KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY (KKHSOU)

FOUR-YEAR UNDERGRADUATE PROGRAMME IN ENGLISH

(To be offered from 2023-24 Academic Sessions onwards as per NEP 2020)

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

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	From Language to Literature	4
	IDC – 1 **	Reading and Writing Skills	3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies and Disaster Management	3
	SEC – 1 **		3
Total			***20***
II	Major – 2		4
	Minor – 2	Foundation Course in English	4
	IDC – 2 **	General Principles of Writing	3
	AEC – 2	Modern Indian Language (MIL)/Alternative English***	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2**		3
Total			***20***
Exit 1		**UG Certificate**	**40**
III	Major – 3		4
	Major – 4		4
	Minor – 3	History of English Literature	4
	IDC – 3	English for Professional Studies	3
	AEC – 4	Life Skills	4
	SEC – 4	Cyber Security	4
Total			***23***
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	English Poetry: From Medieval to Modern	4
	AEC – 4	Spoken English	4
Total			***20***
Exit 2		**UG Diploma**	**83**
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Uses of English	4
Total			***20***

VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	Introduction to Language and Linguistics	4
Total			***20***
Exit 3		**UG Degree (General)**	**123**
VII	Major – 16		4
	Major – 17		4
	Major – 18		4
	Minor – 7	Indian English Literature I	4
	SEC – 4	Research Methodology	4
	Field Work/Project etc.	Seminar/Presentation/Internship etc.****	4
Total			***24***
VIII	Major – 19		4
	Major – 20		4
	Minor – 8	Indian English Literature II	4
	Field Work/Project etc.	Project/Dissertation****	12
Total			***24***
Exit 4		**UG Degree (Honours/Research)**	**171**

* *For a learner with English as major, the minor is to be chosen from disciplines other than English.*

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DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

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

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

Learning Objectives:
The objectives of this course are to:

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

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

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

BLOCK 1

Unit 1: Language of Literature
Introduction, What is Literature? Literary Devices, Stylistic, Devices Literature as a Language Event, Notion of Literariness

Unit 2: Semantics
Introduction, Meaning, Elements of Meaning, Sources of Meaning, Lexical Semantics: Sense Relations

Unit 3: Pragmatics
Introduction, The Scope of Pragmatics, Deixis, Conversational, Implicature, Presupposition, Performatives

Unit 4: Text and Discourse
Introduction, Sentence Text and Discourse, Qualities of a Text, The Structure of Discourse

Unit 5: Applied Linguistics
Introduction, The Nature and Scope of Applied Linguistics, Second Language Learning, Contrastive Analysis, Error Analysis

Unit 6: Stylistics
Introduction, The Nature and Scope of Stylistics, Stylistics and Literary Criticism, Formal Poetic and Prose Style, Stylistic Analysis of Poetry

Unit 7: Interpreting Literature
Introduction, Defining Literature, The Basic Forms of Literature, Interpreting Works of Literature

BLOCK 2

Unit 8: Approaches to the Study of Literature I
Introduction, Language and Meaning, Author, Texts and Contexts, Intended Meaning, Meaning perceived by Readers

Unit 9: Approaches to the Study of Literature II
Introduction, Historicism, Politics of Culture and Interpretation, Gender Issues, Issues of Race

Unit 10: Approaches to the Study of Indian English Literature
Introduction to Indian English Literature, Major Literary Forms and Works, Prominent Indian English Writers

Unit 11: Interpreting Poetry
Introduction, What is Poetry? Language and Syntax in Poetry, Use of Words in Poetry, Interpretation of a Poem

Unit 12: Interpreting Drama
Introduction, What is a Play? Types of Drama, The Theory of Drama, Component Parts of a Play, Modes of Theatrical Representation

Unit 13: Interpreting Novel
Introduction, What is a Novel? Characteristics of Novel, Major Types of Novel, Setting Space and Time, Points of View and Use of Perspectives

