

# ECONOMICS

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF ECONOMICS**

**B.A. COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				
I	ECO-I.C-1 Principles of Economics	ECO-I.C-2 Mathematical Techniques for Economic Analysis					
II	ECO-II.C-3 Economics of Growth and Development	ECO-II.C-4 Empirical Techniques for Economic Analysis					
III	ECO-III.C-5 Micro-economics		ECO-E-2 Environmental Economics	ECO-E-4 Regional Economics	ECO-E-5 Economics and Governance	ECO-E-8 Economics and Law	
IV	ECO-IV.C-6 Macro-economics		ECO-E-1 Labour Economics	ECO-E-3 Emerging Market Economies	ECO-E-6 Entrepreneurship	ECO-E-7 Accounting for Non-accountants	
V	ECO-V.C-7 Public Economics	ECO-V/VI.C-9 Project	ECO-E-9 Introduction to Econometrics	ECO-E-13 Indian Economy	ECO-E-11 Actuarial Economics	ECO-E-12 Micro-economic Analysis	ECO-E-18 Evolution of Methods in Economic Analysis
VI	ECO-VI.C-8 International Trade and Policy	ECO-V/VI.C-9 Project	ECO-E-10 Introduction to Operations Research for Economists	ECO-E-14 Economics of Foreign Exchange	ECO-E-15 Introduction to Industrial Economics	ECO-E-16 Financial Economics	ECO-E-17 Macroeconomic Analysis
<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES (FOUNDATION GROUP) FOR SEMESTER V AND VI</b>						
V/VI	ECO-INT-1 Entrepreneurship	ECO-INT-2 Gandhian Economic Thought		ECO-INT-3 Financial Investments for All		ECO-INT-4 Taxation for All	



## **CORE COURSES**

**Course Title: Principles of Economics**

**Course Code: ECO-I.C-1**

**Marks: 100**

**Credits: 04**

**Hours: 60**

Course outcomes: Upon completion of the course student will be able to

**CO1:** Define basic concepts in Economics.

**CO2:** Recognize economic problems that require decision making.

**CO3:** Distinguish between concepts related to national income

**CO4:** Create & draw hypothetical market demand & supply schedules & curves.

**CO5:** Differentiate & calculate different types, degrees of elasticity of demand & supply.

**CO6:** Arrange different market structure on the basis of degree of competition.

**CO7:** Propose solutions to economic problem

### **SYLLABUS**

**Unit 1: Thinking like an economist and ten principles of Economics (15 Hours)**

Decision making; functioning of an economy; normative and positive economics; circular flow diagram; and the production possibility frontier.

**Unit 2: Demand and Supply and Market Equilibrium (15 Hours)**

Factors affecting demand and supply; market equilibrium; elasticity of demand and elasticity of supply; consumers' surplus and producers' surplus.

**Unit 3: Market Structure (15 Hours)**

Firms and markets; perfect competition, monopoly, oligopoly.

**Unit 4: Macroeconomic Concepts and Policies (15 Hours)**

GDP, unemployment and inflation; growth and stabilization objectives; introduction to fiscal and monetary policy measures.

### **References:**

#### **Mandatory:**

1. Mankiw, N. Gregory, *Principles of Economics*, Thomson / South-Western, Seventh Edition.

Supplementary readings

1. Salvatore, Dominick, *Principles of Micro Economics*, Oxford International student edition, Eighth Edition

**Course Title: Mathematical Techniques for Economic Analysis**

**Course code: ECO-I.C-2**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Outcomes:** Upon completion of the course student will be able to

**CO1:** Identify and use the rules of calculus

**CO2:** Interpret graphs and tables

**CO3:** Apply mathematical techniques in economics

**CO4:** Analyze economic reality in a structured manner

**CO5:** Assess economic questions as mathematical problems

**CO6:** Design optimal solutions to simple economic problems

## **SYLLABUS**

### **Unit1:Introduction to Basic Concepts (5 Hours)**

Importance of Mathematical and Statistical Methods in Economic Analysis Review of some Concepts; Algebraic Expressions; Equations; Exponents; Graphs of Lines and Non-Linear Equations; System of Simultaneous Equations; properties of sets, number systems.

### **Unit 2: Concept of Function and Types (25 Hours)**

Limit, Continuity and Derivatives; Rules of Differentiation; Marginal Concept; Marginal Cost; Revenue; Utility; Elasticities and Types; Partial and Total Differentiation and Applications. Some Simple Rules of Integration and Applications to Consumer's Surplus and Producer's Surplus.

### **Unit 3: Optimization (20 Hours)**

Problems of Maxima and Minima in Single and Multivariable Functions; Unconstrained and Constrained; Optimization in Simple Economic Problems.

### **Unit 4: Matrix Algebra (10 Hours)**

Determinants & input-output analysis

## **References:**

### **Mandatory:**

1. Knut Sydsaeter and Peter J Hammond (2005), *Mathematics for Economic Analysis*; Pearson Educational Asia: 4th Indian reprint.

### **Supplementary:**

1. Chiang, A.C. & Kevin Wainwright (2005), *Fundamental Methods of Mathematical Economics*; Fourth Edition, McGraw-Hill.
2. Dowling, Edward T. (1992), *Schaum's Outline of Theory and Problems of Introduction to Mathematics*; 3rd Edition, McGraw-Hill

**Course Title: Economics of Growth and Development**

**Course Code: ECO-II.C-3**

**Marks: 100**

**Credits: 4**

**Hours: 60**

**Course Outcomes:** Upon completion of the syllabus students will be able to:

**CO1:** Order the theories of growth and development on a timeline.

**CO2:** Identify patterns of growth based on classical & neoclassical theories of growth and development.

**CO3:** Give examples of economies those have experienced the growth & development in line with theories.

**CO4:** Distinguish between economies those have and have not experienced growth & development in line with theories.

**CO5:** Compare & contrast various growth & development models as applicable to India.

**CO6:** Categorize states of India based on different growth patterns.

**CO7:** Design & recommend growth model for India & or its states.

## SYLLABUS

### **Unit 1: Growth and Development (15 Hours)**

Growth and development, Components, Indicators, Approaches to development: Traditional and Modern; Sen's capabilities approach, Institutional freedom as ends and means of development.

### **Unit 2: Patterns of Growth and Development (15 Hours)**

Growth and development in different countries, Critique of classical theories of development: Rostow's model, Lewis model; international dependence revolution: neoclassical dependence model, fake paradigm model: dualistic development models.

### **Unit 3: New Growth Theories (15 Hours)**

Exogenous growth theories: Solow model, Harrod-Domar model; Endogenous growth theories: Romer and Lucas endogenous model, Robinson model.

### **Unit 4: India's Development Experience (15 Hours)**

India's development journey from planning commission to NITI Aayog. India on the eve of planning, Nehru Mahalanobis growth and development model, Liberalization, Privatization and Globalization; Inclusive growth; Interstate variations in development, Case studies: Economic models of any two Indian States; Economic development of Goa.

## **References:**

### **Mandatory:**

1. Todaro M, Smith S.( 2013), *Economic development*, Pearson, Noida, India

### **Supplementary :**

1. Thirlwall A.,(2005), *Growth and development: with special reference to developing economies*, Palgrave, Macmillan, USA
2. Hayami Y, (2005), *Development economics: from the poverty to the wealth of nation*, Oxford India, Paperback, India
3. Ray Debraj, (2007), *Development economics*, Oxford India paperback, Noida, India

**Course Title: Empirical Techniques for Economic Analysis.**

**Course Code: ECO-II.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to:

**CO 1:** Relate empirical methodology to economic enquiry

**CO 2:** Summarise, interpret and graph data appropriately

**CO 3:** Apply discrete and continuous probability distributions to various business problems

**CO 4:** Analyse statistical data using MS Excel

**CO 5:** Validate sampling measures

**CO 6:** Develop basic statistical inference using correlation, regression, indices, hypothesis testing, and ANOVA

## **SYLLABUS**

### **Unit 1: Population and Sampling**

**(10 Hours)**

Meaning of population and sampling. Need for sampling, concept of 'Good Sample'; Methods of sampling – probability and non-probability sampling; sampling techniques; Optimum sampling; Nyman's sampling – problems to be solved based on sampling methods.

### **Unit 2: Correlation and Regression**

**(20 Hours)**

Karl Pearson's coefficient of correlation and Spearman's Rank coefficient of correlation; properties of Pearson's coefficient of correlation; Linear regression – meaning, regression equations and lines. Focus on problem solving using MS EXCEL/Other spreadsheet.

### **Unit 3: Time Series & Index Numbers**

**(10 Hours)**

Components of time series; fitting a trend; methods: semi-averages, moving averages and method of least squares; weighted aggregative index numbers.

### **Unit 4: Hypothesis Testing**

**(20 Hours)**

Why and How to make Hypothesis; level of significance, critical area; Type I and Type II errors, Z, t, F and  $\chi^2$  distribution; ANOVA (one way and two way).

## **References:**

### **Mandatory:**

1. Arora, P.N. et.al. 2007, *Comprehensive Statistical Methods*, 1<sup>st</sup> edition, S. Chand, New Delhi.

### **Supplementary:**

1. Anderson, David R. et.al. *Statistics for Business and Economics*, Cengage Learning India Edition.

**Course Title: Microeconomics**

**Course Code: ECO-III.C-5**

**Marks: 100**

**Credits: 4**

**Hours: 60**

**Course Outcomes:** Upon completion of the course students will be able to:

**CO1:** Reproduce consumer & producer behavior theories.

**CO2:** Describe different concept of production, costs & revenue.

**CO3:** Compute total, average & marginal concepts related to production, cost & revenue.

**CO4:** Compare & contrast competitive & non competitive market structures.

**CO5:** Categorize normal profit, supernormal profit, loss and shutdown point across different market structures.

**CO6:** Assess the given micro economic situation (consumer or producer).

## SYLLABUS

### **Unit 1: Consumer Behaviour and Demand (20 Hours)**

Distinction between Cardinal and Ordinal Utility, Law of Utility, Indifference Curves, Budget Line, Substitution Effect and Income Effect; Hicksian and Slutsky's Analysis; Derivation of demand curve and Engel's Curve, Revealed preference theory.

### **Unit 2: Production (10 Hours)**

Production function – AP and MP, Non- linear production function, Production with one variable input, Production with two variable inputs, Isoquants – MRTS-elasticity of factor substitution, Iso-cost line - Ridge Line, Returns to Scale. Technological progress & international competitiveness.

### **Unit 3: Cost and Revenue (10 Hours)**

Cost of Production, Behavior of cost, Short run and Long run Costs, Derivation of Average and marginal cost curves, Least cost input Combination, , Introduction to Modern Cost Curves: L shaped and inverted J shaped cost curves , Concepts of revenue: AR, MR, TR, Break-even analysis.

### **Unit 4: Perfect Market Structure (10 Hours)**

Perfect markets, Behavior of profit maximizing firms and the production process; Price and output decisions; costs and output in short and long run, Pure competition, Role of time element in the determination of value.

### **Unit 5: Imperfect Market Structure (10 Hours)**

Nature and types of imperfect market structures, Assumptions, Conditions of imperfections, Imperfect markets: price & output under Monopoly and monopolistic competition; Introduction to oligopoly.

## **References:**

### **Mandatory:**

1. Salvatore, Dominick, *Principles of Micro Economics*, Oxford International student edition, Eighth Edition

### **Supplementary:**

1. Hubbard, R. G. and O'Brien, A. P. (2012), *Microeconomics*, Pearson, Delhi.
2. O'Sullivan, A., Sheffrin S. M. and Perez S. J. (2012). *Microeconomics, Principal, Application and tools*, Pearson, Delhi
3. Pindyck, Robert S and Rubinfeld, Daniel L. (2012) *Microeconomics*, Pearson, Delhi

**Course Title: Macroeconomics**

**Course Code: ECO-IV.C- 6**

**Marks: 100**

**Credit: 4**

**Hours: 60**

Course outcome: Upon completion of the course students will be able to

**CO1:** Define various key macroeconomic variables; principles & tools; and national income concepts.

**CO2:** Contrast between the long run & short run macroeconomic behavior; and various macroeconomic frameworks

**CO3:** Make use of macroeconomic concepts to develop an understanding of the working of the economy

**CO4:** Examine and analyze Keynesian and Monetarist macroeconomic framework

**CO5:** Justify the policy measures undertaken in a Keynesian system; especially those influencing consumption and expenditure decisions

**CO 6:** Estimate, imagine and elaborate the impact of macroeconomic policies on the state of the economy

## SYLLABUS

### **Unit 1: Introduction to Macroeconomics (10 Hours)**

Major Macroeconomic Issues: Business Cycle, Unemployment, Inflation, Long-run Economic Growth; Principles and Tools of Macroeconomic Analysis; Macroeconomic Variables; Long run and Short run Analysis in Macroeconomics.

### **Unit 2: National Accounts: Measuring Output and Income (10 Hours)**

National income: concept and measurement: GDP, GNP, NDP, NNP; Methods of measurement: Value Added and Expenditure Approach; Price Indices and Deflator.

### **Unit 3: Keynesian Macro-economic Framework (20 Hours)**

Keynesian analysis: Aggregate Demand- concepts, components and determinant's, Consumption Demand and its Determinants, Consumption Function and Consumption Line, Autonomous Consumption Demand, Marginal and Average Propensity to Consume, Saving Function and Saving Line, Marginal and Average Propensity to Save, Consumption Puzzle, Theories of Consumption, Investment Demand and its Determinants, Investment Function and Investment Demand Curve, Theories of Investment, Aggregate Expenditures in the Closed Private Economy, Planned Expenditures and Actual Expenditures, The 45°line and Equilibrium Output in the Two-sector Model in the Short run ("Keynesian Cross Model"), Non-equilibrium Situations, Multiplier Effect of Autonomous Spending on Output.

### **Unit 4: Monetarists Framework (10 Hours)**

Origin of monetarist views: Milton Freidman; Origin of quantity theory of money.

### **Unit 5: The IS-LM Model (10 Hours)**

IS-LM equations, Dynamics in the IS-LM model, Fiscal policy-effectiveness and LM curve, Fiscal policy- effectiveness and IS curve, Monetary policy- effectiveness and IS curve, monetary policy- effectiveness of LM curve, paradox of thrift, Policy objectives.

**References:****Mandatory:**

1. Begg, D., Dornbusch, R., Fischer, S. (2005) *Economics*, McGraw-Hill Book Co., London.

**Supplementary:**

1. Mankiw, N.G. (2010) *Macroeconomics*, Worth Publishers, New York.
2. Lipsey, R.G.; Chrystal, K. A. (2007) *Economics*, Oxford University Press, Oxford.
3. Samuelson, P.; Nordhaus, William (2010) *Economics*, MacGraw Hill Education. Delhi

**Course Title: Public Economics**

**Course Code: ECO-V.C-7**

**Marks: 100**

**Credits: 04**

**Hours: 60**

**Course outcome:** Upon completion of the course students will be able to:

**CO1:** Understand the difference between public finance and Public economics.

**CO2:** Appreciate public economics & its rationale.

**CO3:** Discuss the nature of public economy, the functioning of markets and determinants of market failure.

**CO4:** Evaluate the welfare effect of taxes

**CO5:** Demonstrate the theory of public goods in reality.

**CO6:** Analyze and evaluate fiscal operations of the government.

**SYLLABUS****Unit 1: Issues in Public Economics (15 Hours)**

Nature of the Public Economy – Public economy and markets – Pareto optimality and Market failure – fundamental theorem of welfare – Cases of violation of Pareto optimality, Asymmetric information and market failure – the problem of externality and their internalization, Pigouvian tax.

**Unit 2: Theory of Public goods (15 Hours)**

Public Choice theory – Public goods, Samuelson model, Empirical theories of public goods: Wagner hypothesis, Wiseman-peacock hypothesis, Preference revelation mechanism for public goods. Lindahl model.

**Unit 3: Public Revenue (15 Hours)**

Principles of Taxation and classification of taxes – Impact and incidence of taxes - deadweight loss -optimal taxation- partial and general equilibrium, examples – Excess burden of tax. - tax evasion & tax avoidance.

**Unit 4: Public Expenditure and Public debt (15 Hours)**

Principles of expenditure and classification of expenditure. Causes and Consequences of public debt; Debt sustainability analysis; Modigliani's burden thesis; Burden of internal & external debt, debt trap.

**References:****Mandatory:**

1. Cullis J. and Jones P.(latest edition) *Public Finance & Public Choice: Analytical Perspectives*, Oxford

**Supplementary:**

1. Atkinson, A.B and. Stiglitz J.E (2015), *Lectures on Public Economics*, McGraw-Hill, New York.
2. Musgrave, R. A. (1959), *The Theory of Public Finance*, McGraw Hill, New York.
3. Musgrave, R. and Musgrave P. (2004), *Public Finance in Theory and Practice*, McGraw-Hill.
4. Hindriks J. and Myers G.D. ( ) *Intermediate Public Economics*, Prentice Hall of India, New Delhi

**Course Title: International Trade and Policy**

**Course Code: ECO-VI.C-8**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Outcome:** Upon completion of the course students will be able to

**CO1:** Define the conditions under which trade is beneficial for both individual nations and international community and identify gainers and losers from trade

**CO2:** Compare and evaluate alternative theories of international trade

**CO3:** Apply partial equilibrium and general equilibrium models in analysing trade theories & the economic effects of trade policies

**CO4:** Analyse key issues raised under WTO & through regional trading arrangements

**CO5:** Evaluate the implications of trade on growth and income distribution under various circumstances

**CO6:** Adapt the theory to address the issues on globalization, economic integration, and trade policy

**SYLLABUS**

**Unit 1: Classical Trade Theories (15 Hours)**

Absolute Advantage; Comparative Advantage Theory and its refinements; Reciprocal demand and the international equilibrium model; Gains from Trade and Terms of Trade.

**Unit 2: Modern Trade Theories and Extensions (15 Hours)**

Factor-Endowments (Heckscher-Ohlin) Theory; Factor-price Equalisation Theorem; Leontief Paradox; Factor Intensity Reversal; Intra-industry Trade: Trade based on Economies of Scale; Differentiated Products; Technological Gaps; Product Cycles; Differences in Tastes. Trade in Goods and Services.

**Unit 3: Trade Barriers (15 Hours)**

Tariffs – Types and Effects; Non-tariff Barriers: Quotas; Exchange Controls; Dual Exchange Rates; Discriminatory Procurement; Eco Labelling; Other Human-rights and Health and Hygiene Safeguards. Dumping; Voluntary Export Restraints; Export Subsidies; Counter trade; International Cartels.

**Unit 4: Trade Issues of Developing Countries and Emerging Markets (15 Hours)**

Trade as an engine of Growth; Factors influencing Terms of Trade of Developing Countries; Prebisch-Singer Thesis; Immiserising growth; Trade Disputes and WTO;



Strategic trade policies; Regional Economic Integration and Globalization; Emerging Markets and Global Resource Movements; Multinational enterprises and world trade.

**References:**

**Mandatory:**

1. Carbaugh, Robert J. (2002), *International Economics*, South-Western (Thomson Publishing), Bangalore, 8<sup>th</sup> edition (Latest available 15<sup>th</sup> edition)

**Supplementary:**

1. Krugman, Paul R.; Obstfeld, Maurice (2011), *International Economics: Theory and Policy*, Pearson, New Delhi.
2. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi

## **ELECTIVE COURSES**

**Course Title: Economics of Foreign Exchange**

**Course Code: ECO- E-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Identify the factors that influence the price of currency derivatives

**CO2:** Explain the organisation and institutional details of foreign exchange and international money markets

**CO3:** Apply the theories and models covered to the various issues of international banking

**CO4:** Analyze the impact of fiscal and monetary policies on exchange rates and international resource movements

**CO5:** Show the structure of the balance of payments and the role of international financial institutions and multinational enterprises on the movement of financial & non-financial resources

**CO6:** Formulate strategies to manage foreign exchange risks and use the theories of international finance and monetary issues to real world situations

## **SYLLABUS**

### **Unit 1: Foreign Exchange and Exchange Rate Determination**

**(15 Hours)**

Foreign exchange market: types & participants; foreign exchange quotations\*. Derivative markets: Forward\*, Futures\* and Options\*, Exchange rate determination: Demand and supply of foreign exchange ;Appreciation and depreciation of currency; effective exchange rates\*; arbitrage\*; forward rates\*; interest arbitrage\*; Role of speculation and foreign exchange rates\*.

### **Unit 2: Exchange Rates and Balance of Payments**

**(15 Hours)**

Effects of exchange rate changes on costs, prices; Effects of currency appreciation, depreciation and balance of payments; Devaluation and Revaluation: Requirements for a successful devaluation; Elasticity approach to exchange rate adjustment; Absorption approach to exchange rate adjustment; Monetary approach to exchange-rate adjustment.

**Unit 3: Exchange Rate Systems and International Banking. (15 Hours)**

Exchange-rate practices; Fixed exchange rate systems; Floating exchange rates; Managed floating rates; Exchange controls. Nature of international reserves; International Monetary Fund and facilities for borrowing reserves; International Debt and World Bank; Asia Infrastructure Investment Bank, Euro-currency market.

**Unit 4: Exchange rate and International Resource Movement (15 Hours)**

Role of exchange rate and Movement of capital – International lending and borrowing; Foreign direct investment Foreign institutional investment. International movement of labour; Transfer of technology; Multinational enterprises, Role of commercial banks & financial institutions.

\*Students have to solve numerical problems on these subtopics.

**References:**

**Mandatory:**

1. Carbaugh, Robert J. (2002), *International Economics*, South-Western (Thomson Publishing), Bangalore. (Latest available edition internationally 15<sup>th</sup> edition)

**Supplementary:**

1. Krugman, Paul R.; Obstfeld, Maurice (2011), *International Economics: Theory and Policy*, Pearson, New Delhi.
2. Pilbeam, Keith (2013), *International Finance*, Palgrave Macmillan, London
3. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi

**Course Title: Regional Economics**

**Course Code: ECO- E-4**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Recognize different types of economic regions.

**CO2:** Explain the problems of land, Wage flexibility & interregional migration etc.

**CO3:** Discuss the relevance of regional economics and its relationship with other disciplines.

**CO4:** Choose the appropriate micro economic theory for decision making with regards to industrial clustering and firm site selection.

**CO5:** Examine the evolution of cities and urban areas, including the economic incentives for their development.

**CO6:** Compare the inter and intra growth of economic regions in India .

**SYLLABUS**

- Unit 1: Introduction** (10 Hours)  
Regional economics: Meaning, Scope and Relevance; Types of regions: Homogeneous, heterogeneous; Regionalization: Development, planning & policies.
- Unit 2: Clustering & Agglomeration** (10 Hours)  
Industrial clustering and returns to scale, Agglomeration economies: source, types, clustering & nature of transactions, Urban consumption, limited information, uncertainty and evolution of clusters.
- Unit 3: Location Theory and Economic Activity** (15 Hours)  
Webster's theory of industrial location, Moses' location production model, Thunen's theory of location of agricultural activities, Christaller and Losch's central place theory, General equilibrium & Hotelling principle.
- Unit 4: Problems of Regional Economic Growth** (13 Hours)  
Land competition (bid rent model), mono centricity, land supply and landownership, labor markets, wage flexibility & interregional labor migration, Balance of payments and regional growth.
- Unit 5: Regional flows and economic growth** (12 Hours)  
Commodity and Service v/s Monetary & Capital flows; Migration: Types, Causes, Ramifications, Measures; Regional Growth theory; Migration and Regional policy in India.

#### References:

##### Mandatory:

1. McCann, Philip. (2013), *Modern Urban and Regional Economics*, Oxford University press.

##### Supplementary:

1. Shrivastava, O.S. (2009), *Regional Economics and Regional Planning*, Anmol Publications Pvt Ltd.
2. Hoover, Edgar M. and Giarratani. *An introduction to Regional Economics*, West Virginia University.
3. Hoover, Edgar M. (1968), *Spatial Economics: Partial Equilibrium Approach*, in Encyclopedia of the Social Sciences, Macmillan, New York.
4. Isard, Walter. (1956), *Location and Space-Economy*, The MIT Press, Cambridge.
5. Krugmen, Paul. *Geography and trade*, MIT press.
6. Martin, Beckmann. (1968), *Location Theory*, Random House, New York.
7. Moses, Leon. (1968), *Spatial Economics: General Equilibrium Approach*, in Encyclopedia of the Social Sciences, Macmillan, New York.
8. Nijkamp, Peter, Mill, S Edwin. (2007), *Handbook of Regional and Urban Economics: Regional economics*, North- Holland publishers.
9. Nourse, Hugh O. (1968), *Regional Economics*, McGraw-Hill, New York.
10. Richardson, W Harry. (1978), *The State of Regional Economics*, International Regional Science Review, Fall.
11. Webber, J Michael. (1972), *Impact of Uncertainty on Location*, MIT Press, Cambridge.
12. Woglom, W. H. (1954), *The Economics of Location*, Yale University Press, New Haven.

**Course Title: Economics and Governance**

**Course Code: ECO- E-5**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course outcome:** Upon completion of the course student will be able to

**CO1:** Outline the concept and dimensions of governance.

**CO2:** Identify the principles and measures of governance.

**CO3:** Apply the concept of good governance to address governance issues in public provisioning.

**CO4:** Examine experience of developed and developing countries based on broad based governance criteria.

**CO5:** Justify the need for governance through participatory development and practice good governance in India.

## **SYLLABUS**

### **Unit 1: Governance and Growth Interface (15 Hours)**

The concept of governance and growth: Policies that make up economic environment for development of good governance; Role of social infrastructure to facilitate action-oriented and participatory development; state failure versus market failure.

### **Unit 2: The Issues of Governance (15 Hours)**

The issues of governance: Role of the State and other institutions; Strategies to address governance issues: provisions, effectiveness, challenges.

### **Unit 3: Experiences of Developed and Developing Countries (10 Hours)**

Experiences of developed and developing countries based on broad governance criteria, Lessons for broad-based growth.

### **Unit 4: Governance in Contemporary India (20 Hours)**

Need for good governance in India; Issues and challenges related to growth and governance.

## **References:**

### **Mandatory:**

1. North Douglas, Acemoglu Daron ,Fukuyama Francis, Rodrick Dani 2008, *Governance, Growth and Development Decision Making* World Bank Reflections

## **Supplementary**

1. Dixit, Avinash K. *Lawlessness and Economics: Alternative Modes of Governance*, Princeton University Press.
2. William K. Tabb, *Economic Governance in the Age of Globalization*, University Press, Columbia.

3. The Inclusive Growth and Development Report January 2017, World Economic Forum

**Course Title: Economics and Law**

**Course Code: ECO-E-8**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the paper students will be able to

**CO1:** Associate/relate the subject of economics and law.

**CO2:** Identify legal structure and institutions and classify different types of law.

**CO3:** Breakdown the economic theory of property rights

**CO4:** Apply the knowledge of economic principles in law

**CO5:** Interpret /Evaluate existing property laws

## **SYLLABUS**

### **Unit 1: An Introduction to Law and Economics (20 Hours)**

Economic analysis of law: Interrelationship between economics and law; The civil law and the common law tradition, Legal structure in India; Disputes and settlements; A brief introduction to different types of law: Property law, Contract law, Criminal law and Law of Torts.

### **Unit 2: Economic Theory of Property Rights (15 Hours)**

Origin of the institution of property; Legal concept of property, Bargaining theory; Economic theory of property; Establishment and verification of property rights, Conflicting property rights, Public and private property, the public use of private property. The tragedy of the common property resources, Taking Property: Eminent domain.

### **Unit 3: Evaluation of the Existing Property Laws (15 Hours)**

Intellectual Property Rights: Importance; Intellectual Property Rights and World Trade Organization. Copyrights Act, 1957: Purpose; Ownership of Copyrights; Rights of Owners and Rights of Others; Registration of Copyrights and its Infringement; Remedies under Copyrights Act, Patents Act, 1970: background; Concept of Patent; Procedural aspects of filing of patents; Procedure after filing of Patents; Other provisions of the Act.

### **Unit 4: Economic Laws in India (10 Hours)**

Consumer Protection Act, 1986: Purpose, Salient Features, Organisational set-up; Grievance Redressal Mechanism. Competition Act, 2002 Purpose; Salient Features; Complaint; Procedures for redressal, Essential Commodities Act, 1955: Purpose; Scope; Penalties and Prosecution; Repeals and Savings; FEMA, Geographical indications of Goods Act.

**References:**

**Mandatory**

1. Cooter, Robert and Ulen, Thomas. (2011), *An Introduction to Law and Economics*, 6th ed Pearson Series in Economics

**Supplementary:**

1. Copyrights Act, 1957: <http://copyright.gov.in/>
2. Patents Act, 1970: <http://www.wipo.int/patents/en/>
3. Patents Act, 1970: <http://www.ipindia.nic.in/patents.htm>
4. Consumer protection Act, 1986: <https://www.india.gov.in/consumer-protection-act>
5. <http://www.mca.gov.in/MinistryV2/competitionact.html>
6. Essential commodities Act, 1955-  
[https://indiacode.nic.in/handle/123456789/1781?view\\_type=search](https://indiacode.nic.in/handle/123456789/1781?view_type=search)
7. FEMA: <http://dipp.nic.in/foreign-direct-investment/foreign-exchange-management-act>
8. Geographical indications of goods Act:  
<http://legislative.gov.in/sites/default/files/A1999-48.pdf>
9. Gopalakrishnan, K.C. (2002), *Legal Economics (Interactional Dimensions- Economics and Law)*, Eastern Book Company, Lucknow.
10. Granstrand, Ove. (2003), *Law and Intellectual Property: Seeking Strategies for Research and Teaching in a Developing Field*, Kluwer Academic Publishers, Boston.
11. Medema, Steven G., Mercuro, Nicholas. (1998), *Economics and the Law: From Posner to Post-Modernism*, Princeton University Press, Princeton, New Jersey.
12. Reddy, G. B. (2002), *Law of Consumer Protection in India*, Gogia Law Agency, Hyderabad.
13. Wadehra, B. L. (2003), *Intellectual Property Law Handbook: Law Relating to Patents, Trade Marks, Copyrights, Design & Geographical Indications*, Universal Law Publishing Co, Delhi.

**Course Title: Indian Economy**

**Course Code: ECO- E-1**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Outcomes:** upon completion of the course students will be able to

**CO1:** Describe structural changes in Indian economy from Independence till globalization.

**CO2:** Identify & explain key issues & challenges faced by Indian economy.

**CO3:** Interpret the policy perspectives with regard to Indian economy.

**CO4:** Examine structure of Goa's economy & compare the same with Indian economy.

**CO5:** Review India's position with regard to foreign trade FDI, FII, MNC's; WTO globally.

**CO6:** Appraise the status of Indian economy with regard to current economic situation.

**SYLLABUS**

**Unit 1: Structural Changes in the Indian Economy****(15 Hours)**

Pre reform period: India on the eve of independence, Need for planning, Structural adjustment programme: need, impact, Liberalization, Privatization, Globalization; Primary -Secondary -Tertiary sector Linkages – trends

**Unit 2: Key Issues and Challenges of Indian Economy****(15 Hours)**

Key issues: Population, poverty, inequality, unemployment; Challenges: Inclusive growth: social; Parallel Economy; Rural development, urbanization, migration; Environment & sustainable development.

**Unit 3: Policy Perspectives****(12 Hours)**

Shift from Planning commission to NITI Ayog; Impact of policy shifts on decisions: finance, infrastructure, investments; Flagship Missions of GOI.

**Unit 4: Economy of Goa****(8 Hours)**

Structural trends in GSDP; Contribution of major sectors, Occupational shifts and demographic trends.

**Unit 5: India's Position in the World****(10 Hours)**

Foreign Trade: Features and trends; Capital movements: FDI, FII, MNC's; WTO, India's position in the world economy.

**References:****Mandatory:**

1. Government of India: *Economic Survey* (various years), Government of India, New Delhi.

**Supplementary:**

1. Government of Goa: *Economic Survey* (various years), Directorate of Planning, Statistics and Evaluation, Panaji-Goa.
2. Chaudhary, C.M. (2012), *Dynamics of Indian Economy*, Oxford book company, New Delhi.
3. Datt, R.; Sundaram. K.P.M. (2018), *Indian Economy*, S. Chand & Company Ltd., New Delhi.
4. Kapila, Uma. (2007), *India's Economic development since 1947*, Academic Foundation, New Delhi.
5. Rajan, K. (2006), *Indian Economy Post Reform Scenario*, Serials Publication, New Delhi.

**Course Title: Emerging Market Economies****Course Code: ECO-E-3****Marks: 100****Credits: 04****Duration: 60 Hours****Course Outcomes**

Upon completion of the course students will be able to

1. Identify the emerging market economies in the world economy.
2. Understand how the emerging markets have evolved over time.

3. Analyze how different institutions function in these economies, and to identify the key factors behind their spectacular growth.
4. Explore how the emerging market economies interact with the rest of the world and their implications for the world economy as whole.
5. Evaluate the overall growth process of the two major emerging markets India and China.

## **SYLLABUS**

### **Unit 1: Emerging Market Economies: An overview (15 Hours)**

Concept and definition of the emerging markets, the historical background, Emerging market indices; Developed vs Emerging markets: the political economy of development, globalization, competitiveness and emerging markets.

### **Unit 2: Understanding Emerging Markets (15 Hours)**

Understanding BRICS: scope, purpose and importance; Emerging markets of Asia, Europe and Latin America: Importance, Growth and Evaluation.

### **Unit 3: Financialisation and Emerging Markets: (15 Hours)**

The process of financial liberalization and innovation in emerging markets, Forms & functions of finance in emerging markets, Global financial crisis and the emerging markets: Involvement, impact and recovery.

### **Unit 4: The emerging markets of India and China: (15 Hours)**

Neo-liberalism and emergence of India as a market economy, Analysis of India's post reform growth, performance of Indian economy post 1997; Rise of China as a market economy: Economic policies since 1978, Emergence of China as a world leader in export: Evaluating the impact of technological and institutional factors.

## **References:**

1. Grzegorz, W. Kolodko. (2003), *Globalization and Development*, Ashgate Publications, Aldershot.
2. Hoen, Herman W. (2014), *Globalization and institutional change: are emerging market economies in Europe and Asia converging?* Academic Publishers, Adleton.
3. Kohli, Harinder S, (2008), *Growth and Development in Emerging Market Economies: International Private Capital Flows, Financial Markets and Globalization*, Sage Publication India Pvt Ltd, Los Angeles.
4. Zhu, Xiaodong, (2012), *Understanding China's growth: Past, Present and Future*. Journal of Economic Perspectives Vol 7, No.4, Pp 103-124.

## **Journal Reference:**

1. Li, Hongbin, Li, Lei, Wu, Binzhen and Xiong, Yanyan. (2012), *The journal of Economic Perspectives* Vol 26, No.4, Pp 57-74.



**Course Title: Entrepreneurship**

**Course Code: ECO-E-6**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Outcome:** upon completion of the course students will be able to:

**CO1:** Understand basic concepts in entrepreneurship.

**CO2:** Evaluate risks faced by entrepreneurs

**CO3:** Identify the sources of funds & manage human resources.

**CO4:** Understand costing, pricing & marketing strategies.

**CO5:** Identify and evaluate business opportunities.

**CO6:** Design and execute a business plan.

## **SYLLABUS**

### **Unit I. Introduction to entrepreneurship (15 hours)**

Entrepreneurship: meaning, definition, Types, qualities, skills and functions.

Analysis of Business Environment & Policies: Market, Resources & Competition.

Use of SWOT and Porter's Five Forces Analysis.

### **Unit 2: Risk and Innovation (15 Hours)**

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Differences between Risk and Uncertainty; Schumpeter's, Drucker's and other's views; Types and forms of innovations; innovation & imitation; Patents and Copyrights. ,Start-up, Incubation centre: Role, status in Goa

### **Unit 3: Sources, Uses and Management of Resources (10 Hours)**

Financial Resources - Sources of funds; Uses of funds; Fixed and Working Capital; Material Resources: Supply and distribution chains; Government and local resources; Human Resources.

### **Unit 4: Costing, Pricing and Marketing (10 Hours)**

Costing Strategies - Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies(skimming price, penetration price, mark-up, marginal-cost price); Break- even analysis and break- even chart. Marketing techniques and strategies.

### **Unit 5: Preparing the Business Plan\* (10 Hours)**

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

\*students will submit a business plan: (10 hours)

## **References:**

### **Mandatory:**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.

**Supplementary:**

1. Colombo Plan Staff College for Technical Education, Manila (1999), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.
2. Chandra, Prasana (1995), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.
3. Kuriloff, Arthur H; Hemphill, John M. (1988), *Starting and Managing the Small Business*, McGraw-Hill, New York.
4. <https://up.startupindia.gov.in/content/sih/en/home-page.html>
5. <http://www.ciba.org.in/>
6. <https://www.goa.gov.in/wp-content/uploads/2017/09/Goa-IT-Start-up-Policy-2017.pdf>

**Course Title: Accounting for Non-accountants**

**Course Code: ECO- E-7**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Outcomes:** Upon completion of the course students will be able to

**CO1:** To identify the accounting issues and describe accounting processes

**CO 2:** To understand the methods of cost and management accounting to evaluate and project business performance

**CO 3:** To apply the knowledge of accounting theory to financial analysis and decision making

**CO 4:** To analyze financial data as well as the effects of differing financial accounting methods on the financial statements

**CO 5:** To examine the effects of various financial accounting methods on the financial statements

**CO 6:** To construct Receipts and Payments Account, Income and Expenditure Account, Balance Sheet, Cost sheets, Trading Account and Profit & Loss Account

**SYLLABUS****Unit 1: The Accounting Process****(15 Hours)**

Theoretical Framework of Accounting; Generally Accepted Accounting Principles, Concepts and Conventions; Capital and Revenue transactions: capital and revenue expenditures, capital and revenue receipts; Measurement, Valuation and Accounting estimates; Double entry system, Books of prime entry, Subsidiary Books; Recording of Cash and Bank transactions; Preparation of Ledger Accounts; Preparation of Trial Balance- interpretation and usefulness; Rectification of Errors; Opening entries, Transfer entries, Adjustment entries, Closing entries.

**Unit 2: \*Issues in Accounting****(10 Hours)**

Creating new ledgers/Company, Reconciliation Statements and Accounting for Depreciation: Bank Reconciliation Statement; Receivables / Payables Reconciliation Statement; Stock Reconciliation Statement. Depreciation Policy; Methods, Computation and Accounting treatment, Journal Vouchers.

**Unit 3:\* Preparation of Final Accounts****(15 Hours)**

Profit making concern: (for sole proprietorship concern and partnership firm only): Preparation of Trading Account, Profit & Loss Account and Balance Sheet; Accounting treatment of bad debts, reserve for bad and doubtful debts, provision for discount on debtors and provision for discount on creditors. Not-for-Profit making concern: Preparation of Receipts and Payments Account; Preparation of Income and Expenditure Account; Preparation of Balance Sheet.

**Unit 4: Fundamentals of Cost Accounting (12 Hours)**

Cost and Management Accounting – Generally Accepted Cost Accounting Principles; Accounting for Material cost (including Accounting of Inventory – LIFO, FIFO, Weighted, Average Cost Methods); Accounting for Labour costs, Direct Expenses and Overheads. Preparation of Cost Statements: Cost Data collection, Cost Sheet formats; Preparation of Cost Sheets (historical cost sheets and estimated cost sheets).

**Unit 5: Fundamentals of Management Accounting (8 Hours)**

Marginal Costing and Break-even analysis – basic knowledge; Application of Marginal Costing for decision-making.

\*Practical component to be taught using accounting software

**References:**

**Mandatory**

1. Kansal, Amit (2014), *NCERT solutions Accountancy*, Arihant, Meerut

**Supplementary**

1. Gibson, Charles H. (2013), *Financial Statement Analysis*, Cengage Learning, Delhi.
2. Singal, Santosh (2012), *Accounting and Financial Analysis*, International Book House, New Delhi.

**Course Title: Introduction to Econometrics**

**Course Code: ECO- E-9**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

The key objectives of this course are:

1. To acquaint the students with the tools of econometrics.
2. To help students to make estimates about the dependent variable, to test the hypothesis about the dependent variables and to forecast changes in the dependent variables.

**Course outcomes:** Upon completion of the syllabus students will be able to:

**CO1:** List the concepts and scope of econometrics as well as the concepts of sampling

**CO2:** Outline the fundamental concepts of econometric modelling, particularly linear regression models

**CO3:** Identify and use the normal distribution appropriately

**CO4:** Draw inferences from tests of Hypothesis as well as construct confidence interval

**CO5:** Assess and interpret the results of Bi-variate and Multivariate Regression and Correlation Analysis

**CO6:** Design, construct and estimate econometric models and forecast economic variables.

CO7: Use computational software to perform various econometrics problems

## SYLLABUS

### Unit 1: Nature and Scope of Econometrics

(3 Hours)

Theoretical and Empirical Econometrics; Methodology of Econometrics; Econometrics and Samples; Small and Large Samples; Scope: Estimating, Testing, Forecasting.

### Unit 2: Basic Ideas of Linear Regression: The Two-Variable Model

(15 Hours)

Population Regression Function; Classical Linear Regression Model. Linear Regression Method: Sample Regression Function, Meaning of "Linear" Regression. Method of Ordinary Least Squares for Two-variable regression; Least Squares Residuals, Variances and Standard Errors of Ordinary Least Squares [OLS] Estimators; BLUE Properties of OLS Estimators: The Gauss-Markov Theorem.

