action, Harnam Publications, Delhi
- 9) Jacob, K.K. (1965). Methods and fields of social work in India. Bombay: Asia Publishing House.

## **DSC 7: SOCIAL WELFARE ADMINISTRATION**

### **Couse Objectives:**

- To understand concept, principles and components of social welfare administration.
- To develop understanding of social welfare administration as a method of social work profession.
- To Study legal aspects of Social Work Administration
- To create awareness about the various social welfare programmes implemented by Central & State Governments

**Learning Outcomes:** This course educates the social work learners for optimum utilization of resources like government schemes and other welfare measures at the grass-root level.

### **Part - I (Theory)** **(3 credits)**

#### **UNIT 1: SOCIAL WELFARE ADMINISTRATION**

Meaning, Concept, Nature, Definition, Scope and Principles; Social Welfare Administration as a Method of Social Work.

#### **UNIT 2: FUNCTIONS OF WELFARE ADMINISTRATION**

POSDCoRBF- Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Fund raising, Accounting, Auditing.

#### **UNIT 3: NON- GOVERNMENTAL ORGANIZATIONS**

Functioning and Registrations of Welfare Organization, Procedure for Establishing and Running Social Service Organization; Structures

#### **UNIT 4: TYPES AND PURPOSE OF SOCIAL SERVICE ORGANIZATIONS**

Registration of Societies and Trusts; Constitution and byelaws; Societies Registration Act; Factors motivating voluntary action.

#### **UNIT 5: NATIONAL & INTERNATIONAL VOLUNTARY AGENCIES**

Problems of Voluntary Organizations, sources of funding, management of funds- budgeting.

#### **UNIT 6: ORGANIZATION OF HUMAN SERVICES**

Establishment of Human service organization, Management of human service organization, Decision making processes,

#### **UNIT 7: ROLE OF COMMUNICATION**

Communication in administration, Practice of Social Welfare Administration in different settings, Social welfare Administration as an instrument of Social Change

#### **UNIT 8: WELFARE PROGRAMMES IN INDIA**

Welfare programmes in India for Women, Children, Youth, Aged, Destitute and differently-abled; Social

Welfare Programmes for SCs & STs; Integrated Child Development Services, Social security schemes of Central & State governments, Resource Mobilization, Grant-in-aid, Fund raising.

#### **UNIT 9: SOCIAL WELFARE ADMINISTRATION IN INDIA**

National level & State level Social Welfare Department: Functions and Programmes. Organizational Structure, Programmes of Central Social Welfare Board, State Welfare Departments, Transparency and Accountability of Social Welfare Organizations.

#### **Part – II (Field Work/Meeting-up people)** **(1 credit)**

##### *Field Work Activity (Suggested List):*

- Visit and understand the functioning, establishment and registration processes of welfare organizations
- Write journal on the formation and goal settings of welfare organizations, role of Social Welfare Departments, Women and Child Welfare Departments and other Governmental and NGOs.

##### ***Basic Reading List:***

- 1) Goel, S.L. and Jain, R. K. (1988) Social Welfare Administration, Vol. I and II, New Delhi Deep Publications.
- 2) Jagannadham, C. (1978). Administration and Social Change, New Delhi, Uppal Publishing House.
- 3) Reed, Ella W. ed., (1961) Social Welfare Administration, New York, Columbia University Press.

## **SEMESTER – V**

### **DSC 8: PUBLIC ADMINISTRATION IN INDIA**

#### **Course Objectives:**

- The course “Public Administration in India” is designed to help the learners to have an understanding of the structural and functional dynamics of public administration in India.
- To discuss political and non-political executive in India with reference to their background and nature.
- To understand important institutions and offices in the field of public administration in India, namely the Cabinet Secretariat and the Prime Minister’s Office (PMO).
- To orient learners to Union Public Service Commission and the State Public Service Commissions which are charged with the responsibility of recruitment and management of public services in India are therefore brought into our discussions as an essential part of the course.

#### **Learning Outcomes:**

- The learners will be able to explain the evolution of public administration in India from the ancient period to the post-independent period while becoming familiar with the salient features of public administration in India
- The learners will be able to become familiar with the issue of generalists vs. specialists with special reference to Indian administration and be able to discuss the framework of public services in India covering the All India Services, the Central Services and the State Services
- The learners will be able to familiarize themselves with the structure and powers and functions of two very important institutions, namely, the Prime Minister’s Office and the Cabinet Secretariat.
- The learners will be able explain the budgetary process in India and also become familiar with concept of performance budgeting.
- The learners will be able to discuss the structure and functions of the state secretariat while becoming familiar with the role and importance of the Chief Secretary in the administration of the state.
- The learners will be able to explain various aspects of district administration in India and also discuss the role of the District Collector or Deputy Commissioner as the head of district administration in India
- The learners will be able to explain the institutions of Lokpal and Lokayukta and also discuss the provisions of the Right to Information Act, 2005
- The learners will be able to explain the various efforts at administrative reforms with special reference to the First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005).

#### **UNIT 1: EVOLUTION OF PUBLIC ADMINISTRATION IN INDIA**

Administration in the Ancient Period, Administration in the Mughal Period, Administration in the British Period, Administration in the Post-Independent Period

#### **UNIT 2: FEATURES OF PUBLIC ADMINISTRATION IN INDIA**

Salient Features of Public Administration in India

### **UNIT 3: GENERALISTS AND SPECIALISTS**

Meaning of Generalists and Specialists, Background of the Generalist versus Specialist Controversy in India, Arguments in favour of Generalists, Arguments in favour of Specialists

### **UNIT 4: PUBLIC SERVICES IN INDIA**

Political and Permanent Executive in India; Public Services in India: All-India Services, Central Civil Services, State Services

### **UNIT 5: CABINET SECRETARIAT, PMO**

Cabinet Secretariat: Structure, Powers and Functions; PMO: Structure, Powers and Functions

### **UNIT 6: UNION PUBLIC SERVICE COMMISSION AND STATE PUBLIC SERVICE COMMISSIONS**

Union Public Service Commission (UPSC): Composition of the UPSC, Functions of the UPSC; State Public Service Commissions (SPSC): Composition of the State Public Service Commissions, Functions of the State Public Service Commissions; Annual Report of the Commissions, Independence of Public Service Commissions

### **UNIT 7: CONTROL OVER ADMINISTRATION IN INDIA: EXECUTIVE CONTROL, PARLIAMENTARY CONTROL AND JUDICIAL CONTROL**

Means of Executive Control in India, Means of Parliamentary Control in India, Means of Judicial Control in India

### **UNIT 8: NEUTRALITY VERSUS COMMITMENT OF CIVIL SERVANTS**

Political Neutrality of Civil Service in India; The issue of Committed Bureaucracy

### **UNIT 9: BUDGETARY PROCESS IN INDIA**

Meaning of Budget, Stages of the Budget; Performance Budgeting in India; Limitations of Performance Budgeting

### **UNIT 10: STATE SECRETARIAT: STRUCTURE AND FUNCTIONS**

Structure of State Secretariat, Functions of the Secretariat; Chief Secretary, Functions of the Chief Secretary

### **UNIT 11: DISTRICT ADMINISTRATION IN INDIA**

History of District Administration in India, Organisation of District Administration, Functions of District Administration

### **UNIT 12: THE DISTRICT COLLECTOR OR THE DEPUTY COMMISSIONER**

Emergence of the Office of the District Collector, Functions of the District Collector; Role and Position of District Collector/Deputy Commissioner

### **UNIT 13: MACHINERY FOR REDRESSAL OF PUBLIC GRIEVANCES; RIGHT TO INFORMATION ACT, 2005**

Institution of Ombudsman (Lokpal and Lokayukta); Development of the Institutions of Lokpal and Lokayukta: Institution of Lokpal, Institution of Lokayuktas in States; Right to Information Act, 2005: Background of the Right to Information Act, 2005, Development of the Right to Information Act, 2005, Provisions of the Right to Information Act, 2005

## UNIT 14: ADMINISTRATIVE REFORMS IN INDIA

Overview of administrative reforms since independence; First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005)

### **Basic Reading List:**

- 1) Arora, Ramesh. K. and Goyal, Rajni - *Indian Public Administration - Institutions and Issues* : New Age International Publishers.
- 2) Avasthi, Amreswar & Avasthi, Anand Prakash (1999): *Indian Administration*. Agra: Lakshmi Narain Agarwal.
- 3) Basu, Rumki (2004). *Public Administration-Concepts and Theories*. New Delhi: Sterling Publishers Private Limited.
- 4) Bhagwan, Vishnoo and Bhushan, Vidya (2007). *Public Administration*. New Delhi: S.Chand & Company Ltd.
- 5) Bhattacharya, Mohit. 2007. *Public Administration*. Kolkata : The World Press Private Ltd.
- 6) Chanda, Asok, 1968. *Indian Administration* – G. Allen and Unwin : London.
- 7) Ghosh, P. (1969). *Personnel Administration in India*. New Delhi: Sudha Publications (P) Ltd.
- 8) Hoshiar Singh & Pankaj Singh; (2011): *Indian Administration*; Pearson, New Delhi.
- 9) Maheshwari, S.R. (2003) : *Indian Administration*( sixth edition). New Delhi: Orient Longman Private Limited.
- 10) Mehta, Vinod. 2000. *Reforming Administration in India*. Har-Anand Publications.
- 11) Muttallib, M.A., 1967. *The Union Public Service Commission*. New Delhi: IIPA.Anand Publications
- 12) Naidu, S. P. (2005): *Public Administration-Concepts and Theories*. New Delhi: New Age International (P) Ltd.
- 13) Ramesh K. Arora & Rajni Goyal; (2010): *Indian Public Administration-Institutions and Issues*; Wishwa Prakashan, New Delhi
- 14) Sen, Dr. Sanjay and Debnath, Lakhi - *Indian Administration*: Mahaveer Publications.
- 15) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
- 16) Sinha, V.M. (1986). *Personal Administration: Concept and Comparative Perspective*. Jaipur: R.B.S.A. Publisher
- 17) Tyagi, A.R. (2004) : *Public Administration: Principles and Practice*. Delhi: Published by Atma Ram & Sons.

## **DSC 9: HEALTH AND MENTAL HEALTH**

### **Course Objectives:**

- To orient the learners regarding the concepts of health and mental health and explore the prospects of social work practice in the medical and psychiatric settings.

### **Learning Outcomes:**

This course introduces the learner to- Meaning, Definition of Health, Medical and Psychiatry, Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept; Mental Health settings, Illness: Relationship of Health and Illness; Health and Socio-Cultural Issues, Illness and Identity, Psychological and Cultural Approaches and the role of medical and psychiatric social workers

### **UNIT 1: HEALTH**

Meaning, Definition, Concept- Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept; Illness: Relationship of Health and Illness; Health and Socio-Cultural Issues, Illness and Identity

### **UNIT 2: SOCIAL EPIDEMIOLOGY - I**

Concept, Definition, Scope; Classification- Epidemic and Endemic- its Socio- economic effects on Population; Epidemiological Methods, Disease patterns, Ecology and Disease

### **UNIT 3: SOCIAL EPIDEMIOLOGY - II**

Types of Communicable and Non- Communicable Diseases: Types, Prevention and Control Measures, Current status of communicable diseases in India; Role of Medical Social Workers.