Unit 14: Interpreting Short Story
Introduction, What is Short Story? Basic Characteristics of a Short Story, Elements of a Short Story

Unit 15: Interpreting Travel Writing
Introduction, Travel Writing as a Literary Form, Travel Writers and Travel Writing, Some Assamese Travel Writers, Two Distinct Types of Travel Writing

Further Reading:

Abrams, M.H. and Harpham, G.G. (2015). *A Glossary of Literary Terms*, Cengage Learning.
Barry, Peter. (2010). *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester: Manchester University Press.
Barry, Peter. (2012). *Literature in Contexts*. Manchester: Manchester University Press.

Beaugrande, Robert de & Wolfgang Dressler. (1981). *Introduction to Text Linguistics*, Longman.
Scholes, Robert. & Nancy R. Comley et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

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

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

Learning Objectives:
The objectives of the course are to:

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

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

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

BLOCK 1
Unit 1: Parts of Speech I
Grammatical Units of a Sentence, Formal and Functional Constituents of a Sentence, Parts of Speech and Formation of Parts of Speech.

Unit 2: Parts of Speech II
Nouns, Pronouns and Determiners and their Types, Verbs and Verb Types.

Unit 3: Parts of Speech III
Adjectives and Adverbs, Prepositions, Functions of Prepositions Conjunctions and Interjections.

Unit 4: Time and Tense I
Introduction, Time and Tense- Simple, Simple Past, Future Form, Aspect-Perfective, Progressive, Perfect Progressive.

Unit 5: Time and Tense II
Passive Verb Forms- Differences in Active and Passive Forms, Modal Verbs with Passives, Change of Voice in Interrogative Sentences.

Unit 6: Vocabulary

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

Unit 7: Punctuation
Uses of Punctuation, Examples and Exercises.

Unit 8: Synthesis and Transformation of Sentences
Introduction, Defining Synthesis, Combining Sentences, Transformation of Sentences from Affirmative to Negative, Assertive to Interrogative, Assertive to Imperative, Assertive to Exclamatory, Simple to Compound, Degrees of Comparison, Samples and Exercises.

BLOCK 2

Unit 9: Phrases and Idioms
Introduction, Defining Phrases and Idioms, Samples and Exercises.

Unit 10: Common Errors
Introduction, Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions, Samples and Exercises.

Unit 11: Basic Remedial Grammar I
Introduction, Uses and Interrogatives with 'There', Uses and Distinction between 'There' and 'It', Emphasis with 'Cleft Sentence' and 'Pseudo-Cleft Sentence'

Unit 12: Basic Remedial Grammar II
Introduction, Glossary: Active Voice to Base Form, Clause to Direct Speech, Ellipses to Irregular Verbs, Lexical Verb to Word

Unit 13: Precis Writing
Introduction, Meaning of Precis, Writing a Precis, Samples and Exercises

Unit 14: Note-Taking
Introduction, Note Taking and Note Making, Skimming and Scanning a Piece of Text, Format and Samples of Note Making

Unit 15: Story Writing
Introduction, Defining Story Writing, Title Writing, Examples, Exercises

Further Reading:

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

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

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

SEMESTER 3
DSE 03
History of English Literature
(4 Credits)

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

Learning Objectives:
The objectives of the course are to:

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

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

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

BLOCK 1
Unit 1: From the Anglo-Saxon to the Medieval
Introduction, The Anglo-Saxons, Major Literary Forms

Unit 2: The Medieval Age
Introduction, Literary Features of the Age, Major Literary Forms Poetry, Drama, Prose; Important Writers.

Unit 3: The Role of the Church
Introduction, Role of Church in the Medieval Age, Influence of Church on Medieval Literature

Unit 4: The Renaissance
Introduction, Intellectual Context, Impact of the Renaissance on English Literature

Unit 5: The Renaissance II
Introduction, Major Literary Forms, Renaissance Ideal.

