

HEI Basic Information

Registration ID: HEI-U-0056	Name of the HEI: Tezpur University	Institution Type: Central University
Year of Establishment: Jan 1994	Mode of Education: Dual (have both regular courses and distance)	State: ASSAM
Telephone: 9435080951	Email: registrartu@tezu.ernet.in	Fax: 0371226007
Address: P.O. NAPAAM-784028, TEZPUR DIST: SONITPUR, ASSAM		Pin Code: 784028
Official Website of HEI: WWW.TEZU.ERNET.IN	Official website for distance education: www.tezu.ernet.in/tu_codl/	

Department/School/Centre Information

Name of the Department/School/Centre of Distance Education: CENTRE FOR OPEN AND DISTANCE LEARNING	Address of the Department/School/Centre of Distance Education: TEZPUR UNIVERSITY, TEZPUR, ASSAM-784028	
Telephone of the Department/School/Centre of Distance Education: 9435015074	Email of the Department/School/Centre of Distance Education: CODLDIRECTOR@TEZU.ERNET.IN	Fax of the Department/School/Centre of Distance Education: 0371226007

HEI Authorities

Name of the Vice Chancellor: PROF. VINOD KUMAR JAIN	Vice Chancellor Email: vc@tezu.ernet.in	Vice Chancellor Mobile: 9957191528
Name of the Pro Vice Chancellor(if any): PROF. DILIP KUMAR SAIKIA		
Name of Director/Head of Department/Head of School/Centre of Distance Education: PROF DEBABRATA DAS	Designation: DIRECTOR	Mobile No: 9435015074
Name of the Registrar: DR. BIREN DAS	Registrar Email: registrartu@tezu.ernet.in	Registrar Mobile: 9435080951

HEI Recognition

Recognition status of the HEI as per UGC Act, 1956: SECTION 2(f)	Is HEI also recognized under 12 B : Yes	Approval of Statutory Authority: Yes
Copy of relevant page of act allowing HEI to offer the programme in ODL : View (/Uploads/Proposal/relevantHEIprgODL/HEI-U-0056/HEI-U-0056_relevantHEIprgODL_20191228115600.pdf)		

NAAC Details

Whether accredited by NAAC? : Yes	Grade: A	Score: 3.25
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Validity of NAAC : 10-07-2021	Upload NAAC Document : View (/Uploads/ODL/NAAC/HEI-U-0056/NAAC_20191025115122.pdf)	
Year of assessment of NAAC: 2016	Whether valid for the academic year 2018-19: Yes	
Whether HEI is ready or has already applied for NAAC assessment: No	Reason (s): null	State if NAAC is applicable for 2020-21: Yes

NIRF Ranking

NIRF Ranking : 29

HEI Other Information

Territorial Jurisdiction of HEI as per its Act : Within State	Mention District (s) :	Territorial Jurisdiction as per UGC ODL Regulation : Within State
Mention District (s) :	Whether Center for Internal Quality Assurance (CIQA) is established or not : Yes	In case of existing recognized HEI, mention letter No. & date of UGC recognition letter : F.No.:1-6/2018 (DEB-III)dtd 14/10/2018

Infrastructure

Total Build up area Exclusively for open and distance learning (Minimum 15000 Sq):

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available(Carpet Area Sq. ft)	Difference
Academic	7500	Enter Numeric Onl	Enter Numer
Administrative	1500	Enter Numeric Onl	Enter Numer
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	4500	Enter Numeric Onl	Enter Numer
Amenities or other support facilities(Excluding toilets)	1500	Enter Numeric Onl	Enter Numer
Total built-up area for ODL activities	15000	Enter Numeric Onl	Enter Numer

Activity Calendar

Academic Year Planner [Programmes under yearly system]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year	
		From (Month)	To (Month)
1	Admission	NA	NA
2	Distribution of SLM	NA	NA
3	Contact Programmes(counselling, Practicals,etc.)	NA	NA
4	Assignment Submission (if any)	NA	NA
5	Evaluation of Assignment	NA	NA

Srno	Name of the Activity	Tentative months schedule (specify months) during Year	
		From (Month)	To (Month)
6	Examination	NA	NA
7	Declaration of Result	NA	NA
8	Re-registration	NA	NA

Academic Year Planner [Programmes under Semester System]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jun	Sep	Nov	Feb
2	Distribution of SLM	Aug	Sep	Dec	Feb
3	Contact Programmes(counselling, Practicals,etc.)	Oct	Oct	Apr	Apr
4	Assignment Submission (if any)	Nov	Nov	May	May
5	Evaluation of Assignment	Dec	Dec	Jun	Jun
6	Examination	Dec	Dec	Jun	Jun
7	Declaration of Result	Feb	Feb	Aug	Aug
8	Re-registration	Dec	Jan	Jun	Jul

DEB RECOGNIZED STATUS

Are you recognized by UGC, DEB unde UGC(ODL) Regulations, 2017?