### **UNIT 4: COMMUNITY HEALTH**

Concept and Definition, Factors influencing Community Health, Community Medicine, Diagnosis and Treatment, Community Health Programme, Community Health Problems in India, Strategies to deal with the problems, National Health Programmes (NHP)

### **UNIT 5: HEALTH AS A FUNDAMENTAL RIGHT**

Defining the Right to Health, Historical Perspective, Health Rights and Health, Health care and Health Rights, Concept of Health Development, Objectives of Health Care Planning, Health Policy and Planning in Post- Independent India, National Health Policies- 1983, 2002; National Health Mission (NHM)

### **UNIT 6: MEDICAL SOCIAL WORK**

Concept, Nature, Scope, Challenges, Social Work Perspective on Health, Evolution of Medical Social Work in USA, UK and India, Changing Concept of Health, Intervention and Treatment Planning, Public Health, Health Education, School Health Education

### **UNIT 7: ROLE OF MEDICAL SOCIAL WORKERS**

Role of Medical Social Workers in various settings- Hospitals and Outpatient Department, in Hospice, Rehab and Emergency, Community Health Centres, with Differently-abled patients; Medical Social Work Department in Hospitals, Social Work in different departments of Hospital, Teamwork, Patients Rights in Health Care- Health Insurance Problem, Need for Right to Health Care



## **UNIT 8: MENTAL HEALTH**

Meaning, Concept, Statistical, Psychological and Cultural Approaches, Mental Illness- Concept, Types, Characteristics, Causes of mental illnesses, Clinical Features of Types of Mental Illnesses

## **UNIT 9: PSYCHIATRIC ILLNESSES AND MANAGEMENT**

The Field of Psychiatric Social Work: Basic concepts and theoretical framework, historical development, major approaches in psychiatric social work and value concepts underlying psychiatric social work practice in mental health. Problem formulation- various approaches to social diagnosis.

## **UNIT 10: THERAPEUTIC MODELS IN PSYCHIATRIC SOCIAL WORK**

Various theoretical approaches in individual treatment and processes of individual techniques. Principles and Practices of Group Treatment.

## **UNIT 11: FAMILY THERAPY**

Historical background approaches and methods of practice. Family as a social system: theoretical framework.

## **UNIT 12: SOCIAL WORK IN MENTAL HEALTH**

Application of Social Work Methods in Mental Health Programmes- Case Work, Group Work and Community Organization; Skills of a Mental Health Social Worker; Problems and Prospects of Social Work in the Mental Health set up in India; Mental Health Act 1987, Forensic Psychiatry, Health Planning in India-the various Committees.

## **UNIT 13: VARIOUS SETTINGS OF MEDICAL SOCIAL WORK**

Medical and Clinical setting, Community Organization, Health Administration, Child Day Care Centres, palliative care, Forensic Psychiatry, Working With Multidisciplinary Team: mental hospital as a social system and psycho-social aspects of hospitalization.

## **UNIT 14: PRACTICE OF PSYCHIATRIC SOCIAL WORK IN DIFFERENT SETTINGS**

Family service agencies, child welfare agencies, school settings, correctional institutions, general hospital settings and day care centres, industrial settings, nontraditional mental health services, national and international charitable organizations.

### ***Basic Reading List:***

- 1) Bhattacharya, Sanjay. (2008). Social work psycho-social and health aspects. New Delhi: Deep and Deep Publications.
- 2) Anthony, S. (2000). Evolutionary Psychiatry a new beginning. London: Routledge
- 3) Barker, P.J. & Baldwin, S. (Eds.). (1991). Ethical Issues in Mental Health. London: Chapman & Hall.
- 4) Roberts, N. (1967). Mental Health and Mental Illness. London: Routledge & Kegan Paul.

## **DSC 10: SOCIAL WORK WITH PERSONS WITH DISABILITY (PWD)**

### **Course Objectives:**

- To understand the concept of disability and its varied dimensions.
- To sensitize the students about the vulnerability and rights of PWDs.
- To make students aware of disability issues pertaining to family and across gender.
- To identify various strategies to work towards their rehabilitation.
- To understand the role of social workers in promoting rehabilitation measures for the PWD.

### **Learning Outcomes:**

This course helps students to understand the concept of disability, problems of persons with disability, various legislations, rehabilitation programmes for PWDs and strategies pertaining to disability rights. It focuses on the measures and role of professional social workers in disability rehabilitation and education.

### **Part I: Theory** **(2 Credits)**

#### **UNIT 1: UNDERSTANDING DISABILITY**

Definition, Concept: Disease, impairment, disability and handicap; Causes for disability: Prenatal, natal, and postnatal causes; Types of disabilities. PWD population in India, Changing types of disability.

#### **UNIT 2: DIFFICULTIES FACED BY PERSONS WITH DISABILITIES (PWD)**

Individual level, in day to day activities, education, employment and societal level, general and specific vulnerable PWDs: Persons with multiple disabilities, Persons with severe and profound disability.

#### **UNIT 3: FAMILIES WITH PERSONS WITH DISABILITIES**

Role of family member in supporting persons with disabilities; Role of Community involvement, Issues faced by Women and Children with Disability, Role of developmental organisations in empowering the women and children with disabilities, Early intervention in children and benefits

#### **UNIT 4: PREVAILING LEGISLATIONS**

National legislations, UN Conventions and declarations of Persons with Disabilities, Mental Health Act 1987, Rehabilitation Council of India 1992, Persons with Disability Act 1995, National Trust Act 1999; National Policy for Persons with disabilities 2006, Rights of Persons with disabilities Bill 2012, Rights of Persons with Disabilities Act 2016.

#### **UNIT 5: GOVERNMENT AND NGO PROGRAMMES**

Schemes and benefits; Preventive measures: Early identification, intervention and rehabilitation; Institution Based Rehabilitation Programmes and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department/Department of Differently Abled; NGOs: CBR Forum, CBM, Blind People Association, grass-root level NGOs, PWD Associations.

## **UNIT 6: REHABILITATION OF PERSONS WITH DISABILITIES**

Process of rehabilitation: Early identification, Treatment, Education, Vocational methods and strategies at individual, family, Role of Community involvement in Rehabilitation process, Social mobilization, Networking with other service organizations available in the community; Job placement for the disabled - organized sectors and self-employment, Utilization of Government and other available resources, type of guidance, vocational, educational and personal.

## **UNIT 7: VARIOUS APPROACHES**

Strength based Approach; Rights based Approach, Barrier free environment, Inclusive development, Research in disability management; Role of Technology in dealing with disability, Fitment of aids and appliances, Cross-disability approaches; International organizations working in the area of disability, Accessible India Campaign and its benefits, Multidisciplinary rehabilitation team and their roles.

## **UNIT 8: ROLE OF SOCIAL WORKER IN WORKING WITH PWD**

Awareness creation and sensitization on disability, rehabilitation counselling, guidance to PWDs and family members, Barrier free environment; Coordination with multi-disciplinary rehabilitation professionals, formation of PWD Associations, Advocacy, Networking, Registration as Rehabilitation Professional under RCI.

### **Part II: Field Work**

#### **(2 Credits)**

*(For Field Work in the sectors working for Persons with Disability, a Field Work Journal /Guidelines to be attached with SLM)*

#### **Basic Reading List:**

- 1) Balcher, J (Ed.). (1984). *Severely Handicapped young children and their families*. New York: Academic press.
- 2) Bhambhani, M. (1999). The burden of woman with Disabilities. *Action Aid Disability News*, 1 and 2, 22-24.
- 3) Carrol, T.J. Rev. (1961). *Blindness: What it is, what it does, and how to live with it*. Boston: Little Brown and Co.
- 4) Chapman, E. (1978). *Visually Handicapped Children and Young People*. London: Routledge and Kegan Paul.
- 5) Gregory, S. (1976). *The Deaf Child and his family*. Plymouth; Double and Brendon Limited.
- 6) Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. *International Journal of Management, Marketing and HRD*, 1.
- 7) Mc Conkey, R. and Mc Cormack, B. (1983). *Breaking Barriers: Educating people about disability*. London: Souvenir Press (E) and (A) Ltd.
- 8) Oliver, M. (1983). *Social Work with Disabled People*. Basingstoke: Macmillan.
- 9) Punani, B. Rawal, N. and Sajit, J. (2002). *Manual Community Based Rehabilitation (Visually Impaired)* (2<sup>nd</sup> ed.). Ahmedabad: Blind People's Association.
- 10) Rao, N. S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- 11) Robertson, S. E. and Brown, R. L. (1992). *Rehabilitation Counselling: Approaches in the 39 field of disability*. London: Chapman & Hall.

- 12) Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.
- 13) Werner, D. (1994). *Disabled Village Children – A Guide for community Health Workers, Rehabilitation Workers, and Families*. New Delhi; Voluntary Health Association of India.
- 14) Young, P. (1985). *Mastering Social Welfare*. London: Macmillan Education Ltd
- 15) Action on Disability and Development: Building Abilities: A Handbook To Work With People With Disability. Bangalore. Books for Change Publications, 2001.
- 16) Albrecht G.L, Katherine D Seelman& Michael Bury. (2001). *Hand Book of Disability Studies*. London: Sage
- 17) Grant, (2005). *Learning Disability: A Lifecycle Approach to Valuing People*. London
- 18) Hegarty Seamus & Mithu Alur. (2002). *Education and Children with Special Needs*. London: Sage
- 19) Karanth, Pratibha & Joe Rozario. (2003). *Learning Disability in India*. London: Sage
- 20) Moore. (2005). *Researching Disability Issues*. London
- 21) Clark Joan Simeon. (1970), *Disabled citizens* London: George Allen & Unwin
- 22) Gajendragadkar S.N. (1983). *Disabled in India* USA: California
- 23) Narasimhan M.C. (1989). *Disability a Continuing Challenge*. USA: Michigan
- 24) The World Bank: *People with Disabilities in India: From Commitments to Outcomes*. New Delhi. The World Bank, 2009. (362.4T W B)

# DSC 11/DSM 5: DEMOGRAPHY

## Course Objectives:

- Introducing basic issues of population studies
- Explaining its theoretical foundation
- Describing growth and present status in terms of national scenario

## Course Outcomes:

- Understand the issues associated with growth of population and its consequences
- Appreciate the potential importance of demographic phenomenon in the economy
- Increase their knowledge and skills which enhances their employability in the field of statistics and research

## UNIT 1: INTRODUCTION TO DEMOGRAPHY

Definition, nature, scope and importance; Origin and development; Relation with other Social Sciences

## UNIT 2: FUNDAMENTAL CONCEPTS IN DEMOGRAPHY

Fertility, Mortality and Migration

## UNIT 3: BASIC QUANTITATIVE TECHNIQUES IN DEMOGRAPHY

Nature of Demographic Data: Fertility Rate; Mortality Rate

## UNIT 4: SOURCES OF DEMOGRAPHIC DATA

Census; Registration Data; National Sample Survey; Recent Initiatives like Aadhaar, NRC; International Sources

## UNIT 5: THEORIES OF POPULATION –I

Malthusian Theory of Population; Neo Malthusian Theory of Population

## UNIT 6: THEORIES OF POPULATION –II

Optimum Theory of Population; Theory of Demographic Transition

## UNIT 7: DEMOGRAPHY AND URBANISATION

Meaning; Methods of Measuring Size of Urbanisation; Factors responsible for Urbanisation; Problems of Urbanisation

## UNIT 8: URBANISATION IN INDIA

Trends of Urbanisation since independence; Problem of Urbanisation and Measures

## UNIT 9: POPULATION DYNAMICS IN INDIA

Fertility; Mortality and Migration in India

## UNIT 10: POPULATION GROWTH AND DISTRIBUTION OF POPULATION IN INDIA

Growth of Population since 1901; Nature and Characteristics of Indian Population; Demographic Dividend of Indian Population

**UNIT 11: QUALITATIVE ASPECTS OF INDIAN POPULATION-I (EDUCATION)**

Achievement of Indian Population in Literacy, completion of Secondary, Senior Secondary and Higher Education; Inter-state, Inter-community and gender perspectives

**UNIT 12: QUALITATIVE ASPECTS OF INDIAN POPULATION –II (HEALTH)**

Life Expectancy, Birth rate and Death rates; Inter-state, Inter-community and gender perspectives

**UNIT 13: DETERMINANTS OF POPULATION GROWTH**

Vital rates, Population Pyramid, Life table

**UNIT 14: POPULATION AND DEVELOPMENT**

Population as a constraint on and a resource for development; Relationship between population and poverty; Relationship between population growth and Environment; Concept of Population Education and its importance

**UNIT 15: POPULATION POLICY IN INDIA**

Population policy and Role of state; Population policy in India: Pre independence, Post independence – shifts in perspective; Family planning – 1961; Family welfare 1977; National Population Policy 2000 and development there after

***Basic Reading List:***

- 1) Sinha, V. C.; Zacharia E. (2007). Elements of Demography. Allied Publishers Private Ltd.
- 2) Raj, H. (2006). Fundamentals of Demography. Surjeet Publications, Delhi.
- 3) Jhingan, M. L.; Bhatt, B.K.; Desai, J.N. (2007): Demography. Vrinda Publications Pvt. Ltd.
- 4) Bhende, Asha A, Kanitkar, Tara. (1978). Principles of population studies. Himalaya Pub. House

## **SEMESTER – VI**

### **DSC 12/ DSM 6: PEACE, CONFLICT AND HUMAN RIGHTS**

#### **Couse Objectives:**

- To provide the learners the learners precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and
- to equip them with critical thinking on conflict resolution;
- to provide appropriate examples and references for future explorations with special reference to North-east India.
- to acquaint learners to the concept of Human Rights and its significance in social work.