Unit 6: The Restoration Age
Introduction, Literary Features of the Age, Major Literary Forms, Poetry, Drama, Prose; Important Writers.

Unit 7: The Neoclassical Age I
Introduction, Socio-Cultural Context, Literary Features

Unit 8: The Neoclassical Age II
Introduction, Major Literary Forms, The Age of Prose, Important Writers

BLOCK 2

Unit 9: The Romantic Age I
Introduction, Literary Forms and Features of the Age, Major Literary Forms: Poetry, Periodical Essay and Literary Criticism, Fiction.

Unit 10: The Romantic Age II
Introduction, Major Romantic Writers

Unit 11: The Victorian Age I
Introduction, Features of the Age, Major Literary Forms: Victorian Novel, Victorian Poetry, Victorian Prose.

Unit 12: The Victorian Age II
Introduction, Major Writers

Unit 13: Imperialism and Colonialism
Introduction, Defining of Imperialism and Colonialism, Imperialism and Colonialism in English Literature, Impact on Indian English Literature.

Unit 14: The Modern Age I
Introduction, Literary Characteristics of the Age, Major Literary Forms and Important Writers: Poetry, Non-Fiction Prose, Drama, Fiction, Literary Criticism

Unit 15: The Modern Age II
Introduction, Important Writers

Further Reading:
Daiches, David. (2007). *A Critical History of English Literature*, New Delhi: Random House.
Peck, John and Martin Coyle. (2000). *A Brief History of English Literature*, New York: Palgrave.
Sanders, Andrew. (2004). *The Short Oxford History of English Literature*, Oxford: OUP.
Widdowson, Peter. (2004). *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan

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

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

Learning Objectives:
The objectives of the course are to:

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

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

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

BLOCK 1

Unit 1: Geoffrey Chaucer: "Prologue to Canterbury Tales"
Geoffrey Chaucer, Life and Works of the Poet, Text and Context of the Poem, Explanation of the Poem, Poetic Style

Unit 2: William Shakespeare: Sonnet "65" & "144"
William Shakespeare, Life and Works of the Poet, Text and Explanation of the Sonnets, Poetic Style

Unit 3: Metaphysical Poetry: Important Practitioners
Metaphysical Poetry, John Donne as a Metaphysical Poet, Other Important Practitioners of Metaphysical Poetry

Unit 4: John Donne' "The Good Morrow" and "The Canonisation"
John Donne, Life and Works of the Poet, Text of the Poems, Explanation of the Poems, Poetic Style

Unit 5: John Milton: Invocation to *Paradise Lost*, Book I
John Milton, Life and Works of the Poet, Introduction to Invocation, Invocation to Paradise Lost Book I, Explanation of the Text, Poetic Style

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

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

Unit 7: John Dryden: Extract from "Mac Flecknoe"

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

Unit 8: William Blake: "The Tyger"

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

BLOCK 2

Unit 9: Samuel Taylor Coleridge: "Love"

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

Unit 10: Robert Browning: My Last Duchess

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

Unit 11: Alfred Tennyson: Ulysses

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

Unit 12: T S Eliot: "Preludes"

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

Unit 13: W H Auden: "In Memory of W B Yeats"

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

Unit 14: Philip Larkin: "Church Going"

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

Unit 15: William Butler Yeats: Sailing to Byzantium

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

Further Reading:

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

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

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

SEMESTER 5
DSE 05
Uses of English
(4 Credits)

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

Learning Objectives:

The objectives of the course are to:

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

Learning Outcomes:

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

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

BLOCK 1

Unit 1: Structure of Writing in English

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

Unit 2: English for News Writing

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

Unit 3: Column Writing

Introduction to Column Writing, Tips and Techniques of Column Writing

Unit 4: Press Release

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

Unit 5: Letter Writing

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

Unit 6: English for Business Communication

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

Unit 7: Advertisement Writing
Introduction, Defining Advertisement, Key Concepts of Advertising, Copywriting, Radio Copy, and Television Copy