### Unit 3: The Two-Variable Model: Hypothesis Testing.

(12 Hours)

Hypothesis Testing: Test of Significance Approach; Confidence Interval Approach; Analysis of Variance and Correlation: Sum of Squares; Use of F-ratio to Test the Regression Equation; Use of  $r^2$  to obtain the Goodness of Fit.

### Unit 4: Multiple Regression: Estimation and Hypothesis Testing

(15 Hours)

Three-variable Regression Model; Meaning of Partial Regression Coefficients; Assumptions of the Classical Linear (Multiple) Regression Model. Multiple Regression Equation; Estimation of Parameters of Multiple Regression, (OLS Estimators); Variances and Standard errors of OLS Estimators. Properties of OLS Estimators of Multiple Regression. Testing the slope of an individual estimator; Testing the Regression Equation. F test, R Square, Adjusted R Square, Comparing two  $R^2$  Values. Partial Correlation.

### Unit 5: Multiple Regression Problems and Forecasting

(15 Hours)

Multicollinearity: Perfect and Imperfect Multicollinearity; Consequences of Multicollinearity, Detection of Multicollinearity\*, Corrections for Multicollinearity. Heteroscedasticity\*; Nature of Heteroscedasticity, Consequences of Heteroscedasticity, Detection of Heteroscedasticity\*, Corrections for Heteroscedasticity\*. Serial Correlation; Nature of Serial Correlation, Consequences of Serial Correlation, Detection of Serial Correlation\*, Corrections for Serial Correlation\*. Regression on Dummy Explanatory Variables\*. Forecasting with a Single-Equation Regression Model.

\* In class exercise using software packages.

## References:

### Mandatory:

1. Gujarati, Damodar N. (latest edition), *Basic Econometrics*, McGraw Hill, Singapore.

### Supplementary:

1. Ramanathan, Ramu (2002), *Introductory Econometrics with Applications*, Thomson Asia Pte Ltd., Singapore.
2. Gujarati, Damodar N. (1999), *Essentials of Econometrics*, Irwin/McGraw Hill, Singapore.
3. Studenmund, A. H. (1997), *Using Econometrics: A Practical Guide*, Addison-Wesley, Reading, Mass.

**Course Title: Labour Economics**  
**Course Code: ECO-E-13**  
**Marks: 100**  
**Credits: 04**  
**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to:

- CO1:** Recognize the characteristics of Indian labor market.
- CO2:** Review efficiency of Indian labor market.
- CO3:** Choose appropriate labor welfare policy for Indian labor.
- CO4:** Examine issue of labor in India with special reference to female & child labor force.
- CO5:** Analyze the data on Indian labor market & draw suitable findings.
- CO6:** Construct a labor laws and policies suitable in Globalised world,

## **SYLLABUS**

### **Unit 1: An Introduction to Labour Economics (10 Hours)**

Labour - Concept, significance and peculiarities. Nature, scope and importance of Labour Economics. Labour Markets: positive and normative aspects – Characteristics of Indian labour markets.

### **Unit 2: Efficiency of Labour (16 Hours)**

Determinants of Labour efficiency: Wages, education and training, other factors; Determination of wages – minimum wage and fair wage, alternative pay schemes, incentives; Investing in Education and Human Capital Formation; school inputs, school quality, student and teacher incentives, Human capital policy; training program; Competition and regulation.

### **Unit 3: Labour Welfare (12 Hours)**

Social security; need, statutory and non-statutory welfare measures, un-employment insurance, labour welfare funds – Health and insurance schemes.

### **Unit 4: Labour Market Policies in India (12 Hours)**

Exit Policy; Child Labour Policy in India; Problems and Policy of Female Workers in India, Contract Labour.

### **Unit 5: Trade, globalization and labour markets (10 Hours)**

Global dimension of human resource, Perspectives and emerging issues in employer-employee relations in India consequent to economic liberalization and globalization. Brain drain and brain gain.

Mandatory Reading:

1. Ronald G. Ehrenberg and Robert S. Smith (2012), *Modern Labor Economics: Theory and Public Policy*, Pearson Publication, Prentice Hall Boston. (mandatory economics)

#### **Reference:**

1. Puneeker S.D, Deodhar S.D. and Sankaran Saraswathi (2011), *Labour welfare, trade unionism and industrial relations*, Himalaya Publishing House, Mumbai.
2. Datt, G (1996), *Bargaining Power, Wages and Employment : An Analysis of Agricultural, Labour : Markets in India*, Sage Publications, New Delhi
3. Hajela, P.D. (1998), *Labour Restructuring in India: A Critique of the New Economic Policies*, Commonwealth Publishers, New Delhi.

4. Jhabvala, R. and R.K. Subrahmanya (Eds) (2000), *The Unorganised Sector: Work Security and Social Protection*, Sage Publications, New Delhi.
5. McConnell, C.R. And S.L. Brue (2009), *Contemporary Labour Economics*, McGraw-Hill, New York.

**Course Title: Actuarial Economics**

**Course Code: ECO-E-11**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Outcomes:** upon completion of the course students will be able to:

**CO1:** Understand concepts in actuarial economics

**CO2:** Identify the changes in financial sector due to globalization;

**CO3:** Calculate annuity and types of annuity.

**CO4:** Interpret life table for the purpose of calculation of premium.

**CO5:** Apply probability theory to insurance

**CO6:** Outline the role of regulatory bodies like IRDA

## **SYLLABUS**

### **Unit 1: Introduction to Actuarial Economics (5 Hours)**

Origin, nature and scope of Actuarial Economics - Its importance; Link between financial planning and risk management; Utility and risk preference.

### **Unit 2: Annuity and its Calculations (12 Hours)**

Annuity: ordinary annuity, annuity due, deferred annuity; Perpetuity: present value of immediate perpetuity, present value of perpetuity due, differed perpetuity; annuity with frequency different from that with which interest is convertible; varying rates of interest; redemption of loan; average interest yield on the life fund.

### **Unit 3: Pricing (15 Hours)**

Basic elements in computation of life insurance premium; premium calculation; formulae for calculation of net premium.

### **Unit 4: Mortality Tables (14 Hours)**

Probability theory in insurance; mortality table; types: select and ultimate tables; stages involved in construction of mortality table.

### **Unit 5: Product Design and Actuarial Profession (14 Hours)**

Basic methodology and setting assumptions; product design; actuarial standards and regulations, role of IRDA.

## **References:**

**Mandatory:** Mishra K.C. & Kumar C.S., (2009), *Elements of Actuarial Science*, Cengage Learning, Delhi

## **Supplementary:**

1. Booth, P.M. et al., (1999), *Modern Actuarial Theory and Practice*, Chapman and Hall, London

2. Newton Bowers et al., (1997), *Actuarial Mathematics*, Society of Actuaries, (second edition), Illinois.
3. Sherris, Michael, (2001), *Principles of Actuarial Science*, **PDF**

**Course Title: Microeconomic Analysis**

**Course Code: ECO-E-12**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Outline the theory of distribution from classical to neo classical.

**CO2:** Classify and describe theories of distribution in competitive and non competitive market structures.

**CO3:** Define general equilibrium & welfare economics.

**CO4:** Compare & contrast partial equilibrium with general equilibrium.

**CO5:** Examine market failure and causes of it.

**CO6:** Evaluate micro economic theories in a given economic situation.

## **SYLLABUS**

Unit 1: Oligopoly: Cournot & kinked demand curve models, **(15 Hours)**  
 Collusion: cartel & price leadership model; long run adjustments & efficiency implications of oligopoly, other oligopolistic pricing practices, Prisoners' dilemma, Price & non price competition & cartel cheating.

Unit2: Pricing & employment of inputs **(15 Hours)**  
 Perfect competition: Demand & supply curve for input, pricing & employment of input, analysis of labor market; Imperfect competition: Demand curve of firm for an input, monopsony pricing & employment of one variable input, analysis of imperfect input markets.

Unit 3: Equilibrium Analysis **(15 Hours)**  
 Partial equilibrium, Walrasian general equilibrium of exchange & production, Pareto optimality, perfect competition, economic efficiency & equity, Rawl's theory of justice.

**Unit 4: Welfare Economics (15 Hours)**  
 Pigouvian welfare economics; Utility possibility frontier, Pareto optimal conditions; Value judgment; Social welfare, Social policy criteria: Compensation principle, Arrow's impossibility theorem, Inability to obtain optimum welfare – Imperfections, market failure, decreasing costs, uncertainty and non-existent and incomplete markets.

## **References:**

### **Mandatory:**

1. Salvatore, Dominick, Principles of Micro Economics, Oxford International student edition, Eighth Edition

**Supplementary:**

1. Gravelle, H and Ray Rees, (2004), *Microeconomics*, Pearson Education Limited, England.
2. Hal R Varian, (2010), *Microeconomic Analysis*, W W Norton & Company, New York.
3. Mas-colell, A, Michael D. Wiston and Jerry G. Green (1995), *Microeconomics*, 3rd edition, Prentice Hall Longman, London.
4. Sen, A.,(1999), *Microeconomic Theory*, OUP, New York.
5. Stigler, G., (1996), *Microeconomics: Theory and Applications*, Oxford University Press, New Delhi.
6. Varian, H., (2004), *Theory of Price*, (4th Edition), Prentice Hall of India, New Delhi.

**Course Title: Evolution of Methods in Economic Analysis**

**Course Code: ECO-E-18**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course outcomes:** upon completion of the course students will be able to

**CO1:** Describe evolution of economic thought.

**CO2:** state Philosophical orientation of economics

**CO2:** List out the contribution of all classical economists.

**CO3:** Differentiate between approaches adopted by positive and normative economics

**CO4:** Classify different theory of Economics on the timeline with the specific contribution of all the economists as mentioned in the syllabus.

**CO5:** Analyze the contribution of Keynes and post Keynesian to economic thought.

**CO6:** Appraise the emergence of Economics as a discipline.

**SYLLABUS****Unit 1: Philosophical Orientation of Economics (12 Hours)**

Smith, Ricardo, Malthus, Mill, Marx: Beginnings of Classical Political Economy

**Unit 2: Historical Analysis in Political Economy (12 Hours)**

Classical school, German school: Schmoller, Knapp, Weber etc.

**Unit 3: Marginalist Methods of Analysis (12 Hours)**

Emergence of Economics as a Science – Acritical view

**Unit 4: Positivism and the Emergence of Economics as a Discipline (12 Hours)**

Menger to Hayek: the Austrian School.

**Unit 5: General Theory to General Equilibrium (12 Hours)**

Keynes and beyond

**References:****Mandatory:**

1. Milonakis, Dimitris and Fine, Ben (2009), *From Political Economy to Economics Method, the Social and the Historical in the Evolution of Economic Theory*, Routledge, London.

**Supplementary:**

1. Backhouse, Roger E. (1985), *A History of Modern Economic Analysis*, Basil Blackwell, Oxford



2. Blaug, Mark (1997), *Economic Theory in Retrospect*, Blaug, Cambridge University Press, Cambridge, U.K.
3. Blaug, Mark (1992): “ *The Methodology of Economics: Or How Economists Explain*”, Cambridge University Press, Cambridge, U.K.

**Course Title: Introduction to Operations Research for Economists**

**Course Code: ECO-E-10**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Outcomes:** Upon completion of the course students will be able

**CO1:** To identify best techniques to solve a specific problem

**CO2:** To understand the mathematical tools that are needed to solve optimisation problems.

**CO3:** To explain a real-world problem, given in words, into a mathematical formulation

**CO4:** To analyze the best choice using decision tree

**CO5:** To evaluate linear programming, transportation and assignment problems

**CO6:** To interpret and discuss the results of solutions to the problems

## **SYLLABUS**

### **Unit 1: Linear Algebra (15 Hours)**

Systems of equations; Matrices and determinants; Matrix inversion method and its uses.

### **Unit 2: Linear Programming (15 Hours)**

Elements of Linear Programming; Solution to LPP: Graphical, Simplex and the Big M methods.

### **Unit 3: Transportation and Assignment Problems (15 Hours)**

Initial allocation methods; Optimization methods.

### **Unit 4: Statistical Decision-Making (15 Hours)**

Probability analysis; Decision Trees; Expected Value; Economic and commercial applications.

## **References:**

1. Kantisawrup et al, (2005), *Operations Research*, S Chand & sons, New Delhi
2. Tulsian P.C., Pandey V., (2006), *Quantitative Techniques*, Pearson India.
3. Taha H., (2006), *Operation Research: An Introduction*, Pearson, 7<sup>th</sup> Edition

**Course Title: Environmental Economics**

**Course Code: ECO- E-14**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

**Course Outcome:** Upon completion of the course students will be able to

**CO1:** Define scope of environmental economics

**CO2:** List out the differences between national income accounting & green accounting procedures

**CO3:** Identify different environmental damage functions.

**CO4:** Apply law of equi-marginal principle to environmental pollution reduction.

**CO5:** Choose appropriate environment evaluation technique to a given environmental problem

**CO6:** Select appropriate tools of Micro Economics for providing solutions to Environmental problems.

## **SYLLABUS**

### **Unit 1: Economics and the Environment (15 Hours)**

Economic Perspectives on the Environment; National Income and Environmental Accounting; Economic activity and problem of residuals, Issues of Environmental economics; Externality and Market Failure.

### **Unit 2: Economics of Environmental Quality (15 Hours)**

Pollution Damage and Abatement Costs; damage and ambient functions; Efficient Level of Emissions; Application of Equi-marginal Principle to Emission Reductions; Enforcement Cost; Pollution control models.

### **Unit 3: Environmental Evaluation (15 Hours)**

Use and non-use value of environmental resources; Market and non-market evaluation techniques; Impact analysis, Cost-effectiveness analysis, Benefits and Costs analysis.

### **Unit 4: Environmental Policy (15 Hours)**

Criteria for Evaluating Environmental Policies, Decentralized Policies: Liability Laws, Property Rights, Moral Suasion, Command-and-Control Strategies: The Case of Standards; Incentive-Based Strategies: Emission Charges and Subsidies, Transferable Discharge Permits.

## **References:**

### **Mandatory:**

1. Field, Berry and Field, Martha (2001), *Environmental Economics*, McGraw-Hill/Irwin

### **Supplementary:**

1. Hanely, Nick, Shorgen, Jason F. and White, Ben (1999), *Environmental Economics: In Theory and Practise*, MacMillian.
2. Kolstad, C, D. (2003), *Environmental Economics*, Oxford University Press.
3. Matthew Kahn, *Fundamentals of Environmental Economics: Solving Urban Pollution Problems*, (Kindle Edition).
4. Tietenberg Tom and Lynne, Lewis (2012), *Environmental and Natural resource economics*, 9<sup>th</sup> edition, Pearson
5. Wallace Oates (Editor) (2006), *The RFF Reader in Environmental and Resource Policy*, 2<sup>nd</sup> edition, RFF Press

**Course Title: Introduction to Industrial Economics**

**Course Code: ECO- E-15**

**Marks: 100**  
**Credits: 04**  
**Duration: 60 Hours**

**Course outcomes:** upon completion of the course students will be able to

**CO1:** Define the scope of industrial economics.

**CO2:** Discuss the theories of firms.

**CO3:** Identify various market structures, their conduct and performance.

**CO4:** Examine the industrial policies in India post globalization and their relevance.

**CO5:** Analyze labor regulatory mechanism and competition framework with respect to India.

**CO6:** Choose the right industrial structure for Indian economy in the globalised world.

## **SYLLABUS**

### **Unit 1: Introduction to Industrial economics and Theory of the Firm (15 Hours)**

Meaning, scope, need and significance of industrial economics; Size and Structure of firms: technological view of the firm; investment size; vertical integration; transaction cost. Separation of ownership and control – implications.

### **Unit 2: Structure, Conduct and Performance (15 Hours)**

Determinants of market structure; Price and non-price competition; product differentiation.

### **Unit 3: Industrial Policy and Reforms (15 Hours)**

Industrial policy in a global economy; industrial policy for inclusive growth. India's industrial policy pre and post globalization.

### **Unit 4: Regulatory Mechanism and Competition Framework (15 Hours)**

Need for reforms in regulatory mechanisms; Competition Law and Policy; role of Competition Commission in India. Introduction to labour reforms.

## **References:**

1. Addison J.T Schnabei C., (2003), *International Handbook Of Trade Unions*, Edward Edgar.
2. Bhatia S.K, (2006)*Industrial relations and collective bargaining, Theory and practice*, deep and Deep Publications, New Delhi,
3. Mamoria C.B & Mamoria S, (2005), *Dynamics of Industrial Relation*, Himalaya Publishing House, Mumbai.
4. SenRatna, (2003), *Industrial Relations In India*, Macdonald and Evans, G. Britain.
5. VenkataRatnam, C.S., (2001), *Globalization and Labour- Management Relations: Dynamics of Changes*, Sage Publications/Response Books, New Delhi.

**Course Title: Financial Economics**

**Course Code: ECO- E-16**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** State the different types of financial instruments and techniques of asset management

**CO2:** Interpret various ratios used in the course

**CO3:** Develop insights into the role played by time, uncertainty, information and inflation in evaluating financial instruments

**CO4:** Classify various instruments and inspect the feasible

**CO5:** Measure risks, returns, value of investments & assets,

**CO6:** Propose solutions to specific financial issues or problems of corporate financial decisions

## **SYLLABUS**

### **Unit 1: Types of Financial Securities**

**12 hours**

Introduction to financial economics, types of financial markets their features, Types of money market securities; Capital market securities: common and preferred stock; Rights and Warrants; Bonds: corporate, government and public sector bonds; Mutual funds.

### **Unit 2: Valuation of Financial Securities**

**(20 Hours)**

Discount rates and the time value of money: Present value (PV) and net present value (NPV); Mechanics of NPV calculations; Compound interest, annuity and perpetuity formulas; Real vs. nominal cash flows, Fixed-income markets, Bond Valuation; Discount bond and Coupon bond.

### **Unit 3: Return and Risk Analysis**

**(20 Hours)**

Investment and returns: Interest rates, dividends, capital gains; Time value of money; Inflation and returns; Measuring investment returns; Risk and Risk factors; Measuring investment risks; Diversification; Systematic and idiosyncratic risk; Portfolio mean and variance; Covariance and correlation of returns; Feasible combinations of mean and variance; Portfolio optimization; Efficient risk/return trade-offs.

### **Unit 4: Financial Statement Analysis**

**08 hours**

Introduction to Financial Statements; Importance of Financial ratios; Calculations and Interpretation of Liquidity ratios, Leverage ratios, Turnover ratios, Profitability ratios, Capital Gearing ratios – Limitations.

## **References:**

### **Mandatory**

1. Francis J C & R.W Taylor (1992), *Theory and Problems of Investments*, McGraw Hill, Schaum's Outline Series, Singapore.

### **Supplementary :**

1. Bodie, Zvi Kane, Alex Marcus Alan (2012), *Essentials of Investments*, 9<sup>th</sup> Edition, McGraw Hill Higher Education.
2. Avadhani V. A 2012, *Financial Economics, Theory and Practice*, Himalaya Publications.
3. Kohn, Meir (1994), *Financial Institutions and Markets*, McGraw Hill, New York.
4. Richard A. Brealey and Stewart C. Myers (2002), *Principles of Corporate Finance*, McGrawHill, 7th edition.
5. Thomas E. Copeland, J. Fred Weston and Kuldeep Shastri (2003), *Financial Theory and Corporate Policy*, Prentice Hall, 4th edition.

**Course Title: Macroeconomic Analysis**

**Course Code: ECO- E-17**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Describe consumption, investment, business behaviors; & concepts of inflation, monetary policy, unemployment, interest rate determination.

**CO2:** explain and summarize the various macroeconomic theories included in the course.

**CO3:** Utilize the macroeconomic frameworks to develop insights into the dynamics of the economy

**CO4:** Examine the working of banking sector, the inflation-unemployment trade off and the liquidity trap

**CO5:** Evaluate the merits and limitations of monetary and fiscal policy

**CO6:** Solve macroeconomic problems with the insights gained from the course

## **SYLLABUS**

### **Unit 1: Theories of Consumption and Investment (15 Hours)**

General theories of spending behavior, Absolute, Relative Permanent Income Hypotheses, Life cycle hypothesis; Motivation for Investment: Marginal Efficiency of capital, supply price; expected income streams; MEC and rate of interest; Principle of Acceleration

### **Unit 2: Frameworks for Interest Rate Determination (15 Hours)**

Keynesian theory of interest; determination of rate of interest; Changes in levels of income, speculative demand and money supply and their effect on equilibrium rate of interest; liquidity trap and policy implications; IS-LM approach to the determination of equilibrium rate of interest; elasticity of LM schedule and shift in LM curve; interest elasticity of IS schedule and equilibrium.

### **Unit 3: Theory of Inflation and Business Cycle (15 Hours)**

Theories of Inflation: demand pull, cost push, wage push, profit push; the Phillips curve, trade-off between inflation and unemployment, stagnation; concept and phases of trade cycle; Innovation theory; Hicks' theory.

### **Unit 4: Banking System (15 Hours)**

Role of Central Bank – functions, credit control methods; monetary policy; Commercial banking – functions, credit creation, social banking; banking sector reforms in India.

## **References:**

### **Mandatory:**

1. Begg D., Dornbusch R., Fischer S. *Economics*, McGraw-Hill, 9th edition.

### **Supplementary:**

1. Mankiw N. G. (2010), *Macroeconomics*, 7<sup>th</sup> edition, Worth Publishers, NY

2. Bhole L.M. (1999), *Financial Institutions and Markets*, Tata McGraw Hill
3. Lipsey R.G., Chrystal K. *An Introduction to Positive Economics*, Oxford University Press.
4. Reddy Y.V. (2000), *Monetary and Financial Sector Reforms in India*, UBSPD, New Delhi
5. Samuelson, Paul A and Nordhaus, William d. (2010). *Economics*, Tata McGraw – Hill, New Delhi.

## **INTERDISCIPLINARY COURSES**

**Course Title: Entrepreneurship**

**Course Code: ECO-E-6**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able:

**CO1:** Understand basic concepts in entrepreneurship.

**CO2:** Evaluate risks faced by entrepreneurs

**CO3:** Identify the sources of funds & manage human resources.

**CO4:** Understand costing, pricing & marketing strategies.

**CO5:** Identify and evaluate business opportunities.

**CO6:** Design and execute a business plan.

### **SYLLABUS**

#### **References:**

##### **Mandatory:**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.
2. Colombo Plan Staff College for Technical Education, Manila (1999), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.

##### **Supplementary:**

7. Chandra, Prasana (1995), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.
8. Kuriloff, Arthur H; Hemphill, John M. (1988), *Starting and Managing the Small Business*, McGraw-Hill, New York.
9. <https://up.startupindia.gov.in/content/sih/en/home-page.html>
10. <http://www.ciba.org.in/>
11. <https://www.goa.gov.in/wp-content/uploads/2017/09/Goa-IT-Start-up-Policy-2017.pdf>

**Course Title: Gandhian Economic Thought**

**Course Code: ECO-INT -2**

**Marks: 100**

**Credits: 4**  
**Duration: 60 Hours**

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** Define Gandhian economics

**CO2:** Explain basic principles of Gandhian economy

**CO3:** Apply Gandhi's theory of Agriculture and industrialization to Indian situation

**CO4:** Analyze the principle of trusteeship

**CO5:** Appraise the principle of sarvodaya

**CO6:** Propose alternative solution based on Gandhian economic thought to any economic problem

## **SYLLABUS**

### **Unit 1: Basic Principles of Gandhian Economy (10 Hours)**

Motives, Mother economy, Natural resources, product, Methods of production, exchange and trade, cooperation, standard of living ;Trusteeship; Swadeshi and its present relevance to India. Trusteeship; Principle of Sustainability: economic, environmental and social.

### **Unit 2: Agriculture Economy (10 Hours)**

Agriculture as occupation, Manures, agricultural prices, ownership, labour, social effects, distribution of produce, self-sufficient village economy, Solutions to issues of poverty and unemployment in India.

### **Unit 3: Industrial Economy (20 Hours)**

Industrial economy: Efficiency, power, tractors, electricity, diffusion, work, development of personality. Agro and Village industries: Introduction, Purpose, Public Utilities; Importance of Village and Cottage Industries in National Economy, Comparative study of large and small scale industries, Economics of Khadi, Charkha, and its relevance to Indian economy.

### **Unit 4: Human Resource Development (5 Hours)**

Gandhian perspective on the policy of education, vocational training and status of women.

### **Unit 5: Principle of Sarvodaya (15 Hours)**

Sarvodaya Economics: Bhoodan, Gramdan, Contribution of VinobaBhave to Sarvodaya movement; Sarvodaya and Globalization: Relevance.

## **References:**

### **Mandatory:**

1. Kumarappa, J.C.(1987), *Gandhian economic thought*, SarvaSevaSanghPrakasham, RajghatVaransi.

### **Supplementary:**

1. Bose, N.K. (1966), *Gandhi the man and his mission*, BhartiyaVidyaBhawan, Bombay.
2. Datta, Amlan. (1986), *The Gandhian Way*, N.E. Hill University publications, Shillong.
3. Diwarkar, R.R. (1963), *Gandhiji's basic Ideas and some modern problems*, BharatiyaVidyaBhawan.
4. Iyer, Raghavan. (1963), *Moral and Political Thought of Gandhi*, Oxford Univ. Press, New York.

**Online Source:**

1. *The Official Mahatma Gandhi e Archive & Reference Library, Mahatma Gandhi Foundation - India.* Available from: <[www.mahatma.org.in/books](http://www.mahatma.org.in/books) > (for exhaustive list)

**Course Title: Financial Investments for All****Course Code: ECO-INT-3****Marks: 100****Credits: 4****Duration: 60 Hours****Course outcomes:** upon completion of the course students will be able to:**CO1:** State the different types of financial markets and financial instruments**CO2:** Explain the organisation and institutional details of financial markets and banks**CO3:** Apply the theoretical concepts to the actual working of the financial markets**CO4:** Analyze the fundamental operations of financial markets, instruments and derivatives**CO5:** Evaluate returns, value of investments & assets, and various financial ratios**CO6:** Formulate strategies to create & manage an initial investment portfolio**SYLLABUS****Unit 1: Introduction to the financial system****(15 Hours)**

Meaning; financial system: an overview, flow of funds, financial institutions, financial markets, financial instruments, financial services, regulators, Primary markets: types of issues: public issues: IPO-FPO, right issues, bonus issue: private placement: preferential allotment, qualified institutions placement, documents, prospectus, letter of offer, placement document, types of financial markets: security markets, money markets, foreign exchange markets, commodity markets, insurance market, differences between investing in low risk vs. high risk instruments.

**Unit 2: The Banking system:****(10 Hours)**

Time value of money- present and future value,\*calculation, importance of a banking system; bank deposits as low risk asset class, types of bank deposits, bank loans, types of loan instruments; interest rate spread, \*EMI calculations; other facilities provided by the banks, effects of interest rates on the banking system, role of central bank as a regulator of the banking system.

**Unit 3: Security markets:****(15 Hours)**

Definition of securities; functions of security markets; Market segments in security markets: primary and secondary markets. Participants in security markets: investors, issuers, intermediaries, regulators. Offer document; SEBI regulations, issue requirements; Corporate actions: dividends, stock split, buy back, mergers and acquisitions, rights issues, bonus issues. Demat account

**Unit 4: Stock market indicators, trends and behavior****(8 Hours)**

Meaning of a stock market Index: Sensex, Nifty, Stock market indicators: fundamental and technical analysis market capitalization, turnover, turnover ratio, market capitalization ratio trade value ratio, types of financial derivatives.

**Unit 5: Mutual Funds:****(12Hours)**

Meaning and types of mutual funds, Systematic Investment Plans, benefits of investing in mutual funds, tax benefits on selected mutual fund investments, types of MF/schemes. \*Calculation of NAV, \*Steps in creation of an initial investment Portfolio.



**References:**

1. Chandra. P. (2014), *Investment Analysis and Portfolio Management*, Tata McGraw-Hill, New Delhi
2. Graham, B. (2008), *The Intelligent Investor*, Harper
3. Khan M. Y. ; Jain P. K. (2015), *Financial Management*, Tata McGraw-Hill Publishing, New Delhi
4. Siegel, Jeremy J. (1998) *Stocks for the Long Run*, McGraw-Hill. New York
5. Van Horne J., Wachowicz, John M., Van Horne JR (2008), *Fundamentals of Financial Management*, Prentice Hall
6. *Practical checks* [www.moneycontrol.com](http://www.moneycontrol.com)

**Course Title: Taxation for All****Course Code: ECO-INT-4****Marks: 100****Credits: 4****Duration: 60 Hours****Course outcomes:** Upon completion of the course students will be able to**CO1:** Explain the importance of different types of taxes in India**CO2:** Interpret provisions of direct and indirect tax legislations**CO3:** Apply the tax laws to derive solutions**CO4:** Analyze direct and indirect tax structures**CO5:** Assess different types of taxes**CO6:** Formulate tax returns for individuals and corporations**SYLLABUS****Unit 1. Introduction to Taxation****(15 Hours)**

Importance of taxation; Principles of taxation; Impact and incidence of a tax; equity and ability-to-pay; tax rates and structure of tax rates; direct and indirect taxes, advantages and disadvantages; efficient and inefficient taxes; Shifting and Evasion, Legal basis for the introduction of a Tax.

**Unit 2. Income Tax****(15 Hours)**

Importance of Income Tax; Legislation supporting the Imposition of Income Tax: Features and Important Provisions; Income tax Rate structure; Taxable Incomes; Avoidance and Evasion of Taxes; \*Calculation of Income Tax and Corporate Tax and Filing Tax Returns.

**Unit 3. Goods and Service Tax****(15 Hours)**

Evolution of Indirect Taxation in India; Types of Indirect Taxes in India; Importance of Goods and Service Tax; Legislation supporting the Imposition of Goods and Service Tax: Features and Important Provisions; GST Tax Structure; \*Calculations of Taxes under GST and Filing of Tax Returns.

**Unit 4. Customs Duties****(15 Hours)**

Importance of Customs Duties; Legislation supporting the Imposition of Custom Duties: Features and Important Provisions; Treatment of Exports and Imports; Custom Valuation Procedures; Structure of Customs Duties; \*Calculations and Clearance of Custom Duties. Auctions and Customs.

\*practical component

**References:**

1. Jain R K (2017) *Customs Tariff of India 2017-18*, Vol. 1 and Vol. 2, CENTAX

2. Rosen S.H., '*Public Finance*', Irwin /McGraw- Hill.
3. Saraogi CA Vishal (2017) *Goods and Services Tax Laws Practice & Procedure with Commentary*, Lawpoint Publications
4. Singhania, Monica; Singhania Vinod K (2017) *Student's Guide to Income Tax* (University Edition), Taxman
5. Sreekantaradhya B.S., '*STRUCTURE AND REFORMS OF TAXATION IN INDIA*', Deep & Deep, New Delhi.
6. GST India <http://www.gstindia.com/about/>
7. Taxmann Goods and Service tax <https://gst.taxmann.com/>
8. Cleartax on GST <https://cleartax.in/s/gst-law-goods-and-services-tax>

Board of Studies in Economics  
Parvatibai Chowgule College of Arts and Science  
(Autonomous)  
Margao – Goa

Syllabi of Core Courses for B.A. Economics and Interdisciplinary Courses for B.A. and B.Sc.  
Approved by the Board of Studies in Economics on October 17, 2015.

Sr. No.	CORE COURSE	Nature of the Course	UG Level at which Offered	Page No.
1	Empirical Techniques in Economic Analysis	Compulsory	B.A. (Economics)	1
2	Microeconomics	Compulsory	B.A. (Economics)	2
3	Macroeconomics	Compulsory	B.A. (Economics)	4
4	Indian Economy	Elective	B.A. (Economics)	5
5	Economics of Foreign Exchange	Elective	B.A. (Economics)	7
6	Emerging Market Economics	Elective	B.A. (Economics)	8
7	Regional Economics	Elective	B.A. (Economics)	10
8	Economics & Governance	Elective	B.A. (Economics)	11
9	Entrepreneurship	Elective	B.A. (Economics)	13
10	Accounts for Non-accountants	Elective	B.A. (Economics)	15
11	Economics and Law	Elective	B.A. (Economics)	16
	INTERDISCIPLINARY COURSE			
12	Entrepreneurship (Interdisciplinary)	Elective	B.A. / B.Sc. Interdisciplinary	18
13	Gandhian Economic Thought (Interdisciplinary)	Elective	B.A. / B.Sc. Interdisciplinary	19
14	PATTERN OF QUESTION PAPER		B.A. / M.A.	21

### 1. CORE COURSES

**Paper Title:** Empirical Techniques for Economic analysis.

**Paper code:** ECO-II.C-4

**Name of Faculty:** Dr. D. Mazumdar

**Marks:** 100

**Credits:** 4

**Course objectives:**

1. To enable students to have a good understanding of the empirical methods and its application in economics.
2. To enable students to process the raw data by using soft techniques/tools to analyze economic phenomenon conclusively.
3. To provide them with competency not only in their professional arena but in academics also.

### **Learning Outcomes:**

Upon completion of the course the students must be able to comfortably use quantitative techniques/skills for the purpose of analyzing economic issues pertaining to decision making.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit I: Population and Sampling (Lectures 10)**

Meaning of population and sampling. Need for sampling, concept of 'Good Sample'; Methods of sampling – probability and non-probability sampling; sampling techniques; Optimum sampling; Nyman's sampling – problems to be solved based on sampling methods.

#### **Unit II: Correlation and regression (Lectures 20)**

Karl Pearson's coefficient of correlation and Spearman's Rank coefficient of correlation; properties of Pearson's coefficient of correlation; Linear regression – meaning, regression equations and lines. Focus on problem solving using MS EXCEL/Other spreadsheet.

#### **Unit III: Time Series & Index Numbers (Lectures 10)**

Components of time series; fitting a trend; methods: semi-averages, moving averages and method of least squares; Weighted aggregative index numbers.

#### **Unit IV: Hypothesis testing (Lectures 20)**

Why and How to make Hypothesis; level of significance, critical area; Type I and Type II errors, Z, t, F and  $\chi^2$  distribution; ANOVA (one way and two way).

### **References:**

#### **Mandatory**

Arora, P.N. et.al. 2007, *Comprehensive Statistical Methods*, 1<sup>st</sup> edition, S. Chand, New Delhi.

#### **Supplementary**

Anderson, David R. et.al. *Statistics for Business and Economics*, Cengage Learning India Edition.

**Paper Title:** Microeconomics

**Paper Code:** ECO-III.C-5

**Name of Faculty:** Ms.Rupali M. Tamuly

**Marks:** 100

**Credits:** 4

### **Course Objectives:**

1. To familiarize students in pure theories.
2. To offer a strong base for studying applied economic theories and principles.
3. To familiarize students with market based decision making

### **Learning outcome:**

Upon successful completion of the course a student will be able to:

1. Develop solid grounding of basic principles in microeconomics.
2. Understand mathematical applications based on micro economic theory.
3. Apply the principles of Microeconomics to find solutions to societal problems arising from scarcity and choice.

**Course duration:**Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit I: Consumer Behaviour and Demand**

**(Lectures 15)**

Distinction between Cardinal and Ordinal Utility. Indifference Curves, Budget Line, Substitution Effect and Income Effect; Hicksian and Slutsky's Analysis; Changes in demand and Engel's Curve, Revealed preference theory.

#### **Unit II: Production**

**(Lectures 10)**

Production function – AP and MP, Non- linear production function, Production with one variable input, Production with two variable inputs, Isoquants – MRTS-elasticity of factor substitution, Iso-cost line - Ridge Line, Returns to Scale.

#### **Unit III: Cost and Revenue**

**(Lectures 10)**

Cost of Production, Behavior of cost, Short run and Long run Costs, Derivation of Average and marginal cost curves, Least cost input Combination, , Introduction to Modern Cost Curves: L shaped and J shaped cost curves.

Concepts of revenue: AR, MR, TR, Break-even analysis.

#### **Unit IV: Perfect Market Structure**

**(Lectures 10)**

Perfect markets, Behavior of profit maximizing firms and the production process; Price and output decisions; costs and output in short and long run, Pure competition, Role of time element in the determination of value.

#### **Unit V: Imperfect market structure**

**(Lectures 15)**

Nature and types of imperfect market structures, Assumptions, Conditions of imperfections, Imperfect markets: Monopoly and monopolistic competition; Introduction to oligopoly.

### **References:**

1. Hubbard, R. G. and O'Brien, A. P. (2012), *Microeconomics*, Pearson, Delhi.
2. O'Sullivan, A., Sheffrin S. M. and Perez S. J. (2012). *Microeconomics, Principal, Application and tools*, Pearson, Delhi
3. Pindyck, Robert S and Rubinfeld, Daniel L. (2012)*Microeconomics*, Pearson, Delhi

**Paper title:** Macroeconomics

**Paper code:** ECO-IV.C- 6

**Name of Faculty:** Dr. Debasish Mazumdar

**Marks:** 100

**Credit:** 4

### **Course Objectives and Rationale:**

The course gives the introduction to the macroeconomic fundamentals and to the main concepts and principles of macroeconomic theory and policy.

1. To familiarize students with the determinants of macroeconomic activities and policy.
2. To familiarize students with the main principals of macroeconomic analysis.

### **Learning Outcomes:**

Having completed this course the student is expected to have understood:

1. To identify the behavior of key macroeconomic variables.
2. To understand how economy works.
3. To understand the notion of long-run economic growth.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit I: Introduction to Macroeconomics (Lectures 10)**

Major Macroeconomic Issues: Business Cycle, Unemployment, Inflation, Long-run Economic Growth; Principles and Tools of Macroeconomic Analysis; Macroeconomic Variables; Long run and Short run Analysis in Macroeconomics.

#### **Unit II: National Accounts: Measuring Output and Income (Lectures 15)**

National income: concept and measurement: GDP, GNP, NDP, NNP; Methods of measurement: Value Added and Expenditure Approach; Price Indices and Deflator.

#### **Unit III: Keynesian macro-economic framework (Lectures 15)**

Keynesian analysis: Aggregate Demand- concepts, components and determinant's, Consumption Demand and its Determinants, Consumption Function and Consumption Line, Autonomous Consumption Demand, Marginal and Average Propensity to Consume, Saving Function and Saving Line, Marginal and Average Propensity to Save, Consumption Puzzle, Theories of Consumption, Investment Demand and its Determinants, Investment Function and Investment Demand Curve, Theories of Investment,

Aggregate Expenditures in the Closed Private Economy, Planned Expenditures and Actual Expenditures, The 45°line and Equilibrium Output in the Two-sector Model in the Short run ("Keynesian Cross Model"), Non-equilibrium Situations, Multiplier Effect of Autonomous Spending on Output.

#### **Unit IV: Monetarists framework (Lecture 10)**

Origin of monetarist views: Milton Freidman; Origin of quantity theory of money.

**Unit V: The IS-LM Model****(Lectures 10)**

IS-LM equations, Dynamics in the IS-LM model, Fiscal policy-effectiveness and LM curve, Fiscal policy- effectiveness and IS curve, Monetary policy- effectiveness and IS curve, monetary policy-effectiveness of LM curve, paradox of thrift, Policy objectives.

**References:****Mandatory**

1. Begg, D., Dornbusch, R., Fischer, S. (2005) *Economics*, McGraw-Hill Book Co., London.
2. Mankiw, N.G. (2010) *Macroeconomics*, Worth Publishers, New York.

**Supplementary**

1. Lipsey, R.G.; Chrystal, K. A. (2007) *Economics*, Oxford University Press, Oxford.
2. Samuelson, P.; Nordhaus, William (2010) *Economics*, MacGraw Hill Education. Delhi

**Paper Title:** Indian Economy

**Paper Code:** ECO-III. E-1

**Name of Faculty:** Ms. Samantha V. Coutinho

**Marks:** 100

**Credits:** 04

**Course Rationale:**

India's transition from colonization to a mixed economy can be attributed largely to the 1991 reforms. This course is an essential component of study for students pursuing Economics in India to get an overview of the Indian economy, will provide an empirical foundation of the current position of India and understand and its position in the contemporary world.

**Course Objectives:**

1. To familiarize students with emerging issues and aspects of Indian economy.
2. To understand macroeconomic issues, policy framework, and challenges of the Indian economy.
3. To provide a post-liberalization perspective of the Indian Economy.

**Learning Outcomes:**

Upon successful completion of this course a student will be able to:

1. Gain an insight into the empirical foundations of the Indian economy.
2. To comprehend socio- economic concepts, issues and familiarize with program's implemented by the government and identify challenges faced by the economy.

3. Understand the economy of Goa and its sector wise development and further its contribution to Indian economy.
4. Know various macroeconomic issues and review the position of the economy in the globalised world.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit I: Structural Changes in the Indian Economy (Lectures 15)**

Pre reform period: India on the eve of independence, Need for planning, Structural adjustment programme: need, impact, Liberalization, Privatization, Globalization; Primary -Secondary -Tertiary sector Linkages – trends

#### **Unit II: Key issues and challenges of Indian Economy (Lectures 15)**

Key issues: Population, poverty, inequality, unemployment; Challenges: Inclusive growth: social; Parallel Economy; Rural development, urbanization, migration; Environment & sustainable development.

#### **Unit III: Policy Perspectives (Lecture 12)**

Shift from Planning commission to NITI Ayog; Management decisions; Financial policies; Infrastructural development and investments; Swatch Bharat Abhiyan.

#### **Unit IV: Economy of Goa (Lectures 8)**

Structural trends in GSDP; Occupational shifts and trends post liberalization; Major sectors Role of micro Finance (Self help groups).

#### **Unit IV: India's position in the world (Lectures 10)**

Foreign Trade: Features and trends; Capital movements: FDI, FII, MNC's; WTO, Global position; Make in India.

