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THE TEZPUR UNIVERSITY ACT, 1993

ACT NO. 45 OF 1993

[1st June, 1993.]

An Act to establish and incorporate a teaching and residential University in the State of Assam at Tezpur and to provide for matters connected therewith or incidental thereto:

By: it enacted by Parliament in the Forty-fourth Year of the Republic of India as follows:—

1. Short title and commencement.—(1) This Act may be called the Tezpur University Act, 1993.

(2) It shall come into force on such date¹ as the Central Government may, by notification in the Official Gazette, appoint.

2. Definitions.—In this Act, and in all Statutes made hereunder, unless the context otherwise requires,—

- (a) "Academic Council" means the Academic Council of the University;
- (b) "academic staff" means such categories of staff as are designated as academic staff by the Ordinances;
- (c) "Board of Management" means the Board of Management of the University;
- (d) "Board of Studies" means the Board of Studies of the University;
- (e) "Chancellor", "Vice-Chancellor" and "Pro-Vice-Chancellor" mean, respectively, the Chancellor, Vice-Chancellor and Pro-Vice-Chancellor of the University;
- (f) "College" means a College maintained by the University;
- (g) "Department" means a Department of Studies, and includes Centre of Studies;
- (h) "distance education system" means the system of imparting education through any means of communication, such as broadcasting, telecasting, correspondence courses, seminars, contact programmes or the combination of any two or more such means;
- (i) "employee" means any person appointed by the University, and includes teachers and other staff of the University;
- (j) "Finance Committee" means the Finance Committee of the University;
- (k) "Hall" means a unit of residence or of corporate life for the students of the University, or of a College or of an Institution, maintained by the University;
- (l) "Institution" means an academic institution, not being a College, maintained by the University;
- (m) "Planning and Academic Committee" means the Planning and Academic Committee of the University;
- (n) "Planning Board" means the Planning Board of the University;
- (o) "Principal" means the Head of a College or an Institution maintained by the University, and includes, where there is no Principal, the person for the time being duly appointed to act as Principal, and, in the absence of the Principal or the acting Principal, a Vice-Principal duly appointed as such;
- (p) "recognised institution" means an institution of higher learning recognised by the University;
- (q) "recognised teachers" means such persons as may be recognised by the University for the purpose of imparting instructions in a College or an Institution maintained by the University;
- (r) "Regulations" means the Regulations made by any authority of the University under this Act for the time being in force;
- (s) "School" means a School of Studies of the University;

¹ 15th January, 1994, vide notification No. G.S.R 22(F), dated 15th January, 1994, see Gazette of India, Extraordinary, Part II, sec. 3(i)

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Registrar
University

(i) "Statutes" and "Ordinances" mean, respectively, the Statutes and Ordinances of the University for the time being in force;

(ii) "Teachers of the University" means Professors, Readers, Lecturers and such other persons as may be appointed for imparting instruction or conducting research in the University or in any College or Institution maintained by the University and are designated as teachers by the Ordinances;

(iii) "University" means the Tezpur University established under this Act.

3. The University.—(1) There shall be established a University by the name of "Tezpur University".

(2) The headquarters of the University shall be at Tezpur and it may also establish campuses at such other places within its jurisdiction as it may deem fit.

(3) The first Vice-Chancellor and the first members of the Board of Management, the Planning and Academic Committee or the Academic Council or the Planning Board and all persons who may hereafter become such officers or members, so long as they continue to hold such office or membership, are hereby constituted a body corporate by the name of "Tezpur University".

(4) The University shall have perpetual succession and a common seal and shall sue and be sued by the said name.

4. Objects of the University.—The objects of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; to make provisions for integrated courses in humanities, natural and physical sciences, social sciences, agricultural science and forestry and other allied disciplines in the educational programmes of the University; to take appropriate measures for promoting innovations in teaching-learning processes, inter-disciplinary studies and research; to educate and train manpower for the development of the State of Assam; and to pay special attention to the improvement of the social and economic conditions and welfare of the people of that State, their intellectual, academic and cultural development; and the University shall, in organising its activities, have due regard to the objects specified in the First Schedule.

5. Powers of the University.—The University shall have the following powers, namely:—

(i) to provide for instruction in such branches of learning as the University may, from time to time, determine and to make provision for research and for the advancement and dissemination of knowledge;

(ii) to grant, subject to such conditions as the University may determine, diplomas or certificates to, and confer degrees or other academic distinctions on the basis of examinations, evaluation or any other method of testing on, persons, and to withdraw any such diplomas, certificates, degrees or other academic distinctions for good and sufficient cause;

(iii) to organise and to undertake extra-mural studies, training and extension services;

(iv) to confer honorary degrees or other distinctions in the manner prescribed by the Statutes;

(v) to provide facilities through the distance education system to such persons as it may determine;

(vi) to institute Principalships, Professorships, Readerships, Lecturerships and other teaching or academic positions, required by the University and to appoint persons to such Principalships, Professorships, Readerships, Lecturerships or other teaching or academic positions;

(vii) to recognise an Institution of higher learning for such purposes as the University may determine and to withdraw such recognition;

(viii) to recognise persons for imparting instructions in any College or Institution maintained by the University;

(ix) to appoint persons working in any other University or organisation as teacher of the University for a specified period;

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Registrar

Tezpur University

- (x) to create administrative, ministerial and other posts and to make appointments thereto;
- (xi) to co-operate or collaborate or associate with any other University or authority or institution of higher learning in such manner and for such purposes as the University may determine;
- (xii) to establish such campuses, special centres, specialised laboratories or other units for research and instruction as are, in the opinion of the University, necessary for the furtherance of its objects;
- (xiii) to institute and award fellowships, scholarships, studentships, medals and prizes;
- (xiv) to establish and maintain Colleges, Institutions and Halls;
- (xv) to make provision for research and advisory services and for that purpose to enter into such arrangements with other institutions, industrial or other organisations, as the University may deem necessary;
- (xvi) to organise and conduct refresher courses, workshops seminars and other programmes for teachers, evaluators and other academic staff;
- (xvii) to make special arrangements in respect of the residence, discipline and teaching of women students as the University may consider desirable;
- (xviii) to appoint on contract or otherwise visiting Professors, Emeritus Professors, Consultants, Scholars and such other persons who may contribute to the advancement of the objects of the University;
- (xix) to confer autonomous status on a College or an Institution or a Department, as the case may be, in accordance with the Statutes;
- (xx) to determine standards of admission to the University, which may include examination, evaluation or any other method of testing;
- (xxi) to demand and receive payment of fees and other charges;
- (xxii) to supervise the residences of the students of the University and to make arrangements for promoting their health and general welfare;
- (xxiii) to lay down conditions of service of all categories of employees, including their code of conduct;
- (xxiv) to regulate and enforce discipline among the students and the employees, and to take such disciplinary measures in this regard as may be deemed by the University to be necessary;
- (xxv) to make arrangements for promoting the health and general welfare of the employees;
- (xxvi) to receive benefactions, donations and gifts and to acquire, hold, manage and dispose of any property, movable or immovable, including trust and endowment properties for the purposes of the University;
- (xxvii) to borrow, with the approval of the Central Government, on the security of the property of the University, money for the purposes of the University;
- (xxviii) to do all such other acts and things as may be necessary, incidental or conducive to the attainment of all or any of its objects.

6. Jurisdiction.—The jurisdiction of the University shall extend to the whole of the State of Assam.

7. University open to all classes, castes and creed.—The University shall be open to persons of either sex and of whatever caste, creed, race or class, and it shall not be lawful for the University to adopt or impose on any person, any test whatsoever of religious belief or profession in order to entitle him to be appointed as a teacher of the University or to hold any other office therein or be admitted as a student in the University or to graduate thereat or to enjoy or exercise any privilege thereof.

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University

Provided that nothing in this section shall be deemed to prevent the University from making special provisions for the employment or admission of women, physically handicapped or of persons belonging to the weaker sections of the society and, in particular, of the Scheduled Castes and the Scheduled Tribes.

8. Residence of students.—Every student of the University (other than a student who pursues a course of study by distance education system) shall reside in a Hall or hostel or under such conditions as may be prescribed by the Ordinances.

9. The Visitor.—(1) The President of India shall be the Visitor of the University.

(2) The Visitor may, from time to time, appoint one or more persons to review the work and progress of the University, including Colleges and Institutions managed by it, and to submit a report thereon; and upon receipt of that report, the Visitor may, after obtaining the views of the Board of Management thereon through the Vice-Chancellor, take such action and issue such directions as he considers necessary in respect of any of the matters dealt with in the report and the University shall be bound to comply with such directions.

(3) The Visitor shall have the right to cause an inspection to be made by such person or persons as he may direct of the University, its buildings, laboratories and equipment, and of any College or Institution maintained by the University and also of the examinations, teaching and other work conducted or done by the University and to cause an inquiry to be made in like manner in respect of any matter connected with the administration or finances of the University, Colleges or Institutions.

(4) The Visitor shall, in every matter referred to in sub-section (3), give notice of his intention to cause an inspection or inquiry to be made to the University and the University shall have the right to make such representations to the Visitor, as it may consider necessary.

(5) After considering the representations, if any, made by the University, the Visitor may cause to be made such inspection or inquiry as is referred to in sub-section (3).

(6) Where any inspection or inquiry has been caused to be made by the Visitor, the University shall be entitled to appoint a representative, who shall have the right to be present and be heard at such inspection or inquiry.

(7) The Visitor may, if the inspection or inquiry is made in respect of the University or any College or Institution maintained by it, address the Vice-Chancellor with reference to the result of such inspection or inquiry together with such views and advice with regard to the action to be taken thereon, as the Visitor may be pleased to offer, and on receipt of address made by the Visitor, the Vice-Chancellor shall communicate to the Board of Management the views of the Visitor with such advice as the Visitor may offer upon the action to be taken thereon.

(8) The Board of Management shall communicate, through the Vice-Chancellor, to the Visitor such action, if any, as it proposes to take or has been taken upon the result of such inspection or inquiry.

(9) Where the Board of Management does not, within a reasonable time, take action to the satisfaction of the Visitor, the Visitor may, after considering any explanation furnished or representation made by the Board of Management, issue such directions as he may think fit and the Board of Management shall comply with such directions.

(10) Without prejudice to the foregoing provisions of this section, the Visitor may, by order in writing, annul any proceeding of the University which is not in conformity with the Act, the Statutes or the Ordinances.

Provided that before making any such order, he shall call upon the Registrar to show cause why such an order should not be made, and if any cause is shown within a reasonable time, he shall consider the same.

(11) The Visitor shall have such other powers as may be prescribed by the Statutes.

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University

10. Officers of the University.—The following shall be the officers of the University:—

- (1) the Chancellor;
- (2) the Vice-Chancellor;
- (3) the Pro-Vice-Chancellor;
- (4) the Deans of Schools;
- (5) the Registrar;
- (6) the Finance Officer; and
- (7) such other officers as may be declared by the Statutes to be officers of the University.

11. The Chancellor.—(1) The Governor of the State of Assam shall be the Chancellor of the University.

(2) The Chancellor shall, by virtue of his office, be the Head of the University.

(3) The Chancellor shall, if present, preside at the convocation of the University held for conferring degrees.

12. The Vice-Chancellor.—(1) The Vice-Chancellor shall be appointed by the Visitor in such manner as may be prescribed by the Statutes.

(2) The Vice-Chancellor shall be the principal executive and academic officer of the University and shall exercise general supervision and control over the affairs of the University and give effect to the decisions of all the authorities of the University.

(3) The Vice-Chancellor may, if he is of opinion that immediate action is necessary on any matter, exercise any power conferred on any authority of the University by or under this Act and shall report to such authority the action taken by him on such matter.

Provided that if the authority concerned is of opinion that such action ought not to have been taken, it may refer the matter to the Visitor whose decision thereon shall be final;

Provided further that any person in the service of the University who is aggrieved by the action taken by the Vice-Chancellor under this sub-section shall have the right to appeal against such action to the Board of Management within three months from the date on which decision on such action is communicated to him and thereupon the Board of Management may confirm, modify or reverse the action taken by the Vice-Chancellor.

(4) The Vice-Chancellor, if he is of the opinion that any decision of any authority of the University is beyond the powers of the authority conferred by the provisions of this Act, the Statutes or the Ordinances or that any decision taken is not in the interest of the University, may ask the authority concerned to review its decision within sixty days of such decision and if the authority refuses to review the decision either in whole or in part or no decision is taken by it within the said period of sixty days, the matter shall be referred to the Visitor whose decision thereon shall be final.

(5) The Vice-Chancellor shall exercise such other powers and perform such other duties as may be prescribed by the Statutes or the Ordinances.

13. The Pro-Vice-Chancellor.—The Pro-Vice-Chancellor shall be appointed in such manner and shall exercise such powers and perform such duties as may be prescribed by the Statutes.

14. Deans of Schools.—Every Dean of School shall be appointed in such manner and shall exercise such powers and perform such duties as may be prescribed by the Statutes.

15. The Registrar.—(1) The Registrar shall be appointed in such manner as may be prescribed by the Statutes.

(2) The Registrar shall have the power to enter into agreement, sign documents and authenticate records on behalf of the University and shall exercise such powers and perform such duties as may be prescribed by the Statutes.

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University

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(Department of Education)

NOTIFICATION

New Delhi the 15th January, 1994

G.S.R. 22(E)—In exercise of the powers conferred by sub-section (2) of section 1 of the Tezpur University Act, 1993 (45 of 1993), the Central Government hereby appoints the 15th day of January, 1994 as the date on which the said Act shall come into force.

[No. F. 9-8/93-Desk(U)]
D. S. MUKHOPADHYAY, Jt. Secy.

अधिसूचना

नई दिल्ली, 15 जनवरी, 1994

सा. का. नि. 23(अ) :- आसाम विश्वविद्यालय अधिनियम, 1989 (1989 का 23) की धारा-1 की उपधारा (2) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, केन्द्रीय सरकार, एतद्वारा जनवरी 1994 के पन्द्रहवें दिन को उस तारीख के रूप में निश्चित करती है, जब उक्त अधिनियम लागू होगा।

[सं. फा. 9/8/93 डेस्क (यु)]
डी. एस. मुखोपाध्याय, संयुक्त सचिव

NOTIFICATION

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[No. F. 9-8/93-Desk(U)]
D. S. MUKHOPADHYAY, Jt. Secy.

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Minutes of the 60th Meeting of the Board held on 15-11-2010

B.60/2010/4/1.3 Approval of recommendations of the 12th Meeting of the Academic Council.

Note The decisions of the 12th Meeting of the Academic Council held on 12/05/2010 are placed before the Board for consideration.

Decision The Board deliberated on the recommendations of the 12th meeting of the Academic Council and accepted these with the following observations.

1. Item No.AC.12/2010/2/4(2) on the newly introduced Fee Structure.

The Fee of Rs.500/- on account of the Training and Placement related activities may be accounted under the Fee on account of "Students' Welfare".

2. Item No.AC.12/2010/2/13 on Integrated BA.BEd/ BSc.BEd

(i) Professor Kolaskar observed that there is also a requirement of qualified trainers of teachers, for which the Integrated BA BEd and the BSc. BEd course may be eventually extended upto the M Ed level.

(ii) Choice Based Credit System and Credit Transfer should be implemented and provisions should be made in the Time Table accordingly. Professor Kolaskar suggested that the quantum of the core course content for each programme be determined for facilitating smooth mobility of the students necessary for these systems.

B.60/2010/4/1.4 Approval of the recommendations of the 13th Meeting of the Academic Council.

Note The Minutes of the 13th Meeting of the Academic Council held on 19/11/2010 were placed before the Board for consideration.

Decision The Board discussed the Minutes of the 13th meeting of the Academic Council held on 10.11.2010 and accepted the recommendations with the following observations:

1. Item No.AC.13/2010/3/19 on Education through Distance Mode.

The members advised to proceed carefully without affecting the ongoing programmes.

2. Item No.AC.13/2010/3/21 on Revision of Honorarium for Project/Dissertation Evaluation.

The Honorarium of Rs.100/- per P.G. Project/ Dissertation paid to the examiner on account of evaluation should also be included along with the remuneration of Rs.500/- for viva voce examination per batch of students.

3. Item No.AC.13/2010/3/24.1 on Revision of Fee Structure.

The members ratified the decision with the following observations.

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University

[Signature]



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का प्राथम संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Tezpur University
Napaam, Tezpur, Sonitpur, Assam as
Accredited
with CGPA of 3.25 on four point scale
at A grade
valid up to July 10, 2021*

Date : July 11, 2016



D. Singh
Director



CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY (A CENTRAL UNIVERSITY)
NAPAAM, TEZPUR-784028
ASSAM, INDIA

ACTIVITY CALENDER, 2018-19

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 Feb
Counselling sessions	1 st Week of April	1 st Week of October
Submission of assignment	By May	By November
Filling up of Examination form	April-May	October-November
Announcement of Examination schedule	April last week	October last week.
Conduct of Examination	June	December
Declaration of Results	March	September

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[Signature]
Registrar
Tezpur University



तेजपुर विश्वविद्यालय / TEZPUR UNIVERSITY

(केंद्रीय विश्वविद्यालय / A Central University)

- कुलाध्यक्ष का सर्वोत्तम विश्वविद्यालय पुरस्कार, 2016 और एनआईआरएफ भारत रैंकिंग 2016: नं. 05
- Visitor's Best University Award, 2016 and NIRF India Rankings 2016: No. 05

परीक्षा नियंत्रक का कार्यालय / OFFICE OF THE CONTROLLER OF EXAMINATIONS

तेजपुर-784028 :: असम / TEZPUR-784028 :: ASSAM

NOTIFICATION

F.20-28/1/2004 (Acad)

Dated 20th September, 2017

As per recommendation of the Centre for Internal Quality Assessment (CIQA), the University has accorded approval to the Programme Project Report (PPR) and Self Learning Material (SLM) of the following programmes of studies to be offered on Distance Mode by the Centre for Open and Distance Learning of the University:

1. M.A. in Mass Communication and Journalism
2. M.A. in Sociology
3. M.A. in English
4. PG Diploma in Environment and Disaster Management
5. PG Diploma in Human Resource Management
6. PG Diploma in Renewable Energy and Energy Management

Memo No.F.20-28/1/2004 (Acad)/ 1042-A
Copy for information to:


1. Director, Centre for Internal Quality Assurance, Tezpur University.
2. Director, Centre for Open and Distance Learning, Tezpur University.
3. Registrar, Tezpur University.
4. Heads of the concerned department, Tezpur University for necessary action.
5. Secretary to the Vice-Chancellor, Tezpur University for information of the Vice-Chancellor.
6. Concerned file


20/9/17
(L. Boral)

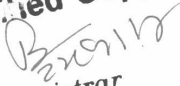
Controller of Examinations

Dated: 20/09/2017

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20/9/17

Controller of Examinations

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Registrar
Tezpur University



तेजपुर विश्वविद्यालय / TEZPUR UNIVERSITY

(केंद्रीय विश्वविद्यालय / A Central University)

- कुलाध्यक्ष का सर्वोत्तम विश्वविद्यालय पुरस्कार, 2016 और एनआईआरएफ भारत रैंकिंग 2016: नं. 05
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परीक्षा नियंत्रक का कार्यालय / OFFICE OF THE CONTROLLER OF EXAMINATIONS

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4. Heads of the concerned department, Tezpur University for necessary action.
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6. Concerned file

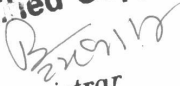

20/9/17
(L. Boral)

Controller of Examinations
Dated: 20/09/2017

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20/9/17

Controller of Examinations

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Registrar
Tezpur University

Format for Faculty Details

Academic Staff

Acad

Sr. no.	Name of the Faculty permanently dedicated for	ODL programme	Qualifications	Designations	Experience (in years)	Works at (Headquarter /Regional Centre/Study Center)
1	Dr Debabrata Das	PGDHRM	M.Com, Ph.D	Professor & Director	22 years	HQ
2	Dr. Sanjib Sahoo	MA(English)	MA, Ph.D	Assistant Professor	17 years	HQ
3	Dr. Suchibrata Goswami	MA (English)	MA, Ph.D	Assistant Professor	15 years	HQ
4	Ms. Pragya Sharma	MA(Mass Com)	MA	Assistant Professor		HQ
5	Ms. Swetlana Neog	MA (Sociology)	MA	Assistant Professor		HQ
6	Dr Sadhan Mahapatra	M.Tech	MSc, PhD	Programme Coordinator (part time)	6 years	HQ
7	Dr Utam Kr Pegu	MA	PhD	Programme Coordinator (part time)	6years	HQ
8	Dr Runumi Das	MBA	MBA, PhD	Programme Coordinator (part time)	6 years	HQ
9	Dr Anjan Bhuyan	MA(Economics)	PhD	Programme Coordinator (part time)	6 years	HQ
10	Dr Dipak Nath	MSc (Physics)	PhD	Programme Coordinator (part time)	6 years	HQ
11	Dr. Santanu Dutta	MSc	PhD	Programme Coordinator (part time)	6 years	HQ
12	Dr. Shuvam Sen	MSc	PhD	Programme Coordinator (part time)	6 years	HQ
13	Dr Amiya Kr Das	MA (Sociology)	PhD	Programme Coordinator (part time)	6 years	HQ
14	Dr SK Tripathi	MA (Hindi)	PhD	Programme Coordinator (part time)	5 years	HQ
15	Dr Nimali Gogoi	MSc	PhD	Programme Coordinator (part time)	6 years	HQ

- Appointment order shall be attached with the details as mentioned above.

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Registrar

University

Administrative Staff

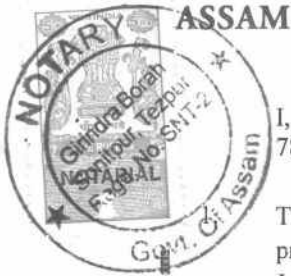
Sr. no.	Name of the Faculty permanently dedicated for	Qualification s	Designations	Experience (in years)	Appointment order	Works at (Headquarter /Regional Centre/Study Center)
1	Yet to join		Assistant Registrar		Adv attached	HQ
2	Kalyan Konch	BA, Diploma in Stenography	Assistant (Steno-II)	10 years	Transfer order	HQ
3	Yet to join		Computer Operator		Adv attached	HQ
4	Yet to join		Office Assistant		Adv attached	HQ
5	Ranjit Bora	Class X	MTS	17 years	Transfer order	HQ

- Appointment order shall be attached with the details as mentioned above.

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Ranjit Bora
Registrar

University



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Affidavit

I, Biren Das, Registrar of Tezpur University, PO – Napaam, Dist. – Sonitpur, Assam – 784028, do hereby solemnly affirm and declare as under:

1. That university namely Tezpur University wishes to apply for the recognition of programmes to be offered under Open and Distance Learning mode with effect from July, 2018.
2. I have fully understood the clauses, terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning) Regulations, 2017.
3. That university is eligible in all respect to apply to UGC to offer education through open and distance learning mode as per UGC (ODL) Regulations, 2017.
4. That university has submitted the proposal as per the UGC (ODL) Regulations, 2017.
5. That university has submitted the proposal ONLINE in the prescribed format and has also submitted duly certified three hard copies of the proposal along with all the annexures, within the specified period, to UGC.
6. That the University has been offering education through open and distance learning mode with the approval of UGC/Erstwhile DEC and has not violated any of the terms and conditions as stipulated in the approval/recognition letter No. F.3-6/2016(DEB-I)/320 dated 02 July, 2016 and norms issued by the relevant/concerned statutory bodies time to time.

कुलसचिव
तेजपुर विश्वविद्यालय
Registrar
Tezpur University

Biren Das
19/07/17
NOTARY
Sonitpur, Tezpur
Regd. No. SNT-2

B
कुलसचिव
तेजपुर विश्वविद्यालय
Registrar
Tezpur University

7. That the university shall scrupulously abide by UGC (ODL) Regulations, 2017 while imparting education through open and distance learning mode after getting the approval of UGC.
8. That all the information given by the university in the proposal submitted to UGC is complete, true and correct.
9. That I am fully aware of the consequences, if the University fails to abide by UGC (ODL) Regulations, 2017.
10. That I am fully aware that in case any information, documentary evidence submitted/produced by the University is found to be false or fake at a later stage, the recognition of University shall be withdrawn along with other punitive measures mentioned in UGC (ODL) Regulations, 2017. The University concerned shall be solely responsible for the career consequences, if any arising out of the same.



DEPONENT

Verification:

कुलसचिव
तेजपुर विश्वविद्यालय
Registrar
Tezpur University

I, the above named deponent do hereby verify on 19/09/2017 at Tezpur University, Napaam, Sonitpur, Assam that the contents mentioned above are correct and true statements.



DEPONENT

कुलसचिव
तेजपुर विश्वविद्यालय
Registrar
Tezpur University




19/09/17

NOTARY
Sonitpur, Tezpur
Regd. No. SNT-2

MA Assamese will be applied in the year 2019-20.

PROGRAMME PROJECT REPORT FOR M.A PROGRAMME IN ENGLISH

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY

Name of the Programme	:	M.A. in English
Academic Unit	:	Department of English & Foreign Languages, Tezpur University
Mode of teaching	:	Open and Distance Mode
Prospective Group	:	Graduate students
Effective Session	:	July, 2018
Programme Code	:	MEG
Programme Credit	:	64 Credit
Duration	:	Min 4 semester, Max 8 semester

OVERVIEW

Education is capable to bring tremendous transformation when teachers and learners exchange information across subjects and experience varied perspectives, and incorporate critically weighed inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which learners are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality.

The study of English Literature is a perfect example of the synthesis mentioned above that can be facilitated by only few other subjects. Today studying English literature is not simply contemplating on the great classics of the world, appropriate for the lovers of classics only, without having multifarious utility for the learners of English as a subject. English literature as a genre has experienced a sea change over the decades when the subject encompassed all areas of human life from Social Science to Science, politics to religion, art to architecture, film studies, cultural studies and the study of information and communication. Consequently, the scope of literary studies has been broadened to cater the requirements of different stakeholders interested in English and English literature Studies. During the study of varied areas under an English literature degree, students will scrutinize and debate a variety of texts and contexts, movements, periods and critical approaches, theory and study of language that are pretty central to modern knowledge and communication system. Given that an English degree holder is a necessity in more or less every industry, filling a variety of roles – from editor to academic and legal advisor to manager, a course offered through open and distance mood will open up opportunities to many.

MISSION AND OBJECTIVE OF THE PROGRAMME

MISSION

To foster critical and analytical ability among the learners through study of language and literature, hone their professional skill and make the learners self-sufficient for employability.

OBJECTIVE

The proposed programme not only looks deep into English literature, but also provides ample opportunity to learn the aspects of English Language and English language teaching, emerging areas of socio-cultural-political genre such as women studies, gender studies, Dalit literature etc. through a single window system. In this context, the objectives of the course are as follows

- The main objective of the proposed programme will be to expose the interested group of learners to a facility that is equivalent to the regular programme offered by the concerned department of the university/universities.
- To provide the learners with a foundation for appropriate career goals, social missions and placement in sectors such as teaching, media, industry, government service public service and other private sectors.
- To create skilled self-employed group of learners at the completion of the programme.

TARGET GROUPS

- The target group of learners will be those who had to discontinue their higher studies due to the constraint of time and economic restrains. The proposed M.A programme will benefit two types of learners, those disadvantaged by being at a distance and those disadvantaged due to their time schedules and other commitments or both. This programme will be particularly beneficial to the stakeholders already in job and desiring promotion, enables to give solutions to the problems associated with distance and time, as well as using technology to enhance any learning environment.

PROGRAMME OUTCOME

- This programme will enable to develop comprehensive written and spoken communication skills, becoming adept to critical and analytical writing, framing a narrative and analyzing various levels of meaning, making the learners skilled and employable.
- Comprehensive skill of English language and writing is an essential requirement in almost all fields of professions. The degree holders will be eligible to choose career opportunity in areas such as teaching and academics, media and publishing, journalism, law firms, advertising and marketing, library management, archiving, bookselling, information and research, tourism, events management, social work, youth work, retail management and sales, freelance writing, lexicography, interpretation/translation etc.

- This learner friendly programme will be particularly helpful for people less exposed to opportunities, specially women and weaker sections of the society, who fail to continue higher studies and avail multiple choices available in the job market. This course will open up prestigious opportunities like editing, writing online blogs, article in newspaper and magazine, translation etc. effectively from home without affecting the familial responsibility. Women, majority of whom are found in the teaching profession, can best avail the opportunity of English language and literature leaning for career advancement. Thus, this course will provide wide range of self-employment opportunity to the stakeholders.

INSTRUCTIONAL DESIGN:

Curriculum Design

The programme is designed to be offered as a two year programme. The total period is divided into 4 semesters where the learners have to earn 16 credits in each semester with a total of 64 credits in two years. For the benefit of the learners maximum period of 8 semesters (4 years) is given to complete the programme. The programme is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions have been implemented. Twelve (12) hours' face-to-face counselling will be provided to the learners in this programme. The learners may have online interactive sessions with instructors as and when required. The learners may be exposed to audio-visual aids, such as films and dramatized versions of classics and other technological advantages for better understanding of the topic discussed.

Module of the programme

With the help of a group of experts a learner friendly module has been prepared to introduce the learners to the variegated field of English literature. Each course is divided into 14-16 units with an introduction of the course and clearly stating the objective of that particular area on offer. The objective such a module is to bring better clarity on each topic discussed in a particular unit.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criterion for enrolment in the programme is graduation in any discipline. Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure has been put in place.

Fee structure

The fee structure of the programme is stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

SI No	Head	Amount (INR)
01	Admission	500.00
02	Study material	5500.00
03	I Card	100.00
04	Transcript	150.00
05	Provisional Certificate	150.00
06	Library	800.00
07	Counselling/Tuition	3300.00
08	Infrastructure & Amenities	500.00
09	Development fund	1000.00
Total		12,000.00

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements.

Evaluation shall have two components (i) Semester end examination will be conducted on 70% of the total weightage. (ii) 30% of the total weightage will be of written assignments. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

The syllabus is modified time to time on the basis of student and expert feedback.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners. At present, the library holds about 77,286+ books and 7848 back volumes of journals. Apart from the online journals and database provided by e-ShodhSindhu consortium and DeLCON consortium, the library also holds more than 2315 CDs scattering to different thought contents. Library users can access book database, theses database, journal database, e-journals and other e-resources from any terminal within the University campus. The library has also plagiarism software of its own to assist learners to develop piracy free works. The publications of the faculty are a great resource archived and updated by the library.

The learners can also avail the facilities of E-Pathsala and MOOCs courses connected to the University.

The university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **27,00,000 (Twenty Seven Lakh only)** is estimated for programme development, delivery and maintenance.

Particulars	Amount (INR)
Non-recurring*	
Cost of development of SLM	20,00,000
Recurring (yearly)	
Cost of maintenance of LSCs	2,00,000
Cost of programme delivery	2,00,000
Cost of evaluation and examination	2,00,000
Cost of audio visual content development/ online support system e/technical and administrative costs	1,00,000
Grand total	27,00,000

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council for due approval before offering. The syllabus is modified, if needed, on the basis of student and expert feedback time to time. The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLLABI

Detail syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is follows

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 February
Counselling sessions	2 st Week of October	2 st Week of April
Submission of assignment	By November	By May
Filling up of Examination form	October-November	April-May
Announcement of Examination schedule	October last week	April last week.
Conduct of Examination	December	June
Declaration of Results	March	September

PROGRAMME STRUCTURE:

Course Code	Course Name	Credit	Contact Hours	Study input
SEMESTER I				
MEG 101	British Social History	4	12	120
MEG 102	British Poetry I: Chaucer to Restoration	4	12	120
MEG 103	British Drama I: Beginnings to Restoration	4	12	120
MEG 104	Aspects of Language	4	12	120
SEMESTER II				
MEG 201	British Poetry II: Neo-Classical To Victorian	4	12	120
MEG 202	British Fiction I: Beginnings to Victorian	4	12	120
MEG 203	Literary Criticism & Theory I	4	12	120
MEG 204	English Language Teaching	4	12	120
SEMESTER III				
MEG 301	British Poetry III: Modern & Contemporary	4	12	120
MEG 302	British Drama II: Modern & Contemporary	4	12	120
MEG 303	American Literature I	4	12	120
MEG 304	Indian Writing in English	4	12	120
SEMESTER IV				
MEG 401	British Fiction II: Modern & Contemporary	4	12	120
MEG 402	Literary Criticism and Theory II	4	12	120
MEG 403	Women's Writing in English	4	12	120
MEG 404	American Literature II (optional)	4	12	120
MEG 405	Indian Literature in English II (optional)	4	12	120
Total Credit		64		

DETAIL SYLLABI

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 101	First	Compulsory	British Social History	4

The objective of this course is to introduce learners to the social and cultural history of Britain from medieval age to the contemporary. This course would consist of five units each of which would highlight the major political events and the resultant socio-cultural changes in a particular epoch to help the learner appreciate the historical, cultural and critical contexts of the prescribed literary texts.