BLOCK 2

Unit 8: Science Write-up
Introduction, Defining Science Write-up, Tips to Write a Science Write-up, and Examples

Unit 9: Opinion Writing
Introduction, Facts and Opinions, Strategies for Opinion Writing, Organising Information

Unit 10: Review Writing. Article Writing and Letters to the Editor
Introduction, Defining Review Writing, Techniques, Article Writing and Letters to Editor

Unit 11: Editing and Proof Reading
Introduction, The Stages of Editing and Proofreading, Tips and Techniques of Editing and Proof-reading, Revising your Writing

Unit 12: Writing Your Resume
Introduction, Defining a Resume, Basics of Resume Writing- for Print and Electronic Formats, Samples of Resumes

Unit 13: Writing Personal Letters
Introduction, Defining Personal Letters, Various Types of Personal Letters- Polite Requests, Thank You Letters, Congratulations, Condolences, Personal Apologies, Writing to a Child, Writing to a Pen Friend

Unit 14: Employment Correspondence I
Introduction, Defining Formal letters, Various Types of Formal Letters-Business Letters,

Unit 15: Employment Correspondence II
Job Applications, Letters of Rejections, Congratulatory Letters, Reprimands and Dismissals

Further Reading:

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

SEMESTER 6
DSE 06
Introduction to Language and Linguistics
(4 Credits)

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

Learning Objectives:
The objectives of the course are to:

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

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

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

BLOCK 1

Unit 1: History of English Language I
Early Theories of Language, Origins of the English Language – Anglo Saxon Period, Middle English Period, Modern English Period

Unit 2: The History of English Language II
Language Change- Vocabulary, Borrowings from Other Languages, Word Formation, Basic Concepts of Language- Arbitrariness, Base, Comparative Philology, Dialects, Standard Language

Unit 3: Language and Linguistics: An Introduction
Definitions of Language, Distinctive Characteristics of Human Language, Linguistics, History of Modern Linguistics, Levels of Linguistic Analysis, Branches of Linguistics

Unit 4: Morphology

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

Unit 5: Syntax
Meaning of Syntax, Immediate Constituent Analysis- Weakness of IC Analysis

Unit 6: Phonetics
Definition of Phonetics, Acoustic Phonetics, Auditory Phonetics, Articulatory Phonetics, The Speech Sounds

Unit 7: Phonology
Meaning of Phonology, Major Concepts of Phonology- Phone, Phoneme, Allophone, Word Stress, Accent and Rhythm, Intonation

Unit 8: Issues in the Pronunciation of English
Received Pronunciation, The Speech Mechanism, The Respiratory System, The Phonatory System, The Articulatory System

BLOCK 2

Unit 9: Vowels and Consonants
Introduction, Defining the Term 'Vowel', Criteria for Describing Vowels, The Pure Vowels, Diphthongs, The Term 'Consonant', Criteria for Describing Consonants, Plosives, Affricates, Fricatives, Nasals, Laterals, Frictionless Continuant, and Semi-Vowels

Unit 10: Stress, Rhythm and Intonation I
Introduction, Word Stress, Various Stress Patterns, Stress in Compound Words, and Grammatical Function of Stress

Unit 11: Stress, Rhythm and Intonation II
Introduction, Sentence Stress and Rhythm Contractions, Weak Forms, Intonation- Tone Group, Falling Tone, Rising Tone, and Fall-rise

Unit 12: Rhetoric
Introduction, Defining Rhetoric, Figures of Speech-Based on Similarity, Association, Contrast or Difference, Figures Based on Imagination, Indirectness, Sound and Construction

Unit 13: Prosody
Introduction, Defining Prosody, Syllable and Accent, Foot or Measure, Rhythm and Metre

Unit 14: Stylistics I
Introduction, Defining Stylistics, History of Stylistics, Stylistics of Poetry-Syllables and Metre, Rhyme and Stanza, Stylistics of Prose Fiction and Play

Unit 15: Stylistics II
Introduction, Contributions of Roman Jakobson, Viktor Shklovsky, Vladimir Propp, A.J. Greimas, and Tzvetan Todorov etc.