Proposed Programmes

Details of the programme

Srno	Year	Level	Academic Session	Name of Programme	Duration (In Years)	Number of Credits	Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable
1	2020-21	PG	July	Arts/Humanities/Social Sciences - Masters of Arts - Mass Communication	2	64	04-06-2012	null
2	2020-21	PG	July	Arts/Humanities/Social Sciences - Masters of Arts - English	2	64	09-12-2014	null
3	2020-21	PG	July	Arts/Humanities/Social Sciences - Masters of Arts - Sociology	2	64	09-12-2014	null

PPR (Programme Project Report)

Srno	Year	Approved Programme	Date of Approval of PPR	Authority of Approving PPR- Upload	Upload of PPR
1	2020-21	Arts/Humanities/Social Sciences - Masters of Arts - Mass Communication	20-09-2017	View (/Uploads/AuthorityofApprovingPPRUpload/HEI-U-0056/HEI-U-0056_AuthorityofApprovingPPRUpload_20191227161851.PDF)	View (/Uploads/UploadofPPR/HEI-U-0056/HEI-U-0056_UploadofPPR_20191227161851.pdf)
2	2020-21	Arts/Humanities/Social Sciences - Masters of Arts - English	20-09-2017	View (/Uploads/AuthorityofApprovingPPRUpload/HEI-U-0056/HEI-U-0056_AuthorityofApprovingPPRUpload_20191227161350.PDF)	View (/Uploads/UploadofPPR/HEI-U-0056/HEI-U-0056_UploadofPPR_20191227161350.pdf)
3	2020-21	Arts/Humanities/Social Sciences - Masters of Arts - Sociology	20-09-2017	View (/Uploads/AuthorityofApprovingPPRUpload/HEI-U-0056/HEI-U-0056_AuthorityofApprovingPPRUpload_20191227161719.PDF)	View (/Uploads/UploadofPPR/HEI-U-0056/HEI-U-0056_UploadofPPR_20191227161719.pdf)

SLM (Self Learning Material)

Srno	Year	Approved Programme	Outline of the Syllabus	Statutory bodies who approved the material	Source of Self Learning Material	Reference of Self Learning Material	When was it prepared?	Last Updated
1	2020-21	Arts/Humanities/Social Sciences - Masters of Arts - Mass Communication	Advertising and Public Relations, Reporting and Editing, Media Management, Television Production, Communication for Social Change and Development, Film Studies, Science Communication, Community Media	Academic Council	Printed Books, Journals and Web Sources etc.	For reference of SLM, may kindly visit- http://www.tezu.ernet.in/tu_codl/download_slm.html	18-05-2017	03-08-2017
2	2020-21	Arts/Humanities/Social Sciences - Masters of Arts - English	Literature, Linguistic, ELT, Indian writing in English, other Eng lit. such as Australian, Caribbean etc.	Academic Council	Print Books, Journals, Web sources etc.	For reference of SLM, may kindly visit- http://www.tezu.ernet.in/tu_codl	18-05-2017	03-08-2017
3	2020-21	Arts/Humanities/Social Sciences - Masters of Arts - Sociology	Sociological theories, research methodology, family and kinship, social stratification, gender, demography, industry, sociology of India and NE India, political sociology, environmental sociology, sociology of religion and health and illness	Academic Council	Print Books, Journals, web sources etc.	For reference of SLM, may kindly visit- http://www.tezu.ernet.in/tu_codl/download_slm.html	18-05-2017	03-08-2017

Srno	Name of Regional Centre	Address of Regional Centre	Name of the Coordinator/ Counselor	Contact Details of the Coordinator/ Counselor	Email Details of the Coordinator/ Counselor	Qualification of Coordinator/ Counselor	No. of LSCs covered under Regional Centre
1	NA	NA	NA	0000000000	NA	NA	0

Learner Support Centre (LSC) details

Srno	Name of College/Institute	Address of College/Institute	Whether the College/institute is Private or Govt	Name of Affiliating University / HEI	Name of Co-ordinator	Contact Details of Co-ordinator	Qualifications	No. of Counsellors	Counsellor Name
1	B BOROOAH COLLEGE	Ulubari, Guwahati, Assam 781007	Government	GAUHATI UNIVERSITY	DR. DIGANTA CHOUDHURY	8638167719	Ph.D	3	Dr. Abhigy Prasad, Dr Mazumdar Pratibha Devi~NA~ Sailen Das Chandan P Goswami~
2	DHSK COLLEGE	K.C. Gogoi Path, Dibrugarh, Assam 786001	Government	DIBRUGAH UNIVERSITY	DR. ADITYA DAHAL	9954481785	Ph.D	3	Pratik Chowdhur, Madhumita Purkayasth, Trishna D, Kalita~Ms Prerona S, Mr Deepar Bird~NA~