MODULE I: Medieval Age

Unit 1: War with France, Conflict with the Irish and Scots

Unit 2: Feudalism- Manor, Peasant Revolt

Unit 3: Church- Wycliffe and Lollards, etc

MODULE II: Renaissance & Reformation

Unit 3: Idea of Renaissance

Unit 4: Exploration and conquest of new lands, Conflict with Spain and Continental powers, Conflict between Catholics and Protestants, Conquest of Ireland,

Unit 5: Reformation

MODULE III: Age of Enlightenment

Unit 6: Idea of Enlightenment

Unit 7: Whigs and Tories, Coffee houses and Pamphlet wars

Unit 8: Colonialism

MODULE IV: Age of Revolution

Unit 9: The French Revolution

Unit 10: Imperialism- Debates about slavery

Unit 11: Industrial Revolution- Working class movements, Chartism, science etc.

MODULE V: Modern & Contemporary

Unit 12: The World Wars, Anti-imperialist movements

Unit 13: Feminism

Unit 14: Globalization, Mass consumerism, Popular culture, Technology Digital world etc.

Further Readings:

Briggs, Asa. *A Social History of England*. 3rd Edition, Harmondsworth: Penguin, 1999.
 Cannon, John. *The Oxford Companion to British History*. 2nd Edition. Oxford University Press, 2002

Horrox, Rosemary & W. Mark Ormrod. (Eds) *A Social History of England, 1200-1500*. Cambridge University Press, 2006.

Trevelyan, G. M. *English Social History - A Survey of Six Centuries - Chaucer to Queen Victoria*. Read Books, 2007.

Widdowson, Peter. *The Palgrave Guide to English Literature and Its Contexts: 1500-2000*. Palgrave Macmillan, 2004.

Course Code	Semester	Mode	Title of the Course	Credits
MEG 102	First	Compulsory	British Poetry I: Chaucer to Restoration	4

This is the first of the three courses (MEG 201 in Second Semester and MEG 301 in Third Semester) designed to introduce learners to British poetic tradition. This course deals with the representative poets and their major works from Chaucerian to the Restoration period. The learners are expected to engage with the various movements in British poetry and also familiarize themselves with the different forms of poetry that emerged during this time.

MODULE I: Chaucer: *The Nun's Priest Tale*

- Unit 1: Reading the age of Chaucer
- Unit 2: *The Nun's Priest Tale*: The text
- Unit 3: Critical reading of *NPT*

MODULE II: Elizabethans Poetry

- Unit 3: Spenser: "Epithalamion"
 Sidney: Loving in truth, and fain in verse my love to show", "When Nature made her chief work",
 "Stella's eyes, Stella, think not that I by verse seek fame"
- Unit 4: Elizabethan Sonnet and sonneteers
- Unit 5: **Shakespeare**: "When in disgrace with fortune and men's eyes", "Since brass, nor stone,
 nor earth, nor boundless sea", "Let me not to the marriage of true minds", "My mistress' eyes are
 nothing like the sun"

MODULE III: Metaphysical Poets

- Unit 6: Metaphysical Poetry and poets
- Unit 7: Andrew Marvell: "To His Coy Mistress", "The Garden"
 John Donne: "The Sunne Rising", "Valediction Forbidding Mourning", "Batter my Heart"
 George Herbert: "The Collar", "The Pulley"

Unit 8: Style and structure of Metaphysical Poetry

MODULE IV: Cavalier Poets

Unit 9: Cavalier Poetry and Poets

Unit 10: Ben Jonson: “To Celia”, “To Penshurst”

John Suckling: “Ballad upon a Wedding”

Unit 11: Richard Lovelace: “To Lucasta, Going to Warres”, “To Althea, From Prison”

MODULE V: John Milton

Unit 12: Reading the age of Milton

Unit 13: *Paradise Lost* Book I (Selections)

Unit 14: *Paradise Lost* Book IX (Selections)

Textbooks:

Gardner, [Helen](#). *The Metaphysical Poets*. Penguin, 1960.

Mack, Peter, Andy Hawkins & Victor Lee. (Eds) *Oxford Student Texts: Geoffrey Chaucer: The Nun's Priest's Tale* OUP 2006.

[Maclean](#), Hugh. (Ed.) *Ben Jonson & the Cavalier Poets* (Norton Critical Editions) Norton, 1975.

Milton, John. *Paradise Lost* (Norton Critical Editions) Ed. Gordon Teskey. Norton, 3rd Revised Edition, 2005.

Thomson, Katherine Duncan-Jones. (Ed) *Sonnets* (Arden Shakespeare) 3rd Edition, 1997.

Further Readings

Boitani, [Piero](#) and [Jill Mann](#) (Eds) *The Cambridge Companion to Chaucer*. Cambridge University Press, 2004.

Bloom, Harold. (Ed) *John Donne and the Metaphysical Poets* (Bloom's Modern Critical Views) Chelsea House, 2010.

Cheney, Patrick. *The Cambridge Companion to Shakespeare's Poetry*. Cambridge University Press, 2007.

Cousins, [A. D.](#) and [Peter Howarth](#). (Eds) *The Cambridge Companion to the Sonnet*. Cambridge University Press, 2011.

Schwartz, Louis. *The Cambridge Companion to Paradise Lost*. Cambridge University Press, 2014.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 103	First	Compulsory	British Drama I: Beginnings to Restoration	4

This is the first of the two courses (MEG 302 in Third Semester) designed to introduce the learners to British drama. Using seminal works by representative playwrights from the beginning to the Restoration period, this course would grapple with the thematic and dramatic conventions of the time and the way they relate to their wider socio-cultural context.

MODULE I: *Everyman*

Unit 1: Socio-cultural and literary condition of Medieval period

Unit 2: Rise of English Drama

Unit 3: Reading *Everyman*

MODULE II: Christopher Marlowe: *Dr. Faustus*

Unit 3: Elizabethan Drama

Unit 4: Reading *Dr. Faustus*

Unit 5: Critical analysis of the text

MODULE III: Shakespeare: *Midsummer's Night Dream*

Unit 6: Elizabethan Comedy

Unit 7: Reading *Midsummer's Night Dream*

Unit 8: Critical analysis of the text

MODULE IV: Shakespeare: *Hamlet*

Unit 9: Elizabethan Tragedy

Unit 10: Reading *Hamlet*

Unit 11: Critical analysis of the text

MODULE V: John Webster: *The Duchess of Malfi*

Unit 12: Reading *The Duchess of Malfi*

Unit 13: Critical analysis of the text

MODULE VI: William Congreve: *The Way of the World*

Unit 14: Restoration Comedy and *The Way of the World*

Textbooks:

Congreve, William. *The Way of the World and Other Plays* (Penguin Classics) Ed. [Eric S. Rump](#) 1999.

[Kastan](#), David Scott. (Ed) *Doctor Faustus* (Norton Critical Editions) Norton, 2005.

[Lester](#), G A. *Three Late Medieval Morality Plays: Everyman/Mankind/Mundus et Infans: A New Mermaids Anthology*, Methuen, 2002.

Miola, Robert S. (Ed) *Hamlet* (Norton Critical Editions) Norton, 3rd Revised Edition, 2010.

Paster, Gail Kern and [Skiles Howard](#). (Eds) *A Midsummer Night's Dream: Texts and Contexts* (Bedford Shakespeare) Bedford/St Martins, 1999.

Webster, John. *The Duchess of Malfi* (Norton Critical Editions) Ed. Micheal [Neill](#). Norton, 2014.

Further Readings:

[Dillon](#), Janette. *The Cambridge Introduction to Shakespeare's Tragedies* (Cambridge Introductions to Literature) Cambridge University Press; 1st Edition, 2007.

Aebischer, Pascale. *Jacobean Drama* (Readers' Guides to Essential Criticism) Palgrave Macmillan, 1st Edition, 2010.

Nicol, Allardyce. *British Drama*. General Books, 2010

[Womersley](#), David. (Ed) *Restoration Comedy* (Blackwell Essential Literature) Introduction by [Duncan Wu](#). Wiley-Blackwell, 2002.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 104	First	Compulsory	Aspects of Language	4

This course is designed with the aim of giving learners some fundamental ideas about language as the unique human instrument of communication, rational thought and imagination. It also aims to give them some basic ideas of the structural properties of language in general and modern English in particular.

MODULE I: Language as a Vehicle of Rational Thought

Unit 1: Human and Animal Communication – Design Features of Language – Language as a Symbolic Representation of the World

Unit 2: Language as a Site of Conflict between Representations of the Same World - Language as a Vehicle of Rational Thought and Imagination rather than a Means of Communication.

MODULE II: The Making of Language

Unit 3: Language as a Natural Object and Contemporary Debates: Chomsky’s Theory of Universal Grammar – The Metaphor-Based Approach to Language.

MODULE III: Introductory Phonetics, Phonology, and Morphology

Unit 4: Introductory Phonetics and Phonology: Speech Sounds of World Languages – Suprasegmental Features – The Value of Sounds: Phonemes and Allophones.

Unit 5: Phonological Rules – Phonotactic Constraints and Foreign Accents – Implicational Laws – Practice.

Unit 6: Introductory Morphology: Words and Words Formation: The Nature of Lexicon – Morphological Process – Morphological Types of Languages – The Hierarchical Structure of Derived Words – Morphological Analysis – Practice.

MODULE IV: Introductory Syntax and Semantics

Unit 7: Introductory Syntax: Basic Ideas of Syntax – How Sentences Express Ideas – Lexical Categories – Phrase Structure – Tests for Structure Constituency – Word Order Typology – Practice.

Unit 8: Introductory Semantics: Lexical Semantics - Compositional Semantics – Practice.

MODULE V: Pragmatics and Language and Thought

Unit 9: Context and Meaning: The Speech Act Theory – The Cooperative Principle – Politeness.

Unit 10: Language and Thought: The Sapir-Whorf Hypothesis.

MODULE VI: Historical Periods of English

Unit 11: Historical Periods of English: Old English - Middle English – Early Modern English – Moder English. English across the globe: World Englishes.

MODULE VII: Structure of Modern English

Unit 12: Structure of Modern English: The Basic Sentence Structure (Subject and Predicate).

Unit 13: The Noun phrase (Nouns, Reference, Quantifiers, Modifiers)

Unit 14: The Verb Phrase (Verbs, Tense, Aspect, Modality, Mood and Modality, Clause Structure, Complements, and Adjuncts)

Books recommended

Akmjian, A., et al. 2012 (6th edition). *Linguistics: An Introduction to Language and Communication*. Cambridge: The MIT Press. (Indian edition sold by UBSPD).

Hall, Christopher J. 2008. *An Introduction to Language and Linguistics*. New York: Continuum. (Indian edition sold by Viva).

Chomsky, Noam. 2002. *On Language*. New Delhi: Penguin Books.

Huddleston, R., et al. 2006. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press. (Indian edition sold by UBSPD).

Hurford, James. 1994. *Grammar: a student's guide*. Cambridge: Cambridge University Press. Crystal, David. 2012. *The Story of English in 100 Words*. London: Profile Books Ltd.

Lakoff, G., and M Johnson. 2003. *Metaphors We Live By*. Chicago: Cambridge University Press.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 201	Second	Compulsory	British Poetry II: Neo-Classical To Victorian	4

This is the second of the three courses designed to introduce the learners to British poetic tradition. This course deals with the representative British poets and their major works from eighteenth and nineteenth centuries to see how they revise and transform their predecessors in order to present their own ways of seeing.

MODULE I: Augustan Age

Unit 1: Trends of Augustan Poetry

Unit 2: **John Dryden:** *MacFlecknoe*

Unit 3: **Alexander Pope:** *Rape of the Lock* (Selections)

MODULE II: Romantics I

Unit 4: Romantic Poetry and its trend

Unit 5: William Blake: “The Lamb”, “The Tyger”, “Holy Thursday” (*Songs of Innocence and Experience*)

Unit 6: William Wordsworth: “Tintern Abbey”

S. T. Coleridge: "Kubla Khan", "Ode to Dejection"

MODULE III : Romantics II

Unit 7: P. B. Shelley: "Ode to the West Wind", "To a Skylark"

Unit 8: John Keats: "Ode on a Grecian Urn", "The Eve of St. Agnes" (Selections)

Unit 9: Lord Byron: "She Walks in Beauty", "Prometheus"

MODULE IV: Early Victorians

Unit 10: Alfred Tennyson: "The Lady of Shallot", "Ulysses"

Unit 11: Robert Browning: "Fra Lippo Lippi", "Two in the Campagna"

MODULE V: Late Victorians

Unit 12: Matthew Arnold; "Dover Beach", "The Scholar Gypsy"

Unit 13: Thomas Hardy: "Channel Firing", "Afterwards", "The Oxen"

Unit 14: Gerald Manley Hopkins: "Pied Beauty", "The Windhover", "Inversnaid"

Textbooks:

Cunningham, Valentine and Duncan Wu. (Eds) *Victorian Poetry* (Blackwell Essential Literature) Wiley-Blackwell, 2002.

Grant, John E., Mary Lynn Johnson. (Eds) *Blake's Poetry and Design* (Norton Critical Editions) Norton, 2nd Revised Edition, 2008.

O'Neill, Michael and Charles Mahoney. (Eds) *Romantic Poetry: An Annotated Anthology* (Blackwell Annotated Anthologies) Wiley-Blackwell (31 August 2007)

Further Readings:

Bloom, Harold. *Romantic Poets* (Bloom's Modern Critical Views) Chelsea House, 2003.

Bloom, Harold. *Victorian Poets* (Bloom's Modern Critical Views) Chelsea House, 2002.

Brown, Daniel. *Gerald Manley Hopkins* (Writers & Their Work) Northcote House, 2004.

Zwicker, Steven N. (Ed) *The Cambridge Companion to John Dryden* (Cambridge Companions to Literature) Cambridge University Press, 2004.

Wilson, Keith. *A Companion to Thomas Hardy* (Blackwell Companions to Literature and Culture) Wiley-Blackwell, 2009)

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 202	Second	Compulsory	British Fiction I: Beginnings to Victorian	4

This is the first of the two courses (MEG 401 in Fourth Semester) designed to introduce the learners to British fiction. This course deals with the seminal texts of representative novelists from the beginnings to Victorian age. The learners are expected to examine the themes and form of the texts as it constructs psychological and political landscapes as well.

MODULE I : Daniel Defoe

- Unit 1: Rise of the English novel
- Unit 2: Reading *Robinson Crusoe*
- Unit 3: Critical Analysis of the text

MODULE II : Henry Fielding

- Unit 4: Reading *Tom Jones*
- Unit 5: Critical Analysis of the text

MODULE III: Jane Austen

- Unit 6: Reading *Pride and Prejudice*
- Unit 7: Critical Analysis of the text

MODULE IV : Charles Dickens

- Unit 8: Trends of Victorian Novel
- Unit 9: Reading *David Copperfield*
- Unit 10: Critical Analysis of the text

MODULE V: Emily Bronte

- Unit 11: Reading *Wuthering Heights*
- Unit 12: Critical Analysis of the text

MODULE VI : Thomas Hardy

- Unit 13: *The Return of the Native*
- Unit 14: Critical Analysis of the text

Textbooks:

- Austen, Jane. *Pride and Prejudice* (Norton Critical Editions) Ed. Donald J. Gray. Norton, 3rd Revised Edition, 2000.
- Bronte, Emily. *Wuthering Heights* (Norton Critical Editions) Ed. Richard J. Dunn. Norton, 2003.
- Defoe, Daniel. *Robinson Crusoe* (Norton Critical Editions) Ed. Michael Shinagel. Norton, 2nd Revised Edition, 1994.
- Dickens, Charles. (Ed) *David Copperfield* (Norton Critical Editions) Ed. Jerome H. Buckley. Norton, 1990.
- Fielding, Henry. *Tom Jones* (Norton Critical Editions) Ed. Sheridan Baker. Norton, 1994.
- Hardy, Thomas, *Return of the Native* (Norton Critical Editions) Ed. Phillip Mallett. Norton, 2nd Revised Edition 2006.

Further Readings:

- David, Deidre. (Ed) *The Cambridge Companion to the Victorian Novel* (Cambridge Companions to Literature) Cambridge University Press, 2nd Edition, 2012.
- Richetti, John. (Ed) *The Cambridge Companion to the Eighteenth-Century Novel* (Cambridge Companions to Literature) Cambridge University Press, 1996.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Kessinger, 2009.

Course Semester	Mode	Title of the Course	Credits
MEG 203	SecondCompulsory	Literary Criticism & Theory I	4

The aim of this course is to introduce to the students major texts and movements in Literary Criticism and Theory from Plato to the twentieth century. Students are expected to understand how criticism and theory help the reader to interpret literary texts, explain literature and connect art forms to life and society. Students are expected to see how different critical texts and schools offer different tools and methods of reading and interpretation.

MODULE I: Plato: *The Republic* (Selections)

Unit 1: The Philosopher King

Unit 2: Plato on Imitation: Eidos, Object and Image

Unit 3 : Plato's Objections to the Artist

Aristotle: Aristotle : *Poetics*

Unit 4: Aristotle on Poetry and Dramatic Imitation

Unit 5: Features of Tragedy

MODULE II : Longinus and Philip Sidney

Unit 6: *On the Sublime*

Unit 7: *An Apology for Poetry*

MODULE III: Samuel Johnson: *Preface to Shakespeare* (Selections)

Unit 8: Johnson and Neo-Classicism

Unit 9: Shakespeare and the Unities

Unit 10: John Dryden: *An Essay on Dramatic Poesie* (Selections)

MODULE IV : S T Coleridge and William Wordsworth

Unit 11: *Biographia Literaria* (Selections)

Unit 12: *Preface to Lyrical Ballads* (Selections)

MODULE V : Matthew Arnold and F. R. Leavis

Unit 13: *Study of Poetry* (Selections)

Unit 14: "Literary Criticism and Philosophy"

Texts Prescribed

Enright, D J & Ernst De Chickera, eds. *English Critical Texts: Sixteenth Century to Twentieth Century*, Oxford University Press, 2002.

Sethuraman, V S and S. Ramaswami, eds. *The English Critical Tradition: An Anthology of English Literary Criticism*, Macmillan, 2000

Further Readings

Abrams, M H and Geoffrey Galt Harpham, *A Glossary of Literary Terms*, 11th Edition, Wadsworth, 2014.

Leitch, Vincent B. *The Norton Anthology of Theory & Criticism*, 2nd Edition, Norton, 2010.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 204	Second	Compulsory	English Language Teaching	4

The aim of this course is to familiarize learners with the basic concepts of English Language Teaching and the current practices of Language teaching.

MODULE I: Understanding Language

- Unit 1:** Theoretical perspectives on language acquisition and language teaching
- Unit 2:** Different Approaches and Methodologies including current developments
- Unit 3:** Language systems and learners' linguistic problems

MODULE II: History of ELT in India

- Unit 4:** History of English education before independence
- Unit 5:** English Education in post-independent and present India

MODULE III: Applied Linguistics and General Phonology

- Unit 6:** Scope and Definitions of Applied Linguistics
- Unit 7:** Application of Applied Linguistics theories in ELT
- Unit 8:** General phonetics and phonology
- Unit 9:** Speech Mechanism

MODULE IV: Curriculum Development

- Unit 10:** Principles of Syllabus Design
- Unit 11:** Historical perspectives and recent developments in Course Design
- Unit 12:** Teaching and designing English language in Bilingual/Multilingual contexts

MODULE V: Approaches and Techniques of Skills Development

- Unit 13:** Oral/Speaking skills; Sociology of Communication
- Unit 14:** Reading Skills; Reflective Skills and Writing Skills Theories and Techniques

Textbooks

Howatt, A.P.R. A History of English Language Teaching. Oxford: OUP,2010.
 Stern, H.H. Fundamental Concepts of Language Teaching .Oxford: OUP, 1983 (new Edition).

Further Readings

Nunan, D. Syllabus Design .Oxford University Press, 1994.
 Richards, J.C. and T.S.Rodgers Approaches and methods in language teaching. Cambridge University Press, 2009.

Vyas, M.A. and Y.L.Patel (eds.) Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, 2009.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 204	Second	Compulsory	British Poetry III: Modern & Contemporary	4

This is the last of the three courses designed to introduce the learners to British poetic tradition. This course deals with the characteristic techniques, concerns and major works of representative poets from the Modern period to the contemporary.

MODULE I: Modern English Poetry I

Unit 1: Trends in Modern English Poetry

Unit 2: Reading the Poet: **W. B. Yeats:** “The Second Coming”, “Sailing To Byzantium”, “Among Schoolchildren”

Unit 3: Reading the Poet: **T. S. Eliot:** “The Love Song of J Alfred Prufrock”, “The Hollow Men” (Selections)

MODULE II: Modern English Poetry II

Unit 4: Reading the poet: **W. H. Auden:** “Consider this and in Our Time”, “The Shield of Achilles”, “September 1, 1939”

Unit 5: Reading the poet: **Louis MacNeice:** “Birmingham”, “Bagpipe Music”

Unit 6: Reading the poet: **Stephen Spender:** “What I expected Was”, “The Pylons”, “An Elementary School Classroom in a Slum”

MODULE III: Post War English Poetry

Unit 7: Reading the poet **Philip Larkin:** “Church Going”, “Toads”, “The Whitsun Weddings”

Unit 8: Reading the poet **Dylan Thomas:** “Poem in October”, “Do Not Go Gentle into the Night” “Fern Hill”

Unit 9: Reading the poet **Ted Hughes:** “The Thought Fox”, “Hawk Roosting”, “Pike”

MODULE IV: Modern Irish Poetry

Unit 10: Trends in Modern Irish Poetry

Unit 11: Reading the poet: **Seamus Heaney:** “Digging”, “The Tollund Man”, “Punishment”, “Act of Union”

Unit 12: Reading the poet **Geoffrey Hill:** Mercian Hymns (Selections)

MODULE V: Contemporary English Poetry

Unit 13: Trends in Contemporary English Poetry

Unit 14: **John Agard:** “Listen Mr Oxford Don”, “Checking out Me History”, “Half-Caste”, “Flag”

Simon Armitage: ‘Kid’, ‘Mother’ any distance greater than a single span’, ‘November’

Carol Ann Duffy: “Anne Hathaway”, “Little Red-Cap”, “Achilles”

Textbooks:

Ferguson, Margaret., Mary Jo Salter and Jon Stallworthy. *The Norton Anthology of Poetry*. 5th Edition. Norton, 2005

Palgrave, Francis Turner. *Palgrave’s Golden Treasury: From Shakespeare to the Present*. Updated by John Press. 6th Edition. Oxford University Press, 2002.

Wain, John. (Ed) *The Oxford Anthology of English Poetry: Vol II Blake to Heaney*. Oxford University Press, 2005.

Further Readings:

Acheson, James and Romana Huk (Eds) *Contemporary British Poetry: Essays in Theory and Criticism*. State University of New York Press, 1996.

Broom, Sarah. *Contemporary British and Irish Poetry: An Introduction*. Palgrave Macmillan, 2005.

Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*. Cambridge University Press, 2012.

Sinfield, Alan. *Literature, Politics, and Culture in Postwar Britain*. University of California Press, 1989.

Whitworth, Michael H. *Reading Modernist Poetry*. Wiley, 2010.

Course	Semester	Mode	Title of the Course	Credits
Code	Third			
MEG 302		Compulsory	British Drama II: Modern & Contemporary	4

This is the concluding course of British drama and deals with the major works of representative British dramatists of the twentieth and twenty first century. It would deal with the various trends/ movements in this period to see the various historical, cultural and critical contexts of the plays taken up for study. The learners are also encouraged to examine these texts keeping in mind the developments in European theatre since these had a great impact on British dramatist.

MODULE I: G B Shaw: *Pygmalion*

- Unit 1:** Trends in Modern English Drama
- Unit 2:** Reading the text
- Unit 3:** Critical Analysis of the Play

MODULE II: Samuel Beckett: *Waiting for Godot*

- Unit 4:** Theatre of the Absurd
- Unit 5:** Reading the text
- Unit 6:** Critical Analysis of the Play

MODULE III: John Osborne: *Look Back in Anger*

- Unit 7:** Trends in Post-War English Drama
- Unit 8:** Reading the text
- Unit 9:** Critical Analysis of the Play

MODULE IV: Harold Pinter: *The Homecoming*

Unit 10: Reading the text

Unit 11: Critical Analysis of the Play

MODULE V: Caryl Churchill: *A Number*

Unit 12: Trends in Contemporary English Drama

Unit 13: Reading the text

Unit 14: Critical Analysis of the Play

Textbooks:

Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Faber. 2010

Pinter, Harold. *The Homecoming*. Avalon, 1994.

Shaw, George Bernard. *Pygmalion*. Ed. Dan H. Laurence and Introduction by Nicholas Grene. Penguin, Revised edition, 2003.

Further Readings:

Aston, Elaine and Elin Diamond. (Eds) *The Cambridge Companion to Caryl Churchill* (Cambridge Companions to Literature) 2009.

Bloom, Harold. (Ed) *George Bernard Shaw's "Pygmalion"* (Modern Critical Interpretations) Chelsea 1991.

Longman, Walter Levy. *Modern Drama: Selected Plays from 1879 to the Present*; 1st Edition, 1998.

Esslin, Martin. *The Theatre of the Absurd*. Bloomsbury, 2001.

Innes, Christopher. *Modern British Drama: The Twentieth Century*, Cambridge University Press; 2nd Edition, 2002.

Course Code	Semester	Mode	Title of the Course	Credits
MEG 303	Third	Compulsory	American Literature I	4

The aim of this course is to acquaint students with the Americanness of American Literature, by bringing out its goals and anxieties. For this reason, a study of its background – including the early American experience, the settlement of people from Europe, the struggle between European culture and the American environment, and the subsequent search for an American cultural identity – is necessary. Major issues and influences in the shaping of American Literature will be addressed. For this purpose, seminal texts will be examined in depth to set American literary culture in a context.

MODULE I: History of American literature

Unit 1: American myths of origin; the Colonial experience; the frontier Puritanism, Unitarianism, Transcendentalism

MODULE II: Ralph Waldo Emerson and Walt Whitman

Unit 2: “The American Scholar”

Reliance on Nature and the individual self; The American Genius; Declaration of American cultural independence

Unit 3: Excerpts from the Preface to *Leaves of Grass*

Excerpts from the Preface to *Leaves of Grass* : The role of the American poet ; An American voice in poetry

MODULE III: Hawthorne: *The Scarlet Letter*

Unit 4: Reading the nineteenth century American novel: *The Scarlet Letter* as American Romance

Unit 5: *The Scarlet Letter* as a Critique of American Puritanism

Unit 6: Hester Prynne as rebel; study in evil, guilt and redemption

MODULE IV: Faulkner: *The Sound and the Fury*

Unit 7: *The Sound and the Fury* : The Title and the Four sections,

Unit 8: The American South and *The Sound and the Fury*

Unit 9: The stream of consciousness technique in *The Sound and the Fury*

Unit 10: *The Sound and the Fury*: The Story of the Compson Brothers,

MODULE V : Leading American Poets

Walt Whitman: "Song of Myself" (1-7)

Unit 11: Whitman's song of America ; Catalogues; Poetics for democracy

Emily Dickinson: "I taste a liquor never brewed," "Because I could not stop for Death," "I dwell in possibility," "After great pain a formal feeling comes," "I heard a fly buzz"

Unit 12 : Dickinson as poet ; Study of Themes; A female voice in nineteenth century American poetry

Robert Frost: "Out, out," "Once by the Pacific," "The Gift Outright," "Birches", "Home Burial"

Unit 13: Frost as a modern poet; Frost and New England; Study of Themes.

Langston Hughes: "Theme for English B", "I too", "Ballad of the Landlord", "The Negro sings of Rivers", Poetry of the Harlem Renaissance ; Hughes and the African American imagination; Textual analysis

MODULE VI: Arthur Miller: *Death of a Salesman*

Unit 14: Myth in American Drama: Critique of the myth of success 2. Father-son relationship in *Death of a Salesman* 3. *Death of a Salesman* as an American tragedy

Textbooks

Ellmann, Richard ed. *The NewOxford Book of American Verse* (Oxford University Press, New York, 1976)

Emerson, *Essays* Ed. ELH Turpin. New York: Merril, 2005

Faulkner, William. *The Sound and the Fury* Ed. David Minter, Norton Edition. New York: Norton, 1993

Hawthorne, Nathaniel. *The Scarlet Letter*. Ed. Leland S. Person, Norton Edition. New York: Norton, 2004

Horton, RW and Herbert W. Edwards, *Backgrounds of American Thought*. Englewood-Cliffs, New Jersey: Prentice-Hall, 1974

Miller, Arthur. *Death of a Salesman* London: Penguin, 1976.

Whitman, Walt. *Leaves of Grass*. New York: OUP, 2005

Further Reading

Van Spankeren, Kathryn. *An Outline of American Literature*. USIS Publication

McQuade, Donald et al. *The Harper American Literature Compact Edition*. New York: Harper and Row, 1987.

Ford, Boris ed. *The Pelican Guide to Literature*, Vol. 9. Harmondsworth: Penguin, 2007

Course	Semester	Mode	Title of the Course	Credits
MEG 304	Third	Compulsory	Indian Writing in English	4

The objective of this course is to introduce learners to the history and contexts of Indian Writing in English (IWE). No prior knowledge is assumed. In addition, the course seeks to acquaint the learner with some landmark authors and texts of IWE. It is hoped that the course will help the learner

MODULE I: History and Background

Unit 1: English in India before Macaulay

Unit 2: The Charter Act of 1813 and the Anglicist and Orientalist debate

Unit 3: Macaulay's minutes, The English Education Act of 1835

MODULE II: Modern Indian English Poetry

Nissim Ezekiel, "Poet, Lover, Birdwatcher", "Background, Casually", "Case Study", "Goodbye Party for Miss Puspa T S"

AK Ramanujan, "A River", "Obituary", "Breaded Fish", "Looking for a Cousin on a Swing", "Self Portrait"

Jayanta Mahapatra, "Hunger", "Indian Summer", "A Missing Person

Kamala Das, "An Introduction", "The Dance of the Eunuchs", "Looking Glass"

Unit 3: Poetry before Independence in brief: Henry Derozio, Toru Dutt, and Sarojini Naidu

Unit 4: Poetics of Modern Indian English Poetry (Its urban, personal nature; alienation, imagist and modernist influences, affinity to Anglo-Saxon poetry)

Unit 5: Kamala Das and confessional writing

MODULE III: The Indian English Novel I

Mulk Raj Anand, *Untouchable*

Raja Rao, *Kanthapura*

Unit 6: The beginnings of the Anglophone novel in India (Bankim Chandra and Lal Behari Day)

Unit 7: Nation and the novel

Unit 8: Social concerns of the Indian English novel

MODULE IV: The Indian English Novel II

Unit 9: RK Narayan, *The Guide* and Anita Desai, *Clear Light of Day*: Reading of the texts

Unit 10: Women in Narayan and Desai's novels

Unit 11: Societal changes in the Indian English novel

MODULE V: Autobiography as genre in Indian English writing

Nirad Chaudhuri, *An Autobiography of an Unknown Indian* (selections)

Jawaharlal Nehru, *Autobiography* (selections)

Unit 12: Features of western autobiography in brief

Unit 13: Appropriation of western autobiography by Indian English writers

MODULE VI: Mahesh Dattani: *On a Muggy Night in Mumbai*

Unit 14: Socio-psychological identity crisis in Dattani

Textbooks:

Anand, Mulk Raj. *Untouchable*. Penguin India, New Edition, 2001.

Chaudhuri, Nirad. *An Autobiography of an Unknown Indian*. Jaico 2008.

Dattani, Mahesh. *Collected Plays*. Penguin India, 2000.

Desai, Anita. *Clear Light of the Day* RHI, 2012.

Narayan, R K. *The Guide: A Novel* (Penguin Classics) Introduction by Michael Gorra, Penguin, Revised Edition, 2006.

Rao, Raja. *Kanthapura*. Oxford University Press, 2001.

Further Readings:

Gopal, Priyamvada. *The Indian English Novel: Nation, History, and Narration* (Oxford Studies in Postcolonial Literatures) Oxford University Press. 2009

Iyengar, K. R. Srinivasa *Indian Writing in English*. Sterling, Revised and updated edition, 2012.

Mehrotra, Arvind Krishna. (Ed.) *Illustrated History of Indian Literature in English* Permanent Black (2005)

Naik, M K. *Indian English Poetry: From the Beginnings upto 2000*. Pencraft, 2006.

Mukherjee, Meenakshi. *The Twice Born Fiction*. Pencraft, 2001.

Multani, Angelie. *Mahesh Dattani's Plays: Critical Perspectives*. Pencraft International, 2007.

Thieme, John. *R. K. Narayan* (Contemporary World Writers) Manchester University Press, 2007.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 401	Fourth	Compulsory	British Fiction II: Modern & Contemporary	4

This is the concluding part of the two courses designed to introduce the learners to British fiction. This course deals with the seminal texts of representative novelists from the Modern Age to Contemporary. The

learner is expected to articulate the major literary themes and concepts that appear in the prescribed texts as these relate to their wider social and cultural contexts.

MODULE I: Joseph Conrad: *Heart of Darkness*

Unit 1: Modern Fiction

Unit 2: Reading *Heart of Darkness*

Unit 3: Critical analysis of the various aspects of text

MODULE II: James Joyce: *Portrait of the Artist as a Young Man*

Unit 4: Reading *Portrait of the Artist as a Young Man*

Unit 5: Critical analysis of the various aspects of the text

MODULE III: D H Lawrence: *Sons and Lovers*

Unit 6: Reading *Sons and Lovers*

Unit 7: Critical analysis of the various aspects of the text

MODULE IV: Kingsley Amis: *Lucky Jim*

Unit 8: Post war British fiction

Unit 9: Reading *Lucky Jim*

Unit 10: Critical analysis of the various aspects of the text

MODULE V: John Fowles: *The French Lieutenant's Woman*

Unit 11: Reading *The French Lieutenant's Woman*

Unit 12: Critical analysis of the various aspects of the text

MODULE VI: Julian Barnes: *England, England*

Unit 13: Contemporary British Fiction

Unit 14: Critical reading of *England, England*

Textbooks:

Amis, Kingsley. *Lucky Jim*. Penguin, 2004.