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

Roach, Peter. (2004). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.
Sethi, J & Dhamija, P.V. (1999). *A Course in Phonetics and Spoken English*. Prentice Hall of India
Sethi, J. et al. (2004). *A Practical Course in English Pronunciation*. Prentice Hall.
Yule, George. (2004). *The Study of Language*. Cambridge: Cambridge University Press

SEMESTER 7
DSE 07
Indian English Literature I
(4 Credits)

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

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

Learning Outcomes:
After going through the course, the learner will be able to:
- trace the history of Indian English Literature from the pre-independence to the post-independence period
- gain an idea on the life and literary contributions of the select Indian English Poets
- highlight the thematic concerns and issues highlighted in the select poems
- relate to the Indian context in which these works are situated
- relate literary representations to real life in India

BLOCK 1

Unit 1: Introduction to the History of Indian English Literature
Introduction, Socio-Historical Context, Indian Renaissance and its Influences, Development of Indian English Literature

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

Unit 3: Development of Indian English Poetry
Introduction, Defining Characteristics of Indian English Poetry, Thematic Concerns, Major Indian English Poets

Unit 4: Henry Louis Vivian Derozio: "The Harp of India"
Henry Louis Vivian Derozio: The Poet, His and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 5: Toru Dutt: "Our Casuarina Tree"
Toru Dutt: The Poet, Her Life, Her Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

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

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

BLOCK 2

Unit 7: Sarojini Naidu: "To Youth"
Sarojini Naidu: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 8: Nissim Ezekial: "Night of the Scorpion"
Nissim Ezekial: The Poet, His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 9: A. K.Ramanujan: "Self Portrait"
A.K.Ramanujan: The Poet, His Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 10: Kamala Das: "The Old Playhouse"
Kamala Das: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 11: Keki N. Daruwalla: "Chinar"
Keki N. Daruwalla: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 12: Jayanta Mahapatra: "Indian Summer"
Jayanta Mahapatra: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 13: Eunice d' Souza: "Women in Dutch Painting"
Eunice d'Souza: The Poet, Her Life and Works, Text of the Poem, Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 14: Agha Shahid Ali: "Kashmir Without a Post Office"
Agha Shahid Ali: The Poet, His Life and Works, Text of the Poem, Context and Explanation of the Poem, Major Themes, Style and Language, Critical Reception

Unit 15: Adil Jussawalla: "Sea Breeze, Bombay" and "Shorelines"
Adil Jussawalla: The Poet, His Life and Works, Text of the Poems, Context and Explanation of the Poems, Major Themes, Style and Language, Critical Reception

Further Reading:

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

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

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

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

Mehrotra, Arvind Krishna. (2010). *A Concise History of Indian Literature in English*,
Mohanty, Seemita. (2007). *Critical Analysis of Vikram Seth's Poetry and Fiction*, New Delhi: Atlantic Publishers.
Singh, R. A. (2002). *The Poetry of Keki N. Daruwalla*, Jaipur: Book Enclave.
Talat, Qamar and A. A. Khan. (2009. *Nissim Ezekiel: Poetry as Social Criticism*, New Delhi: Adhyayan Publishers & Distributors.
Thomson, Edward. (1998). *Rabindranath Tagore: Poet and Dramatist*, Delhi: Surjeet Publications.