Examination Centre

Srno	Name of Centre	Address of Centre	A) Proposed Examination Centre for term end examinatio for ODL programme for Upcoming Academic Years		
			Ques	Ans	
1	TEZPUR UNIVERSITY	PO NAPAAM, TEZPUR, ASSAM-784028	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
			2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes
			3	Provision of CCTV Cameras	Yes
			4	Provision of Bio-metric attendance	No
			5	Provision of Video recording	No
2	DHSK COLLEGE	K.C. GOGOI PATH, DIBRUGARH, ASSAM- 786001	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
			2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes
			3	Provision of CCTV Cameras	Yes
			4	Provision of Bio-metric attendance	No
			5	Provision of Video recording	No

Srno	Name of Centre	Address of Centre	A) Proposed Examination Centre for term end examination for ODL programme for Upcoming Academic Years		
3	B. BOROOAH COLLEGE	DR. B. BARUA ROAD, ULUBARI, GUWAHATI- 781007	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
			2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes
			3	Provision of CCTV Cameras	Yes
			4	Provision of Bio-metric attendance	No
			5	Provision of Video recording	No

Human Resources Information

Academic Staff for ODL Programmes			
Type of Staff	No. of Staff on Full Time and Dedicated Basis	No. of Staff Exclusively of ODL	No. of Temporary Staff
Director	1	1	0
Associate Professor	9	0	3
Assistant Professor	20	3	4
Programme Coordinators	3	3	3

Administrative Staff for ODL Programmes			
Type of Staff	No. of Staff	No. of Staff Exclusively of ODL	No. of Temporary Staff
Deputy Registrar	3	0	0
Assistant Registrar	5	1	1
Section Officer	8	0	0
Assistants	13	2	1
Computer Operators	4	1	1
Class-IV / Mult Tasking Staff	73	1	0
Technical / Professional	26	0	0
NA	0	0	0

Faculty Details

Srno	Year	Academic Session	Name of Programmes	Name of faculty	Address	Phone	Email
1	2020-21	July	Masters of Arts - Sociology [Total Faculties:1]	1. Ms Ankita Bhattacharyya 2. Dr.Amiya Kumar Das	CODL, ACADEMIC BUILDING 1, TEZPUR UNIVERSITY, ASSAM 784028	03712275359	ankita@tezu.ernet.in
2	2020-21	July	Masters of Arts -Mass Communication [Total Faculties:1]	1. Ms Madhusmita Boruah 2. Dr. Uttam Kumar Pegu	CODL, ACADEMIC BUILDING 1, TEZPUR UNIVERSITY, ASSAM 784028	03712275359	madhu@tezu.ernet.in
3	2020-21	July	Masters of Arts - English [Total Faculties:1]	1. Dr. Suchibrata Goswami, 2. Dr. Sajib Sahoo 3. Dr. Pallavi Jha	CODL, ACADEMIC BUILDING 1, TEZPUR UNIVERSITY, ASSAM 784028	03712275358	suchitu@tezu.ernet.in

Computerization / Digitization Status

Srno	Activities	Yes / No
1	Student registration / Admission	Yes
2	Administration	Yes
3	Finance	No
4	Academic activities	Yes
5	Student Support System	Yes
6	Continuous Evaluation	No
7	Online Support	Yes

Status of a Court case(s)

Srno	W.P.No	Court / Jurisdiction	Status as on date
1	Nil	NA	NA

Help Desk

Help Desk Address: CODL HELP DESK ,TEZPUR UNIVERSITY,P.O. Napam: 784028, Tezpur. Dist: Sonitpur, Assam	Name of Contact Person: ANITA GHOSH	Designation: OFFICE ASSISTANT University
Phone No: 3712275350	Email: anitag_ta@tezu.ernet.in	Contact hours for Help Desk: 9.15 hours-17.30 hours

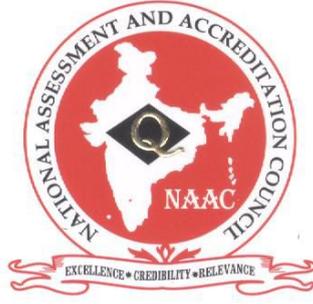
Submitted Date: 12/28/2019 12:12:12 PM

THE FIRST SCHEDULE

(See section 4)