Barnes, Julian *England, England*. Vintage, 2008.

Fowles, John. *The French Lieutenant's Woman*. Vintage, 2006.

Further Readings:

Berberich, Christine., Richard Bradford and Peter Childs. *Julian Barnes: Contemporary Critical Perspectives*. Continuum, 2011.

English, James F. *A Concise Companion to Contemporary British Fiction*. Blackwell, 2006.

Shaffer, Brian W. *Reading the Novel in English 1950–2000*. Blackwell, 2006.

Course Semester	Mode	Title of the Course	Credits
Code			
MEG 402	Fourth Compulsory	Literary Criticism and Theory II	4

The aim of this course is to introduce to the students major texts and movements in Literary Criticism and Theory from New Criticism and Theory to the present. Students are expected to understand how criticism and theory help the reader to interpret literary texts, explain literature and connect art forms to life and society. Students are expected to see how different critical texts and schools offer different tools and methods of reading and interpretation.

MODULE I: New Criticism & Russian Formalism

- Unit 1:** The Roots of New Criticism and Russian Formalism
- Unit 2:** Assumptions, Key Terms Key Figures, Ideas and Applications, Limitations
- Unit 3:** The Text and the Legacy New Criticism

MODULE II: Psychoanalytic Criticism

- Unit 4:** Freud and Psychoanalysis (Assumptions, Methodology, Key Terms)
- Unit 5:** Sexuality and Social Suppression
- Unit 6:** Psychoanalysis and Literary Criticism

MODULE III: Structuralism & Post-structuralism

- Unit 7:** Structuralism and Semiotics (Key Figures, Ideas and Applications)
- Unit 8:** Structuralist Linguistics (Saussure), Anthropology (Levi-Strauss) and Narratology (Propp, Barthes, Genette)
- Unit 9:** Post-Structuralism and Deconstruction (Derrida, Foucault, Paul de Man, Harold Bloom: Key Ideas and Applications)
- Unit 10:** New Historicism and Cultural materialism

MODULE IV: Socio-cultural Theory and Criticism

- Unit 11:** Society and Literature and Sociology of Literature
- Unit 12:** Marxist Theory and the Centrality of Ideology

MODULE V: Postcolonial Theory and Criticism

- Unit 13:** Unit 14: Postcolonial Theory and Criticism: Contexts, Key Terms and Figures
- Unit 14:** Edward Said: Frames for Re-Reading the Canon

Texts Prescribed

David H. Richter, *The Critical Tradition: Classic Texts And Contemporary Trends*. Bedford/St Martin's, 2007

Lodge, David and Nigel Wood. *Modern Criticism and Theory*. 3rd Edition, Routledge, 2008.
 Waugh, Patricia. *Literary Theory and Criticism*. Oxford University Press,

Further Readings

Guerin, Wilfred et al *A Handbook of Critical Approaches to Literature*. Oxford University Press; 6 Edition, 2010.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 403	Fourth	Compulsory	Women’s Writing in English	4

The aim of this course is to acquaint learners with basic concepts in women and gender studies in literature and to enable them to interrogate, analyse and formulate ideas drawing on feminist theory and methodology.

MODULE I : Rise of Feminism

Unit 1: Feminist Theory: An Introduction

Unit 2: Simone de Beauvoir: *The Second Sex* (Selections)

Elaine Showalter: “The Female Tradition” from *A Literature of Their Own*

Unit 3: Sandra M. Gilbert and Susan Gubar: “Infection in the Sentence: the Woman Writer and the anxiety of Authorship” from *The Madwoman in the Attic*

Toril Moi: “Feminist, Female, Feminine”

Gayatri Chakravorty Spivak: “Three Women’s Texts and a Critique of Imperialism”

MODULE II : Women novelists

Unit 4: Elizabeth B. Browning: *Aurora Leigh* (Selections)

Christina Rossetti: “Goblin Market”

Unit 5: Amy Lowell: “A Japanese Wood-Carving”, “A Ballad of Footmen”, “A Winter Ride”

Adrienne Rich: “Aunt Jennifer’s Tigers”, “Dreamwood”, “Planetarium”

MODULE III : Women Short story writers

Unit 6: Charlotte Perkins Gilman: “The Yellow Wallpaper”

Unit 7: Katherine Mansfield: “The Doll’s House”

Ama Ata Aidoo: “Something to Talk about on the Way to the Funeral”

MODULE IV : Mary Shelly

Unit 8 : Introduction to Mary Shelly

Unit 9: Reading the Text and Critical Analysis: *Frankenstein* (1818 Text)

MODULE V: Virginia Woolf

- Unit 10:** Introduction to Virginia Woolf
- Unit 11:** Reading the Text: *To the Lighthouse*
- Unit 12:** Critical Analysis of *To the Lighthouse*

MODULE VI : Lorraine Hansberry

- Unit 13:** Introduction to Lorraine Hansberry
- Unit 14:** Reading the Text and Critical Analysis: *A Raisin in the Sun*

Textbooks:

Blain, Virginia. Ed. *Victorian Women Poets: An Annotated Anthology*. Longman Annotated Texts. 2009.
 Bradshaw, Melissa and [Adrienne Munich](#). (Eds) *Selected Poems of Amy Lowell*. Rutgers UP, 2002.
 Hansberry, [Lorraine](#). *A Raisin in the Sun*. Vintage, 2004.
 de Beauvoir, Simone. *The Second Sex*. 1949. Trans. and Ed. H. M. Parshley, Vintage, 1997.
 Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory (New Accents)* Routledge, 2002.
 Shelly, Mary. *Frankenstein*. Ed. Anjana Sarma. Oxford UP, New Delhi. 2001.
 Warhol, [Robyn R.](#) and [Diane Price Herndl](#). (Eds) *Feminisms: An Anthology of Literary Theory and Criticism*. 1997
 Woolf, Virginia. *To The Lighthouse*. UBS 2004.

Further Readings

Bloom, Harold. *A Raisin in the Sun* (Bloom's Guides) Chelsea House, 1st Edition, 2009.
 Bloom, Harold. *Frankenstein": Mary Wollstonecraft Shelley*. Chelsea House, Revised Edition, 2006.
 Bloom, Harold. *Virginia Woolf's "To the Lighthouse"* (Modern Critical Interpretations) Chelsea House, 1991.
[Bristow](#), Joseph(Ed) *Victorian Women Poets: Emily Bronte, Elizabeth Barrett Browning, Christina Rossetti* (New Casebooks) 1995.
 Homans, [Margaret](#). *Virginia Woolf: A Collection of Critical Essays* (New Century Views) Prentice-Hall; 1992.
[Zilboorg](#), Caroline. *Women's Writing: Past and Present* (Cambridge Contexts in Literature) Cambridge University Press, 2004.

Course	Semester	Mode	Title of the Course	Credits
Code				
MEG 404	Fourth	*Optional	American Literature II	4

This course is a follow-up of the core course in American Literature. The aim of the course is to (a) introduce to the students major texts of contemporary American literature and (b) to highlight the multiethnic nature of American culture. In addition to the generally prescribed texts of fiction and poetry, this course includes African American, Asian American and Chicana texts to highlight the migrant spaces in American culture and society.

MODULE I: Hemingway: *A Farewell to Arms*

Unit 1: The Hero in Hemingway

Unit 2: Love and death in *A Farewell to Arms*

Unit 3: *A Farewell to Arms* as a Critique of war

Toni Morrison: *The Bluest Eye*

Unit 4: Colour consciousness/ Whiteness in *The Bluest Eye*

Unit 5: The Girl Child in African American fiction

Unit 6: Trauma and Recovery in *The Bluest Eye*

MODULE II: Modern American Poetry

Ezra Pound: "A Poet," "The River Merchant's Wife" "The Return"

Unit 7: Reading Modern American Poetry

Marianne Moore: "Poetry"

Unit 8: Poetry and craftsmanship

Wallace Stevens: "Peter Quince at the Clavier"

Unit 9: Poetry as the Supreme Fiction

MODULE III : Contemporary African American Women's Poetry

Unit 10: Reading Contemporary African American Women's Poetry: Race, Gender and Resistance

Sonia Sanchez: "I Have Walked a Long Time," "Poem at Thirty," "An Anthem"

Nikki Giovanni: "Choices," "All I Gotta Do,"

June Jordan: "Poem about My Rights," "Poem for South African Women," "A Song for Soweto"

MODULE IV: Contemporary American Drama

August Wilson: *Fences*

Unit 11: Different kinds of fences ; Racism and Black manhood ; Blacks and the American Dream

Suzan Lori-Parks: *Topdog/Underdog*

Unit 12: Violence in African-American lives; Critique of everyday life; Personal and family history, black masculinity against the background of American Capitalism and Patriarchy

MODULE V : American Diasporic/Migrant Fiction

Sandra Cisneros: *The House on Mango Street*

Unit 13: Theme of Alienation, Assimilation and Otherness in American Diasporic/Migrant Fiction; with reference to *The House on Mango Street*

Amy Tan: *The Kitchen God's Wife*

Unit 14: Problems of identity and assimilation and Family relationships in *The Kitchen God's Wife*

Textbooks

Cisneros, Sandra. *The House on Mango Street* New York: Vintage, 2009

Hemingway, Ernest. *A Farewell to Arms*. New York: Simon and Schuster, 1997

<http://www.poetryfoundation.org/>

Lori-Parks, Suzan. *Topdog/Underdog*. New York: Theatre Communications Group, 2002.
 Morrison, Toni. *The Bluest Eye*. New York: Vintage, 1999
 Tan, Amy *The Kitchen God's Wife*, New York: Vintage, 2006
 Wilson, August. *Fences*. New York: Penguin, 1986

Further Readings

Gerber, David A. *American Immigration: A Very Short Introduction*. Oxford UP, 2011.
 Mance, Ajuan Maria. *Inventing Black Women: African American Women Poets and Self Representation*. U of Tennessee P, 2007
 Mitchell, Angelyn and Danille K Taylor. *The Cambridge Companion to African American Women's Literature*. Cambridge UP, 2009.
 Rangno, V R. *Contemporary American Literature (1945-Present)* DWJ Books, 2006.
 Sherman, Charlotte Watson ed. *Sisterfire: Black Womanist Fiction and Poetry*. New York: Harper Collins, 1994.

Course Code	Semester	Mode	Title of the Course	Credits
MEG 405	Fourth	*Optional	Indian Literature in English II	4

This paper attempts to carry forward the objectives of the earlier paper, MEG 304: Indian Literature in English I. It introduces the student to more authors and genres attempting thereby to give him/her an appreciation and sense of the achievement and range of Indian writing in English.

MODULE 1: Indian English Writing from North East India

- Arup Kumar Dutta: *Kaziranga Trail*
- Robin Ngangom: "A Poem for Mother", "Native Land"
- Kynpham Sing Nongkynrih: "When the Prime Minister visits Shillong the Bamboos watch in Silence"
- Desmond Kharmawphlang: "The Conquest", "Letter to a Dear Friend"
- Unit 1:** Children's fiction as a genre
- Unit 2:** Politics and poetry

MODULE II: Poetry after Ezekiel

- Eunice de Souza: "Catholic Mother", "de Souza Prabhu", "Eunice", "Feeling the Poor at Christmas"
- Arun Kolatkar: *Jejuri*
- Aga Shahid Ali: "Postcard from Kashmir", "Snowmen", "Cracked Portraits"
- Unit 3:** Local life and contexts in the poetry of Eunice de Souza, Arun Kolatkar, and Aga Shahid Ali
- Unit 4:** Place of women in de Souza's poems
- Unit 5:** Experimentalism in Kolatkar
- Unit 6:** Exile and identity in Aga Shahid Ali

MODULE III: The Postcolonial Indian English Novel

Salman Rushdie: *Midnight's Children*
Arundhati Roy: *The God of Small Things*

- Unit 7:** Postcolonialism in Rushdie and Roy
- Unit 8:** Representation of history
- Unit 9:** National allegory in *Midnight's Children*
- Unit 10:** Society and class in *The God of Small Things*

MODULE IV: Travel Writing

R K Narayan: *My Dateless Diary*
Amitav Ghosh: "The Imam and the Indian"

- Unit 11:** America in *My Dateless Diary*
- Unit 12:** Travelling in the Orient in Ghosh's "The Imam and the Indian"

MODULE V: Diasporic Fiction

Jhumpa Lahiri: *The Interpreter of Maladies*
Rohinton Mistry: *Such a Long Journey*

- Unit 13:** Themes of displacement in Jhumpa Lahiri's short fiction
- Unit 14:** Alienation in *Such a Long Journey*

Textbooks:

Ghosh, Amitav. *The Imam and the Indian*. Penguin India, 2010.
Lahiri, Jhumpa. *Interpreter of Maladies*. Harpercollins, (Reissue) Edition, 2005.
Mistry, Rohinton. *Such a Long Journey*. Faber, New Ed, 2006.
Narayan, R K. *My Dateless Diary: An American Journey* Penguin, 2000.
Roy, Arundhati. *The God of Small Things* 1997 Penguin India, 2002.
Rushdie, Salman. *Midnight's Children*

Further Readings

Afzal-Khan, Fawzia. *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. Pennsylvania State University Press, 2007.
Hawley, John C. *Amitav Ghosh: Contemporary Indian Writers in English*. Foundation, 2005.
Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary* (Routledge Research in Postcolonial Literatures) Routledge, 2014.
Morey, Peter. *Rohinton Mistry* (Contemporary World Writers) Manchester University Press, 2004.
Teverson, Andrew. *Salman Rushdie* (Contemporary World Writers) Manchester University Press, 2007.
Tickell, Alex. *Arundhati Roy's The God of Small Things: A Routledge Study Guide* (Routledge Guides to Literature) Routledge, 2007.

**PROGRAMME PROJECT REPORT FOR M.A PROGRAMME IN MASS COMMUNICATION &
JOURNALISM**

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY

Name of the Programme	:	M.A. in Mass Communication
Academic Unit	:	Department of Mass Communication & Journalism, Tezpur University
Mode of teaching	:	Open and Distance Mode
Prospective Group	:	Graduate students
Effective Session	:	July, 2018
Programme Code	:	MMC
Programme Credit	:	64 Credits
Duration	:	Min 4 semester, Max 8 semester

OVERVIEW

This programme is designed to familiarize the learners with both theoretical and practical aspects of Mass Communication, acquaint them with Ethics/New Media/communication Research etc and enable them to put communication practice within the socio-cultural realm by sensitizing them to use media for overall development.

MISSION AND OBJECTIVE OF THE PROGRAMME

MISSION

- To contribute to the development of human resource on significant emerging areas of media and communication
- To enhance the skills and knowledge development in the scenario of knowledge based society
- To expand the access and opportunities for meaningful engagement with media and society

OBJECTIVE

1. To improve quality training and understanding of communication and media
2. To put communication practices within the realm of Indian and Northeast Indian social and cultural context.

TARGET GROUPS

- The M.A programme will benefit the stakeholders' already in job for their capacity building and also help those who are outside the fringe of formal higher education for reasons beyond their control. The course has been designed with technology mediated teaching-learning mitigating the distance apparent in open and distance mode of education.

PROGRAMME OUTCOME

- Addressing needs of media boom in regional as well as national context
- Generate media professionals with qualities of social consciousness and cultural sensitivity
- Supports University's Mandate of Regional Development

INSTRUCTIONAL DESIGN:

Curriculum Design

The programme is designed to be offered as a two year programme. The total period is divided into 4 semesters where the learners have to earn 16 credits in each semester with a total of 64 credits in two years. For the benefit of the learners maximum period of 8 semesters (4 years) is given to complete the programme. The programme is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions have been implemented. Twelve (12) hours' face-to-face counselling will be provided to the learners in this programme. The learners may have weekly online interactive sessions with instructors as and when required. The learners may be exposed to audio-visual aids, such as films and dramatized versions of classics and other technological advantages for better understanding of the topic discussed.

Module of the programme

With the help of a group of experts a learner friendly module has been prepared to introduce the learners to the variegated field of Mass Communication and Journalism. Each course is divided into 14 units with an introduction of the course and clearly stating the objective of that particular area on offer. The objective such a module is to bring better clarity on each topic discussed in a particular unit.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criterion for enrolment in the programme is graduation in any discipline. Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure will be put in place.

Fee structure

The fee structure of the programme may be as stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

SI No	Head	Amount (INR)
01	Admission	500.00
02	Study Material	5500
03	I Card	100
04	Transcript	150
05	Provisional Certificate	150
06	Library	800
07	Counseling/ Tuition	3300
08	Project	500
09	Infrastructure and Amenity	500
10	Development Fund	1000
	TOTAL	12,500

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements.

Evaluation shall have two components (i) Semester end examination which is 70% of the total weightage. (ii) Continuous evaluation which is 30% of the total weightage made on the basis of written assignments. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

The syllabus is modified time to time on the basis of student and expert feedback.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners. At present, the library holds about 77,286+ books and 7848 back volumes of journals. Apart from the online journals and database provided by e-ShodhSindhu consortium and

DeLCON consortium, the library also holds more than 2315 CDs scattering to different thought contents. Library users can access book database, theses database, journal database, e-journals and other e-resources from any terminal within the University campus. The library has also plagiarism software of its own to assist learners to develop piracy free works. The publications of the faculty are a great resource archived and updated by the library.

The learners can also avail the facilities of E-Pathsala and MOOCs courses connected to the University.

The university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **27,00,000 (Twenty Seven Lakh only)** is estimated for programme development, delivery and maintenance.

Particulars	Amount (INR)
Non Recurring*	
Cost of development of SLM	20,00,000
Recurring (yearly)	
Cost of maintenance of LSCs	2,00,000
Cost of programme delivery	2,00,000
Cost of evaluation and examination	2,00,000
Cost of audio visual content development/ online support system / technical and administrative costs	1,00,000
TOTAL	27,00,000

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council for due approval before offering. The syllabus is modified, if needed, on the basis of student and expert feedback time to time.

The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLABI

Detailed syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is follows:

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 Feb
Counselling sessions	2 nd Week of October	2 nd Week of April
Submission of assignment	By November	By May
Filling up of Examination form	October-November	April-May
Announcement of Examination schedule	October last week	April last week
Conduct of Examination	December	June
Declaration of Results	March	September

PROGRAMME STRUCTURE**ANNEXURE I**

CODE	COURSE NAME	CREDITS	CONTACT HOURS	STUDY INPUT HOURS	NO. OF ASSIGNMENTS
SEMESTER I					
MMC101	Introduction to Communication and Media	4	12	120	2
MMC102	Evolution of Indian Media	4	12	120	2
MMC103	Advertising and Public Relations	4	12	120	2
MMC104	Reporting and Editing	4	12	120	2
SEMESTER 2					
MMC201	Media Law and Ethics	4	12	120	2
MMC202	Radio Broadcasting	4	12	120	2
MMC203	Media Management	4	12	120	2
MMC204P	Project I	4	12	120	
SEMESTER 3					
MMC301	New Media	4	12	120	2
MMC302	Communication Research Methods	4	12	120	2
MMC303	Television Production	4	12	120	2
MMC304	Communication for Social Change and Development	4	12	120	2
SEMESTER 4					
MMC401	Film Studies	4	12	120	2
MMC402	Science Communication	4	12	120	2
MMC403	Community Media	4	12	120	2
MMC404P	Project II	4	12	120	
TOTAL		32	96	960	16

DETAILED SYLLABUS**MMC 101- Introduction to Communication and Media****CR 4****MODULE I: Introduction to Communication**

Unit 1: Communication-- Definition, meaning, elements and nature of communication, Types of communication.

Unit 2: Verbal and non-verbal communication-- Meaning of Verbal and non-verbal communication, Body language and proxemics

Unit 3: Levels of Communication-- Intra personal and Inter-personal communication, Group and Public communication

Unit 4: Mass Communication-- Concept of 'Mass' and Mass media, Mass audience, Typologies of audience

MODULE II: Communication Theories

Unit 5: Communication process-- Communication as an 'Act' and as a 'Process', Feedback and Effects, Functions

Unit 6: Models of Communication-- Linear, Transactional and Circular models, Rhetoric, Lasswell and Shannon and Weaver models, Newcomb's ABX model, Berlo's SMCR model, Osgood and Schramm's model, George Gerbner's model and Kincaid's Convergence model

Unit 7: Introduction to Communication Theory-- Early communication theories, Limited effects theories, Dominant Paradigms, Normative theories and modern mass communication theories, Theories of communication- changing perspectives, Mass society and cultural approaches to Communication Theories

Unit 8: Print media- Evolution and growth-- Evolution and growth of print media- international, Evolution and growth of print media- national, Evolution and growth of print media in Assam, Evolution and growth of print media in North-East India

MODULE III: Press in India

Unit 9: Press during freedom struggle--National press during freedom struggle, Assamese and other vernacular press during freedom struggle

Unit 10: Press in Contemporary times-- Present scenario of press in India, Present scenario of press in Assam, Present scenario of press in the North-East India

Unit 11: Broadcasting in India-- History and development of broadcasting in India, All India Radio, Doordarshan

MODULE IV: Media and Technology

Unit 12: Satellite broadcasting-- SITE, Kheda experiment, Cable TV, DTH and Digital broadcasting

Unit 13: Private Radio and TV-- FM Radio and Community radio, Private TV Channels

Unit 14: New Media-- Development of New Media, Online media, mobile telephony, Internet and Social media.

Textbooks

1. Emery E. et al. Introduction to Mass Communication (Harper Collins College,(1994).
2. McQuail, Denis. McQuail's Mass Communication Theory (Sage Publications, 2005).
3. Virginia P. Clarifying Communication Theories (Surjeet Publications,2003)

Reference books

1. Chaturvedi B. K. New Media Technology and Communication (Global Vision Publishing House 2010).
2. McQuail, Denis. Mass Communication (Four volume set) (Sage publication, 2006).
- 3.Natarajan, J.History of Indian Journalism (Publication Div. Ministry of I & B Govt. of India, 2000).

MMC 102 Evolution of Indian Media

CR 4

MODULE I: Press through the Ages

Unit 1: Early communication modes-- The Indian context, Oral communication, Traditional forms of communication, Written communication, Development of printing, Newspapers and magazines in the nineteenth century

Unit 2: Print media-- Journalism in India, Historical development of important newspapers in English, Historical development of important magazines in English

Unit 3: Indian Press before independence-- Social issues before independence, Economic issues, Political issues

Unit 4: Indian Language Press and National Movement-- Birth of the Indian Language Press, First war of Indian independence and the press, Issues of freedom, both political freedom and press freedom

MODULE II: History of Indian Press

Unit 5: Press Organizations-- Press Commission, Press Council, Registrar of Newspapers for India, Audit Bureau of Circulation

Unit 6: Pioneers in Indian Journalism-- Important personalities of Indian journalism, Mahatma Gandhi and his journalism, Contribution of Raja Ram Mohan Roy, Indian News Agencies

Unit 7: The Press in India after independence-- Social political and economic issues, Role of the Indian press; problems and prospects

Unit 8: History of Radio Broadcasting-- Radio broadcasting in India, AM and FM broadcasting, AIR Services and Special Audience Programme

MODULE III: Broadcasting in India

Unit 9: Radio as medium of mass communication--Development of radio as a medium of mass communication, Radio as an instrument of propaganda during the World War II, Emergence of AIR – commercial broadcasting

Unit 10: Radio and Development-- Radio programmes for Rural Audiences, Family Welfare programme, Programmes for the Armed Forces Yuva Vani

Unit 11: Growth of Television broadcasting in India-- Historical perspective of television in India, Early experiments in Indian television network- SITE

MODULE IV: Broadcasting and Development

Unit 12: Television and Development-- Doordarshan Code, Role of Doordarshan, Programmes for rural and urban audience, Development programmes

Unit 13: New Information and Communication Technologies-- Satellite, Optical Fiber, Cable television

Unit 14: Citizen Journalism-- Meaning and Concept, Origin and Growth, Citizen Journalism in India

Textbooks

1. Agarwala, VirBala. *Handbook of Journalism & Mass Communication* (Concept, 2001).
2. Bhatt, S.C. *Indian Press since 1955* (Publication Div., Ministry of I & B, Govt. of India, 2000).

Reference books

1. Natarajan, J. *History of Indian Journalism* (Publication Div. Ministry of I & B Govt. of India, 2000).
2. Sudarshan, K.N. et al. *Electronic Media* (Indian Publisher's Distributions, 1998).
3. M. Chalapathi, Rau, *The Press in India*, Allied Publishers Private Limited (1968)

MODULE I: Basics of Advertising

Unit 1: Introduction to advertising-- Nature and Scope of Advertising, Evolution of Advertising, World Scenario, History of Indian Advertising, Classification of Advertising, Classification based on Target Audience, Classification based on Objectives, Classification based on Media Choice, Classification based on Source

Unit 2: Theoretical Foundations of Advertising-- Advertising and Communication Models, Theories of Advertising, AIDA, Stimulus Response Theory, DAGMAR, Hierarchy of Effects Model, Consumer Behaviour, Analyzing Human Behaviour, Consumer in Economic Theory, Market Segmentation, The Mechanics of the Market

Unit 3: Media Planning-- Significance of Media Planning, Media Plan and Media Schedule, Four types of media Factors, Media Planning decision making process

Unit 4: Creating Advertisements I (Ideation and Copywriting)-- Understanding the Creative Process, Idea Generation, Creative Approaches, Copywriting, Elements of an advertising copy, Copywriting Principles

MODULE II: Creativity and Legal Issues in Advertising

Unit 5: Creating Advertisements II (Illustration and Layout)-- Illustrating, Types of Illustrations, Guidelines for using Illustrations, Advertising Layout, Considerations for developing a print layout, Types of layouts

Unit 6: Television Advertisements-- Elements of a TV advertisement, Types of TV advertisements, Guidelines for creating TV advertisements

Unit 7: Digital and Social Media Advertising-- Role and scope of Digital media, Advertising on Digital Media, Evolution of Digital Media Advertising, Digital Advertising in India, Social Media in Brand Building, Some case studies

Unit 8: Legal and Ethical issues-- Laws and Acts concerning Advertising, Ethical concerns in Advertising, ASCI and Code of Ethics, Advertising and Intellectual Property Rights

Unit 9: Advertising Agencies-- What is an Advertising Agency, Functions of an Advertising Agency, Types of Advertising Agencies, Structure of an Advertising Agency, Client- Agency- Media interface

MODULE III: Basics of Public Relations

Unit 10: Introduction to Public Relations-- Concept of Public Relations, Internal and External Publics, Public Relations and its History, Functions of Public Relations, Structure of PR department, Duties, responsibilities and qualities of a PRO

Unit 11: Media Relations-- Understanding Media relations, Benefits of Media Relations, Tools and Techniques of Media Relations, Organizing Press Conferences, Writing Press Releases

MODULE IV: Public Relations and Society

Unit 12: Community Relations and Corporate Social Responsibility-- Community expectations and need for Community Relations, Objectives of Community Relations, Techniques of maintaining community relations, Corporate Social Responsibility

Unit 13: PR and Crisis Communication-- Defining 'Crisis', Kinds of Crisis, Role of PR in Crisis Management and Communication, Preparing a Crisis Management Plan

Unit 14: PR Agencies and Apex Bodies-- PR Agencies, Structure and Functions of PR Agency, Client Servicing, Apex bodies, IPRA, PRSI

Textbooks

1. Ogilvy, David. *Ogilvy on Advertising* (Prion, 2001).
2. Jethwaney, J.N. & Sarkar, Narendra Nath. *Public Relations* (Sterling Publishers, 2002).
3. Wells, William. *Advertising Principles and Practice* (Prentice Hall India, 2002).

References

1. Chunawalla, S A. *Advertising Theory and Practice* (Himalaya, 2001).
2. Mehta, D.S. *Handbook of Public Relations in India* (Allied Publishers, 1980).
3. Valladares, June A. *The Craft of Copywriting* (Sage Publications, 2000).

MMC 104 Reporting and Editing CR 4

MODULE I: Introduction to Journalism

Unit 1: News-- Concept, Definition, news value, objectivity and authenticity, Types of news, news sense, sources of News, cultivation of sources

Unit 2: News Writing-- Principles of news writing, News story, News structure
Headlines, Features

Unit 3: Reporting-- Concept, Different types of Reporting– Investigative, Interpretative
Reporting beats, Background research

Unit 4: Editing—Concept, Newsroom set up in a news media, Deadline, Layout,
Responsibilities of Reporting & Editing desks

MODULE II: Various aspects of Journalism

Unit 5: Photo-journalism-- Concept of Photo Editing, Techniques for good journalistic
photography and headline / caption writing, Preparing photo features on various
subjects, different types of camera

Unit 6: Freedom of Expression-- Concept and importance, Constitutional provisions for
freedom of expression and practice, Implementation of freedom of expression in practice

Unit 7: Background Research-- What is background research, Importance of
background research, Background research as a source for journalism

Unit 8: Editorial Writing-- Editorial page and Op-Ed page, issues covered, Editor as
leader of the society, Styles of writing editorial

MODULE III: Opinion Writing

Unit 9: Writing of Reviews-- What is review of film and drama, Importance of film and
drama review, Principles of reviewing films and dramas, Examples of ideal review
writing, Different styles of reviewing film and drama

Unit 10: Features-- What is a feature, Difference between feature and article, Different
types of features

Unit 11: Opinion in Journalism-- Introduction. Importance and types of opinions in news media,
Writing opinion pieces, columns, types of columns

MODULE IV: Types of Journalism

Unit 12: TV Journalism-- Difference between Print and TV Journalism, Advantages of TV
Journalism, Different types, writing for TV Journalism

Unit 13: Radio Journalism-- Comparison of journalism for TV / Radio and Print, Preparations for Radio Journalism, Different types, writing for Radio Journalism

Unit 14: Online Journalism-- Writing for Online Media, Citizen Journalism, News Portals

Textbooks

1. Kessler, Lauren & McDonald, Duncan. *When Words Collide: A Media Writer's Guide to Grammar and Style* (Belmont, California: Wadsworth, 1996).
2. Lunsford, Andrea A. *The St. Martin's Handbook: With 2003 MLA Update* (Bedford/ St. Martin's, 2003).

Reference books

1. Clark, Roy Peter & Scanlan, Christopher. *America's Best Newspaper Writing*. Boston: Bedford/St.Martin's, 2001).
2. Strunk, William & White, E.B. *The Elements of Style* (Longman, 1999).

MMC 201 Media law and Ethics

CR 4

MODULE I: Legal system in India

Unit 1: Introduction to the Legal system-- Jurisprudence, Sources and Types of Law, History of Indian media laws

Unit 2: Rights, Rules and Laws-- Justice and Law, Laws and Society

Unit 3: Judicial Systems in Relation to Media-- Basic features of the Indian Constitution, Structure of Judicial System in India

Unit 4: Constitutional Obligations-- Freedom of Speech and Expression, Freedom of the Press, Right to Information Act, 2005

MODULE II: Media Laws

Unit 5: Laws Related to Media Profession-- Introduction to Indian Penal Code, Press Council of India; Press Council Act, 1965, 1978, Cinematographic Act, 1952

Unit 6: Public Interest Litigation and Defamation-- Civil and Criminal law of defamation, Libel and Slander, Public Interest Litigation

Unit 7: Media Laws relating to Women & Children-- Laws relating to Obscenity, Indecent Representation of Women (Prohibition) Act, 1986, The Children Act 1960

Unit 8: Freedom and Accountability of the Media-- Freedom and Responsibility, Contempt of Court 1971, Protection of Civil Rights Act, 1955, Parliamentary Proceedings Act, 1971

MODULE III: Media Ethics

Unit 9: Ethics and Journalistic Professionals-- Introduction to Ethics, Press Council's Norms of Journalistic Conduct, AIR News Policy for Broadcast Media; Broadcasting Code

Unit 10: Media and Social Responsibility-- Media and pressure groups, Prasar Bharati Act – 1990, The Broadcast Code Governing AIR

Unit 11: Rights and Duties of Media Professionals-- Politics and Elections, Investigative Reporting, Court Reporting

MODULE IV: Issues in Reporting

Unit 12: Media and Conflict Reporting-- Conflict Scenario in North-East India, Ethical Issues in Conflict Reporting, International Humanitarian law

Unit 13: Cyber Laws-- Information Technology Act, 2000, Cyber Crimes, Cyber Crimes relating to Women and Children

Unit 14: Intellectual Property Rights-- Copyright Act, 1957, Design Act, 1911, Trade and Merchandise Marks Act, 1958, Patent Act 1970

Textbooks

1. Frankena, William K. *Ethics* (Prentice Hall India, 2002).
2. Singh, P.P. et. al. *Media, Ethics and Laws* (Anmol, 1998).

Reference books

1. Lillie, William. *Introduction to Ethics* (Allied Publishers, 2003).
2. Prabhakar, M. et. al. *A Compendium of Codes of Conduct for Media Professional* (University Book House, 1999).