SEMESTER 8
DSE 08
Indian English Literature II
(4 Credits)

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

Learning Objectives:
The objectives of the course are to:

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

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

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

BLOCK 1

Unit 1: Rabindranath Tagore: "The Hungry Stones"
Introduction, Rabindranath Tagore: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 2: Munshi Premchand: "Penalty"
Introduction, Munshi Premchand: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 3: Mulk Raj Anand: "Duty"
Introduction, Mulk Raj Anand: His Life and Works, Background of the Short Story, Explanation of the Short Story, Major Themes, Major Characters, Critical Reception

Unit 4: Khushwant Singh: "The Portrait of a Lady"
Introduction, Khushwant Singh: Life and Works, Text of the Short Story, Explanation of Text, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 5: U.R. Ananthamurthy: "Mouni"
Introduction, U.R. Ananthamurthy: Life and Works, Text of the Short Story, Explanation of Text, Major Themes, Major Characters, Style and Language, Critical Reception

Unit 6: Jawaharlal Nehru: "In a Train"
Introduction. Jawaharlal Nehru: Life and Works, Text of the Essay, Explanation of the Essay, Major Themes, Style and Language

Unit 7: Vikram Chandra: "Shakti" I
Vikram Chandra: The Author, His Life, His Works, Explanation of the Short Story

Unit 8: Vikram Chandra: "Shakti" II
Major Themes, Major Characters, Style and Language, Critical Reception

BLOCK 2
Unit 9: Raja Rao: *Kanthapura* I
Raja Rao: The Novelist, His Life, His Works, Context of the Novel, Summary of the Novel

Unit 10: Raja Rao: *Kanthapura* II
Major Themes, Major Characters, Style and Language, Critical Reception

Unit 11: Kavery Nambisan: *The Scent of Pepper*
U.R. Anathamurthy, The Novelist, Her Life, Her Works, Context of the Novel, Summary of the Novel, Major Characters, Major Themes, Style and Language

Unit 12: Mahesh Dattani: *Final Solutions* I
Mahesh Dattani: The Dramatist, His Life, His Works, Sources of the Play, Summary of the Play, Critical Commentary on the Play

Unit 13: Mahesh Dattani: *Final Solutions* II
Major Themes, Major Characters, Style and Language, Critical Reception

Unit 14: Girish Karnad: *Tughlaq* I
Girish Karnad: The Dramatist, His Life, His Works, Context of the Play, Summary of the Play

Unit 15: Girish Karnad: *Tughlaq* II
Major Themes, Major Characters, Style and Language, Critical Reception

Further Reading:

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

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

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

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

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

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

Guidelines for Seminar/Presentation

Introduction:

There is a requirement to present a seminar paper in the Four-Year Undergraduate programme and Two-Year PG Programme in English, offered by Krishna Kanta Handiqui State Open University. The seminar presentation (which carries 4 Credits) is in the Seventh Semester of the Four-Year Undergraduate Program and in the Second Semester of the Two-Year Postgraduate Programme in English. The primary objective is to familiarise the learners with the skills of seminar paper presentation on a selected topic of research.

In seminar papers, a specific aspect of a given text is discussed in a short piece of writing. The purpose of a seminar paper is to interpret specific examples and evidence. Seminar papers should have a very clear thesis; they should be able to elaborate thoroughly on their topic. The learners can choose any relevant topic for presentation. It may be a field study based or library-based topic. There are two broad types of seminar papers in academic settings – Empirical Seminar Paper and Theoretical Seminar Paper.

Traditionally, a seminar paper consists of four major sections: Introduction, Background, Analysis and Conclusion.

General Structure of a Seminar Paper

1. Introduction

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

a) Introduce and note why the topic is significant.
b) Briefly summarize the necessary background information.
c) Convey your organization of the paper (i.e., "roadmap").
d) Tell the audience what your paper will show and in what order.
e) If you can concisely summarize your research and outline the arguments of your paper, then it is more likely that your audience will be able to follow your analysis.