THE OBJECTS OF THE UNIVERSITY

1. The University shall endeavour through education, research, training and extension to play a positive role in the development of the North-Eastern Region, and, based on the rich heritage of the region, to promote and advance the culture of the people of the State of Assam and its human resources. Towards this end, it shall—
 - (a) strive to offer employment oriented and inter-disciplinary courses, mostly at post-graduate level, to meet the local and regional aspirations and the development needs of the State of Assam;
 - (b) offer courses and promote research in areas which are of special and direct relevance to the region and in emerging areas in Science and Technology;
 - (c) promote national integration and the study of the rich cultural heritage of the region and in particular, the diverse ethnic, linguistic and tribal cultures of the State.
 - (d) utilise distance education techniques and modern communication technologies to provide access to higher education for large segments of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas; to upgrade the professional knowledge and skills of in-service personnel, in particular, school teachers, medical personnel and extension staff; and to provide opportunities for life-long learning for adults; and
 - (e) provide an innovative system of university level education, flexible in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct examination and operation of the programmes with a view to promote learning and encourage excellence in new fields of knowledge.



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

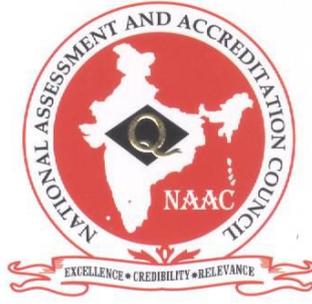
Certificate of Accreditation

*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. Phingh
Director



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

Quality Profile

Name of the Institution : Tezpur University

Place : Napaam, Tezpur, Sonitpur, Assam

Criteria	Weightage (W _i)	Criterion-wise Weighted Grade Point (Cr WGP _i)	Criterion-wise Grade Point Averages (Cr WGP _i / W _i)
I. Curricular Aspects	150	450	3.00
II. Teaching-Learning and Evaluation	200	560	2.80
III. Research, Consultancy and Extension	250	920	3.68
IV. Infrastructure and Learning Resources	100	350	3.50
V. Student Support and Progression	100	360	3.60
VI. Governance, Leadership & Management	100	280	2.80
VII. Innovations and Best Practices	100	330	3.30
Total	$\sum_{i=1}^7 W_i = 1000$	$\sum_{i=1}^7 (Cr WGP_i) = 3250$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP_i)}{\sum_{i=1}^7 W_i} = \frac{3250}{1000} = \boxed{3.25}$$

Grade = **A**

Descriptor = **VERY GOOD**

Date : July 11, 2016



AP Singh
Director

- This certification is valid for a period of *Five* years with effect from July 11, 2016
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer



5

Speed Post

F.No.: 1-6/2018 (DEB-III)

Date: August 2018

14 AUG 2018

The Registrar,
Tezpur University,
P.O- Napam, Tezpur,
Dist- Sonitpur
(Assam) 784 028

Subject: Commission Order on the application, submitted Online by the Higher Educational Institution, for recognition of the programmes to be offered in Open and Distance Learning (ODL) mode from academic year 2018-19 onwards - regarding.

Sir/Madam,

In exercise of the powers conferred by sub-section (1) of Section 26 read with clause (j) of Section 12 of the University Grants Commission Act, 1956 (3 of 1956), the University Grants Commission (Open and Distance Learning) Regulations, 2017, had been notified in the Gazette of India on 23.06.2017. The first and the second amendment in the principal regulations were notified in the Gazette of India on 11.10.2017 and 06.02.2018 respectively.

2. Part-II; sub-regulations (3) to (5); of the University Grants Commission (Open and Distance Learning) Regulations, 2017 describes the Recognition process of Higher Educational Institutions for offering Open and Distance Learning programmes. The sub-regulations (3) describes the process of recognition of Higher Educational Institutions offering programmes in Open and Distance Learning Mode, whereas sub-regulations (4) describes the process for withdrawal of recognition and sub-regulations (5) provides right to appeal to Higher Educational Institutions aggrieved with the decision of the Commission.

3. The Commission had invited online applications from the eligible Higher Educational Institutions for offering Open and Distance Learning programmes from the academic session 2018-19 vide public notice F.No. 74-1/2018 (DEB-IV) dated 28.03.2018, mentioning therein that the online portal for submitting applications shall be open from 2nd April, 2018 to 1st May, 2018. It was also mentioned that the duly certified hard copies of the application submitted online mode along with annexures shall reach UGC (DEB) office at 35 Feroze Shah Road, New Delhi-110001 within 10 working days of submission of online application. In response to the public notice dated 28.03.2018, **Tezpur University** had submitted application online for programme wise recognition by the Commission.

4. Application received from **Tezpur University** had been scrutinized by the expert committee and deficiency(s) or defect(s) in application were communicated and time period as prescribed in University Grants Commission (Open and Distance Learning) Regulations, 2017 was given to remove or rectify such deficiency(s) or defect(s) with relevant documentary evidence.