#### **Learning Outcomes:**

- This course will help to understand the role of national and international organizations in monitoring the protection of human rights.
- It will facilitate the learners to critically analyze the challenges and issues of human rights violation with specific reference to Northeast India.

#### **UNIT 1: INTRODUCTION TO PEACE AND CONFLICT STUDIES**

Origins of Peace and Conflict Studies, perspectives for conflict pacification, regulation and resolution. assess and analyze the origin; Contemporary trends in Peace and Conflict Studies.

#### **UNIT 2: THEORIES OF PEACE AND CONFLICT**

Typologies – Inter-State and Internal Conflicts; Contending theories & Perspectives – e.g. Liberal, Marxist, Gandhian, Nehruvian, Feminist Dynamics of Peace and Conflict.

#### **UNIT 3: ARMED CONFLICTS AND VIOLENCE**

Dynamics and resolution of armed conflicts on a scientific basis, Structural Violence, Cultural Violence, Theories of Violence, Group and Ethnic Identity and Violence, Military, Migration and Violence, Political Disorder.

#### **UNIT 4: TECHNIQUES OF CONFLICT MANAGEMENT**

Conflict Resolution, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Transformation, Classic Theories and Models, Conflict Analysis and Conflict Mapping, Conflict Prevention.

#### **UNIT 5: STRATEGIES OF PEACE MAKING**

Basic Concepts of Peace and Conflict- Peace keeping, Peace Making, Peace Building, Peace Enforcement; Ending Violent Conflict; Peacemaking:Actors – Institution, Individuals and StateApproaches – Facilitation, Reconciliation, Mediation, and Arbitration and Negotiation.

#### **UNIT 6: CHALLENGES IN NORTH-EAST INDIA**

Social disintegration as cause for group focussed enmity, Migration und Human Rights, Human rights in areas of conflict, Peace and Conflict studies with special reference to North-East India, Sexual Violence during War. Case Studies: Ethnic Violence in Northeast India.

### **UNIT 7: ARMED STRUGGLE**

Meaning, Definition, International and transnational terrorism, Phases, Pioneers and Traditions, State Terror, Terrorism and warfare, Global Terrorism, Jihadi Organizations, Al Qaeda, Causes of Terrorism.

### **UNIT 8: BANNED OUTFITS IN NORTH-EAST INDIA**

ULFA, NSCN, NDFB- their ideologies, Impact on the victims, Models of Government response, State Terrorism, Violence and Counter- Violence, Role of Mass Media.

### **UNIT 9: INTRODUCTION TO HUMAN RIGHTS**

Meaning, concept and nature; Notion and Classification of Rights: Natural, Moral and Legal Rights, Three Generations of Human Rights- Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights

### **UNIT 10: EVOLUTION OF THE CONCEPT OF HUMAN RIGHTS**

Journey from Magna Carta to the Universal Declaration of Human Rights, the United States Declaration of Independence

### **UNIT 11: THEORETICAL DIMENSIONS OF HUMAN RIGHTS**

Bases and Sources of Human Rights, 'Unilateralism': Humanitarian Intervention versus State Sovereignty, Theories of Human Rights

### **UNIT 12: INTERNATIONAL ACTIONS FOR THE PROTECTION OF HUMAN RIGHTS**

International Convention on Elimination of All Forms of Racial Discrimination; Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief, International Sanctions against Violations of Human Rights

### **UNIT 13: CHALLENGES IN THE PROMOTION OF HUMAN RIGHTS**

Criminal Justice System, Police Behaviour and Judicial System, Rights of the Accused (Protection from Arbitrary Arrest, Fair and Speedy Trial)

### **UNIT 14: HUMAN RIGHTS IN NE INDIA**

Violation in Northeast India with reference to Armed Forces Special Powers Act (AFSPA). Role of Mass Media. Civil Rights Societies for protection of human rights.

#### ***Basic Reading List:***

- 1) Azar, Edward E., The Management of Protracted Social Conflict: Theory and Cases (Aldershot: Dartmouth, 1990).
- 2) Burton, John, Conflict: Resolution and Prevention (London: Macmillan, 1990).
- 3) Miall, Hugh, Ramsbotham and Woodhouse, Tom, Contemporary Conflict Resolution: The Prevention, Management and Transformation of Conflicts (Cambridge: Polity Press, 1999).
- 4) Michael, C. R., The Structure of International Conflict, (London: Macmillan, 1981)
- 5) Parekh, Bhikhu, Gandhi's Political Philosophy: A Critical Examination, (London: 1989)
- 6) B.P. Singh. (2008). Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep.
- 7) Aftab Alam (2004). Human Rights in India: Issues and Challenges, Delhi: Raj Publications.
- 8) Shanker Sen, (2009). Tryst with Law Enforcement and Human Rights: four decades in Indian Police, New Delhi: APH.



# **DSC 13: ORGANIZATIONAL BEHAVIOUR AND HUMAN RESOURCE MANAGEMENT**

**Course Objectives:** To orient the learners with the perspectives of organizational behaviour; organizational behaviour is the philosophical and psychological foundation of human resource management practices;

**Learning Outcomes:** this course will enable the learners to understand the practices of HRM and Industrial Relations and the scope of occupational social work.

## **UNIT 1: ORGANIZATIONAL BEHAVIOUR**

Definition - objectives – need, background and foundations of organizational behaviour - models of organization behavior-challenges in organizational behaviour, Diversity in an organization.

## **UNIT 2: ORGANIZATIONAL MANAGEMENT**

Principles of Management, Hierarchy in organizations; concept of organization structure- bases of departmentalization - span of management, Forms of organization structure: line and staff, functional, divisional, project matrix organization structure;

## **UNIT 3: INDIVIDUAL AND GROUPS IN ORGANIZATION**

Individual difference - models of man Personality and behaviour – perception and learning, values, attitudes and job satisfaction – group dynamics- theories of group formation - formal and Informal behaviour - group behaviour.

## **UNIT 4: MOTIVATION**

Theories of Motivation, motivational approaches through job design, goal-setting theory.

## **UNIT 5: DYNAMICS OF ORGANIZATION**

Power and Politics, delegation of authority -centralization and decentralization.concept of communication - communication process- effective communication – Management information system-management review meeting

## **UNIT 6: ORGANIZATIONAL CONFLICT**

Causes of conflict in an organization, management of conflict, organizational conflict; process of negotiation; Job stress- causes and effects of stress- coping with stress.

## **UNIT 7: ORGANIZATIONAL CHANGE**

Organisation Culture, Change in organizational culture – diversity, personality variance, organizational effectiveness and organizational change; its effect in the work environment.

## **UNIT 8: ORGANIZATIONAL DEVELOPMENT**

Meaning- characteristics – models – OD interventions – cross functional teams-Quality of work life, Effective training of employees, Role of Training and Development departments, On-the-job training and Off-the-job training, TQM.

## **UNIT 9: HUMAN RESOURCE MANAGEMENT (HRM)**

Definition, Concept, Evolution of HRM, Relevance of OB in HRM; Definition and categories of work, Division of labour, Work Orientation, Diversity at the Workplace; Diversity Management

## **UNIT 10: HUMAN RESOURCE MANAGEMENT APPROACHES**

HRM Models, personnel versus Strategic HRM, Strategic HRM Approaches .

## **UNIT 11: HUMAN RESOURCE DEVELOPMENT**

Approaches; Significance and Scope of Training and Development, Types of Training in organizations; Case studies from India and abroad.

## **UNIT 12: HUMAN RESOURCE PRACTICES**

Manpower planning, Recruitment and Selection- meaning, sources, selection procedure; Job Analysis and Job Description, Job Evaluation, Performance Appraisal, Career and Succession planning, Compensation management

## **UNIT 13: INDUSTRIAL RELATIONS**

Concept and approaches; Human Resource Policies and Practices, Statutory and Non-Statutory Committees in an organization, Disciplinary measures taken by an organization, Process of Negotiations; Process of grievance handling.

## **UNIT 14: LABOUR LAWS**

What are Labour Laws- Factories Act 1958, ESI Act, Maternity Benefit Act, PF Act, Plantation Labour Act 1951, TU Act, Industrial Disputes Act, Industrial Relations, Grievance handling

## **UNIT 15: OCCUPATIONAL SOCIAL WORK**

Meaning, Types of issues faced by workers at workplace, Hazards, Concept of Labour Welfare, Scope of social work, Work Stress; Counselling at workplace, participation in negotiation process between workers and management.

### ***Basic Reading List:***

- 1) John W. Newstrom. (2007). Organisational Behaviour. Tata Mc Grow –Hill Publishing Company Ltd.
- 2) Kesho Prasad. (1996). Organisational Development for Excellence. S. Chand and Company.
- 3) Khanka S. S. (2000). Organisational Behaviour. New Delhi: S. Chand and Company
- 4) Misha (2001). Organisation Behaviour, Mumbai, Vikas.
- 5) Stephen P. Robins (2005). Organisationalbehaviour. Prentice Hall of India Pvt. Ltd, New Delhi.

## **DSC 14: INTRODUCTION TO GENDER STUDIES**

### **Course Objectives:**

To orient the learners to the gendered injustices in society, to the approaches of gender and development, to help the learners critically analyse the present scenario of gender discrimination, patriarchal dominance ingrained and understand the contemporary issues in relation to gender.

**Learning Outcome:** This course will equip the learners to have a critical understanding of gendered roles and expectations. It will build a perspective to identify gender discrimination, gender and development and the rights of the LGBTQ community.

### **Part I: Theory** **(3 Credits)**

#### **UNIT 1: INTRODUCTION TO THE CONCEPT OF GENDER**

Difference between sex and gender, difference between women's studies and gender studies, multidisciplinary nature of gender studies, importance of gender studies as a subject.