### **References:**

### **Mandatory**

1. Government of Goa: *Economic Survey* (various years), Directorate of Planning, Statistics and Evaluation, Panaji-Goa.
2. Government of India: *Economic Survey* (various years), Government of India, New Delhi.
3. Kumar, Arun. 2013, *Indian Economy Since Independence - Persisting Colonial Disruption*, Vision Books, Delhi.
4. Mishra, S.K and Puri, V.K. 2014, *Indian Economy Its Development Experience*, Himalaya Publishing House, Mumbai.
5. Prakesh, B.A. 2011, *The Indian Economy Since 1991 Economic Reforms and Performance*, Pearson Publication, Delhi.

### **Supplementary**



- 1- Chaudhary, C.M. 2012, *Dynamics of Indian Economy*, Oxford book company, New Delhi.
- 2- Datt, R.; Sundaram. K.P.M. 2015, *Indian Economy*, S. Chand & Company Ltd., New Delhi.
- 3- Kapila, Uma. 2007, *India's Economic development since 1947*, Academic Foundation, New Delhi.
- 4- Rajan, K. 2006, *Indian Economy Post Reform Scenario*, Serials Publication, New Delhi.

**Paper Title:** Economics of Foreign Exchange

**Paper Code:** ECO-III.E-2

**Name of Faculty:** Dr. E. Mericio Travassos

**Marks:** 100

**Credits:** 4

### **Rationale for the Course:**

International integration and globalization is a phenomenon of the contemporary international economy. This has given rise not only to increased international commerce but also to large scale international resource movements. Convertible currencies and lowering of the barriers to resource movements are changing the way international economy is developing. It is important to understand these happenings.

### **Course Objectives**

1. To familiarize the students with the theories and empirical evidence relating to exchange rates and international resource movements.
2. To develop strong foundations to deal with foreign exchange and international movement of resources.

### **Learning Outcomes of the Course:**

On completing the course, the students will be able to appreciate:

1. The nature and dynamics of foreign exchange rates and markets,
2. The impact of fiscal and monetary policies on exchange rates and international resource movements,
3. The role of international financial institutions and multinational enterprises on the movement of financial as well as non-financial resources such as labour and technology.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit I: Foreign Exchange and Exchange Rate Determination**

**(Lectures 15)**

Foreign exchange market: types of foreign exchange transactions; inter-bank trade; traders run markets; foreign exchange quotations. Derivative markets: Forward and futures markets; Options. Exchange rate determination: Demand and supply of foreign exchange – appreciation and depreciation of currency; effective exchange rates; arbitrage; forward markets; interest arbitrage; Role of speculation in foreign exchange markets.

**Unit II: Exchange Rate Adjustments and the Balance of Payments (Lectures 15)**

Effects of exchange-rate changes on costs, prices; Effects of currency appreciation, depreciation and balance of payments; Devaluation and Revaluation: Requirements for a successful devaluation; Elasticity approach to ex-change rate adjustment; Absorption approach to exchange-rate adjustment; Monetary approach to exchange-rate adjustment.

**Unit III: Exchange Rate Systems and International Banking. (Lectures 15)**

Exchange-rate practices; Fixed exchange rate systems; Floating exchange rates; Managed floating rates; Exchange controls. Nature of international reserves; International Monetary Fund and facilities for borrowing reserves; International Debt; World Bank; Euro-currency market.

**Unit IV: Exchange rate and International Resource Movement (Lectures 15)**

Role of exchange rate and Movement of capital – International lending and borrowing; Foreign direct investment Foreign institutional investment. International movement of labour; Transfer of technology; Multinational enterprises.

**References:****Mandatory**

- 1- Carbaugh, Robert J. (2002), *International Economics*, South-Western (Thomson Publishing), Bangalore. (Latest available edition internationally 15<sup>th</sup> edition)

**Supplementary**

1. Krugman, Paul R.; Obstfeld, Maurice (2011), *International Economics: Theory and Policy*, Pearson, New Delhi.
2. Pilbeam, Keith (2013), *International Finance*, Palgrave Macmillan, London
3. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi.

**Paper Title:** Emerging Market Economics

**Paper Code:** ECO-III.E-3

**Name of faculty:** Ms. Chaitali Bhowmick

**Marks:** 100

**Credits:** 04

**Course Objectives**

One of the most significant event that the world economy witnessed since the second half of the last decade is the rise of the emerging markets. After the global financial crisis and the prolonged crisis that the so developed world is going through currently, it is now clear that much will depend on how the Emerging market economies perform. This course is designed:

1. To understand the historical development of the emerging markets.
2. To understand the basis of their growth and its implications for the rest of the world.
3. To understand the role of the emerging markets in shaping the world economy.

**Learning Outcomes**

Upon completion of the course, students are expected:

1. To identify the emerging market economies in the world economy.
2. To understand how the emerging markets have evolved over time.
3. To understand how different institutions function in these economies, and to identify the key factors behind their spectacular growth.
4. To explore how the emerging market economies interact with the rest of the world and their implications for the world economy as whole.
5. To enable students to understand and evaluate the overall growth process of the two major emerging markets India and China.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit I: Emerging market Economies: An overview**

**(Lectures 15)**

Concept and definition of the emerging markets, the historical background, Emerging market indices; Developed vs Emerging markets: the political economy of development, globalization, competitiveness and emerging markets.

#### **Unit II: Understanding Emerging Markets**

**(Lectures 15)**

Understanding BRICS: scope, purpose and importance; Emerging markets of Asia, Europe and Latin America: Importance, Growth and Evaluation.

#### **Unit III: Financialisation and Emerging Markets:**

**(Lectures 15)**

The process of financial liberalization and innovation in emerging markets, Forms & functions of finance in emerging markets, Global financial crisis and the emerging markets: Involvement, impact and recovery.

#### **Unit IV: The emerging markets of India and China:**

**(Lectures 15)**

Neo-liberalism and emergence of India as a market economy, Analysis of India's post reform growth, performance of Indian economy post 1997; Rise of China as a market economy: Economic policies since 1978, Emergence of China as a world leader in export: Evaluating the impact of technological and institutional factors..

### **References:**

1. Grzegorz, W. Kolodko. (2003), *Globalization and Development*, Ashgate Publications, Aldershot.
2. Hoen, Herman W. (2014), *Globalization and institutional change: are emerging market economies in Europe and Asia converging?* Academic Publishers, Adleton.
3. Kohli, Harinder S, (2008), *Growth and Development in Emerging Market Economies: International Private Capital Flows, Financial Markets and Globalization*, Sage Publication India Pvt Ltd, Los Angles.

4. Zhu, Xiaodong, (2012), *Understanding China's growth: Past, Present and Future*. Journal of Economic Perspectives Vol 7, No.4, Pp 103-124.

**Journal Reference:**

1. Li, Hongbin, Li, Lei, Wu, Binzhen and Xiong, Yanyan. (2012), *The journal of Economic Perspectives* Vol 26, No.4, Pp 57-74.

**Paper title:** Regional Economics

**Paper Code:** ECO –III. E-4

**Name of faculty:** Ms M.Liza Aguiar

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. To familiarize students with distribution of economic activities across space.
2. To familiarize students with market structures and migration patterns.
3. To sensitize students with the problems involved in regional growth.
4. To understand the impact of migration on regional development.

**Learning Outcomes:**

Upon successful completion of the course a student will be able to:

1. Differentiate between the different types of regions.
2. State the relevance of regional economics and its relationship with other disciplines.
3. Explain industrial clustering and firm site selection decisions using microeconomic theory.
4. Trace the evolution of cities and urban areas, including the economic incentives for their development.
5. Explain the problems of land, Wage flexibility & interregional migration etc.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**SYLLABUS:**

**Unit I: Introduction**

**(Lectures 10)**

Regional economics: Meaning, Scope and Relevance; Types of regions: Homogeneous, heterogeneous; Regionalization: Development, planning & policies

**Unit II: Clustering & Agglomeration**

**(Lectures 10)**

Industrial clustering and returns to scale, Agglomeration economies: source, types, clustering & nature of transactions, Urban consumption, limited information, uncertainty and evolution of clusters.

**Unit III: Location theory and Economic activity**

**(Lectures 15)**

Webster's theory of industrial location, Moses' location production model, Thunen's theory of location of agricultural activities, Christaller and Losch's central place theory, General equilibrium & Hotelling principle.

**Unit IV: Problems of regional Economic growth (Lectures 13)**

Land competition (bid rent model), mono centricity, land supply and landownership, labor markets, wage flexibility & interregional labor migration, Balance of payments and regional growth.

**Unit V: Regional flows and economic growth (Lectures 12)**

Commodity and Service v/s Monetary & Capital flows; Migration: Types, Causes, Ramifications, Measures; Regional Growth theory; Migration and Regional policy in India.

**References:**

**Mandatory**

1. McCann, Philip. 2013, *Modern Urban and Regional Economics*, Oxford University press.
2. Shrivastava, O.S. 2009, *Regional Economics and Regional Planning*, Anmol Publications Pvt Ltd.

**Supplementary**

1. Hoover, Edgar M. and Giarratani. *An introduction to Regional Economics*, West Virginia university.
2. Hoover, Edgar M. 1968, *Spatial Economics: Partial Equilibrium Approach*, in Encyclopedia of the Social Sciences, Macmillan, New York.
3. Isard, Walter. 1956, *Location and Space-Economy*, The MIT Press, Cambridge.
4. Krugmen, Paul. *Geography and trade*, MIT press.
5. Martin, Beckmann. 1968, *Location Theory*, Random House, New York.
6. Moses, Leon. 1968, *Spatial Economics: General Equilibrium Approach*, in Encyclopedia of the Social Sciences, Macmillan, New York.
7. Nijkamp, Peter, Mill, S Edwin. 2007, *Handbook of Regional and Urban Economics: Regional economics*, North- Holland publishers.
8. Nourse, Hugh O. 1968, *Regional Economics*, McGraw-Hill, New York.
9. Richardson, W Harry. 1978, *The State of Regional Economics*, International Regional Science Review, Fall.
10. Webber, J Michael. 1972, *Impact of Uncertainty on Location*, MIT Press, Cambridge.
11. Woglom, W. H. 1954, *The Economics of Location*, Yale University Press, New Haven.

**Paper Title:** Economics and Governance

**Paper code:** ECO-IV.E-5

**Name of the Faculty:** Dr. D. Mazumdar

**Marks:** 100

**Credit:** 4

**Course Rationale:**

In a democratic set-up it is feasible and desirable to carry out assessment of governance primarily due to the fact that globalization has not only opened up the economic frontiers of the nations but at the same time provided enormous opportunities for growth. Some of the bright spots of this development manifest in terms of freedom of expression and association, high level of political competition, proactive bureaucracy and subordination of law enforcing agencies to civilian government, heightened activities of the civil society etc. Flip side to this development is perhaps, the dominance of policies which separate the bottom strata of the population pyramid and evidently the corrupt practices associated with these opportunities. The issue of governance may not significantly matter as far as the developed economies are concerned, however, for the less developed and developing economies it is a matter required for accelerating economic development such as eradicating poverty and promoting inclusive growth. Lack of proper governance in developing countries has led to intervention of judiciary in executive and legislative matters, much against the established norms. Thus alternative institutional trajectories and their relationship with economic performance need to be explored.

### **Course Objectives:**

1. To provide an understanding of the role and interplay of democratic institutions in economic development.
2. To provide useful insight into the governance challenges and strategies
3. To develop critical mindset in assessing the role of non-economic factors contributing to economic development.

### **Learning Outcomes:**

1. Students will acquire sensitivity to issues of governance.
2. Students will get acquainted with the regulatory and review mechanism of governance.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit 1: Governance and growth interface**

**(Lectures 15)**

The concept of governance and growth: Policies that make up economic environment for development of good governance; Role of social infrastructure to facilitate action-oriented and participatory development; state failure versus market failure.

#### **Unit 2: The issues of governance**

**(Lectures 15)**

The issues of governance: Role of the State and other institutions; Strategies to address governance issues: provisions, effectiveness, challenges.

#### **Unit 3: Experiences of developed and developing countries**

**(Lectures 10)**

Experiences of developed and developing countries based on broad governance criteria, Lessons for broad-based growth.

#### **Unit 4: Governance in contemporary India**

**(Lectures 20)**

Need for good governance in India; Issues and challenges related to growth and governance.

### **References:**

### **Mandatory**

1. Dixit, Avinash K. *Lawlessness and Economics: Alternative Modes of Governance*, Princeton University Press.
2. William K. Tabb, *Economic Governance in the Age of Globalization*, University Press, Columbia.

### **Supplementary**

1. Sen, Amartya 2000, *Development as Freedom*, Oxford University Press, Oxford.
2. Acemoglu, Daron. Robinson, James. 2006, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press.

**Paper Title:** Entrepreneurship

**Paper Code:** ECO-IV.E-6

**Name of Faculty:** Dr. E. Mericio Travassos

**Marks:** 100

**Credits:** 4

### **Rationale for the Course:**

The employment seen is changing throughout the world and employment security is declining. With constraints to job expansion created by changes in the technological, economic and social conditions, job opportunities are declining. Young men and women passing out of colleges and universities are left to fend for themselves. In such a situation it is important to provide the youth with an opportunity to set up their own enterprises by providing them training in entrepreneurship.

### **Course Objective:**

The key objective of this course is to provide the required skills to the students interested in pursuing entrepreneurship.

### **Learning Outcomes of the Course:**

On completing the course, the students will be able to:

1. Identify and evaluate business opportunities,
2. Evaluate risks
3. Pursue innovations,
4. Understand the economics of entrepreneurship,
5. Prepare a business plan.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

**Unit 1: Identifying and Evaluating Business Opportunities****(Lectures 15)**

Analysis of Business Environment; Government Policies – Fiscal, Financial, Commercial, Environmental, Technological, and Labour Policies. Infrastructure and Local Environment; Generating alternative ideas; Market size and growth rates; market share; location and competition; Use of SWOT and Porter's Four Forces Analysis; Techno-economic feasibility, Technology and resources/materials.

**Unit 2: Risk and Innovation****(Lectures 10)**

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Differences between Risk and Uncertainty; Schumpeter's, Drucker's and other's views; Types and forms of innovations; innovative imitation; Imitation; Patents and Copyrights.

**Unit 3: Sources, Uses and Management of Resources****(Lectures 10)**

Financial Resources - Sources of funds; Uses of funds; Fixed and Working Capital; Material Resources: Supply and distribution chains; Government and local resources; Human Resources.

**Unit 4: Costing, Pricing and Marketing****(Lectures 10)**

Costing Strategies – Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies (skimming price, penetration price, mark-up, marginal-cost price); Break-even analysis and break-even chart. Marketing techniques and strategies.

**Unit 5: Preparing the Business Plan****(Lectures 15)**

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

**References:****Mandatory**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.
2. Colombo Plan Staff College for Technical Education, Manila (1999), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.

**Supplementary**

- 1- Chandra, Prasanna (1995), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.
- 2- Kuriloff, Arthur H; Hemphill, John M. (1988), *Starting and Managing the Small Business*, McGraw-Hill, New York.



**Paper Title:** Accounting for Non-Accountants

**Paper Code:** ECO-IV.E-7

**Name of Faculty:** Dr. E. Mericio Travassos

**Marks:** 100

**Credits:** 4

**Course Objectives / Rationale for the Course:**

Understanding of the accounting language and reading, using and interpreting accounting statements is a very important requirement for the economic profession of today. The evolution of specialized areas of economics as financial economics, project planning and evaluation, international trade and resources movements, etc. requires the familiarization with accounting data. This is the spirit behind the introduction of this paper as an elective that should be available to economics students.

The key objective of this course is to provide the students an exposure to the accounting discipline and help them to understand the language of accounting.

**Learning Outcomes of the Course:**

On completing the course, the students will be able to understand the accounting process, appreciate various issues in accounting, understanding the nature of final accounts, and be able to resolve the differences between financial accounting, cost accounting and management accounting.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**SYLLABUS:**

**Module 1: The Accounting Process (Lectures 15)**

Theoretical Framework of Accounting; Generally Accepted Accounting Principles, Concepts and Conventions; Capital and Revenue transactions: capital and revenue expenditures, capital and revenue receipts; Measurement, Valuation and Accounting estimates; Double entry system, Books of prime entry, Subsidiary Books; Recording of Cash and Bank transactions; Preparation of Ledger Accounts; Preparation of Trial Balance- interpretation and usefulness; Rectification of Errors; Opening entries, Transfer entries, Adjustment entries, Closing entries.

**Module 2: Issues in Accounting (Lectures 10)**

Reconciliation Statements and Accounting for Depreciation: Bank Reconciliation Statement; Receivables / Payables Reconciliation Statement; Stock Reconciliation Statement. Depreciation Policy; Methods, Computation and Accounting treatment.

**Module 3: Preparation of Final Accounts (Lectures 15)**

Profit making concern: ( for sole proprietorship concern and partnership firm only): Preparation of Trading Account, Profit & Loss Account and Balance Sheet; Accounting treatment of bad debts, reserve for bad and doubtful debts, provision for discount on debtors and provision for discount on creditors.

Not-for- Profit making concern: Preparation of Receipts and Payments Account; Preparation of Income and Expenditure Account; Preparation of Balance Sheet.

**Module 4: Fundamentals of Cost Accounting****(Lectures 12)**

Cost and Management Accounting – Generally Accepted Cost Accounting Principles; Accounting for Material cost (including Accounting of Inventory – LIFO, FIFO, Weighted, Average Cost Methods); Accounting for Labour costs, Direct Expenses and Overheads. Preparation of Cost Statements: Cost Data collection, Cost Sheet formats; Preparation of Cost Sheets (historical cost sheets and estimated cost sheets).

**Module 5: Fundamentals of Management Accounting****(Lectures 8)**

Marginal Costing and Break- even analysis – basic knowledge; Application of Marginal Costing for decision-making.

**References:**

- 1- Gibson, Charles H. (2013), *Financial statement Analysis*, Cengage Learning, Delhi.
- 2- Singal, Santosh (2012), *Accounting and Financial Analysis*, International Book House, New Delhi.

**Paper Title:** Economics and Law

**Paper Code:** ECO-IV.E-8

**Name of Faculty:** Ms. Chaitali Bhowmick

**Marks:** 100

**Credits:** 04

**Course Objectives:**

The discipline of law and economics uses economic ideas to understand behavioral consequences of introduction of or changes in legal rules.

1. To understand how legal arrangements enable or impede functioning of market.
2. To facilitate students to understand the inter-relationship between the two disciplines law and economics.
3. To critically evaluate the implications of the existing legal provision on the overall economic performance.

**Learning Outcomes:**

Upon successful completion of this course a student will:

- 1- Gain extensive knowledge of present economic laws that regulates different aspects of Indian economy.
- 2- Be able to evaluate the interplay between law and economics.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **SYLLABUS:**

### **Unit I: An Introduction to Law and Economics**

**(Lectures 20)**

Economic analysis of law: Interrelationship between economics and law; The civil law and the common law tradition, Legal structure in India; Disputes and settlements; A brief introduction to different types of law: Property law, Contract law, Criminal law and Law of Torts.

### **Unit II: Economic theory of property rights**

**(Lectures 15)**

Origin of the institution of property; Legal concept of property, Bargaining theory; Economic theory of property; Establishment and verification of property rights, Conflicting property rights, Public and private property, the public use of private property. The tragedy of the common property resources, Taking Property: Eminent domain.

### **Unit III: Evaluation of the existing property laws**

**(Lectures 15)**

Intellectual Property Rights: Importance; Intellectual Property Rights and World Trade Organization. Copyrights Act, 1957: Purpose; Ownership of Copyrights; Rights of Owners and Rights of Others; Registration of Copyrights and its Infringement; Remedies under Copyrights Act. Patents Act, 1970: background; Concept of Patent; Procedural aspects of filing of patents; Procedure after filing of Patents; Other provisions of the Act.

### **Unit IV: Economic laws in India**

**(Lectures 10)**

Consumer Protection Act, 1986: Purpose, Salient Features, Organisational set-up; Grievance Redressal Mechanism. Competition Act, 2002 Purpose; Salient Features; Complaint; Procedures for redressal, Essential Commodities Act, 1955: Purpose; Scope; Penalties and Prosecution; Repeals and Savings; FEMA, Geographical indications of Goods Act.

## **References:**

1. Cooter, Robert and Ulen, Thomas. (2011), *An Introduction to Law and Economics*, 6th ed Pearson Series in Economics
2. Gopalakrishnan, K.C. 2002, *Legal Economics (Interactional Dimensions- Economics and Law)*, Eastern Book Company, Lucknow.
3. Granstrand, Ove. 2003, *Law and Intellectual Property: Seeking Strategies for Research and Teaching in a Developing Field*, Kluwer Academic Publishers, Boston.
4. Medema, Steven G., Mercuro, Nicholas. 1998, *Economics and the Law: From Posner to Post-Modernism*, Princeton University Press, Princeton, New Jersey.
5. Reddy, G. B. 2002, *Law of Consumer Protection in India*, Gogia Law Agency, Hyderabad.
6. Wadehra, B. L. 2003, *Intellectual Property Law Handbook: Law Relating to Patents, Trade Marks, Copyrights, Design & Geographical Indications*, Universal Law Publishing Co, Delhi.

## 2. INTERDISCIPLINARY COURSES

**Paper Title:** Entrepreneurship

**Paper Code:** Interdisciplinary

**Name of Faculty:** Dr. E. Mericio Travassos

**Marks:** 100

**Credits:** 4

### **Rationale for the Course:**

The employment seen is changing throughout the world and employment security is declining. With constraints to job expansion created by changes in the technological, economic and social conditions, job opportunities are declining. Young men and women passing out of colleges and universities are left to fend for themselves. In such a situation it is important to provide the youth with an opportunity to set up their own enterprises by providing them training in entrepreneurship.

### **Course Objective:**

The key objective of this course is to provide the required skills to the students interested in pursuing entrepreneurship.

### **Learning Outcomes of the Course:**

On completing the course, the students will be able to:

1. Identify and evaluate business opportunities,
2. Evaluate risks
3. Pursue innovations,
4. Understand the economics of entrepreneurship,
5. Prepare a business plan.

**Course duration:** Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **SYLLABUS:**

#### **Unit 1: Identifying and Evaluating Business Opportunities**

**(Lectures 15)**

Analysis of Business Environment; Government Policies – Fiscal, Financial, Commercial, Environmental, Technological, and Labour Policies. Infrastructure and Local Environment; Generating alternative ideas; Market size and growth rates; market share; location and competition; Use of SWOT and Porter's Four Forces Analysis; Techno-economic feasibility, Technology and resources/materials.

#### **Unit 2: Risk and Innovation**

**(Lectures 10)**

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Differences between Risk and Uncertainty; Schumpeter's, Drucker's and other's views; Types and forms of innovations; innovative imitation; Imitation; Patents and Copyrights.

#### **Unit 3: Sources, Uses and Management of Resources**

**(Lectures 10)**

Financial Resources - Sources of funds; Uses of funds; Fixed and Working Capital; Material Resources: Supply and distribution chains; Government and local resources; Human Resources.

#### **Unit 4: Costing, Pricing and Marketing**

**(Lectures 10)**

Costing Strategies – Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies (skimming price, penetration price, mark-up, marginal-cost price); Break-even analysis and break-even chart. Marketing techniques and strategies.

#### **Unit 5: Preparing the Business Plan**

**(Lectures 15)**

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

#### **References:**

##### **Mandatory**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.
2. Colombo Plan Staff College for Technical Education, Manila (1999), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.

##### **Supplementary**

- 3- Chandra, Prasanna (1995), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.
- 4- Kuriloff, Arthur H; Hemphill, John M. (1988), *Starting and Managing the Small Business*, McGraw-Hill, New York.

**Paper Title:** Gandhian Economic thought

**Paper:** Interdisciplinary

**Name of faculty:** Ms. Rupali M. Tamuly

**Marks:** 100

**Credits:** 4

#### **Course objectives:**

1. To familiarize the student of Arts & Science with Gandhian Economic thought.
2. To familiarize the students with Gandhian methodology in the light of sustainable development.
3. To acquaint the students with the relevance of Gandhian economic thought to present day India.

#### **Learning outcome:**

Upon completion of this course students will be able to

1. Understand the Basic principles of Gandhian economic thought.
2. Understand its relevance to present India.

**Course duration:**Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **SYLLABUS:**

### **Unit I: Basic principles of Gandhian economy: (Lectures 10)**

Motives, Mother economy, Natural resources, product, Methods of production, exchange and trade, cooperation, standard of living ;Trusteeship; Swadeshi and its present relevance to India. Trusteeship; Principle of Sustainability – economic, environmental and social.

### **Unit II: Agriculture Economy: (Lectures 10)**

Agriculture as occupation, Manures, agricultural prices, ownership, labour, social effects, distribution of produce, self-sufficient village economy, Solutions to issues of poverty and unemployment in India.

### **Unit III: Industrial economy (Lectures 20)**

Industrial economy: Efficiency, power, tractors, electricity, diffusion, work, development of personality. Agro and Village industries: Introduction, Purpose, Public Utilities; Importance of Village and Cottage Industries in National Economy, Comparative study of large and small scale industries, Economics of Khadi, Charkha, and its relevance to Indian economy.

### **Unit IV: Human resource development (Lectures 5)**

Gandhian perspective on the policy of education, vocational training and status of women.

### **Unit V: Principle of Sarvodaya (Lectures 15)**

Sarvodaya Economics: Bhoodan, Gramdan, Contribution of VinobaBhave to Sarvodaya movement; Sarvodaya and Globalization: Relevance.

## **References:**

### **Mandatory**

- 1- Kumarappa, J.C.(1987) *Gandhian economic thought*, Sarva Seva Sangh Prakasham, Rajghat Varansi.

### **Supplementary**

- 1- Bose, N.K. (1966), *Gandhi the man and his mission*, Bhartiya Vidya Bhawan, Bombay.
- 2- Datta, Amlan. (1986), *The Gandhian Way*, N.E. Hill University publications, Shillong.
- 3- Diwarkar, R.R. (1963), *Gandhiji's basic Ideas and some modern problems*, Bharatiya Vidya Bhawan.
- 4- Iyer, Raghavan. 1963, *Moral and Political Thought of Gandhi*, Oxford Univ. Press, New York.

### **Online Source:**

- 5- *The Official Mahatma Gandhi e Archive & Reference Library, Mahatma Gandhi Foundation - India*. Available from:<[www.mahatma.org.in/books](http://www.mahatma.org.in/books)>(for exhaustive list)

Board of Studies in Economics  
Parvatibai Chowgule College of Arts and Science  
(Autonomous)  
Margao – Goa

## Pattern of Question Papers

Semester End Assessment (SEA) / Semester End Evaluation (SEE)

Question Paper Pattern Approved for:  
B.A. (Economics Papers) / M.A. (Economics)

1. For courses with no laboratory components the total marks at the SEA / SEE are 60 and the duration of the exam is 2 hours.
2. Question Paper will provide overall choice to candidates.
3. Question paper (QP) of the course shall cover all the modules / units of the syllabus.
4. Total number of questions (main questions) in the question paper will be seven.
5. One of the main questions, preferably question one, shall be a compulsory question. This question should be used for comprehensive evaluation of the subject and to test the student's overall learning in the course using Bloom's taxonomy of higher order learning.
6. Overall choice pertains to the remaining 6 questions out of which students will have to answer any 4 questions.
7. All main questions will carry 12 marks each.
  - a. The main questions may be split into sub-questions.
  - b. No sub-question will carry less than 4 marks.
  - c. Aggregate marks of all the sub-questions of the main question shall not exceed 12.

**Course Title:** Introduction to Operations Research for Economists

**Course Code:** ECO-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. To equip students with mathematical tools and techniques frequently applied in different branches of economics.

**Learning Outcome:**

Upon completion of the course, students are expected to:

1. Grasp the essence of relatively advanced economic theories done through quantitative analysis.
2. Be able to present economic proposition in the language of mathematics whenever require and possible.
3. Be able to develop mathematical models in their own research work if requires.

**Course duration:**

Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**SYLLABUS:**

**Unit 1: Linear Algebra (15 Hours)**

Systems of equations; Matrices and determinants; Matrix inversion method and its uses.

**Unit 2: Linear Programming (15 Hours)**

Elements of Linear Programming; Solution to LPP: Graphical, Simplex and the Big M methods.

**Unit 3: Transportation and Assignment Problems (15 Hours)**

Initial allocation methods; Optimization methods.

**Unit 4: Statistical Decision-Making (15 Hours)**

Probability analysis; Decision Trees; Expected Value; Economic and commercial applications.

**References:**

1. Kanti sawrup et al, Operations Research , S Chand & sons, New Delhi, 2005
2. Tulsian P.C. , Pandey V., Quantitative Techniques, Pearson India, 2006.
3. Taha H., Operation Research: An Introduction, Pearson , 7<sup>th</sup> Edition 2006



**Course Title:** Actuarial Economics  
**Course Code:** ECO-V.E-11  
**Marks:** 100  
**Credit:** 4

**Course Objectives:**

The objectives of the course include the following:

1. To provide tools for analysing insurance and insurance risks.
2. To develop expertise in students that is relevant for research and training in insurance companies.
3. To acquaint students to a wide range of decision making processes used for financial planning and management.

**Learning Outcome:**

On completing this course, the students will:

1. Gain expertise in actuarial field for critically analyzing financial consequences of risks.
2. Be able to analyze decision-making process in insurance, investment and financial planning.
3. Be able to find employment in actuarial and insurance businesses.

**Course duration:**

Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**SYLLABUS**

**Unit 1: Introduction to Actuarial Economics** (5 Hours)

Origin, nature and scope of Actuarial Economics – Its importance; Link between financial planning and risk management; Utility and risk preference.

**Unit 2: Annuity and its Calculations** (12 Hours)

Annuity: ordinary annuity, annuity due, deferred annuity; Perpetuity: present value of immediate perpetuity, present value of perpetuity due, differed perpetuity; annuity with frequency different from that with which interest is convertible; varying rates of interest; redemption of loan; average interest yield on the life fund.

**Unit 3: Pricing** (15 Hours)

Basic elements in computation of life insurance premium; premium calculation; formulae for calculation of net premium.

**Unit 4: Mortality Tables**

(14 Hours)

Probability theory in insurance; mortality table; types: select and ultimate tables; stages involved in construction of mortality table.

**Unit 5: Product Design and Actuarial Profession** (14 Hours)

Basic methodology and setting assumptions; product design; actuarial standards and regulations, role of IRDA.

**References:****Mandatory:**

1. Mishra K.C. & Kumar C.S., *Elements of Actuarial Science*, Cengage Learning, Delhi.2009
2. Punit and Parik , *Bailout Economics* 2014
3. (etc. additional references)

**Supplementary:**

1. Booth, P.M. et al. , *Modern Actuarial Theory and Practice*, Chapman and Hall, London, 1999
2. Newton bowers et al. , *Actuarial Mathematics*, Society of Actuaries, (second edition), Illinois , 1997

**Course Title:** Microeconomics Analysis

**Course Code:** ECO-V.E-12

**Marks:** 100

**Credits:** 4

**Course objective:**

1. To study economic theories of distribution, general equilibrium, welfare and market failure.

**Learning Outcome:**

1. Upon completion of this course students will be able to understand the theories of distribution, general equilibrium, welfare and market failures.

**Course duration:**

Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **SYLLABUS**

**Unit 1: Theory of Distribution Neo-classical approach** (15 Hours)

Marginal productivity theory; Product exhaustion theorem; Elasticity of technical substitution, technical progress and factor shares; Theory of distribution in imperfect product and factor markets.

**Unit 2: General Equilibrium** (15 Hours)

Walrasian excess demand and input-output approaches to general equilibrium, existence, stability and uniqueness of equilibrium and general equilibrium, coalitions and monopolies; Production without consumption — one sector model, homogeneous functions, income distribution.

**Unit 3: Welfare Economics** (15 Hours)

Pigouvian welfare economics; Pareto optimal conditions; Value judgment; Social welfare function; Compensation principle; Inability to obtain optimum welfare — Imperfections, market failure, decreasing costs, uncertainty and non-existent and incomplete markets.

**Unit 4: Market failure** (15 Hours)

Causes of Market Failure, Instances of Market failure: Externalities, Asymmetric information, moral hazard, Market imperfections, Non existence of markets; Theory of Second Best — Arrow's impossibility theorem; Rawls theory of justice, equity-efficiency trade off; Good Governance.

**Mandatory Reading:**

1. Rubinfeld D. and Pindyck R. Microeconomics, Pearson, 2013

**References:**

1. Gravelle, H and Ray Rees, *Microeconomics*, Pearson Education Limited, England. 2004
2. Hal R Varian , *Microeconomic Analysis*, W W Norton & Company, New York.2010
3. Mas-colell, A, Michael D. Wiston and Jerry G. Green (1995), *Microeconomics*, 3rd edition, Prentice Hall Longman, London. 1995
4. Sen, A. , *Microeconomic Theory*, OUP, New York1999
5. Stigler, G., *Microeconomics: Theory and Applications*, Oxford University Press, New Delhi. 1996
6. Varian, H. , *Theory of Price*, (4th Edition), Prentice Hall of India, New Delhi. 2004

**Course Title:** Introduction to Industrial Economics

**Course Code:** ECO-VI.E-15

**Marks:** 100

**Credits:** 04

**Course objectives:**

1. To introduce students to the concept of industrial economics and its significance.
2. To highlight the role of globalization in industrial development.
3. To understand the impact of industrial reforms and competition.

**Learning outcomes:**

1. Students will gain an understanding of industrial economics and its significance
2. Students will understand the issues confronting the industrial economy.
3. Student will be familiar with industrial structure and labour issues.

**Course duration:**

Sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**SYLLABUS**

**Unit 1: Introduction to Industrial economics and Theory of the Firm** (15 Hours)

Meaning, scope, need and significance of industrial economics;

Size and Structure of firms: technological view of the firm; investment size; vertical integration; transaction cost.

Separation of ownership and control – implications.

**Unit 2: Structure, Conduct and Performance** (15 Hours)

Determinants of market structure; Price and non-price competition; product differentiation.

**Unit 3: Industrial Policy and Reforms** (15 Hours)

Industrial policy in a global economy; industrial policy for inclusive growth.

India's industrial policy pre and post globalization.

**Unit 4: Regulatory Mechanism and Competition Framework** (15 Hours)

Need for reforms in regulatory mechanisms; Competition Law and Policy; role of Competition Commission in India. Introduction to labour reforms.

**References:**

1. Addison J.T Schnabei C., *International Handbook Of Trade Unions*, Edward Edgar, 2003
2. Bhatia S.K , *Industrial relations and collective bargaining, Theory and practice*, deep and Deep Publications, New Delhi, 2006
3. Mamoria C.B & Mamoria S , *Dynamics of Industrial Relations*, Himalaya Publishing House, Mumbai., 2005
4. Sen Ratna, (2003), *Industrial Relations In India*, Macdonald and Evans, G. Britain, 2003
5. Venkata Ratnam, C.S., *Globalization and Labour- Management Relations: Dynamics of Changes*, Sage Publications/Response Books, New Delhi, 2001

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Department of Economics

**B.A. ECONOMICS COURSE STRUCTURE**

SEMESTER – I				SEMESTER - II			
Core Course Title		Course Code		Core Course Title		Course Code	
Evolution of Methods in Economic Analysis		ECO-I.C-1		Economics of Growth and Development		ECO-II.C-3	
Mathematical Techniques for Economic Analysis		ECO-I.C-2		Empirical Techniques for Economic Analysis		ECO-II.C-4	
SEMESTER - III				SEMESTER - IV			
Core Course Title	Course Code	Elective Course Title	Course Code	Core Course Title	Course Code	Elective Course Title	Course Code
Micro-economics	ECO-III.C-5	Economics of Foreign Exchange	ECO-E-2	Macro-economics	ECO-IV.C- 6	Indian Economy	ECO-E-1
		Regional Economics	ECO-E-4			Emerging Market Economies	ECO-E-3
		Economics and Governance	ECO-E-5			Entrepreneurship	ECO-E-6
		Economics and Law	ECO-E-8			Accounting for Non-accountants	ECO-E-7
SEMESTER – V				SEMESTER - VI			
Core Course Title	Course Code	Elective Course Title	Course Code	Core Course Title	Course Code	Elective Course Title	Course Code
Public Economics	ECO-V.C-7	Introduction to Econometrics	ECO-E-9	International Trade and Policy	ECO-VI.C-8	Introduction to Operations Research for Economists	ECO-E-10
Project	ECO-V/VI.C-9	Labour Economics	ECO-E-13	Project	ECO-V/VI.C-9	Environmental Economics	ECO-E-14
		Actuarial Economics	ECO-.E-11			Introduction to Industrial Economics	ECO- E-15
		Microeconomic Analysis	ECO-.E-12			Financial Economics	ECO- E-16
						Macroeconomic Analysis	ECO-E-17

**INTERDISCIPLINARY COURSES FOR SEMESTER V AND VI**

SEMESTER V		SEMESTER VI	
Course Title	Course Code	Course Title	Course Code
Entrepreneurship	ECO-INT-1	Financial Investments for All	ECO-INT-3
Gandhian Economic Thought	ECO-INT-2	Taxation for All	ECO-INT-4

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Annexure II

Syllabi of B.A. Economics Interdisciplinary Courses  
(Approved by BOS 7-10-2017)

**Course Title: Financial Investments for All**

**Course Code: ECO-INT-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To expose the students to the financial markets
2. To understand the need for investments
3. To provide the students the initial path to get into financial investments.

**Learning Outcome:**

On completing the course the students will get an understanding of investing in the financial markets and also develop an understanding of how to start investing in the financial instruments.

**SYLLABUS**

**Unit 1: Introduction to the financial system (15 Hours)**

Meaning; financial system: an overview, flow of funds, financial institutions, financial markets, financial instruments, financial services, regulators. Primary markets: types of issues: public issues: IPO-FPO, right issues, bonus issue: private placement: preferential allotment, qualified institutions placement. Documents, prospectus, letter of offer, placement document. Types of financial markets: *security markets, money markets, foreign exchange markets, commodity markets, insurance market*. Differences between investing in low risk vs. high risk instruments.

**Unit 2: The Banking system: (10 Hours)**

Time value of money- present and future value, calculation. Importance of a banking system; bank deposits as low risk asset class. Types of bank deposits. Bank Loans, types of loan instruments; interest rate spread, EMI calculations; other facilities provided by the banks. Effects of interest rates on the banking system. Role of central bank as a regulator of the banking system.

**Unit 3: Security markets: (15 Hours)**

Definition of securities; functions of security markets; Market segments in security markets: primary and secondary markets. Participants in security markets: *investors, issuers, intermediaries, regulators*. Offer document; SEBI regulations, issue requirements; Corporate actions: *dividends, stock split, buy back, mergers and acquisitions, rights issues, bonus issues*. Demat account

**Unit 4: Stock market indicators, trends and behavior (8 Hours)**

Meaning of a stock market Index: Sensex, Nifty, Stock market indicators: fundamental and technical analysis market capitalization, turnover, turnover ratio, market capitalization ratio trade value ratio, types of financial derivatives.



**Unit 5: Mutual Funds:****(12Hours)**

Meaning and types of mutual funds, Systematic Investment Plans, benefits of investing in mutual funds, tax benefits on selected mutual fund investments, types of MF/schemes. Calculation of NAV. Steps in creation of an initial investment Portfolio.

**References:**

1. Chandra. P. (2014), *Investment Analysis and Portfolio Management*, Tata McGraw-Hill, New Delhi
2. Graham, B. (2008), *The Intelligent Investor*, Harper
3. Khan M. Y. ; Jain P. K. (2015), *Financial Management*, Tata McGraw-Hill Publishing, New Delhi
4. Siegel, Jeremy J. (1998) *Stocks for the Long Run*, McGraw-Hill. New York
5. Van Horne J., Wachowicz, John M., Van Horne JR (2008), *Fundamentals of Financial Management*, Prentice Hall
6. *Practical checks* [www.moneycontrol.com](http://www.moneycontrol.com)

**Course Title: Taxation for All**

**Course Code: ECO-INT-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To sensitise students on the various issues related to Taxation
2. To provide an overview of direct and indirect taxes in India
3. To help student with the calculation of tax liabilities.

**Learning Outcomes:**

On completing the course the students will:

1. Get familiar with the issues related to taxation
2. Get familiar with direct and indirect taxes in India
3. Be able to calculate tax liabilities

**SYLLABUS**

**Unit 1. Introduction to Taxation**

**(15 Hours)**

Importance of taxation; Principles of taxation; Impact and incidence of a tax; equity and ability-to-pay; tax rates and structure of tax rates; direct and indirect taxes, advantages and disadvantages; efficient and inefficient taxes; Shifting and Evasion. Legal basis for the introduction of a Tax.

**Unit 2. Income Tax**

**(15 Hours)**

Importance of Income Tax; Legislation supporting the Imposition of Income Tax: Features and Important Provisions; Income tax Rate structure; Taxable Incomes; Avoidance and Evasion of Taxes; Calculation of Income Tax and Corporate Tax and Filing Tax Returns.

**Unit 3. Goods and Service Tax**

**(15 Hours)**

Evolution of Indirect Taxation in India; Types of Indirect Taxes in India; Importance of Goods and Service Tax; Legislation supporting the Imposition of Goods and Service Tax: Features and Important Provisions; GST Tax Structure; Calculations of Taxes under GST and Filing of Tax Returns.

**Unit 4. Customs Duties**

**(15 Hours)**

Importance of Customs Duties; Legislation supporting the Imposition of Custom Duties: Features and Important Provisions; Treatment of Exports and Imports; Custom Valuation Procedures; Structure of Customs Duties; Calculations and Clearance of Custom Duties. Auctions and Customs.