2. Background

Here, you need to orient your audience towards your research area. Major tasks are:

a) Describe the genesis of the subject.
b) Describe the changes that occurred during its development.
c) Explain the reasons for the changes.
d) Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis

Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

i. Large-Scale Organization: This follows the following tasks:

a) Discuss the major issues;
b) Separate issues and sub-issues

c) Order issues logically

ii. Small-Scale Organization: This follows the following tasks:

a) Introduce and conclude on each issue.
b) Present your arguments and invalidate opposing arguments.
c) Use organizational paradigms where appropriate.

4. Conclusion

Here your agenda include:

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

Key Points:

a) You should always keep a copy of your seminar paper duly signed by your Centre Coordinator and a Certificate of Presentation from him/her. The University may ask for a copy of that report as and when required.
b) You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
c) Seminar reports must be typed on a computer. Reports may be printed on both sides on standard A4 size papers with 1.5 inch margins on the left and 1.2 inch margins on right sides. In addition, 1.2 inch margins on the top and bottom. Page numbers must be maintained throughout.
d) It is essential that the Presentation Room must be well-organised with a banner of the Seminar in the background.
e) You should request your study centre to maintain a video-recording of your presentation session and obtain a copy of the session you attended.
f) Alternatively, you can record a video of the presentation yourself and keep a copy until the declaration of your Final Semester Results. The University may require this video at any time.

Guidelines for Project/Dissertation

Section I
Introduction:

There is a requirement to prepare and submit a Project/Dissertation in Four Year Undergraduate programme and Two Year PG Programme in English offered by Krishna Kanta Handiqui State Open University. The Project/Dissertation has been incorporated in the Eighth Semester of the Four Year Undergraduate Program and in the Fourth Semester of the Two Year Postgraduate Programme in English.

A Project/Dissertation is a particular kind of academic task. You will usually be asked to generate a topic for yourself; to plan and execute a project investigating that topic; and to write up what you did and what your findings had been. You are expected to hone your theoretical and quantitative abilities through their application in the light of the information gathered while considering different aspects of literature, language and culture. This Project/Dissertation work consists of 8 credits, requiring about 240 hours of study and work.

Dear learners, please note that you need to take this task utmost seriously and with all your sincerity and dedication because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding of relevant issues of literature, language and culture. Secondly, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undertaking the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. You should formulate a detailed research proposal along with your theoretical understanding of the issue. For doing this, you can Page 3 of 10 take help from the course 8 Research Methodology 9 in the Seventh Semester of the Four Year Undergraduate Programme in English. This is also done in the Second Semester of the Two Year Postgraduate Programme in English. You need to write your Project/Dissertation Report either in English.

The main steps to write a dissertation are:

a) Choose your research topic carefully.
b) Check what is exactly required.
c) Have a clear goal and structure.
d) Write as you go.
e) Continue to question.
f) Don't underestimate the editing stage.
g) Enjoy the achievement.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. Moreover, the University will use high-end plagiarism detection software to check all the project and dissertation reports. Thus, you should also note that if it is found that

the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the projects will be rejected. Zero mark will be awarded to both.

Presentation Style

You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation

Writing of Project/Dissertation Report is one of the research tasks. So, you need to follow a particular style of citation and referencing. The University follows the American Psychological Association's APA 7 Citation Style. A link to download a brief APA Citation Guide is: https://apastyle.apa.org/style-grammar-guidelines/references/examples

Role of your Project/Dissertation Guide

Your project/dissertation guide should be well-versed in the subject area, which will help you in designing the objectives, procedure for data collection, and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters9 degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional9s biodata is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

Key Points:

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A-4 size papers with 1.5 inch margins on left and 1.2 inch margins on right sides and 1.2 inch margins on top and bottom. Page numbers must be maintained

throughout. The Title/Acknowledgement/ Content pages should be numbered in Roman letters (i, ii, iii etc…) while the main body part must be numbered in standard (1,2,3,…) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc…).