#### **UNIT 2: KEY CONCEPTS RELATED TO GENDER**

Gender lens, sex disaggregated data, gender discriminations, gender gap, gender justice, gender socialization, women empowerment, women's oppression, exploitation and subordination, Matriarchy and Patriarchy; Gender and Language: Sensitive Language

#### **UNIT 3: APPROACHES TO GENDER AND DEVELOPMENT**

The Welfare Approach, WID approach, WAD approach, Efficiency A., Empowerment Approach, Gender and Environment Approach (GED).

#### **UNIT 4: LIBERAL FEMINISM**

Rationality, Freedom, Marxist feminism-Production, reproduction, Class, Alienation, Marriage and family; Radical Feminism-gender, patriarchy, reproductive Technology, Motherhood;

#### **UNIT 5: SOCIALIST FEMINISM**

Class and gender, Division of Labour, Unified and Dual System, Exploitative Institutions of women in India-Family, Caste, Class, Culture, Religion Social System.

#### **UNIT 6: GIRL CHILD IN SOCIETY**

Child labours- Changing role of women-marriage, Single parent-Motherhood-Widows theories of development-Empowerment-Alternative approaches-women in development, Women and Development and Gender and Development-State Policy and Programmes,

### **UNIT 7: WOMEN'S EDUCATION**

Gender bias in enrolment- Curriculum content, Dropouts, negative capability in education-values in education-Vocational education recent trends in women's education-Committees and Commissions on education, Adult literacy and Non-formal education for women's development; Problem of Dowry, Female foeticide and infanticide.

### **UNIT 8: CONCEPT OF GENDERED DIVISION OF WORK**

Productive and non-productive work-Use value and market value; Gendered Division of labour -Mode of production, Women in organized and unorganized sector, Training, skills and income generation, women's employment, Self help groups and leadership-Panchayati Raj-Political role and participation.

### **UNIT 9: WOMEN'S MOVEMENTS**

Pre-independent, Post Independent and Current women movements, National committees and Commissions for Women-Government Organization for Women and Child Development, Role of individual activists NGO's in securing women's rights, National and International funding Agencies.

### **UNIT 10: GENDER AND HEALTH**

Health status of women in India-Mortality and Morbidity factors influencing health-Nutrition and health-HIV and IODS control program national Health and Population Policies and programmes. Maternal and Child Health; Reproductive and child health approaches

### **UNIT 11: GENDER AND RIGHTS**

Right to an Individual's choice of sexual orientation, Queer theory, LGBT, Gender Empowerment Measure (GEM), Gender Development Index (GDI); Issues of old age, Women and environment- Sustainable development and impact on Women.

### **UNIT 12: GENDER PARITY**

Human Development Index (HDI), Gender Parity Index (GPI), Organizations working for gender and development, Social Issues- in relation to gender in India, Section 377 of the Indian Penal Code (IPC).

## **Part II: Field Work**

**(1 Credit)**

*Field Work Activity (Suggested Topic):*

In organizations and sectors that work for gender welfare and rights. (FW Journal /guidelines to be attached with SLM)

### ***Basic Reading List:***

- 1) Geetha, V (2017). *Gender: Theorising Feminism*. The University of Virginia: Stree.
- 2) John. Mary. E. (2016). A Talk on the Concept of Intersectionality (lecture). Organised by the Centre for the Study of Gender and Sexuality. Ashoka University.

- 3) John. Mary. E.(2008). *Women's Studies in India: A Reader*. The University of Michigan: Penguin Books
- 4) Kausal, Rachana(2000) *Women and Human Rights in India*, Kaveri Books
- 5) Aswal, Balam Singh(2013) *Readings in Women's and Girls' Rights*, Cyber-Tech Publications
- 6) Mc Neese, Tim, Mountjoy, Shane(2009) *The Women Rights Movement: Moving Toward Equality*, InfoBase Publishing
- 7) Chawla,Monica (2006) *Gender Justice Women and Law in India*, Deep & Deep Publications Pvt. Ltd.
- 8) Saikia, Nandita (2008) *Indian Women A Socio-Legal Perspective*, Serials Publications

## **DSC 15: FAMILY AND CHILD WELFARE**

### **Course Objectives:**

- To orient learners to the concept of family and understand it as a social system;
- To learn about child development and health, mental health wellbeing of the child.

### **Learning Outcomes:**

This course will introduce social work learners to one of the important domains of the profession that is welfare of the child and family as a social unit. It will also focus on the child's welfare in an institutional setting.

### **UNIT: 1 THEORETICAL AND CONCEPTUAL FRAME WORKS TO STUDY FAMILY.**

Origin and evolution of family and marriage. Ideology of family rights and responsibilities.

### **UNIT 2: FAMILY**

The Basic Unit of Society, Stages of Human Growth and Development, Biological Aspects of Human Growth and Development, Concept of Family and Marriage, Understanding Man and Woman, Family Life Cycle

### **UNIT 3: NORMATIVE FAMILY**

Functions and structure and changes. Normative family and marriage functions and structure, ethnicity and socio-economic background Social changes and family. Implications for the family and its members.

### **UNIT 4: ALTERNATIVE FAMILY**

Marriage Patterns and Structures. Dual earner / career families. Single parent families. Female headed households. Childless families. Reconstituted / step families. Consensual unions. Homosexual families

### **UNIT 5: SOCIALIZATION OF THE CHILD**

Socialization of the Child in the Family, Family interactions, Family development, Family life cycle

### **UNIT 6: FAMILY PROBLEMS**

Family problems: Causes, types. Family Assessment and family problem assessment. Methods and its implications.

### **UNIT 7: FAMILY WELFARE PROGRAMMES**

Family welfare programmes in the areas of health education housing and employment. Development services to strengthen the family, socio-economic programmes; applied nutrition etc. family welfare agencies, counseling and guidance institutional services for the aged destitute and handicapped.

### **UNIT 8: DEMOGRAPHIC PROBLEMS AND POPULATION CONTROL**

Family planning Programmes, aims and objectives, methods of family planning, current family planning programmes, and role of social worker in relation to family planning.

### **UNIT 9: PROBLEMS OF WOMEN IN INDIAN CONTEXT**

Factors affecting the status of women's welfare. Legislation relating to family, marriage, divorce, employment, immoral trafficking etc.

### **UNIT 10: CHILD WELFARE**

Concept and principles evolution of child welfare service in India. Programmes and services for children, crèches, day care centers, health education, current policies and trends regarding child welfare.

### **UNIT 11: INDIAN FAMILIES IN TRANSITION**

Family and Marriage in the Changing Society, Social Work with Families, Contemporary Problems in Family System, Parenting Adolescents and Youngsters

### **UNIT 12: CHILD WELFARE SERVICES**

Child Welfare Services to Children, Youth, and Families: Engaging Families Motivational Interviewing Family Centered Practices Family to Family Team Decision Making Resilience Enhancing Model

### **UNIT 13: INTEGRATED CHILD WELFARE SCHEME**

Integrated child welfare scheme: Its aims, objectives and programme services for handicapped children, institutional services, adoption, foster care, sponsorship, juvenile court, child welfare board, child guidance centers and school social work. ICCW, NCDRT, NIPCCD, IAPE, CSWB

### **UNIT 14: SPECIAL ASPECTS OF CARE OF THE INSTITUTIONAL CHILD**

Policies regarding intake, treatment, discharge and rehabilitation. Use of social work methods in non-correctional and correctional institutions for children National and international agencies for child welfare.

#### ***Basic Reading List:***

- 1) Desai, M. (ed), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
- 2) Engles, F. 1994. Origin of the Family, Private Property and the Status. Bombay: People's Publishing House.
- 3) Haritman. A. and J. Laird. 1982. Family Centered Social Work Practice. New York: Free Press.
- 4) Horchschild. A, 1989. The Second Shift: Working Parents and the Revolution at Home. New York: Viking. M.S.W. : Syllabus (CBCS) 28
- 5) India: Ministry of Welfare 1994. India's Commitment of Family Well Being, An Overview of the Report of National Seminars on the International year of the family. Bombay: Tata Institute of Social Sciences.
- 6) Khasgiwala, A. 1993. Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.

## **SEMSTER – VII**

### **DSC 16: SOCIAL WORK COUNSELLING**

#### **Course Objectives:**

To orient learners to the domain of counselling; to demonstrate its scope and applicability in the field of social work; to identify the skills necessary for counselling in social work practice.

**Learning Outcomes:** This course will enable the learners to learn and apply some of the basic approaches and skills of counselling.

#### **Part I: Theory** **(2 Credits)**

##### **UNIT 1: COUNSELLING**

Introduction to Counselling, Definition, Meaning, Historical Development of Counselling, Scope, Principles, Goals of Counselling.

##### **UNIT 2: CONCEPTS RELATED TO COUNSELLING**

Relevance of counselling as an approach of social work, Counselling Relationship/ Counsellor-Counselee relationship- nature, significance and factors affecting counselling relationship.

##### **UNIT 3: APPROACHES TO COUNSELLING**

Processes Involved in Counselling and Supportive and Behavioural Techniques in Counselling, Cognitive and Psychoanalytical Techniques in Counselling, Humanistic approach, Transactional Analysis, Rational Emotive Behaviour Therapy

##### **UNIT 4: COUNSELLING TECHNIQUES**

Steps involved in counselling techniques- clarification, ventilation, reassurance, confrontation, self-disclosure, paraphrasing counselling techniques.

##### **UNIT 5: PROCESS OF COUNSELLING**

Phases in Counselling, Types of counselling- crisis counselling, promotive and preventive counselling, curative counselling, group counselling, Interrelation between counselling and psychotherapy.

##### **UNIT 6: COUNSELLOR AS A PROFESSIONAL**

Skills and aptitudes; Qualities- empathy, warmth, genuineness, self awareness; Ethics of counselling; Practical counselling skills in observing, listening, interviewing, challenging and supporting.

##### **UNIT 7: FIELDS OF PRACTICE OF COUNSELLING I**

Crisis counselling, Family counselling: Family centres, family courts, Counselling bureau – Premarital and marital counselling, Vocational counselling centres, mental health centres; hospitals and other health care set-ups.



### **UNIT 8: FIELDS OF PRACTICE OF COUNSELLING II**

Child guidance clinics, Correctional institutions, de-addiction and rehabilitation centres, educational institutions- schools, colleges, etc, Counselling in the industrial and other work set-up for Stress management.

### **UNIT 9: COUNSELLING WITH DIVERSE POPULATION**

Defining Culture and Multicultural Counselling, Difficulties in Multicultural Counselling; the Culturally Skilled Counsellor, with the aged, gender-based counseling.

### **UNIT 10: GROUP LEADERSHIP IN COUNSELLING**

Definition of Group Leader, Group Leadership Style, Personal Qualities of Effective Leaders, Skills and Functions, Group leader training.

### **Part II: Field Work** **(2 credits)**

*Field Work Activity (Suggested Topic):*

In various settings of counselling like clinics, hospitals, school counselling, correctional settings, family counselling centers. (FW Journal /guidelines to be attached with SLM)

#### ***Basic Reading List:***

- 1) Dave, Indu. (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
- 2) Fullmer, D.W. and Bernard, H.W. (1972). Counselling: Content and Process. New Delhi: Thomson Press India.
- 3) Kennedy, E. (1977). On Becoming a Counsellor-A Basic guide for Non Professional Counsellors. Delhi: Gill and Macmillan.
- 4) Narayana, Rao, S. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Company Ltd.

## **DSC 17: SOCIAL ENTREPRENEURSHIP AND PROJECT MANAGEMENT**

Course Objectives:

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs.
- To be able to describe and apply key theories and concepts the field of social entrepreneurship.
- To understand the key elements and functions of project management

**Learning Outcomes:** This course will enable the learners to understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

### **Part I: Theory** **(3 credits)**

#### **UNIT 1: ENTREPRENEURSHIP**

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

#### **UNIT 2: THEORIES OF ENTREPRENEURSHIP**

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X-efficiency Theory; Theory of Profit

#### **UNIT 3: SOCIAL ENTREPRENEURSHIP**

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

#### **UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA**

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs.