**References:**

1. Jain R K (2017) *Customs Tariff of India 2017-18*, Vol. 1 and Vol. 2, CENTAX
2. Rosen S.H., 'Public Finance', Irwin /Mc Graw- Hill.
3. Saraogi CA Vishal (2017) *Goods and Services Tax Laws Practice & Procedure with Commentary*, Lawpoint Publications
4. Singhanian, Monica; Singhanian Vinod K (2017) *Student's Guide to Income Tax* (University Edition), Taxman
5. Sreekantaradhya B.S., '*STRUCTURE AND REFORMS OF TAXATION IN INDIA*', Deep & Deep, New Delhi.

Some Websites: GST India <http://www.gstindia.com/about/>

Taxmann Goods and Service tax <https://gst.taxmann.com/>

Cleartax on GST <https://cleartax.in/s/gst-law-goods-and-services-tax>

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**DEPARTMENT OF ECONOMICS**

**B.A. COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				
I	ECO-I.C-1 Principles of Economics	ECO-I.C-2 Mathematical Techniques for Economic Analysis					
II	ECO-II.C-3 Economics of Growth and Development	ECO-II.C-4 Empirical Techniques for Economic Analysis					
III	ECO-III.C-5 Micro-economics		ECO-E-2 Economics of Foreign Exchange	ECO-E-4 Regional Economics	ECO-E-5 Economics and Governance	ECO-E-8 Economics and Law	
IV	ECO-IV.C- 6 Macro-economics		ECO-E-1 Indian Economy	ECO-E-3 Emerging Market Economies	ECO-E-6 Entrepreneurship	ECO-E-7 Accounting for Non-accountants	
V	ECO-V.C-7 Public Economics	ECO-V/VI.C-9 Project	ECO-E-9 Introduction to Econometrics	ECO-E-13 Labour Economics	ECO-E-11 Actuarial Economics	ECO-E-12 Micro-economic Analysis	ECO-E-18 Evolution of Methods in Economic Analysis
VI	ECO-VI.C-8 International Trade and Policy	ECO-V/VI.C-9 Project	ECO-E-10 Introduction to Operations Research for Economists	ECO-E-14 Environmental Economics	ECO- E-15 Introduction to Industrial Economics	ECO- E-16 Financial Economics	ECO-E-17 Macroeconomic Analysis
<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES (FOUNDATION GROUP) FOR SEMESTER V AND VI</b>						
V/VI	ECO-INT-1 Entrepreneurship	ECO-INT-2 Gandhian Economic Thought		ECO-INT-3 Financial Investments for All		ECO-INT-4 Taxation for All	

**Course Title: Principles of Economics**

**Course Code: ECO-I.C-1**

**Marks: 100**

**Credits: 04**

**Hours: 60**

**Course Objectives:**

1. To provide the foundations of economic analysis.
2. To create an interest for students in the subject of economics.
3. To sensitize on the usefulness of economics in decision-making.

**Learning Outcomes:**

Upon successful completion of this course a student will be able to:

1. Get acquainted to the tools of economics.
2. Understand the nature of decision-making.

**SYLLABUS**

**Unit 1: Thinking like an economist and ten principles of Economics (15 Hours)**  
Decision making; functioning of an economy; normative and positive economics; circular flow diagram; and the production possibility frontier.

**Unit 2: Demand and Supply and Market Equilibrium (15 Hours)**  
Factors affecting demand and supply; market equilibrium; elasticity of demand and elasticity of supply; consumers' surplus and producers' surplus.

**Unit 3: Market Structure (15 Hours)**  
Firms and markets; perfect competition, monopoly, oligopoly.

**Unit 4: Macroeconomic Concepts and Policies (15 Hours)**  
GDP, unemployment and inflation; growth and stabilization objectives; introduction to fiscal and monetary policy measures.

**References:**

**Mandatory:**

1. Mankiw, N. Gregory, Principles of Economics, Thomson / South-Western, Seventh Edition.

**Course Title: Economics of Growth and Development**

**Course Code: ECO-II.C-3**

**Marks: 100**

**Credits: 4**

**Hours: 60**

**Course Objectives:**

The two basic objectives of this course are:

1. To give to students a global perspective of economic growth using traditional and contemporary theories on economic growth and development.
2. To provide an insight into India's growth and development since the era of planned economic development.

**Learning Outcome:**

On completing this course student will:

1. Get a working knowledge of the phenomena of growth and development.
2. Be able to understand and evaluate the relevant theories of economic growth and development.
3. Be in a position to analyze India's development experience with unified planning.

**SYLLABUS**

**Unit 1: Growth and Development (15 Hours)**

Growth and development, Components, Indicators, Approaches to development: Traditional and Modern; Sen's capabilities approach, Institutional freedom as ends and means of development.

**Unit 2: Patterns of Growth and Development (15 Hours)**

Growth and development in different countries, Critique of classical theories of development: Rostow's model, Lewis model; international dependence revolution: neoclassical dependence model, fake paradigm model: dualistic development models.

**Unit 3: New Growth Theories (15 Hours)**

Exogenous growth theories: Solow model, Harrod-Domar model; Endogenous growth theories: Romer and Lucas endogenous model, Robinson model.

**Unit 4: India's Development Experience (15 Hours)**

India's development journey from planning commission to NITI Aayog. India on the eve of planning, Nehru Mahalanobis growth and development model, Liberalization, Privatization and Globalization; Inclusive growth; Interstate variations in development, Case studies: Economic models of any two Indian States; Economic development of Goa.

**References:**

**Mandatory:**

1. Alternative survey group, (2010), *Indian Political Economy Association two decades of Neoliberalism*, Daanish Books, Delhi, India.
2. Black J., (1991), *Development in theory and practice: paradigms and paradoxes*, Boulder, Westview, Colorado.

3. George K.K., Kerala economy: growth, structure, strength and weaknesses( working paper no. 25)<http://csesindia.org/admin/modules/cms/docs/publication/25.pdf>
4. Hayami Y, (2005), *Development economics: from the poverty to the wealth of nation*, Oxford India, Paperback, India
5. Hirway I., ShahaAmita, (2013), *Growth or Development which way Gujarat is Going?* Oxford India Press, Noida, India.
6. Jones Charles, *Introduction to economic growth*, second edition Viva book private limited, New York.
7. Meir Gerald, Raich James, *Leading issues in economic development*, eight edition Oxford university press, U.K.
8. Mishra &Puri, (2013), *Indian economy*, Himalaya publishing house, Mumbai
9. Ray Debraj, (2007), *Development economics*, Oxford India paperback, Noida, India.
10. Thirlwall A.,(2005), *Growth and development: with special reference to developing economies*, Palgrave, Macmilan, USA
11. Todaro M , Smith S.( 2013), *Economic development*, Pearson, Noida, India

**Course Title: Microeconomics**

**Course Code: ECO-III.C-5**

**Marks: 100**

**Credits: 4**

**Hours: 60**

**Course Objectives:**

1. To familiarize students in pure theories.
2. To offer a strong base for studying applied economic theories and principles.
3. To familiarize students with market based decision making

**Learning Outcome:**

1. Upon successful completion of the course a student will be able to:
2. Develop solid grounding of basic principles in microeconomics.
3. Understand mathematical applications based on micro economic theory.
4. Apply the principles of Microeconomics to find solutions to societal problems arising from scarcity and choice.

**SYLLABUS**

**Unit 1: Consumer Behaviour and Demand**

**(20 Hours)**

Distinction between Cardinal and Ordinal Utility. Indifference Curves, Budget Line, Substitution Effect and Income Effect; Hicksian and Slutsky's Analysis; Changes in demand and Engel's Curve, Revealed preference theory.

**Unit 2: Production**

**(10 Hours)**

Production function – AP and MP, Non-linear production function, Production with one variable input, Production with two variable inputs, Isoquants – MRTS-elasticity of factor substitution, Iso-cost line - Ridge Line, Returns to Scale.

**Unit 3: Cost and Revenue**

**(10 Hours)**

Cost of Production, Behavior of cost, Short run and Long run Costs, Derivation of Average and marginal cost curves, Least cost input Combination, , Introduction to Modern Cost Curves: L shaped and J shaped cost curves. Concepts of revenue: AR, MR, TR, Break-even analysis.

**Unit 4: Perfect Market Structure**

**(10 Hours)**

Perfect markets, Behavior of profit maximizing firms and the production process; Price and output decisions; costs and output in short and long run, Pure competition, Role of time element in the determination of value.

**Unit 5: Imperfect Market Structure**

**(10 Hours)**

Nature and types of imperfect market structures, Assumptions, Conditions of imperfections, Imperfect markets: Monopoly and monopolistic competition; Introduction to oligopoly.

**References:**

1. Hubbard, R. G. and O'Brien, A. P. (2012), *Microeconomics*, Pearson, Delhi.
2. O'Sullivan, A., Sheffrin S. M. and Perez S. J. (2012). *Microeconomics, Principal, Application and tools*, Pearson, Delhi
3. Pindyck, Robert S and Rubinfeld, Daniel L. (2012) *Microeconomics*, Pearson, Delhi

**Course Title: Macroeconomics**

**Course Code: ECO-IV.C- 6**

**Marks: 100**

**Credit: 4**

**Hours: 60**

**Course Objectives:**

The course gives the introduction to the macroeconomic fundamentals and to the main concepts and principles of macroeconomic theory and policy.

1. To familiarize students with the determinants of macroeconomic activities and policy.
2. To familiarize students with the main principals of macroeconomic analysis.

**Learning Outcomes:**

Having completed this course the student is expected to able to:

1. To identify the behavior of key macroeconomic variables.
2. To understand how economy works.
3. To understand the notion of long-run economic growth.

**SYLLABUS**

**Unit 1: Introduction to Macroeconomics (10 Hours)**

Major Macroeconomic Issues: Business Cycle, Unemployment, Inflation, Long-run Economic Growth; Principles and Tools of Macroeconomic Analysis; Macroeconomic Variables; Long run and Short run Analysis in Macroeconomics.

**Unit 2: National Accounts: Measuring Output and Income (10 Hours)**

National income: concept and measurement: GDP, GNP, NDP, NNP; Methods of measurement: Value Added and Expenditure Approach; Price Indices and Deflator.

**Unit 3: Keynesian Macro-economic Framework (20 Hours)**

Keynesian analysis: Aggregate Demand- concepts, components and determinant's, Consumption Demand and its Determinants, Consumption Function and Consumption Line, Autonomous Consumption Demand, Marginal and Average Propensity to Consume, Saving Function and Saving Line, Marginal and Average Propensity to Save, Consumption Puzzle, Theories of Consumption, Investment Demand and its Determinants, Investment Function and Investment Demand Curve, Theories of Investment, Aggregate Expenditures in the Closed Private Economy, Planned Expenditures and Actual Expenditures, The 45°line and Equilibrium Output in the Two-sector Model in the Short run ("Keynesian Cross Model"), Non-equilibrium Situations, Multiplier Effect of Autonomous Spending on Output.

**Unit 4: Monetarists Framework (10 Hours)**

Origin of monetarist views: Milton Freidman; Origin of quantity theory of money.

**Unit 5: The IS-LM Model (10 Hours)**

IS-LM equations, Dynamics in the IS-LM model, Fiscal policy-effectiveness and LM curve, Fiscal policy- effectiveness and IS curve, Monetary policy- effectiveness and IS curve, monetary policy- effectiveness of LM curve, paradox of thrift, Policy objectives.



**References:****Mandatory:**

1. Begg, D., Dornbusch, R., Fischer, S. (2005) *Economics*, McGraw-Hill Book Co., London.
2. Mankiw, N.G. (2010) *Macroeconomics*, Worth Publishers, New York.

**Supplementary:**

1. Lipsey, R.G.; Chrystal, K. A. (2007) *Economics*, Oxford University Press, Oxford.
2. Samuelson, P.; Nordhaus, William (2010) *Economics*, MacGraw Hill Education. Delhi

**Course Title: Public Economics**

**Course Code: ECO-V.C-7**

**Marks: 100**

**Credits: 04**

**Hours: 60**

**Course Objective:**

1. To orient students towards investigating the role of the public sector.
2. To provide analytical tools and apply them to analyse key issues relating to public revenue and public spending.

**Learning Outcomes:**

Upon completion of this course the students will be able to:

1. Understand the central concepts and basic models of modern public economics.
2. Analyse and evaluate fiscal operations of the government.

**SYLLABUS**

**Unit 1: Issues in Public Economics (15 Hours)**

Nature of the Public Economy – Public economy and markets – Pareto optimality and Market failure – fundamental theorem of welfare – Cases of violation of Pareto optimality, Asymmetric information and market failure – the problem of externality and their internalization.

**Unit 2: Theory of Public goods (15 Hours)**

Public Choice theory – Public goods – Bowen model, Pigou model and Samuelson model, Empirical theories of public goods: Wagner hypothesis, Wiseman-peacock hypothesis, Preference revelation mechanism for public goods.

**Unit 3: Public Revenue and Expenditure (15 Hours)**

Principles of Taxation and classification of taxes – Impact and incidence of taxes - Partial and general equilibrium, examples – Excess burden of tax. Principles of expenditure and classification of expenditure.

**Unit 4: Public debt (15 Hours)**

Causes and Challenges of public debt; Debt sustainability analysis, Burden of public debt: Modigliani's burden thesis; debt trap. Internal and External debt.

**References:**

1. Atkinson, A.B and. Stiglitz J.E (2015), *Lectures on Public Economics*, McGraw-Hill, New York.
2. Musgrave, R. A. (1959), *The Theory of Public Finance*, McGraw Hill, New York.
3. Musgrave, R. and Musgrave P. (2004), *Public Finance in Theory and Practice*, McGraw-Hill.
4. Houghton, R.W. (1970), *Public Finance: Selected readings*, Penguin Books.

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**DEPARTMENT OF ECONOMICS**

**B.A. COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				
I	ECO-I.C-1 Principles of Economics	ECO-I.C-2 Mathematical Techniques for Economic Analysis					
II	ECO-II.C-3 Economics of Growth and Development	ECO-II.C-4 Empirical Techniques for Economic Analysis					
III	ECO-III.C-5 Micro-economics		ECO-E-2 Environmental Economics	ECO-E-4 Regional Economics	ECO-E-5 Economics and Governance	ECO-E-8 Economics and Law	
IV	ECO-IV.C- 6 Macro-economics		ECO-E-1 Labour Economics	ECO-E-3 Emerging Market Economies	ECO-E-6 Entrepreneurship	ECO-E-7 Accounting for Non-accountants	
V	ECO-V.C-7 Public Economics	ECO-V/VI.C-9 Project	ECO-E-9 Introduction to Econometrics	ECO-E-13 Indian Economy	ECO-E-11 Actuarial Economics	ECO-E-12 Micro-economic Analysis	ECO-E-18 Evolution of Methods in Economic Analysis
VI	ECO-VI.C-8 International Trade and Policy	ECO-V/VI.C-9 Project	ECO-E-10 Introduction to Operations Research for Economists	ECO-E-14 Economics of Foreign Exchange	ECO- E-15 Introduction to Industrial Economics	ECO- E-16 Financial Economics	ECO-E-17 Macroeconomic Analysis
<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES (FOUNDATION GROUP) FOR SEMESTER V AND VI</b>						
V/VI	ECO-INT-1 Entrepreneurship	ECO-INT-2 Gandhian Economic Thought		ECO-INT-3 Financial Investments for All		ECO-INT-4 Taxation for All	

## **CORE COURSES**

**Course Title: Principles of Economics**

**Course Code: ECO-I.C-1**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

### **Course Objectives:**

1. To provide the foundations of economic analysis.
2. To create an interest for students in the subject of economics.
3. To sensitize on the usefulness of economics in decision-making.

**Course outcomes:** Upon completion of the course student will be able to

**CO1:** Define basic concepts in Economics.

**CO2:** Recognize economic problems that require decision making.

**CO3:** Distinguish between concepts related to national income

**CO4:** Create & draw hypothetical market demand & supply schedules & curves.

**CO5:** Differentiate & calculate different types, degrees of elasticity of demand & supply.

**CO6:** Arrange different market structure on the basis of degree of competition.

**CO7:** Propose solutions to economic problem

### **SYLLABUS**

#### **Unit 1: Thinking like an economist and ten principles of Economics (15 Hours)**

Decision making; functioning of an economy; normative and positive economics; circular flow diagram; and the production possibility frontier.

#### **Unit 2: Demand and Supply and Market Equilibrium (15 Hours)**

Factors affecting demand and supply; market equilibrium; elasticity of demand and elasticity of supply; consumers' surplus and producers' surplus.

#### **Unit 3: Market Structure (15 Hours)**

Firms and markets; perfect competition; monopoly; oligopoly.

#### **Unit 4: Macroeconomic Concepts and Policies (15 Hours)**

GDP, unemployment and inflation; growth and stabilization objectives; introduction to fiscal and monetary policy measures.

### **References:**

#### **Mandatory:**

1. Mankiw, N. Gregory, *Principles of Economics*, Thomson / South-Western, Seventh Edition.

Supplementary readings

1. Salvatore, Dominick, *Principles of Micro Economics*, Oxford International student edition, Eighth Edition

**Course Title: Mathematical Techniques for Economic Analysis**

**Course code: ECO-I.C-2**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To raise the level and approach to teaching and learning economics by adequately emphasizing on concepts. This will help the students to understand economic reality in a structured manner. Further students who would like to specialize in applied branches will be better equipped. It will provide them with international dimension to academic studies by developing analytical and evaluative skill.

**Course Outcomes:** Upon completion of the course student will be able to

**CO1:** Identify and use the rules of calculus

**CO2:** Interpret graphs and tables

**CO3:** Apply mathematical techniques in economics

**CO4:** Analyze economic reality in a structured manner

**CO5:** Assess economic questions as mathematical problems

**CO6:** Design optimal solutions to simple economic problems

**SYLLABUS**

**Unit1:Introduction to Basic Concepts**

**(5 Hours)**

Importance of Mathematical and Statistical Methods in Economic Analysis Review of some Concepts; Algebraic Expressions; Equations; Exponents; Graphs of Lines and Non-Linear Equations; System of Simultaneous Equations; properties of sets, number systems.

**Unit 2: Concept of Function and Types**

**(25 Hours)**

Limit, Continuity and Derivatives; Rules of Differentiation; Marginal Concept; Marginal Cost; Revenue; Utility; Elasticities and Types; Partial and Total Differentiation and Applications; Some Simple Rules of Integration and Applications to Consumer's Surplus and Producer's Surplus.

**Unit 3: Optimization**

**(20 Hours)**

Problems of Maxima and Minima in Single and Multivariable Functions; Unconstrained and Constrained; Optimization in Simple Economic Problems.

**Unit 4: Matrix Algebra**

**(10 Hours)**

Determinants & input-output analysis

**References:**

**Mandatory:**

1. Knut Sydsaeter and Peter J Hammond (2005), *Mathematics for Economic Analysis*; Pearson Educational Asia: 4th Indian reprint.

**Supplementary:**

1. Chiang, A.C. & Kevin Wainwright (2005), *Fundamental Methods of Mathematical Economics*; Fourth Edition, McGraw-Hill.
2. Dowling, Edward T. (1992), *Schaum's Outline of Theory and Problems of Introduction to Mathematics*; 3rd Edition, McGraw-Hill

**Course Title: Economics of Growth and Development**

**Course Code: ECO-II.C-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

The two basic objectives of this course are:

1. To give to students a global perspective of economic growth using traditional and contemporary theories on economic growth and development.
2. To provide an insight into India's growth and development since the era of planned economic development.

**Course Outcomes:** Upon completion of the syllabus students will be able to:

**CO1:** Order the theories of growth and development on a timeline.

**CO2:** Identify patterns of growth based on classical & neoclassical theories of growth and development.

**CO3:** Give examples of economies those have experienced the growth & development in line with theories.

**CO4:** Distinguish between economies those have and have not experienced growth & development in line with theories.

**CO5:** Compare & contrast various growth & development models as applicable to India.

**CO6:** Categorize states of India based on different growth patterns.

**CO7:** Design & recommend growth model for India & or its states.

**SYLLABUS**

**Unit 1: Growth and Development (15 Hours)**

Growth and development, Components, Indicators, Approaches to development: Traditional and Modern; Sen's capabilities approach, Institutional freedom as ends and means of development.

**Unit 2: Patterns of Growth and Development (15 Hours)**

Growth and development in different countries; Critique of classical theories of development: Rostow's model, Lewis model; international dependence revolution: neoclassical dependence model; fake paradigm model: dualistic development models.

**Unit 3: New Growth Theories (15 Hours)**

Exogenous growth theories: Solow model, Harrod-Domar model; Endogenous growth theories: Romer and Lucas endogenous model, Robinson model.

**Unit 4: India's Development Experience (15 Hours)**

India's development journey from planning commission to NITI Aayog; India on the eve of planning; Nehru Mahalanobis growth and development model; Liberalization, Privatization and Globalization; Inclusive growth; Interstate variations in development; Case studies: Economic models of any two Indian States; Economic development of Goa.

**References:**

**Mandatory:**

1. Todaro M, Smith S. (2013), *Economic development*, Pearson, Noida, India

**Supplementary :**

1. Thirlwall A.,(2005), *Growth and development: with special reference to developing economies*, Palgrave, Macmilan, USA
2. Hayami Y, (2005), *Development economics: from the poverty to the wealth of nation*, Oxford India, Paperback, India
3. Ray Debraj, (2007), *Development economics*, Oxford India paperback, Noida, India

**Course Title: Empirical Techniques for Economic Analysis.**

**Course Code: ECO-II.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To enable students to have a good understanding of the empirical methods and its application in economics.
2. To enable students to process the raw data by using soft techniques/tools to analyze economic phenomenon conclusively.
3. To provide them with competency not only in their professional arena but in academics also.

**Course outcomes:** Upon completion of the course students will be able to:

**CO 1:** Relate empirical methodology to economic enquiry

**CO 2:** Summarise, interpret and graph data appropriately

**CO 3:** Apply discrete and continuous probability distributions to various business problems

**CO 4:** Analyse statistical data using MS Excel

**CO 5:** Validate sampling measures

**CO 6:** Develop basic statistical inference using correlation, regression, indices, hypothesis testing, and ANOVA

**SYLLABUS**

**Unit 1: Population and Sampling (10 Hours)**

Meaning of population and sampling; Need for sampling, concept of 'Good Sample'; Methods of sampling: probability and non-probability sampling; sampling techniques; Optimum sampling; Nyman's sampling: problems to be solved based on sampling methods.

**Unit 2: Correlation and Regression (20 Hours)**

Karl Pearson's coefficient of correlation and Spearman's Rank coefficient of correlation; properties of Pearson's coefficient of correlation; Linear regression: meaning, regression equations and lines; Focus on problem solving using MS EXCEL/Other spreadsheet.

**Unit 3: Time Series & Index Numbers (10 Hours)**

Components of time series; fitting a trend; methods: semi-averages, moving averages, method of least squares; weighted aggregative index numbers.

**Unit 4: Hypothesis Testing (20 Hours)**

Why and How to make Hypothesis; level of significance, critical area; Type I and Type II errors, Z, t, F and  $\chi^2$  distribution; ANOVA (one way and two way).

**References:**

**Mandatory:**

1. Arora, P.N. et.al. 2007, *Comprehensive Statistical Methods*, 1<sup>st</sup> edition, S. Chand, New Delhi.

**Supplementary:**

1. Anderson, David R. et.al. *Statistics for Business and Economics*, Cengage Learning India Edition.



**Course Title: Microeconomics**

**Course Code: ECO-III.C-5**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To familiarize students in pure theories.
2. To offer a strong base for studying applied economic theories and principles.
3. To familiarize students with market based decision making

**Course Outcomes:** Upon completion of the course students will be able to:

**CO1:** Reproduce consumer & producer behavior theories.

**CO2:** Describe different concept of production, costs & revenue.

**CO3:** Compute total, average & marginal concepts related to production, cost & revenue.

**CO4:** Compare & contrast competitive & non competitive market structures.

**CO5:** Categorize normal profit, supernormal profit, loss and shutdown point across different market structures.

**CO6:** Assess the given micro economic situation (consumer or producer).

**SYLLABUS**

**Unit 1: Consumer Behaviour and Demand (20 Hours)**

Distinction between Cardinal and Ordinal Utility; Law of Utility; Indifference Curves; Budget Line; Substitution Effect and Income Effect; Hicksian and Slutsky's Analysis; Derivation of demand curve and Engel's Curve; Revealed preference theory.

**Unit 2: Production (10 Hours)**

Production function: AP and MP, Non-linear production function; Production with one variable input; Production with two variable inputs, Isoquants: MRTS; Iso-cost line; Ridge Lines; Returns to Scale; Technological progress & international competitiveness.

**Unit 3: Cost and Revenue (10 Hours)**

Cost of Production; Behavior of cost; Short run and Long run Costs; Derivation of Average and marginal cost curves; Least cost input Combination; Introduction to Modern Cost Curves: L shaped and inverted J shaped cost curves; Concepts of revenue: AR, MR, TR, Break-even analysis.

**Unit 4: Perfect Market Structure (10 Hours)**

Perfect markets; Behavior of profit maximizing firms and the production process; Price and output decisions; costs and output in short and long run; Pure competition; Role of time element in the determination of value.

**Unit 5: Imperfect Market Structure (10 Hours)**

Nature and types of imperfect market structures; Assumptions; Conditions of imperfections; Imperfect markets: price & output under Monopoly and monopolistic competition; Introduction to oligopoly.

**References:**

**Mandatory:**

1. Salvatore, Dominick, *Principles of Micro Economics*, Oxford International student edition, Eighth Edition

**Supplementary:**

1. Hubbard, R. G. and O'Brien, A. P. (2012), *Microeconomics*, Pearson, Delhi.
2. O'Sullivan, A., Sheffrin S. M. and Perez S. J. (2012). *Microeconomics, Principal, Application and tools*, Pearson, Delhi
3. Pindyck, Robert S and Rubinfeld, Daniel L. (2012) *Microeconomics*, Pearson, Delhi

**Course Title: Macroeconomics**

**Course Code: ECO-IV.C- 6**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Objectives:**

The course gives the introduction to the macroeconomic fundamentals and to the main concepts and principles of macroeconomic theory and policy.

1. To familiarize students with the determinants of macroeconomic activities and policy.
2. To familiarize students with the main principals of macroeconomic analysis.

**Course outcome:** Upon completion of the course students will be able to

**CO1:** Define various key macroeconomic variables; principles & tools; and national income concepts.

**CO2:** Contrast between the long run & short run macroeconomic behavior; and various macroeconomic frameworks

**CO3:** Make use of macroeconomic concepts to develop an understanding of the working of the economy

**CO4:** Examine and analyze Keynesian and Monetarist macroeconomic framework

**CO5:** Justify the policy measures undertaken in a Keynesian system; especially those influencing consumption and expenditure decisions

**CO 6:** Estimate, imagine and elaborate the impact of macroeconomic policies on the state of the economy

**SYLLABUS**

**Unit 1: Introduction to Macroeconomics (10 Hours)**

Major Macroeconomic Issues: Business Cycle, Unemployment, Inflation; Long-run Economic Growth; Principles and Tools of Macroeconomic Analysis; Macroeconomic Variables; Long run and Short run Analysis in Macroeconomics.

**Unit 2: National Accounts: Measuring Output and Income (10 Hours)**

National income: concept; Measurement: GDP, GNP, NDP, NNP; Methods of measurement: Value Added, Expenditure Approach; Price Indices and Deflator.

**Unit 3: Keynesian Macroeconomic Framework (20 Hours)**

Keynesian analysis: Aggregate Demand: concepts, components and determinants; Consumption Demand and its Determinants; Consumption Function and Consumption Line; Autonomous Consumption Demand; Marginal and Average Propensity to Consume; Saving Function and Saving Line; Marginal and Average Propensity to Save; Consumption Puzzle; Theories of Consumption; Investment Demand and its Determinants; Investment Function and Investment Demand Curve; Theories of Investment; Aggregate Expenditures in the Closed Private Economy; Planned Expenditures and Actual Expenditures; The 45°line and Equilibrium Output in the Two-sector Model in the Short run ("Keynesian Cross Model"); Non-equilibrium Situations; Multiplier Effect of Autonomous Spending on Output.

**Unit 4: Monetarists Framework (10 Hours)**

Origin of monetarist views: Milton Freidman; Origin of quantity theory of money.

**Unit 5: The IS-LM Model****(10 Hours)**

IS-LM equations; Dynamics in the IS-LM model; Fiscal policy-effectiveness and LM curve; Fiscal policy: effectiveness and IS curve; Monetary policy: effectiveness and IS curve; monetary policy: effectiveness of LM curve; paradox of thrift; Policy objectives.

**References:****Mandatory:**

1. Begg, D., Dornbusch, R., Fischer, S. (2005) *Economics*, McGraw-Hill Book Co., London.

**Supplementary:**

1. Mankiw, N.G. (2010) *Macroeconomics*, Worth Publishers, New York.
2. Lipsey, R.G.; Chrystal, K. A. (2007) *Economics*, Oxford University Press, Oxford.
3. Samuelson, P.; Nordhaus, William (2010) *Economics*, MacGraw Hill Education. Delhi

**Course Title: Public Economics**

**Course Code: ECO-V.C-7**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objective:**

1. To orient students towards investigating the role of the public sector.
2. To provide analytical tools and apply them to analyse key issues relating to public revenue and public spending.

**Course outcome:** Upon completion of the course students will be able to:

**CO1:** Understand the the nature of public economy .

**CO2:** Discuss the functioning of markets and determinants of market failure.

**CO3:** Demonstrate the theory of public goods in reality.

**CO 4:**Examine the impact of revenue expenditure decisions in an economy .

**CO5:** Classify types of debt and understand the role of deficit financing in functional finance.

**CO6:** Analyse fiscal operations of the government.

**SYLLABUS**

**Unit 1: Issues in Public Economics (15 Hours)**

Nature of the Public Economy; Public economy and markets : Pareto optimality and Market failure, fundamental theorem of welfare, Cases of violation of Pareto optimality; Asymmetric information and market failure: the problem of externality and their internalization; Pigouvian tax.

**Unit 2: Theory of Public goods (15 Hours)**

Public Choice theory: Public goods, Samuelson model, Lindahl model; Empirical theories of public goods: Wagner hypothesis, Wiseman-peacock hypothesis; Preference revelation mechanism for public goods.

**Unit 3: Public Revenue (15 Hours)**

Principles of Taxation and classification of taxes: Impact and incidence of taxes ,deadweight loss, optimal taxation, partial and general equilibrium, examples; Excess burden of tax; tax evasion & tax avoidance.

**Unit 4: Public Expenditure and Public debt (15 Hours)**

Principles of expenditure and classification of expenditure; Causes and Consequences of public debt; Debt sustainability analysis; Modigliani's burden thesis; Burden of internal & external debt; debt trap.

**References:**

**Mandatory:**

1. Cullis J. and Jones P.(latest edition) *Public Finance & Public Choice: Analytical Perspectives*, Oxford

**Supplementary:**

1. Atkinson, A.B and. Stiglitz J.E (2015), *Lectures on Public Economics*, McGraw-Hill, New York.

2. Musgrave, R. A. (1959), *The Theory of Public Finance*, McGraw Hill, New York.
3. Musgrave, R. and Musgrave P. (2004), *Public Finance in Theory and Practice*, McGraw-Hill.
4. Hindriks J. and Myers G.D. ( ) Intermediate *Public Economics*, Prentice Hall of India, New Delhi

**Course Title: International Trade and Policy**

**Course Code: ECO-VI.C-8**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To provide theoretical foundations for analysing international trade.
2. To sensitize students on trade related issues and mechanisms.

**Course Outcome:** Upon completion of the course students will be able to

**CO1:** Define the conditions under which trade is beneficial for both individual nations and international community and identify gainers and losers from trade

**CO2:** Compare and evaluate alternative theories of international trade

**CO3:** Apply partial equilibrium and general equilibrium models in analysing trade theories & the economic effects of trade policies

**CO4:** Analyse key issues raised under WTO & through regional trading arrangements

**CO5:** Evaluate the implications of trade on growth and income distribution under various circumstances

**CO6:** Adapt the theory to address the issues on globalization, economic integration, and trade policy

**SYLLABUS**

**Unit 1: Classical Trade Theories (15 Hours)**

Absolute Advantage; Comparative Advantage Theory and its refinements; Reciprocal demand and the international equilibrium model; Gains from Trade and Terms of Trade.

**Unit 2: Modern Trade Theories and Extensions (15 Hours)**

Factor-Endowments (Heckscher-Ohlin) Theory; Factor-price Equalisation Theorem; Leontief Paradox; Factor Intensity Reversal; Intra-industry Trade: Trade based on Economies of Scale; Differentiated Products; Technological Gaps; Product Cycles; Differences in Tastes; Trade in Goods and Services.

**Unit 3: Trade Barriers (15 Hours)**

Tariffs: Types and Effects; Non-tariff Barriers: Quotas, Exchange Controls, Dual Exchange Rates, Discriminatory Procurement, Eco-Labeling, Other Human-rights, Health and Hygiene Safeguards; Dumping; Voluntary Export Restraints; Export Subsidies; Counter trade; International Cartels.

**Unit 4: Trade Issues of Developing Countries and Emerging Markets (15 Hours)**

Trade as an engine of Growth; Factors influencing Terms of Trade of Developing Countries; Prebisch-Singer Thesis; Immiserising growth; Trade Disputes and WTO; Strategic trade policies; Regional Economic Integration and Globalization; Emerging Markets and Global Resource Movements; Multinational enterprises and world trade.

**References:**

**Mandatory:**

1. Carbaugh, Robert J. (2002), *International Economics*, South-Western (Thomson Publishing), Bangalore, 8<sup>th</sup> edition (Latest available 15<sup>th</sup> edition)

**Supplementary:**

1. Krugman, Paul R.; Obstfeld, Maurice (2011), *International Economics: Theory and Policy*, Pearson, New Delhi.
2. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi



## **ELECTIVE COURSES**

**Course Title: Economics of Foreign Exchange**

**Course Code: ECO- E-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

### **Course Objectives:**

1. To familiarize the students with the theories and empirical evidence relating to exchange rates and international resource movements.
2. To develop strong foundations to deal with foreign exchange and international movement of resources.

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Identify the factors that influence the price of currency derivatives

**CO2:** Explain the organisation and institutional details of foreign exchange and international money markets

**CO3:** Apply the theories and models covered to the various issues of international banking

**CO4:** Analyze the impact of fiscal and monetary policies on exchange rates and international resource movements

**CO5:** Show the structure of the balance of payments and the role of international financial institutions and multinational enterprises on the movement of financial & non-financial resources

**CO6:** Formulate strategies to manage foreign exchange risks and use the theories of international finance and monetary issues to real world situations

## **SYLLABUS**

### **Unit 1: Foreign Exchange and Exchange Rate Determination (15 Hours)**

Foreign exchange market: types & participants; foreign exchange quotations\*; Derivative markets: Forward\*, Futures\* and Options\*; Exchange rate determination: Demand and supply of foreign exchange ;Appreciation and depreciation of currency; effective exchange rates\*; arbitrage\*; forward rates\*; interest arbitrage\*; Role of speculation and foreign exchange rates\*.

### **Unit 2: Exchange Rates and Balance of Payments (15 Hours)**

Effects of exchange rate changes on costs, prices; Effects of currency appreciation, depreciation and balance of payments; Devaluation and Revaluation: Requirements for a successful devaluation; Elasticity approach to exchange rate adjustment; Absorption approach to exchange rate adjustment; Monetary approach to exchange rate adjustment.

### **Unit 3: Exchange Rate Systems and International Banking. (15 Hours)**

Exchange rate practices; Fixed exchange rate systems; Floating exchange rates; Managed floating rates; Exchange controls; Nature of international reserves; International Monetary Fund and facilities for borrowing reserves; International Debt and World Bank; Asia Infrastructure Investment Bank, Euro-currency market.

### **Unit 4: Exchange rate and International Resource Movement (15 Hours)**

Role of exchange rate and Movement of capital: International lending and borrowing; Foreign direct investment, Foreign institutional investment; International movement of labour; Transfer of technology; Multinational enterprises; Role of commercial banks & financial institutions.

\*Students have to solve numerical problems on these subtopics.

**References:**

**Mandatory:**

1. Carbaugh, Robert J. (2002), *International Economics*, South-Western (Thomson Publishing), Bangalore. (Latest available edition internationally 15<sup>th</sup> edition)

**Supplementary:**

1. Krugman, Paul R.; Obstfeld, Maurice (2011), *International Economics: Theory and Policy*, Pearson, New Delhi.
2. Pilbeam, Keith (2013), *International Finance*, Palgrave Macmillan, London
3. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi

**Course Title: Regional Economics**

**Course Code: ECO- E-4**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. To familiarize students with distribution of economic activities across space.
2. To familiarize students with market structures and migration patterns.
3. To sensitize students with the problems involved in regional growth.
4. To understand the impact of migration on regional development.

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Recognize different types of economic regions.

**CO2:** Explain the problems of land, Wage flexibility & interregional migration etc.

**CO3:** Discuss the relevance of regional economics and its relationship with other disciplines.

**CO4:** Choose the appropriate micro economic theory for decision making with regards to industrial clustering and firm site selection.

**CO5:** Examine the evolution of cities and urban areas, including the economic incentives for their development.

**CO6:** Compare the inter and intra growth of economic regions in India .

**SYLLABUS**

**Unit 1: Introduction (10 Hours)**

Regional economics: Meaning, Scope and Relevance; Types of regions: Homogeneous, heterogeneous; Regionalization: Development, planning & policies.

**Unit 2: Clustering & Agglomeration (10 Hours)**

Industrial clustering and returns to scale; Agglomeration economies: source, types, clustering , nature of transactions, Urban consumption, limited information, uncertainty and evolution of clusters.

**Unit 3: Location Theory and Economic Activity (15 Hours)**

Webster's theory of industrial location; Moses' location production model; Thunen's theory of location of agricultural activities; Christaller and Losch's central place theory; General equilibrium & Hotelling principle.

**Unit 4: Problems of Regional Economic Growth (13 Hours)**

Land competition (bid rent model); mono centricity; land supply and land ownership; labor markets; wage flexibility & interregional labor migration; Balance of payments and regional growth.

**Unit 5: Regional flows and economic growth (12 Hours)**

Commodity & Service v/s Monetary & Capital flows; Migration: Types, Causes, Ramifications, Measures; Regional Growth theory; Migration and Regional policy in India.

**References:**

**Mandatory:**

1. McCann, Philip. (2013), *Modern Urban and Regional Economics*, Oxford University press.

**Supplementary:**

1. Shrivastava, O.S. (2009), *Regional Economics and Regional Planning*, Anmol Publications Pvt Ltd.
2. Hoover, Edgar M. and Giarratani. *An introduction to Regional Economics*, West Virginia University.
3. Hoover, Edgar M. (1968), *Spatial Economics: Partial Equilibrium Approach*, in Encyclopedia of the Social Sciences, Macmillan, New York.
4. Isard, Walter. (1956), *Location and Space-Economy*, The MIT Press, Cambridge.
5. Krugmen, Paul. *Geography and trade*, MIT press.
6. Martin, Beckmann. (1968), *Location Theory*, Random House, New York.
7. Moses, Leon. (1968), *Spatial Economics: General Equilibrium Approach*, in Encyclopedia of the Social Sciences, Macmillan, New York.
8. Nijkamp, Peter, Mill, S Edwin. (2007), *Handbook of Regional and Urban Economics: Regional economics*, North- Holland publishers.
9. Nourse, Hugh O. (1968), *Regional Economics*, McGraw-Hill, New York.
10. Richardson, W Harry. (1978), *The State of Regional Economics*, International Regional Science Review, Fall.
11. Webber, J Michael. (1972), *Impact of Uncertainty on Location*, MIT Press, Cambridge.
12. Woglom, W. H. (1954), *The Economics of Location*, Yale University Press, New Haven.

**Course Title: Economics and Governance**

**Course Code: ECO- E-5**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To provide an understanding of the role and interplay of democratic institutions in economic development.
2. To provide useful insight into the governance challenges and strategies.
3. To develop critical mindset in assessing the role of non-economic factors contributing to economic development.

**Course outcome:** Upon completion of the course student will be able to

**CO1:** Outline the concept and dimensions of governance.

**CO2:** Identify the principles and measures of governance.

**CO3:** Apply the concept of good governance to address governance issues in public provisioning.

**CO4:** Examine experience of developed and developing countries based on broad based governance criteria.

**CO5:** Justify the need for governance through participatory development and practice good governance in India.

**SYLLABUS**

**Unit 1: Governance and Growth Interface (15 Hours)**

The concept of governance and growth: Policies that make up economic environment for development of good governance; Role of social infrastructure to facilitate action-oriented and participatory development; state failure versus market failure.

**Unit 2: The Issues of Governance (15 Hours)**

The issues of governance: Role of the State and other institutions; Strategies to address governance issues: provisions, effectiveness, challenges.

**Unit 3: Experiences of Developed and Developing Countries (10 Hours)**

Experiences of developed and developing countries based on broad governance criteria; Lessons for broad-based growth.

**Unit 4: Governance in Contemporary India (20 Hours)**

Need for good governance in India; Issues and challenges related to growth and governance.

**References:**

**Mandatory:**

1. North Douglas, Acemoglu Daron ,Fukuyama Francis, Rodrick Dani 2008, *Governance, Growth and Development Decision Making* World Bank Reflections

## Supplementary

1. Dixit, Avinash K. *Lawlessness and Economics: Alternative Modes of Governance*, Princeton University Press.
2. William K. Tabb, *Economic Governance in the Age of Globalization*, University Press, Columbia.
3. The Inclusive Growth and Development Report January 2017, World Economic Forum.