MMC 202 Radio Broadcasting

CR 4

MODULE I: Growth of Radio

Unit 1: Evolution of Radio worldwide and in India-- Invention of Radio, History of Radio Broadcasting world wide, History of Radio Broadcasting in India, Pre-Independence and Post-Independence broadcasting in India

Unit 2: Radio in North East of India-- History of Radio Broadcasting in North East, Pre-Independence and Post-Independence broadcasting in NE India, All India Radio Stations in Northeast India (FM/AM)

Unit 3: Characteristics of Radio-- Characteristics of the Sound, Characteristics of the Voice, Radio as Mass Medium, Radio as Mobile Medium

Unit 4: Technology of Radio Broadcasting—Microphone, Studio, Transmission Booth, Control Room, Transmitter, Antenna, Radio Set, Online sound editing software, Newsroom software, FM Broadcast software, sound editing software.

MODULE II: Radio Broadcasting Formats

Unit 5: Formats of Radio Broadcasting (Spoken)—Talk, Interview, Discussion, Drama, Documentary/ Feature, Commentary, NEWS, Phone-in

Unit 6: Formats of Radio Broadcasting (Music)-- Classical Music, Semi Classical Music, Folk Music, Film Music

Unit 7: Organizational Structure-- Ministry of Information and Broadcasting, Prasar Bharti, Directorate of All India Radio, Regional Station, AIR Station-AM/FM/SW, Newsroom organization and structure and functions

MODULE III: Types of Radio Broadcasting

Unit 8: Community Radio stations-- Community Radio Movement in India, Community radio in North East India, Community radio policies in India, Acquiring license for community radio station in India, Setting up of a community radio Station, Role of community Radio in empowering community

Unit 9: Ham Radio—Definition, History, Activities and purpose, Transmission, Policies, case studies

Unit 10: FM Radio stations-- History of FM broadcasting in India, Non-commercial and Commercial FM broadcasting, Guidelines for FM Radio Broadcasting in India, Station ownership and Programming in FM radio stations, RJ, Voice modulation, anchoring, dubbing

Unit 11: Internet Radio-- Definition and formats, HD radio and satellite radio, Internet radio streaming, Setting up of an online radio station, Internet radio ventures in India and abroad

MODULE IV: Radio Programmes

Unit 12: Writing for Radio-- Introduction to basic script formats, Terminology & writing techniques of news on radio, Writing for commercials, Public service announcements, Promotions, Documentaries and fictional materials

Unit 13: Sound recording-- Understanding sound recording, Room acoustics and sound treatment, Digital audio workstations, Studio Recording: Off-air and on-air studios, Audio mixer console, Sound effects

Unit 14: News and educational programme-- News Bulletin structure, Interview and discussion, Farm/ agricultural broadcasting, Employment news, Mann ki Baat and Phone-in programme

Textbooks

1. Boyd, Andrew *Broadcast Journalism* (Oxford: Focal Press, 1997).
2. Dominick, Josef R. *The Dynamics of mass communication. Media in the digital age* (University of Georgia, Athens, Mc Graw Hill. New York, 2002).

Reference books

1. Fraser, Colin & Estrada Rastrepo Sonia. *Community Radio Handbook* (UNESCO, 2001).
2. Tabing Louie. *How to do community radio* (UNESCO Publication, New Delhi, 2002).

MMC 203 Media Management

CR 4

MODULE I: Indian Media Scenario

Unit 1: Overview of media environment in India-- Media scenario India, Media in North-east

Unit 2: Media as an industry and profession-- Job prospects in Media Industry, Social Media Marketing

Unit 3: Management Principles-- Organizational structure, Management Functions, Organizational behaviour

Unit 4: Ownership patterns-- Media ownership, Types of ownership, Cross ownership of media– meaning and current status

MODULE II: Media Regulations

Unit 5: Media Industry and Regulation-- Market Structures in Media Industry, Determinants of market structures in Media Industry, Media Regulation

Unit 6: Newspaper Management-- Structure of a newspaper organization, Functions of the various departments

Unit 7: Emerging revenue patterns for print media-- Emerging marketing strategies, FDI in print media

Unit 8: Broadcast Management-- Organizational Structure - TV, Radio, FM radio, Functions of various departments, Programming strategies, Audience research

MODULE III: Technology and Brand in Media

Unit 9: Information Technology and Media-- Information and Communication Technology, Media convergence

Unit 10: Advertising Industry-- Structure of Ad Agency, Functions of various departments, Advertising Agency - Client - Media Interface

Unit 11: Brand Image and Management-- What's in a name, Brand Image, Brand Differentiation

MODULE IV: Media Entrepreneurship

Unit 12: Entrepreneurship-- Concept of Entrepreneurship, Media Entrepreneurial Scenario in Northeast, Problems and Prospects of media entrepreneurship in North-East

Unit 13: Customer Relationship Management—CRM, Case studies

Unit 14: Organizational Studies-- Organisation structure & Hierarchy, Organisational Behaviour

Textbooks

1. Chiranjeev, Avinash. (2000). *Electronic Media Management*, Authors Press.
2. Gunarathne, Shelton A.. (2000). *Handbook of Media in Asia*, Sage.
3. Kothari, Gulab. (1985). *Newspaper Management in India* (Intercultural Open University, 1995).

Reference books

1. Batra, Rajiv. *Advertising Management* (Prentice Hall, 2000).
2. Gillian Doyle. *Understanding Media Economics* (Sage, 2002)
3. Harold L. Vogel. *Entertainment Industry Economics* (Cambridge University Press, Cambridge, 2001).

MMC 204P

Project I

CR- 4

This project may include any of the following:

- i) At least THREE articles published in an established newspaper / magazine either in English or in any of the recognized Indian languages.
- ii) A feature / news capsule prepared for Radio / TV which was actually broadcast.
- iii) Any THREE research based articles on any topic relating to Mass Communication which may or may not have been published.

Students who wish to submit any of options i) and ii) must produce documentary evidence from the editor / concerned authority that the products were actually his or her creation. This publication or broadcast article must be published or broadcast after the student has taken admission in this course.

MMC 301 New Media CR- 4

MODULE I: New Media Technology

Unit 1: Evolution of Internet Technology-- ARPA net, Usenet, Origin of web, Internet in India, Growth of internet in India, Impact of internet in India

Unit 2: Overview of Internet-- Characteristics of internet, Networking, ISP and browsers, Domain Name System, HTML, Internet Protocol, Broadband, Bandwidth

Unit 3: Overview of online Communication-- Meaning of communication, Features of Online Communication, Types of websites, Video conferencing, Webcasting

Unit 4: New media-- History of New Media, Characteristics of new media, New media vs. old media, We media, Me media, Niche media

MODULE II: Trends in New Media

Unit 5: New Media and Communication-- User generated communication, Computer mediated communication

Unit 6: Digital media and communication-- Information Society, New World Information Order, ICT, Media Convergence

Unit 7: Social media-- Web 2.0, Virtual community, Social networking site, Wiki –generated media, Blogging, YouTube

Unit 8: Emerging trends in New Media-- Digital culture and digital identity, New media & digital divide, New media & democracy, E democracy, New media & public sphere, New media & activism

MODULE III: Convergence and Technology

Unit 9: Basics of convergence-- Technological convergence, Digital convergence, Implication of digital convergence on society, Convergence & regulations in India

Unit 10: Content Journalism-- Traditional vs Online Journalism-difference in news consumption, Citizen journalism, Selection of news content, presentation of news, Online News Writing & Editing, News Portals, Blogs, Chat, Video, Podcasting, Live Casting

Unit 11: Mobile Technology and communication-- Mobile phone: a convergent technology, Locative media, Telecommunication in India, Smartphone culture: Various Apps and communication, Instagram

MODULE IV: Educational Technology

Unit 12: Online Education-- Online and Blended courses, Massive Open Online Courses (MOOC), Various open learning platforms: ePG pathsala, Shodhganga, Open Educational Resources

Unit 13: New Media, New Audiences-- Digital natives, Digital immigrants, Online Games and children, New Media and online society

Unit 14: New Media and Development-- Use of New media for development, Information Society, Surveillance society, Web commerce

Textbooks

1. Chaturvedi B. K. *New Media Technology And Communication* (Global Vision Publishing House 2010).

2. Wilson P. Jr. Dizard. *Old Media New Media: Mass Communications in the Information Age* (Allyn & Bacon, 1999).

Reference books

1. Collins Richard, Murrioni Cristina, *New Media, New Policies: Media And Communications Strategy For The Future* (Polity Press 12-1996).
2. Covell Andy. *Digital Convergence* (Firewall, 2002).
3. Vince John A., *Digital Convergence: The Information Revolution* (University Of Bournemouth UK: Springer-Verlag)

MMC 302 Communication Research Methods CR 4

MODULE I: Introduction to Communication Research

Unit 1: Research: Meaning and concepts—Definition, Sources of knowledge, Characteristics of scientific research

Unit 2: Communication Research in India-- History of communication and Media Research, Scope of research, Major research studies

Unit 3: Research and social sciences-- Social science research methods, Multidisciplinary perspectives, Sociology, Psychology, Anthropology, Political science, Linguistics

Unit 4: Elements of research—Variables, Hypothesis, Induction, deduction, Theoretical framework

MODULE II: Research Design

Unit 5: Types of Research-- Pure and Applied, Exploratory, Experimental, Descriptive, Historical, Qualitative and Quantitative Research

Unit 6: Research Problem-- Formulation of research problem, Conceptualization and definition, Research question, Problem statement, Hypothesis formulation

Unit 7: Research process-- Various steps in research process, Measurement of research variables, Research proposal, Research Design

Unit 8: Review of Literature-- The importance of literature review, Sources of literatures, How to write a review of literature

MODULE III: Research Methods

Unit 9: Methods of Research-- Pilot Study, Survey, Content analysis, Case study, Ethnography

Unit 10: Sampling—Sample, Universe/population, Sampling frame, Sampling size, Probability sampling method, Non-probability sampling method

Unit 11: Data Collection methods-- Primary and Secondary data, Observation, Focus Group Discussion, Questionnaire, Interview Schedule

MODULE III: Report Writing and Ethics in Research

Unit 12: Data analysis and statistics-- Descriptive and Inferential statistics, Tabulation, Codification, Measures of central tendency, Co-efficient of Correlation, SPSS

Unit 13: Writing Research Report—Chapterisation, Style guide, Referencing and citations, MLA and APA

Unit 14: Ethics in Research-- Importance of ethics in research, Privacy, Plagiarism

Textbooks

1. Jensen, Klaus Bruhn. (2002). *A Handbook of Media and Communication Research- Qualitative and Quantitative Methodologies*. Routledge.
2. Hansen Anders, Cottle Simon, Newbold Chris, (1998), *Mass Communication Research Methods*. New York University Press.

Reference books

1. Kaul, Lokesh. *Methodology of Educational Research* (Bikash, 2001).
2. Patnaik, Asit Kr. *Research Methodology in Social Sciences* (Commonwealth, 2001).
3. Sharma, S.R. *Research in Mass Media* (Radha Publishers, 1996).

MMC 303 Television Production

CR 4

MODULE I: Introduction to Television Production

Unit 1: Basic understanding of video camera-- Types and parts of camera, Types of Lenses and its usefulness, Understanding the different functions of camera

Unit 2: Visual composition-- Different types of shots, Shutter, Aperture and Iris, Rule of the Third, 180 degree rule, Camera movements and angles

Unit 3: Genre of television programs-- Talk Shows, News Shows, Reality Shows, Soap Operas

Unit 4: Lighting for production-- Importance of lights in production, Lighting Techniques, Three Point Lighting, Types of television lights

MODULE II: Television Production Process

Unit 5: Stages of television Production-- Pre-production, Production, Post production

Unit 6: Scripting for television-- Process of scriptwriting, Scripting formats, Writing for television programs

Unit 7: Single camera vs Multi camera production-- Importance of single or multi-camera production, Live coverage, Recorded programs

Unit 8 Television production crew-- Producers and Directors, Script writers, Floor Managers, Talents, Technical Directors

MODULE III: Studio and Outdoor Production

Unit 9: Sound for Television-- Usefulness of sound in production, Techniques of sound recording, Location sound and Sound Dubbing, Ambience, Noise and Sound effects

Unit 10: Television studio-- The Studio Setup, The studio equipment, Planning for studio Production

Unit 11: Outdoor Productions-- Electronic News Gathering, Electronic Field Production, Location Ambience

MODULE IV: Editing Process

Unit 12: Online vs Offline Production-- Usefulness of online and offline productions, Online production setup, Off line production setup

Unit 13: Editing-- Basics concepts of editing, Online editing vs Offline editing, Linear vs Non Linear editing

Unit 14: Editing software-- Importance of editing, Non- linear editing software, Sound editing software

Textbooks

1. Zettl, H.(2006). *Handbook of Television Production*. Wadsworth.
2. Shelley, S.L. (1999). *A Practical Guide to Stage Lighting*. Focal Press

Reference books

1. Ronald J Compesi et.al. *Video Field Production and Editing* (Allyn & Bacon, 1997).S L 3.
2. Stuart Hyde. *Television and Radio Announcing* (Houghton Mifflin, 2001).

MMC 304 Communication for Social Change and Development

CR 4

MODULE I: Communication and Development

Unit 1: Understanding development-- Origin of the concept of Development, Approaches to Development, Indicators of Development

Unit 2: Agencies in Development-- Role of Government in development, National and International NGOs in development, UN agencies in Development

Unit 3: Communication for Development: Meaning and Concept-- Definitions of Development Communication, Evolution of Development Communication, Need and significance

Unit 4: Modernization Paradigm-- Mass media the magic multiplier, Diffusion of Innovation, Development Support Communication

MODULE II: Approaches in Development

Unit 5: Dependency Paradigm-- Development of Underdevelopment, World systems theory, NWICO

Unit 6: Multiplicity and Alternative Paradigm— Development as empowerment, Development as freedom, Development as grassroots governance

Unit 7: Approaches in Communication for Development-- Behaviour Change Communication, Social Marketing, Entertainment Education, Advocacy

Unit 8: Participatory approaches to Communication for Development-- Diffusion Vs Participatory Approach, Levels and types of Participation, Participatory tools for data collection

MODULE III: Media and Development

Unit 9: Strategic planning and situation analysis-- Significance of formative research, Monitoring and evaluation

Unit 10: Role of different media in development-- Public service broadcasting for development, Community media for development

Unit 11: Information and Communication Technology in Development-- Why technology for development, Bridging the Digital divide

MODULE IV: Strategies for Development Communication

Unit 12: Environmental and Sustainable approaches in Development-- Environment and climate change, Perspectives to sustainable development, Sustainable Development Goals

Unit 13: Strategies of development communication in India-- Media for nation building, Family planning and other health communication strategies, Agriculture and rural development

Unit 14: Movements, Rights and Issues in National Development-- Women's movements, Education and food security, Free speech and Information rights

Textbooks

1. Srinivas Melkote, & Steeves. (2001). *Communication for Development in the Third World*. New Delhi: Sage.
2. Servaes, J., Jacobson, T. & White, S.A. (Eds.), *Participatory communication for social change*. Thousand Oaks: Sage.

Reference books

1. Gupta, V.S. *Communication for Development and Civil Society* (Concept, 2004).
2. Narula, Uma . *Development Communication* (Har Anand Publications, 2002).
3. Ravindran,R.K. *Media in Development Arena* (Indian Publishers Distributors, 2000).

MMC 401 Film Studies

CR 4

MODULE I: Growth and Development of Cinema

Unit 1: Meaning of Cinema-- Meaning of Cinema,Importance of film studies, National and International perspective on Cinema, Cinema and society

Unit 2: Origin and Evolution of film-- The evolution of film technology, Perceptual constancy, Developments of instruments, Toys and techniques; Lumiere Brothers, Thomas Alva Edison, George Melies, Edwin S. Porter, D.W. Griffith

Unit 3: History of cinema- World-- Beginning of cinema in Europe and America, Growth of cinema across the world, particularly Japan and Latin America, Emerging of Hollywood studios, American cinema and World cinema, Alternative cinema

Unit 4: History of cinema- India-- Beginning of cinema in India, Silent era, Factors that influenced cinema in India, Hindi cinema, Regional cinema, Parallel film movements, Cross-over cinema

Unit 5: History of film- Northeast-- Status of cinema in different states of Northeast, Cinema in Assam, Cinema in Manipur

MODULE II: Cinematic Storytelling

Unit 6: Film structure-- The form and content of film, Structure: camera, camera movement, lighting, editing, acting, sound, CGIs, special effects

Unit 7: Film Language-- The semiotic theory of cinema, signs, symbols, codes, iconography, Mise-en-scene, Montage, Connotative and Denotative meanings

Unit 8: Film Narrative-- Cinematic Storytelling, Narrative – Fictional and Non-Fictional, Significance and Structural elements of Narrative, Story and Plot, Sub-Plots, Deviant Plot Structure, Principles of Plot Construction

MODULE III: Film Genre and Theories

Unit 9: Film Genre-- Meaning and functions of genre, Film genres and their characteristics, Classical Hollywood genre, Indian formula films

Unit 10: Film Theories-- Auteurist Film Theory, Psychoanalytic Model, Feminist Model, Cognitive Model, Ideological Model

Unit 11: Film Movements-- Italian Neo-realism, French New Wave, German Expressionism, Soviet Formalism, Avant Garde, Indian new wave

Unit 12: Documentary Films-- Origin and growth of documentary cinema, Types of documentary, Short films, Milestones in documentary cinema in India and world, Documentary cinema and society

MODULE IV: Technology and Film Appreciation

Unit 13: Film and Technology-- Digital technology and cinema, YouTube

Unit 14: Film Appreciation and Criticism-- The aesthetics of film, Writing film review and criticism, Film as art, Film Analysis, Textual and contextual analysis of films

Textbooks

1. Hill, John & Gibson, Pamela Church. *Film Studies* (Oxford Univ. Press, 2000).
2. Roberts, Graham & Wallis, Heather. *Introducing Film* (Arnold Publishers, 2003).
3. Stam, Robert. *Film Theory: An Introduction* (Blackwell Publishers, 2000).

Reference books

1. Hood, John W. *The Essential Mystery- the major film makers of Indian art cinema* (Orient Longman, 2000).
2. Turner, Graeme. *The Film Cultures Reader* (Routledge, 2002).
3. Ray, Satyajit. *Our Films Their Films* (Orient Publishers, 1993).

MMC 402 Science Communication

CR 4

MODULE I: Communicating Science

Unit 1: Science Communication—Introduction, Evolution of science communication in India, Importance of science communication

Unit 2: Reporting for Science Communication-- Science Reporting and Writing, Skills required for science communication, Science Popularization Activities

Unit 3: Writing for Science Communication-- Language for science communication, Coverage of Science & Technology events, Creating a scientific attitude among masses

Unit 4: Institutional efforts in science communication-- ISRO, DRDO, NCSTC, Vigyan Prasar, National Science Communication Congress, Bridge between research institutions and masses

MODULE II: Media and Science Communication

Unit 5: Media for Science Communication-- Conventional mass media for science communication, Community media for science communication, New media for science communication

Unit 6: Environmental Communication-- Concept and significance, Issues in environmental communication, Media's role in environmental communication

Unit 7: Health Communication—Introduction, Importance of health communication, Various aspects of health communication

Unit 8: Science Communication in Print Media-- Space devoted to science communication in newspapers of various types, Science magazines, journals, General magazines having science section

Unit 9: Science Communication for TV and Radio-- Experiments in Doordarshan on science communication, other TV channels, Science communication efforts in Radio – AIR, private FM stations, Science Communication in Community and Campus FM radio stations

MODULE III: Initiatives in Science Communication

Unit 10: Science Communication and Voluntary Organizations-- Voluntary associations for science communication, Newsletters, journals of the voluntary associations, organizations, Comparison of coverage

Unit 11: Academic study programmes in Science Communication-- Introduction to the concept, Institutional programmes for study of science communication, Pedagogy for these programmes

MODULE IV: Experiments in Science Communication

Unit 12: Science Communication on Wheels experiment— Concept, Implementation of the programme, Future programmes

Unit 13: Encouraging future Science Communicators-- Efforts in encouraging future science communicators, Role of NCSTC, DST, National Council of Science Writers, State councils of science communication

Unit 14: Prominent Science Communicators-- Study of eminent science communication experts, Issac Asimov, JBS Haldane, D. Nelkin, Jayant V Narlikar, Dinesh Goswami Kshiradhar Baruah

Textbooks

1. Haldane, JBS. *Science and Everyday Life* (Pelican, Harmondsworth, 1939, reprinted 1943).
2. Nelkin, D. *Selling science : How the Press covers science and Technology*, 2nd revised edition (H Freedman, New York, 1995).
3. Leach, M and Scoones, I. *The Slow Race – Making Technology Work for the poor* (Demos, London, 2007).
4. Royal Society. *The Public Understanding of Science* (Royal Society, London, 1985).

MMC 403 Community Media

CR 4

MODULE I: Understanding Community Media

Unit 1: Defining 'Community'-- What is a 'community', Characteristics of Communities, Different types of communities, Location-based Communities, Identity-based Communities, Organizationally-based Communities

Unit 2: Public Sphere and Media-- The Public Sphere, 'Refeudalization' of the Public Sphere, Role of Media in creating an alternative public sphere

Unit 3: Democratic Participation and Citizenship-- Assess and Participation, Active Citizenship, Civil Society, Communication Rights and media democratization, Media Plurality, Participatory Communication

Unit 4: Defining Community Media-- Characteristics of Community media, Objectives of Community media, Theoretical Approaches to Community Media, Different forms of Community Media

MODULE II: Evolution of Community Media

Unit 5: History of Community Media – International Perspectives-- The Beginnings in the 1940s, Rise during the 1970s and 80s, Current status of Community Media

Unit 6: Community Media in India-- Beginning of the Community Radio movement during the 1990s, Rise of Community Radio Post 2000, Community Media Pioneers – Voices, Drishti, Myrada etc, Community Media in North East India

Unit 7: Community Media vs Mass Media-- Ownership, Management and Control, Reach, Access and Participation, Content and Content Creation Process, Revenue Model

Unit 8: Community Radio-- Understanding Community Radio, Characteristics of Community Radio, Principles of Community Radio Operations, Distinct Features of Community Radio, Activities in Setting-Up a Community Radio, Community Radio Programming

MODULE III: Initiatives in Community Media

Unit 9: Participatory Video-- Understanding Participatory Video, Origins of Participatory Video, Characteristics of Participatory Video, Setting up a Participatory Video Process, Some Participatory Video Experiments

Unit 10: Community Newspapers and Magazines-- Characteristics of Community newspapers/ magazines, Starting a Community newspaper/ magazine, Examples of Community newspaper/ magazine

Unit 11: Puppetry-- What is Puppetry, History of Puppetry, Different Types of Puppetry, Puppetry for Social Change in India

MODULE IV: Theatre for Social Change

Unit 12: Theatre-- Theatre as a medium for Social Change and encouraging community participation, Theatre of the Oppressed, Street theatre, Street theatre and social activism in India

Unit 13: Case Studies – I -- Community Radio Case Studies, Community Video Case Studies

Unit 14: Case Studies – II -- Community newspaper/ magazine Case Studies, Puppetry/ theatre Case Studies

Textbooks

1. Howley, K. (2010). *Understanding Community Media*. New Delhi: Sage
2. Pavarala, V. & Malik, K. (2007). *Other Voices: The struggle for community radio in India*. New Delhi: Sage

MMC 404P

Project II

CR- 4

(60% weightage for the Project and 40% for a general VIVA Voce)

Students shall carry out Research based Project on any topic related to mass communication in consultation with a faculty member to be decided during contact class hours.

Before doing their research study, students shall be required to prepare a detailed research proposal in consultation with the concerned faculty member.

The students are advised to attend the Counselling Session on Communication Research Methods before proceeding for the Project.

PROGRAMME PROJECT REPORT FOR M.A PROGRAMME IN SOCIOLOGY

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY

Name of the Programme	:	MA in Sociology
Academic Unit	:	Department of Sociology, Tezpur University
Mode of teaching	:	Open and Distance Mode
Prospective Group	:	Graduate students
Effective Session	:	July, 2018
Programme Code	:	MSO
Programme Credit	:	64 Credit
Duration	:	Min 4 semester, Max 8 semester

OVERVIEW

Today studying Sociology is not simply contemplating on the traditional focuses such as social stratification, issues of mobility, culture, and religion etc. but also having expanded to other focuses such as health, internet, government and corporate agencies, thereby presenting a multifarious utility for the learners of Sociology as a subject. Sociological knowledge as a field has experienced a sea change over the decades when the subject encompassed all areas of human life from Social Science to Science, politics to religion, art to architecture, film studies, cultural studies and the study of information and communication. Consequently, the scope of such studies has been broadened to cater the requirements of different stakeholders interested in issues of society. During the study of varied areas under Sociology degree, students will scrutinize and debate a variety of texts and contexts, movements, periods and critical approaches, theory and study of human society that are pretty central to modern knowledge and communication system. Given that a Sociology degree holder is a necessity in more or less every industry, filling a variety of roles – from activist to academic and legal advisor to manager, a course offered through open and distance mood will open up opportunities to many.

MISSION AND OBJECTIVE OF THE PROGRAMME

MISSION

To foster critical and analytical ability among the learners through study of Sociology, hone their professional skill and make the learners self-sufficient for employability.

OBJECTIVE

Research points to continued demand and ongoing growth for various online courses, such as certificates and programs. The reason is that against growing number of students feeling the need to learn, the opportunities are not always in favour of the interested groups. Students having interest in analyzing human activities and holistic approach to understand human societies are always attracted

by the multiple and critical approaches facilitated by sociological knowledge. The proposed programme not only looks deep into sociological concepts and theories, but also provides ample opportunity to learn the aspects of teaching, emerging areas of socio-cultural-political through a single window system. In this context, the objectives of the course may be summarised as follows

- The main objective of the proposed programme will be to expose the interested group of students to a facility that is equivalent to the regular programme offered by the concerned department of the university/universities. As online instruction continues to mature there is a pressing need to address course quality, so that the beneficiaries may compete with the regular students opting a course of similar weightage.
- M.A. in Sociology is a programme proposed to be offered through distance mode to keep pace with the educational programmes of the University; promoting inter-disciplinary studies and higher research by means of innovative teaching-learning processes.
- The course offered as a combination of e-learning and face to face interaction, will enhance the scope of blended learning more effectively than the regular classroom interaction. Even a Sociology student can be exposed to the nuances of the use of technology, audio-visual etc. which is not possible in the traditional way of learning of the discipline.
- This programme will enable to develop comprehensive analytical and research skills, identify ways the sociological knowledge is applied in real world, making them skilled and employable.

TARGET GROUPS

- The target group of learners will be those who had to discontinue their higher studies due to the constraint of time and economic restrains. The proposed M.A programme will benefit two types of learners, those disadvantaged by being at a distance and those disadvantaged due to their time schedules and other commitments or both. This programme will be particularly beneficial to the stakeholders already in job and desiring promotion, enables to give solutions to the problems associated with distance and time, as well as using technology to enhance any learning environment.

PROGRAMME OUTCOME

- Comprehensive and analytical understanding of human society, the network systems, identifying large scale behavioural patterns, and group dynamics is an essential requirement in almost all fields of professions. The degree holders will be eligible to choose career opportunity in areas such as teaching and academics, media, organizational planning, journalism, social work, human resource management, law firms, advertising and marketing, archiving, industrial relations, information and research, tourism, health, penal institutions, events management, youth work, retail management and sales, freelance writing, interpretation/translation etc.
- This learner friendly programme will be particularly helpful for people less exposed to opportunities, specially women and weaker sections of the society, who fail to continue higher studies and avail multiple choices available in the job market. This course will open up

prestigious opportunities from home like analyzing market and global trends, editing, writing online blogs, article in newspapers and magazines, etc. which all draw upon effective research and statistical skills, understanding of different cultures, and studies of organizational behaviour effectively, without affecting the familial responsibility. Thus, this course will provide wide range of self-employment opportunity to the stakeholders.

INSTRUCTIONAL DESIGN:

Curriculum Design

The programme is designed to be offered as a two year programme. The total period is divided into 4 semesters where the learners have to earn 16 credits in each semester with a total of 64 credits in two years. For the benefit of the learners maximum period of 8 semesters (4 years) is given to complete the programme. The programme is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions have been implemented. Twelve (12) hours' face-to-face counselling will be provided to the learners in this programme. The learners may have weekly online interactive sessions with instructors as and when required. The learners may be exposed to audio-visual aids, such as films and dramatized versions of classics and other technological advantages for better understanding of the topic discussed.

Module of the programme

With the help of a group of experts a learner friendly module has been prepared to introduce the learners to the variegated field of Sociology. Each course is divided into 14-16 units with an introduction of the course and clearly stating the objective of that particular area on offer. The objective such a module is to bring better clarity on each topic discussed in a particular unit.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criterion for enrolment in the programme is graduation in any discipline. Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure will be put in place.

Fee structure

The fee structure of the programme may be as stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

Sl No	Head	Amount (INR)
01	Admission	500.00
02	Study material	5500.00
03	I Card	100.00
04	Transcript	150.00
05	Provisional Certificate	150.00

06	Library	800.00
07	Counselling/Tuition	3300.00
08	Infrastructure & Amenities	500.00
09	Development fund	1000.00
Total		12,000.00

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements.

Evaluation shall have two components (i) Semester end examination which is 70% of the total weightage. (ii) Continuous evaluation which is 30% of the total weightage made on the basis of written assignments. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

The syllabus is modified time to time on the basis of student and expert feedback.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners. At present, the library holds about 77,286+ books and 7848 back volumes of journals. Apart from the online journals and database provided by e-Shodh Sindhu consortium and DeLCON consortium, the library also holds more than 2315 CDs scattering to different thought contents. Library users can access book database, theses database, journal database, e-journals and other e-resources from any terminal within the University campus E-resources. The library has also plagiarism software of its own to assist learners to develop piracy free works. The publications of the faculty are a great resource archived and updated by the library.

The learners can also avail the facilities of E-Pathsala and MOOCs courses connected to the University.

The university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **27,00,000 (Twenty Seven Lakh only)** is estimated for programme development, delivery and maintenance.

Particulars	Amount (INR)
Non-recurring*	
Cost of development of SLM	20,00,000
Recurring (yearly)	
Cost of maintenance of LSCs	2,00,000
Cost of programme delivery	2,00,000
Cost of evaluation and examination	2,00,000
Cost of audio visual content development/ online support system e/technical and administrative costs	1,00,000
Grand total	27,00,000

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council for due approval before offering. The syllabus is modified, if needed, on the basis of student and expert feedback time to time.

The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLLABI

Detail syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is follows

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 Feb
Counselling sessions	2 st Week of October	2 st Week of April
Submission of assignment	By November	By May
Filling up of Examination form	October-November	April-May
Announcement of Examination schedule	October last week	April last week.
Conduct of Examination	December	June
Declaration of Results	March	September

PROGRAMME STRUCTURE

Course Code	Course Name	Credit	Contact Hours	Study input
SEMESTER I				
MSO 101	Classical Sociological Thoughts	4	12	120
MSO 102	Introduction to Family and Kinship	4	12	120
MSO 103	Sociology of India	4	12	120
MSO 104	Social Stratification	4	12	120
SEMESTER II				
MSO 201	Sociological Theories	4	12	120
MSO 202	Political Sociology	4	12	120
MSO 203	Sociology of Development	4	12	120
MSO 204	Sociology of Religion	4	12	120
SEMESTER III				
MSO 301	Social Movements in India	4	12	120
MSO 302	Gender and Society	4	12	120
MSO 303	Industry and Society	4	12	120
MSO 304	Social Demography	4	12	120
SEMESTER IV				
MSO 401	Research Methodology	4	12	120
MSO 402	Environmental Sociology	4	12	120
MSO 403	Sociology of Health and Illness	4	12	120
MSO 404	Sociology of Northeast India (Optional)	4	12	120
MSO 405	Sociology of Governance	4	12	120
Total Credit		64		

Course	Semester	Mode	Title of the Course	Credits
MSO 101	First	Compulsory	Classical Sociological Thoughts	4

This course aims to familiarize learners with the intellectual forbearers of the discipline of sociology. It intends to highlight the conceptual contours of the discipline in terms of the theoretical formulations which are essential to comprehend the various social processes.

MODULE I : Historical Background of Sociology

Unit 1: The historical background of sociological theory: Enlightenment, French Revolution and Industrial Revolution

Unit 2: The development of sociology in the 19th and 20th century

MODULE II : Karl Marx

Unit 3: The sociology of Karl Marx

Unit 4: Pre-capitalist economic formations, capitalism and commodity production

Unit 5: Class and class conflict

MODULE III: Max Weber

Unit 6: The Sociology of Max Weber

Unit 7: Basic sociological terms and concepts: social action, rationality, categories of social action

Unit 8: Religion and social change

Unit 9: Contribution to the methodology of social science

MODULE IV: Emile Durkheim

Unit 10: The sociology of Emile Durkheim

Unit 11: Forms of solidarity and the division of labour

Unit 12: Contribution to the methodology of Sociology – Sociology as a Science: Social fact, Normal and Pathological

MODULE V: Vilfredo Pareto and George Simmel

Unit 13: Sociology of Vilfredo Pareto: Logico – experimental method

Unit 14: Sociology of George Simmel: Social Type

Readings

Nisbet, R. A. *The Sociological Tradition*, London: Heinman, 1967.