#### **UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS**

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

#### **UNIT 6: SOCIAL SECURITY AND LIVELIHOODS**

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance.

#### **UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP**

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

## **UNIT 8: PROJECT LIFE CYCLE**

Phases- Conception/ Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

## **UNIT 9: PROJECT ASSESSMENT**

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

## **UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT**

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics , Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans,

## **UNIT 11: VALUE-CO CREATION**

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models.

## **UNIT 12: NETWORKING**

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

## **Part II: Field Work** **(1 credit)**

*Field Work Activity (Suggested Topic):*

*Social Entrepreneurship and Livelihood Initiatives/ Projects/Case Studies. (FW Journal /guidelines to be attached with SLM)*

### ***Basic Reading List:***

- 1) Khanka. S. S. (2013). "Entrepreneurial Development" S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- 2) Donald F. Kuratko, (2014). Entrepreneurship – Theory, Process and Practice", 9th Edition, Cengage Learning.
- 3) Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, Middle East Journal of Business, Oct. 2018, Vol. 13, Iss. 4
- 4) PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, Journal of Sustainable Business and Management Solutions in Emerging Economies, 2018/23(3)

## **DSC 18/DSM 7: ECONOMICS OF SOCIAL SECTOR**

### **Course Objectives:**

- To provide the foundation of social sector
- To realise the importance of crucial sectors such as health and education

### **Learning Outcomes:**

- To apply those knowledge for development of the social sector
- To carry out developmental research such as health and education

### **UNIT 1: ECONOMICS OF EDUCATION**

Role of Education in Economic Development, Human Capital- Human Capital Vs Physical Capital, Components of Human Capital, Provision and Utilization of Educational Facilities

### **UNIT 2: DEMAND FOR EDUCATION AND ITS RELATIONSHIP WITH EMPLOYMENT**

Private and Social Demand for Education, Relationship between Employment Opportunities and Educational Demand

### **UNIT 3: COSTS AND BENEFITS OF EDUCATION**

Cost of Education – Expenditure on education, Private costs and social costs and wastage and stagnation; Benefits of education: Direct and indirect benefits, Private and social benefits

### **UNIT 4: RETURNS OF EDUCATION AND ITS FINANCING**

Problems involved in measuring returns from investment in education; Educational financing- Resource mobilization and utilization.

### **UNIT 5: EDUCATION AND LABOUR MARKET - I**

Education and labour market- Effects of educational financing on income distribution; Effects of education

### **UNIT 6: EDUCATION AND LABOUR MARKET - II**

Ability and family background on earnings, Poverty and income distribution

### **UNIT 7: EDUCATIONAL PLANNING AND DEVELOPMENT - I**

Cost-benefit analysis of Education, production function models, Growth accounting equations of Schultz and Denison

### **UNIT 8: EDUCATIONAL PLANNING AND DEVELOPMENT - II**

Manpower requirements approach, Programming and input-output models; Educational Planning in developing countries with emphasis on India

### **UNIT 9: ROLE OF PUBLIC AND PRIVATE SECTORS IN EDUCATION**

Role of public and private sectors in Education; Public private partnerships in Education

#### **UNIT 10: ECONOMICS OF HEALTH-I**

Nature and Scope of Health Economics; Interrelationship between health and development; Health and Productivity; Determinants of Health Status; Disease Burden and its Measurement, Global burden of disease

#### **UNIT 11: ECONOMICS OF HEALTH-II**

Economic dimensions of health care – demand and supply of health care; Economics of Nutrition: Linkages with Morbidity, Mortality and Female Education, Concept of Missing Women, Consequences of Gender Bias in Health

#### **UNIT 12: FINANCING OF HEALTH**

Financing health care and resource constraints; Economics of Health Insurance; Health policy in India; Financing health sector in India

#### **UNIT 13: ROLE OF PUBLIC AND PRIVATE SECTORS IN HEALTH**

Role of public and private sectors in Health; Public private partnerships in Health

#### **UNIT 14: ECONOMIC APPRAISAL OF HEALTH PROGRAMMES**

Forms of economic appraisal of health programmes- cost minimization, cost benefit analysis, cost effectiveness analysis, cost utility analysis

#### ***Basic Reading List:***

- 1) Baru, R. V. (1998), Private Health Care in India's Health Care Social Characteristics, Sage publications, New Delhi.
- 2) Becker, G .S .(1974), Human Capital (2<sup>nd</sup> Edition), National bureau of Economic Research, New York.
- 3) Berman, P. and M. E. Khan (1993) Paying for Indian's Health Care, Sage Publications, New Delhi.
- 4) Berman, R. (Ed) (1995), Health Sector Reform in Developing Countries: Making Health Development Sustainable, Boston: Harvard Series on Population and International Health.
- 5) Blaug, M. (1972), Introduction to Economics of Education, Penguin, London.
- 6) Cohn, E. and T. Gaske (1989), Economics of Education, Pergamon Press, London.
- 7) Mc Mohan, W. W. (1999), Education and Development: Measuring the Social Benefits, Oxford University Press, Oxford.
- 8) Meier & Rauch: Leading Issues in Economic Development, Oxford University Press.
- 9) Panchamukhi, P. R. (1980), Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol. VI, Infrastructure, Allied, Delhi.
- 10) Tilak, J. B. G. (1994), Education for Development in Asia, Sage Publications, New Delhi

## **SEC 4: SOCIAL WORK RESEARCH**

### **Course Objectives:**

This course discusses Social Work Research: Meaning and definition of research; nature and significance of research; characteristics of research; Research Designs: Meaning and definition of research design, components of research design

**Learning Outcomes:** This course will introduce the learners to the wide field of social work research by teaching the tools, techniques and research design.

### **UNIT 1: INTRODUCTION TO SOCIAL WORK RESEARCH**

Meaning and Definition of Research; Nature and Significance of Research; Characteristics of Research; Definition and Meaning of Social Research; Importance and Characteristics of Social Research.

### **UNIT 2: SOCIAL RESEARCH AND SOCIAL WORK RESEARCH**

Distinctive Features of Social Research and Social Work Research; Scope and Need; Scientific Methods: Meaning and Characteristics of Social Work Research.

**Unit 3: Types of Social Work Research:** Intervention Research and Practice based Research; Action research, Needs Assessment Studies; Situational Analysis, Monitoring and Evaluation.

### **UNIT 4: RESEARCH DESIGNS**

Meaning and Definition of Research Design, Components of Research Design: Title of The Study, Statement of The Problem, Review of Previous Studies, Objectives of The Study, Formulation of Hypotheses, Methods of Data Collection, Tools for Data Collection, Sampling, Definition of Concepts

### **UNIT 5: TYPES OF RESEARCH DESIGN**

Exploratory Research Design, Descriptive Research Design, Experimental Research Design, Diagnostic, Survey and Case Study Methods; Difference Between Quantitative and Qualitative Research Designs.

### **UNIT 6: RESEARCH METHODOLOGY**

Problem Identification, Literature Review, Formulation, Objectives and Hypothesis, Concepts, Definitions; Introduction to Methods of Data Collection

### **UNIT 7: SAMPLING**

Meaning and Definition Types of Sampling: Probability and Non Probability Sampling; Advantages and Limitations of Each Category.

### **UNIT 8: METHODS OF DATA COLLECTION**

Interviewing, Questionnaire, Observation and Focused Group Discussion. Tools for Data Collection: Interview Schedule, Interview Guide, Questionnaire, Sources of Data Collection: Primary and Secondary Data

## **UNIT 9: PROCESSING OF DATA**

Editing, Coding, Tabulation, Graphical & Diagrammatic Representation of Data.

## **UNIT 10: BASIC STATISTICS FOR SOCIAL RESEARCH**

Definition and Functions of Statistics. Importance of Statistics in Social Research; Frequency Distribution and Tabulation; Ratio, Proportion, Percentage.

## **UNIT 11: APPLICATIONS OF STATISTICS**

Measures of Central Tendency: Mean, Median, Mode. Measures of Variability: Standard and Quartile Deviation;

## **Unit 12: Measures of Association**

Chi-square, Correlation Coefficient, 't' distribution; Analysis of Variance and 'F' distribution.

## **UNIT 13: INTERPRETATION AND PRESENTATION OF STATISTICAL DATA**

Graphical Presentation, Diagrammatic Presentation, Use of Tables; Analysis of Findings; Limitations; Scope for Further Research.

## **UNIT 14: QUALITIES OF RESEARCHER**

Maintaining Objectivity, Unbiased, Curiosity to Know the Unknown, Desire to Understand the Cause and Effect Relationship of Social Problems, Desire to Discover New and Test Old Scientific Procedures, Patience, Alert Mind, Courage and Consciousness.

## **UNIT 15: WRITING RESEARCH REPORT**

Significance and steps in writing report; Precautions in writing research reports; Research Abstracts; Research Proposals; Contents of a Research Project; Research Report Writing.

### ***Basic Reading List:***

- 1) Alston, M. Bocolos, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
- 2) Bailey, Kenneth D. (1978) Methods of social research. New York: Mcneil Pub.
- 3) Grinell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E. Gupta. S.P. (1985). Statistical Methods. New Delhi: Sultan Chand & Sons Publishers.
- 4) Costello, Patrick (S. Asia Edition 2005) Action research. London: Continuum.
- 5) Denzin, N. K., Lincoln, Y. S. (ed), (1994), Handbook of qualitative research. Sage Publications, New Delhi.
- 6) Gillham, Bill (2000). Case study research methods. London: Continuum

## **SEMESTER - VIII**

### **DSC 19: SOCIAL WORK WITH THE ELDERLY**

#### **Course Objectives:**

- To orient the social work learners to Geriatric social work
- To understand the socio-emotional needs of the elderly

**Learning Outcomes:** This course will enable the learners to analyze the growing significance of need of social work practice with the elderly, to learn the specific skills and techniques and this course will help to understand the cause of growth of institutional care for the elderly.

#### **Part I: Theory** **(3 Credits)**

##### **UNIT: 1 INTRODUCTION**

Definition of Elderly, Concept of ageing, Changing roles in Family Life and Social relationships, Demography of ageing population in India, Productive ageing

##### **UNIT 2: ROLES, POWER AND STATUS OF ELDERLY**

Historical norms in different cultural, urban/rural, economic. Age and gender contexts. Emerging trends and issues in their context of the liberalized political economy. Historical norms of practices related to death and bereavement and emerging trends.

##### **UNIT 3: HEALTH OF THE ELDERLY**

Longevity and physical health. Mental and emotional health, Ill health, disabilities and care giving. age

##### **UNIT 4: REVIEW OF HEALTH POLICIES**

Review of health policies of the elderly. Policies for the disabled and their implementation with references to elderly. Health intervention: periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment.

##### **UNIT 5: ELDERLY AND LIVELIHOOD**

Work participation of elderly in the organized and unorganized sectors. Economic situation of the elderly. Age related policies and laws for education. Employment, Retirement, social security and pensions. Intervention needs: retirement planning, promoting savings, investments and making a will, training and opportunities for income generation, employment exchange and sponsorship programmes.

##### **UNIT 6: ELDERLY AND FAMILY**

Interventions of elderly with parents, Spouse, children, children. children-in-laws, grandchildren and others. Care giving roles between elderly and the family. Issues of division of property, housing and social security. Issues of neglect, abuse, violence and abandonment. Review of laws for inheritance and protection from abuse. Intervention needs: Raising family awareness and family and bereavement counseling.