**Course Title: Economics and Law**

**Course Code: ECO-E-8**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. The discipline of law and economics uses economic ideas to understand behavioral consequences of introduction of or changes in legal rules.
2. To understand how legal arrangements enable or impede functioning of market.
3. To facilitate students to understand the inter-relationship between the two disciplines law and economics.
4. To critically evaluate the implications of the existing legal provision on the overall economic performance.

**Course outcomes:** Upon completion of the paper students will be able to

**CO1:** Associate/relate the subject of economics and law.

**CO2:** Identify legal structure and institutions and classify different types of law.

**CO3:** Breakdown the economic theory of property rights

**CO4:** Apply the knowledge of economic principles in law

**CO5:** Interpret /Evaluate existing property laws

**SYLLABUS**

**Unit 1: An Introduction to Law and Economics (20 Hours)**

Economic analysis of law: Interrelationship between economics and law; The civil law and the common law tradition, Legal structure in India; Disputes and settlements; A brief introduction to different types of law: Property law, Contract law, Criminal law and Law of Torts.

**Unit 2: Economic Theory of Property Rights (15 Hours)**

Origin of the institution of property; Legal concept of property, Bargaining theory; Economic theory of property; Establishment and verification of property rights; Conflicting property rights; Public and private property; the public use of private property; The tragedy of the common property resources; Taking Property: Eminent domain.

**Unit 3: Evaluation of the Existing Property Laws (15 Hours)**

Intellectual Property Rights: Importance; Intellectual Property Rights and World Trade Organization; Copyrights Act, 1957: Purpose; Ownership of Copyrights; Rights of Owners and Rights of Others; Registration of Copyrights and its Infringement; Remedies under Copyrights Act, Patents Act, 1970: background; Concept of Patent; Procedural aspects of filing of patents; Procedure after filing of Patents; Other provisions of the Act.

**Unit 4: Economic Laws in India (10 Hours)**

Consumer Protection Act, 1986: Purpose, Salient Features, Organisational set-up; Grievance Redressal Mechanism. Competition Act, 2002 Purpose; Salient Features; Complaint; Procedures for redressal, Essential Commodities Act, 1955: Purpose; Scope; Penalties and Prosecution; Repeals and Savings; FEMA, Geographical indications of Goods Act.

**References:****Mandatory**

1. Cooter, Robert and Ulen, Thomas. (2011), *An Introduction to Law and Economics*, 6<sup>th</sup>ed Pearson Series in Economics

**Supplementary:**

1. Copyrights Act, 1957: <http://copyright.gov.in/>
2. Patents Act, 1970: <http://www.wipo.int/patents/en/>
3. Patents Act, 1970: <http://www.ipindia.nic.in/patents.htm>
4. Consumer protection Act, 1986: <https://www.india.gov.in/consumer-protection-act>
5. <http://www.mca.gov.in/MinistryV2/competitionact.html>
6. Essential commodities Act, 1955-  
[https://indiacode.nic.in/handle/123456789/1781?view\\_type=search](https://indiacode.nic.in/handle/123456789/1781?view_type=search)
7. FEMA: <http://dipp.nic.in/foreign-direct-investment/foreign-exchange-management-act>
8. Geographical indications of goods Act:  
<http://legislative.gov.in/sites/default/files/A1999-48.pdf>
9. Gopalakrishnan, K.C. (2002), *Legal Economics (Interactional Dimensions- Economics and Law)*, Eastern Book Company, Lucknow.
10. Granstrand, Ove. (2003), *Law and Intellectual Property: Seeking Strategies for Research and Teaching in a Developing Field*, Kluwer Academic Publishers, Boston.
11. Medema, Steven G., Mercurio, Nicholas. (1998), *Economics and the Law: From Posner to Post-Modernism*, Princeton University Press, Princeton, New Jersey.
12. Reddy, G. B. (2002), *Law of Consumer Protection in India*, Gogia Law Agency, Hyderabad.
13. Wadehra, B. L. (2003), *Intellectual Property Law Handbook: Law Relating to Patents, Trade Marks, Copyrights, Design & Geographical Indications*, Universal Law Publishing Co, Delhi.



**Course Title: Indian Economy**

**Course Code: ECO- E-1**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. To familiarize students with emerging issues and aspects of Indian economy.
2. To understand macroeconomic issues, policy framework, and challenges of the Indian economy.
3. To provide a post-liberalization perspective of the Indian Economy.

**Course Outcomes:** upon completion of the course students will be able to

**CO1:** Describe structural changes in Indian economy from Independence till globalization.

**CO2:** Identify & explain key issues & challenges faced by Indian economy.

**CO3:** Interpret the policy perspectives with regard to Indian economy.

**CO4:** Examine structure of Goa's economy & compare the same with Indian economy.

**CO5:** Review India's position with regard to foreign trade FDI, FII, MNC's; WTO globally.

**CO6:** Appraise the status of Indian economy with regard to current economic situation.

**SYLLABUS**

**Unit 1: Structural Changes in the Indian Economy (15 Hours)**

Pre reform period: India on the eve of independence; Need for planning, Structural adjustment programme: need, impact, Liberalization, Privatization, Globalization; Primary, Secondary, Tertiary sector Linkages : trends

**Unit 2: Key Issues and Challenges of Indian Economy (15 Hours)**

Key issues: Population, poverty, inequality, unemployment; Challenges: Inclusive growth: social; Parallel Economy; Rural development, urbanization, migration; Environment & sustainable development.

**Unit 3: Policy Perspectives (12 Hours)**

Shift from Planning commission to NITI Ayog; Impact of policy shifts on decisions: finance, infrastructure, investments; Flagship Missions of GOI.

**Unit 4: Economy of Goa (8 Hours)**

Structural trends in GSDP; Contribution of major sectors, Occupational shifts and demographic trends.

**Unit 5: India's Position in the World (10 Hours)**

Foreign Trade: Features and trends; Capital movements: FDI, FII, MNC's; WTO; India's position in the world economy.

**References:**

**Mandatory:**

1. Government of India: *Economic Survey* (various years), Government of India, New Delhi.

**Supplementary:**

1. Government of Goa: *Economic Survey* (various years), Directorate of Planning, Statistics and Evaluation, Panaji-Goa.
2. Chaudhary, C.M. (2012), *Dynamics of Indian Economy*, Oxford book company, New Delhi.
3. Datt, R.; Sundaram. K.P.M. (2018), *Indian Economy*, S. Chand & Company Ltd., New Delhi.
4. Kapila, Uma. (2007), *India's Economic development since 1947*, Academic Foundation, New Delhi.
5. Rajan, K. (2006), *Indian Economy Post Reform Scenario*, Serials Publication, New Delhi.

**Course Title: Emerging Market Economies**

**Course Code: ECO-E-3**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

### **Course Objectives:**

This course is designed:

1. To understand the historical development of the emerging markets.
2. To understand the basis of their growth and its implications for the rest of the world.
3. To understand the role of the emerging markets in shaping the world economy.

### **Course Outcomes**

Upon completion of the course students will be able to

1. Identify the emerging market economies in the world economy.
2. Understand how the emerging markets have evolved over time.
3. Analyze how different institutions function in these economies, and to identify the key factors behind their spectacular growth.
4. Explore how the emerging market economies interact with the rest of the world and their implications for the world economy as whole.
5. Evaluate the overall growth process of the two major emerging markets India and China.

## **SYLLABUS**

### **Unit 1: Emerging Market Economies: An overview (15 Hours)**

Concept and definition of the emerging markets; the historical background; Emerging market indices; Developed vs Emerging markets: the political economy of development, globalization, competitiveness and emerging markets.

### **Unit 2: Understanding Emerging Markets (15 Hours)**

Understanding BRICS: scope, purpose and importance; Emerging markets of Asia, Europe and Latin America: Importance, Growth and Evaluation.

### **Unit 3: Financialisation and Emerging Markets: (15 Hours)**

The process of financial liberalization and innovation in emerging markets; Forms & functions of finance in emerging markets; Global financial crisis and the emerging markets: Involvement, impact and recovery.

### **Unit 4: The emerging markets of India and China: (15 Hours)**

Neo-liberalism and emergence of India as a market economy; Analysis of India's post reform growth; performance of Indian economy post 1997; Rise of China as a market economy: Economic policies since 1978; Emergence of China as a world leader in export: Evaluating the impact of technological and institutional factors.

### **References:**

1. Grzegorz, W. Kolodko. (2003), *Globalization and Development*, Ashgate Publications, Aldershot.
2. Hoen, Herman W. (2014), *Globalization and institutional change: are emerging market economies in Europe and Asia converging?* Academic Publishers, Adleton.

3. Kohli, Harinder S, (2008), *Growth and Development in Emerging Market Economies: International Private Capital Flows, Financial Markets and Globalization*, Sage Publication India Pvt Ltd, Los Angeles.
4. Zhu, Xiaodong, (2012), *Understanding China's growth: Past, Present and Future*. Journal of Economic Perspectives Vol 7, No.4, Pp 103-124.

**Journal Reference:**

1. Li, Hongbin, Li, Lei, Wu, Binzhen and Xiong, Yanyan. (2012), *The journal of Economic Perspectives* Vol 26, No.4, Pp 57-74.

**Course Title: Entrepreneurship**

**Course Code: ECO-E-6**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objective:**

1. The key objective of this course is to provide the required skills to the students interested in pursuing entrepreneurship.

**Course Outcome:** upon completion of the course students will be able to:

**CO1:** Understand basic concepts in entrepreneurship.

**CO2:** Evaluate risks faced by entrepreneurs

**CO3:** Identify the sources of funds & manage human resources.

**CO4:** Understand costing, pricing & marketing strategies.

**CO5:** Identify and evaluate business opportunities.

**CO6:** Design and execute a business plan.

**SYLLABUS**

**Unit I. Introduction to entrepreneurship (15 hours)**

Entrepreneurship: meaning, definition, Types, qualities, skills and functions;  
Analysis of Business Environment & Policies: Market, Resources & Competition;  
Use of SWOT and Porter's Five Forces Analysis.

**Unit 2: Risk and Innovation (15 Hours)**

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Differences between Risk and Uncertainty; Schumpeter's, Drucker's and other's views; Types and forms of innovations; innovation & imitation; Patents and Copyrights; Start-up, Incubation centre: Role, status in Goa

**Unit 3: Sources, Uses and Management of Resources (10 Hours)**

Financial Resources :Sources of funds; Uses of funds; Fixed and Working Capital;  
Material Resources: Supply and distribution chains; Government and local resources;  
Human Resources.

**Unit 4: Costing, Pricing and Marketing (10 Hours)**

Costing Strategies: Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies(skimming price, penetration price, mark-up, marginal-cost price); Break- even analysis and break- even chart; Marketing techniques and strategies.

**Unit 5: Preparing the Business Plan\* (10 Hours)**

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

\*students will submit a business plan: (10 hours)

**References:****Mandatory:**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.

**Supplementary:**

1. Colombo Plan Staff College for Technical Education, Manila (1999), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.
2. Chandra, Prasana (1995), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.
3. Kuriloff, Arthur H; Hemphill, John M. (1988), *Starting and Managing the Small Business*, McGraw-Hill, New York.
4. <https://up.startupindia.gov.in/content/sih/en/home-page.html>
5. <http://www.ciba.org.in/>
6. <https://www.goa.gov.in/wp-content/uploads/2017/09/Goa-IT-Start-up-Policy-2017.pdf>

**Course Title: Accounting for Non-accountants**

**Course Code: ECO- E-7**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. The key objective of this course is to provide the students an exposure to the accounting discipline and help them to understand the language of accounting.

**Course Outcomes:** Upon completion of the course students will be able to

**CO1:** To identify the accounting issues and describe accounting processes

**CO 2:** To understand the methods of cost and management accounting to evaluate and project business performance

**CO 3:** To apply the knowledge of accounting theory to financial analysis and decision making

**CO 4:** To analyze financial data as well as the effects of differing financial accounting methods on the financial statements

**CO 5:** To examine the effects of various financial accounting methods on the financial statements

**CO 6:** To construct Receipts and Payments Account, Income and Expenditure Account, Balance Sheet, Cost sheets, Trading Account and Profit & Loss Account

**SYLLABUS**

**Unit 1: The Accounting Process**

**(15 Hours)**

Theoretical Framework of Accounting; Generally Accepted Accounting Principles, Concepts and Conventions; Capital and Revenue transactions: capital and revenue expenditures, capital and revenue receipts; Measurement, Valuation and Accounting estimates; Double entry system, Books of prime entry, Subsidiary Books; Recording of Cash and Bank transactions; Preparation of Ledger Accounts; Preparation of Trial Balance: interpretation and usefulness; Rectification of Errors; Opening entries, Transfer entries, Adjustment entries, Closing entries.

**Unit 2: \*Issues in Accounting**

**(10 Hours)**

Creating new ledgers/Company; Reconciliation Statements and Accounting for Depreciation: Bank Reconciliation Statement; Receivables / Payables Reconciliation Statement; Stock Reconciliation Statement; Depreciation Policy; Methods, Computation and Accounting treatment, Journal Vouchers.

**Unit 3:\* Preparation of Final Accounts**

**(15 Hours)**

Profit making concern: (for sole proprietorship concern and partnership firm only): Preparation of Trading Account, Profit & Loss Account and Balance Sheet; Accounting treatment of bad debts; reserve for bad and doubtful debts; provision for discount on debtors and provision for discount on creditors; Not-for-Profit making concern: Preparation of Receipts and Payments Account; Preparation of Income and Expenditure Account; Preparation of Balance Sheet.

**Unit 4: Fundamentals of Cost Accounting**

**(12 Hours)**

Cost and Management Accounting: Generally Accepted Cost Accounting Principles; Accounting for Material cost (including Accounting of Inventory: LIFO, FIFO, Weighted, Average Cost Methods); Accounting for Labour costs, Direct Expenses and Overheads;

Preparation of Cost Statements: Cost Data collection, Cost Sheet formats; Preparation of Cost Sheets (historical cost sheets and estimated cost sheets).

**Unit 5: Fundamentals of Management Accounting**

**(8 Hours)**

Marginal Costing and Break- even analysis; basic knowledge; Application of Marginal Costing for decision-making.

\*Practical component to be taught using accounting software

**References:**

**Mandatory**

1. Kansal, Amit (2014), *NCERT solutions Accountancy*, Arihant, Meerut

**Supplementary**

1. Gibson, Charles H. (2013), *Financial Statement Analysis*, Cengage Learning, Delhi.
2. Singal, Santosh (2012), *Accounting and Financial Analysis*, International Book House, New Delhi.



**Course Title: Introduction to Econometrics**

**Course Code: ECO- E-9**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

The key objectives of this course are:

1. To acquaint the students with the tools of econometrics.
2. To help students to make estimates about the dependent variable, to test the hypothesis about the dependent variables and to forecast changes in the dependent variables.

**Course outcomes:** Upon completion of the syllabus students will be able to:

**CO1:** List the concepts and scope of econometrics as well as the concepts of sampling

**CO2:** Outline the fundamental concepts of econometric modelling, particularly linear regression models

**CO3:** Identify and use the normal distribution appropriately

**CO4:** Draw inferences from tests of Hypothesis as well as construct confidence interval

**CO5:** Assess and interpret the results of Bi-variate and Multivariate Regression and Correlation Analysis

**CO6:** Design, construct and estimate econometric models and forecast economic variables.

**CO7:** Use computational software to perform various econometrics problems

**SYLLABUS**

**Unit 1: Nature and Scope of Econometrics (3 Hours)**

Theoretical and Empirical Econometrics; Methodology of Econometrics; Econometrics and Samples; Small and Large Samples; Scope: Estimating, Testing, Forecasting.

**Unit 2: Basic Ideas of Linear Regression: The Two-Variable Model (15 Hours)**

Population Regression Function; Classical Linear Regression Model; Linear Regression Method: Sample Regression Function; Meaning of "Linear" Regression; Method of Ordinary Least Squares for Two-variable regression; Least Squares Residuals, Variances and Standard Errors of Ordinary Least Squares [OLS] Estimators; BLUE Properties of OLS Estimators: The Gauss-Markov Theorem.

**Unit 3: The Two-Variable Model: Hypothesis Testing. (12 Hours)**

Hypothesis Testing: Test of Significance Approach; Confidence Interval Approach; Analysis of Variance and Correlation: Sum of Squares; Use of F-ratio to Test the Regression Equation; Use of  $R^2$  to obtain the Goodness of Fit.

**Unit 4: Multiple Regression: Estimation and Hypothesis Testing (15 Hours)**

Three-variable Regression Model; Meaning of Partial Regression Coefficients; Assumptions of the Classical Linear (Multiple) Regression Model; Multiple Regression Equation; Estimation of Parameters of Multiple Regression, (OLS Estimators); Variances and Standard errors of OLS Estimators; Properties of OLS Estimators of Multiple Regression; Testing the slope of an individual estimator; Testing the Regression Equation. F test, R Square, Adjusted R Square, Comparing two  $R^2$  Values; Partial Correlation.

**Unit 5: Multiple Regression Problems and Forecasting****(15 Hours)**

Multicollinearity: Perfect and Imperfect Multicollinearity; Consequences of Multicollinearity, Detection of Multicollinearity\*, Corrections for Multicollinearity. Heteroscedasticity\*; Nature of Heteroscedasticity, Consequences of Heteroscedasticity, Detection of Heteroscedasticity\*, Corrections for Heteroscedasticity\* ; Serial Correlation; Nature of Serial Correlation, Consequences of Serial Correlation, Detection of Serial Correlation\*, Corrections for Serial Correlation\*; Regression on Dummy Explanatory Variables\*; Forecasting with a Single-Equation Regression Model.

\* In class exercise using software packages.

**References:****Mandatory:**

1. Gujarati, Damodar N. (latest edition), *Basic Econometrics*, McGraw Hill, Singapore.

**Supplementary:**

1. Ramanathan, Ramu (2002), *Introductory Econometrics with Applications*, Thomson Asia Pte Ltd., Singapore.
2. Gujarati, Damodar N. (1999), *Essentials of Econometrics*, Irwin/McGraw Hill, Singapore.
3. Studenmund, A. H. (1997), *Using Econometrics: A Practical Guide*, Addison-Wesley, Reading, Mass.

**Course Title: Labour Economics**

**Course Code: ECO-E-13**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. To understand the importance of labour economics in enhancing labour productivity.
2. To understand the functioning of labour markets.
3. To understand the dynamics of labour markets in the context of globalization.

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Recognize the characteristics of Indian labor market.

**CO2:** Review efficiency of Indian labor market.

**CO3:** Choose appropriate labor welfare policy for Indian labor.

**CO4:** Examine issue of labor in India with special reference to female & child labor force.

**CO5:** Analyze the data on Indian labor market & draw suitable findings.

**CO6:** Construct a labor laws and policies suitable in Globalised world,

**SYLLABUS**

**Unit 1: An Introduction to Labour Economics (10 Hours)**

Labour :Concept, significance and peculiarities; Nature, scope and importance of Labour Economics; Labour Markets: positive and normative aspects; Characteristics of Indian labour markets.

**Unit 2: Efficiency of Labour (16 Hours)**

Determinants of Labour efficiency: Wages, education and training, other factors; Determination of wages: minimum wage and fair wage, alternative pay schemes, incentives; Investing in Education and Human Capital Formation; school inputs, school quality, student and teacher incentives, Human capital policy; training program; Competition and regulation.

**Unit 3: Labour Welfare (12 Hours)**

Social security; need, statutory and non-statutory welfare measures; unemployment insurance, labour welfare funds: Health and insurance schemes.

**Unit 4: Labour Market Policies in India (12 Hours)**

Exit Policy; Child Labour Policy in India; Problems and Policy of Female Workers in India; Contract Labour.

**Unit 5: Trade, globalization and labour markets (10 Hours)**

Global dimension of human resource; Perspectives and emerging issues in employer-employee relations in India consequent to economic liberalization and globalization; Brain drain and brain gain.

Mandatory Reading:

1. Ronald G. Ehrenberg and Robert S. Smith (2012), *Modern Labor Economics: Theory and Public Policy*, Pearson Publication, Prentice Hall Boston.(mandatory economics)

**Reference:**

1. Puneaker S.D, Deodhar S.D. and Sankaran Saraswathi (2011), *Labour welfare, trade unionism and industrial relations* ,Himalaya Publishing House, Mumbai.

2. Datt, G (1996), *Bargaining Power, Wages and Employment : An Analysis of Agricultural, Labour : Markets in India*, Sage Publications, New Delhi
3. Hajela, P.D. (1998), *Labour Restructuring in India: A Critique of the New Economic Policies*, Commonwealth Publishers, New Delhi.
4. Jhabvala, R. and R.K. Subrahmanya (Eds) (2000), *The Unorganised Sector: Work Security and Social Protection*, Sage Publications, New Delhi.
5. McConnell, C.R. and S.L. Brue (2009), *Contemporary Labour Economics*, McGraw-Hill, New York.

**Course Title: Actuarial Economics**

**Course Code: ECO-E-11**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Objectives:**

The objectives of the course include the following:

1. To provide tools for analysing insurance and insurance risks.
2. To develop expertise in students that is relevant for research and training in insurance companies.
3. To acquaint students to a wide range of decision making processes used for financial planning and management.

**Course Outcomes:** upon completion of the course students will be able to:

**CO1:** Understand concepts in actuarial economics

**CO2:** Identify the changes in financial sector due to globalization;

**CO3:** Calculate annuity and types of annuity.

**CO4:** Interpret life table for the purpose of calculation of premium.

**CO5:** Apply probability theory to insurance

**CO6:** Outline the role of regulatory bodies like IRDA

**SYLLABUS**

**Unit 1: Introduction to Actuarial Economics (5 Hours)**

Origin, nature and scope of Actuarial Economics : Its importance; Link between financial planning and risk management; Utility and risk preference.

**Unit 2: Annuity and its Calculations (12 Hours)**

Annuity: ordinary annuity, annuity due, deferred annuity; Perpetuity: present value of immediate perpetuity, present value of perpetuity due, deferred perpetuity; annuity with frequency different from that with which interest is convertible; varying rates of interest; redemption of loan; average interest yield on the life fund.

**Unit 3: Pricing (15 Hours)**

Basic elements in computation of life insurance premium; premium calculation; formulae for calculation of net premium.

**Unit 4: Mortality Tables (14 Hours)**

Probability theory in insurance; mortality table; types: select and ultimate tables; stages involved in construction of mortality table.

**Unit 5: Product Design and Actuarial Profession (14 Hours)**

Basic methodology and setting assumptions; product design; actuarial standards and regulations, role of IRDA.

**References:**

**Mandatory:** Mishra K.C. & Kumar C.S., (2009), *Elements of Actuarial Science*, Cengage Learning, Delhi

**Supplementary:**

1. Booth, P.M. et al., (1999), *Modern Actuarial Theory and Practice*, Chapman and Hall, London

2. Newton Bowers et al., (1997), *Actuarial Mathematics*, Society of Actuaries, (second edition), Illinois.
3. Sherris, Michael, (2001), *Principles of Actuarial Science*, **PDF**

**Course Title: Microeconomic Analysis**

**Course Code: ECO-E-12**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objective:**

1. To study economic theories of distribution, general equilibrium, welfare and market failure.

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Outline the theory of oligopoly.

**CO2:** Classify and describe pricing policies in competitive and non competitive market structures.

**CO3:** Define general equilibrium & welfare economics.

**CO4:** Compare & contrast partial equilibrium with general equilibrium.

**CO5:** Examine facets of welfare economics.

**CO6:** Evaluate given economic situation through tools of microeconomic analysis.

**SYLLABUS**

**Unit 1: Oligopoly**

**(15 Hours)**

Cournot & kinked demand curve models, Collusion: cartel & price leadership model; long run adjustments & efficiency implications of oligopoly; other oligopolistic pricing practices; Prisoners' dilemma; Price & non price competition & cartel cheating.

**Unit 2: Pricing & employment of inputs**

**(15 Hours)**

Perfect competition: Demand & supply curve for input, pricing & employment of input; analysis of labor market; Imperfect competition: Demand curve of firm for an input, monopsony pricing & employment of one variable input; analysis of imperfect input markets.

**Unit 3: Equilibrium Analysis**

**(15 Hours)**

Partial equilibrium; Walrasian general equilibrium of exchange & production; Pareto optimality; perfect competition; economic efficiency & equity; Rawl's theory of justice.

**Unit 4: Welfare Economics**

**(15 Hours)**

Pigouvian welfare economics; Utility possibility frontier, Pareto optimal conditions; Value judgment; Social welfare, Social policy criteria: Compensation principle, Arrow's impossibility theorem; Inability to obtain optimum welfare: Imperfections, market failure, decreasing costs, uncertainty and non-existent and incomplete markets.

**References:**

**Mandatory:**

1. Salvatore, Dominick, Principles of Microeconomics, Oxford International student edition, Eighth Edition

**Supplementary:**

1. Gravelle, H and Ray Rees, (2004), *Microeconomics*, Pearson Education Limited, England.
2. Hal R Varian, (2010), *Microeconomic Analysis*, W W Norton & Company, New York.
3. Mas-colell, A, Michael D. Wiston and Jerry G. Green (1995), *Microeconomics*, 3rd edition, Prentice Hall Longman, London.
4. Sen, A.,(1999), *Microeconomic Theory*, OUP, New York.
5. Stigler, G., (1996), *Microeconomics: Theory and Applications*, Oxford University Press, New Delhi.
6. Varian, H., (2004), *Theory of Price*, (4th Edition), Prentice Hall of India, New Delhi.



**Course Title: Evolution of Methods in Economic Analysis**

**Course Code: ECO-E-18**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. The key objective of this course is to familiarize the students with the various methods, the social and the historical that transformed political economy to the present discipline of economics.

**Course outcomes:** upon completion of the course students will be able to

**CO1:** Describe evolution of economic thought.

**CO2:** state Philosophical orientation of economics

**CO2:** List out the contribution of all classical economists.

**CO3:** Differentiate between approaches adopted by positive and normative economics

**CO4:** Classify different theory of Economics on the timeline with the specific contribution of all the economists as mentioned in the syllabus.

**CO5:** Analyze the contribution of Keynes and post Keynesian to economic thought.

**CO6:** Appraise the emergence of Economics as a discipline.

**SYLLABUS**

**Unit 1: Philosophical Orientation of Economics (12 Hours)**

Smith; Ricardo; Malthus; Mill, Marx: Beginnings of Classical Political Economy.

**Unit 2: Historical Analysis in Political Economy (12 Hours)**

Classical school; German school: Schmoller, Knapp, Weber etc.

**Unit 3: Marginalist Methods of Analysis (12 Hours)**

Emergence of Economics as a Science :A critical view

**Unit 4: Positivism and the Emergence of Economics as a Discipline (12 Hours)**

Menger to Hayek: the Austrian School.

**Unit 5: General Theory to General Equilibrium (12 Hours)**

Keynes and beyond

**References:**

**Mandatory:**

1. Milonakis, Dimitris and Fine, Ben (2009), *From Political Economy to Economics Method, the Social and the Historical in the Evolution of Economic Theory*, Routledge, London.

**Supplementary:**

1. Backhouse, Roger E. (1985), *A History of Modern Economic Analysis*, Basil Blackwell, Oxford
2. Blaug, Mark (1997), *Economic Theory in Retrospect*, Blaug, Cambridge University Press, Cambridge, U.K.
3. Blaug, Mark (1992): " *The Methodology of Economics: Or How Economists Explain*", Cambridge University Press, Cambridge, U.K.

**Course Title: Introduction to Operations Research for Economists**

**Course Code: ECO-E-10**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. To equip students with mathematical tools and techniques frequently applied in different branches of economics.

**Course Outcomes:** Upon completion of the course students will be able

**CO1:** To identify best techniques to solve a specific problem

**CO2:** To understand the mathematical tools that are needed to solve optimisation problems.

**CO3:** To explain a real-world problem, given in words, into a mathematical formulation

**CO4:** To analyze the best choice using decision tree

**CO5:** To evaluate linear programming, transportation and assignment problems

**CO6:** To interpret and discuss the results of solutions to the problems

**SYLLABUS**

**Unit 1: Linear Algebra (15 Hours)**

Systems of equations; Matrices and determinants; Matrix inversion method and its uses.

**Unit 2: Linear Programming (15 Hours)**

Elements of Linear Programming; Solution to LPP: Graphical, Simplex and the Big M methods.

**Unit 3: Transportation and Assignment Problems (15 Hours)**

Initial allocation methods; Optimization methods.

**Unit 4: Statistical Decision-Making (15 Hours)**

Probability analysis; Decision Trees; Expected Value; Economic and commercial applications.

**References:**

1. Kantisawrup et al, (2005), *Operations Research*, S Chand & sons, New Delhi
2. Tulsian P.C., Pandey V., (2006), *Quantitative Techniques*, Pearson India.
3. Taha H., (2006), *Operation Research: An Introduction*, Pearson, 7<sup>th</sup> Edition

**Course Title: Environmental Economics**

**Course Code: ECO- E-14**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To use economic approach to study environmental issues.
2. To assess environmental policy instruments.

**Course Outcome:** Upon completion of the course students will be able to

**CO1:** Define scope of environmental economics

**CO2:** List out the differences between national income accounting & green accounting procedures

**CO3:** Identify different environmental damage functions.

**CO4:** Apply law of equi-marginal principle to environmental pollution reduction.

**CO5:** Choose appropriate environment evaluation technique to a given environmental problem

**CO6:** Select appropriate tools of Micro Economics for providing solutions to Environmental problems.

**SYLLABUS**

**Unit 1: Economics and the Environment**

**(15**

**Hours)**

Economic Perspectives on the Environment; National Income and Environmental Accounting; Economic activity and problem of residuals; Issues of Environmental economics; Externality and Market Failure.

**Unit 2: Economics of Environmental Quality**

**(15 Hours)**

Pollution Damage and Abatement Costs; damage and ambient functions; Efficient Level of Emissions; Application of Equi-marginal Principle to Emission Reductions; Enforcement Cost; Pollution control models.

**Unit 3: Environmental Evaluation**

**(15 Hours)**

Use and non-use value of environmental resources; Market and non-market evaluation techniques; Impact analysis, Cost-effectiveness analysis, Benefits and Costs analysis.

**Unit 4: Environmental Policy**

**(15 Hours)**

Criteria for Evaluating Environmental Policies, Decentralized Policies: Liability Laws, Property Rights, Moral Suasion, Command-and-Control Strategies: The Case of Standards; Incentive-Based Strategies: Emission Charges and Subsidies, Transferable Discharge Permits.

**References:**

**Mandatory:**

1. Field, Berry and Field, Martha (2001), *Environmental Economics*, McGraw-Hill/Irwin

**Supplementary:**

1. Hanely, Nick, Shorgen, Jason F. and White, Ben (1999), *Environmental Economics: In Theory and Practise*, MacMillan.
2. Kolstad, C. D. (2003), *Environmental Economics*, Oxford University Press.
3. Matthew Kahn, *Fundamentals of Environmental Economics: Solving Urban Pollution Problems*, (Kindle Edition).

4. Tietenberg Tom and Lynne, Lewis (2012), *Environmental and Natural resource economics*, 9<sup>th</sup> edition, Pearson
5. Wallace Oates (Editor) (2006), *The RFF Reader in Environmental and Resource Policy*, 2<sup>nd</sup> edition, RFF Press

**Course Title: Introduction to Industrial Economics**

**Course Code: ECO- E-15**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. To introduce students to the concept of industrial economics and its significance.
2. To highlight the role of globalization in industrial development.
3. To understand the impact of industrial reforms and competition.

**Course outcomes:** upon completion of the course students will be able to

**CO1:** Define the scope of industrial economics.

**CO2:** Discuss the theories of firms.

**CO3:** Identify various market structures, their conduct and performance.

**CO4:** Examine the industrial policies in India post globalization and their relevance.

**CO5:** Analyze labor regulatory mechanism and competition framework with respect to India.

**CO6:** Choose the right industrial structure for Indian economy in the globalised world.

**SYLLABUS**

**Unit 1: Introduction to Industrial economics and Theory of the Firm (15 Hours)**

Meaning, scope, need and significance of industrial economics; Size and Structure of firms: technological view of the firm; investment size; vertical integration; transaction cost. Separation of ownership and control: implications.

**Unit 2: Structure, Conduct and Performance (15 Hours)**

Determinants of market structure; Price and non-price competition; product differentiation.

**Unit 3: Industrial Policy and Reforms (15 Hours)**

Industrial policy in a global economy; industrial policy for inclusive growth; India's industrial policy pre and post globalization.

**Unit 4: Regulatory Mechanism and Competition Framework (15 Hours)**

Need for reforms in regulatory mechanisms; Competition Law and Policy; role of Competition Commission in India; Introduction to labour reforms.

**References:**

1. Addison J.T Schnabei C., (2003), *International Handbook Of Trade Unions*, Edward Edgar.
2. Bhatia S.K, (2006)*Industrial relations and collective bargaining, Theory and practice*, deep and Deep Publications, New Delhi,
3. Mamoria C.B & Mamoria S, (2005),*Dynamics of Industrial Relation*, Himalaya Publishing House, Mumbai.
4. SenRatna,(2003), *Industrial Relations In India*, Macdonald and Evans, G. Britain.
5. VenkataRatnam, C.S., (2001), *Globalization and Labour- Management Relations: Dynamics of Changes*, Sage Publications/Response Books, New Delhi.

**Course Title: Financial Economics**

**Course Code: ECO- E-16**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**Course Objectives:**

1. To familiarize students with the different types of financial instruments and techniques of asset management.
2. To provide understanding about different aspects of corporate finance.

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** State the different types of financial instruments and techniques of asset management

**CO2:** Interpret various ratios used in the course

**CO3:** Develop insights into the role played by time, uncertainty, information and inflation in evaluating financial instruments

**CO4:** Classify various instruments and inspect the feasible

**CO5:** Measure risks, returns, value of investments & assets,

**CO6:** Propose solutions to specific financial issues or problems of corporate financial decisions

**SYLLABUS**

**Unit 1: Types of Financial Securities**

**12 hours**

Introduction to financial economics; types of financial markets their features; Types of money market securities; Capital market securities: common and preferred stock; Rights and Warrants; Bonds: corporate, government and public sector bonds; Mutual funds.

**Unit 2: Valuation of Financial Securities**

**(20 Hours)**

Discount rates and the time value of money: Present value (PV) and net present value (NPV); Mechanics of NPV calculations; Compound interest, annuity and perpetuity formulas; Real vs. nominal cash flows, Fixed income markets, Bond Valuation; Discount bond and Coupon bond.

**Unit 3: Return and Risk Analysis**

**(20 Hours)**

Investment and returns: Interest rates, dividends, capital gains; Time value of money; Inflation and returns; Measuring investment returns; Risk and Risk factors; Measuring investment risks; Diversification; Systematic and idiosyncratic risk; Portfolio mean and variance; Covariance and correlation of returns; feasible combinations of mean and variance; Portfolio optimization; Efficient risk/return trade-offs.

**Unit 4: Financial Statement Analysis**

**08 hours**

Introduction to Financial Statements; Importance of Financial ratios; Calculations and Interpretation of Liquidity ratios, Leverage ratios, Turnover ratios, Profitability ratios, Capital Gearing ratios: Limitations.

**References:**

**Mandatory**

1. Francis J C & R.W Taylor (1992), *Theory and Problems of Investments*, McGraw Hill, Schaum's Outline Series, Singapore.

**Supplementary :**

1. Bodie, Zvi Kane, Alex Marcus Alan (2012), *Essentials of Investments*, 9<sup>th</sup> Edition, McGraw Hill Higher Education.
2. Avadhani V. A 2012, *Financial Economics, Theory and Practice*, Himalaya Publications.
3. Kohn, Meir (1994), *Financial Institutions and Markets*, McGraw Hill, New York.
4. Richard A. Brealey and Stewart C. Myers (2002), *Principles of Corporate Finance*, McGrawHill, 7th edition.
5. Thomas E. Copeland, J. Fred Weston and Kuldeep Shastri (2003), *Financial Theory and Corporate Policy*, Prentice Hall, 4th edition.

**Course Title: Macroeconomic Analysis**

**Course Code: ECO- E-17**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To understand macroeconomic performance and aggregate economic activity.
2. To evaluate determinants of economic progress and economic decisions made by policymakers and to use the intuitive analysis of economic process.
3. To introduce to the principles of solving macroeconomic problems, interpretation and analysis of the economic facts.

**Course outcomes:** Upon completion of the course students will be able to:

**CO1:** Describe consumption, investment, business behaviors; & concepts of inflation, monetary policy, unemployment, interest rate determination.

**CO2:** explain and summarize the various macroeconomic theories included in the course.

**CO3:** Utilize the macroeconomic frameworks to develop insights into the dynamics of the economy

**CO4:** Examine the working of banking sector, the inflation-unemployment trade off and the liquidity trap

**CO5:** Evaluate the merits and limitations of monetary and fiscal policy

**CO6:** Solve macroeconomic problems with the insights gained from the course

**SYLLABUS**

**Unit 1: Theories of Consumption and Investment (15 Hours)**

General theories of spending behavior, Absolute, Relative Permanent Income Hypothesis, Life cycle hypothesis; Motivation for Investment: Marginal Efficiency of capital, supply price; expected income streams; MEC and rate of interest; Principle of Acceleration

**Unit 2: Frameworks for Interest Rate Determination (15 Hours)**

Keynesian theory of interest; determination of rate of interest; Changes in levels of income, speculative demand and money supply and their effect on equilibrium rate of interest; liquidity trap and policy implications; IS-LM approach to the determination of equilibrium rate of interest; elasticity of LM schedule and shift in LM curve; interest elasticity of IS schedule and equilibrium.

**Unit 3: Theory of Inflation and Business Cycle (15 Hours)**

Theories of Inflation: demand pull, cost push, wage push, profit push; the Phillips curve, trade-off between inflation and unemployment, stagnation; concept and phases of trade cycle; Innovation theory; Hicks' theory.

**Unit 4: Banking System (15 Hours)**

Role of Central Bank: functions, credit control methods; monetary policy; Commercial banking: functions, credit creation, social banking; banking sector reforms in India.

**References:**



**Mandatory:**

1. Begg D., Dornbusch R., Fischer S. *Economics*, McGraw-Hill, 9th edition.

**Supplementary:**

1. Mankiw N. G. (2010), *Macroeconomics*, 7<sup>th</sup> edition, Worth Publishers, NY
2. Bhole L.M. (1999), *Financial Institutions and Markets*, Tata McGraw Hill
3. Lipsey R.G., Chrystal K. *An Introduction to Positive Economics*, Oxford University Press.
4. Reddy Y.V. (2000), *Monetary and Financial Sector Reforms in India*, UBSPD, New Delhi
5. Samuelson, Paul A and Nordhaus, William d. (2010). *Economics*, Tata McGraw – Hill, New Delhi.

## **INTERDISCIPLINARY COURSES**

**Course Title: Entrepreneurship**

**Course Code: ECO-E-6**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

### **Rationale for the Course:**

The employment seen is changing throughout the world and employment security is declining. With constraints to job expansion created by changes in the technological, economic and social conditions, job opportunities are declining. Young men and women passing out of colleges and universities are left to fend for themselves. In such a situation it is important to provide the youth with an opportunity to set up their own enterprises by providing them training in entrepreneurship.

### **Course Objective:**

1. The key objective of this course is to provide the required skills to the students interested in pursuing entrepreneurship.

**Course outcomes:** Upon completion of the course students will be able:

**CO1:** Understand basic concepts in entrepreneurship.

**CO2:** Evaluate risks faced by entrepreneurs

**CO3:** Identify the sources of funds & manage human resources.

**CO4:** Understand costing, pricing & marketing strategies.

**CO5:** Identify and evaluate business opportunities.

**CO6:** Design and execute a business plan.

## **SYLLABUS**

### **Unit I. Introduction to entrepreneurship**

**(15 hours)**

Entrepreneurship: meaning, definition, Types, qualities, skills and functions;  
Analysis of Business Environment & Policies: Market, Resources & Competition;  
Use of SWOT and Porter's Five Forces Analysis.

### **Unit 2: Risk and Innovation**

**(15 Hours)**

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Differences between Risk and Uncertainty; Schumpeter's, Drucker's and other's views; Types and forms of innovations; innovation & imitation; Patents and Copyrights; Start-up, Incubation centre: Role, status in Goa

### **Unit 3: Sources, Uses and Management of Resources**

**(10 Hours)**

Financial Resources :Sources of funds; Uses of funds; Fixed and Working Capital;  
Material Resources: Supply and distribution chains; Government and local resources;  
Human Resources.

**Unit 4: Costing, Pricing and Marketing****(10 Hours)**

Costing Strategies: Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies (skimming price, penetration price, mark-up, marginal-cost price); Break-even analysis and break-even chart; Marketing techniques and strategies.

**Unit 5: Preparing the Business Plan\*****(10 Hours)**

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

\*students will submit a business plan: (10 hours)

**References:****Mandatory:**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.
2. Colombo Plan Staff College for Technical Education, Manila (1999), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.

**Supplementary:**

7. Chandra, Prasana (1995), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.
8. Kuriloff, Arthur H; Hemphill, John M. (1988), *Starting and Managing the Small Business*, McGraw-Hill, New York.
9. <https://up.startupindia.gov.in/content/sih/en/home-page.html>
10. <http://www.ciba.org.in/>
11. <https://www.goa.gov.in/wp-content/uploads/2017/09/Goa-IT-Start-up-Policy-2017.pdf>

**Course Title: Gandhian Economic Thought**

**Course Code: ECO-INT -2**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To familiarize the student of Arts & Science with Gandhian Economic thought.
2. To familiarize the students with Gandhian methodology in the light of sustainable development.
3. To acquaint the students with the relevance of Gandhian economic thought to present day India.