Morrison, K. *Marx, Durkheim, Weber: Formations of Modern Social Thought* (2nd edition). London: Sage Publications Ltd., 2006

Giddens, A. *Capitalism and Modern Social Theory*, Cambridge: Cambridge University Press, 1991.

Ritzer, George *Sociological Theory*, Alfred A Knopp, 1988

Marx, K. *Pre-capitalist Economic Formations*, London: Lawrence and Wishart, 1964.

Marx, K. *Capital Vol. 1*. Moscow: Progress Publishers, 1954, Chapters 1, 10.

Weber, M. *Economy and Society*, Berkeley: University of California Press, Vol.1, Part1 Chapters 1 and 2.

Weber, M. *The Protestant Ethic and the Spirit of Capitalism*, London: Allen and Unwin, 1976, Part 1.
 Durkheim, E. *The Rules of Sociological Method*, London: Macmillan, 1982.
 Durkheim, E. *The Division of Labour in Society*, Glecnoe: The Free Press, 1993.

Course Code	Semester	Mode	Title of the Course	Credits
MSO 102	First	Compulsory	Introduction to Family and Kinship	4

This course introduces the learners to the universally acknowledged social importance of family and kinship. This course will familiarise the learners with different approaches, issues and debates in studies of family and kinship which will enable the student to understand the social structure of different societies. This course will also look at the changing contemporary nature of family and kinship relation in the modern world. Throughout the course, examples will be drawn from northeast India.

MODULE I: Family, Kinship and Marriage

- Unit 1: Nature versus Culture debate
- Unit 2: Family: Definition, Types, Changing Nature
- Unit 3: Kinship: Definition, Basic Concepts and Terminology
- Unit 4: Marriage: Definition, Types and Changing Nature

MODULE II : Various Aspects of Family and Marriage

- Unit 5:Elementary and extended family
- Unit 6: Family in the context of care of the child and the aged.
- Unit 7:Changing discourse of marriage

MODULE III: Family and Kinship in India

- Unit 8: Family and Kinship Studies in India
- Unit 9: Regional variations of kinship
- Unit 10: Family and Kinship in Northeast India
- Unit 11: Family and Household, Changing nature of family and relationship in India

MODULE IV: Changing Discourse of Family and Kinship

- Unit 12: Changing discourse of family and kinship
- Unit 13: Transformations of kinship: questioning patriarchy
- Unit 14: Reproductive technologies and reconfigured kinship, gay perspectives

Readings:

Fox, R. *Kinship and Marriage: An Anthropological Perspective*. Cambridge: Cambridge University P, 1984
 Karve, I. *Kinship Organisation in India*. New Delhi: Munshiram Manoharlal, 1990
 Robin Fox Bhandari, J.S. (Ed.). *Family and Kinship in Northeast-East India*. Delhi: Vedam Books, 1996.
 Goody, J. (Ed.). *Developmental Cycle in Domestic Groups*. Cambridge: Cambridge University P, 1958.
 Levi-Strauss, C. *The Elementary Structure of Kinship*. London: Eyre and Spottiswoode, 1969.
 Shah, A. M. *Household Dimensions of the Family in India*. New Delhi: Orient Longman, 1973.
 Shah, A. M. *The Family in India: Critical Essays*. New Delhi: Orient Longman, 1998.

Uberoi, P. *Family, Kinship and Marriage in India*. New Delhi: OUP, 1993

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 103	First	Compulsory	Sociology of India	4

This course introduces the learners to the sociological approaches to understand Indian society. It introduces the learners to the concepts of class, caste, gender, race, religion, language, etc. and their significance in the study of the Indian society. It also discusses the changes that have taken place in the social structure, cultural values and institutions in India. Further, the course addresses the important processes of social change and nation building in contemporary India.

MODULE I: Introducing Indian Sociology

Unit 1: Introducing Indian Sociology: Intellectual Traditions and Institutional growth

Unit 2: Sociology of India: Text view and Field view in Indian sociology

MODULE II: Perspectives on Indian Sociology-I

Unit 3: Approaches to the study of Indian Society: Indigenisation of Sociology

Unit 4: Indological /Textual (G.S.Ghurye, Louis Dumont)

Unit 5: Structural-functionalism (M.N. Srinivas, S.C. Dube)

MODULE III: Perspectives on Indian Sociology-II

Unit 6: Marxist Perspectives (D.P.Mukherjee, A. R. Desai, R.K.Mukherjee)

Unit 7: Civilizational Perspectives (N.K.Bose, Surajit Sinha)

Unit 8: Subaltern Perspective (B.R. Ambedkar, David Hardiman)

Unit 9: Feminist Perspective(Uma Chakravarty, Sharmila Rege)

MODULE IV: Various Dimensions of Sociology of India

Unit 10: Groups and Social Structure: Caste, Class, Tribe, Religion

Unit 11: Social Institutions: Family, Kinship and Marriage

Unit 12: Social Change in Modern India: Sanskritisation, Westernisation and Modernisation

Unit 13: Agrarian Changes and Urbanisation

Unit 14: Nation and Nation building

Readings

Aloysius, G. *Nationalism without a Nation in India*. Delhi: Oxford University P, 1997.

Béteille, A. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. University of California P, 1965.

Chakravarty, U. *Gendering Caste: Through a Feminist Lens*. Calcutta: STREE, 2003.

Das, V. *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University P, 1995.

Das, V. *Structure and Cognition: Aspects of Hindu Caste and Ritual*. Bombay: Oxford University P, 1982.

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Desai, A.R. "Relevance of Marxist Approach" in T.K. Oomen & P. Mukherjee, *Indian Sociology: Reflections and Introspections*. Bombay: Popular Prakashan, 1985.

Desai, A.R. *Social Background of Indian Nationalism*. Mumbai: Popular Prakashan, 1948.

Dhanagre, D.N. *Themes and Perspective in Indian Sociology*. New Delhi: Rawat Publication, 1993.

Dumont, L. *Homo Hierarchicus: The Caste System and its Implications*. Oxford: OUP, 1970.

Ghurye, G.S. *Caste and Race in India*. Bombay: Popular Prakashan Press, 1990.

Guha, R. (Ed.). *Subaltern Studies* Delhi: OUP. 1991.

Gupta, D. *Social Stratification*. New Delhi: Oxford University P, 1991.

Hardiman, D. *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: Oxford University P, 1987.

Inden, R. "Orientalist Construction of India" in *Modern Asian Studies*. 1986.

Jodhka, S.S. "From 'book view' to 'field view': Social anthropological constructions of the Indian village" in *Oxford Agrarian Studies*. Volume 26, Issue No. 3, 1998.

Madan T.N. (Ed.) *Religion in India*. Delhi: Oxford University P, 1992.

Mukherji, D.P. "Indian Tradition and Social Change" in T.K. Oomen & P. Mukherjee, *Indian Sociology: Reflections and Introspections*. Bombay: Popular Prakashan, 1986.

Singh, Y. *Modernization of Indian Tradition: A Systematic Study of Social Change*. Jaipur: Rawat Publications, 2011.

Srinivas, M.N. *Social Change in Modern India*. New Delhi: Orient Blackswan, 2009.

Xaxa, V. "The Politics of Language, Religion and Identity: Tribes in India" in *Economic and Political Weekly*. Vol. 37 No.17, 2005

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 104	First	Compulsory	Social Stratification	4

This course introduces the concept of social stratification and its theoretical foundations. It aims to acquaint the learners with the key issues with regard to social stratification across societies. The course is weaved upon the central axes of the phenomena of stratification in the society like class, gender, race, tribe, caste, ethnicity, etc. While examining the intersection of these categories in the making of stratification in society, questions would be raised about the relevance of applying theory and methods for studying social stratification in contemporary India.

MODULE I: Introducing Social Stratification

Unit 1: Social stratification: The concept of stratification in sociology

Unit 2: Social mobility and stratification: Meaning and Forms

MODULE II: Sociological Perspective on Stratification

Unit 3: Functionalist perspectives on stratification

Unit 4: Marxist perspectives on stratification

Unit 5: Weberian perspectives on stratification

Unit 6: Feminist perspectives on stratification

MODULE III: Axes of Stratification

Unit 7: Axes of Stratification: Caste, class and gender,

Unit 8: Axes of Stratification: Tribe, race and religion,

Unit 9: Axes of Stratification: Language and region

MODULE IV: Contemporary debate in stratification

Unit 10: Contemporary debate in stratification: Deviance,

Unit 11: Contemporary debate in stratification: Disability

Unit 12: Contemporary debate in stratification: Sexuality,

MODULE V: Stratification in Contemporary Society

Unit 13: Social Stratification and Exclusion in Contemporary Society

Unit 14: Challenges of Inclusion in Contemporary Society

Readings

Gupta, D. (Ed.). *Social Stratification*. New Delhi: Oxford University P, 1991.

Tumin, M.M. *Social Stratification: The Forms and Functions of Inequality*. New Delhi: Prentice Hall of India, 2003.

Balibar, E. and I. Wallerstein. *Race, Nation, Class: Ambiguous Identities*. London: Verso, 1991.

Bendix R. and S.M. Lipset (Eds.). *Class, Status and Power: Social Stratification in Comparative Perspective*. New York: The Free Press, 1996.

Beteille, A. "Equality and Universality" in *Economic and Political Weekly*. 36 (38).

Beteille, A. *The Idea of Natural Inequality and Other Essays*. New Dehi: Oxford University Press, 1983.

Bourdieu, P. "The Forms of Capital" in J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education*. 1986.

Chakravarty, U. *Gendering Caste: Through a Feminist Lens*. Calcutta: STREE, 2003.

Dahrendorf, R. *Class and Class Conflict in Industrial Society*. Stanford University P, 1959.

Dube, L. "Caste and Women" in M.N Srinivas (Ed.) *Caste: It's 20th Century Avtar*, New Delhi: Penguin Books, 2005.

Foucault, M. *Madness and Civilisation*. Vintage Books, 1988.

Goldthorpe, J. H. *Social Mobility and Class Structure in Modern Britain*. Oxford: Clarendon Press, 1980.

Jenkins, R. "Disability and social stratification" in *British Journal of Sociology*. 42 (4): 557-580, 1991.

Mamdani, M. "Beyond settler and native as political identities: overcoming the political legacy of colonialism" in *Comparative Studies in Society and History*. 43 (4): 651-664, 2001.

Max, W. "Class, Status, Party" in Dipankar Gupta (Ed.), *Social Stratification*. New Delhi: Oxford University P, 1992.

Merton, R.K. and P.H. Rossi. "Reference Group Theory and Social Mobility" in R. Bendix and S.M. Lipset, *Class, Status and Power: Social Stratification in Comparative Perspective*. New York: The Free Press, 1996.

Nongbri, T. *Gender, Matriliney, and Entrepreneurship: The Khasis of North East India*. New Delhi: Kali for Women, 2008.

Ommen, T.K. *Citizenship, Nationality and Ethnicity; Reconciling Competing identities*. Polity Press, 2002.

Parsons, T. "An Analytical Approach to the Theory of Social Stratification" in *The American Journal of Sociology*, 1940.

Payne, C. and C. Llewellyn. "Trends in Class Mobility" in J.H. Goldthorpe (Ed.) *Social Mobility and Class Structure in Modern Britain*. Oxford: Clarendon Press, 1980.

Poulantzas, N. *Political Power and Social Classes*. NLB, 1973.

Rae, L. B. (Ed). *Gender, Family and Economy: the Triple Overlap*. Sage Publications, 1991.

Rubin, G. "The Traffic in Women: Notes on the Political Economy of Sex", in Linda Nicholson (Ed.) *The Second Wave: A Reader in Feminist Theory*. Routledge, 1997.

Walby, S. "Gender, Class and Stratification" R. Crompton and M. Mann (Ed.) *Gender and Stratification*. Polity Press, 2002.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 201	Second	Compulsory	Sociological Theories	4

This course introduces topical issues in sociological theories that follow from the classical thinkers. The learners are expected to be acquainted with the contemporary theoretical trends in sociology which have been divided into various analytical heads.

MODULE I: Structure / System / Structuration

- Unit 1: Social Structure: Levi Strauss
- Unit 2: Social System: Talcott Parsons
- Unit 3: Structuration: Anthony Giddens
- Unit 4: Structuration and Discourse Analysis

MODULE II: Subjective Understanding of Society

- Unit 5: Social Construction of Reality: Berger and Luckman
- Unit 6: Dramaturgical Approach: Goffman Perceptions of everyday life
- Unit 7: Ethnomethodology: Garfinkel

MODULE III: Frankfurt School

- Unit 8: Critical Theory
- Unit 9: Frankfurt School and mass culture
- Unit 10: Jürgen Habermas: Public Sphere

MODULE IV: Contemporary Social Theories

- Unit 11: Sociology of Piere Bourdieu
- Unit 12: Foucault's Perspective on Society
- Unit 13: Ulrich Beck's views on Modernity
- Unit 14: Public Sociology

Readings

Alexander, J.C. *Neo-functionalism and After*. Malden MA. Blackwell, 1998

Radcliffe-Brown, A. R. *Structure and Function in primitive Society*. London: Cohen and West, 1971.

Parsons, T. and E. A. Shils. *Toward a General Theory of Action*. NY: Harper and Row, 1952.

Lane, M. (Ed.). *Introduction to Structuralism*. NY: Basic Books, 1970.

Levi-Strauss, C. *Structural Anthropology*. Harmondsworth: Penguin, 1993.
 Giddens, A. *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis*. London: Manmillan, 1983.
 Rabinow, Paul ed., *The Foucault Reader*, London: Penguin Books 1984 (ps. 51-120, 170-289).
 Goffman, E. *The Presentation of Self in Everyday Life*. NY: The Overlook Press, 1973.
 Berger, P. and T. Luckman. *The Social Construction of Reality*. London: Penguin, 1967.
 Althusser, L. 1971. *Lenin, Philosophy and Other Essays*. Monthly Review Press: London.
 Adorno, T. and M. Horkheimer. *Dialectic of Enlightenment*. New York: Continuum, 1993.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 202	Second	Compulsory	Political Sociology	4

This course aims to acquaint the learners with the major concepts, theoretical approaches and perspectives of political sociology. It seeks to prepare the learners to apply these concepts and approaches to the understanding of the nature of the political processes and institutions in India. The course also exposes the learners to the emerging perspective on the polity-society relationship in contemporary times.

MODULE I: Introduction to Political Sociology

- Unit 1:** Political Sociology: Emergence and Scope
- Unit 2:** Approaches to the study of politics;
- Unit 3:** Approaches to study Power and authority;
- Unit 4:** Basic concepts of Political Sociology: elite and masses; consensus and conflict; state and stateless societies

MODULE II: Perspectives on Political Sociology

- Unit 5:** Perspectives on state: Liberal, Marxist, Pluralist
- Unit 6:** State and the class structure;

MODULE III: Institutions and Political Process

- Unit 7:** Political Parties Characteristics and compositions;
- Unit 8:** Pressure groups and Interest groups
- Unit 9:** Democratic Decentralization and Local Self Government

MODULE IV: Political Sociology of India

- Unit 10:** The State and Society in India: Colonial and Post Colonial
- Unit 11:** Caste and Politics in India
- Unit 12:** Class and Politics in India
- Unit 13:** Religion: Debate on Secularism and Communalism in India
- Unit 14:** Region, Language and Politics in India

Readings

- Bendix, R. and S. M. Lipset (Eds.). *Class, Status and Power*. London: RKP, 1966.
- Bhargava, R. *Secularism and its Critics*. New Delhi: OUP, 1999.
- Bottomore, T. *Elites and Society*. Harmondsworth: Penguin, 1966.
- Chakravarty, A. *Contradiction and Change*. Delhi: OUP, 1975.
- Dahl, R. *Who Governs?* New Haven: Yale University P, 1961.
- Desai, A.R. *State and Society in India: Essays in Dissent*. Bombay: Popular Publication, 2000.
- Gerth, H.H. and C.W. Mills (Eds.). *From Max Weber: Essays in Sociology*. London: RKP, 1948.
- Key, V.O. *Politics, Parties and Pressure Groups*. NY: Crowell, 1964.
- Kohli, A. *India's Democracy: An Analysis of Changing State-Society Relations*. Princeton: Princeton University P, 1990.
- Kohli, A. *The State and Poverty in India: The Politics of Reform*. Cambridge: Cambridge University P, 1999.
- Kothari, R. *Caste in Indian Politics*. Delhi: Orient Blackswan, 2008.
- Laclau, E. *Politics and Ideology in Marxist Theory*. London: Verso, 2012.
- Miller, D. *On Nationality*. Oxford: Clarendon Press, 1995.
- Mills, C.W. *The Power Elite*. NY: OUP, 2000.
- Nash, K. *Contemporary Political Sociology*. Massachusetts: Blackwell Publishers, 2000.
- Robinson, M. S. *Local Politics: the Law of the Fishes*. Delhi: OUP, 1988.
- Runciman, W.G. *Social Science and Political Theory*. Cambridge: CUP, 1969.
- Taylor, G. *The New Political Sociology: Power, Ideology and Identity in an Age of Complexity*. London: Palgrave Macmillan, 2010.
- Vora, R. and S. Palshikar (Ed.) *Indian Democracy*, Delhi: Sage, 2004.
- Weber, M. *Economy and Society*. Berkeley: University of California P, 1978.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 203	Second	Compulsory	Sociology of Development	4

This course introduces the main ideas and perspectives on development in the discipline of sociology. It also discusses the critiques of the conventional paradigm of development and the alternatives that are being thrown up by scholars as well as social movements. The course also highlights emerging concepts and formulations in the understanding and practice of development in the contemporary times.

MODULE I: Introduction to Sociology of Development

Unit 1: Meaning, significance and the idea of development in sociological understanding

Unit 2: Meaning of Development over time

MODULE II: Sociological Perspectives of Development

- Unit 3:** Perspectives on development: Liberal, Marxist and Ecological
- Unit 4:** Theories of Development: Modernisation Theories
- Unit 5:** Theories of Underdevelopment: Dependency theory,
- Unit 6:** Theories of Underdevelopment: World system theory, Uneven development

MODULE III: Development and Its Critique

- Unit 7:** Theories of alternative development
- Unit 8:** Post-development theories
- Unit 9:** Grassroots level movements in development

MODULE IV: Contemporary Issues in Development

- Unit 10:** Politics of Development: Knowledge and power in development,
- Unit 11:** Contemporary Issues in Development: Globalization,
- Unit 12:** Contemporary Issue: Poverty and Politics of Development
- Unit 13:** Contemporary issue: NGO and Civil Society
- Unit 14:** Gender and Development

Readings

- Peet, R. *Theories of Development*. Jaipur: Rawat Publications, 2005.
- Pietersen, J.N. *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications, 2011.
- Alavi, H. and T. Shanin. *Introduction to the Sociology of Developing Societies*. London: Macmillan, 1982.
- Bardhan, P. *The Political Economy of Development in India*. Delhi: OUP, 2005.
- Baviskar, A. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University P, 2004.
- Cooke, B. and U. Kothari (Eds.). *Participation: The New Tyranny?* London: Zed Books, 2001.
- Cooper, F. and R. M. Packard (Eds.). *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*. Berkeley: University of California P, 1997.
- Escobar, A. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, New Jersey: Princeton University Press, 2011.
- Ferguson, J. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota P, 1994.
- Frank, A.G. *Capitalism and Underdevelopment in Latin America*. London: Penguin Books, 1971.
- Freire, P. *Pedagogy of the Oppressed*. London: Penguin Books, 1996.
- Gupta, A. *Postcolonial Developments: Agriculture in the Making of Modern India*. New Delhi: Oxford University P, 1998.
- Harvey, D. *The New Imperialism*. Oxford: Oxford University P, 2003.
- Rahnema, M. and V. Bawtree (Eds.). *The Post-Development Reader*. London: Zed Books, 1997.
- Sachs, W. (Ed.). *The Development Dictionary*. Hyderabad: Orient Longman, 1997.
- Schumacher, E.F. *Small is Beautiful*. New York: Vintage, 2011.
- Scott, J. C. *Seeing Like a State*. New Haven: Yale University P, 1998.
- Sen, A. *Development as Freedom*. New Delhi: Oxford University P, 2000.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 204	Second	Compulsory	Sociology of Religion	4

This course seeks to equip the learners with the conceptual and theoretical understanding of the relationship between religion and society. It presents the basic social philosophies of different institutional and non-institutional religions and discusses their changing nature in the contemporary times with special reference to India. This course critically looks at various religious practices and issues in the context of their relation with different social forces.

MODULE I: Introduction to the Study of Religion

Unit 1: Introduction to Sociology of Religion

Unit 2: Marx; Weber and Durkheim

Unit 3: Magic, science and religion

Unit 4: Critique of Religion: Freud and Marx

MODULE II: Religious Organizations and Movements

Unit 5: Religious organisations: Nature, types, functions

Unit 6: Religious Movements: Types, Nature

MODULE III: Religions in India

Unit 7: Religions of India: Buddhism, Hinduism, Jainism, Sikhism and Tribal Religion

Unit 8: Religions of India: Christianity, Judaism, Islam

Unit 9: Religious Cults and Sects

Unit 10: God man and God woman

Unit 11: Aspects of religion in India: Sacred knowledge, Sacred space and Sacred persona

MODULE IV: Religion in India: Contemporary Times

Unit 12: Secularism

Unit 13: Proselytisation

Unit 14: Communalism

Readings

1. Asad, T. *Formations of the Secular: Christianity, Islam, Modernity*. Stanford University Press, 2003.
2. Baird, R.D. *Religion in modern India* (3rd edition). Delhi: Manohar, 1995.
3. Durkheim, E. *The Elementary Forms of Religious Life* (5th edition). New York: Collier Books, 1961.
4. Freud, S. *The Future of an Illusion*, London, Penguin, 2008.
5. Jones, K.W. *Socio-religious reform movements in British India* (The new Cambridge history of India III-1). Hyderabad: Orient Longman, 1989.
6. Madan, T.N. (enlarged edition). *Religion in India*. New Delhi: Oxford, 1992.
7. Muzumdar, H.T. *India's religious heritage*. New Delhi: Allied, 1986.

8. Roberts, K.A. *Religion in sociological perspective*. New York: Dorsey Press, 1984.
9. Shakir, M. (Ed.). *Religion, state and politics in India*. Delhi: Ajanta Publications, 1989.
10. Weber, M. "The Social Psychology of the World Religions," "The Protestant Sects and the Spirit of Capitalism," and "Religious Rejections of the World and Their Direction" in H.H. Gerth and C.W. Mills (Eds.) *From Max Weber*. Oxford: Oxford University P, 2002.
11. Weber, M. *Economy and Society*. Berkeley: California University P, 1978.
12. Weber, M. *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge, 2001.
13. Weber, M. *The Sociology of Religion*. Massachusetts: Beacon Press, 1993.

Course	Semester	Mode	Title of the Course	Credits
MSO 301	Third	Compulsory	Social Movements in India	4

This course introduces the learners to the important conceptual and theoretical issues of social movement and its critical role in social transformation. It familiarises them with various sociological approaches to the study of social movements. This course attempts to sensitise the learners with regard to the important social movements in India besides exposing the learners to the emerging social movements in recent times.

MODULE I: Introduction to Social Movements

- Unit 1:** Social movements: Definitions, characteristics and types
- Unit 2:** The social base: class, caste, ethnicity, gender Role and types of leadership; relationship between leaders and the masses

MODULE II: Theories on Social Movement

- Unit 3:** Theories on social movement: Marxist and Post Marxist
- Unit 4:** Theories on social movement: Weberian and Post Weberian
- Unit 5:** Theories on social movement: Structural Functionalist

MODULE III: Social Movements in India

- Unit 6:** Social movements in India: Peasant Movement
- Unit 7:** Social movements in India: Dalit Movement
- Unit 8:** Social movements in India: Tribal Movement.
- Unit 9:** Social Movement in India: Labour and Trade Union Movement
- Unit 10:** Social movements in India: Nationality and sub-nationality movements.

MODULE IV: New Social Movements in India

- Unit 11:** New social movements in India: Women's movement,
- Unit 12:** New social movements in India: Environmental movements,
- Unit 13:** New social movements in India: Middle class movements.
- Unit 14:** New social movements in India: Ethnic movements.

Readings:

- Rao, M.S.A. *Social Movements in India*. New Delhi: Manohar, 1979
- Shah, G. *Social Movements in India: A Review of Literature*. New Delhi: Sage, 2012.
- Desai, A.R. (Ed.) *Peasant Struggles in India*. Bombay: Oxford University Press, 1979.
- Dhanagare, D.N. *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University P, 1983.
- Foweraker, J. *Theorising Social Movements*. London: Pluto Press, 1995.
- Gore, M. S. *Non Brahmin Movement of Maharashtra*. New Delhi: Segment Book Distributors, 1989.
- Katzenstein, R. *Social Movements in India*. New Delhi: OUP, 2005.
- Omvedt, G. *Dalit visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi: Orient Longman, 1995.
- Oomen, T.K. *Protest and Change: Studies in Social Movements*. Sage: Delhi, 1990.
- Rao, M.S.A. *Social Movements and Social Transformation*. Macmillan: Delhi, 1979.
- Shah, G. *Social Movements and the State*. Sage: New Delhi, 2002.
- Shah, N. *The Issues at Stake: Theory and Practice in the Contemporary women's movements in India*. New Delhi: Kali for Women, 1992.
- Shiva, V. *Ecology and the Politics of Survival*. New Delhi: Sage, 1991.
- Singh, K.S. *Tribal Movements in India*. New Delhi: Manohar, 1985.
- Singh, R. *Social Movements, Old and New*. New Delhi: Sage, 2001.
- Wilson, J. *Introduction to Social Movements*. New York: Basic Books Inc. Publishers, 1973.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 302	Third	Compulsory	Gender and Society	4

This course aims at introducing learners to the major concepts and theoretical perspectives of sex-gender systems and practice. This course also aims at giving a comprehensive study on the origin of feminist ideology and their changing nature. It deals with both European and non-European literatures and discusses various issues related to gender. It also discusses specific issues concerning gender relations in the Indian context in their structural forms and representations.

MODULE I: Introduction to Gender and Society

- Unit 1:** Social construction of gender: Sex and Gender Intersectionality of gender with other aspects of social life
- Unit 2:** Patriarchy and Masculinity: Meaning, Ideology and forms
- Unit 3:** Understanding Body and Sexuality
- Unit 4:** Contemporary Sexuality Politics: LGBT Movements

MODULE II: Feminist Thoughts

Unit 5: Feminist Thought: Radicals

Unit 6: Feminist Thought: Marxist – Socialists and Liberal

Unit 7: Feminist Thought: Post-modernist

Unit 8: Feminist Methodology as a critique of sociological methods

MODULE III: Feminism in Third World Context

Unit 9: Third World women and the politics of feminism

Unit 10: Colonialism, Nationalism and women's movement

Unit 11: Gender and Development: Eco- Feminism

MODULE IV: Gender Issues in Indian Context

Unit 12: Gender, religion and politics: Dalit Feminism

Unit 13: Contemporary issue: Property rights and Debate on Domestic violence

Unit 14: Contemporary Issues: Education and Health

Readings:

John, Mary E. *Women's studies in India*. New Delhi: Penguin, 2008.

Tong, R. *Feminist Thought*. Colorado: Westview Press, 2009.

Agarwal, B. "Gender and command over property: A critical gap in economic analysis and policy in South Asia" in *World development*. Vol. 22 (10), 1994.

Agarwal, B. *A field of one's Own*. Cambridge: Cambridge University P, 1995.

Chanana, K. "Structures and ideologies" in *The Indian Journal of Social Science*. Vol. 3(1), 1990.

Chatterjee, P. "Colonialism, nationalism, and colonized women: The contest in India" in *American Ethnologist*. Vol 16 (4), 1989.

Chaudhuri, M. *Indian Women's Movement*. New Delhi: Radiant Publisher, 1993.

Chaudhuri, M. (Ed.). *Feminism in India: Issues in Contemporary Indian Feminism*, New Delhi: Kali for Women, 2004.

Connell, R. W. *Masculinities*, London: Blackwell, 2005.

Dube, L. *Anthropological explorations in Gender*. New Delhi: Sage, 2001.

Geetha, V. *Gender*. Calcutta: Stree, 2002.

Jackson, S. and S. Scott. *Gender*. New York: Routledge. 2002.

Janaki, N. and M. John. "Introduction" in Janaki Nair and Mary John (Ed.) *A Question of Silence: the Sexual Economies of Modern India*. New Delhi: Kali for Women, 1998.

Kadir, I. "Reproductive Health: A Public Health Perspective" in *Economic and Political Weekly*. Vol. 33, No. 21, pp. 2675-2684, 1998.

Mead, M. *Growing up in Samoa*. New York: Harper Collins, 2001.

Moore, H. 1994. "The Cultural Constitution of Gender" in *Polity Reader in Gender*, 1994.

Narrain, A. *Because I have a Voice: Queer Politics in India*, New Delhi: Yoda P, 2006

Nicholson, L. *The Second Wave*. New York: Routledge, 1997.

Nongbri, T. "Gender and the Khasi Family Structure" in *Sociological Bulletin*. Vol. 37, No. (1&2), pp. 71-82, 1988.

Nongbri, T. *Development, Ethnicity and Gender*. New Delhi: Rawat Publications, 2003.

Ortner, S. "Is Female to Male as Nature is to Culture?" in *Feminist Studies* Vol. 1, No. 2: pp. 5-31, 1972.

Rege, S. *Sociology of Gender*. New Delhi: Sage, 2003.

Sangri, K. and S. Vaid. *Recasting Women: Essays in Colonial History*. New Delhi: Zubaan Books, 2010.

Sarkar, T. "A Prehistory of Rights" in *Feminist Studies*. Vol. 26, No. 3, pp. 601-622, 2000.
 Walby, S. "Theorising Patriarchy" in *Sociology*. Vol. 23, No. 2, pp. 213-234. 1989.

Course	Semester	Mode	Title of the Course	Credits
MSO 303	Third	Compulsory	Industry and Society	4

This course is intended to familiarize the learners with the conceptual understanding of industrial sociology and with the social transformation brought about by the process of industrialization. The course explains various industrial organizations and the occurrence and resolution of conflicts within them. The course also critically discusses the industrial policies in India since independence.

MODULE I: Introduction to Sociology of Work and Industry

- Unit 1:** Introduction to Industrialization and Social Change
- Unit 2:** Industrialization, Industrialism and Post-Industrial Society

MODULE II: Industrial Organizations

- Unit 3:** Industrial Organisations: Formal and Informal
- Unit 4:** Industrial conflict and its Resolution: Nature of Industrial Conflict
- Unit 5:** Trade Unions and Collective Bargaining,
- Unit 6:** Joint management councils and Quality Circles

MODULE III: Industrial Policies, Industries in NE India

- Unit 7:** India's Industrial Policies since Independence,
- Unit 8:** Tea Plantation Industry and Industrial Relations in Plantations
- Unit 9:** Industries in Northeast India
- Unit 10:** Cottage Industries in Northeast India

MODULE IV : Industrial Sociology Today

- Unit 11:** Informal Economy and Globalisation
- Unit 12:** Unorganised Sector and Casualisation of Work
- Unit 13:** Feminisation of Labour
- Unit 14:** Special Economic Zones

Readings:

- 1.Ramaswamy, E.A. & U. Ramaswamy. *Industry and Labour*. New Delhi: Oxford University P, 1988.
- 2.Gisbert, P. *Fundamentals of Industrial Sociology*. Bombay: Tata McGraw Hill, 1985.
- 3.Grint, K. *The Sociology of Work*. London: John Wiley, 2005.
- 4.Kapila, U. (Ed.).*Indian Economy since Independence*. Delhi: Academic Foundation, (Chapters 3 &9), 1993.

5. Kerr, C. et al. *Industrialism and Industrial Man*. London: Pelican, 1973.

6. Kumar, K. *Prophecy and Progress*. London: Allen Lane, 1973.

7. Laxmana, C. et al. *Workers, Participation and Industrial Democracy*. New Delhi: Ajanta Publications, 1990.

8. Moore, W. *Impact of Industry*. New Jersey: Prentice-Hall, 1965.

9. Poole, M. *Theories of Trade Unionism: A Sociology for Industrial Relations*. London: Routledge and Kegan Paul, 1982.

10. Sury, M.M. *Indian Economy in the 21st Century: Prospects and Challenges*. New Delhi: New Century Publications, 2004.

11. Watson, T. J. *Sociology, Work, and Industry*. London: Routledge, 2008.

12. NEICSSR. *Problems of Tea Industry in Northeast East India*. Calcutta: Research India Publications, 1981.

13. Guha Banerjee, Swapna. 'Space Relations of Capital and Significance of New Economic Enclaves: SEZs in India', *Economic and Political Weekly*, Vol. 43, No. 47 (Nov. 22 - 28, 2008), pp. 51-59.

14. Hensman, Rohini Labour and Globalization: Union Responses in *India Global Labour Journal* Vol 1. Issue 1.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 304	Third	Compulsory	Social Demography	4

This course explores the relationship between demography and society. It introduces the learners with the basic concepts and theories of demography and their critique. The course also discusses the various population policies in India and critically assesses them. At the end of this course learners will be able to grapple with various complex issues relating to population.