5. **Tezpur University** was invited for an interface meeting with the Expert Committee; constituted by the Chairman of the Commission; on **05, July, 2018** in the Commission head office, Bahadurshah Zafar Marg, New Delhi. The Expert Committee based on the application submitted, clarification given for deficiency(s) or defect(s) communicated earlier, the presentation made by the Higher Educational Institution in the interface meeting and in terms of provisions of the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments; made recommendations for consideration of the Commission.

6. The Commission in its 534th meeting held on 2nd August, 2018 considered the recommendations of the interface expert committee. Based on the decision of the Commission, I am directed to issue this Order, there by communicating the programme wise recognition status of the programmes to be offered in Open and Distance Learning mode from academic year 2018-19 onwards by the **Tezpur University** as detailed in point no. 7 below.

7. Programme wise recognition status

7(A) **Programmes Recognized**

S. No.	Name of the Programme	Period of Recognition *
1.	MASTER OF ARTS (ENGLISH)	2018-19 to 2019-20
2.	MASTER OF ARTS (MASS COMMUNICATION)	
3.	MASTER OF ARTS (SOCIOLOGY)	

*As HEI NAAC score is below 3.26, the recognition given is only up to the academic year 2018-19 to 2019-20, based on the UGC (ODL) Second Amendment Regulation, 2018. The list of recognized Learner Support Centre/ Study Centres is available on UGC website at https://www.ugc.ac.in/pdfnews/9969719_UGC-RECOGNITION-FOR-ODL-PROGRAMMES-2018-19-ONWARDS.pdf

7(B) **Programmes found deficient**

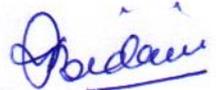
S. No.	Name of the Programme	Deficiencies
NA	NIL	Not Applicable

8. For the programmes recognized in 7(A) above, the Higher Educational Institution shall scrupulously abide in letter and spirit by all the terms and conditions, while offering the programmes in Open and Distance Learning mode, as per the provisions detailed in Part-III, Part-IV, Part-V, Part-VI and Annexure-I to Annexure-XI of the University Grants Commission (Open & Distance Learning) Regulations, 2017 and its amendments. Some specific conditions given in UGC(ODL) Regulation 2017 & its amendments are given in **Annexure 1**.

9. For the programmes found deficient 7(B) above, the Higher Educational Institution shall submit representation along with documentary evidence, if any, within 30 days from the date of this order as per the provision at clause 4(i) of sub-regulation (3) of Part-II of the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments.

10. If the HEI fails to comply with the conditions of recognition or if it is found conducting affairs in a manner that leads to deterioration of academic standards, or if any information, documentary evidence submitted/produced by the HEI is found to be false or fake at a later date, UGC shall take action as per Regulation (4), Part. -II of UGC (ODL) Regulations 2017.

Yours faithfully,



(Smita Bidani)
Education Officer

Copy to:

1. The Secretary, Higher Education, Government of Assam, Dispur, Guwahati 781007 with a request to ensure that HEI adheres to all the provisions of the UGC(ODL) Regulations, 2017 and its amendments.
2. The Joint Secretary (Distance Learning), MHRD, Govt of India, Shastri Bhawan, New Delhi - 110 001.
3. The Vice-Chancellor, Tezpur University, P.O- Napam, Tezpur, Dist- Sonitpur (Assam) 784 028
4. The Joint Secretary, Central University Bureau, UGC for information (as applicable).
5. The Publication Officer (Web), UGC for uploading on the website.
6. Guard file.



(Smita Bidani)
Education Officer

Received
05.30 PM
14/08/18



Conditions

1. The total intake capacity (Number of learners) in Open and Distance Learning mode in Higher Educational Institution and/or Learner Support Centre/Study Centre shall be as mentioned in clause 6 of Annexure-X of the University Grants Commission (Open and Distance Learning) Regulations, 2017.
2. The Higher Educational Institution shall offer only those programmes through Open and Distance Learning mode, which are approved by the statutory bodies of the University and by UGC and by the Regulatory Authority, as applicable.
3. The Higher Educational Institution shall not offer any programme in engineering, Medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.
4. The Higher Educational Institution shall comply to all the terms and conditions mentioned in the Affidavit dated 12th June, 2018, duly notarized and signed by Sh. Biren Das, Registrar submitted to the Commission vide letter dated 06th June, 2018.
5. The Higher Educational Institution shall not offer any M.Phil/Ph.D Programme through distance learning mode in compliance to clause 11 of the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.
6. The HEI shall establish Examination Centre within the territorial jurisdiction of the HEI subject to condition laid down in clause 7(i) to (v) of section 13 in Part-IV.
7. In case, Higher Educational Institution fails to comply with the conditions of recognition, appropriate punitive action(s), as per provisions of the UGC(ODL) Regulations, 2017 and its amendments, shall be taken by the Commission.