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** Define Gandhian economics

**CO2:** Explain basic principles of Gandhian economy

**CO3:** Apply Gandhi's theory of Agriculture and industrialization to Indian situation

**CO4:** Analyze the principle of trusteeship

**CO5:** Appraise the principle of sarvodaya

**CO6:** Propose alternative solution based on Gandhian economic thought to any economic problem

**SYLLABUS**

**Unit 1: Basic Principles of Gandhian Economy (10 Hours)**

Motives; Mother economy; Natural resources; product; Methods of production; exchange and trade; cooperation; standard of living ;Trusteeship; Swadeshi and its present relevance to India; Trusteeship; Principle of Sustainability: economic, environmental and social.

**Unit 2: Agriculture Economy (10 Hours)**

Agriculture as occupation, Manures, agricultural prices, ownership, labour, social effects, distribution of produce, self-sufficient village economy, Solutions to issues of poverty and unemployment in India.

**Unit 3: Industrial Economy (20 Hours)**

Industrial economy: Efficiency, power, tractors, electricity, diffusion, work, development of personality; Agro and Village industries: Introduction, Purpose, Public Utilities; Importance of Village and Cottage Industries in National Economy; Comparative study of large and small scale industries; Economics of Khadi, Charkha, and its relevance to Indian economy.

**Unit 4: Human Resource Development (5 Hours)**

Gandhian perspective on the policy of education; vocational training and status of women.

**Unit 5: Principle of Sarvodaya (15 Hours)**

Sarvodaya Economics: Bhoodan, Gramdan, Contribution of Vinoba Bhave to Sarvodaya movement; Sarvodaya and Globalization: Relevance.

**References:**

**Mandatory:**

1. Kumarappa, J.C.(1987), *Gandhian economic thought*, SarvaSevaSanghPrakasham, RajghatVaransi.

**Supplementary:**

1. Bose, N.K. (1966), *Gandhi the man and his mission*, BhartiyaVidyaBhawan, Bombay.
2. Datta, Amlan. (1986), *The Gandhian Way*, N.E. Hill University publications, Shillong.
3. Diwarkar, R.R. (1963), *Gandhiji's basic Ideas and some modern problems*, BharatiyaVidyaBhawan.
4. Iyer, Raghavan. (1963), *Moral and Political Thought of Gandhi*, Oxford Univ. Press, New York.

**Online Source:**

1. *The Official Mahatma Gandhi e Archive & Reference Library*, Mahatma GandhiFoundation - India. Available from:<[www.mahatma.org.in/books](http://www.mahatma.org.in/books) >(for exhaustive list)

**Course Title: Financial Investments for All**

**Course Code: ECO-INT-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To expose the students to the financial markets
2. To understand the need for investments
3. To provide the students the initial path to get into financial investments.

**Course outcomes:** upon completion of the course students will be able to:

**CO1:** State the different types of financial markets and financial instruments

**CO2:** Explain the organisation and institutional details of financial markets and banks

**CO3:** Apply the theoretical concepts to the actual working of the financial markets

**CO4:** Analyze the fundamental operations of financial markets, instruments and derivatives

**CO5:** Evaluate returns, value of investments & assets, and various financial ratios

**CO6:** Formulate strategies to create & manage an initial investment portfolio

**SYLLABUS**

**Unit 1: Introduction to the financial system**

**(15 Hours)**

Meaning; financial system: an overview, flow of funds, financial institutions, financial markets, financial instruments, financial services, regulators; Primary markets: types of issues, public issues: IPO-FPO, right issues, bonus issue: private placement, preferential allotment, qualified institutions placement, documents, prospectus, letter of offer, placement document, types of financial markets: security markets, money markets, foreign exchange markets, commodity markets, insurance market, differences between investing in low risk vs. high risk instruments.

**Unit 2: The Banking system:**

**(10 Hours)**

Time value of money: present and future value,\*calculation, importance of a banking system; bank deposits as low risk asset class; types of bank deposits; bank loans; types of loan instruments; interest rate spread, \*EMI calculations; other facilities provided by the banks; effects of interest rates on the banking system; role of central bank as a regulator of the banking system.

**Unit 3: Security markets:**

**(15 Hours)**

Definition of securities; functions of security markets; Market segments in security markets: primary and secondary markets; Participants in security markets: investors, issuers, intermediaries, regulators; Offer document; SEBI regulations, issue requirements; Corporate actions: dividends, stock split, buy back, mergers and acquisitions, rights issues, bonus issues. Demat account.

**Unit 4: Stock market indicators, trends and behavior**

**(8 Hours)**

Meaning of a stock market Index: Sensex, Nifty; Stock market indicators: fundamental and technical analysis market capitalization, turnover, turnover ratio, market capitalization ratio trade value ratio, types of financial derivatives.

**Unit 5: Mutual Funds:**

**(12Hours)**

Meaning and types of mutual funds; Systematic Investment Plans;benefits of investing in mutual funds; tax benefits on selected mutual fund investments; types of MF/schemes; \*Calculation of NAV; \*Steps in creation of an initial investment Portfolio.

**References:**

1. Chandra. P. (2014), *Investment Analysis and Portfolio Management*, Tata McGraw-Hill, New Delhi

2. Graham, B. (2008), *The Intelligent Investor*, Harper
3. Khan M. Y. ; Jain P. K. (2015), *Financial Management*, Tata McGraw-Hill Publishing, New Delhi
4. Siegel, Jeremy J. (1998) *Stocks for the Long Run*, McGraw-Hill. New York
5. Van Horne J., Wachowicz, John M., Van Horne JR (2008), *Fundamentals of Financial Management*, Prentice Hall
6. *Practical checks* [www.moneycontrol.com](http://www.moneycontrol.com)

**Course Title: Taxation for All**

**Course Code: ECO-INT-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To sensitise students on the various issues related to Taxation
2. To provide an overview of direct and indirect taxes in India
3. To help student with the calculation of tax liabilities.

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** Explain the importance of different types of taxes in India

**CO2:** Interpret provisions of direct and indirect tax legislations

**CO3:** Apply the tax laws to derive solutions

**CO4:** Analyze direct and indirect tax structures

**CO5:** Assess different types of taxes

**CO6:** Formulate tax returns for individuals and corporations

**SYLLABUS**

**Unit 1. Introduction to Taxation**

**(15 Hours)**

Importance of taxation; Principles of taxation; Impact and incidence of a tax; equity and ability-to-pay; tax rates and structure of tax rates; direct and indirect taxes, advantages and disadvantages; efficient and inefficient taxes; Shifting and Evasion, Legal basis for the introduction of a Tax.

**Unit 2. Income Tax**

**(15 Hours)**

Importance of Income Tax; Legislation supporting the Imposition of Income Tax: Features and Important Provisions; Income tax Rate structure; Taxable Incomes; Avoidance and Evasion of Taxes; \*Calculation of Income Tax and Corporate Tax and Filing Tax Returns.

**Unit 3. Goods and Service Tax**

**(15 Hours)**

Evolution of Indirect Taxation in India; Types of Indirect Taxes in India; Importance of Goods and Service Tax; Legislation supporting the Imposition of Goods and Service Tax: Features and Important Provisions; GST Tax Structure; \*Calculations of Taxes under GST and Filing of Tax Returns.

**Unit 4. Customs Duties**

**(15 Hours)**

Importance of Customs Duties; Legislation supporting the Imposition of Custom Duties: Features and Important Provisions; Treatment of Exports and Imports; Custom Valuation Procedures; Structure of Customs Duties; \*Calculations and Clearance of Custom Duties. Auctions and Customs.

\*practical component

**References:**

1. Jain R K (2017) *Customs Tariff of India 2017-18*, Vol. 1 and Vol. 2, CENTAX
2. Rosen S.H., 'Public Finance', Irwin /McGraw- Hill.
3. Saraogi CA Vishal (2017) *Goods and Services Tax Laws Practice & Procedure with Commentary*, Lawpoint Publications



4. Singhanian, Monica; SinghanianVinod K (2017) *Student's Guide to Income Tax* (University Edition), Taxman
5. Sreekantaradhya B.S., '*STRUCTURE AND REFORMS OF TAXATION IN INDIA*', Deep & Deep, New Delhi.
6. GST India <http://www.gstindia.com/about/>
7. Taxmann Goods and Service tax <https://gst.taxmann.com/>
8. Cleartax on GST <https://cleartax.in/s/gst-law-goods-and-services-tax>

## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

Seme ster	Course Title	Existing (Indicate only the unit where the change is proposed )	Changes Proposed	Specify the reason for the change
III	Microecon omics	Unit 1	Addition of: Law of Utility	To enable the students understand the derivation of the demand curve through Cardinal Utility Approach
		Unit 2	Addition of: Technological progress & international competitiveness.	
		Unit 3	Addition of: Imperfect markets: price & output under Monopoly and monopolistic competition	This will help streamline the syllabus
III	Economics of Foreign Exchange	Unit 1	The following subtopics: “inter-bank trade; traders run markets” were replaced with Foreign exchange market: types & participants	“inter-bank trade; traders run markets” made no sense in the given context
			Marking the In class activities with *	Innovation in teaching
III	Economic s and Governan ce	Unit 1	1. Additional reference provided (World bank Publicaton)	1. Relevant to introduction of governance and growth interface.
		Unit 3	1. Additional reference provided (World economic forum Report 2017).	1. Relevant to contemporary issues and mandatory reference for unit 3
V	Public Economics	Unit 1	1. Addition of the subtopic on Pigouvian tax for public goods	To discuss internalization of externalities
		Unit 2	1. Replaced Bowen,	To extend the syllabus beyond

			Pigou models with Lindahl model , retained Samuelson's model	mere theories
		Unit 3	<ol style="list-style-type: none"> <li>1. Renamed 'Public Revenue '.</li> <li>2. Added the subtopic on principles of taxation</li> </ol>	<ol style="list-style-type: none"> <li>1. Entire unit will now focus on sources of public revenue particularly taxation.</li> <li>2. Students should be able to identify the basic criteria upon which taxation is based.</li> </ol>
		Unit 4	<ol style="list-style-type: none"> <li>1. Renamed as 'Public expenditure and public debt'.</li> <li>2. Causes and Consequences of public debt replaced causes and challenges of public debt</li> </ol>	<ol style="list-style-type: none"> <li>1. The two subject matters go hand in hand</li> <li>2. Consequences is a wider concept than mere challenges.</li> </ol>
V	Introduction to Econometrics	Unit 3	Discard ANOVA	Repeated in the paper on, "Empirical Techniques for Economic Analysis"
V	Micro Economics analysis	Unit 1.	<ul style="list-style-type: none"> <li>• Title changed to Oligopoly</li> <li>• Sub topics: Cournot &amp; kinked demand curve models, Collusion: cartel &amp; price leadership model; long run adjustments &amp; efficiency implications of oligopoly, other oligopolistic pricing practices, Prisoners' dilemma, Price &amp; non price competition &amp; cartel cheating.</li> </ul>	The said course started with theory of distribution. This course is linked to semester III course of Micro economics which ends at introduction to oligopoly but not in detail.
		Unit 2	Title changed to : Pricing & employment of Inputs: Perfect competition: Demand & supply curve for input, pricing & employment of input, analysis	Theory of distribution in earlier course dealt only with marginalist approach and therefore this unit is having wider scoped

			of labor market; Imperfect competition: Demand curve of firm for an input, monopsony pricing & employment of one variable input, analysis of imperfect input markets	
		Unit 3.	Title changed to: Equilibrium Analysis Partial equilibrium, Walrasian general equilibrium of exchange & production, Pareto optimality, perfect competition, economic efficiency & equity, Rawl's theory of justice.	Module 2 from the existing course is shifted to module 3 with minor modifications.
		Unit 4.	Title changed to Welfare economics	The existing module on market failure is replaced by Module 3 from the existing syllabus. module on market failure is repeated in course on Public Economics in the same semester.
VI	Financial Economics	Unit 1	1. Incorporated subtopics of Introduction to financial economics , types of financial markets and their features . 2. Supplementary reference added	1. To enable students to understand base in financial economics and understanding of markets before proceeding to financial market securities. 2. Indian author and simplification of concepts
V	Foundation course – ID- Entrepreneurship	Chapter 1. IDENTIFYING AND EVALUATING BUSINESS OPPORTUNITIES	1. The title of the chapter was changed to introduction to entrepreneurship. 2. The chapter weighs 15 hours 3. New topic entrepreneurship : meaning, definition, types , skills and qualities were included 4. The sub topic <b>“Analysis of business environment and polices : market, Resources and competition”</b> was added	1.The title was changed as the meaning of Entrepreneurship was incorporated . 2. The hours were minimised from 20 to 15 as most of the topics were condensed into one sub-topic.

			<p>and the following sub topics needs to be covered under the same.</p> <ol style="list-style-type: none"> <li>Government policies such as Fiscal, Financial, Commercial, Environmental, Technological, and Labour Policies</li> <li>Factors such as Infrastructure and Local Environment; Generating alternative ideas; Market size and growth rates; market share; location and competition; Techno-economic feasibility, Technology and resources/materials important to evaluate the business opportunities.</li> </ol>	
		Chapter 2. <b>Risk and Innovation</b>	<ol style="list-style-type: none"> <li>The sub topic “innovative imitation” was deleted</li> <li>The subtopics “start-up” and “Incubation centre: Role, status in Goa” was included.</li> </ol>	<ol style="list-style-type: none"> <li>The sub topic “innovative imitation” was deleted because it can be explained under the subtopic “imitation”.</li> <li>The subtopics “start-up” and “Incubation centre: Role, status in Goa” was include because as the aspiring entrepreneurs need to know the initiatives taken by the local governments.</li> </ol>
		Chapter 5. <b>Preparing the Business Plan</b>	<ol style="list-style-type: none"> <li>The hours are minimised from 15 hours to 10 hours.</li> </ol>	This chapter refers to preparing the business plan which is ongoing process where students start planning for the same from the start of semester. So the hours are minimised.

(Summary of changes incorporated in the syllabus)

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF ECONOMICS**

**B.A. COURSE STRUCTURE**

Revised 14/9/2019, effective from academic year 2020-21 onwards

SEMESTER	CORE COMPULSORY		CORE ELECTIVE					
I	ECO-I.C-1 Principles of Economics	ECO-I.C-2 Mathematical Techniques for Economic Analysis						
II	ECO-II.C-3 Economics of Growth and Development	ECO-II.C-4 Empirical Techniques for Economic Analysis						
III	ECO-III.C-5 Micro-economics		ECO-E-14 Environmental Economics	ECO-E-4 Regional Economics	ECO-E-19 Behavioral economic	ECO-E-8 Economics and Law		
IV	ECO-IV.C-6 Macro-economics		Eco-E-20 Research Methodology	ECO-E-3 Emerging Market Economies	ECO-E-15 Introduction to Industrial Economics	ECO-E-7 Accounting for Non-accountants		
V	ECO-V.C-7 Public Economics	ECO-V/VI.C-9 Project	ECO-E-9 Introduction to Econometrics	ECO-E-1 Indian Economy	ECO-E-11 Actuarial Economics	ECO-E-12 Micro-economic Analysis	*ECO-E-5 Economic and Governance	
VI	ECO-VI.C-8 International Trade and Policy	ECO-V/VI.C-9 Project	ECO-E-10 Introduction to Operations Research for Economists	ECO-E-2 Economics of Foreign Exchange	ECO-E-16 Financial Economics	ECO-E-17 Macroeconomic Analysis	*ECO-E-13 Labour Economics	

SEMESTER	INTERDISCIPLINARY COURSES (FOUNDATION GROUP) FOR SEMESTER V AND VI				
V/VI	ECO-INT-1 Entrepreneurship	ECO-INT-2 Gandhian Economic Thought	ECO-INT-3 Financial Investments for All All	ECO-INT-4 Taxation for All	

**\*Will Not be offered from Academic year 2020-21 onwards**

## CORE COURSES

**Course Title: Principles of Economics**

**Course Code: ECO-I.C-1**

**Marks: 100**

**Credits: 04**

**Duration: 60Hours**

### **COURSE OBJECTIVES:**

1. To provide the foundations of economic analysis.
2. To create an interest for students in the subject of economics.
3. To sensitize on the usefulness of economics in decision-making.

**COURSE OUTCOMES:** Upon completion of the course student will be able to

**CO1:** Define basic concepts in Economics.

**CO2:** Recognize economic problems that require decision making.

**CO3:** Distinguish between concepts related to national income

**CO4:** Create hypothetical market demand & supply schedules & curves.

**CO5:** Differentiate & calculate different types, degrees of elasticity of demand & supply.

**CO6:** Arrange different market structure on the basis of degree of competition.

### **SYLLABUS**

#### **Unit 1: Thinking like an economist and ten principles of Economics (15 Hours)**

Decision making; Functioning of an economy; Normative and positive economics; Circular flow diagram; production possibility frontier.

#### **Unit 2: Demand and Supply and Market Equilibrium (15 Hours)**

Factors affecting demand and supply; Market equilibrium; Elasticity of demand and elasticity of supply; Consumers' surplus and producers' surplus.

#### **Unit 3: Market Structure (15 Hours)**

Firms and markets; perfect competition, monopoly, Monopolistic competition, oligopoly.

#### **Unit 4: Macroeconomic Concepts and Policies (15 Hours)**

GDP; Unemployment and inflation; Growth and stabilization objectives; Introduction to fiscal and monetary policy measures.

### **REFERENCES:**

#### **Mandatory:**

- 1.Mankiw, N. Gregory, (2013)*Principles of Economics*, Thomson / South-Western, Seventh Edition.
- 2.Salvatore, Dominick,(2012)*Principles of Micro Economics*, Oxford International student edition, Eighth Edition.

#### **Supplementary:**

- 1.Tucker,I.(2013)*Economics for Today*,, Cengage learning, Inc.
- 2..Pindyck, Robert S and Rubinfeld, Daniel L. (2012) *Microeconomics*, Pearson, Delhi

#### **Web Based:**

1. [https://s.docworkspace.com/d/AHKfZ6DYjI4uwfvQ\\_JOdFA](https://s.docworkspace.com/d/AHKfZ6DYjI4uwfvQ_JOdFA)
2. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://mpra.ub.uni-muenchen.de/390/1/MPRA\\_paper\\_390.pdf&ved=2ahUKEwjFzsWugcHkAhUfTY8KHUQaABYQFjAPegQIBxAB&usg=AOvVaw2GV4rf2L5axBFyI3HuAu3J](https://www.google.com/url?sa=t&source=web&rct=j&url=https://mpra.ub.uni-muenchen.de/390/1/MPRA_paper_390.pdf&ved=2ahUKEwjFzsWugcHkAhUfTY8KHUQaABYQFjAPegQIBxAB&usg=AOvVaw2GV4rf2L5axBFyI3HuAu3J)
3. [https://www.researchgate.net/publication/26492427\\_Learning\\_Not\\_to\\_Think\\_Like\\_an\\_Economist/link/57aa9aba08ae0932c96ec072/download](https://www.researchgate.net/publication/26492427_Learning_Not_to_Think_Like_an_Economist/link/57aa9aba08ae0932c96ec072/download)
4. [https://mpra.ub.uni-muenchen.de/390/1/MPRA\\_paper\\_390.pdf](https://mpra.ub.uni-muenchen.de/390/1/MPRA_paper_390.pdf)
5. <https://econpapers.repec.org/bookchap/eeelabchp/5-11.htm>



## **Course Title: Mathematical Techniques for Economic Analysis**

**Course code: ECO-I.C-2**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

### **COURSE OBJECTIVES:**

1. To raise the level and approach to teaching and learning economics by adequately emphasizing on concepts. This will help the students to understand economic reality in a structured manner. Further students who would like to specialize in applied branches will be better equipped. It will provide them with international dimension to academic studies by developing analytical and evaluative skill.

**COURSE OUTCOMES:** Upon completion of the course student will be able to

**CO1:** Identify and use the rules of calculus

**CO2:** Interpret graphs and tables

**CO3:** Apply mathematical techniques in economics

**CO4:** Analyze economic reality in a structured manner

**CO5:** Assess economic questions as mathematical problems

**CO6:** Design optimal solutions to simple economic problems

### **SYLLABUS**

#### **Unit1: Introduction to Basic Concepts**

**(15 Hours)**

Importance of Mathematical and Statistical Methods in Economic Analysis Review of some Concepts; Algebraic Expressions; Equations; Exponents; Graphs of Lines and Non-Linear Equations; System of Simultaneous Equations; properties of sets, number systems; Coordinate geometry: straight line, rectangular hyperbolas, concave & convex, tangency.

#### **Unit 2: Concept of Function and Types**

**(20 Hours)**

Limit, Continuity and Derivatives; Rules of Differentiation; Marginal Concept; Marginal Cost; Revenue; Utility; Elasticities and Types; Partial and Total Differentiation and Applications; Some Simple Rules of Integration.

#### **Unit 3: Optimization**

**(15 Hours)**

Problems of Maxima and Minima in Single and Multivariable Functions; Constrained Optimization in Simple Economic Problems.

#### **Unit 4: Matrix Algebra**

**(10 Hours)**

Determinants & input-output analysis

### **REFERENCES:**

#### **Mandatory:**

1. Knut Sydsaeter and Peter J Hammond (2012), *Mathematics for Economic Analysis*; Pearson Educational Asia: 4th Indian reprint.
2. Chiang, A.C. & Kevin Wainwright (2017), *Fundamental Methods of Mathematical Economics*; Fourth Edition, McGraw-Hill.
3. Dowling, Edward T. (2011), *Schaum's Outline of Theory and Problems of Introduction to Mathematics*; 3rd Edition, McGraw-Hill

#### **Supplementary:**

4. Zumruddin and Khanna, (2009) *Business Mathematics*, S Chand and sons Delhi.
5. Mehta – Madnani (2012), *Mathematics for Economist*, S Chand and Sons Delhi.

#### **Web Based:**

1. <https://www.semanticscholar.org/paper/The-use-of-Mathematics-in-Economics-and-its-Eect-a-Espinosa-Rond%C3%B3n/3f7f08695495e297dcc2ee31e8c3d2ee67a15cbe>
2. <https://pdfs.semanticscholar.org/3f7f/08695495e297dcc2ee31e8c3d2ee67a15cbe.pdf>
3. [https://www.google.com/search?safe=strict&ei=hJeJXZLxCp3Vz7sPwumS4Ag&q=Mathematical+Modelling+and+Ideology+in+the+Economics+Academy%3A+competing+explanations+of+the+failings+of+the+modern+discipline%3F&oq=Mathematical+Modelling+and+Ideology+in+the+Economics+Academy%3A+competing+explanations+of+the+failings+of+the+modern+discipline%3F&gs\\_l=psyab.12..0i362i308i154i357l6.27692.32493..36100...0.0..0.533.533.5-1.....1....1j2..gws wiz.....6.Od4MgZUFbQo&ved=0ahUKEwiSw9LhyjkAhWd6nMBHcK0BIwQ4dUDCA s](https://www.google.com/search?safe=strict&ei=hJeJXZLxCp3Vz7sPwumS4Ag&q=Mathematical+Modelling+and+Ideology+in+the+Economics+Academy%3A+competing+explanations+of+the+failings+of+the+modern+discipline%3F&oq=Mathematical+Modelling+and+Ideology+in+the+Economics+Academy%3A+competing+explanations+of+the+failings+of+the+modern+discipline%3F&gs_l=psyab.12..0i362i308i154i357l6.27692.32493..36100...0.0..0.533.533.5-1.....1....1j2..gws wiz.....6.Od4MgZUFbQo&ved=0ahUKEwiSw9LhyjkAhWd6nMBHcK0BIwQ4dUDCA s)

## **Course Title: Economics of Growth and Development**

**Course Code: ECO-II.C-3**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

### **COURSE OBJECTIVES:**

The two basic objectives of this course are:

1. To give to students a global perspective of economic growth using traditional and contemporary theories on economic growth and development.
2. To provide an insight into India's growth and development since the era of planned economic development.

**COURSE OUTCOMES:** Upon completion of the syllabus students will be able to:

**CO1:** Distinguish between the concept of economic growth & development

**CO2:** Calculation of Human development index

**CO3:** Mind-map the theories of growth and development on a timeline

**CO4:** State the patterns of growth based on classical & neoclassical theories of growth and development

**CO5:** Give examples of economies which have experienced the growth & development in line with any given theory.

**CO6:** Compare & contrast various growth & development models as applicable to India since 1947 till date.

**CO7:** Categorize intra and inter regional growth patterns in India

### **SYLLABUS**

#### **Unit 1: Growth and Development (15 Hours)**

Growth and development, Components, Indicators, Approaches to development: Traditional and Modern; Sen's capabilities approach, Human development Index.

#### **Unit 2: Patterns of Growth and Development (15 Hours)**

Growth and development in different countries, Critique of classical theories of development: Rostow's model, Lewis model; international dependence revolution: neoclassical dependence model, fake paradigm model: dualistic development models.

#### **Unit 3: New Growth Theories (15 Hours)**

Exogenous growth theories: Solow model, Harrod-Domar model; Endogenous growth theories: Romer and Lucas endogenous model, Robinson model.

#### **Unit 4: India's Development Experience (15 Hours)**

India's development journey from planning commission to NITI Aayog. India on the eve of planning, Nehru Mahalanobis growth and development model, Liberalization, Privatization and Globalization; Inclusive growth; Interstate variations in development, Case studies: Economic models of few Indian States including Goa.

### **REFERENCES:**

#### **Mandatory:**

1. Todaro M, Smith S. (2013), *Economic development*, Pearson, Noida, India .
2. Thirlwall A., (2013), *Growth and development: with special reference to developing economies*, Palgrave, Macmillan, USA .

#### **Supplementary:**

1. Hayami Y, (2005), *Development economics: from the poverty to the wealth of nation*, Oxford India, Paperback, India
2. Ray Debraj, (2007), *Development economics*, Oxford India paperback, Noida, India

#### **Web Based:**

1. [https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.fao.org/docs/up/easypol/882/defining\\_development\\_paradigms\\_102en.pdf&ved=2ahUKEwiE-LqDhMHkAhWBL48KHUAKD0AQFjABegQIARAB&usg=AOvVaw3vGwR2K6i4nyzrnoyqPW5G](https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.fao.org/docs/up/easypol/882/defining_development_paradigms_102en.pdf&ved=2ahUKEwiE-LqDhMHkAhWBL48KHUAKD0AQFjABegQIARAB&usg=AOvVaw3vGwR2K6i4nyzrnoyqPW5G)
2. [LqDhMHkAhWBL48KHUAKD0AQFjABegQIARAB&usg=AOvVaw3vGwR2K6i4nyzrnoyqPW5G](https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.fao.org/docs/up/easypol/882/defining_development_paradigms_102en.pdf&ved=2ahUKEwiE-LqDhMHkAhWBL48KHUAKD0AQFjABegQIARAB&usg=AOvVaw3vGwR2K6i4nyzrnoyqPW5G)

3. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://koppa.jyu.fi/en/courses/134525/spring-2014/Sen-Concept-of-Development.pdf&ved=2ahUKEwims67Xg8HkAhUHH48KHdc0BU8QFjALegQIAxAB&usg=AOvVaw3Wnr1\\_tPE8-bKvmZcHfFhc](https://www.google.com/url?sa=t&source=web&rct=j&url=https://koppa.jyu.fi/en/courses/134525/spring-2014/Sen-Concept-of-Development.pdf&ved=2ahUKEwims67Xg8HkAhUHH48KHdc0BU8QFjALegQIAxAB&usg=AOvVaw3Wnr1_tPE8-bKvmZcHfFhc)
4. <http://hdr.undp.org/en/content/human-development-index-hdi>
5. <https://www.indiabudget.gov.in/economicsurvey/>

**Course Title: Empirical Techniques for Economic Analysis.**

**Course Code: ECO-II.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

#### **COURSE OBJECTIVES:**

1. To enable students to have a good understanding of the empirical methods and its application in economics.
2. To enable students to process the raw data by using soft techniques/tools to analyze economic phenomenon conclusively.
3. To provide them with competency not only in their professional arena but in academics also.

**COURSE OUTCOMES:** Upon completion of the course students will be able to:

**CO 1:** Relate empirical methodology to economic enquiry

**CO 2:** Summarize, interpret and graph data appropriately

**CO 3:** Apply discrete and continuous probability distributions to various business problems

**CO 4:** Analyze statistical data using MS Excel

**CO 5:** Validate sampling measures

**CO 6:** Develop basic statistical inference using correlation, regression, indices, hypothesis testing and ANOVA

#### **SYLLABUS**

##### **Unit 1: Population and Sampling**

**(15 Hours)**

Hypothesis, population and sampling; Need for sampling, concept of 'Good Sample'; Methods of sampling: probability and non-probability sampling; sampling techniques; Optimum sampling; Nyman's sampling: problems to be solved based on sampling methods.

##### **Unit 2: Correlation and Regression**

**(20 Hours)**

Karl Pearson's coefficient of correlation and Spearman's Rank coefficient of correlation; properties of Pearson's coefficient of correlation; Linear regression: meaning, regression equations and lines; \*Use of MS EXCEL/Other spreadsheet.

##### **Unit 3: Time Series & Index Numbers**

**(10 Hours)**

Components of time series; fitting a trend; methods: semi-averages, moving average, method of least squares; weighted aggregative index numbers.

##### **Unit 4: Hypothesis Testing**

**(15 Hours)**

Level of significance, critical area; Type I and Type II errors, Z, t, F and  $\chi^2$  distribution; ANOVA (one way and two ways).

\*Existing or Extra lectures on use of Excel (Mandatory)

#### **REFERENCES:**

##### **Mandatory:**

1. Arora, P.N. et.al. (2010), *Comprehensive Statistical Methods*, S. Chand, New Delhi.

##### **Supplementary:**

1. Anderson, David R. et.al.(2014)*Statistics for Business and Economics*, Cengage Learning ,India Edition.

**Course Title: Microeconomics**

**Course Code: ECO-III.C-5**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

**COURSE OBJECTIVES:**

1. To familiarize students in pure theories.
2. To offer a strong base for studying applied economic theories and principles.
3. To familiarize students with market based decision making

**COURSE OUTCOMES:** Upon completion of the course students will be able to:

**CO1:** Distinguish concepts related to consumer & producer behaviour theories

**CO2:** Construct Indifference curve and Budget lines under different scenarios

**CO3:** Distinguish between price effect, substitution effect and income effect using Slutsky&Hick's method for different types of goods.

**CO4:** Compute total, average & marginal concepts related to production, cost & revenue.

**CO5:** Compare & contrast competitive & non competitive market structures.

**CO6:** Categorize normal profit, supernormal profit, loss and shutdown point across different Market structures.

**SYLLABUS**

**Unit 1: Consumer Behavior and Demand**

**(15 Hours)**

Distinction between Cardinal and Ordinal Utility, Law of Utility, Indifference Curves, Budget Line, Substitution Effect and Income Effect; Hicksian and Slutsky's Analysis; Derivation of demand curve and Engel's Curve, Revealed preference theory.

**Unit 2: Production**

**(15 Hours)**

Production function – AP and MP, Non-linear production function, Production with one variable input, Production with two variable inputs, Isoquants – MRTS-elasticity of factor substitution, so-cost line - Ridge Line, Returns to Scale.

**Unit 3: Cost and Revenue**

**(15 Hours)**

Cost of Production, Behavior of cost, Short run and Long run Costs, Derivation of Average and marginal cost curves, Least cost input Combination, , Introduction to Modern Cost Curves: L shaped and inverted J shaped cost curves , Concepts of revenue: AR, MR, TR, Break-even analysis.

**Unit 4: Perfect Market& imperfect market structures**

**(15 Hours)**

Perfect markets, Behavior of profit maximizing firms and the production process; Price and output decisions; costs and output in short and long run;

Nature and types of imperfect market structures, Assumptions, Conditions of imperfections, Imperfect markets: price& output under Monopoly, monopolistic competition and Oligopoly.

**REFERENCES:**

**Mandatory:**

1. Salvatore, Dominick, (2012) *Principles of Micro Economics*, Oxford International student edition,
2. Pindyck, Robert S and Rubinfeld, Daniel L. (2012) *Microeconomics*, Pearson, Delhi
3. | Tucker, J. (2013) *Economics for Today*, Cengage learning, Inc
4. Pindyck, Robert S and Rubinfeld, Daniel L. (2012) *Microeconomics*, Pearson, Delhi

**Supplementary:**

1. Hubbard, R. G. and O'Brien, A. P. (2012), *Microeconomics*, Pearson, Delhi.
2. O'Sullivan, A., Sheffrin S. M. and Perez S. J. (2012). *Microeconomics, Principal, Application and tools*, Pearson, Delhi.

**Web based:**

1. [https://www.researchgate.net/publication/276345195\\_Indifference\\_Curve\\_Analysis\\_The\\_Correct\\_and\\_the\\_Incorrect/link/584de0008ae4bc8993312cd/download](https://www.researchgate.net/publication/276345195_Indifference_Curve_Analysis_The_Correct_and_the_Incorrect/link/584de0008ae4bc8993312cd/download)
2. <https://economics.ucsc.edu/research/downloads/Friedman-Sakovics-MU23.pdf>
3. [https://www.researchgate.net/publication/239924134\\_Production\\_Theory\\_An\\_Introduction/link/0046353286c1d450b5000000/download](https://www.researchgate.net/publication/239924134_Production_Theory_An_Introduction/link/0046353286c1d450b5000000/download)
4. <http://etheses.lse.ac.uk/3053/1/U616008.pdf>
5. [https://www.researchgate.net/publication/4732392\\_Perfect\\_Competition\\_and\\_the\\_Creativity\\_of\\_the\\_Market/link/53ecdf840cf2981ada10f7fb/download](https://www.researchgate.net/publication/4732392_Perfect_Competition_and_the_Creativity_of_the_Market/link/53ecdf840cf2981ada10f7fb/download)[https://www.researchgate.net/publication/4732392\\_Perfect\\_Competition\\_and\\_the\\_Creativity\\_of\\_the\\_Market/link/53ecdf840cf2981ada10f7fb/download](https://www.researchgate.net/publication/4732392_Perfect_Competition_and_the_Creativity_of_the_Market/link/53ecdf840cf2981ada10f7fb/download)[https://www.researchgate.net/publication/4732392\\_Perfect\\_Competition\\_and\\_the\\_Creativity\\_of\\_the\\_Market/link/53ecdf840cf2981ada10f7fb/download](https://www.researchgate.net/publication/4732392_Perfect_Competition_and_the_Creativity_of_the_Market/link/53ecdf840cf2981ada10f7fb/download)
6. <http://www.oecd.org/daf/competition/1920526.pdf>

**Course Title: Macroeconomics**

**Course Code: ECO-IV.C- 6**

**Marks: 100**

**Credit: 4**

**Hours: 60**

**COURSE OBJECTIVES:**

1. To understand macroeconomic performance and aggregate economic activity.
2. To evaluate determinants of economic progress and economic decisions made by policymakers and to use the intuitive analysis of economic process.
3. To introduce to the principles of solving macroeconomic problems, interpretation and analysis of the economic facts.

**COURSE OUTCOME:** Upon completion of the course students will be able to

**CO1:** Define various key macroeconomic variables; principles & tools; and national income concepts.

**CO2:** Contrast between the long run & short run macroeconomic behavior; and various macroeconomic frameworks

**CO3:** Make use of macroeconomic concepts to develop an understanding of the working of the economy

**CO4:** Examine and analyze Keynesian and Monetarist macroeconomic framework

**CO5:** Justify the policy measures undertaken in a Keynesian system; especially those influencing consumption and expenditure decisions

**CO 6:** Estimate, imagine and elaborate the impact of macroeconomic policies on the state of the economy

**SYLLABUS****Unit 1: Introduction to Macroeconomics****(10 Hours)**

Major Macroeconomic Issues: Business Cycle, Unemployment, Inflation, Long-run Economic Growth; Principles and Tools of Macroeconomic Analysis; Macroeconomic Variables; Long run and Short run Analysis in Macroeconomics.

**Unit 2: National Accounts: Measuring Output and Income****(10 Hours)**

National income: concept and measurement: GDP, GNP, NDP, NNP; Methods of measurement: Value Added and Expenditure Approach; Price Indices and Deflator.

**Unit 3: Keynesian Macro-economic Framework (20 Hours)**

Keynesian analysis: Aggregate Demand- concepts, components and determinant's, Consumption Demand and its Determinants, Consumption Function and Consumption Line, Autonomous Consumption Demand, Marginal and Average Propensity to Consume, Saving Function and Saving Line, Marginal and Average Propensity to Save, Consumption Puzzle, Theories of Consumption, Investment Demand and its Determinants, Investment Function and Investment Demand Curve, Theories of Investment, Aggregate Expenditures in the Closed Private Economy, Planned Expenditures and Actual Expenditures, The 45°line and Equilibrium Output in the Two-sector Model in the Short run ("Keynesian Cross Model"), Non-equilibrium Situations, Multiplier Effect of Autonomous Spending on Output.

**Unit 4: Monetarists Framework (10 Hours)**

Origin of monetarist views: Milton Friedman; Origin of quantity theory of money.

**Unit 5: The IS-LM Model (10 Hours)**

IS-LM equations, Dynamics in the IS-LM model, Fiscal policy-effectiveness and LM curve, Fiscal policy-effectiveness and IS curve, Monetary policy- effectiveness and IS curve, monetary policy- effectiveness of LM curve, paradox of thrift, Policy objectives.

**REFERENCES:**

**Mandatory:**

1. Begg, D., Dornbusch, R., Fischer, S. (2014) *Economics*, McGraw-Hill Book Co., London.

**Supplementary:**

1. Mankiw, N.G. (2010) *Macroeconomics*, Worth Publishers, New York.
2. Lipsey, R.G.; Chrystal, K. A. (2007) *Economics*, Oxford University Press, Oxford.
3. Samuelson, P.; Nordhaus, William (2010) *Economics*, MacGraw Hill Education. Delhi

**Course Title: Public Economics**

**Course Code: ECO-V.C-7**

**Marks: 100**

**Credits: 04**

**Hours: 60**

**COURSE OBJECTIVE:**

1. To study economic theories of distribution, general equilibrium, welfare and market failure.
2. To provide analytical tools and apply them to analyse key issues relating to public revenue and public spending.

**COURSE OUTCOME:** Upon completion of the course students will be able to:

**CO1:** Understand the difference between public finance and Public economics.

**CO2:** Appreciate public economics & its rationale.

**CO3:** Discuss the nature of public economy, the functioning of markets and determinants of market failure.

**CO4:** Evaluate the welfare effect of taxes

**CO5:** Demonstrate the theory of public goods in reality.

**CO6:** Identify the major areas and roles for government activity

**CO7:** Describe the major items of government revenue and expenditure

**CO8:** Familiarize the students with concepts of welfare economics

## **SYLLABUS**

### **Unit 1: Issues in Public Economics**

**(15 Hours)**

Nature of the Public Economy; Public economy and markets: Pareto optimality and Market failure, fundamental theorem of welfare, Cases of violation of Pareto optimality; Asymmetric information and market failure: the problem of externality and their internalization; Pigouvian tax; Federal state v/s unitary.

### **Unit 2: Theory of Public goods**

**(15 Hours)**

Public Choice theory: Public goods, Samuelson model, Lindahl model; Empirical theories of public goods: Wagner hypothesis, Wiseman-peacock hypothesis; Preference revelation mechanism for public goods.

### **Unit 3: Public Revenue**

**(15 Hours)**

Principles of Taxation and classification of taxes: Impact and incidence of taxes, Benefit and ability to pay principle, deadweight loss, optimal taxation, partial and general equilibrium, examples; Excess burden of tax; tax evasion & tax avoidance.

### **Unit 4: Public Expenditure and Public debt**

**(15 Hours)**

Principles of expenditure and classification of expenditure; Cost –Benefit analysis; Causes and Consequences of public debt; Debt sustainability analysis; Modigliani's burden thesis; Burden of internal & external debt; debt trap.

## **REFERENCES:**

### **Mandatory:**

1. Cullis J. and Jones P.(2009) *Public Finance & Public Choice: Analytical Perspectives*, Oxford
2. Auerbach, A. & M. Feldstein (eds) (2013) *Handbook of Public Economics*, Vol.I& II, Elsevier, New York
3. Baumol, W. J. (Ed.) (2001), *Welfare Economics*, Edward Elgar Publishing Ltd. U.K
4. Herber, B.P.(1983) *Modern Public Finance*, , Richard D. Irwin, Inc.
5. Atkinson, A.B and. Stiglitz J.E (2015), *Lectures on Public Economics*, McGraw–Hill, New York

### **Supplementary:**

1. Musgrave, R. A. (2014), *The Theory of Public Finance*, McGraw Hill, New York.
2. Musgrave, R. and Musgrave P. (2004), *Public Finance in Theory and Practice*, McGraw–Hill.
3. Cornes, R. & T. Sandler (2013) *The Theory of Externalities, Public Goods and Club Goods*, Cambridge University Press, Cambridge

### **Web Based**

1. <https://tradingeconomics.com › India>
3. <https://ocw.mit.edu/courses/economics/14-471-public-economics-i-fall-2012/lecture-notes/>
4. <https://epgp.inflibnet.ac.in/ahl.php?csrno=11>



**Course Title: International Trade and Policy**

**Course Code: ECO-VI.C-8**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To provide theoretical foundations for analysing international trade.
2. To sensitize students on trade related issues and mechanisms.