MODULE I: Introducing Social Demography

- Unit 1:** Introducing social demography
- Unit 2:** Relationship of demography with other sciences
- Unit 3:** Basic concepts: fertility, fecundity, mortality, migration

MODULE II: Theories of Population

- Unit 4:** Population Theories: Antiquity, Malthusian, Post-Malthusian,
- Unit 5:** Population Theories: Neo-classical, Marxian, Biological Theories, Optimum Theory, Demographic Transition

MODULE III: Structure of Population

- Unit 6:** Age and sex structure of population
- Unit 7:** Population Pyramid
- Unit 8:** Human development Index
- Unit 9:** Population Policies (fertility-responsive, mortality-responsive, migration-responsive)
- Unit 10:** Programmes (initiatives and critique)

MODULE IV: Dimensions of Population

- Unit 11:** Social dimensions of Population education
- Unit 12:** Population as an issue in a plural society
- Unit 13:** Population and Health
- Unit 14:** Population and developing countries

Readings:

Amonker, R. G. "Demography: A Case Study of India" in *International Review of Modern Sociology*. 4 (2)194-214, 1974.

Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science*. 364, 1532.

Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review*. Supplement.

Bose, A. *India's Quest for Population Stabilization*. New Delhi: National Book Trust, 2010.

Foucault, M. "Right of Death and Power over Life" in Paul Rabinow (Ed.) *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin, 1984.

Pande, R.P, and N.M. Astone. "Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors" in *Population Research and Policy Review*. 26(1) 1-29, 2007.

Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambhi Reddy. "Chronic Poverty and Malnutrition" in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.

Saikia, A. *Mortality in Assam*. New Delhi: Purbanchaal Publisher, 2005.

Singh, B.P. "North-East India: Demography, Culture and Identity Crisis" in *Modern Asian Studies*. Vol. 21, No. 2, 257-282, Cambridge University Press, 1987.

William, L. and P. Rangazas. "Fertility and Development: The Roles of Schooling and Family Production" in *Rangaza Journal of Economic Growth*. 11(3) 229-261, 2006.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 401	Fourth	Compulsory	Research Methodology	4

The course provides an exposure to the fundamentals of social science research methodology. It begins with a discussion on some important philosophical ideas underlying the emergence of different methodologies in social sciences. It also aims to acquaint learners with the fundamentals of the quantitative and qualitative techniques of research.

MODULE I: Introducing Social Research

- Unit 1:** Philosophical Foundations of Social Research
- Unit 2:** History of Science
- Unit 3:** Subjectivity and Objectivity

MODULE II: Approaches to Social Research

Unit 4: Positivism

Unit 5: Interpretivism

MODULE III: Qualitative Research

Unit 6: Ethnography

Unit 7: Case Studies

Unit 8: Qualitative Methods

Unit 9: Qualitative Data Analysis

MODULE IV: Research Design and Quantitative Approaches

Unit 10: Quantitative Research Design

Unit 11: Quantitative Methods

Unit 12: Sampling techniques

Unit 13: Quantitative Data Analysis

Unit 14: Report Writing

Readings

Babbie, E.R. *The Practice of Social Research* (12th edition). USA: Wadsworth: Cengage Learning, 2010.

Beteille, A. and T.N. Madan. *Encounter and Experience: Personal Accounts of Fieldwork*. New Delhi: Vikas Publishing House Pvt. Ltd., 1975.

Bryman, A. *Quality and Quantity in Social Research*. London: Unwin Hyman, 1988.

Durkheim, E. *The Rules of Sociological Method*. New York: The Free Press, 1958.

Geertz, C. *Interpretation of Cultures*. New York: Basic Books, 1973.

Gouldner, A. *The Coming Crisis of Western Sociology*. New York: Basic Books, 1970.

Guthrie, G. *Basic Research Methods: An Entry to Social Science research*. New Delhi: Sage, 2010.

Hughes, J. *The Philosophy of Social Research*. London: Orient Longman, 1987.

Kuhn, T. S. *The Structure of Scientific Revolutions*. London: The University of Chicago Press, 1970.

Malcolm, W. and T. May. *Introduction to the Philosophy of Social Research*. London: Routledge, 1996.

Marx, K. *Grundrisse: Foundations of the Critique of Political Economy*. London: Penguin Books in association with New Left Review, Forward and Introduction, 1974.

Merton, R. K. *Social Theory and Social Structure*. Delhi: Arvind Publishing House, 1972.

Miles, M. and A. Huberman. *Qualitative Data Analysis: an Expanded Source Book*. London: Sage, 1994.

Mukherjee, P.N. (Ed.) *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage, 2000.

Myrdal, G. *Objectivity in Social Research*. London: Gerald Duckworth, 1970.

Neuman, W.L. *Social Research Methods: Quantitative and Qualitative Approach*. New Delhi: Pearson Education India, 2006.

Popper, K. *The Logic of Scientific Discovery*. London: Routledge, 1999.

Sjoberg, G. and R. Nett. *Methodology for Social Research*. Jaipur: Rawat, 1997.

Srinivas, M.N. and A.M. Shah. *Field Worker and the Field*. New Delhi: Oxford University P, 2010.

Vaus, D.A. *de Surveys in Social Research*. London: George Relen and Unwin Hughes, 1986.

Weber, M. *The Methodology of the Social Sciences*. New York: The Free Press, 1949.
 Winch, P. *The Idea of Social Science and its Relation to Philosophy*. Oxon: Routledge, 2008.
 Young, P.V. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall, 2009.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 402	Fourth	Compulsory	Environmental Sociology	4

This course explores contemporary environmental issues from a sociological point of view focusing on the interconnectedness of human societies and the natural environment. This course seeks to develop an understanding among the learners on the issues emerging out of this relationship. The course will also familiarize the learners with the various policy prescriptions and mobilisations on environmental issues in contemporary times.

MODULE I: Introduction to Environmental Sociology

- Unit 1:** Environmental sociology: Scope and significance.
- Unit 2:** The history of environmental sociology: The rise, decline, and resurgence of environmental sociology.
- Unit 3:** Nature – Nurture debate: synthesis of societal and environmental dialect.

MODULE II: Sociology of Environment

- Unit 4:** Classical Sociology and Environment: Marx, Weber and Durkhiem
- Unit 5:** Contemporary theoretical approaches: Ecological modernisation, Ecofeminism, Ecological Marxism
- Unit 6:** Contemporary theoretical approaches: Risk society, Anthropocene.

MODULE III: Emerging Issues in Environmental Sociology

- Unit 7:** Emerging theoretical parameters in environmental sociology: Contributions of Zavestoskis, Dunlap and Catton, Allan Schnaiberg
- Unit 8:** Environmental Disasters and Hazards
- Unit 9:** Body, Health and Environment

MODULE IV: Emerging Issues in Environmental Sociology

- Unit 10:** Technology and environment
- Unit 11:** Global Environmentalism: A challenge to post-materialism thesis
- Unit 12:** Responses to environmental issues: Environmental Justice

MODULE V: Environmental Policy and Movements in India

- Unit 13:** India’s National Environmental Policy
- Unit 14:** Environmental Movements in India

Readings:

1. Bell, M.M. *An Invitation to Environmental Sociology*. New Delhi: Pine Forge Press, 2009.
 2. Gould, K.A. and T.L. Lewis. *Twenty Lessons in Environmental Sociology*. New York: Oxford University P, 2009.

3. Buttel, F.H. "New Directions in Environmental Sociology" in *Annual Review of Sociology*. Vol. 13. pp. 465-488, 1987.
4. Dunlap, R.E. and W.R. Catton, Jr. "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in *The American Sociologist*. Vol.25, No.1, pp. 5-30, 1994.
5. Dunlap, R.E. et al. *Sociological Theory and Environment: Classical Foundations and Contemporary Insights*. Maryland- USA: Rowman & Littlefield Publishers, 2002.
6. Dunlap R.E. & W. Michelson. *Handbook of Environmental Sociology*. Jaipur: Rawat Publications, 2008.
7. Gadgil, M. and R. Guha. *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi: Oxford University P, 1996.
8. Guha, R. *Social Ecology*. Bombay: Oxford University P, 1994.
9. Hannigan, J. *Environmental Sociology*. Oxon: Routledge, 2006.
10. Michael R. and G. Woodgate. *The International Handbook of Environmental Sociology*. Cheltenham, UK: Edward Elgar Publishing, 2000.
11. Schnaiberg, A. *The Environment*. New York: Oxford University P, 1980.
12. Shiva, V. *Staying alive: Women, Ecology, and Development*. New Delhi: Kali for Women, 1988.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 403	Fourth	Compulsory	Sociology of Health and Illness	4

This course introduces the learners to the conceptual and theoretical perspectives to understand the ways in which the medical practice, the medical profession, and medical technology are rooted in society and culture. They will be exposed to the ideas of health and illness of individuals as well as communities with reference to different cultural contexts. This course also discusses the processes of professionalization of medicine, medicalization and de-medicalization.

MODULE I: Introduction to Sociology of Health and Illness

- Unit 1:** Introducing the theoretical foundations
- Unit 2 :** Defining health and illness
- Unit 3:** Culture and disease
- Unit 4:** Illness narratives

MODULE II: Medical Pluralism and Alternative Medicine

- Unit 5:** Alternative Medicine
- Unit 6:** Medical Pluralism
- Unit 7:** Gender and Health
- Unit 8:** Gender and Sociology of Body
- Unit 9:** Medicalization and de-medicalization

MODULE III: Social Health

Unit 10: Public health and community health

Unit 11: Social epidemiology

Unit 12: Health policies of government of India

MODULE IV: Politics of Health and Medicine

Unit 13: Politics of Health Insurance

Unit 14: Pharmaceutical Industries and Medicines

Readings:

Cockerham, W.C. *The New Blackwell Companion to Medical Sociology*. Willey: Blackwell, 2009.

Turner, B.S. *The History of the Changing Concepts of Health and Sociology: Social Forms of Health and Illness*. New York: Norton, 2000.

Armstrong, D. "Social Theorizing about Health and Illness" in Gary L Albrecht *et al.* (Eds.) *Handbook of Social Studies in Health and Medicine*. pp. 24-35 Thousand Oaks, CA: Sage, 2003.

Conrad, P. "Medicalization and Social Control" in Phil Brown (Ed.) *Perspectives in Medical Sociology* (Second Edition). Illinois: Waveland Press, 1996.

Conrad, P. and J.W. Schneider. "Professionalization, Monopoly, and the Structure of Medical Practice" in *The Sociology of Health and Illness*, pp. 170-175, 1986.

Dalal, A. K, S. Ray (Ed.) *Social Dimensions of Health*. Jaipur: Rawat Publications, 2005.

David, A. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. Berkeley: University of California P, 1993.

Deborah, L. "Foucault and the Medicalization Critique" in Alan Petersen and Robin Bunton (Eds.) *Foucault, Health and Medicine*. New York: Routledge, 1997.

Deborah, L. *Medicine as Culture: Illness, Disease and the Body*. London: Sage, 2012.

Durkheim, E. "The Social Element of Suicide (Book 3) in *Suicide: A Study in Sociology*. New York: The Free Press, 1951.

Foucault, M. *Birth of the Clinic*. London: Routledge, 2003.

Goldstein, M.S. "The Growing Acceptance of Complementary and Alternative Medicine" in Chloe E. Bird *et al.* (Eds.) *Handbook of Medical Sociology* (5th Edition). Upper Saddle River, NJ: Prentice Hall, 2000.

Martin, E. *The Woman in the Body*. Boston: Beacon Press, 1987.

Parson, Talcott. *The Social System*. New York: The Free Press, 1964.

Pokama K.L. *Social Beliefs, Cultural Practices in Health and Disease*. New Delhi: Rawat Publications, 1994.

Quaiser, N. "Politics, Culture and Colonialism: Unani's Debate with Doctory. In, B. Pati and, M. Harrison (ed) *Health, Medicine and Empire: Perspectives on Colonial India*, New Delhi: Orient Longman, 2001.

Quaiser, N. "Tension, Placation, Complaint: Unani and Post-Colonial Medical Communalism in V. Sujatha and Leena Abraham edited *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan, 2012.

Turner, B. *Regulating Bodies: Essays in Medical Sociology*. pp. 177-95. New York: Routledge Press, 1992.

Turner, B. "Disease and Culture" in *The New Medical Sociology, Social Forms of Health and Illness*. pp. 82-130, New York: Norton, 2004.

Course Code	Semester	Mode	Title of the Course	Credits
MSO 403	Fourth	Compulsory	Sociology of Northeast India	4

This course seeks to introduce the learners to the social and political processes in the north-eastern region of India. It historicizes the concept of northeast India and the processes of political and socio-cultural formations of the region. It explains the traditional land relations in northeast India, the main axis of traditional social organisation in the region. It also discusses the changes in the traditional land relations and the emerging social consequences. The course aims to acquaint the learners with the contemporary socio-political processes and the challenges they pose to the state.

MODULE I: Northeast India as a Category

Unit 1: Geographical and Social Aspects of NE India

Unit 2: Cultural Specificities of NE India

Unit 3: Northeast India as a Conceptual Category: Emergence and significance of the term.

MODULE II: Social Formation of NE India

Unit 4: Traditional Society, Polity and Economy of NE India

Unit 5: Tribe-caste interaction, Advent of Christianity

Unit 6: Emergence of Middle Class

Unit 7: Process of Nationality formation

MODULE III: Land Relations in Northeast India

Unit 8: Pre Colonial: Pattern of land ownership and social stratification

Unit 9: Colonial: Emergence of Modern Land System- Commoditization, Privatization,

Unit 10: Post-Colonial: Emergence of New Social Forces

Unit 11: State and Society in Northeast India

MODULE IV: Issues of Identity in Northeast India

Unit 12: Identity Assertion in Northeast India

Unit 13: Tribal Autonomy and Homeland Politics

Unit 14: Indigenous-Immigrant question in Northeast

Readings

Baruah, S. *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University P, 2005.

Nath, D. *Religion and Society in North East India*. Guwahati: DVS Publishers, 2011.

Baruah, S. *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University P, 1999.

Baruah, S. Separatist militants and contentious politics in Assam, India: the limits of counterinsurgency. *Asian Survey*, 49(6), 2009.

Baruah, Sanjib. Whose river is it anyway? The political economy of hydropower in the eastern Himalayas. *Economic and Political Weekly*, 47(29): 2012.

Biswas, P. and C. Suklabaidya. *Ethnic Life Worlds in Northeast India*. New Delhi: Sage, 2007. Brunner, H. P. (Ed.) *Northeast India: Local Economic Development and Global Markets*. New Delhi: Sage, 2010.

Chaube, S. *Hill Politics in North-East India*. Delhi: Orient Longman, 1999.

Das, A.K. "Women empowerment sans power: cases from Northeast India" in Kedilezo Kikhi and Narola Dangti Kikhi (Eds.) *Changing Gender Equation with Special Reference to Nagaland*. New Delhi: Akansha Publishing House, pp. 44-56, 2009.

Das, A.K. and P. K. Nath, "Agrarian Distress and Land Alienation in India's Northeast" in *Journal on Frontier Studies*, (1), pp. 69-76, 2013.

Dutta, B.B. *Land Relations in Northeast India*. Delhi: People's Publishing House, 1987.

Elwin, V. *A Philosophy for NEFA*. Itanagar: Directorate of Research, Government of Arunachal Pradesh, 1947.

Guha, A. *Medieval and early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences, 1991.

Karna, M. N. *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency, 2004.

Kikhi, K. (Ed.). *The Dynamics of Development in North-East India*. New Delhi: Bookwell. 2013.

Misra, U. *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study, 2000.

Nayak, P. (Ed.). *Growth and Human. Development in North-East India*. New Delhi: Oxford University P, 2010.

Sharma, C. K. "Assam: Tribal Land Alienation: Government's Role" in *Economic and Political Weekly*, 36 (52), pp. 4791-4795, 2000.

Sharma, C. K. "The Immigration Issue in Assam and Conflicts around it" in *Asian Ethnicity*. 13 (3), pp. 306-7, 2012.

Subba, T. B. & G.C. Ghosh (Eds.). *The Anthropology of North-East India*. New Delhi: Orient Longman, 2003.

Weiner, M. *Sons of the Soil*. Delhi: OUP, 1978.

Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 406	Fourth	Optional	Sociology of Governance	4

This course explores the relationship between state, society and market. This course also emphasizes the relationship between governance and development in contemporary times. This course will draw examples from India as well as other countries of the world to illustrate the changing nature of governance.

MODULE I: Introducing Governance

- Unit 1:** Governance: Meaning and significance, historicizing the concept
- Unit 2:** Government, governance, and governmentality
- Unit 3:** Relationship between state and society

MODULE II: Sociology of Governance

- Unit 4:** Sociology and Governance: Sociological perspectives on Governance
- Unit 5:** Social location of power: Weber, Foucault, Lukes
- Unit 6:** Politics of the governed, politics of representation

MODULE III: Contemporary Issues in Governance

- Unit 7:** Contemporary issues in governance: State autonomy, centralization and decentralization,

- Unit 8:** Neo-liberalism and new public management.
- Unit 9:** Issues relating to class and caste in governance
- Unit 10:** Gender and ethnicity in governance

MODULE IV: Grassroots Level Governance

- Unit 11:** Local self-governance and local-level politics
- Unit 12:** Participation and grassroots level democracy
- Unit 13:** Governance in Northeast India
- Unit 14:** Informal and Local Level Governance in NE India

Readings

Kjaer, A.M. *Governance*. Cambridge: Polity Press, 2005.

Pierre, J. (Ed.). *Debating Governance*. New York: Oxford University P, 2000.

Bang, H.P. *Governance as social and political communication*. Manchester: Manchester University P, 2010.

Bevir, M. (Ed.). *Encyclopaedia of Governance*, Berkeley: Sage, 2007.

Chatterjee, P. *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. New York: Columbia University P, 2004.

Corbridge, S. *et al. Seeing the State*. Cambridge: Cambridge University P, 2005.

Foucault, M. "Governmentality" in G. Burchell et al. (Eds.) *The Foucault Effect*. pp. 87-104, Chicago: University of Chicago P, 1991.

Hansen, T. and F. Stepputat. (Eds.) *States of Imagination*. Durham: Duke University P, 2001.

Joel, S. "Decentralization: The Politics of Interventionism" in *Development and Change*. Vol 21, No-3: 513-530, 1990.

Johnson, C. *Decentralization in India: Poverty, Politics and Panchayat Raj*. London: Overseas Development Institute, 2003.

Milward, H.B. and K.G. Provan. "Governing the Hollow State" in *Journal of Public Administration Research and Theory*. Vol 10, No-2, pp. 359-79, 2000.

Pierre, J. and B.G. Peters. *Governance, Politics and the State*. New York: St Martin's Press, 2000.

Rose, N. "The Death of the Social? Re-figuring the territory of government" in *Economy and Society*. Vol. 25, No. 3, pp: 327-356, 1996.

Scott, J.C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University P, 1999.

Venugopal, V. and S. Yilmaz. "Decentralization in Kerala, Panchayat Government Discretion and Accountability" in *Public Administration and Development*. Vol. 29, pp. 316-329, 2009.

World Bank. *Governance and Development*. Washington DC, 1992

Course	Semester	Mode	Title of the Course	Credits
MSO 405	Fourth	Optional	Quantitative Sociology	4

This paper offers an introduction to quantitative sociology with special emphasis on methods and social statistics. Quantifying social phenomena helps the researcher collect and analyse data systematically with suitable methods with a view to draw inferences.

MODULE I: Quantitative research methodology: An Introduction

Unit 1: Quantification in social science

Unit 2: Quantitative Research Process

Unit 3: Statistics in social research

Unit 4: Limitations of statistics in social science research

MODULE II: Descriptive Statistics

Unit 5: Measures of central tendency: Mean, Median, Mode

Unit 6: Understanding variation: Standard/Quartile Deviation

Unit 7: Uses of descriptive statistics in social science research

MODULE III: Inferential Statistics

Unit 8: Tests of significance and covariance

Unit 9: Co-relational Analysis

Unit 10: Regression analysis, Methods of hypothesis testing: chi-squared test, t-test and z-test

MODULE IV: Analyzing, interpreting and representing quantitative data

Unit 11: Approaches to quantitative data analysis

Unit 12: Interpreting results of statistical tests

Unit 13: Representing results of statistical tests

Unit 14: Preparation of report on the basis of quantitative data

Readings

Blalock, H. *Social Statistics*. New York: McGraw Hill, 1979.

Irvine, J. *et al. Demystifying Social Statistics*. London: Pluto Press, 1979.

Chatfield, C. and A. Collins. *Introduction to Multivariate Analysis*. London: Chapman and Hall, 1980.

De Vaus, D.A. *Surveys in Social Research*. London: George Relen and Unwin, 1986.

Fielding, J.L. and N. Gilbert. *Understanding Social Statistics*. New Delhi: Sage, 2006.

Nachmias, C. and A. Leon-Guerrero. *Social Statistics for a Diverse Society*. New Delhi: Sage 2011.

Wagner, W.E. *Using SPSS for Social Statistics and Research Methods*. New Delhi: Sage, 2010.

Walsh, A. *Statistics for the social sciences: with computer applications*. New York: Harper and Row, 1990.

Levin J. and James Alan Fox. *Elementary Statistics in Social Science Research*. 10th Ed. New Delhi: Pearson, 2012

MSc Mathematics will not be continued in 2018-19 due to insufficiency of full time faculty in CODL

PROGRAMME PROJECT REPORT FOR PG DIPLOMA IN HUMAN RESOURCE MANAGEMENT

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY

Name of the Programme	:	Post Graduate Diploma in Human Resource Management
Academic Unit	:	Department of Business Administration, Tezpur University
Mode of teaching	:	Open and Distance Mode
Prospective Group	:	Graduate students
Effective Session	:	July, 2018
Programme Code	:	DHR
Programme Credit	:	32 Credits
Duration	:	Minimum 2 Semester, Maximum 4 Semester

OVERVIEW:

Emphasis in skill based learning has led to diaspora of several other professional courses. This has also been designed to make quick availability of trained individuals to formulate and understand strategies of and for the business environment. Competitive advantage has to be proven to win across tough competition. It is in such challenging situations that organizations depend on a competent crew who can bring about the desired changes and create successful strategies.

The study of Human Resource Management (HRM) hone that ability of an individual which ensures that he/she is responsible to select and develop team members with appropriate skills, knowledge and strategies.

MISSION AND OBJECTIVE OF THE PROGRAMME:

MISSION:

To enhance scope of organizational effectiveness and employability, it is necessary to equip learners with requisite knowledge and skills to manage efficiently the human resource in respective organizations.

OBJECTIVE:

1. To facilitate the learning of different aspects of human resource management.
2. To provide self-paced learning opportunity through flexible learning.
3. To focus on self-development competencies and enhance employability.

4. To enable learners with conceptual and analytical skills pertinent to changing demands of the market.

TARGET GROUPS:

1. Working professionals for enhancing their capabilities.
2. Further their education for career progression and also for higher employability.

PROGRAMME OUTCOME:

Taking into consideration of changing economic scenario, the study of Human Resource Management as a separate and distinct field of study is has become necessity for being viable. It lies down the foundation for creation of potential managers who can understand, analyse the human being, situations he is facing behind the workman and thus efficiently run the business organization.

INSTRUCTIONAL DESIGN:

Curriculum Design

The programme is designed to be offered as a one year programme. The total period is divided into 2 semesters where the learners have to earn 16 credits in each semester with a total of 32 credits in two years. For the benefit of the learners maximum period of 4 semesters (2 years) is given to complete the programme. The programme is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions have been implemented. Twelve (12) hours' face-to-face counselling will be provided to the learners in this course. The learners may have online interactive sessions with instructors as and when required. The learners may be exposed to audio-visual aids, such as films and dramatized versions of classics and other technological advantages for better understanding of the topic discussed.

Module of the programme

With the help of a group of experts a learner friendly module has been prepared to introduce the learners to the variegated field of Human resource Management. Each course is divided into 14 units with an introduction of the course and clearly stating the objective of that particular area on offer. The objective such a module is to bring better clarity on each topic discussed in a particular unit.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criterion for enrolment in the programme is graduation in any discipline. Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure will be put in place.

Fee structure

The fee structure of the programme may be as stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

SI No	Head	Amount (INR)
01	Admission	500.00
02	Study material	3200.00
03	I Card	100.00
04	Transcript	150.00
05	Provisional Certificate	150.00
06	Library	800.00
07	Counselling/Tuition	1600.00
08	Project	500.00
09	Infrastructure& Amenities	500.00
10	Development fund	1000.00
Total		8,500.00

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements.

Evaluation shall have two components (i) Semester end examination which is 70% of the total weightage. (ii) Continuous evaluation which is 30% of the total weightage made on the basis of written assignments. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

The syllabus is modified time to time on the basis of student and expert feedback.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners. At present, the library holds about 77,286+ books and 7848 back volumes of journals. Apart from the online journals and database provided by e-ShodhSindhu consortium and DeLCON consortium, the library also holds more than 2315 CDs scattering to different thought contents. Library users can access book database, theses database, journal database, e-

journals and other e-resources from any terminal within the University campus. The library has also plagiarism software of its own to assist learners to develop piracy free works. The publications of the faculty are a great resource archived and updated by the library.

The learners can also avail the facilities of E-Pathshala and MOOCs courses connected to the University.

The university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **15,00,000.00 (Fifteen Lakh only)** is estimated for programme development, delivery and maintenance

Particulars	Amount (INR)
Non-recurring*	
Cost of development of SLM	10,00,000
Recurring(yearly)	
Cost of maintenance of LSCs	200000
Cost of programme delivery	100000
Cost of evaluation and examination	100000
Cast of audio visual content development/ online support system e/technical and administrative costs	100000
Total	15,00,000

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council for due approval before offering. The syllabus is modified, if needed, on the basis of student and expert feedback time to time.

The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLABI

Detail syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is as follows

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 Feb
Counselling sessions	2nd Week of October	2nd Week of April
Submission of assignment	By November	By May
Filling up of Examination form	October-November	April-May
Announcement of Examination schedule	October last week.	April last week
Conduct of Examination	December	June
Declaration of Results	March	September

PROGRAMME STRUCTURE**ANNEXURE I**

CODE	COURSE NAME	CREDITS	CONTACT HOURS	STUDY INPUT HOURS	NO. OF ASSIGNMENTS
SEMESTER I					
DHR 101	Foundation of Management	4	12	120	2
DHR 102	Organizational Behaviour	4	12	120	2
DHR 103	Foundation of Human Resource Management	4	12	120	2
DHR 104	Industrial Relations	4	12	120	2
SEMESTER 2					
DHR 201	Human Resource Development	4	12	120	2
DHR 202	Labour Laws	4	12	120	2
DHR 203	Compensation Management	4	12	120	2
DHR 204	Organisational Change and Development	4	12	120	2
TOTAL		32	96	960	16

DETAILED SYLLABUS

Semester I

DHR 101: Foundation of Management – 4 credits

MODULE I: Introduction to Management

Unit 1: Need for Management and Definition,

Unit 2: Evolution of Management

Unit 3: Managerial Skills, Functions and Roles, Key Strategies

MODULE II: Planning and Organizing

Unit 4: Need for Planning, Types of Plans, MBO

Unit 5: Steps in Planning

Unit 6: Meaning of Organizing and forms of organisations

Unit 7: Span of Management and Delegation

MODULE III: Staffing and Leading

Unit 8: Concept of Staffing and Systems Approach to Staffing

Unit 9: Managing Human Resource Inventory

Unit 10: Essence of Leadership and Contingency Theory

Unit 11: Likert's Four Systems of Management; Blake and Mouton's Managerial Grid

MODULE IV: Control Process and Control Techniques

Unit 12: Control Process Definition; Critical Points and Standards

Unit 13: Control Mechanisms and Requirements for Effective Control

Unit 14: Budgetary, Non-Budgetary Control Techniques and Special Reports, Time-Event Network Analysis

Recommended Books:

1. Koonz, Donnel, Weirich. *Management – A Global Perspective*. 10th Edition. McGraw-Hill, New York, 1995
2. Stoner, J.A.F., Freeman, R.E. & D.R. Gilbert. *Management*. 6th edition. Pearson Education, 2004.

DHR 102: Organizational Behaviour – 4 credits

MODULE I: Foundation of Organizational Behaviour

Unit 1: Concept, key components and significance of Organization Behaviour

Unit 2: Evolution of Organisational Behaviour

Unit 3: Determinants of Learning and Behaviour

MODULE II: Individual Perspective

Unit 4: Perception process, factors influencing perception, Person perception and application

Unit 5: Determinants of personality and types of personality

Unit 6: Formation of Attitude, its types and signifiante

Unit 7: Different Theories of Motivation and application of motivational tools

MODULE III: Group Dynamics

Unit 8: Concept of group, reasons for joining group, stages of development

Unit 9: Concept of teams, team characteristics, effective teams, team building

Unit 10: Concept, function and styles of Leadership

Unit 11: Concept and types of conflict management, Concept, need, process of communication, barriers of effective communication

Module IV: Organizational dynamics

Unit 12: Concept, symptoms of job stress, causes and consequences of job stress

Unit 13: Concept, dimensions of organization climate, determinants of organization climate

Unit 14: Concept and types of culture, learning, creating and sustaining culture

Recommended Books:

1. Robbins,S.P. *Organization Behaviour*, Prentice Hall India pvt. Ltd., New Delhi, 2003. Print
2. Robbins, Stephen, P., Timothy A. Judge, Seema Sanghi, *Organization Behaviour*, Pearson Education P, India, 2008. Print
3. Luthans, F. *Organization Behaviour*, TataMc Graw Hill, New Delhi, 2004. Print
4. Khanka S.S. *Organization Behaviour*, S.Chand and Company, New Delhi, 2009. Print

DHR 103: Foundation of Human Resource Management -4 credits

MODULE I: Introduction to Human Resource Management

Unit 1: Concept, Definitions, Scope and Importance

Unit 2: Functions of Human resource management

Unit 3: Environmental scanning of HRM and Challenges in the area of HRM

Unit 4: Strategic HRM

MODULE II: Human Resource: Procurement

Unit 5: Concept, Need and Process of HRP

Unit 6: Job Analysis- Job Description, Job Specification and Job Evaluation

Unit 7: Recruitment, Selection, Placement and induction

MODULE III: Human Resource: Development, Maintenance and integration

Unit 8: Training, Development and Education

Unit 9: Concept of Wage and Salary administration

Unit 10: Performance Appraisal process, importance and scope

Unit 11: Industrial Relation and Collective Bargaining

Unit 12: Human Resource Information Systems: Planning, Design and Implementation of a HRIS

MODULE IV: International Human Resource Management

Unit 13: International Human Resource Management concept, issues and practice

Unit 14: International Staffing Models

Text Books

1. Dessler, G. *Human Resource Management*. New Delhi : Prentice Hall of India P , 2010. Print

Recommended Books:

1. Mondy, R.W. *Human Resource Management*. New Delhi: Pearson education P, 2006. Print.
2. Rao, V.S.P. *Human Resource Management, Text and Cases*. New Delhi: Excel Books P, 2009. Print.
3. Aswathappa, k, and S, Dash. *International Human Resource Management, Text and Cases*. New Delhi: Mc Graw Hill P, 2010. Print.

DHR 104: Industrial Relations -4 credits

MODULE I: Industrial Worker

Unit 1: Concept and profile of labour force

Unit 2: Growth of Industrial Labour Force in India

Unit 3: Characteristics of Indian Labour- social composition, sex composition, level of literacy, heterogeneity of labour class, migratory characteristics

Unit 4: Concept, Parties and Approaches to Industrial Relation

MODULE II: Industrial Relation

Unit 5: IR scenario in India

Unit 6: Govt. policies toward Industrial Relation

Unit 7: International Labour organization (ILO)

Unit 8: Trade Unionism, Concept, Emergence of Trade Union in India, Function, types of Trade Union, Features of Trade Union

Unit 9: Problems of Trade Union –size, finance, structure, leadership, Trade Union rivalry, recognition of Union

MODULE III: Dispute Prevention Machinery and Global Practices

Unit 10: Concept, causes of dispute and dispute prevention machinery

Unit 11: Meaning, Importance, Level of bargaining, Collective agreement and its item

Unit 12: Meaning, Goals, Degrees and forms ,Schemes of WPM in India, Hurdles to WPM in India

Unit 13: IR practices in Great Britain

Unit 14: IR practices in Germany

Recommended Books:

1. Memoria,C.B. , S, Mamoria, and Gankar. *Dynamics Industrial Relations*. New Delhi: Himalaya Publishing House P, 2010. Print
2. Venkatratnam , C.S. *Industrial Relations*. New Delhi: Oxford Higher Education P, 2009. Print
3. Sinha,P.R.N., Indu, Sinha , and S.P. Shekhar. *Industrial Relation, Trade Union and Labour Legislation*. New Delhi: Pearson education P, 2009. Print

Semester II

DHR 201: Human Resource Development-4 credits

MODULE I: Introduction to HRD

Unit 1: Objective, Concept, Business needs: factors, planned and unplanned business needs

Unit 2: Human Resource planning

Unit 3: Succession Planning

MODULE II: Identifying training needs

Unit 4: Critical Incidents

Unit 5: Management Information System

Unit 6: Performance appraisal system

MODULE III: Specifying training needs and action

Unit 7: Job Specification

Unit 8: Investigating performance gaps

Unit 9: Formal and informal training, other types of training including E-Training and Outdoor Training

MODULE IV: Training specification and evaluation

Unit 10: Designing Training

Unit 11: Concept and need for training evaluation

Unit 12: Different types of training evaluation

Unit 13: Electronic Enabled Training System (EETS)- Concept and definition of EETS, Different types of EETS, Benefits and Challenges of using EETS, Concerns in Implementation of EETS

Unit 14: Electronic Enabled Training Office and Administration- Concept of paperless office Technology solution, Electronic Performance Support System (EPSS), Learning Management System (LMS), Learning Content Management Systems (LCMS), Application of Paperless Technologies in Organisations.