(Smita Bidani)
Education Officer







5

Speed Post

F.No.: 1-6/2018 (DEB-III)

Date: August 2018

14 AUG 2018

**The Registrar,
Tezpur University,
P.O- Napam, Tezpur,
Dist- Sonitpur
(Assam) 784 028**

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4. Application received from **Tezpur University** had been scrutinized by the expert committee and deficiency(s) or defect(s) in application were communicated and time period as prescribed in University Grants Commission (Open and Distance Learning) Regulations, 2017 was given to remove or rectify such deficiency(s) or defect(s) with relevant documentary evidence.

5. **Tezpur University** was invited for an interface meeting with the Expert Committee; constituted by the Chairman of the Commission; on **05, July, 2018** in the Commission head office, Bahadurshah Zafar Marg, New Delhi. The Expert Committee based on the application submitted, clarification given for deficiency(s) or defect(s) communicated earlier, the presentation made by the Higher Educational Institution in the interface meeting and in terms of provisions of the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments; made recommendations for consideration of the Commission.

6. The Commission in its 534th meeting held on 2nd August, 2018 considered the recommendations of the interface expert committee. Based on the decision of the Commission, I am directed to issue this Order, there by communicating the programme wise recognition status of the programmes to be offered in Open and Distance Learning mode from academic year 2018-19 onwards by the **Tezpur University** as detailed in point no. 7 below.

7. Programme wise recognition status

7(A) **Programmes Recognized**

S. No.	Name of the Programme	Period of Recognition *
1.	MASTER OF ARTS (ENGLISH)	2018-19 to 2019-20
2.	MASTER OF ARTS (MASS COMMUNICATION)	
3.	MASTER OF ARTS (SOCIOLOGY)	

*As HEI NAAC score is below 3.26, the recognition given is only up to the academic year 2018-19 to 2019-20, based on the UGC (ODL) Second Amendment Regulation, 2018. The list of recognized Learner Support Centre/ Study Centres is available on UGC website at https://www.ugc.ac.in/pdfnews/9969719_UGC-RECOGNITION-FOR-ODL-PROGRAMMES-2018-19-ONWARDS.pdf

7(B) **Programmes found deficient**

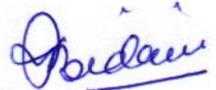
S. No.	Name of the Programme	Deficiencies
NA	NIL	Not Applicable

8. For the programmes recognized in 7(A) above, the Higher Educational Institution shall scrupulously abide in letter and spirit by all the terms and conditions, while offering the programmes in Open and Distance Learning mode, as per the provisions detailed in Part-III, Part-IV, Part-V, Part-VI and Annexure-I to Annexure-XI of the University Grants Commission (Open & Distance Learning) Regulations, 2017 and its amendments. Some specific conditions given in UGC(ODL) Regulation 2017 & its amendments are given in **Annexure 1**.

9. For the programmes found deficient 7(B) above, the Higher Educational Institution shall submit representation along with documentary evidence, if any, within 30 days from the date of this order as per the provision at clause 4(i) of sub-regulation (3) of Part-II of the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments.

10. If the HEI fails to comply with the conditions of recognition or if it is found conducting affairs in a manner that leads to deterioration of academic standards, or if any information, documentary evidence submitted/produced by the HEI is found to be false or fake at a later date, UGC shall take action as per Regulation (4), Part. -II of UGC (ODL) Regulations 2017.

Yours faithfully,



(Smita Bidani)
Education Officer

Copy to:

1. The Secretary, Higher Education, Government of Assam, Dispur, Guwahati 781007 with a request to ensure that HEI adheres to all the provisions of the UGC(ODL) Regulations, 2017 and its amendments.
2. The Joint Secretary (Distance Learning), MHRD, Govt of India, Shastri Bhawan, New Delhi - 110 001.
3. The Vice-Chancellor, Tezpur University, P.O- Napam, Tezpur, Dist- Sonitpur (Assam) 784 028
4. The Joint Secretary, Central University Bureau, UGC for information (as applicable).
5. The Publication Officer (Web), UGC for uploading on the website.
6. Guard file.



(Smita Bidani)
Education Officer

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Conditions

1. The total intake capacity (Number of learners) in Open and Distance Learning mode in Higher Educational Institution and/or Learner Support Centre/Study Centre shall be as mentioned in clause 6 of Annexure-X of the University Grants Commission (Open and Distance Learning) Regulations, 2017.
2. The Higher Educational Institution shall offer only those programmes through Open and Distance Learning mode, which are approved by the statutory bodies of the University and by UGC and by the Regulatory Authority, as applicable.
3. The Higher Educational Institution shall not offer any programme in engineering, Medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.
4. The Higher Educational Institution shall comply to all the terms and conditions mentioned in the Affidavit dated 12th June, 2018, duly notarized and signed by Sh. Biren Das, Registrar submitted to the Commission vide letter dated 06th June, 2018.
5. The Higher Educational Institution shall not offer any M.Phil/Ph.D Programme through distance learning mode in compliance to clause 11 of the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.
6. The HEI shall establish Examination Centre within the territorial jurisdiction of the HEI subject to condition laid down in clause 7(i) to (v) of section 13 in Part-IV.
7. In case, Higher Educational Institution fails to comply with the conditions of recognition, appropriate punitive action(s), as per provisions of the UGC(ODL) Regulations, 2017 and its amendments, shall be taken by the Commission.