**COURSE OUTCOME:** Upon completion of the course students will be able to

**CO1:** Define the conditions under which trade is beneficial for both individual nations and international community and identify gainers and losers from trade

**CO2:** Compare and evaluate alternative theories of international trade

**CO3:** Apply partial equilibrium and general equilibrium models in analyzing trade theories & the economic effects of trade policies

**CO4:** Analyze key issues raised under WTO & through regional trading arrangements

**CO5:** Evaluate the implications of trade on growth and income distribution under various circumstances

**CO6:** Adapt the theory to address the issues on globalization, economic integration, and trade Policy

**CO7:** Highlight the concept of Portfolio and direct investment

**SYLLABUS**

**Unit 1: Classical Trade Theories**

**(15 Hours)**

Introduction & importance of international trade, Introduction to international trade theories, Absolute Advantage; Comparative Advantage Theory and its refinements; Reciprocal demand and the international equilibrium model; Gains from Trade and Terms of Trade.

**Unit 2: Modern Trade Theories and Extensions**

**(15 Hours)**

Factor-Endowments (Heckscher-Ohlin) Theory; Factor-price Equalisation Theorem; Leontief Paradox; Factor Intensity Reversal; Intra-industry Trade: Trade based on Economies of Scale; Differentiated Products; Technological Gaps; Product Cycles; Differences in Tastes; Trade in Goods and Services.

**Unit 3: Trade Barriers**

**(15 Hours)**

Tariffs: Types and Effects; Non-tariff Barriers: Quotas, Exchange Controls, Dual Exchange Rates, Discriminatory Procurement, Local content requirement, Other Human-rights, Health and Hygiene Safeguards; Dumping; Voluntary Export Restraints; Export Subsidies; Counter trade; International Cartels.

**Unit 4: Trade Issues of Developing Countries and Emerging Markets**

**(15 Hours)**

Trade as an engine of Growth; Factors influencing Terms of Trade of Developing Countries; Prebisch Singer Thesis; Immiserising growth; Trade Disputes and WTO; Strategic trade policies; Regional Economic Integration and Globalization; Emerging Markets and Global Resource Movements; foreign direct investments and Foreign Portfolio; Multinational enterprises and world trade.

**REFERENCES:**

**Mandatory:**

1. Carbaugh, Robert J. (2014), *International Economics*, South-Western (Thomson Publishing), Bangalore, 8th edition (Latest available 15th edition)

2. Paul R. Krugman & Maurice Obstfeld (2015), *International Economics Theory and Policy*, Pearson Education Publication New Delhi.
3. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi
4. Gandolfo, G (2014), *International Trade: Theory and Policy*, Springer (India) private limited.
5. Krugman, Paul R.; Obstfeld, Maurice (2011), *International Economics: Theory and Policy*, Pearson, New Delhi.

**Supplementary:**

1. Husted Steven and Michel Melvin (2014), *International Economics*, Addison-Wesley, New York.
2. Jones, K.A. (2015), *Reconstructing the World Trade Organization for the 21st Century: An Institutional Approach*, Oxford University Press, New York.
3. Thompson, Henry (2010), *International Economics*, Cambridge University Press India, New Delhi.
4. Bhagwati, J. (Ed.) (2014), *International Trade*, Selected Readings, Cambridge University Press, Mass

**Web based:**

1. <http://www.makeinindia.com/policy/foreign-direct-investment>
2. <https://study.com/academy/lesson/modern-approach-to-international-trade-theory.html>
3. [https://ocw.mit.edu/courses/economics/14-54-international-trade-fall-2016/lecture-slides/MIT14\\_54F16\\_Lecture\\_8.pdf](https://ocw.mit.edu/courses/economics/14-54-international-trade-fall-2016/lecture-slides/MIT14_54F16_Lecture_8.pdf)
4. <https://epgp.inflibnet.ac.in/ahl.php?csrno=11>

## **ELECTIVE COURSES**

**Course Title: Indian Economy**

**Course Code: ECO- E-1**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To familiarize students with emerging issues and aspects of Indian economy.
2. To understand macroeconomic issues, policy framework, and challenges of the Indian economy.
3. To provide a post-liberalization perspective of the Indian Economy.

**COURSE OUTCOMES:** upon completion of the course students will be able to

**CO1:** Describe structural changes in Indian economy from Independence till globalization.

**CO2:** Identify & explain key issues & challenges faced by Indian economy.

**CO3:** Critically evaluate the policies with regard to Indian economy.

**CO4:** Review India's position with regard to foreign trade FDI, FII, MNC's, WTO globally.

**CO5:** Compare and contrast between planning commission & NITI Ayog

**CO6:** Appraise the status of Indian economy with regard to current economic situation.

## SYLLABUS

### Unit 1: Structural Changes in the Indian Economy (15 Hours)

Pre reform period: India on the eve of independence, Need for planning, Structural adjustment programme: need, impact, Liberalization, Privatization, Globalization; Primary -Secondary -Tertiary sector Linkages – trends

### Unit 2: Key Issues and Challenges of Indian Economy (15 Hours)

Key issues: Population, poverty, inequality, unemployment; Challenges: Inclusive growth: social; Parallel Economy; Rural development, urbanization, migration; Environment & sustainable development.

### Unit 3: Policy Perspectives (15Hours)

Shift from planning commission to NITI Ayog; Impact of policy shifts on decisions: finance, infrastructure, investments; Flagship Missions of GOI.

### Unit 4: India's Position in the World (15 Hours)

India's position in the world: Foreign Trade: Features and trends; Capital movements: FDI, FII, MNC's; WTO, India's position in the world economy.

## REFERENCES:

### Mandatory:

1. Government of India.(2017-18),*Economic Survey*, Government of India, New Delhi.
2. Chaudhary, C.M. (2012), *Dynamics of Indian Economy*, Oxford book company, New Delhi.
3. Datt, R.; Sundaram. K.P.M. (2018), *Indian Economy*, S. Chand & Company Ltd., New Delhi.

### Supplementary:

1. Kapila, Uma. (2019), *India's Economic development since 1947*, Academic Foundation, New Delhi.
2. Rajan, K. (2006), *Indian Economy Post Reform Scenario*, Serials Publication, New Delhi.

### Web based:

1. <https://www.indiabudget.gov.in/economicsurvey/>
2. <https://www.adb.org/sites/default/files/publication/28930/understanding-poverty-india.pdf>
3. <http://www.iegindia.org/upload/publication/Workpap/wp349.pdf>
4. <https://dbie.rbi.org.in/DBIE/dbie.rbi?site=home>
5. <https://www.india.gov.in/website-niti-aayog>
6. [https://www.researchgate.net/publication/262126139\\_Economic\\_Growth\\_and\\_Human\\_Development\\_in\\_Indian\\_States](https://www.researchgate.net/publication/262126139_Economic_Growth_and_Human_Development_in_Indian_States)

## Course Title: Economics of Foreign Exchange

### Course Code: ECO- E-2

### Marks: 100

### Credits: 4

### Duration: 60 Hours

## COURSE OBJECTIVES:

1. To familiarize the students with the theories and empirical evidence relating to exchange rates and international resource movements.
2. To develop strong foundations to deal with foreign exchange and international movement of resources.

## COURSE OUTCOMES: Upon completion of the course students will be able to:

**CO1:** Identify the factors that influence the price of currency derivatives

**CO2:** Explain the organization and institutional details of foreign exchange and international money markets.

**CO3:** Apply the theories and models covered to the various issues of international banking

**CO4:** Analyze the impact of fiscal and monetary policies on exchange rates and international resource movements.

**CO5:** Show the structure of the balance of payments and the role of international financial institutions and multinational enterprises on the movement of financial & non-financial resources.

**CO6:** Formulate strategies to manage foreign exchange risks and use the theories of international finance and monetary issues to real world situations.

## **SYLLABUS**

### **Unit 1: Foreign Exchange and Exchange Rate Determination (15 Hours)**

Foreign exchange market: types & participants; foreign exchange quotations\*; Derivative markets: Forward\*, Futures\* and Options\*; Exchange rate determination: Demand and supply of foreign exchange; Appreciation and depreciation of currency; effective exchange rates\*; arbitrage\*; forward rates\*; interest arbitrage\*; Role of speculation and foreign exchange rates\*.

### **Unit 2: Exchange Rates and Balance of Payments (15 Hours)**

Effects of exchange rate changes on costs, prices; Effects of currency appreciation, depreciation and balance of payments; Devaluation and Revaluation: Requirements for a successful devaluation; Elasticity approach to exchange rate adjustment; Absorption approach to exchange rate adjustment; Monetary approach to exchange rate adjustment.

### **Unit 3: Exchange Rate Systems and International Banking. (15 Hours)**

Exchange rate practices; Fixed exchange rate systems; Floating exchange rates; Managed floating rates( Ex. RBI mechanism); Exchange controls; Nature of international reserves; International Monetary Fund and facilities for borrowing reserves; Basel Norms(emphasis on latest).

### **Unit 4: Exchange rate and International Resource Movement (15 Hours)**

Role of exchange rate and Movement of capital: International lending and borrowing; Foreign direct investment, Foreign institutional investment; International movement of labour; Transfer of technology; Multinational enterprises; Role of commercial banks & financial institutions.

\*Students have to solve numerical problems on these subtopics.

## **REFERENCES:**

### **Mandatory:**

1. Salvatore, Dominic (2014), *International Economics: Trade and Finance*, John Wiley & Sons, Delhi
2. Krugman, P.R. and M. Obstgeld (2011), *International Economics: Theory and Policy*, Glenview, Foresman.

### **Supplementary:**

1. Carbaugh, Robert J. (2012), *International Economics*, South-Western (Thomson Publishing), Bangalore.
2. Pilbeam, Keith (2013), *International Finance*, Palgrave Macmillan, London

### **Web based:**

1. <https://epgp.inflibnet.ac.in/ahl.php?csrno=11>
2. <https://www.insightsonindia.com/2019/07/10/basel-norms/>
3. <https://www.kotaksecurities.com/ksweb/Research/Investment-Knowledge-Bank/what-is-derivative-trading>

**Course Title: Emerging Market Economies**

**Course Code: ECO-E-3**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

This course is designed:

1. To understand the historical development of the emerging markets.
2. To understand the basis of their growth and its implications for the rest of the world.
3. To understand the role of the emerging markets in shaping the world economy.

**COURSE OUTCOMES:** Upon completion of the course students will be able to

**CO1:** Identify the emerging market economies in the world.

**CO2:** Understanding the progress of the emerging markets over time..

**CO3:** Critically evaluate different institutions functions in these economies

**CO4:** reviewing the Emerging market economies implications on the world economy **CO5:** Evaluate the overall growth process of the two major emerging markets India and China.

**SYLLABUS**

**Unit 1: Emerging Market Economies: An overview (15 Hours)**

Concept and definition of the emerging markets, the historical background, emerging market indices; Developed vs. emerging markets: the political economy of development, globalization, competitiveness and emerging markets.

**Unit 2: Policies & systems in Emerging Markets (15 Hours)**

Processes: Governance, Fiscal, Monetary & regulatory mechanisms to gain global competitive edge; Cases of Emerging markets (Other than India & China): Importance, Growth, And Evaluation.

**Unit 3: Financialisation and Emerging Markets: (15 Hours)**

The process of financial liberalization and innovation in emerging markets, Forms & functions of finance in emerging markets, Global financial crisis and the emerging markets: Involvement, impact and recovery.

**Unit 4: The emerging markets of India and China: (15 Hours)**

Neo-liberalism and emergence of India as a market economy, Analysis of India's post reform growth, performance of Indian economy post 1997; Rise of China as a market economy: recent Economic policies, Emergence of China as a world leader in export: Evaluating the impact of technological and institutional factors.

**REFERENCES:**

**Mandatory:**

1. Hoen, Herman W. (2014), *Globalization and institutional change: are emerging market economies in Europe and Asia converging?* Academic Publishers, Adleton.
2. Kohli, Harinder S, (2008), *Growth and Development in Emerging Market Economies: International Private Capital Flows, Financial Markets and Globalization*, Sage Publication India Pvt Ltd, Los Angeles.

**Supplementary:**

1. Zhu, Xiaodong, (2012), *Understanding China's growth: Past, Present and Future*. Journal of Economic Perspectives Vol 7, No.4, Pp 103-124.
2. Li, Hongbin, Li, Lei, Wu, Binzhen and Xiong, Yanyan. (2012), *The journal of Economic Perspectives* Vol 26, No.4, Pp 57-74.

**Web based:**

1. [https://media.economist.com/sites/default/files/pdfs/Emerging\\_Markets\\_3e.pdf](https://media.economist.com/sites/default/files/pdfs/Emerging_Markets_3e.pdf)
2. <https://www.ibef.org/economy/indian-economy-overview>

3. <https://www.worldbank.org/en/publication/global-economic-prospects>
4. <https://www.bis.org/review/r170811d.pdf>
5. [https://fnce.wharton.upenn.edu/wp-content/uploads/2018/10/Quadrini\\_GrowthPaper-LowerCredit-msb11377.pdf](https://fnce.wharton.upenn.edu/wp-content/uploads/2018/10/Quadrini_GrowthPaper-LowerCredit-msb11377.pdf)

**Course Title: Regional Economics**

**Course Code: ECO- E-4**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To familiarize students with distribution of economic activities across space.
2. To familiarize students with market structures and migration patterns.
3. To sensitize students with the problems involved in regional growth.
4. To understand the impact of migration on regional development.

**COURSE OUTCOMES:** Upon completion of the course students will be able to:

**CO1:** Identify the distribution of economic activities across space especially in India.

**CO2:** Understand the market structures

**CO3:** Assess the migration patterns.

**CO4:** Explain the problems involved in regional growth.

**CO5:** Examine the impact of migration on regional development.

**SYLLABUS**

**Unit 1: Introduction to regional economics, Clustering & Agglomeration (15 Hours)**

Regional economics: Meaning, Scope and Relevance; Types of regions: Homogeneous, heterogeneous; Regionalization: Development, planning & policies. Industrial clustering and returns to scale, Agglomeration economies: source, types, clustering & nature of transactions, urban consumption, limited information, uncertainty and evolution of clusters.

**Unit 2: Location Theory and Economic Activity (15 Hours)**

Weber's theory of industrial location, Moses' location production model, Thunen's theory of location of agricultural activities, Christaller and Losch's central place theory, General equilibrium & Hotelling principle, Land competition (bid rent model).

**Unit 3: Problems of Regional Economic Growth (15 Hours)**

Mono centricity, land supply and landownership, labour markets, wage flexibility & Interregional labour migration, Balance of payments and regional growth.

**Unit 4: Regional flows and economic growth (15 Hours)**

Commodity and Service v/s Monetary & Capital flows; Migration: Types, Causes, Ramifications, Measures; Regional Growth theory; Migration and Regional policy in India.

**REFERENCES:**

**Mandatory:**

1. McCann, Philip. (2013), *Modern Urban and Regional Economics*, Oxford University press.
2. Shrivastava, O.S. (2009), *Regional Economics and Regional Planning*, Anmol Publications Pvt Ltd.
3. Hoover, Edgar M. (1968), *Spatial Economics: Partial Equilibrium Approach*, in Encyclopaedia of the Social Sciences, Macmillan, New York.
4. Isard, Walter. (1972), *Location and Space-Economy*, The MIT Press, Cambridge.

**Supplementary:**

1. Martin, Beckmann. (2004), *Location Theory*, Random House, New York.

2. Moses, Leon (2011), *Spatial Economics: General Equilibrium Approach*, in Encyclopaedia of the Social Sciences, Macmillan, New York.
3. Nijkamp, Peter, Mill, S Edwin. (2007), *Handbook of Regional and Urban Economics: Regional economics*, North- Holland publishers.
4. Nourse, Hugh O (1968), *Regional Economics*, McGraw-Hill, New York.
5. Richardson, W Harry (1978), *The State of Regional Economics*, International Regional Science Review, Fall.
6. Webber, J Michael. (1972), *Impact of Uncertainty on Location*, MIT Press, Cambridge.
7. Woglom, W. H. (2001), *The Economics of Location*, Yale University Press, New Haven.

**Web based:**

1. [https://www.researchgate.net/publication/266457660\\_Application\\_of\\_the\\_Von\\_Thunen\\_Model\\_in\\_Determining\\_Optimal\\_Locations\\_to\\_Transport\\_Compost\\_for\\_Crop\\_Production\\_Outside\\_of\\_Yaounde\\_Cameroon](https://www.researchgate.net/publication/266457660_Application_of_the_Von_Thunen_Model_in_Determining_Optimal_Locations_to_Transport_Compost_for_Crop_Production_Outside_of_Yaounde_Cameroon)
2. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2260059](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2260059)
3. <https://planningtank.com/settlement-geography/central-place-theory-walter-christaller>
4. [https://www.maa.org/sites/default/files/pdf/ebooks/GTE\\_sample.pdf](https://www.maa.org/sites/default/files/pdf/ebooks/GTE_sample.pdf)
5. [https://www.researchgate.net/publication/249871420\\_Agricultural\\_location\\_theory\\_Von\\_Thunen's\\_contribution\\_to\\_economic\\_geography](https://www.researchgate.net/publication/249871420_Agricultural_location_theory_Von_Thunen's_contribution_to_economic_geography)
6. <https://spinlab.vu.nl/wp-content/uploads/2016/09/ExerciseVonThunen.pdf>

**Course Title: Economics and Governance**

**Course Code: ECO- E-5**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To provide an understanding of the role and interplay of democratic institutions in economic development.
2. To provide useful insight into the governance challenges and strategies.
3. To develop critical mindset in assessing the role of non-economic factors contributing to economic development.

**COURSE OUTCOME:** Upon completion of the course student will be able to

**CO1:** Outline the concept and dimensions of governance.

**CO2:** Identify the principles and measures of governance.

**CO3:** Apply the concept of good governance to address governance issues in public provisioning.

**CO4:** Examine experience of developed and developing countries based on broad based governance criteria.

**CO5:** Justify the need for governance through participatory development and practice good governance in India.

**SYLLABUS**

**Unit 1: Governance and Growth Interface**

**(15 Hours)**

The concept of governance and growth: Policies that make up economic environment for development of good governance; Role of social infrastructure to facilitate action-oriented and participatory development; state failure versus market failure.

**Unit 2: The Issues of Governance**

**(15 Hours)**

The issues of governance: Role of the State and other institutions; Strategies to address governance issues: provisions, effectiveness, challenge.



**Unit 3: Experiences of Developed and Developing Countries****(15 Hours)**

Experiences of developed and developing countries based on broad governance criteria; Lessons for broad-based growth.

**Unit 4: Governance in Contemporary India****(15 Hours)**

Need for good governance in India; Important issues and challenges related to growth and governance.

**REFERENCES:****Mandatory:**

1. North Douglas, Acemoglu Daron, Fukuyama Francis, Rodrick Dani. (2012), *Governance, Growth and Development Decision Making* World Bank Reflections
2. Dixit, Avinash K. *Lawlessness and Economics: Alternative Modes of Governance*, Princeton University Press.
3. William K. Tabb, *Economic Governance in the Age of Globalization*, University Press, Columbia.

**Supplementary:**

4. The Inclusive Growth and Development Report January 2017, World Economic Forum.
5. Pardeep Sahani & Uma Medury (2011), *Governance for Development: Issues and Strategies*, Prentice – Hall India Private Ltd.

**Web Based:**

- 1- <https://weforum.org/agenda/2015/117>
- 2- <http://tandfonline.com/doi/pdf>

**Course Title: Accounting for Non-accountants****Course Code: ECO- E-7****Marks: 100****Credits: 4****Duration: 60 Hours****COURSE OBJECTIVES:**

1. The key objective of this course is to provide the students an exposure to the accounting discipline and help them to understand the language of accounting.

**COURSE OUTCOMES:** Upon completion of the course students will be able to

CO1: Identify the concept of Financial, Cost and Management accounting

CO2: Develop the understanding and skills to prepare Accounts of corporate and banking sector.

CO3: Understand company's final accounts.

CO4: Record transactions and prepare financial statements for a business entity.

CO5: Prepare cost sheets.

CO6: Examine the meaning of material control with pricing methods

CO7: Understand the know-how and concept of marginal costing with practical problems

**SYLLABUS****Unit 1: The Accounting Process****(15 Hours)**

Theoretical Framework of Accounting; Generally Accepted Accounting Principles, Concepts and Conventions; Capital and Revenue transactions: capital and revenue expenditures, capital and revenue receipts; Measurement, Valuation and Accounting estimates; Double entry system, Books of prime entry, Subsidiary Books; Recording of



Cash and Bank transactions; Preparation of Ledger Accounts; Preparation of Trial Balance: interpretation and usefulness; Rectification of Errors; Opening entries, Transfer entries, Adjustment entries, Closing entries.

### **Unit 2: \*Issues in Accounting**

**(15 Hours)**

Creating new ledgers/Company; Reconciliation Statements and Accounting for Depreciation: definition and causes of depreciation, need for depreciation, methods of calculating the amount of depreciation, straight line method, diminishing balance method; Bank Reconciliation Statement; Receivables / Payables Reconciliation Statement; Stock Reconciliation Statement.

### **Unit 3: \* Preparation of Final Accounts**

**(15 Hours)**

Profit making concern: (for sole proprietorship concern and partnership firm only): Preparation of Trading Account, Profit & Loss Account and Balance Sheet; Accounting treatment of bad debts; reserve for bad and doubtful debts; provision for discount on debtors and provision for discount on creditors; Not-for-Profit making concern: Preparation of Receipts and Payments Account; Preparation of Income and Expenditure Account; Preparation of Balance Sheet.

### **Unit 4: Fundamentals of Cost and Management Accounting**

**(15 Hours)**

Cost and Management Accounting: Generally Accepted Cost Accounting Principles; Accounting for Material cost (including Accounting of Inventory: LIFO, FIFO, Weighted, Average Cost Methods); Accounting for Labour costs, Direct Expenses and Overheads; Preparation of Cost Statements: Cost Data collection, Cost Sheet formats; Preparation of Cost Sheets (historical cost sheets and estimated cost sheets).

Marginal Costing and Break- even analysis; basic knowledge; Application of Marginal Costing for decision-making.

\*Practical component to be taught using accounting software

## **REFERENCES:**

### **Mandatory:**

1. Kansal, Amit (2014), *NCERT solutions Accountancy*, Arihant, Meerut
2. T.S. Reddy & A. Murthy (2011), *Financial Accounting*, Margham Publications, Sixth Revision Edition
3. P.C. Tulsian (2014), *Financial Accounting*, Tata MC Graw Hill Ltd
4. Manosh Dutta (2010), *Cost Accounting*, Dorling Kindersley (India) Pvt. Ltd
5. T.S. Reddy & Y. Hari Prasad Reddy, (2014), *Cost Accounting*, Margham Publications

### **Supplementary:**

1. Gibson, Charles H. (2013), *Financial Statement Analysis*, Cengage Learning, Delhi.
2. Singal, Santosh (2012), *Accounting and Financial Analysis*, International Book House, New Delhi.
3. M.C. Shukla, T.S. Grewal, Dr.M.P.Gupta (2010) *Cost Accounting*, S.Chand & Company Ltd.

### **Web based:**

1. <https://epgp.inflibnet.ac.in/ahl.php?csrno=6>
2. <https://corporatefinanceinstitute.com/resources/knowledge/accounting/types-depreciation-methods/>
3. <https://quickbooks.intuit.com/in/resources/finance-and-accounting/depreciation-methods/>
4. [https://www.google.com/url?sa=t&source=web&rct=j&url=http://download.nos.org/srsec320newE/320EL28a.pdf&ved=2ahUKEwiDiJuG45bkAhUGbisKHb8MA\\_YQFjAMegQIARAB&usg=AOvVaw28Anp7XnANz-jweoiTFmRC](https://www.google.com/url?sa=t&source=web&rct=j&url=http://download.nos.org/srsec320newE/320EL28a.pdf&ved=2ahUKEwiDiJuG45bkAhUGbisKHb8MA_YQFjAMegQIARAB&usg=AOvVaw28Anp7XnANz-jweoiTFmRC)
5. <https://cleartax.in/s/cost-accounting>
6. <https://www.toppr.com/guides/principles-and-practice-of-accounting/accounting-concepts/>
7. <https://corporatefinanceinstitute.com/resources/knowledge/accounting/bank-reconciliation/>

**Course Title: Economics and Law**

**Course Code: ECO-E-8**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. The discipline of law and economics uses economic ideas to understand behavioral consequences of introduction of or changes in legal rules.
2. To understand how legal arrangements enable or impede functioning of market.
3. To facilitate students to understand the inter-relationship between the two disciplines law and economics.
4. To critically evaluate the implications of the existing legal provision on the overall economic performance.

**COURSE OUTCOMES:** Upon completion of the paper students will be able to

CO1: Understand relationship between of law and economics

CO2: Assess the behavioural consequences of introduction of or changes in legal rules/amendments.

CO3: Review the legal arrangements of functioning of market.

CO4: Recreate a plan for of e governance in law.

CO5: Evaluate the implications of the existing legal provision on the overall economic performance.

**SYLLABUS**

**Unit 1: An Introduction to Law and Economics (15 Hours)**

Economic analysis of law: Interrelationship between economics and law; The civil law and the common law tradition, Legal structure in India; Disputes and settlements; A brief introduction to different types of law: Property law, Contract law, Criminal law and Law of Torts.

**Unit 2: Economic Theory of Property Rights (15 Hours)**

Origin of the institution of property; Legal concept of property, Bargaining theory; Economic theory of property; Establishment and verification of property rights, Conflicting property rights, Public and private property, the public use of private property. The tragedy of the common property resources, Taking Property: Eminent domain.

**Unit 3: Evaluation of the Existing Property Laws (15 Hours)**

Intellectual Property Rights: Importance; Intellectual Property Rights and World Trade Organization. Copyrights Act, 1957: Purpose; Ownership of Copyrights; Rights of Owners and Rights of Others; Registration of Copyrights and its Infringement; Remedies under Copyrights Act, Patents Act, 1970: background; Concept of Patent; Procedural aspects of filing of patents; Procedure after filing of Patents; Other provisions of the Act.

**Unit 4: Economic Laws in India (15 Hours)**

Consumer Protection Act, 1986: Purpose, Salient Features, Organizational set-up; Grievance Redressal Mechanism. Competition Act, 2002 Purpose; Salient Features; Complaint; Procedures for redressal, Essential Commodities Act, 1955: Purpose; Scope; Penalties and Prosecution; Repeals and Savings; FEMA, Geographical indications of Goods Act. SEBI- (Acts); RBI as a regulatory body, Laws related to internet transactions; Negotiable Instruments Act; Prevention of Money Laundering Act, 2002

**REFERENCES:**

**Mandatory:**

1. Cooter, Robert and Ulen, Thomas. (2011), *An Introduction to Law and Economics*, 6th ed Pearson Series in Economics.
2. Gopalakrishnan, K.C. (2005), *Legal Economics (Interactional Dimensions- Economics and Law)*, Eastern Book Company, Lucknow.

3. Granstrand, Ove. (2008), *Law and Intellectual Property: Seeking Strategies for Research and Teaching in a Developing Field*, Kluwer Academic Publishers, Boston.
4. Medema, Steven G., Mercuro, Nicholas. (2006), *Economics and the Law: From Posner to Post-Modernism*, Princeton University Press, Princeton, New Jersey.
5. Reddy, G. B. (2002), *Law of Consumer Protection in India*, Gogia Law Agency, Hyderabad.

**Supplementary:**

1. Wadehra, B. L. (2003), *Intellectual Property Law Handbook: Law Relating to Patents, Trade Marks, Copyrights, Design & Geographical Indications*, Universal Law Publishing Co, Delhi.

**Web based:**

1. <http://copyright.gov.in/>
2. <http://www.wipo.int/patents/en/>
3. <http://www.ipindia.nic.in/patents.htm>
4. <https://www.india.gov.in/consumer-protection-act>
5. <http://www.mca.gov.in/MinistryV2/competitionact.html>
6. [https://indiacode.nic.in/handle/123456789/1781?view\\_type=search](https://indiacode.nic.in/handle/123456789/1781?view_type=search)
7. <http://dipp.nic.in/foreign-direct-investment/foreign-exchange-management-act>
8. <http://legislative.gov.in/sites/default/files/A1999-48.pdf>

**Course Title: Introduction to Econometrics**

**Course Code: ECO- E-9**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

**COURSE OBJECTIVES:**

1. To acquaint the students with the tools of econometrics.
2. To help students to make estimates about the dependent variable, to test the hypothesis about the dependent variables and to forecast changes in the dependent variables.

**COURSE OUTCOMES:** Upon completion of the syllabus students will be able to:

**CO1:** Understand the concepts used in sampling in particular and in Econometrics at large

**CO2:** Use OLS for calculating parameters in regression.

**CO3:** Construction of point and confidence interval estimate.

**CO4:** Formulate, test and draw inferences from hypothesis.

**CO5:** Use R programming to run multiple regression models.

**CO6:** Interpret the results obtained for linear & multiple regression model

**SYLLABUS**

**Unit 1: Basic Ideas of Linear Regression: The Two-Variable Model (15 Hours)**

Population Regression Function; Classical Linear Regression Model. Linear Regression Method: Sample Regression Function, Meaning of “Linear” Regression. Method of Ordinary Least Squares for Two-variable regression; Least Squares Residuals, Variances and Standard Errors of Ordinary Least Squares [OLS] Estimators; BLUE Properties of OLS Estimators: The Gauss-Markov Theorem.

**Unit 2: The Two-Variable Model: Hypothesis Testing. (15 Hours)**

Hypothesis Testing: Test of Significance Approach; Confidence Interval Approach; Analysis of Variance and Correlation: Sum of Squares; Use of F-ratio to Test the Regression Equation; Use of  $r^2$  to obtain the Goodness of Fit.

### **Unit 3: Multiple Regressions: Estimation and Hypothesis Testing (15 Hours)**

Three-variable Regression Model; Meaning of Partial Regression Coefficients; Assumptions of the Classical Linear (Multiple) Regression Model, Multiple Regression Equation; Estimation of Parameters of Multiple Regression, (OLS Estimators); Variances and Standard errors of OLS Estimators. Properties of OLS Estimators of Multiple Regression, Testing the slope of an individual estimator; Testing the Regression Equation. F test, R Square, Adjusted R Square, Comparing two  $R^2$  Values, Partial Correlation.

### **Unit 4: Multiple Regression Problems and Forecasting (15 Hours)**

Multicollinearity: Perfect and Imperfect Multicollinearity; Consequences of Multicollinearity, Detection of Multicollinearity\*, Corrections for Multicollinearity. Heteroscedasticity\*, Nature of Heteroscedasticity, Consequences of Heteroscedasticity, Detection of Heteroscedasticity\*, Corrections for Heteroscedasticity\*. Serial Correlation; Nature of Serial Correlation, Consequences of Serial Correlation, Detection of Serial Correlation\*, Corrections for Serial Correlation\*, Regression on Dummy Explanatory Variables\*, Forecasting with a Single-Equation Regression Model.

\* In class exercise using software packages.

### **REFERENCES:**

#### **Mandatory:**

1. Gujarati, Damodar N. (2017), *Basic Econometrics*, McGraw Hill, Singapore.
2. Ramanathan, Ramu (2001), *Introductory Econometrics with Applications*, Thomson Asia Pte Ltd., Singapore.
3. Koutsyannis, A. (2001), *Theory of Econometrics*, Palgrave Macmillan.
4. Journal of Econometrics

#### **Supplementary:**

1. Gujarati, Damodar N. (2017), *Essentials of Econometrics*, Irwin/McGraw Hill, Singapore.
2. Studenmund, A. H. (2017), *Using Econometrics: A Practical Guide*, Addison-Wesley, Reading, Mass.

#### **Web References:**

1. <https://instruction.bus.wisc.edu/jfrees/jfreesbooks/Longitudinal%20and%20Panel%20Data/Book/Chapters/FreesFinal.pdf>
2. [https://www.researchgate.net/publication/7222561\\_Study\\_Design\\_III\\_cross-sectional\\_studies/link/00463530cc57333de4000000/download](https://www.researchgate.net/publication/7222561_Study_Design_III_cross-sectional_studies/link/00463530cc57333de4000000/download)
3. [https://www.reed.edu/economics/parker/312/tschapters/S13\\_Ch\\_1.pdf](https://www.reed.edu/economics/parker/312/tschapters/S13_Ch_1.pdf)

# **Course Title: Introduction to Operations Research for Economists**

**Course Code: ECO-E-10**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

## **COURSE OBJECTIVES:**

1. To equip students with mathematical tools and techniques frequently applied in different branches of economics.

**COURSE OUTCOMES:** Upon completion of the course students will be able

**CO1:** To identify best techniques to solve a specific problem

**CO2:** To understand the mathematical tools that are needed to solve optimization problems.

**CO3:** To explain a real-world problem, given in words, into a mathematical formulation

**CO4:** To analyze the best choice using decision tree

**CO5:** To evaluate linear programming, transportation and assignment problems

**CO6:** To interpret and discuss the results of solutions to the problems

## **SYLLABUS**

### **Unit 1: Linear Algebra**

**(15 Hours)**

Systems of equations; Matrices and determinants; Matrix inversion method and its uses.

### **Unit 2: Linear Programming**

**(15 Hours)**

Elements of Linear Programming; Solution to LPP: Graphical, Simplex and the Big M methods.

### **Unit 3: Transportation and Assignment Problems**

**(15 Hours)**

Initial allocation methods; Optimization methods.

### **Unit 4: Statistical Decision-Making**

**(15 Hours)**

Probability analysis; Decision Trees; Expected Value; Economic and commercial applications.

## **REFERENCES:**

### **Mandatory:**

1. Kantisawrup et al, (2005), *Operations Research*, S Chand & sons, New Delhi
2. Tulsian P.C., Pandey V., (2006), *Quantitative Techniques*, Pearson India.

### **Supplementary:**

1. Taha H., (2006), *Operation Research: An Introduction*, Pearson, 7<sup>th</sup> Edition

Web based:

1. <https://arxiv.org/ftp/arxiv/papers/1410/1410.4774.pdf>
2. [https://www.researchgate.net/journal/0377-2217\\_European\\_Journal\\_of\\_Operational\\_Research](https://www.researchgate.net/journal/0377-2217_European_Journal_of_Operational_Research)
3. <https://www.sciencedirect.com/science/article/abs/pii/S0377221705005047>

**Course Title: Actuarial Economics**

**Course Code: ECO-E-11**

**Marks: 100**

**Credit: 4**

**Duration: 60 Hours**

### **COURSE OBJECTIVES:**

1. To provide tools for analysing insurance and insurance risks.
2. To develop expertise in students that is relevant for research and training in insurance companies.
3. To acquaint students to a wide range of decision making processes used for financial planning and management.

**COURSE OUTCOMES:** upon completion of the course students will be able to:

**CO1:** Understand concepts in actuarial economics

**CO2:** Identify the changes in financial sector due to globalization;

**CO3:** Calculate annuity and types of annuity.

**CO4:** Interpret life table for the purpose of calculation of premium.

**CO5:** Apply probability theory to insurance

**CO6:** Outline the role of regulatory bodies like IRDA

### **SYLLABUS**

#### **Unit 1: Introduction to Actuarial Economics**

**(15 Hours)**

a. Origin, nature and scope of Actuarial Economics: Its importance; Link between financial planning and risk management; Utility and risk preference.

b. Annuity and its Calculations

Annuity: ordinary annuity, annuity due, deferred annuity; Perpetuity: present value of immediate perpetuity, present value of perpetuity due, deferred perpetuity; annuity with frequency different from that with which interest is convertible; varying rates of interest; redemption of loan; average interest yield on the life fund.

#### **Unit 2: Pricing**

**(15 Hours)**

Basic elements in computation of life insurance premium; premium calculation; formulae for calculation of net premium.

#### **Unit 3: Mortality Tables**

**(15 Hours)**

Probability theory in insurance; mortality table; types: select and ultimate tables; stages involved in construction of mortality table.

#### **Unit 4: Product Design and Actuarial Profession (15 Hours)**

Basic methodology and setting assumptions; product design; actuarial standards and regulations, role of IRDA.

### **REFERENCES:**

#### **Mandatory:**

1. Mishra K.C. & Kumar C.S., (2009), *Elements of Actuarial Science*, Cengage Learning, Delhi
2. Booth, P.M. et al., (2004), *Modern Actuarial Theory and Practice*, Chapman and Hall, London
3. Newton Bowers et al., (1997), *Actuarial Mathematics*, Society of Actuaries, (second edition), Illinois.

#### **Supplementary**

1. Sherris, Michael, (2001), *Principles of Actuarial Science*, **PDF**
2. Marco Corazza et al. (2016), *Mathematical and Statistical Methods for Actuarial Science and Finance*, Springer International Publisher.

#### **Web-based:**

1. [https://www.researchgate.net/publication/306082366\\_Knowledge\\_and\\_Perceptions\\_of\\_Actuarial\\_Science\\_Among\\_Students\\_and\\_Academics\\_Evidence\\_from\\_JABU](https://www.researchgate.net/publication/306082366_Knowledge_and_Perceptions_of_Actuarial_Science_Among_Students_and_Academics_Evidence_from_JABU)
2. <https://www.casact.org/library/astin/vol36no1/1.pdf>
3. [https://faculty.wharton.upenn.edu/wp-content/uploads/2013/05/Lemaire\\_2005\\_Actuarial\\_1.pdf](https://faculty.wharton.upenn.edu/wp-content/uploads/2013/05/Lemaire_2005_Actuarial_1.pdf)

**Course Title: Microeconomic Analysis**

**Course Code: ECO-E-12**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. To study economic theories of distribution, general equilibrium, welfare and market failure.

**COURSE OUTCOMES:** Upon completion of the course students will be able to:

**CO1:** Map the theories of distribution from classical to neo classical.

**CO2:** Classify theories of distribution in competitive and non -competitive market structures.

**CO3:** Distinguish between general equilibrium & welfare economics.

**CO4:** Compare & contrast partial equilibrium with general equilibrium.

**CO5:** Examine market failure and causes of it.

**CO6:** Construct Edgeworth box.

**SYLLABUS**

**Unit 1: Oligopoly**

**(15 Hours)**

Cournot & kinked demand curve models, Collusion: cartel & price leadership model; long run adjustments & efficiency implications of oligopoly; other oligopolistic pricing practices; Prisoners' dilemma; Price & non price competition & cartel cheating.

**Unit 2: Pricing & employment of inputs**

**(15 Hours)**

Perfect competition: Demand & supply curve for input, pricing & employment of input; analysis of labour market; Imperfect competition: Demand curve of firm for an input, monopsony pricing & employment of one variable input; analysis of imperfect input markets.

**Unit 3: Equilibrium Analysis**

**(15 Hours)**

Partial equilibrium; Walrasian general equilibrium of exchange & production; Pareto optimality; perfect competition; economic efficiency & equity; Rawls' theory of justice.

**Unit 4: Welfare Economics**

**(15 Hours)**

Pigouvian welfare economics; Utility possibility frontier, Pareto optimal conditions; Value judgment; Social welfare, Social policy criteria: Compensation principle, Arrow's impossibility theorem; Inability to obtain optimum welfare: Imperfections, market failure, decreasing costs, uncertainty and non-existent and incomplete markets.

**REFERENCES:**

**Mandatory:**

1. Salvatore, Dominick, (2012) *Principles of Microeconomics*, Oxford International student edition, Eighth Edition.
2. Cowell A Frank (2006) *Microeconomics: Principles and Analysis*, Oxford University Press, New York.
3. Gravelle Hugh and Ray Rees (2008), *Microeconomics*, Pearson Education Inc. and Dorling Kindersely Publishing Inc., New Delhi.
4. Hal R Varian, (2010), *Microeconomic Analysis*, W W Norton & Company, New York.
5. Baumol W.J (2015), *Economic Theory and Operations Analysis*, Prentice Hall of India, New Delhi.

**Supplementary:**

1. Gravelle, H and Ray Rees, (2015), *Microeconomics*, Pearson Education Limited, England.
2. Maddala G.S and Ellen Muller(2005), *Microeconomics: Theory and Applications*, McGraw Hill, Singapore.
3. Mas-colell, A, Michael D.Wiston and Jerry G. Green (2009), *Microeconomics*, 3rd edition, Prentice Hall Longman, London.
4. Sen, A.(2004), *Microeconomic Theory*, OUP, New York.
5. Stigler, G., (2011), *Microeconomics: Theory and Applications*, Oxford University Press, New Delhi.
6. Varian, H., (2014), *Theory of Price*, (4th Edition), Prentice Hall of India, New Delhi.

**Web based:**

1. <https://epgp.inflibnet.ac.in/ahl.php?csrno=11>
2. <https://www.kotaksecurities.com/ksweb/Research/Investment-Knowledge-Bank/what-is-derivative-trading>

**Course Title: Labour Economics****Course Code: ECO-E-13****Marks: 100****Credits: 04****Duration: 60 Hours****COURSE OBJECTIVES:**

1. To understand the importance of labour economics in enhancing labour productivity.
2. To understand the functioning of labour markets.
3. To understand the dynamics of labour markets in the context of globalization.

**COURSE OUTCOMES:** Upon completion of the course students will be able to:

**CO1:** Identify the characteristics of Indian labour market.

**CO2:** Review efficiency of Indian labour market.

**CO3:** Choose appropriate labour welfare policy for Indian labour.

**CO4:** Examine issue of labour in India with special reference to female & child labour force.

**CO5:** Analyze the data on Indian labour market & draw suitable findings.

**CO6:** Understand the factors that determine the outcomes observed in labour markets in today globalized world.

**CO7:** Critically evaluate government policies affecting work and jobs

**CO8:** Understand how workers, firms, unions and the government interact in the labour market

**SYLLABUS****Unit 1: An Introduction to Labour Economics****(15 Hours)**

Labour - Concept, significance and peculiarities. Nature, scope and importance of Labour Economics, Labour Markets: positive and normative aspects – Characteristics of Indian labour markets.