#### **UNIT 7: NEEDS AND ISSUES OF ELDERLY**

Needs of elderly people, Psychological needs, recreational needs, attitudes towards ageing, Issues relating inheritance, destitute women, Elder abuse, symptoms and signs of elder abuse, Risk factors of elder abuse, Preventing elder abuse

#### **UNIT 8: NATIONAL POLICIES & PROGRAMMES FOR WELFARE OF THE ELDERLY**

Constitutional Provisions, National Policy on Older Persons, National Social Assistance Programme, Annapurna Yojana, Integrated Programme for Older Persons (IPOP) Maintenance and Welfare of Parents and Senior Citizens Act, 2007

#### **UNIT 9: INSTITUTIONAL AND NON-INSTITUTIONAL SERVICES AND THE ELDERLY**

Care giving roles between Older Persons and the family, Understanding caregiver stress and burnout, older persons and livelihood, family based services, community based services.

#### **UNIT 10: SOCIAL WORK PRACTICE FOR AND WITH ELDERLY**

Role of Social Worker in promoting the services and programs for the Aged, International and Nations organizations working for the welfare, development and empowerment of Elderly, Counselling and legal aid to the older persons.

### **Part II: Field Work**

**(1 Credit)**

*Field Work Activity (Suggested Topic):*

In various settings of elderly home, case study, case work, group work. (FW Journal /guidelines to be attached with SLM)

#### ***Basic Reading List:***

- 1) Chowdhry, Paul. D. 1992. Aging and the Aged. A Source Book. New Delhi: Inter India Publications.
- 2) Cox, Enid O and J Parson Ruth. 1994. Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
- 3) Dandekar, K. 1996. The Elderly in India. New Delhi: Sage Publications.
- 4) Desai. M and Siva Raju. 2000. The Elderly in India. New Delhi: Sage publications
- 5) IrudayaRajan et al. 1997. Indian Elderly: Asset or Liability. New Delhi: Sage Publications.
- 6) Kakula S, B. 1978. Basic Readings in Medical Sociology. London: Tavistok Publishers.
- 7) Khan, M. Z. 1997. Elderly in Metropolis. New Delhi: Inter India Publishers.
- 8) Krishnan, P and K. Mahadevan (eds) 1992. The Elderly Population in the Developed World: Policies, Problems and Perspectives. Delhi: B. R. Publishing.
- 8) Upham, F. 1999. Living with Chronic Illness - the Experience of Patients and their Families.

## **DSC 20/ DSM 8: COMMUNICATION FOR DEVELOPMENT**

### **Course Objectives:**

- To make learners aware and sensitive about basic development issues such as poverty and employment disparity etc.
- To help learners understand the different concepts of Development and Development communication.
- To prepare learners to critically evaluate development approaches and programmes in the context of economic and development theories.
- To enable students to understand the various factors of economic development
- To enable to learn the problems of human development and required measures to overcome them.
- To introduce students to development issues in India and coverage of media on these issues
- To explain the role of folk media in development communication
- To inculcate the idea of social responsibility and create awareness of state and central government welfare measures.
- To train the students on various media programme formats of development communication

### **Learning Outcomes:**

- Learners would learn the concepts, meaning, various models, problems and obstacles in Development Communication.
- Learners would understand the working of government and administration in development sector as well as will know different programs and policies prevailing.
- Learners would know the rural India in-depth and its problems and they also will come across the communication gap at various levels.

### **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: DEVELOPMENT JOURNALISM**

Origin of Development Journalism, Concept and Types of Journalism, Role and Importance of Development Journalism- National Perspectives, International Perspectives, Development Journalism in India, Experiments- Chhatera, Gramyavani

### **UNIT 3: 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 Infortainment – media development

### **UNIT 4: 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 5: 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 6: 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 7: 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 8: RURAL AND AGRICULTURE COMMUNICATION**

Rural development, Agricultural Communication, Media campaigns for development, diffusion of innovation, extension studies.

#### **UNIT 9: DEVELOPMENT REPORTING**

Importance of Development Reporting, Present Trends in Development Reporting, Early Indian Experiments in Development Communication

#### **UNIT 10: 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 11: 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.

#### **UNIT 12: CONCEPT OF INTERNATIONAL COMMUNICATION**

International Communication, Political, Economic and Cultural Dimensions of International Communication, Communication and Information as a tool of Equality and Exploitation

#### **UNIT 13: ROLE OF UNO**

Concepts of 'communication' and 'human rights', Communication as Human Rights, Classification of communication rights, Right to Communicate Vs. Communication Rights, UNO's Universal Declaration of Human Rights and Communication, UNESCO's efforts in removal of imbalance in news flow, Debate on New World Information and Communication Order (NWICO), New International Economic Order (NIEO), MacBride's Commission Report

#### **UNIT 14: TECHNOLOGY AND INTERNATIONAL COMMUNICATION**

Concepts, Impact of New Communication Technology on News Flow, Satellites, Artificial Satellites and Satellite Communication, Historical background of Satellites and Satellite Communications – status – progress – Effects, Information Super Highways, International Telecommunication and Regulatory Organisations

## **UNIT 15: ISSUES IN INTERNATIONAL COMMUNICATION**

Democratisation of information flow and media systems, Professional standards, International media institutions and professional organizations – code of Conduct, Transnational media ownership and issues of sovereignty and security, Effects of globalisation on media systems and their functions, Violence against media persons, International intellectual property rights.

### ***Basic Reading List:***

- 1) Gupta, V.S. (2000), Communication and Development, Concept Publishing Company, New Delhi
- 2) Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- 3) Mody, Bella (1991), Designing Messages for Development Communication, Sage Publications, New Delhi
- 4) Menon, Mridula (2004), Development Communication and Media Debate, Kanishka Publishers, Distributors, New Delhi
- 5) Murthy, D V R (2006), Development Journalism, Kanishka Publishers, Distributors, New Delhi
- 6) Narula, Uma (2006), Communication Models, Atlantic Publishers & Distributors, New Delhi
- 7) Pushkar, Niranjana (2009), Development Communication, Authors press, New Delhi
- 8) Prasad, Kiran (2009), Communication for Development (Volume I & II), B.R. Publishing Corporation, New Delhi.

**Details of Faculty Members assigned with the responsibility of Course Coordinators**

Sl.	Course Name	Name of the Faculty	Designation/Subject
1	Historical and Philosophical Foundations of Social Work	Dr Mridusmita Duara	Assistant Professor, Social Work
2	Foundations of Social Sciences	Dr Mridusmita Duara/ Dr Dola Borkataki	Assistant Professor, Social Work, Sociology
3	Social Work Practice with Individuals and Groups	Dr Mridusmita Duara	Assistant Professor, Social Work
4	Indian Society	Dr Gargi Gayan	Assistant Professor, Sociology
5	Community Organization	Dr Mridusmita Duara	Assistant Professor, Social Work
6	Regional Economy of North East India	Dr Joydeep Baruah	Professor, Economics
7	Sociology of North East India	Dr Gargi Gayan	Assistant Professor, Sociology
8	Social Action and Social Movements	Dr Mridusmita Duara/ Dr Gargi Gayan	Assistant Professor, Social Work, Sociology
9	Social Welfare Administration	Dr Mridusmita Duara	Assistant Professor, Social Work
10	Public Administration in India	Dr Jahnabi Devi	Assistant Professor, Political Science
11	Social Work Research	Dr Joydeep Baruah/ Dr Mridusmita Duara	Professor, Economics/ Assistant Professor, Social Work
12	Health and Mental Health	Dr Mridusmita Duara	Assistant Professor, Social Work
13	Social Work with Persons with Disability	Dr Mridusmita Duara	Assistant Professor, Social Work
14	Demography	Dr Utpal Deka	Assistant Professor, Economics
15	Peace, Conflict and Human Rights	Dr Jahnabi Devi	Assistant Professor, Political Science
16	OB and HRM	Dr Bhaskar Sarmah	Assistant Professor, Economics
17	Introduction to Gender Studies	Dr Mridusmita Duara/ Dr Gargi Gayan	Assistant Professor, Social Work/ Sociology
18	Family and Child Welfare	Dr Mridusmita Duara	Assistant Professor, Social Work
19	Social Work Counselling	Dr Mridusmita Duara	Assistant Professor, Social Work
20	Social Entrepreneurship and Project Management	Dr Utpal Deka	Assistant Professor, Economics
21	Economics of Social Sector	Dr Sarmistha Rani Baruah	Assistant Professor, Economics
22	Communication for	Dr Trisha Dowerah	Assistant Professor,

	Development	Baruah	Mass Communication
23	Social Work with Elderly	Dr Mridusmita Duara	Assistant Professor, Social Work

**GUIDELINES FOR SEMINAR PAPER – SOCIAL WORK**

**Introduction**

Under the UG in Social Work programme of KKHSOU, you will need to present a Seminary paper in your eighth semester. You can choose any relevant topic for presentation.

Traditionally, a Seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

**General Structure of a Seminar Paper**

**1. Introduction:** Here, you need to set out the "Crux" of the paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds 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:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- 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:

- (a) Discuss the major issues;
- (b) Separate issues and sub-issues
- (c) Order issues logically
- (d) Introduce and conclude on each issue
- (e) Present your arguments and rebut opposing arguments
- (f) Use organizational paradigms where appropriate

**4. Conclusion:** Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

**Certain Key Points:**

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place via face to face or through online mode.
- The seminar report must be typed in Computer. The report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The presentation room must be well organised with a banner of the Seminar on the background.
- Insist your Study Centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your final semester result. The University may ask for this Video at any point of time.



**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**Guidelines for Seminar Paper Presentation**

**Four-Year UG Programme in Social Work**

**Section I: Introduction**

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical abilities through their application in light of the theoretical information obtained while taking different UG Social Work courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, 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 undergoing 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. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology' that you have come across in the seventh semester. In brief, it is a method of applying the information acquired via various courses to the occurrences that have historical significance. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

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 elsewhere earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if 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 holds 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 the subjects/chapters/contents of the projects of two learners are found to be similar, then both the

projects will be rejected and 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 part of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

**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 questionnaire, deciding the size of sample, procedure for data collection, tabulation 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 bio-data 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.

#### **Certain 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 via face to face or through online mode.
- Project/Dissertation Report must be typed in computer. Report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 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...)

## **Section II: Project/Dissertation Performa**

**Cover Page:** The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be DARK BROWN.**

- The title of the report should be short and written in capital letters. 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.

<p style="text-align: center;"><b>PROJECT REPORT/DISSERTATION</b> On “ <u>Topic Name</u> ”</p> <p style="text-align: center;"><b>SUBMITTED TO</b> <b>KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY</b> IN <b>PARTIAL FULLFILLMENT OF THE</b> <b>UG IN SOCIAL WORK</b> <b>(YEAR)</b></p> <p style="text-align: center;"><i>by</i></p> <p><b>Name:</b> ..... <b>Enrollment No:</b> ..... <b>Study Centre Code:</b> .....</p> <p style="text-align: center;">Under the Guidance of <b>Name of Internal Guide / External Guide</b> <i>Designation</i></p> <p style="text-align: center;"><b>KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.</b> <b>Guwahati, Assam</b></p>
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**Certificate of the Guide/ Supervisor (Format)**

<b><u>Certificate of the Guide/ Supervisor</u></b>	
<b>Mentor / Guide Name:</b>	
<b>Designation:</b>	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ bearing enrollment number _____ under my supervision and guidance, for the partial fulfilment of UG in Social Work of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
<b>Date:</b>	<b>Signature of Guide</b>

**Certificate of the Study Centre Coordinator/ Academic Counsellor of Study Centre**

<b><u>Certificate of Study Centre Coordinator/ Academic Counsellor</u></b>	
<b>Coordinator/ Academic counsellor Name:</b>	
<b>Designation:</b>	
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 UG in Social Work programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
<b>Date:</b>	<b>Signature</b>

**Acknowledgement:** The learner should provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. 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:

**Self-Declaration by the Learner**

I do hereby declare that this project work entitled “ \_\_\_\_\_ ” submitted by me for the partial fulfilment of the requirement for the award of **FYUG in Social Work** programme 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 observation 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 & annexure.