Recommended Books:

1. Bee, Frances and Roland Bee. *Training Needs Analysis and Evaluation*, University Press (India) Ltd. P, Hyderabad, 1999. Print.
2. Blanchard, P.T. and J.W Thacker. *Effective Training: System, strategies and practices*, Pearson education P, 2009. Print.

DHR 202: Labour Laws - 4 Credits

MODULE I: Laws related to working conditions

Unit 1: Factories Act, 1948 Part 1

Definitions & Object, Registration procedure of factories, Inspecting Staff, Welfare, health & safety

Unit 2: Factories Act, 1948 Part II

Employment of persons & working hours, Annual Leave with wages, Special Provisions, Penalties and Procedures

MODULE II: Laws related to Industrial Relations

Unit 3: Industrial Disputes Act, 1947

Definitions & object of the Act, Settlement procedure, Strikes & lock outs, Layoff & retrenchment

Unit 4: Trade Unions Act, 1926

Definitions, Registration & cancellation of trade unions, Duties & liabilities of trade unions, Rights of trade unions

Unit 5: Industrial Employment (Standing Orders) Act, 1946

Object of the Act, Process of submission & certification of Standing Orders, Applicability of the Act.

Module III: Laws related to Remuneration

Unit 6: Minimum wages Act, 1948

Definitions & object, Procedure of fixation of wages, Inspectors & their duties

Unit 7: Payment of wages Act, 1936

Definitions, Object & rules of the Act, Maintenance of registers, Inspectors & their duties

Unit 8: Equal remuneration Act, 1976

Object of the Act, Maintenance of registers, Inspectors, Penalties

Unit 9: Payment of bonus Act, 1965

Definitions & object, Eligibility & disqualification of bonus, Process of determining bonus, Inspectors & duties

MODULE IV: Laws related to Social Security

Unit 10: The Workmen's Compensation Act, 1923

Employers' defences before the Act, The Fatal accident Act, 1855, Workmen's compensation Act, 1923, scope & coverage, Definitions & rules of the Act, Amount & distribution of compensation

Unit 11: Employees' State Insurance Act, 1948

Definition & object, Employee's State insurance fund & contributions, Benefits

Unit 12: Employees' provident Fund & Miscellaneous Provisions Act, 1952

Definitions & object, Employees' Provident fund scheme, Employees' pension scheme fund, Employees' deposit linked insurance scheme, Inspectors & duties

Unit 13: Payment of Gratuity Act, 1972

Definitions & object, Payment of gratuity, Process of determining gratuity, Inspectors & duties

Unit 14: Maternity benefit Act, 1961

Definitions & object, Maternity benefits, Inspectors & duties

Recommended Books:

1. Kapoor, N D. *Industrial Law*, Sultan Chand & Sons, New Delhi, 2004. Print.
2. Pillai, R S N and V Bhagwati. *Business Law*, S Chand & Company, New Delhi, 2005. Print.
3. Tuteja, S K. *Business Law for Managers*, Sultan Chand & Sons, New Delhi, 2004. Print.

DHR 203: Compensation Management -4credits

MODULE I: Introduction to Wage and Compensation

Unit 1: Wage concepts and theory: types of compensation, minimum wage, fair wage, living wage etc

Unit 2: Principles of good compensation administration

Unit 3: Wage determination process

MODULE II: Wage payment system and the various components

Unit 4: Different types of payment systems in India

Unit 5: Wage structure in global scenario

Unit 6: Various wage/salary components, wage incentives

Unit 7: Pay structure: basic and allowances

MODULE III: Present industrial practices and wage differentials

Unit 8: Executive remuneration

Unit 9: Industrial Scenario

Unit 10: Wage differentials

MODULE IV: Wage fixation and Wage policy in India

Unit 11: Collective bargaining

Unit 12: Statutory wage fixation

Unit 13: Wage boards and Pay Commissions, Wage policy in India

Unit 14: Adjudication

Recommended Books:

1. Sarma, A.M. *Understanding Wage System*, Himalayan Publishing House, 2009. Print
2. Henderson, Richard I. *Compensation Management in a knowledge based world*, Pearson education, New Delhi, 2003. Print

DHR 204: Organizational Change and Development -4 credits

MODULE I: Introduction to Organizational Change

- Unit 1:** Concept of change and different types of Change
- Unit 2:** Levers of change
- Unit 3:** Open System Planning model

MODULE II: Managing Change

- Unit 4:** Environmental perspective
- Unit 5:** Various Change Management models
- Unit 6:** The change process

MODULE III: Organization Development and OD Practices

- Unit 7:** Concept of Organization Development
- Unit 8:** Process: Diagnostic activities, action planning, stabilization
- Unit 9:** OD Practices in Indian organizations

MODULE IV: OD Approaches and Interventions

- Unit 10:** Action research
- Unit 11:** Survey feedback approach
- Unit 12:** Team Interventions
- Unit 13:** Intergroup Interventions
- Unit 14:** Comprehensive and Structural interventions

Recommended Books:

1. French, W.L & Cecil Bell. *Organisational Development, Behavioral Science Intervention for Organisation Improvement*, Prentice Hall, New Delhi, 2009. Print
2. Thornbill, A. *Managing Change*. Pearson Education, New Delhi, 2008. Print
3. K. Harigopal. *Management of Organisational Change*. Response Books, New Delhi, 2001. Print.
4. Cummings, T. G. and C. G Worley. *Organization Development and Change*. Thomson Southwestern, Singapore, 2005. Print.
5. Grieves, Jim. *Organizational Change*. Oxford P, New York, 2010. Print.
6. Nilakant, V. and S. Ramnarayanan. *Managing Organisational Change*. Response Books, New Delhi, 1998. Print.

PROGRAMME PROJECT REPORT FOR
POST GRADUATE DIPLOMA IN ENVIRONMENT AND DISASTER MANAGEMENT
CENTRE FOR OPEN AND DISTANCE LEARNING
TEZPUR UNIVERSITY

Name of the Programme	:	Post Graduate Diploma in Environment and Disaster Management
Academic Unit	:	Department of Environmental Sciences and Centre for Disaster Management
Mode of teaching	:	Open and Distance Mode
Prospective Group	:	Graduate
Effective Session	:	July, 2018
Programme Code	:	DEM
Programme Credit	:	34, including project of 6 credit.
Duration	:	Minimum 2 semesters, Maximum 4 semesters

OVERVIEW

Most of our survival options are linked to management of physical, social and environmental support systems. Environmental management is necessary to take care of all biotic and abiotic components of our environmental capital, thereby reducing the stress factors responsible for environmental degradation. Contemporary burning issues pertaining to climate change and its negative impacts, disaster risk factors, judicious use of natural resources, sustainable and environment friendly development, food and water security, health hazards, land and water management are directly correlated with environmental management.

Human interference to natural laws and relief centric disaster management are the major reasons for increasing trend of global disaster events and subsequent damage, loss and long term negative impact on our systems. We need a paradigm shift from relief centric disaster management to a mechanism which can address all aspects of disaster management involving both risk and emergency management. To do this, it is necessary to have better understanding about disaster risk; parameters of disaster risk; our physical, social and environmental support systems; correlation between unsustainable development and disaster; and different aspects of damage mitigation.

This particular programme is designed to cover issues relevant to environment and disaster management, involving assessment and planning methodologies, legal and organizational frameworks, codes and practices, alternative adjustment processes structural and non-structural measures etc.

MISSION AND OBJECTIVE OF THE PROGRAMME

MISSION

Educate and aware mass population about different aspects of environmental management and disaster risk reduction to have a safe platform for our survival.

OBJECTIVES

- To impart thorough and in-depth knowledge of different aspects of the management of environment vis-à-vis natural and man-made disasters to cater the likely needs of trained personals in government and other organizations.
- To improve personal management skills, particularly as they relate to public awareness, policy promotion, response operations, training, use of information and inter organizational cooperation.
- To impart new skills, such as familiarity with major sources of environment and disaster management information.

TARGET GROUPS

Environment and disaster management is purely multidisciplinary subject. This one year diploma programme is designed for the target group who desire to improve their knowledge and skill in the field of environment and disaster management through distance learning mode due to their time constraints or other liabilities. Graduate from any discipline may participate in this programme.

PROGRAMME OUTCOME

After completion of the programme, the participants will able to learn about,

- Basic concepts of environment and ecosystem, environmental components and factors, negative factors responsible for environmental degradation, different aspects of environmental management, technical aspects of water management, legal framework for environmental management etc.
- The concepts of disaster risk assessment and approaches of risk mitigation planning, disaster management Act and policy of India, trends of global disaster scenario, legal-organisational structures for disaster management in India, and other relevant issues pertaining to disaster management.

INSTRUCTIONAL DESIGN:

Curriculum Design

The designed curriculum is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions. Besides interactions through emails, students will get opportunity for face-to-face interactions with experienced faculty members of the Tezpur University as per schedule of CODL. The syllabi cover all important aspects of Environmental and Disaster management in

accordance with the laid objectives of the programme .The one year diploma programme, comprising 2 semesters, have a total credit requirement of 34 including a project work of 6 credit.

Module of the programme

A group of experts were engaged in preparation of course curriculum and syllabus of this programme. There are 7 theoretical papers having 4 credits each, and project work 6 credits. Each theoretical paper is divided into 14-16 units.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criterion for enrolment in the programme is Graduate in any discipline.

Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure will be put in place.

Fee structure

The fee structure of the programme is stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

SI No	Head	Amount (INR)
01	Admission	500.00
02	Study material	3200.00
03	I Card	100.00
04	Transcript	150.00
05	Provisional Certificate	150.00
06	Library	800.00
07	Counselling/Tuition	1600.00
08	Project	500.00
09	Infrastructure& Amenities	500.00
10	Development fund	1000.00
Total		8,500.00

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through assignment, term-end examination, and project work.

For first semester, evaluation shall have two components (i) Semester end examination which is 70% of the total weightage for each theory paper. (ii) Continuous evaluation which is 30% of the total weightage made on the basis of written assignments for each theory paper. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

For second semester, evaluation shall have three components (i) Semester end examination which is 70% of the total weightage for each theory paper (ii) Continuous evaluation which is 30% of the total weightage made on the basis of written assignments for each theory paper (iii) Project work of 6 credits. Learners shall submit assignment(s) and project report within the stipulated time.

The syllabus will be modified time to time on the basis of student and expert feedback.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners in both online and offline modes. The Central library holds sufficient numbers of books, back volumes of journals and other resources pertaining to environment and disaster management to meet the needs of the learners for completion of this programme. Apart from the online journals and database provided by e-Shodh Sindhu consortium and DeLCON consortium, users can also access book database, database, journal database, e-journals and other e-resources from any terminal within the University campus E-resources. The library has also plagiarism software of its own to assist learners to develop piracy free works. The learners can also avail the facilities of E-Pathshala and MOOCs courses connected to the University. Moreover, the university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **15,00,000.00 (Fifteen Lakh only)** is estimated for programme development, delivery and maintenance.

Particulars	Amount (INR)
Non-recurring*	
Cost of development of SLM	10,00,000.00
Recurring(yearly)	
Cost of maintenance of LSCs	2,00000.00
Cost of programme delivery	1,00000.00
Cost of evaluation and examination	1,00000.00
Cast of audio visual content development/ online support system e/technical and administrative costs	1,00000.00
total	15,00,000.00

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme.

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council for due approval before offering. The syllabus is modified, if needed, on the basis of student and expert feedback time to time.

The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLABI

Detail syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is follows

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 Feb
Counselling sessions	2 st Week of October	2 st Week of April
Submission of assignment	By November	By May
Filling up of Examination form	October-November	April-May
Announcement of Examination schedule	October last week	April last week.
Conduct of Examination	December	June
Declaration of Results	March	September

ANNEXURE I

PROGRAMME TITLE: POST GRADUATE DIPLOMA IN ENVIRONMENT AND DISASTER MANAGEMENT

PROGRAMME STRUCTURE

Course code	Course Name	Credit	Contact Hour	Study Input
Semester I				
DEM 101	Environment: Basic Understanding	4	16	120
DEM 102	Natural resources and Sustainable Management	4	16	120
DEM 103	Urban Water Management	4	16	120
DEM 104	Fundamentals of Disaster Management	4	16	120
Semester II				
DEM 201	Environmental Laws and Policies	4	16	120
DEM 202	Environmental Pollution and Management	4	16	120
DEM 203	Planning for Risk and Crisis Mitigation	4	16	120
DEM 204(P)	Project/ Dissertation	6	24	120
Total credit		34		

DETAILED SYLLABUS

Course Code	Semester	Mode	Title of the Course	Credits
DEM 101	First	Compulsory	Environment: Basic Understanding	4

MODULE I: Environment general

Unit 1: Environment – General perspectives

Definition and concept of environment, Different types of environment, Physical and biotic environment, Socioeconomic and cultural environment

Unit 2: Components of the environment

Atmosphere: Earth's atmospheric layers, Hydrosphere: Features, distribution and components of hydrosphere, Lithosphere: Layers of lithosphere and its composition, Biosphere: Composition and importance

Unit 3: Environment – the capital

Earth capital, Sustainable yield, Environmental degradation, Kuznet's hypothesis and Environmental Kuznet's curve, Pollution Haven Hypothesis. Ecological security

Unit 4: Environment and Population

Concept of population, Population growth in World, India's Population Growth, Population explosion, Urbanization, Migration

MODULE II: Environmental sustainability

Unit 5: Natural resources and Human health

Resources: Type of resources, Resource utilization, Resource depletion
Environment and Human Health, Food security

Unit 6: Environmental Sustainability

Sustainability – basic concepts, Sustainable society, Prerequisites of sustainability, Sustainable development, Common Property Resources (CPRs)

Unit 7: Biodiversity

Life on the earth, Levels of biodiversity, Importance and issues, Conservation and management

MODULE III: Ecosystem processes

Unit 8: Types of Ecosystem

Natural Ecosystem, Aquatic ecosystem, Terrestrial ecosystem Man-made Ecosystem, Biomes

Unit 9: Ecosystem processes

Concept and Definition, Structure and types, Trophic levels ,Food chain and food web, Ecological pyramids, Ecosystem services

Unit 10: Earth processes

Denudation- Fluvial, Aeolian, Glacial, Landforms, Biogeochemical cycles, Pedogenesis

Unit 11: EIA

General idea and basic concept of EIA, Role of EIA, Principles an goal of EIA

Process of EIA, Importance of EIA

MODULE IV: Atmosphere and weather

Unit 12: Atmospheric processes

Heating process of the atmosphere, Atmospheric stability, mixing height, Concept of lapse rates, Temperature inversion, Atmospheric circulation, Atmospheric pressure, Pressure belts, Wind(s), Jet streams

Unit 13: Weather and climate

Basic elements of weather and climate- Temperature, Precipitation, Wind, Atmospheric Pressure, Humidity, Monsoon, Tropical weather, Climate of India, Natural disasters due to climate change

Unit 14: Contemporary Issues

Introduction to environmental issues, Environmental Pollution, Ozone depletion, Climate change, Intellectual property rights (IPR), Bio-piracy, Tragedy of the commons

Textbook(s):

1. Cunningham W.P., Cunningham M.A. and Saigo B., *Environmental Science: Global Concern*, McGrawHill, 2005.
2. Miller T.G., *Living in the Environment*, Books/Cole, 2000

Reference book (s):

1. O.S. Owen Natural Resource Conservation, Prentice Hall of India, 1995
2. F. Smith Environmental Sustainability, SL, 1997

Course	Semester	Mode	Title of the Course	Credits
Code				
DEM 102	First	Compulsory	Natural Resources and Sustainable Management	4

MODULE I: Introduction to natural resources and sustainability

Unit 1: Natural resources

Earth's natural resources, Key themes, concepts, and tools associated with natural resources

Unit 2: The principles of natural resource management

Soils, Water, Vegetation/forests, Energy, Nutrients and minerals and their management.

Unit 3: Sustainable development

The concept of sustainable development, Its main principles, The evolution of ideas about sustainability, Strategies for promoting sustainable development, resistances to the concept, and some alternative approaches.

MODULE II: Forest and wild life resources

Unit 4: Forest and its resources

Forest types and resource of India, Principles and practice of forest management planning, Implementation and monitoring of sustainable forest management, An introduction to key concepts, issues and protocols, An overview of the global forest estate

Unit 5: Sustainable forest management

Sustainable forest management from its foundation in ecological principles, Markets for forest products, environmental services and local to global forest and environmental policies

Unit 6: Wildlife resources

Wildlife resources and social and ecological values. Biological and ecological principles governing wildlife populations and their habitats. The values and ecological function of wildlife –species, populations, communities and ecosystems.

Unit 7: Wildlife sustainable management

Management of wildlife populations and their habitats for societal goals. Current wildlife management issues and conservation plans in India.

MODULE III: Land and water resources

Unit 8: Land resources

Land degradation and measures for mitigation and conservation in a range of agro-climatic zones of India, The interaction of physical, economic, social, political, Institutional factors in determining land management practices.

Unit 9: Sustainable land management

Ecorestoration and wasteland reclamation, land use planning and conservation of land resources.

Unit 10: Water resources

Environmental, social and political dimensions of water use, Water and agricultural landscape in context of India.

Unit 11: Sustainable water management:

Water budget, harvesting, and economic aspects, Water, climate change, sustainability and development.

MODULE IV: Sustainable management

Unit 12: Agricultural practices:

Crop diversification, Fertilizer and nutrient application, Modern technologies in agricultural practices

Unit 13: Sustainable agricultural management:

Pest and disease management, nutrients management, Agricultural management and climate change

Unit 14: Natural resource management in Northeast India:

Natural vegetation and forest resource, Biodiversity of food resource, water, soil and minerals resources.

Natural resource management

- Agriculture
- Sericulture
- horticulture and spices
- forest and
- minerals (petroleum, coal, natural gas, lime stone, etc.).

Text book (s):

1. E. P. Odum. 1971. Fundamentals of Ecology. Nataraj Publishers, Dehradun. India, Pp. 574.
2. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

Reference books:

1. Benny Joseph. Environmental Studies. 2005. Tata McGraw-Hill Publishing Company Limited, New Delhi. Pp.343
2. William P. Cunningham and Mary Ann Cunningham. Principles of Environmental Science. McGraw Hill Higher Education. Pp.428.

Course Code	Semester	Mode	Title of the Course	Credits
DEM 103	First	Compulsory	Urban water Management	4

MODULE I: Urban water resources**Unit 1: Urban Water Use**

Urbanization and escalated water use, Quality, accessibility and availability of water in the urban setup, Summary

Unit 2: Urban water resources in different parts of the world

Characteristics of water resources in tropical countries, Comparative water balance between cities of developed and developing countries, Status in India, Summary

MODULE II: Monitoring and management of urban water resources

Unit 3: Urban water resource management and infrastructures

Rainwater infiltration, Rainwater harvesting, Success stories, Summary

Unit 4: Urban Water Supply

Historical development of water supply systems, Concept of 'NEW' Water or (Reclaimed wastewater as a resource), Summary

Unit 5: Urban water quality monitoring system

Water quality monitoring, Water quality guidelines, Success stories Summary

MODULE III: Sustainable management of water resources

Unit 6: Water Treatment Technologies

Coagulation and sedimentation processes, Sand filtration and membrane filtration, Advanced water treatment, Design and maintenance of water supply, Summary

Unit 7: Fate of Water Related Pathogens in Urban Water Systems

Basics of sanitation and waterborne disease, History of Microbiology and Epidemiology, Removal of pathogens in water, Water supply and wastewater treatment

Risk management

Unit 8: Sustainable Water Management in Buildings

Introduction, Water uses and equipments in houses, Comprehensive Assessment System for Building Environment Efficiency, Water saving technologies, Water recycling technology in the supply system, Conclusions.

Unit 9: Urban Surface Water Management

Introduction, Revetment structures and their problems, Human impacted flow regime in the urban area, Urban flood and its countermeasure, Summary.

Unit 10: River and coastal zone management

River ecosystem conservation, Coastal zone management, Success stories, Summary

MODULE IV: Sustainable management of solid waste

Unit 11: Urban Municipal Solid Waste Management

Sound material cycle and 3Rs, Transboundary movement of circulative resources Summary

Unit 12: Impact of Solid Waste on Water Resource and control measures

Impact of solid waste on water resources, Countermeasures to minimize the impact of solid management on water resources, Modernization of municipal solid waste management, Summary

Unit 13: Climate Change and Urban Water Use

Introduction, Impacts of climate change on urban water resources, Direct and induced change in water use due to global warming, Summary

Unit 14: Urbanization and global warming

Change in water use due to urbanization, The urban heat island: need of water for its countermeasures, Summary.

Text book(s):

1. Metcalf and Eddy, *Wastewater engineering-treatment and reuse*, 4th edn. McGraw-Hill, New York, 2000.

2. Garg, S.K., *Water Supply Engineering* (Environmental Engineering Vol. 1) Khanna Publication, Delhi, 2010.

3. Hammer, M. J., & Hammer, M.J., *Water and Waster Water Technology*. 6th Edition, Published by PHI Learning Private Limited

Reference book (s):

1. Urban Environmental Management and Technology (2009) Edited by K. Hanaki, Springer Publication

Course	Semester	Mode	Title of the Course	Credits
DEM 104	First	Compulsory	Fundamentals of Disaster Management	4

MODULE I: Concept of disaster phenomena and risk

Unit 1: Understanding Disaster phenomena

Concept of Disaster; Paradigm Shift in the approach of understanding Disaster: i) Natural Science Approach ii) Applied Science Approach iii) Social Science approach iv) Holistic Approach; Concepts of Hazard, Vulnerability and Capacity; Prime conditions for occurrence of a disaster like situation.

Unit 2: Disaster Risk

Concept of Disaster Risk; Parameters of Disaster Risk; Disaster Models: Disaster Expand and Contract Model, Disaster Crunch and Release Models; aspects of Disaster Risk Reduction; Different approaches to Study Disaster Risk, Levels of Disasters, International Decade for Natural Disaster Reduction (IDNDR)

MODULE II: Parameters of disaster risk

Unit 3: Hazard and vulnerability

Definition of Hazard, Classification of Hazards: Natural and Manmade; Parameters of Hazard: Frequency, Magnitude, Length of Forewarning, Response Time, Exposure Time; Method and importance of Hazard Assessment; Definition of Vulnerability, Dimensions of Vulnerability; Factors involved in Progression of vulnerability: Unsafe conditions, Dynamic pressures, Root causes; Method of and importance of Vulnerability Assessment.

Unit 4: Event Specific Hazard Analysis

Sources and General characteristics of few Natural Hazards: Flood, Earthquake, Drought, Landslide, Lightning, Tropical cyclone; Causes and problem areas of few Natural Hazards; Earthquake belts; Warning signs of different natural hazards; Industrial Hazards: UN Hazard codes, Chemical disaster; important criteria for industrial safety; example of Industrial Disaster and reasons.

Unit 5: Hazard Specific Vulnerability Analysis

Correlation amongst Development, Vulnerability and Disaster Risk; Vulnerability analysis of different types of floods in terms of local unsafe conditions, dynamic pressures, and root causes; Structural and nonstructural vulnerability factors of Earthquake; Case studies of past flood and earthquake disasters for vulnerability analysis; Vulnerability factors of few other natural and man-made hazards; Socio Economic Vulnerability and Disasters: i) Impact on Society, ii) community functions and Disasters, iii) Community Conflicts and Disaster, iv) Panic.

MODULE III: Overview of disasters and principle of disaster management

Unit 6: Overview of Disaster Phenomena

Disaster Phenomena and Events (Global and Regional): Global Scenario, Indian Subcontinent, Worst disaster events (global and regional), Important disasters in India based on loss of life and affected population, Major earthquakes in India (1618 – 2001), Few recent earthquakes in North-Eastern region of India

Unit 7: Hazard Specific Disaster Risk Analysis

Hazard Specific Disaster Risk and Impact of Hazards relevant to cases in India: Flood, Earthquake, Drought, Cyclone; Community Profile and their Exposure to Hazards in India: Hill Community, Plain Community, Urban Community, Coastal Community; Global Disaster Trends, Problem Areas, and reasons.

Unit 8: Disaster Management Concept

Concept of Risk and Crisis Management, Disaster Management Cycle, Prevention, Mitigation and Preparedness, Response and Recovery, Relief Mechanism and Problem of Relief, Organizational and Financial Arrangements for Disaster Management in India.

Unit 9: Hazard specific common safety measures

Common safety measures for Flood, Earthquake, Cyclone, Landslide, Lightning, Fire, Health hazards.

MODULE IV: Approaches of capacity building for damage mitigation

Unit 10: Capacity Building

Concept of Capacity Building, Structural and Nonstructural Measures, Disaster and Development, Capacity Assessment, Strengthening Capacity for Reducing Risk

Unit 11: Damage mitigation approaches for different hazards

Hazard specific structural and non-structural measures for damage mitigations: relevant to different natural and man-made hazards.

Unit 12: Coping with Disaster

Coping Strategies, Alternative Adjustment Processes, Industrial Safety Plan, Safety Tools/Kits

Unit 13: Community Based Disaster Management (CBDM)

Concept of Community, Approach and Processes of CBDM, Changing Concept of disaster management.

Unit 14: PRA and RRA

RRA & PRA Mechanism and Role of NGO and CBO, Disaster Psychology: i) Psychological Consequence, ii) Causes, iii) Impact on Relief Workers

Textbook(s)

1. Carter, W. N. *Disaster Management: A Disaster Management Handbook* (Asian Development Bank, 1991).
2. Chakrabarty, U. K. *Industrial Disaster Management and Emergency Response* (Asian Books Pvt. Ltd., 2007).

Reference book(s)

1. *Reading Material: Training Programme on Environment and Disaster Management* (NIDM, 2010).
2. *Manual on Natural Disaster Management in India* (NCDM Publication, 2001).

Course	Semester	Mode	Title of the Course	Credits
Code				
DEM 201	Second	Compulsory	Environmental Laws and Policies	4

MODULE I: Constitutional provisions to address the environment**Unit 1: Fundamental rights**

Art 21 – right to a wholesome environment, right to livelihood, Art 14 – right to intergenerational equity, Directive Principles of State Policy: Art 48A, Fundamental Duties: Art 51A (g), 42nd Amendment Act, Division of power between Centre and State

Unit 2: Judicial procedures and Remedies

The writ jurisdiction, Writ of Mandamus, Prohibition, Certiorari, Article 32 and 226, Judicial reviews, Public Interest Litigation

MODULE II: Forest and Wild life Acts**Unit 3: The Forest Act, 1927**

The Forest Act 1927, The Forest Conservation Act 1980, National Forest Policy 1988, Forest dwellers and common property

Unit 4: The wildlife Act

Scope and implementation, Sanctuaries, National Parks and biosphere reserves
People versus parks, Biodiversity conservation and Bio-piracy, The Biodiversity Act 2002

MODULE III: Environmental policies of India**Unit 5: Indian environmental policies and major initiatives**

National Forest Policy 1988, National environmental policy, National action plan on climate change, National green tribunal, National river conservation directorate

Unit 6: Legal perspectives of pollution control: Water Pollution

Water pollution: scope of the problem, The Water Act 1974, Framework of the Water Act, Criminal liability, The Environment (Protection) Act 1986, Judicial initiatives

Unit 7: Legal perspectives of pollution control: Air and Noise Pollution Air Pollution and Control, Scope of the problem, The statutes, Vehicular pollution, Noise pollution, The noise rules

Unit 8: The Environment (Protection Act) 1986

The scope of the Act, Delegated legislation, Section 3 and 5 of the Act, Violation and Penalties, Enforcement of the Act, The national Environment Appellate Authority, Regulation of Hazardous substances, Environmental Clearance

MODULE IV: Environmental Impact Assessment

Unit 9: Introduction

Meaning, Origin of environmental impact assessment and its development, Indian guidelines and notification.

Unit 10: Environmental Impact Assessment: Process

The EIA Process, Public consultation and Hearing, Mitigation and Management Plan Environmental Impact Statement (EIS), Post Decision making monitoring and Audit.

MODULE V: International Laws related to environment

Unit 11: International Laws

Introduction, Established Norms of International Environmental Law 1972 Stockholm Declaration on the Human Environment, The Precautionary Principle, Environmental Impact Assessment-Role of NGOs, 1982 United Nations Conference on the Law of the Sea, 1992 Rio de Janeiro Earth Summit, Environment and Free trade conflict, Protecting global commons, 1982 United Nations Convention on the Law of the Sea.

Unit 12: India's International Obligations

Article 51 (c) of the Constitution of India, Some of India's Treaty obligation

Unit 13: Human rights, indigenous people and the Environment

Relationship between Human Rights and Environment, Rights of Indigenous People, The Rio Declaration on Environment and Development.

Unit 14: Case studies

Olga Tellis v Bombay Municipal Corporation (AIR 1986 SC 180), The Taj Trapezium Case (MC Mehta v Union of India, AIR 1997 SC734), The Bhopal Gas leak Case, The Sariska Case, The Narmada Valley Project.

Textbook(s):

1. Divan S. and Roseneranz A., *Environmental Law and Policy in India: cases materials and statutes*, Oxford University Press, 1995
2. Glasson, Therivel and Chadwick, *An Introduction to EIA*, UCL, 1999
3. Choudhury S.K., *Environmental Legislation in India*, Oxford IBH, 1996

Reference book (s):

1. Carter L. *Environmental Impact Assessment*, McGraw Hill, 1996
2. Weston, *Planning and EIA in Practice*, Longman, 1997
3. Basu D.D., *Introduction to the Constitution of India*, Wadhwa and Company Law Publisher, 2003

4. Heywood V. H. and Watson R. T., *Global Bio-diversity Assessment*, Cambridge University Press, 1995

Course Code	Semester	Mode	Title of the Course	Credits
DEM 202	Second	Compulsory	Environmental Pollution and Mitigation	4

MODULE I: Air pollution and its monitoring

Unit 1: Introduction

Definition of pollution, Types of pollution- Air, Water and Soil Pollution, Noise Pollution, Marine Pollution, Thermal Pollution, Nuclear Hazard, Point and non-point source of pollution

Unit 2: Air pollution

Introduction to Air Pollution: Indoor and Outdoor, Pollution sources and source control, Tran boundary pollution, acid rain, Air quality standards, Mitigation techniques and regulations, Case study

Unit 3: Air pollution monitoring and modeling

Air Pollution Monitoring and emission Inventories, Air Pollution modeling- transports and diffusion of pollutants

MODULE II: Sources of water, noise, soil, marine and solid waste pollution

Unit 4: Water pollution

Introduction of water quality, Characteristics of water, Classification of pollutants, Concept of concentration, Water monitoring and water quality guidelines, Cause and effect of water pollution, Counter measures of water pollution, Case study

Unit 5: Noise pollution

Sources and measurement indices of noise pollution, Effect of meteorological parameters on noise propagation, Noise exposure level and standards, Noise control and abatement measures, Mitigation of noise pollution, Case study

Unit 6: Soil pollution

Physico-chemical and biological properties of soil, Industry induced soil pollution and its mitigation, Irrigation induced soil pollution and its mitigation, Agriculture induced soil pollution and its mitigation, Soil salinity and acidity and reclamation measures, Phytoremediation and bio remediation , Case study

Unit 7: Marine Pollution

Cause and impact of marine pollution, Implications of uncontrolled exploitation of marine resources, Marine pollution control and remedial action, Case study.

Unit 8: Solid waste

Types of waste: Municipal solid waste, Hazardous waste, Biomedical waste, E-waste, Cause and effect of waste.

MODULE III: Pollution management

Unit 9: Managing air

Action on the atmosphere, Strategies to reduce pollution, climate change and its impact, Need for international action and changing attitudes to deal with cause and consequences of the damage to the atmosphere

Unit 10: Managing water

Clean, safe water strategies, Biological mediated pollution control Strategies for soil conservation

Unit 11: Managing land

Sustainable forest management techniques, Alternatives to deforestation, Management of minerals and fossil fuel resources, Technology and viability of alternative energy sources

Unit 12: Managing the Oceans

Strategies to reduce pollution, Strategies for sustainable harvesting of oceanic Resources

Unit 13: Managing waste

Disposal and management of waste, Land filling, Composting, Vermicomposting, Incineration, Energy and resource recovery

MODULE IV: People and Pollution

Unit 14: Role of individual in pollution prevention, Health effects of air, water and noise pollution

Textbook (s):

1. Peavy, H.S., Rowe, D.R., & Tchobanoglous, G., *Environmental Engineering*. McGraw-Hill International Edition, 1985.
2. De A.K., *Environmental Chemistry* New Age Publication, 2006

Reference book(s)

1. Peirce, J.J, Vesilind, P. A.; Weiner R, *Environmental Pollution and Control, Fourth Edition* (Butterworth-Heinemann), Elsevier publication, 1998.