(Smita Bidani)
Education Officer







तेजपुर विश्वविद्यालय / TEZPUR UNIVERSITY

(केंद्रीय विश्वविद्यालय / A Central University)

- कुलाध्यक्ष का सर्वोत्तम विश्वविद्यालय पुरस्कार, 2016 और एनआईआरएफ़ 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


20/9/17
(L. Boral)

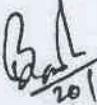
Controller of Examinations

Dated: 20/09/2017

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

Controller of Examinations

Certified Copy

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20/9/17



तेजपुर विश्वविद्यालय / TEZPUR UNIVERSITY

(केंद्रीय विश्वविद्यालय / A Central University)

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परीक्षा नियंत्रक का कार्यालय / OFFICE OF THE CONTROLLER OF EXAMINATIONS

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

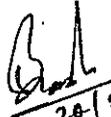
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4. PG Diploma in Environment and Disaster Management
5. PG Diploma in Human Resource Management
6. PG Diploma in Renewable Energy and Energy Management


20/09/17
(L. Borai)

Controller of Examinations

Dated: 20/09/2017

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


20/09/17
Controller of Examinations

OFFICE OF THE CONTROLLER OF EXAMINATIONS
TEZPUR UNIVERSITY: NAPAAM: TEZPUR-784028

NOTIFICATION

F.18-18/4/2006 (Acad)

Dated 4th June, 2012

The 18th meeting of the Academic Council held on 10.05.2012 vide resolution no AC.18/2012/3/9.3 accorded in principle approval to the proposal of syllabi submitted by the Director, CODL for the following programmes to be offered under CODL:

Sl No.	Department	Programme
1	Mass communication and Journalism	M.A. in Mass Communication
2	Mass communication and Journalism	P. G. Diploma in Electronics Media
3	Sociology	P. G. Diploma in Governance and Development
4	Hindi	P. G. Diploma in Functional Hindi
5	Business Administration	P. G. Diploma in Retail Management
6	Business Administration	P. G. Diploma in Investment Management
7	Business Administration	P. G. Diploma in Human Resource Management
8	Environmental Science	P. G. Diploma in Environmental Management
9	Mathematical Sciences	M.A./ M.Sc. in Mathematics
10	Energy	P. G. Diploma in Renewable Energy & Energy Management (REEM)
11	Computer Science and Engineering	P. G. Diploma in System Management

Memo No.F.18-18/3/2006 (Acad)/ 346-A
Copy for information to:

1. Pro Vice-Chancellor, Tezpur University.
2. Registrar, Tezpur University.
3. Director, CODL, Tezpur University.
4. Secretary to the Vice Chancellor, Tezpur University for information of the Vice-Chancellor.
5. Concerned file.

Sd/-B. Sahariah
Controller of Examinations
Date: 04.06.2012



(L. Boral)

Deputy Registrar (Academic)

OFFICE OF THE CONTROLLER OF EXAMINATIONS
Tezpur University: Napaam:Tezpur 784028

NOTIFICATION

F.18-18/4/2006(Acad)/ 523
Dated, 9 December, 2014

The 23rd meeting of the Academic Council held on 10.11.2014 vide resolution No.AC.23/2014/2/6 approved the proposal recommended by the School Board, School of Humanities and Social Sciences for starting MA in English, MA in Sociology and MA in Hindi programmes under the Open and Distance Learning Mode with the following suggestions:

- (1) The Director, CODL take necessary steps for preparation of the Self Learning Materials(SLM) with the assistance of Dr. Mukesh Saikia, Librarian
- (2) The SLM be placed in the next meeting of the Academic Council.


(L. Borai)

Controller of Examinations

Memo: F.18-18/4/2006(Acad)/ 523

Dated, 9 December, 2014

Copy for information to:

1. Pro-Vice Chancellor, Tezpur University.
2. Dean, School Humanities and Social Sciences, Tezpur University.
3. Director, CODL, Tezpur University.
4. Head, Department of English and Foreign Languages, Tezpur University.
5. Head, Department of Sociology, Tezpur University
6. Head, Department of Hindi, Tezpur University.
7. Dr. Mukesh Saikia, Librarian, Tezpur University.
8. Registrar, Tezpur University.
9. Secretary to the VC, Tezpur University for kind information of the Vice-Chancellor.
10. Concerned file.