**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 objectives and the scope of the study and the contribution and impact your study will make should be elaborated.
- **Chapter-II: Theoretical Perspective:** 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 finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a 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-IV, V, VI .... Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussions 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 mentioned 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.
- Annexure are numbered numerically e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant to the 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 / Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

### **Section III: A Guide to Organising the Contents of Project Report /Dissertation**

**1. The Title of the Study:** A single sentence describing the inquiry should be in the title. 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. Not only are such sentences 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.

**2. The Abstract of the Study:** The abstract describes your entire work in a single paragraph. A short overview of the historical event/phenomenon and approach should be provided, as well as sections on the findings and discussion. 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 succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

**3. 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 significance.
- Describe previous work (and maybe your own) that relates 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 need not go into detail here, but it should be obvious how the most recent work brings out 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. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

**4. Methodology of Research:** Rather of 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.

**5. Characterisation:** Based on your chaptalisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

**6. Findings and Discussions:** Begin by outlining the actions you took to process the data. This implies that you must explain how you contextualised your study using archival or oral source of data.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important 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 technique section. This will be beneficial to your reader.

**7. Conclusions and Policy Implications:** To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also discuss the implications 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.

### **Section IV: Certain Areas of Research for Your Project/Dissertation**

We are providing here certain areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you to frame an appropriate topic of your choice.

- 1) Indigeneity and Migration of Labour
- 2) Doing a project using Group Work method in Elderly Homes
- 3) Women in Social Action, Social Movements
- 4) Evolution of Social Work in India
- 5) Armed Struggle in NE region and Peacekeeping Strategies
- 6) Doing a project using Case Work in Correctional Settings
- 7) Community Engagement and Social Responsibility of Higher Education Institutions
- 8) LGBTQIA+ Rights



**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	<b>IDC</b> (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>
	<b>AEC</b>	101 General English*
	<b>VAC</b>	101 Environmental Studies and Disaster Management*
	<b>SEC</b> (any one Course only)	101 Office Management*
		102 Organic Farming*
		103 Introduction to Geo-informatics*
II	<b>IDC</b> (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>
	<b>AEC</b> (any one Course only)	201 MIL Assamese*
		202 Alternative English*
		203 MIL Bengali*
		204 MIL Hindi*
		205 MIL Bodo*
	<b>VAC</b>	201 Introduction to Yoga*
	<b>SEC</b> (any one Course only)	201 Tea Cultivation and Management*
		202 Electricity and Electrical Wiring*
	<b>IDC</b> (any one Course needs to be selected)	301 English for Professional Studies*
		302 Economics of Education*

III	from the basket)	<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>
	<b>AEC</b>	301 Life Skills*
	<b>SEC</b>	301 Cyber Security*
IV	<b>AEC</b> (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	<b>SEC</b>	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, নিৰ্দিষ্টতাবাচক 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*, 71<sup>st</sup> 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*, 15<sup>th</sup> Edition, Academic Foundation.
- Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31<sup>st</sup> 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**

অংকীয়নাট: 'অংকীয়নাট' 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 Polityary 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*, 71<sup>st</sup> 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*, 15<sup>th</sup> Edition, Academic Foundation.
- Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31<sup>st</sup> 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: Folkore 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 আত্মলিপিমা, 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 Prakasha  
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

# Syllabi of Semester 2 : AEC 2 (MIL-Bengali)

For Four Year Undergraduate Programme

Name of the Course: Select Bengali Literary Texts, Grammar and Composition  
নির্বাচিত বাংলা সাহিত্য, ব্যাকরণ ও রচনা

## Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Bengali Literature from the beginning.
- Summarize a basic understanding of Bengali Grammar and Composition.

## Course Outcomes:

- Develop knowledge of the history and recent trends of Bengali Literature.
- Explore the underlying spirit of Bengali Literature.
- Identify the heritage and basic spirit of the different aspects of Bengali Grammar and Composition.

## Detailed Syllabus

অধ্যায় ১ :	কবিতা — ১ নবদ্বীপ — বৃন্দাবন দাস : কবি-পরিচয়, সারসংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ; রূপাই — জসিমউদ্দীন : কবি-পরিচয়, সারসংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ
অধ্যায় ২ :	কবিতা — ২ পুরাতন ভৃত্য — রবীন্দ্রনাথ ঠাকুর : কবিতার সার-সংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ
অধ্যায় ৩ :	উপন্যাস - কপালকুণ্ডলা — ১ ঔপন্যাসিক বঙ্কিমচন্দ্র : বঙ্কিমচন্দ্রের জীবনকথা, উপন্যাস-পরিচয়; কাহিনিসার
অধ্যায় ৪ :	উপন্যাস - কপালকুণ্ডলা — ২ চরিত্র-বিচার : নবকুমার, কপালকুণ্ডলা, মতিবিবি বা লুৎফউল্লিসা, কাপালিক; অলৌকিকতা
অধ্যায় ৫ :	বনফুল — জাগ্রত দেবতা বনফুলের জীবন ও সাহিত্য; জাগ্রত দেবতা : গল্পের সার সংক্ষেপ, গল্প-বিশ্লেষণ
অধ্যায় ৬ :	সাজাহান — ১ নাট্যকারের পরিচিতি ও ইতিহাসের কাহিনি; ঐতিহাসিক নাটক হিসাবে 'সাজাহান'; 'সাজাহান' নাটকের নায়ক বিচার ও নামকরণ; 'সাজাহান'নাটকের সংগীত ও সংলাপ
অধ্যায় ৭ :	সাজাহান — ২ সাজাহান নাটকের চরিত্র-বিচার : মুখ্য চরিত্র, গৌণ চরিত্র

- অধ্যায় ৮ : **জীবনস্মৃতি — ১**  
 গ্রন্থকার ও গ্রন্থ পরিচয়; *জীবনস্মৃতি* : সাধারণ আলোচনা; ঘর ও বাহির — মূল পাঠ : পাঠ বিশ্লেষণ; ভৃত্যরাজক তন্ত্র — মূলপাঠ : পাঠ বিশ্লেষণ; নানা বিদ্যার আয়োজন — মূলপাঠ : পাঠ বিশ্লেষণ
- অধ্যায় ৯ : **জীবনস্মৃতি — ২**  
 ভানুসিংহের কবিতা — মূলপাঠ : পাঠ বিশ্লেষণ; স্বাদেশিকতা — মূল পাঠ : পাঠ বিশ্লেষণ; মৃত্যুশোক — মূল পাঠ : পাঠ বিশ্লেষণ
- অধ্যায় ১০ : **বাংলা ব্যাকরণ**  
 শব্দ, পদ, বাক্য : পদ পরিবর্তন; বাগধারা বা বিশিষ্টার্থক বাক্যাংশ; বাংলা বানান : বানান রীতি, অশুদ্ধ বানান ও তার সংশোধিত রূপ; শব্দভাণ্ডার : শ্রেণিবিভাগ, মৌলিক শব্দ, আগমুক শব্দ; সমার্থক ও বিপরীতার্থক শব্দ : সমার্থক শব্দ, বিপরীতার্থক শব্দ
- অধ্যায় ১১ : **সংবাদ, অনুচ্ছেদ ও সারাংশ রচনা**  
 রচনার নানা প্রকারভেদ; সংবাদ রচনা; অনুচ্ছেদ রচনা

## Reference Books for this Course

- আনন্দ পাবলিশার্স প্রকাশনা; *বাংলা কী লিখবেন কেন লিখবেন।*  
 ঘোষ, অজিতকুমার; *বাংলা নাটকের ইতিহাস।*  
 ঘোষ, অজিতকুমার (সম্পাঃ); *দ্বিজেন্দ্র রচনাবলী, ২য় খণ্ড।*  
 চক্রবর্তী, অজিত কুমার; *কাব্যপরিক্রমা।*  
 চট্টপাধ্যায়, সুনীতিকুমার; *ভাষা-প্রকাশ বাংলা ব্যাকরণ।*  
 দাস, শিশির কুমার; *আত্মজীবনী : জীবনী ও রবীন্দ্রনাথ।*  
 দাস, শ্রীশচন্দ্র ; *সাহিত্য-সন্দর্শন।*  
 দে, অধীব; *আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, ২য় খণ্ড।*  
 পশ্চিমবঙ্গ বাংলা আকাদেমি; *আকাদেমি বানান অভিধান।*  
 পশ্চিমবঙ্গ বাংলা আকাদেমি প্রকাশনা; *আকাদেমি বিদ্যার্থী বাংলা অভিধান।*  
 পশ্চিমবঙ্গ বাংলা আকাদেমি প্রকাশনা; *প্রসঙ্গ : বাংলা ভাষা।*  
 পশ্চিমবঙ্গ সংসদ; *সংসদ বানান অভিধান।*  
 পাল, প্রশান্তকুমার; *রবীন্দ্রজীবনী, ১-৯ খণ্ড।*  
 ভট্টাচার্য, আশুতোষ; *বাংলা নাট্যসাহিত্যের ইতিহাস (দ্বিতীয় খণ্ড)।*  
 ভট্টাচার্য, সুভাষ ; *বাঙালির ভাষা।*  
 মুখোপাধ্যায়, অরুণকুমার; *রবীন্দ্র পরিক্রমা।*  
 মুখোপাধ্যায়, অশোক; *সংসদ সমার্থ শব্দকোষ।*  
 মুখোপাধ্যায়, দুর্গাশঙ্কর; *দ্বিজেন্দ্রলাল রায় : জীবন ও সাহিত্য।*  
 মুখোপাধ্যায়, প্রভাতকুমার; *রবীন্দ্র-জীবনী, ১-৪ খণ্ড।*  
 রায়, রথীন্দ্রনাথ; *দ্বিজেন্দ্রলাল : কবি ও নাট্যকার।*  
 সিংহ, মীনাক্ষী; *রবীন্দ্র প্রবন্ধের রূপরেখা।*  
 সরকার, পবিত্র; *বাংলা বানান সংস্কার : সমস্যা ও সম্ভাবনা*  
 সরকার, পবিত্র; *ভাষা-জিজ্ঞাসা ১, ২ ও ৩।*  
 সেন, সুকুমার; *ভাষার ইতিবৃত্ত।*  
 সেন, সুকুমার ; *বাঙ্গালা সাহিত্যের ইতিহাস, ৪র্থ খণ্ড।*

# Syllabi of Semester 2 : AEC 2 (MIL-Bodo)

For Four Year Undergraduate Programme

Name of the Course: Select Bodo Literary Texts, Grammar and Composition  
(नायखां बिलाइ)

## Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Bodo Literature from the beginning.
- Summarize a basic understanding of Bodo Grammar and Composition.

## Course Outcomes:

- Develop knowledge of the history and recent trends of Bodo Literature.
- Explore the underlying spirit of Bodo Literature.
- Identify the heritage and basic spirit of the different aspects of Bodo Grammar and Composition.