Course Code	Semester	Mode	Title of the Course	Credits
DEM 203	Second	Compulsory	Planning for Risk and Crisis Mitigation	4

MODULE I: DM Act, Policy and National Plan

Unit 1: Disaster Management Act. 2005

About DM Act, Major objectives of the Act, Provisions of DM Act

Unit 2: National Policy on Disaster Management 2009

NPDM, Objectives and Recommendations of NPDM

Unit 3: National Disaster Management Plan 2016

Objectives, scopes and criteria of NDMP

MODULE II: Planning strategies

Unit 4: Strategies for formulation of Disaster Management plan

What is plan?, Strategies for formulation of Disaster Management Plan, Support requirements for disaster management, Steps of a risk reduction plan, Incident Command System (ICS)

Unit 5: Legal organizational structure for disaster management

Organizational Structure and Framework, Nodal Ministries and Organizations for DM in India, UN Disaster Management and Mitigation System

Unit 6: Planning Needs and Emergency Action

Tools /Methods for HVCA, Application of GIS and Remote Sensing, Disaster Warning, Emergency Action and Response, Evacuation Arrangement, Emergency Shelter, Recovery and Reconstruction, Medical Emergency, Emergency operation Centre

MODULE III: Preparation of DM plans at different levels

Unit 7: Preparation of State Disaster Management Plan

Background, Role of different Agencies, Guiding Principles, Suggested outline for Planning of SDMP.

Unit 8: Preparation of District Disaster Management Plan

Preparation of DDMP, Technicality and content, Content presentation, Suggested outline of the DDMP.

Unit 9: Organizational and School Disaster Management Plan

Needs and approached for organizational and school disaster management plans, affiliated bodies and their roles in developing such plans in Indian context.

Unit 10: Urban, Village Disaster Management Plans

Objectives and needs of village and urban plans, aspects of hazard specific village and urban disaster management plan, affiliated bodies and their roles in developing such plans in Indian context.

MODULE IV : Environmental issues, counter disaster resources and PDNA

Unit 11: Environmental Management for Disaster Risk Reduction

Approaches, Environmental stress (water, temperature, pressure) and Hazards, EIA and Disaster Management, Post Disaster Impact on Environment, Industrial Hazard Management

Unit 12: Risk, Loss and Needs Assessment

Concepts and Reasons, Approaches of Risk and Need Assessments, Categories of Loss Assessment, Approaches of Loss Assessment

Unit 13: Counter Disaster Resources and their Roles

Government Organizations, Non Government Organizations, Academic Institutions, Corporate Sector, Financial and other Sectors

Unit 14: Post Disaster Needs Assessment (PDNA)

Needs of PDNA for disaster recovery; concept of damage, loss and impact; conceptual framework for PDNA, Sector specific standard assessment procedure.

Textbook(s)

1. Carter, W. N., *Disaster Management: A Disaster Management Handbook*, ADB Published by Asian Development Bank, 1991.
2. Alexander D., *Natural Disasters*, Published by ULC press Ltd, London, 1993.
3. Chakrabarty, U. K., *Industrial Disaster Management and Emergency Response*, Published by Asian Books Pvt. Ltd., 2007.

Reference book(s)

1. Disaster Management Act, Ministry of Home Affairs, Government of India, 2005.
2. National Disaster Management Guideline, Preparation of SDMA, National Disaster Management Authority, India, 2007.
3. National Policy on Disaster Management Published by National Disaster Management Authority, India, New Delhi, 2009.
4. Post Disaster Needs Assessment Tools, Asian Disaster Management Preparedness Centre, 2015.
5. National disaster management plan – 2016

Course	Semester	Mode	Title of the Course	Credits
Code				
DEM 204P	Second	Compulsory	Project/Dissertation	4

Project themes: Drinking water, Household Fuel, Wastes, Sanitation and Hygiene, Socio-economic survey, Natural resource management, Common property resources, Disaster risk assessment, Risk mitigation planning, Case studies on past disaster events (*List is not exhaustive – any other theme related to environment and disaster management*)

PROGRAMME PROJECT REPORT FOR

POST GRADUATE DIPLOMA

IN

RENEWABLE ENERGY AND ENERGY MANAGEMENT

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY

Name of the Programme	Post Graduate Diploma in Renewable Energy and Energy Management
Academic Unit	Department of Energy, Tezpur University
Mode of Teaching	Open and Distance Mode
Prospective Group	Working professional in Energy Utilities, Energy Service Company, Consultancy Firm, Entrepreneur
Effective Session	July, 2018
Programme Code	DRE
Programme Credit	32
Duration	Minimum: 2 Semester , Maximum : 4 Semester

OVERVIEW

Energy is the essence of human existence and a catalyst for the economic development of a country. The need for energy is increasing at a very fast rate in the developing countries in comparison with the developed countries. The growth for energy sector is critical for socio-economic development particularly for rural areas. In the Indian context, it is a great challenge to provide affordable and quality energy services to all the citizen. The development of energy systems is also constrained by the depletion of fossil fuel, local environmental impacts and the problem of global warming and associated climate change. Hence, it is the time to look ahead and work in the right direction to use the present sources judiciously, find out viable renewables sources of energy and also need to protect our environment for the future generation. This is also a transition period of fuel substitution, in which the emphasis is to supplement the carbon fuel to non-carbon ones so as to prolong the existing stock of the former, that too without the environmental degradation. Renewable energy technologies are evolving continuously, making their economic competitiveness with conventional options at a faster rate, and bringing new dynamics into the requirement of trained manpower for system designing, installation, as well as managing the projects.

Department of Energy started in 1996, with an aim to produce manpower pool in the field of energy, develop new and efficient energy conversion technologies, R & D and extension activities in diverse areas of energy. In view of the problem of climate change and scarcity of fossil fuels, the field of energy engineering offers significant challenges and opportunities. Its engagement with the Masters Programme in Energy Technology over the years have produced quality manpower for various industries, academic institutions, research laboratories, energy utilities etc. These experiences ensure that all of the subject taught is relevant and updated

within the evolving energy sector. The Department of Energy is going to offer a **Post Graduate Diploma Programme in Renewable Energy and Energy Management** under distance education mode to enable students with different backgrounds to understand the different aspects of energy engineering. Students will be exposed to the status of energy resources, its interaction with environment, different renewable energy sources and technologies, techniques and technologies for energy management and energy conservation along with the economic aspects of renewable energy based power generation. This course is designed to offer flexibility and tailor made to the market requirement with deep understanding on the subjects. The program is flexible and it enables the students from across the various industries, energy utilities, consultancy firm to complete the course work whilst balancing the commitment in profession/life commitments. Students completing this course will be equipped with advanced and updated skills required to design, technological innovations and evaluate the technical and economic viability of renewable energy and energy efficiency projects.

MISSION AND OBJECTIVE OF THE PROGRAMME

MISSION

To foster critical, skill orientated and analytical ability among the learners through technological understanding and innovations, system designing, problem oriented solutions, and entrepreneurship development through renewable energy base systems and energy efficiency.

OBJECTIVES

The main objective of the proposed programme will be to expose the interested group of students to a facility that is equivalent to the regular programme offered by the concerned department of the university. The program is flexible and it enables the students from across the various industries, energy utilities, consultancy firm to complete the course work whilst balancing work/life commitments. Students completing this course will be equipped with advanced and updated skills required to design, technological innovations and evaluate the technical and economic viability of renewable energy and energy efficiency projects. The growing number of student's expectation and desire to learn, but the opportunities are not always in favor of the interested groups. In this context, the objectives of the course may be summarized as follows

- The course offered as a combination of e-learning and face to face interaction, will enhance the scope of blended learning more effectively. The learner will also carry out problem specific project work both in industry and in the field to use their knowledge gained from theory courses into practical application.
- The proposed programs intend to produce specialized manpower strong in understanding, designing on technologies and systems, energy efficiency in utilities, and capable in technological solutions required for industry, entrepreneurship development.
- To enhance the knowledge and understanding of the working professional on energy conversion process, energy efficiency and make use of the enhanced knowledge in their domain of work and prepare them for successful career in energy industry, energy service companies, energy utilities and consultancy agency.

TARGET GROUPS

The target group of learners will be those who had to discontinue their higher studies due to their engagement in the professional activities particularly in the energy base industry or utilities. The proposed Post Graduate Diploma Programme in Renewable Energy and Energy Management Programme will benefit two types of learners, those disadvantaged by being at a distance and those disadvantaged due to their time schedules in the profession. This Programme will be particularly beneficial to the stakeholders already in job and desiring promotion, enhancement of knowledge in the rapid changes scenario in energy sectors, enables them to provide solutions to the problems associated in their organizations.

PROGRAMME OUTCOME

- This learner friendly programme will be particularly helpful for people less exposed to opportunities, especially who fail to continue higher studies due to their present job responsibility and inadequate time to attend regular courses. This course will open up better opportunities in the rapid changing energy market. Thus, this course will provide knowledge enhancement, self-employment opportunity to the stakeholders.
- Students completing this course will be equipped with advanced and updated skills required to design, technological innovations and evaluate the technical and economic viability of renewable energy and energy efficiency projects.

INSTRUCTIONAL DESIGN

Curriculum Design

The program is designed to be offered as a one year programme. The total period is divided into two semesters where the learners have to earn 16 credits in each semester with a total of 32 credits to complete the program. However, for the benefit of the learners' maximum period of 4 semesters (2 years) is given to complete the programme. The programme is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions have been implemented along with project work. Twelve hours' face-to-face counselling will be provided to the learners in this programme. The learners also will have online interactive sessions through email with the instructors as and when required. The learners will be exposed to ICT base instruction such as NPTEL and MOOCs online class for better understanding of any particular units.

Module of the programme

A learner friendly module has been prepared to introduce the learners to the diverse field of energy-environment interactions, renewable energy systems, energy management and energy efficiency in various utilities with the help of a group of experts. Each course is divided into 14 units with an introduction of the course and clearly in the line of Program Educational Objectives. The objectives of every units brings better clarity on each topic discussed in the particular unit.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criteria for enrolment in the programme is graduation in any discipline of engineering or Masters in Physics and Chemistry. Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure will be put in place.

Fee structure

The fee structure of the programme is stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

SI No	Head	Amount (INR)
01	Admission	500.00
02	Study material	3200.00
03	I Card	100.00
04	Transcript	150.00
05	Provisional Certificate	150.00
06	Library	800.00
07	Counselling/Tuition	1600.00
08	Project	500.00
09	Infrastructure& Amenities	500.00
10	Development fund	1000.00
Total		8,500.00

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through varied assessment tools including multiple choice questions, assignments, end term examinations, projects and presentations to suit the different learning outcomes expected of the course elements. Evaluation shall have two components (i) semester end examination which is 70% of the total weightage and (ii) continuous evaluation which is 30% of the total weightage made on the basis of written assignments. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners. At present, the library holds about 77,286+ books and 7848 back volumes of journals. Apart from the online journals and database provided by e-ShodhSindhu consortium and DeLCON consortium, the library also holds more than 2315 CDs scattering to different contents. Library users can access book database, theses database, journal database, e-journals and other e-resources from any terminal within the University Campus E-resources. The library has also plagiarism software of its own to assist learners to develop piracy free works. The learners can also avail the facilities of NPTEL, E-Pathsala and MOOCs courses connected to the

University. The university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **15,00,000.00 (Fifteen Lakh only)** is estimated for programme development, delivery and maintenance.

Particulars	Amount (INR)
Non-recurring*	
Cost of development of SLM	10,00,000
Recurring(yearly)	
Cost of maintenance of LSCs	2,00,000
Cost of programme delivery	1,00,000
Cost of evaluation and examination	1,00,000
Cast of audio visual content development/ online support system e/technical and administrative costs	1,00,000
total	15,00,000

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council of the University for due approval before offering the programme. The syllabus is modified, if needed, on the basis of student and expert feedback from time to time. The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLABI

Course Structure

Detail syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is follows

Academic Activity	Autumn Session	Spring Session
Admission announcements	April, 2018	October, 2018
Admission opens	Without late fee: April-June	Without late fee: October-December
	With late fee: July	With late fee: January
Distribution of SLM (with assignments)	By 15 August	By 15 Feb
Counselling sessions	2 st Week of October	2 st Week of April
Submission of assignment	By November	By May
Filling up of Examination form	October-November	April-May
Announcement of Examination schedule	October last week	April last week.
Conduct of Examination	December	June
Declaration of Results	March	September

PROGRAMME STRUCTURE

SEMESTER I				
Course code	Course Name	Credit	Contact Hours	Study Input
DRE 110	Energy Resources and Environment	4	12	120
DRE 111	Solar Energy	4	12	120
DRE 112	Biomass Energy	4	12	120
DRE 113	Wind and Hydro Energy	4	12	120
	Total credits	16		
SEMESTER II				
DRE 210	Energy Management and Auditing	4	12	120
DRE 211	Energy Efficiency in Utilities	4	12	120
DRE 212	Project work	8	24	240
	Total credits	16		

Course code	Semester	Mode	Course Name	Credits
DRE 110	First	Compulsory	Energy Resources and Environment	4

MODULE I: Energy Resources

Unit 1: Energy Resources --Overview of World and India energy scenario, Energy use patterns, Energy and development linkage, Energy sources classification

Unit 2: Conventional Energy Resources---Coal-sources, formation, properties and conversion, Petroleum-sources, genesis, properties and uses, Natural gas- sources, genesis, properties and uses

Unit 3: Renewable Energy Resources---Renewable energy resources, Renewable energy systems, Economics of renewable energy conversion systems

MODULE II: Ocean Energy Sources and Systems

Unit 4: Ocean Thermal Energy Conversion--- Ocean thermal energy conversion principles, Conversion systems and technologies, Economic and environmental aspects

Unit 5: Tidal Energy---The causes of tides, Tidal energy conversion, Tidal current/stream power, World tidal power sites

Unit 6: Wave Energy-- Wave energy and power, Wave energy conversion principles, Energy extraction devices and technologies, Economic and environmental aspects

MODULE III: New Energy Sources and Systems

Unit 7: Hydrogen Energy-- Production methods, Storage and transportation of hydrogen, Economics of Hydrogen production and applications

Unit 8: Geothermal Energy-- Basics of geological process and geothermal resources, Dry rock and hot aquifer analysis, Utilization of geothermal resources, Geothermal fields in India

Unit 9: Magneto hydrodynamic (MHD) energy conversion--- Principle of operation, Open cycle and closed cycle systems, Features of MHD Systems and critical issues

MODULE IV: Energy and Environment Interactions

Unit 10: Environment concerns of energy extraction--Environment effects of energy extraction, conversion and use, Sources of pollution; primary and secondary pollutants, Consequences of pollution and pollution control methods, Environmental laws on pollution control

Unit 11: Energy use and climate change---Global warming, Greenhouse gas emission, impacts, mitigation. Causes of global, regional and local climate change

Unit 12: Emissions and control methods---Sources of emissions, Effect of operating and design parameters on emission, Control methods; exhaust emission test procedures

Unit 13: Socio-Economic aspects of Energy resources---General concepts, Socio-economic impacts, Security of supply and use, Environmental and ethical concerns

Unit 14: International treaties and convention on environmental mitigation---United Nations Frameworks Convention on climate change (UNFCCC), Various convention and treaties at international level aiming at CO₂ mitigation

Suggested Reading References

- [1] RA Ristinen and J J Kraushaar, *Energy and The Environment*, second edition, John Willey & Sons, New York, 2006.
- [2] JW Twidell and AD Weir, *Renewable Energy Resources*, ELBS, 2006.
- [3] GN Tiwari and MK Ghoshal, *Fundamental of Renewable Energy Sources*, Narosa, New Delhi, 2007.
- [4] NH Ravindranath, UK Rao, B Natarajan, P Monga, *Renewable Energy and Environment-A Policy Analysis for India*, Tata McGraw Hill.
- [5] R Narayan and B. Biswanathan, *Chemical and Electrochemical Energy Systems*, University Press (India) Ltd. 1998.

Course code	Semester	Mode	Course Name	Credits
DRE 111	First	Compulsory	Solar Energy	4

MODULE I: Solar Energy and Solar Radiation

Unit 1: Solar Energy and Solar Radiation---Significance and availability of solar energy, Sun and solar spectrum; Radiation, Irradiance, Insolation, Sun-earth relation: Solar angle, Sun path diagram, Solar constant

Unit 2: Solar radiation estimation and prediction---Extra-terrestrial insolation on a horizontal surface, Measurement of terrestrial solar radiation on horizontal and tilted surface, Prediction of terrestrial solar radiation data, Estimation of average solar radiation and clear-sky radiation

Unit 3: Equipment to measure solar radiation---Introduction to solar radiation measurement devices, Basic design and working principles: Pyranometer, Pyrheliometer, solarimeter, Issues and challenges of solar radiation measurement accuracy

MODULE II: Solar Thermal Energy

Unit 4: Solar thermal conversion---Basics of solar thermal conversion, Classification of solar thermal conversion, Flat plate collector (FPC) theory: energy balance equation, heat loss factor, collector efficiency factor, heat removal factor, Parameters affecting the performance of FPC

Unit 5: Solar thermal systems---Fundamental of solar water heating system: Closed loop, Open loop, Passive, Active, Evacuated tube collector, concentrating solar collector, Solar dryer, solar desalination system, Solar thermal power generation

Unit 6: Solar cooling technology---Basic principle of solar cooling, Solar cooling systems: Vapor compression, Absorption refrigeration cycle, Ammonia-water system, Solar passive cooling system

Unit 7: Solar thermal energy storage---Types of thermal energy storage, Thermochemical energy storage, Properties and materials: Sensible heat storage, latent heat storage .

MODULE III: Solar Photovoltaic Energy

Unit 8: Photovoltaic energy conversion---Photovoltaic effect; solar cell: theory and working principle and equivalent circuit, Solar cell properties, IV Characteristics, performance analysis, Different solar cell technologies: crystalline silicon, amorphous silicon, thin film, organic, multi-junction, Issues and challenges in solar cell technology

Unit 9: Photovoltaic system and technology---Photovoltaic module and array, Balance of system, Photovoltaic system configurations, Off-grid and grid connected photovoltaic system, Batteries: types and characteristics

Unit 10: Power electronics for photovoltaic system---Control unit for PV system, Basic switching devices, Inverter, Net metering and gross metering, Grid interface of photovoltaic system

Unit 11: Photovoltaic System Installation---Site assessment for photovoltaic system, Mounting of photovoltaic system, System protection, Maintenance and troubleshooting

MODULE IV: Solar Photocatalysis and Economics of Solar Energy

Unit 12: Basics of Solar Photocatalysis---Mechanism of photocatalysis, Solar detoxification and operation of solar detoxification plant, Factor affecting solar photocatalysis, Application of solar photocatalysis

Unit 13: Solar thermal economic analysis---Market of solar thermal system, Cost variable with design adaptation, Life cycle cost analysis of solar thermal system

Unit 14: Economics of Photovoltaic system---Simple payback period, Net Present Value, Annualized cost analysis, Life cycle cost analysis, Off-grid and grid connected PV systems cost analysis

Suggested Reading References

- [1] Duffie J. A. and Beckman W. A. (2013); Solar Engineering of Thermal Processes, John Wiley.
- [2] Solanki C. S. (2009); Solar Photovoltaics: Fundamentals, Technologies and Applications, Prentice-Hall of India Pvt. Limited.
- [3] Goswami D Y, Frank Kreith and J F Kreider, Taylor & Francis (1999), Principles of Solar Engineering, Taylor & Francis, USA.
- [4] Garg H.P. and Prakash S (1997), Solar Energy: Fundamental and Application, Tata McGraw Hill, New Delhi.
- [5] Kreith F. and J. F. Kreider, (1978), Principles of Solar Engineering, McGraw Hill.

Course code	Semester	Mode	Course Name	Credits
DRE 112	First	Compulsory	Biomass Energy	4

MODULE I: Biomass Energy

Unit 1: Introduction---Biomass availability and energy source, Fossil fuel reserve and depletion, Environmental issues

Unit 2: Biomass as source of Energy---Renewable carbon source and biomass, Energy potential of biomass, Classification of biomass

Unit 3: Biomass as fuel---Physicochemical characteristics of biomass as fuel, Thermal characteristics of biomass as fuel, Biomass conversion routes: biochemical, chemical and thermo-chemical

Unit 4: Biomass production---Photosynthesis, Photosynthesis efficiency of C₃, C₄ and CAM plants, Climatic and Environmental factors

Unit 5: Energy plantation---Overview on energy plantation, Basis of selecting the plants for energy plantation, Waste land utilization through energy plantation

MODULE II: Biomass Energy Conversion Processes

Unit 6: Biochemical conversion of biomass for energy production---Anaerobic digestion, biogas production mechanism, Types of digesters, installation, operation and maintenance of biogas plants, Biogas plants manure-utilization and manure values, Biogas utilization and storage, Biogas for motive power generation etc.

Unit 7: Chemical conversion of biomass for energy production---Chemical conversion processes, Hydrolysis and hydrogenation

Unit 8: Physical conversion processes---Importance of Physical conversion processes, Dewatering and drying, Size reduction, densification, and separation

MODULE III: Liquid Biofuel

Unit 9: Liquid biofuel---Biodiesel – the mechanism of transesterification, fuel characteristics of biodiesel, technical aspects of biodiesel engine utilization, Alcohol production from biomass- types of materials of alcohol production-process description, utilization

Unit 10: Synthesis biofuel---Fundamentals, Modern Biofuel, oxygenated fuel, Bio-refinery

MODULE IV: Thermal Conversion of Biomass and Power Generation

Unit 11: Thermal Conversion: Combustion---Fundamentals and concepts, Combustion in excess oxygen and oxygen deficient atmosphere, Environmental issues

Unit 12: Thermal Conversion: Pyrolysis and liquefaction---Fundamentals, Pyrolysis, Carbonization, Charcoal production, Liquefaction process and methods

Unit 13: Thermal conversion: Gasification---Fundamentals, Biomass gasification-different types, design issues, Power generation from gasification

Unit 14: Biomass based power generation---Modern biofuel based power generation, Village level electrification, Off-grid and grid connected biomass based power generation

Suggested Reading References

[1] Mukunda HS. *Understanding Clean Energy and fuels from biomass*. Wiley-India Pvt. Ltd, 2011
 [2] Pandey A. *Hand book of plant-based bio-fuel*. CRC Press, Taylor & Francis, 2008
 [3] Mital KM. *Biogas Systems, Principle and Applications*. New Age International Ltd. 1996
 [4] Rai GD. *Non-conventional energy sources*. Khanna Publication, 2001
 [5] Ravindranath NH. Hall DO. *Biomass, Energy and Environment, A developing country perspective from India*. Oxford University Press, 1995

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Course code	Semester	Mode	Course Name	Credits
DRE 113	First	Compulsory	Wind and Hydro Energy	4

MODULE I: Wind Energy Resource Assessment

Unit 1: Introduction to Wind Energy---History of wind energy, Current status and future prospects, Wind Energy growth and potential in India

Unit 2: Wind Energy Resource Assessment ---Power available in the wind, Measurement of wind: Ecological indicator, Anemometers and wind directions, Wind regimes analysis, Time and Frequency distribution, Local effects, wind shear, Turbulence and acceleration effects, Betz limit for maximum power coefficient

Unit 3: Statistical Analysis of Wind Speed---Wind speed statistics: mean wind speed, variance, standard deviation, Statistical model for wind data analysis: Weibull distribution, Energy estimation of wind regimes, capacity factor

MODULE II: Wind Energy Conversion Systems

Unit 4: Wind Turbine---Types of rotors: Horizontal and Vertical axis wind turbine, Power and torque characteristics, Power coefficient and tip speed ratio characteristics, Characteristics of wind rotor, Wind pump and Wind electric generator, Wind turbine applications

Unit 5: Aerodynamics of wind turbine---Airfoil, lift and drag characteristics, Aerodynamic theories; axial momentum theory and blade element theory, Strip theory; rotor design and performance analysis

Unit 6: Wind energy conversion systems---Wind electric generators: Induction and synchronous generator, Tower, rotor, gearbox, power regulation, safety mechanisms, Grid integration, Wind pumps, limitations and performance analysis

MODULE III: Hydro-power Systems

Unit 7: Introduction to Hydro-power systems---Introduction to hydropower, Status of hydropower Worldwide and India, Advantages and disadvantages of hydropower, Optimization of hydro-thermal mix

Unit 8: Hydro-power Plants---Classification of hydropower plants , Small hydropower systems: Overview of micro, mini and small hydro systems, Selection of site for hydroelectric plant, Hydrological cycle, Hydrographs and Flow duration curve

Unit 9: Elements of Hydroelectric Power Plant-----Catchment area and reservoir, Dam, Spillways, Conduits, Surge Tanks, Draft Tubes, Power house

Unit 10: Components of Hydropower Plants-----Hydraulic turbines: Classifications, Types and Operational Aspects, Hydro-turbines working principles: Francis, Pelton, Kaplan and Propeller Turbine, Turbines efficiency and selection criteria

Unit 11: Hydropower plant development---Run-of-the-river and storage schemes; diversion structures, Pumped hydro storage power plants

MODULE IV: Wind and Hydro-power: Economics and Environment

Unit 12: Wind energy systems: Environment and Economics----Environmental benefits and issues of wind energy applications, Economics of wind energy, Factors influence the cost of energy generation: Site specific parameters, machine parameters

Unit 13: Hydropower plant: Environment and Economics----Environmental aspect of large and small hydro power plants, Economics: cost structure, Initial and operation cost,Potential of hydro power in North East India

Unit 14: Power Plant Economics and Economic Loading of Power Stations---Different types of tariff structure, Economics of power generation, Interconnection of power generation plants, Economic loading of inter connected power plants

Suggested Reading References

- [1] Mathew S. *Wind Energy: Fundamentals, Resource Analysis and Economics*. Springer, 2006
- [2] Jiandong T. *Mini hydropower*. John Wiley, 1997
- [3] Wagner H. Mathur J. *Introduction to Hydro Energy Systems: Basics, Technology and Operation*, Springer, 2011
- [4] Nag P K. *Power Plant Engineering*, 3rd Edition, Tata McGraw Hill, 2008.
- [5] Rai H C. *Power Plant Engineering*, IK International Publishing House Pvt Ltd. 2012

Course code	Semester	Mode	Course Name	Credits
DRE 210	Second	Compulsory	Energy Management and Auditing	4

MODULE I: Understanding of Energy forms and cost

Unit 1: Fundamental of Energy and importance----Commercial and primary energy resources, Energy generation schemes, Energy pricing, energy security, energy conservation and its importance, Electricity tariff, load management and maximum demand control

Unit 2: Energy and its various forms----Thermal energy contents of fuel, heat capacity, sensible and latent heat, heat transfer, Stoichiometric air-fuel ratio, flue gas analysis

Unit 3: Cost and Optimization analysis of Energy----Understanding energy costs, bench marking, energy performance index, Understanding energy used pattern, system efficiencies, input energy requirements optimization

MODULE II: Energy Management and Auditing

Unit 4: Energy management and auditing concept----Concept of energy management programme, Energy auditing services; basic components of an Energy audit, Types of energy audit, Industrial, commercial and residential audit planning

Unit 5: Energy conservation and auditing---Fuel & energy substitution, Energy conservation act and its features, Duties and responsibilities of energy managers and auditors, Energy audit instruments/ tools

Unit 6: Energy management and Action Planning----Energy management systems, Management commitment and energy conservation policy, Energy performance assessment: Data collection and management, analysis of data, baseline and benchmarking, Estimation of energy savings potential, Action planning, training planning

MODULE III: Energy Balance and Monitoring

Unit 7: Material and Energy Balance----Basic Principles, Sankey diagrams, Material balances for different processes, Energy balances, heat balances

Unit 8: Methods and procedure of Energy Balance----Methods for preparing process flow chart, Procedure to carry out the material and energy balance in different processes

Unit 9: Monitoring and Targeting----Defining monitoring & targeting, elements of monitoring & targeting, Data and information-analysis, various techniques, Energy consumption, production, cumulative sum of differences (CUSUM), case studies

MODULE IV: Electrical and Thermal Energy Management

Unit 10: Electrical Energy Management----Reactive power management, Energy conservation in domestic and industrial sectors, Energy conservation in lighting, motors, pumps and fan systems

Unit 11: Thermal Energy Management----Energy conservation in boilers and Furnaces, Waste heat recovery, Thermal insulation

Unit 13: Energy conservation options in buildings----Energy conservation in buildings, building heating and cooling load management, Buildings code, solar passive and green building concepts

MODULE V: Financial analysis and Project Management

Unit 14: Financial analysis and techniques----Financial analysis techniques: simple payback period, return on investment, net present value, internal rate of return, cash flows and sensitivity analysis, Financing options, energy performance contracts and role of ESCOs

Unit 15: Project Management and methods----Project definition and scope, technical design and financing, Project planning techniques: CPM and PERT, case studies

Suggested Reading References

- [1] Doty S. and Turner W. C. (2012); *Energy Management Handbook*, Eighth Edition, Fairmont Press
- [2] Kreith F. and West R.E. (1996); *Handbook of Energy Efficiency*, First edition, CRC Press
- [3] Thumann A. Mehta D.P (2008); *Handbook of Energy Engineering*, Sixth Edition, Fairmont Press
- [4] Bureau of Energy Efficiency (BEE) (2016); *Study material for Energy managers and Auditors Examination: Paper I to IV*
- [5] Thumann A. Niehus T. and Younger W. J, (2012); *Handbook of Energy Audits*, Ninth Edition, CRC Press

Course code	Semester	Mode	Course Name	Credits
DRE 211	Second	Compulsory	Energy Efficiency in Utilities	4

MODULE I: Thermal and Electrical Energy

Unit 1: Fuels and Combustion----Properties of Fuel: Oil, Coal and Gas; Storage, handling and preparation of fuels, Principles of combustion; combustion of Oil, Coal, and Gas, Stoichiometric air fuel ratio, Theoretical and excess air

Unit 2: Electrical systems----Introduction of Electrical systems, Tariff and economic considerations, Electrical load management; Maximum demand management, Role of Power factor and its improvement, Electric Power systems analysis, Energy Efficient Technologies in Electrical Systems

MODULE II: Energy Efficiency in Thermal Utilities

Unit 3: Energy conservation in boilers----Boiler systems, types of boilers, Combustion in boilers , Performances evaluation; analysis of losses, Energy conservation opportunities

Unit 4: Steam Systems----Steam properties, Steam pipe sizing and designing, Steam traps: Operation and maintenance, performance assessments, Energy conservation opportunities

Unit 5: Furnaces----Types and classifications of different furnaces, Performance analysis of furnaces; Analysis of losses, General fuel economy measures in furnaces; Case study, Energy conservation opportunities

Unit 6: Waste Heat Recovery----Classifications and applications, Benefits of waste heat recovery, Commercial waste recovery systems, Case study

Unit 7: Insulations and Refractories-----Purpose of insulations, Types and applications, Calculation of insulation Thickness; Economic thickness of insulations, Types and properties of refractories; uses of refractories

MODULE III: Energy Efficiency in Electrical Utilities

Unit 8: Electric Motors----Motor Types, Characteristics, Efficiency, Energy Efficient Motor, Factors affecting Energy efficiency of a motor, Soft starters, Variable speed drives

Unit 9: Compressed Air systems----Compressor types and performance; Compressed air systems components, Efficient operation of compressed air systems, Systems capacity assessment, Energy conservation opportunities

Unit 10: HVAC and Refrigeration systems----Types of Refrigeration systems; Common Refrigerant and Properties, Compressor types and applications, Performance assessment of Refrigeration plants, Energy conservation opportunities

Unit 11: Lighting systems----Basic terms of lighting systems; Lamp and Luminaries types, recommended illumination level, Methodology of lighting systems energy efficiency study, Case study, Energy conservation opportunities

Unit 12: DG Set systems---Introduction, Selection and capacity factor, Operational parameters, Performance assessment of DG Systems, Energy conservation opportunities

Unit 13: Fans and blowers----Types, Performance evaluation, efficient system operation, Capacity selections, Performance assessment of fans and blowers, Energy conservation opportunities

Unit 14: Pumping systems and cooling towers----Types, Performance evaluation, efficient system operation, Energy conservation opportunities in pumping systems, Introduction to cooling towers; cooling tower performance, efficient system operation, Energy conservation opportunities in cooling towers

Suggested Reading References

- [1] Energy Efficiency in Thermal Utilities, 2016, BEE guide book
- [2] Energy Efficiency in Electrical Utilities, 2010, BEE guide book
- [3] Turner WC. Energy Management Handbook, 5th Edition, The Fairmont Press, 2005
- [4] Capehart, Turner, Kennedy. Guide to Energy Management. Fifth Ed. The Fairmount Press, 2006.
- [5] Thumann, Younger. Handbook of Energy Audit. Sixth Ed. The Fairmount Press, 2003.

Course code	Semester	Mode	Course Name	Credits
DRE 212	Second	Compulsory	Project Work	8

Students will be encouraged to choose a topic from the broad area of Renewable Energy and Energy Management for the project work during the end of First Semester and the project work will start in the second semester. Special emphasis will be given on the application of the knowledge gained through the theory courses in executing the project work. The work may be carried out in the energy specific industry, energy utilities, or through field survey or in appropriate laboratory specialized in the field of energy studies. In case student carries out the project work in any specific industry or outside laboratory other than Tezpur University, a senior level expert from the Industry/laboratory may act as an External Supervisor along with one faculty member from the Department of Energy, Tezpur University as an Internal Supervisor. On completion of the project work, the student shall submit a thesis to the Centre for Open and Distance Learning (CODL), Tezpur University for examination. The project work/thesis shall be evaluated by a committee constituted by CODL with an external examiner and/or internal examiners. The candidate has to appear an open Viva-voce examination for defending his/her thesis.