Controller of Examinations

**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 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 learning 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. 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 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
MEG 406	Other Literatures in English*Optional			
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 301	Third	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				
MEG 302	Third	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.

Course	Semester	Mode	Title of the Course	Credits
MEG 406	Fourth	*Optional	Other Literatures in English	4

The aim of this course is to introduce the learners to an extensive study of Other Literatures in English. The prescribed texts would be examined as offering aesthetic responses to the conditions of colonial/postcolonial through new literary forms and a concern to rework the paradigms of literary and cultural tradition. This course would also analyse and compare the different colonial/postcolonial experience as well as forms of resistance developed by writers in English other than British or American.

MODULE I: Background

- Unit 1:** Emergence and Development of New/World Literatures in English
- Unit 2:** Background of African Literature
- Unit 3:** Brief history of Canadian Literature
- Unit 4:** Caribbean Literature in English
- Unit 5 :** Australian Literature

MODULE II: Literatures of Africa

- Unit 6: Chinua Achebe:** *Things Fall Apart*
- Unit 7: Wole Soyinka:** *Death and the King's Horseman*

MODULE III: Literatures of Canada

- Unit 8: Michael Ondaatje:** *The English Patient*
- Unit 9: Alice Munro:** "The Office"

MODULE IV: Caribbean Literature

- Unit 10 : Jean Rhys:** *Wide Sargasso Sea*
- Derek Walcott:** "The Sea is History", "Love after Love"
- Grace Nichols:** "I is a long memored woman", "Praise Song for my mother",
- Lorna Goodison:** "For my Mother", "Passing the Grace Vessels of Calabash"
- Unit 11:** Themes, Technique and poetic style in poems of Derek Walkot, Grace Nichols and Lorna Goodison's

MODULE V: Australian Literature in English

- A.D. Hope:** "Ascent into the Hell", "The Muse"
- Judith Wright:** "Nigger Leap, New England", "Bullocky"
- Unit 12:** Themes, Technique and poetic style in poems of **A.D. Hope and Judith Write**
- Unit 13:** Reading **David Malouf** *Remembering Babylon*
- Unit 14:** Major Themes and characterisation in the novel

Textbooks:

- Achebe, Chinua. *Things Fall Apart* (Norton Critical Editions) Edited by Francis Abiola Irele, Norton, 2009.
- Gikandi, Simon. *Death and the King's Horsemen* (Norton Critical Editions) Norton, 1st Edition, 2004.
- Ondaatje, Michael. *The English Patient*. 1992. Bloomsbury, 2004.
- Malouf, David. *Remembering Babylon*. Pantheon, 1993.
- Raiskin, Judith L. *Wide Sargasso Sea* (Norton Critical Editions) Norton, 1999.

Further Readings

- Bloom, Harold. *Derek Walcott* (Modern Critical Views) Chelsea House, 2003.
- Bolland, John. *Michael Ondaatje's: The English Patient* (Continuum Contemporaries Series) Continuum, 2002.
- Brooks, David. *The Double Looking Glass: New and Classic Essays on A.D. Hope*. University of Queensland Press (1 August 2000)
- Darling, Robert. *A.D. Hope* (Twayne's English authors series) Twayne, 1997.
- Gikandi, Simon. (Ed) *Encyclopaedia of African Literature*. Routledge, 2002.
- Kröller, Eva-Marie. (Ed) *The Cambridge Companion to Canadian Literature* (Cambridge Companions to Literature) Cambridge University Press, 2004.
- Lane, Richard J. *The Routledge Concise History of Canadian Literature* (Routledge Concise Histories of Literature) Routledge, 2011.
- Randall, Don. *David Malouf* (Contemporary World Writers) Manchester University Press, 2007.
- Savory, Elaine. *Jean Rhys* (Cambridge Studies in African and Caribbean Literature) Cambridge University Press, 2007.
- Webby, Elizabeth. (Ed) *The Cambridge Companion to Australian Literature* (Cambridge Companions to Literature) Cambridge University Press, 2012.

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	4	12	120
MSO 405	Sociology of Governance (Optional)	4	12	120
MSO 406	Quantitative Sociology (Optional)	4	12	120
Total Credit		64		

Course	Semester	Mode	Title of the Course	Credits
Code				
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	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.

Desai, A.R. (Ed.). *Rural Sociology in India* (5th edition). (Bombay: Popular Prakashan, 1978.

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 Hierachicus: 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 Prakasham, 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
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 Pierre 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
Code				
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
Code				
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 404	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.

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Course	Semester	Mode	Title of the Course	Credits
Code				
MSO 405	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

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Course	Semester	Mode	Title of the Course	Credits
MSO 406	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.
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