## Detailed Syllabus

- खोन्दो 1 :** मोनाबिलि - इसान चन्द्र मोसाहारि  
खन्थाइगिरिनि सिनायथि; फरा; खन्थाइनि गुबै बाश्रा; मोनाबिलि खन्थाइनि र 'मान्टिक सानस्रि;  
खन्थाइनि सायाव बिजिरनाय
- खोन्दो 2 :** अखां गंसे नांगौ - ब्रजेन्द्र कुमार ब्रह्म  
खन्थाइगिरिनि सिनायथि झ; फरा; खन्थाइनि गुबै बाश्रा; गोदान खन्थाइनि सोमोन्दै सुंद  
फोरमायथिनाय; अखां गंसे नांगौ खन्थाइनि सायाव सावरायनाय
- खोन्दो 3 :** थुनलायाव रहस्य सानथौ : कमल कुमार ब्रह्म  
लिरगिरिनि सुंद सिनायथि - कमल कुमार ब्रह्म; फरानि गुबै बाश्रा; फरानि सायाव  
बिजिरनाय : थुनलायाव रहस्य सानथौ
- खोन्दो 4 :** सुबुं माहारियाव खाना फोथायनाय - ब्रजेन्द्र कुमार ब्रह्म  
लिरगिरिनि सिनायथि - ब्रजेन्द्र कुमार ब्रह्म; फरानि गुबै बाश्रा; फरानि सायाव बिजिरनाय : सुबुं  
माहारियाव खाना फोथायनाय
- खोन्दो 5 :** मोदै आरो गोलोमदै - नीलकमल ब्रह्म  
लिरगिरिनि सिनायथि; सुंद सलनि सल; सलनि सायाव बिजिरनाय; आखु बिजिरनाय
- खोन्दो 6 :** फर्बज 'रानि बिहामजो - जनिल कुमार ब्रह्म  
लिरगिरिनि सिनायथि; सुंद सलनि सल; आखु बिजिरनाय; समाजारि सावगारि

- खोन्दो 7 :** मैहुर - धरणीधर औवारी  
सलमागिरिनि सिनायथि; फरानि गुबै बाश्रा; सलमानि सायाव बिजिरनाय; आखु बिजिरनाय;  
मैहुर सलमायाव समाजारि सावगारि
- खोन्दो 8:** राजा निलाम्बर - दारेन्द्रनाथ बसुमतारि  
लिरगिरिनि सिनायथि; जारिमिनारि थुनफावथाय महरै राजा निलाम्बर; थुनफावथायनि सायाव  
बिजिरनाय; आखु एरनाय
- खोन्दो 9 :** हरबादि खोमसि- कमल कुमार ब्रह्म  
थुनफावथाय लिरगिरिनि सिनायथि; थुनफावथायनि सायाव बिजिरनाय; समाजारि फावथाय  
महरै हरबादि खोमसि; आखु एरनाय; फावथायारि आदब
- खोन्दो 10 :** बायदि मैया रनसाय आरो बाश्रा फाव, बाश्रा खोन्दो  
रनसाय आरो रायथाइनि फारागथि; रनसाय : बिजाब बाख्रि, आसामनि दैबाना, भारतनि हाबा  
गैजारोडिनि जेंना, फरायसा आरो राजखान्थि; बाश्रा फाव, बाश्रा खोन्दो, सुंथाबै लिरनाय आरो  
बेखेवनानै लिरनाय
- खोन्दो 11 :** रावखान्थि  
बर' रावनि गारां आरो खौरां रिसारथि : थायजा, सानराय, महर

### Reference Books for this Course

- औवारी, धरणीधर; मैहुर।  
चैनारि, स्वर्ण प्रभा; बर' फावथायनि बिजिरनाय।  
नारजारी, इन्द्रमालती; लाइसिनि बिखायाव इन्द्रमालती।  
नारजारी, इन्द्रमालती; मायनाव बरायनाय।  
नारजारी, इन्द्रमालती; बर' हारिसु आरो थुनलाइ बिजिरनाय।  
फोसावगिरि बि. ए. सि. सिलेबास कमिटि; खन्थाइ माला।  
बर', अनिल; सेरजा सिफुं।  
बर', थुनलाइनि महर; धरणीधर औवारी।  
बर', मधुराम; जारिमिननि नोजोराव बर' थुनलाइ।  
बर', मधुराम; गोजौ रावखान्थि।  
बर', मधुराम; सुजु बिजाब।  
बड' टेक्स बुक प्रडाकसन कमिटि : रायथाइ बिहुं  
बड' आयदा फोरोंगिरि गौथुम; फोरोंलाइ Vol- VI।  
बसुमतारि, बिजितगिरि; नोजोर आरो सानसि।  
बसुमतारी, सुनिल फुकन (सुजुनाय); रायथाइ बिहुं।  
ब्रह्म, अनिल कुमार; थुनलाइ आरो थुनलाइ बिजिरनाय।



ब्रह्म, कमल कुमार; कमल कुमार ब्रह्मनि जिव आरो सानसि ।  
ब्रह्म, कमल कुमार; गोनं रावखान्थि ।  
ब्रह्म, कमल कुमार; हरबादि खोमसि ।  
ब्रह्म, नीलकमल; हाग्रा गुदुनि मै ।  
ब्रह्म, रुपनाथ आरो ब्रह्म, मदाराम (1992). खन्थाइ-मेथाय (1992); झारबारि : नौनोगोर पाब्लिकेसन ।  
ब्रह्म, ब्रजेन्द्र कुमार; थुनलाइ आरो सानसि ।  
ब्रह्म, ब्रजेन्द्र कुमार; थुनलाइ आरो थुनलाइ  
ब्रह्म, ब्रजेन्द्र कुमार; रायथाइ माला ।  
मोसाहारि, इसान; सनानि माला ।  
मोसाहारि, गुनेश्वर; थुनलाइ बिजिरनाय ।  
मसाहारि, तुलन; बर' फावथाय थुनलाइ ।  
लाहारी, मन'रन्जन; बर' थुनलाइनि जारिमिन ।  
हाजवारि, मंगलसिं (1996). जथाइबिदां; कक्राझार : बड' पाब्लिकेसन्स बर्ड, बड' साहित्य सभा ।  
हायार सेकेण्डारि थाखोफोरनि थाखाय; सुजुनाय बिजाब ।  
33 थि बिसान बर' थुनलाइ आफादनि खुगा लाइसि; डि बड' ।

**Syllabi of**  
**Semester 2 : AEC 2 (MIL-Hindi)**  
**For Four Year Undergraduate Programme**  
**Name of the Course: Gadya-Padya Abang Hindi Byakaran**  
**( गद्य, पद्य एवं हिन्दी व्याकरण )**

**Course Objective:**

After going through this course, a learner will be able to:

- Outline the history and trends of Hindi Literature from the beginning.
- Summarize a basic understanding of Hindi grammar.

**Course Outcomes:**

- Develop knowledge of the history and recent trends of Hindi literature.
- Explore the underlying spirit of Hindi Literature.
- Identify the heritage and basic spirit of the different aspects of Hindi grammar.

**Detailed Syllabus**

- इकाई 1 :** भक्ति काव्य  
सूरदास : जीवन दर्शन एवं साहित्य, भ्रमर गीत, पाठ का सारांश ; तुलसीदास : जीवन दर्शन एवं साहित्य, केवटप्रसंग, पाठ का सारांश
- इकाई 2 :** सूर्यकान्त त्रिपाठी 'निराला' : 'तोड़ती पत्थर'  
सूर्यकान्त त्रिपाठी 'निराला' : जीवन दर्शन एवं साहित्य, 'तोड़ती पत्थर' का पाठ, पाठ का सारांश
- इकाई 3 :** रामधारी सिंह 'दिनकर' : किसको नमन करूँ मैं  
रामधारी सिंह 'दिनकर' : जीवन दर्शन एवं साहित्य, 'किसको नमन करूँ मैं' का पाठ, पाठ का सारांश
- इकाई 5 :** मुक्तिबोध : 'अंधेरे में'  
मुक्तिबोध : जीवन दर्शन एवं साहित्य, 'अंधेरे में' पाठ, पाठ का सारांश
- इकाई 4 :** भगवती चरण वर्मा : चित्रलेखा  
भगवती चरण वर्मा : व्यक्तित्व एवं कृतित्व, भगवती चरण वर्मा की औपन्यासिक विशिष्टाएँ ; चित्रलेखा : कथावस्तु तथा जीवन दर्शन, चरित्र चित्रण, कथोपकथन, वातावरण, भाषाशैली, भावात्मक शैली एवं लक्ष्य
- इकाई 5 :** प्रेमचन्द : ठाकुर का कुआं  
प्रेमचन्द : जीवन दर्शन एवं साहित्य, ठाकुर का कुआं – कहानी, प्रतिपाद्य विषय की समीक्षा

- इकाई 6 :** आचार्य रामचन्द्र शुक्ल : मित्रता  
आचार्य रामचन्द्र शुक्ल ; मित्रता : कथ्य एवं उद्देश्य ; मित्रता : महत्वपूर्ण प्रसंग
- इकाई 7 :** आचार्य शिवपूजन सहाय : साहित्य  
आचार्य शिवपूजन सहाय : का जीवन एवं साहित्य ; साहित्य : कथ्य एवं उद्देश्य ; साहित्य : महत्वपूर्ण प्रसंग
- इकाई 8 :** डॉ. बिरिचि कुमार बरूआ : कौआ  
डॉ. बिरिचि कुमार बरूआ : जीवन एवं साहित्य ; कौआ : कथ्य एवं उद्देश्य ; कौआ : महत्वपूर्ण प्रसंग
- इकाई 9 :** डॉ. राम कुमार वर्मा : कौमुदी महोत्सव  
एकांकी की परिभाषा ; एकांकी के तत्व ; डॉ. राम कुमार वर्मा: जीवन एवं साहित्य; कौमुदी महोत्सव : कथावस्तु : चरित्र चित्रण, संलाप, वातावरण, उद्देश्य, भाषा शैली, रंगमंच निर्देश
- इकाई 10 :** जगदीश चन्द्र माथुर : बन्दी  
जगदीश चन्द्र माथुर : व्यक्तित्व एवं कृतित्व ; बन्दी : एकांकी की कथावस्तु एवं विश्लेषण : चरित्र चित्रण, संवाद, वातावरण, भाषा शैली, उद्देश्य, रंगमंच निर्देश
- इकाई 11 :** हिन्दी व्याकरण  
कारक और विभक्ति, लिंग, वाक्य विचार, लोकोक्ति और मुहावरा

### **Reference Books for this Course**

- अमृत राय : प्रेमचन्द : कलम का सिपाही  
अली सरदार जाफरी : कबीर वाणी  
अशोक चक्रधर : मुक्तिबोध की काव्य प्रक्रिया  
आचार्य रामचन्द्र शुक्ल : हिन्दी साहित्य का इतिहास  
आचार्य हजारी प्रसाद द्विवेदी : हिन्दी साहित्य उद्भव एवं विकास  
आचार्य हजारी प्रसाद द्विवेदी : हिन्दी साहित्य की भूमिका  
डॉ कपिलदेव द्विवेदी : भाषाविज्ञान एवं भाषाशास्त्र  
कुमार कृष्ण : कहानी के नये प्रतिमान  
डॉ. केदारनाथ सिंह : आधुनिक हिन्दी कविता में बिम्ब विधान  
गणपतिगुप्त : हिंदी साहित्य का इतिहास  
डॉ. नगेन्द्र (सं) : हिन्दी साहित्य का इतिहास  
नलिन विलोचन शर्मा : हिन्दी उपन्यास : तथा प्रेमचन्द  
प्रसाद, वासुदेव नन्दन ; आधुनिक हिन्दी व्याकरण और रचना ; पटना : भारती भवन ।  
डॉ वासुदेवनन्दन प्रसाद : सरल हिन्दी व्याकरण और रचना

## **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 and 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](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](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-](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