- The Project/Dissertation Report should be printed on both sides of paper. For English Times New Roman font, size 12 point with spacing of minimum 1.5 has to be used.

Section II
Project/Dissertation Performa

Cover Page:

The cover page on the bound copy of the report should indicate.

- The title of the report. It would be short, if necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

Colour of the Hard Cover of the Project Report must be NAVY BLUE.

Project Report/Dissertation

Title of topic

University Logo

Dissertation submitted for the partial fulfilment of Four Year Undergraduate Programme/Two Year Postgraduate Programme in English under Padmanath Gohainbaruah School of Humanities of Krishna Kanta Handiqui State Open University

Submitted by
Name of the Candidate:
Enrolment No:
Study centre Code:

Guide/Supervisor

Name:
Designation:

Krishna Kanta Kandiqui State Open University
Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name:
Designation:

This is to certify that the project report entitled "……." has been prepared by Ms/Mrs……..bearing enrolment No ……under my supervision and guidance, for the partial fulfilment of Four Year Undergraduate Programme/Two Year Postgraduate Programme in English of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date: **Signature:**

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

Certificate of Study Centre Coordinator/ Academic consultant

Coordinator/ Name of Academic Consultant:
Designation:

This is to certify that the project report entitled "……." has been prepared by Ms./Mr …….. under the guidance of Dr./ Sri/Mr./Ms……for the Partial fulfilment of Four Year Undergraduate Programme/Two Year Postgraduate Programme in English of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date: **Signature:**

Acknowledgement:

The learner should provide an acknowledgement of the help received from the Supervisor, other teachers, Libraries and any other organizations/ sources/ persons. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner

The learner has to make the following declaration:

Self-Declaration by The Learner

I do hereby declare that this project work entitled "……." submitted by me for the partial fulfilment of the requirement for the award of Four-Year Undergraduate Programme/Two Year Postgraduate Programme in English of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observations and has not been submitted earlier for the award of any degree or diploma to any Institute or University.

Name: **Enrolment Number:**
Signature of the Learner: **Date:**

Table of Contents

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography, appendices & annexures.

Main Report

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

Chapter I: Introduction of the Problem: This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided. ¬

Chapter II: Theoretical Perspective, Methodology, Scope, Limitations: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major findings thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow. This chapter should describe in detail the steps followed in completing the study. If you have done a field study based work then the sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

Chapter III, IV, V, VI …. Discussion/Body of the Report: Presentation of the relevant data and analysis and discussion thereof form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

Appendices and Annexure: Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

Annexures are to be numbered numerically e.g., Annexure I, II etc. and they should contain such supporting information which are not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

References: References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexures.

Bibliography: A bibliography is a list of the published sources consulted during the course of the project work and normally includes all works listed in the text and text notes. The bibliography should be arranged in APA 7th Citation Style.

Section II
A Guide to Organising the Contents of Project Report /Dissertation

The Title of the Study

A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate newspaper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report9s content. Avoid using terms such as "a research into…" or "an experiment to discover" = in the opening of your title. Such sentences are redundant and contribute nothing to the text; they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

The Abstract of the Study

The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test-names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a concise abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

Introduction to the Study

To begin, you should defend the study you9re addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study9s specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous works (and maybe your own) that relate to the subject at hand.

Justify your previous work9s inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research9s mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study9s aims and desired outcomes. This final paragraph of the introduction is critical to the study9s and report9s comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier.

Ascertain the relevance of your theories to the essay9s main body. Your theories do not have to be enumerated or bulleted.

Methodology of Research

Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you9re not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

Chapterisation

Based on your chaptalisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your work in a way so that there is a continuity of flow throughout the discussion.

Findings and Discussions

Begin by outlining the actions you took to process the data you found in your study. Never copy and paste other9s arguments into your report. Always assess what information is pertinent and significant and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your analysis section. This will be beneficial for your readers.

Conclusion

To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain specific points of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

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