**Unit 2: Efficiency of Labour (15 Hours)**

Determinants of Labour efficiency: Wages, education and training, other factors; Determination of wages – minimum wage and fair wage, alternative pay schemes, incentives; Investing in Education and Human Capital Formation; school inputs, school quality, student and teacher incentives, Human capital policy; training program; Competition and regulation.

**Unit 3: Labour Welfare and Labour Market Policies in India****(15 Hours)**

Social security; need, statutory and non-statutory welfare measures, un-employment insurance, labour welfare funds – Health and insurance scheme; Exit Policy; Child Labour Policy in India; Problems and Policy of Female Workers in India, Contract Labour.



#### **Unit 4: Trade, globalization and labour markets**

**(15 Hours)**

Global dimension of human resource, Perspectives and emerging issues in employer-employee relations in India consequent to economic liberalization and globalization. Brain drain and brain gain.

#### **REFERENCE:**

##### **Mandatory**

1. Ronald G. Ehrenberg and Robert S. Smith (2012), *Modern Labour Economics: Theory and Public Policy*, Pearson Publication, Prentice Hall Boston.(mandatory economics)
2. Puneekar S.D, Deodhar S.D. and SankaranSaraswathi (2011), *Labour welfare, trade unionism and industrial relations*, Himalaya Publishing House, Mumbai.
3. Datt, G (2007), *Bargaining Power, Wages and Employment : An Analysis of Agricultural, Labour : Markets in India*, Sage Publications, New Delhi
4. Hajela, P.D. (1998), *Labour Restructuring in India: A Critique of the New Economic Policies*, Commonwealth Publishers, New Delhi.
5. Jhabvala, R. and R.K. Subrahmanya (Eds) (2009), *The Unorganised Sector: Work Security and Social Protection*, Sage Publications, New Delhi.

##### **Supplementary:**

1. McConnell, C.R. And S.L. Brue (2009), *Contemporary Labour Economics*, McGraw-Hill, New York.

##### **Web based:**

1. <https://www.bls.gov/data/>
3. <https://labour.gov.in/wages-and-statistics>

#### **Course Title: Environmental Economics**

**Course Code: ECO- E-14**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

#### **COURSE OBJECTIVES:**

1. To use economic approach to study environmental issues.
2. To assess environmental policy instruments.

**COURSE OUTCOMES:** Upon completion of the course students will be able to

CO1: Define basic concepts in environmental economics

CO2: List out the differences between national income accounting & green accounting procedures

CO3: Identify different environmental damage functions.

CO4: Apply law of equi-marginal principle to environmental pollution reduction

CO5: Choose an appropriate environment evaluation technique to a given environmental problem.

CO6: Select appropriate tools of Micro Economics for providing solutions to Environmental problems.

#### **SYLLABUS**

##### **Unit 1: Economics and the Environment**

**(15 Hours)**

Economic Perspectives on the Environment; National Income and Environmental Accounting; Economic activity and problem of residuals, Issues of Environmental economics; Externality and Market Failure.

##### **Unit 2: Economics of Environmental Quality**

**(15 Hours)**

Pollution Damage and Abatement Costs; damage and ambient functions; Efficient Level of Emissions; Application of Equi-marginal Principle to Emission Reductions; Enforcement Cost; Pollution control models.

### **Unit 3: Environmental Evaluation**

**(15 Hours)**

Use and non-use value of environmental resources; Market and non-market evaluation techniques; Impact analysis, Cost-effectiveness analysis, Benefits and Costs analysis.

### **Unit 4: Environmental Policy**

**(15 Hours)**

Criteria for Evaluating Environmental Policies, Decentralized Policies: Liability Laws, Property Rights, Moral Suasion, Command-and-Control Strategies: The Case of Standards; Incentive-Based Strategies: Emission Charges and Subsidies, Transferable Discharge Permits.

### **REFERENCES:**

#### **Mandatory:**

1. Field, Berry and Field, Martha (2016), *Environmental Economics*, McGraw-Hill/Irwin
2. Hanely, Nick, Shorgen, Jason F. and White, Ben (2011), *Environmental Economics: In Theory and Practise*, MacMillian.
3. Kolstad, C, D. (2003), *Environmental Economics*, Oxford University Press.
4. Tietenberg Tom and Lynne, Lewis (2012), *Environmental and Natural resource economics*, 9<sup>th</sup> edition, Pearson

#### **Supplementary:**

1. Wallace Oates (Editor) (2006), *The RFF Reader in Environmental and Resource Policy*, 2nd edition, RFF Press

#### **Web based:**

1. [http://eepseapartners.org/pdfs/pdfs/12628447961Luangmany et al - Valuing Environmental Services.pdf](http://eepseapartners.org/pdfs/pdfs/12628447961Luangmany%20et%20al%20-%20Valuing%20Environmental%20Services.pdf)
2. <https://www.cbd.int/financial/finplanning/g-costestimate-worldbank.pdf>
3. [http://www.eemj.icpm.tuiasi.ro/pdfs/vol7/no6/39\\_Petru%20%20Condrea.pdf](http://www.eemj.icpm.tuiasi.ro/pdfs/vol7/no6/39_Petru%20%20Condrea.pdf)
4. <https://pdfs.semanticscholar.org/27ab/f13c63e7ac46fc324b2566c83ba83a11a646.pdf>
5. [https://www.researchgate.net/publication/261874311\\_Environmental\\_cost-benefit\\_analysis\\_of\\_decentralised\\_wastewater\\_treatment\\_and\\_re-use\\_A\\_case\\_study\\_of\\_rural\\_Jordan](https://www.researchgate.net/publication/261874311_Environmental_cost-benefit_analysis_of_decentralised_wastewater_treatment_and_re-use_A_case_study_of_rural_Jordan)
6. [http://www.ase.tufts.edu/gdae/pubs/te/enre/3/ch8\\_national\\_accounting.pdf](http://www.ase.tufts.edu/gdae/pubs/te/enre/3/ch8_national_accounting.pdf)
7. <https://ideas.repec.org/a/ags/joaac/155413.html>

**Course Title: Introduction to Industrial Economics**

**Course Code: ECO- E-15**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

### **COURSE OBJECTIVES:**

1. To introduce students to the concept of industrial economics and its significance.
2. To highlight the role of globalization in industrial development.
3. To understand the impact of industrial reforms and competition.

**COURSE OUTCOMES:** Upon completion of the course students will be able to

**CO1:** Define the scope of industrial economics.

**CO2:** Discuss the theories of firms.

**CO3:** Identify various market structures, their conduct and performance

**CO4:** Examine the industrial policies in India post globalization and their relevance

**CO5:** Analyze labour regulatory mechanism and competition framework with respect to India.

**CO6:** Choose the right industrial structure for Indian economy in the globalised world.

## **SYLLABUS**

### **Unit 1: Introduction to Industrial economics and Theory of the Firm (15 Hours)**

Meaning, scope, need and significance of industrial economics; Size and Structure of firms: technological view of the firm; investment size; vertical integration; transaction cost. Separation of ownership and control – implications.

### **Unit 2: Structure, Conduct and Performance (15 Hours)**

Determinants of market structure; Price and non-price competition; product differentiation.

### **Unit 3: Industrial Policy and Reforms (15 Hours)**

Industrial policy in a global economy; Industrial policy for inclusive growth. India's industrial policy pre and post globalization.

### **Unit 4: Regulatory Mechanism and Competition Framework (15 Hours)**

Need for reforms in regulatory mechanisms; Competition Law and Policy; role of Competition Commission in India, Introduction to labour reforms.

## **REFERENCES:**

### **Mandatory:**

1. Addison J.T Schnabe C., (2003), *International Handbook Of Trade Unions*, Edward Edgar.
2. Bhatia S.K, (2006) *Industrial relations and collective bargaining, Theory and practice*, deep and Deep Publications, New Delhi,
3. Mamoria C.B & Mamoria S, (2005), *Dynamics of Industrial Relation*, Himalaya Publishing House, Mumbai.
4. Sen Ratna, (2003), *Industrial Relations In India*, Macdonald and Evans, G. Britain.
5. Venkata Ratnam, C.S., (2001), *Globalization and Labour- Management Relations: Dynamics of Changes*, Sage Publications/Response Books, New Delhi.

### **Supplementary**

1. R.R. Barthwal (2000), *Industrial Economics: An Introductory Text Book*, New age, International (P) Limited, Publishers, New Delhi

### **Web based:**

1. [https://www.researchgate.net/publication/309033203\\_India's\\_Industrial\\_Policy\\_and\\_Performance\\_since\\_Independence](https://www.researchgate.net/publication/309033203_India's_Industrial_Policy_and_Performance_since_Independence)
2. [http://shodhganga.inflibnet.ac.in/jspui/bitstream/10603/126797/8/08\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/jspui/bitstream/10603/126797/8/08_chapter%201.pdf)
3. <http://isid.org.in/pdf/WP1302.pdf>

**Course Title: Financial Economics**

**Course Code: ECO- E-16**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

## **COURSE OBJECTIVES:**

1. To familiarize students with the different types of financial instruments and techniques of asset management.
2. To provide understanding about different aspects of corporate finance.

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** State the different types of financial instruments and techniques of asset management

**CO2:** Interpret various ratios used in the course

**CO3:** Develop insights into the role played by time, uncertainty, information and inflation in evaluating financial instruments

**CO4:** Classify various instruments and inspect the feasible

**CO5:** Measure risks, returns, value of investments & assets,

**CO6:** Propose solutions to specific financial issues or problems of corporate financial decisions

## **SYLLABUS**

### **Unit 1: Types of Financial Securities**

**(15 Hours)**

Introduction to financial economics; types of financial markets their features; Types of money market securities; Capital market securities: common and preferred stock; Rights and Warrants; Bonds: corporate, government and public sector bonds; Mutual funds.

### **Unit 2: Valuation of Financial Securities**

**(15 Hours)**

Discount rates and the time value of money: Present value (PV) and net present value(NPV); Mechanics of NPV calculations; Compound interest, annuity and perpetuity formulas; Real vs. nominal cash flows, Fixed income markets, Bond Valuation; Discount bond and Coupon bond.

### **Unit 3: Return and Risk Analysis**

**(15 Hours)**

Investment and returns: Interest rates, dividends, capital gains; Time value of money; Inflation and returns; Measuring investment returns; Risk and Risk factors; Measuring investment risks; Diversification; Systematic and idiosyncratic risk; Portfolio mean and variance; Covariance and correlation of returns; feasible combinations of mean and variance; Portfolio optimization; Efficient risk/return trade-offs.

### **Unit 4: Financial Statement Analysis**

**(15 Hours)**

Introduction to Financial Statements; Importance of Financial ratios; Calculations and Interpretation of Liquidity ratios, Leverage ratios, Turnover ratios, Profitability ratios, Capital Gearing ratios: Limitations.

## **REFERENCES:**

### **Mandatory:**

1. Francis J C & R.W Taylor (2000), *Theory and Problems of Investments*, McGraw Hill, Schaum's Outline Series, Singapore.
2. Bodie, Zvi Kane, Alex Marcus Alan (2012), *Essentials of Investments*, 9th Edition, McGrawHill Higher Education.
3. Eichberger J and Ian.R. Harper,(2007), *Financial Economics*, Oxford University Press,Oxford.
4. Avadhani V. A 2012, *Financial Economics, Theory and Practice*, Himalaya Publications
5. PilbeamKeith(2011), *Finance and Financial Markets*, Palgrave , New Delhi.

### **Supplementary:**

- 1.D.E. Fisher and R.J. Jordan –(2001) *Security Analysis and Portfolio Management*, Prentice-Hall/Pearson Edu., 6th Edition,
2. Reilly Frank K and Keith C. Brown,(2007) *Investment Analysis and Portfolio Management*, 8th edition, Thomson Learning
- 3.Kohn, Meir (1994), *Financial Institutions and Markets*, McGraw Hill, New York.
- 4.Richard A. Brealey and Stewart C. Myers (2002), *Principles of Corporate Finance*, McGrawHill, 7th edition.
- 5.Thomas E. Copeland, J. Fred Weston and KuldeepShastri (2003), *Financial Theory and Corporate Policy*, Prentice Hall, 4th edition.

**Web based:**

1. <https://www.bseindia.com/>
2. <https://beta.nseindia.com/>
3. <https://www.sebi.gov.in/>
4. <https://economictimes.indiatimes.com>

**Course Title: Macroeconomic Analysis****Course Code: ECO- E-17****Marks: 100****Credit: 4****Duration: 60 Hours****COURSE OBJECTIVES:**

1. To understand macroeconomic performance and aggregate economic activity.
2. To evaluate determinants of economic progress and economic decisions made by policymakers and to use the intuitive analysis of economic process.
3. To introduce to the principles of solving macroeconomic problems, interpretation and analysis of the economic facts.

**COURSE OUTCOMES:** Upon completion of the course students will be able to:**CO1:** Describe consumption, investment, business behaviours; & concepts of inflation, monetary policy, unemployment, interest rate determination.**CO2:** Explain and summarize the various macroeconomic theories included in the course.**CO3:** Utilize the macroeconomic frameworks to develop insights into the dynamics of the Economy.**CO4:** Examine the working of banking sector, the inflation-unemployment trade off and the liquidity trap.**CO5:** Evaluate the merits and limitations of monetary and fiscal policy**CO6:** Solve macroeconomic problems with the insights gained from the course**SYLLABUS****Unit 1: Theories of Consumption and Investment (15 Hours)**

General theories of spending behavior, Absolute, Relative Permanent Income Hypothesis, Life cycle hypothesis; Motivation for Investment: Marginal Efficiency of capital, supply price; expected income streams; MEC and rate of interest; Principle of Acceleration

**Unit 2: Frameworks for Interest Rate Determination (15 Hours)**

Keynesian theory of interest; determination of rate of interest; Changes in levels of income, speculative demand and money supply and their effect on equilibrium rate of interest; liquidity trap and policy implications; IS-LM approach to the determination of equilibrium rate of interest; elasticity of LM schedule and shift in LM curve; interest elasticity of IS schedule and equilibrium.

**Unit 3: Theory of Inflation and Business Cycle (15 Hours)**

Theories of Inflation: demand pull, cost push, wage push, profit push; the Phillips curve, trade-off between inflation and unemployment, stagnation; concept and phases of trade cycle; Innovation theory; Hicks' theory.

**Unit 4: Banking System (15 Hours)**

Role of Central Bank: functions, Money measures, credit control methods; monetary policy; Commercial banking: functions, credit creation, social banking; banking sector reforms in India.

## **REFERENCES:**

### **Mandatory:**

1. Begg D., Dornbusch R., Fischer S(2018). *Macro Economics*, McGraw-Hill, 9th edition.
2. Harris, C.L. (2011), *Money and Banking*, Allyn and Bacon, London.
3. Laliwala, J.I. (2009), *The Theory of Inflation*, Vani Educational Book, New Delhi.
4. Mishra, S.S. (2014), *Money, Inflation and Economic Growth*, Oxford & IBH Publishing Company, New Delhi.
5. Ackey, G (2001), *Macro Economics Theory and Policy*, Macmillan Publishing Company, New York.

### **Supplementary:**

1. Mankiw N. G. (2010), *Macroeconomics*, 7th edition, Worth Publishers, NY
2. Bhole L.M. (1999), *Financial Institutions and Markets*, Tata McGraw Hill
3. Lipsey R.G., Chrystal K. *An Introduction to Positive Economics*, Oxford University Press.
4. Reddy Y.V. (2000), *Monetary and Financial Sector Reforms in India*, UBSPD, New Delhi

### **Web based:**

1. <https://epgp.inflibnet.ac.in/ahl.php?csrno=6>

**Course Title: Behavioral Economics**

**Course Code: ECO- E-19**

**Marks: 100**

**Credits: 04**

**Duration: 60 Hours**

## **COURSE OBJECTIVES:**

1. To understand the linkages between economics & psychology
2. To apply psychological principles to economic decision making.

**COURSE OUTCOMES:** Upon completion of this course students will be able to

**CO1:** Understand the basic concepts in behavioral economics.

**CO2:** Distinguish between heuristics & biases with the help of examples of their own

**CO3:** Evaluate the importance of behavioral economics for policy making

**CO4:** Design applications of behavioral economics to a given Economics problem

**CO5:** Propose nudging to any given policy.

**CO6:** Analyze the effectiveness of flagship programs of GOI.

## **SYLLABUS:**

### **Unit 1: Introduction to Behavioral economics**

**(15 Hours)**

Meaning, Evaluating behavioral economics, historical context, methodology: Experimental vs behavioral; basic concepts: probability judgment; Preferences: revealed, constructed, discovered or learned.

### **Unit 2: Some Principles of behavioral Economics for policy making**

**(15 Hours)**

Influence of behavior of others in decision making; Importance of habits; Motivation and decision making; influence of self expectations on behavior; Inclination towards loss aversion, computational blunders; involvement and effective changes in the policy.

### Unit 3: Decision making under risk & uncertainty

(15Hours)

Heuristics and Biases programme- Representativeness, Availability, Anchoring and adjustment, mental accounting  
Biases: Overconfidence, Confirmation bias, Framing, Status Quo Bias, Endowment Bias, Self-Control Bias Fallacies: conjunction and disjunction fallacies, gambler's fallacies.

### Unit 4: Applications of Behavioral Economics

(15Hours)

Choice architecture: The role of nudging ;Applications: Labour Economics, Finance, Taxation, Public Policies: Psychological and social perspectives on policy in the area of Poverty, Health, Climate Change

### References:

#### Mandatory:

1. Nick Wilkinson; Matthias Klaes(2012), *An Introduction to Behavioral Economics*, 2nd Edition, Palgrave Macmillan.
2. Erik Angner,(2012) “*A Course in Behavioral Economics*”, Palgrave Macmillan
3. SanjitDhami, (2016) “*The Foundations of Behavioral Economic Analysis*”, Oxford University Press
4. E. Cartwright, (2011), *Behavioral Economics*, Routledge
5. M. Altman (2007), *Handbook of Contemporary Behavioral Economics: Foundation and Developments* Prentice Hall India

#### Supplementary:

1. D. Kahneman (2011), *Thinking Fast and Slow* Allen Lane, Penguin Books
2. G. Loewenstein(2007), *Exotic Preferences: Behavioral Economics and Human Motivation* Oxford University Press
3. Colin F. Camerer, George Loewenstein, Matthew Rabin (ed.)(2004), *Advances in Behavioral Economics*, Princeton University Press.
4. Dan Ariely, (2009) *Predictably Irrational: The Hidden Forces That Shape Our Decisions*, Harper & Collins,

#### Reports:

World Development Report 2015: Mind, Society, and Behavior

#### Web based:

1. <http://www.its.caltech.edu/~camerer/ribe239.pdf>
2. [https://b3cdn.net/nefoundation/cd98c5923342487571\\_v8m6b3g15.pdf](https://b3cdn.net/nefoundation/cd98c5923342487571_v8m6b3g15.pdf)
3. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/305377222\\_Behavioral\\_Economics&ved=2ahUKEwiJkPOyiMHkAhULPo8KHV77CvIQFjAGegQICBAB&usg=AOvVaw1H1HeBtjbyqdF7kq3w9sYo](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/305377222_Behavioral_Economics&ved=2ahUKEwiJkPOyiMHkAhULPo8KHV77CvIQFjAGegQICBAB&usg=AOvVaw1H1HeBtjbyqdF7kq3w9sYo)

## **Course Title: Research methodology in Economics**

**Course Code: ECO- E- 20**

**Marks: 100**

**Credits: 04**

**Duration: 60Hours**

### **COURSE OBJECTIVES:**

1. To impart sound knowledge to students of economics about research methodology.
2. To enable students to write research proposal.

**COURSE OUTCOMES:** Upon completion of the course students will be able to

**CO1:** Write null & alternate hypothesis.

**CO2:** Apply research methods to any given problem in social research.

**CO3:** Recognize the use of primary & secondary data.

**CO4:** Distinguish between probability and non probability sampling techniques.

**CO5:** Design Questionnaire, interview schedule.

**CO6:** Write a proposal for social research project in Economics

### **SYLLABUS**

#### **Unit 1: Social Research:**

**(15 Hours)**

Social research: meaning, definition, Aims, importance, steps in social research; Characteristics of good social research; Problems. Hypothesis: Meaning, Importance, sources, forms & types; testing of hypothesis: concepts involved in testing of hypothesis, steps involved in formulation of hypothesis, difficulties.

#### **Unit 2: Research methods**

**(15 Hours)**

Social survey, Case study; Experimental; Interdisciplinary methods; Statistical method: (Meaning, types, characteristics, merits & demerits)

#### **Unit 3: Empirical investigations:**

**(15 Hours)**

Choice of data: Primary or secondary; sources of data; sample versus census survey; sample survey method: probability & non probability sampling methods, characteristics of good sample design; sampling & non sampling errors.

#### **Unit 4: Collection & data analysis**

**(15Hours)**

Selection of appropriate method of primary data collection: observation methods, interview method, questionnaire versus schedule; collection of secondary data; Data editing, tabulation and data analysis: use of parametric & non parametric tests.

### **References:**

#### **Mandatory**

1. Kothari C.R (2013), *Research Methodology: Methods and Techniques*, New Age International Publishers. New Delhi.
2. Goode, W.J and Hatte, P.K (1981), *Methods in Social Research*, McGraw- Hill, Singapore.
3. Young Pauline V. (1996), *Scientific Social Surveys and Research*, Prentice-Hall of India New Delhi.
4. Gerard, Guthrie (2010), *Basic Research Methods An Entry into to Social Science Research*, Sage Publications India, New Delhi.

#### **Supplementary:**

1. Baronov, David (2004), *Conceptual Foundations of Research Methods*, Paradigm Publishers, Boulder, US.
2. Cooper, R. Donald and Pamela S. Schindler (2003), *Business Research Methods*, Tata McGraw- Hill.



3. Fink, A (2009), *Conducting Research Literature Reviews: From the Internet to Paper*, Sage Publications, New Delhi.
4. Flick, U (2011), *Introducing Research Methodology: A Beginner's Guide to doing a Research Project*, Sage Publications India, New Delhi.
5. Shipman, Keith F, (1996), *Introduction to Social Research*, Sage, London.

**Web based:**

1. [https://www.unicef.org/easterncaribbean/ECAO\\_Barbados\\_Report\\_Social\\_Survey\\_on\\_Violence\\_against\\_Children\\_and\\_Women.pdf](https://www.unicef.org/easterncaribbean/ECAO_Barbados_Report_Social_Survey_on_Violence_against_Children_and_Women.pdf)
2. [https://www.researchgate.net/publication/235953309\\_Case\\_Study](https://www.researchgate.net/publication/235953309_Case_Study)
3. [https://www.researchgate.net/publication/316532311\\_Research\\_design\\_the\\_methodology\\_for\\_interdisciplinary\\_research\\_framework](https://www.researchgate.net/publication/316532311_Research_design_the_methodology_for_interdisciplinary_research_framework)
4. [https://www.researchgate.net/publication/320010397\\_Primary\\_Sources\\_of\\_Data\\_and\\_Secondary\\_Sources\\_of\\_Data](https://www.researchgate.net/publication/320010397_Primary_Sources_of_Data_and_Secondary_Sources_of_Data)
5. [https://www.researchgate.net/publication/314239004\\_Sampling\\_-\\_Probability\\_Vs\\_Non-Probability](https://www.researchgate.net/publication/314239004_Sampling_-_Probability_Vs_Non-Probability)

## **INTERDISCIPLINARY COURSES**

**Course Title: Entrepreneurship**

**Course Code: ECO-INT -1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objective:**

1. The key objective of this course is to provide the required skills to the students interested in pursuing entrepreneurship.

**COURSE OUTCOME:** Upon completion of the course students will be able to:

**CO1:** Understand basic concepts in entrepreneurship

**CO2:** Identify and evaluate business opportunities

**CO3:** Evaluate risks

**CO4:** Pursue innovations

**CO5:** Production and marketing of goods to understand the economics of entrepreneurship

**CO6:** Prepare/Create a business plan.

## **SYLLABUS**

### **Unit I. Introduction to entrepreneurship**

**(15 Hours)**

Entrepreneurship: meaning, definition, Types, qualities, skills and functions; Risk and uncertainty; Analysis of Business Environment & Policies: Market, Resources & Competition.

Use of SWOT and Porter's Five Forces Analysis; Difference between Entrepreneurship & start ups,

**Unit 2: Risk & Innovations****(15 Hours)**

Importance and management of risk; market/commercial risk, technological risk, financial risk, social risk, political risk, personal risk; Innovations: Concept & theory, Types and forms of innovations; innovation & imitation; Branding, Patents and Copyrights, Support for startups: Purpose of Incubators & Accelerators.

**Unit 3: Sources of funds and Costing, Pricing and Marketing****(15 Hours)**

Financial Resources - Sources of funds; Uses of funds; Fixed and Working Capital; Material Resources: Supply and distribution chains; Government and local resources; Human Resources.

Costing Strategies – Absorption and marginal costing; Costing for inventories; Pricing and pricing strategies (skimming price, penetration price, mark-up, marginal-cost price); Break-even analysis and break-even chart; Marketing techniques and strategies.

**Unit 4: Business model canvas****(15 Hours)**

Components and Uses of the Business Plan; Creating a Business Plan; Sources of funds; Marketing Plan Expenditures and Revenues; Profitability; Growth Rate of the business and the Rate of Return.

\*students will submit a business model canvas: (15 hours)

**REFERENCES:****Mandatory:**

1. Charantimath, Poornima M. (2014), *Entrepreneurship Development and Small Business Enterprises*, Pearson, Chennai.
2. Colombo Plan Staff College for Technical Education, Manila (2009), *Entrepreneurship Development*, Tata McGraw Hill, New Delhi.
3. Chandra, Prasanna (2011), *Projects: Planning, Analysis, Selection, Implementation & Review*, Tata McGraw Hill, New Delhi.

**Supplementary:**

1. Kuriloff, Arthur H; Hemphill, John M. (2014), *Starting and Managing the Small Business*, McGraw-Hill, New York.
2. Mukherjee Abhik Kumar; Roy Shaunak, (2019) *Entrepreneurship Development and Business Ethics*, Oxford University Press, New Delhi

**Web based:**

1. <https://up.startupindia.gov.in/content/sih/en/home-page.html>
2. <http://www.ciba.org.in/>
3. <https://www.goa.gov.in/wp-content/uploads/2017/09/Goa-IT-Start-up-Policy-2017.pdf>
4. <https://www.forbes.com/pictures/mgj45fgmd/100-best-websites-for-entrepreneurs-3/#1c3d2dd71e87>
5. <https://www.india.gov.in/people-groups/community/entrepreneur>
6. <https://www.entrepreneur.com/magazine>

## **Course Title: Gandhian Economic Thought**

**Course Code: ECO-INT -2**

**Marks: 100**

**Credits: 4**

**Duration: 60Hours**

### **COURSE OBJECTIVES:**

1. To familiarize the student of Arts & Science with Gandhian Economic thought.
2. To familiarize the students with Gandhian methodology in the light of sustainable development.
3. To acquaint the students with the relevance of Gandhian economic thought to present day India.

**COURSE OUTCOMES:** Upon completion of the course students will be able to

**CO1:** Define Gandhian economics

**CO2:** Explain basic principles of Gandhian economy

**CO3:** Apply Gandhi's theory of Agriculture and industrialization to Indian situation

**CO4:** Analyse the principle of trusteeship

**CO5:** Recognize Gandhian ideas of sarvodaya

**CO6:** Propose alternative solution based on Gandhian economic thought to any economic problem.

**CO7:** Evaluate the sources which influenced Gandhi to formulate his economics ideas

**CO8:** Illustrate the Gandhian concepts of Economics

### **SYLLABUS**

#### **Unit 1: Basic Principles of Gandhian Economy**

**(15 Hours)**

Background of Gandhian Economic thought, Concept of bread Labour, Views on distribution of wealth, Principles of Trusteeship; Swadeshi and its present relevance to India; Principle of Sustainability: Economic, environmental and social; Policy of education, vocational training and status of women.

#### **Unit 2: Decentralized Economy**

**(15 Hours)**

Decentralization of economic power; self-sufficient village economy, Role of agriculture; Solutions to issues of poverty and unemployment in India.

#### **Unit 3: Industrial Economy**

**(15 Hours)**

Industrial economy: Efficiency, power, tractors, electricity, diffusion, work, development of personality. Agro and Village industries: Introduction, Purpose, Public Utilities; Importance of Village and Cottage Industries in National Economy, Comparative study of large and small scale industries, Economics of Khadi, Charkha, and its relevance to Indian economy.

#### **Unit 4: Principle of Sarvodaya**

**(15 Hours)**

Sarvodaya Economics: Bhoodan, Gramdan, Contribution of VinobaBhave to Sarvodaya movement; Sarvodaya and Globalization: Relevance.

### **REFERENCES:**

#### **Mandatory:**

1. Kumarappa, J.C.(2010), *Gandhian economic thought*, SarvaSevaSanghPrakasham, Rajghat, Varansi.

#### **Supplementary:**

1. Bose, N.K. (1994), *Gandhi the man and his mission*, BhartiyaVidyaBhawan, Bombay.
2. Datta, Amlan. (2010), *The Gandhian Way*, N.E. Hill University publications, Shillong.
3. Diwarkar, R.R. (2007), *Gandhiji's basic Ideas and some modern problems*, BharatiyaVidyaBhawan.
4. Iyer, Raghavan(2007), *Moral and Political Thought of Gandhi*, Oxford Univ. Press, New York.

#### **Web based:**

1. *The Official Mahatma Gandhi e Archive & Reference Library, Mahatma GandhiFoundation - India.*  
Available from:<[www.mahatma.org.in/books](http://www.mahatma.org.in/books) >(for exhaustive list)

**Course Title: Taxation for All**

**Course Code: ECO-INT-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To sensitise students on the various issues related to Taxation
2. To provide an overview of direct and indirect taxes in India
3. To help student with the calculation of tax liabilities.

**Course outcomes:** Upon completion of the course students will be able to

**CO1:** Explain the importance of different types of taxes in India

**CO2:** Interpret provisions of direct and indirect tax legislations

**CO3:** Apply the tax laws to derive solutions

**CO4:** Analyze direct and indirect tax structures

**CO5:** Assess different types of taxes

**CO6:** Formulate tax returns for individuals and corporations

**SYLLABUS**

**Unit 1. Introduction to Taxation**

**(15 Hours)**

Importance of taxation; Principles of taxation; Impact and incidence of a tax; equity and ability-to-pay; tax rates and structure of tax rates; direct and indirect taxes, advantages and disadvantages; efficient and inefficient taxes; Shifting and Evasion, Legal basis for the introduction of a Tax.

**Unit 2. Income Tax**

**(15 Hours)**

Importance of Income Tax; Legislation supporting the Imposition of Income Tax: Features and Important Provisions; Income tax Rate structure; Taxable Incomes; Avoidance and Evasion of Taxes; \*Calculation of Income Tax and Corporate Tax and Filing Tax Returns.

**Unit 3. Goods and Service Tax**

**(15 Hours)**

Evolution of Indirect Taxation in India; Types of Indirect Taxes in India; Importance of Goods and Service Tax; Legislation supporting the Imposition of Goods and Service Tax: Features and Important Provisions; GST Tax Structure; \*Calculations of Taxes under GST and Filing of Tax Returns.

**Unit 4. Customs Duties**

**(15 Hours)**

Importance of Customs Duties; Legislation supporting the Imposition of Custom Duties: Features and Important Provisions; Treatment of Exports and Imports; Custom Valuation Procedures; Structure of Customs Duties; \*Calculations and Clearance of Custom Duties. Auctions and Customs.

\*practical component

**REFERENCES:**

**Mandatory:**

1. Jain R K. (2017), *Customs Tariff of India 2017-18, Vol. 1 and Vol. 2*, CENTAX

2. Rosen S.H.,(2007) '*Public Finance*', Irwin /McGraw- Hill.

**Supplementary:**

1.Saraogi CA Vishal (2017) *Goods and Services Tax Laws Practice & Procedure with Commentary*, Lawpoint Publications

2. Singhanian, Monica; SinghanianVinod K (2017) *Student's Guide to Income Tax* (University Edition), Taxman

3. Sreekantaradhya B.S.(2002), '*Structure and reforms of taxation in India*', Deep & Deep, New Delhi.

**Web based:**

1.<https://www.incometaxindia.gov.in/Pages/acts/income-tax-act.aspx>

2.<https://gst.taxmann.com/>

3.<https://cleartax.in/s/gst-law-goods-and-services-tax>

4.<http://www.gstindia.com/about/>

5. <https://www.taxmann.com/blogpost/2000001834/gst-rates-2019-gst-council-meeting-updates-latest-gst-tax-slabs.aspx>

6. <https://cleartax.in/s/customs-duty-india>

**ENGLISH**

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				
<b>I</b>	<b>ENG-I.C-1</b>  Understand- ing Poetry & Drama	<b>ENG-I.C-2</b>  History of English Literature from Fourteenth Century to the Twentieth Century (1901-1939)	-----	-----	-----	-----	-----
<b>II</b>	<b>ENG-II.C-3</b>  Understand- ing Fiction	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics	-----	-----	-----	-----	-----
<b>III</b>	<b>ENG-III.C-5</b>  Indian Writing in English	-----	<b>ENG-III.E-1</b>  Goan Literature	<b>ENG-III.E-2</b>  American Literature	<b>ENG-III.E-3</b>  Writing for the Media	<b>ENG-III.E-4</b>  New Literatures in English	-----
<b>IV</b>	<b>ENG-IV.C- 6</b>  Literary Criticism	-----	<b>ENG-IV.E-5</b>  Indian Diaspora Writing	<b>ENG-IV.E-6</b>  Creative Writing	<b>ENG-IV.E-7</b>  Visual Literature	<b>ENG-IV.E-8</b>  Representation of Gender & Sexuality in Literature	-----
<b>V</b>	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	-----	<b>ENG-V E-9</b> Shakespeare Today	<b>ENG-V.E-10</b>  Ancient Indian Classics in Translation	<b>ENG-V.E-11</b>  Film Studies	<b>ENG-V.E-12</b>  Women's Writing in India	-----
<b>VI</b>	<b>ENG-VI. C-8</b>  Twentieth Century English Literature	-----	<b>ENG-VI.E- 13</b>  English Language and Literature Teaching	<b>ENG-VI.E- 14</b>  Latin American Literature	<b>ENG-VI.E- 15</b>  Contempora- ry Literary Theory	<b>ENG-VI.E- 16</b>  World Literature	-----

<b>SEMESTER</b>	<b>OPTIONAL</b>	<b>GENERAL COMPULSORY</b>	<b>INTERDISCIPLINARY</b>
I	Communicative English	Academic Writing (Science Stream)	-----
II	Effective Use of English	Academic Writing (Arts Stream)	-----
III	-----	Research Writing (Arts Stream)	-----
IV	-----	Research Writing (Science Stream)	-----
V	-----	-----	Appreciating Literature through the Arts/ Introduction to Mass Media
VI	-----	-----	Creative Writing for Beginners/ Introduction to Translation Studies



**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**

**AUTONOMOUS**

**DEPARTMENT OF ENGLISH**

**APPROVED SYLLABI OF SEMESTER I AND SEMESTER II FOR THE ACADEMIC YEAR  
2015 - 2016**

**F.Y.B.A – SEMESTER 1 – CORE PAPER**

**Paper Title:** Understanding Poetry & Drama

**Paper Code:** ENG-1.C-1

**Name of Faculty:** Associate Professor Ms. Rajashree R. Desai

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint students with major poetic forms and trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To improve the literary and critical competence of the students.
4. To teach students to appreciate English Drama.
5. To instill the appreciation of Drama and the universality of its reach.
6. To train students to identify basic elements in a Drama.

**2. Learning outcomes:**

Upon completion of the course the student should be able:

1. Recognize and define major poetic forms such as lyric poetry, narrative poetry.
2. Know and identify rhyme, rhythm and meter.
3. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
4. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.

5. To recognize and appreciate various elements of a drama: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
6. To understand and be knowledgeable about the evolution of two major forms of Drama – Tragedy and Comedy.

**3. Number of Lectures:            04 Lectures per week**

**4. Course Content:**

**Unit I: Background to Poetry & Drama**

**Number of Lectures: 12**

1. Poetry as a Literary form
2. Nature and types of lyric poetry
3. Evolution of lyric as a literary form
4. Nature and forms of narrative poetry
5. Evolution of the English Drama
6. Nature of Tragedy & Comedy in Drama

**Unit 2: Lyric Poetry: Songs, Sonnets, Odes, Elegies and Dramatic Monologues**

**Number of Lectures: 12**

1. Edmund Spenser: Whilst in Prime
2. Sir Philip Sidney: His Lady's Cruelty
3. William Shakespeare: Marriage of True Minds
4. John Donne: Batter my Heart
5. George Herbert: Easter Wings
6. Robert Herrick: To Daffodils
7. William Blake: *Lamb* and *Tyger*
8. William Wordsworth: The Daffodils
9. P. B. Shelley: Mutability
10. John Keats: Ode on a Grecian Urn
11. Robert Browning: My Last Duchess
12. Lord Alfred Tennyson - *Prologue of In Memoriam*

**Unit 3: Narrative Poetry: Ballads, Epic, Mock Epic**

**Number of Lectures: 12**

1. S T Coleridge : The Rime of the Ancient Mariner : (Sections 1, 5 or 6, 8)
2. John Milton: Paradise Lost Bk. I (Lines 1-124)
3. Alexander Pope- Rape of the Lock (Canto I)

**Unit 4: Drama:Comedy**

**Number of Lectures: 12**

1. Text: J. M. Barrie – The Admirable Crichton

**Unit 5: Drama:Tragedy**

**Number of Lectures: 12**

- 1.Text: Henrik Ibsen: An Enemy of the People

**5. Reference Books :**

**(Please Note: References to the changed Primary texts in drama will be added later. To be approved in the next B.O.S. meeting)**

**Primary References:**

1. Ibsen, Henrik. *An Enemy of the People*.
2. Barrie. J. M. *The Admirable Crichton*

**Secondary References:**

1. Abrams, M. H. *A Glossary of Literary Terms*. 11<sup>th</sup>. Cengage Learning, 2014.
2. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
3. Ed. Bloom Harold. *William Shakespeare's Sonnets*. Viva Books, 2007.
4. Ed. Bottrall Margaret. *William Blake: Songs & Innocence & Experiences*. Macmillan, 1970.

5. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
6. Broadbent J.B. *Poetic Love*. Chatto&Windus London, 1964.
7. Chandra NDR, Sebastian A.J. *Literary Terms in English Poetry*. Authors Press, Delhi, 2001.
8. Cuddon J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
9. Dobson, Michael and Wells, Stanley. *The Oxford Companion to Shakespeare*. Oxford, 2001.
10. Gardner Stanley. *Blake*. P. Evans Brothers Ltd, 1968.
11. Jump, John D.(Ed.) *Critical Idiom Series*. Law Book Co of Australasia, 1974.
12. Gridley Roy E. *Browning*. Routledge&Kegan Paul, 1972.
13. Ed. Grose Kenneth H. *Keats*. Evans Brother Ltd, 1969.
14. Hudson, W. H. *An Introduction to the Study of Literature*. B.I. Publications, 1972.
15. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2004.
16. Lever J.W. *The Elizabethan Love Sonnets*. Methuen & Co. Ltd, 1966.
17. Ed. O'Neill Judith. *Critics on Keats*. George Allen &Unwin Ltd, 1967.
18. O'Neill Judith. *Critics of Pope*. George Allen &Unwin Ltd., London, 1968.
19. Prasad, B. *Background to the Study of English Literature for Indian Students*. Trinity Press, 2014.
20. Read Herbert. *Wordsworth*. Faber & Faber Ltd, 1957.
21. Sarker Sunil Kumar. *Shakespeare's Sonnets*. Atlantic Publisher, 2006.
22. Smith Hallett. *Elizabethan Poetry*. Ann Arbor Paperbacks, 1968.
23. Ed. Ward Sir W. & Walter A.R. *The Cambridge History of English Literature*. Cambridge University Press, 1914.
24. Westland Peter. *Literary Appreciation*. The English University Press Ltd, 1964.
25. Rees, R. J. *Introduction to English Literature*. New Delhi: Macmillan India, 1973.

## **F.Y.B.A – SEMESTER 1 – CORE PAPER**

**Paper Title:** History of English Literature from Fourteenth Century to the Twentieth Century (1901-1939)

**Paper Code:**ENG-I.C-2

**Name of Faculty:**Associate Professor Ms. Rajashree R. Desai

**Marks:** 100

**Credits:**4

### **1. Course Objectives:**

1. To provide a comprehensive overview of major periods in the History of English literature.
2. To introduce to the students to historical and cultural contexts in which English literature has been produced through the ages.
3. To provide a view of major writers and their works in different ages.
4. To explore the complex relationship between literature and its context through discussion of particular literary trends, texts and issues within each period.

### **2. Learning outcomes:**

1. Students should be able to perceive the complex relationship between literature and society.
2. The learner should be able to explain how and why particular types of literature emerged from particular set of historical circumstances.
3. The students should be able to critically appreciate representative literary works written in different ages.
4. They should be able to read independently literary texts of different periods.

### **3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

1. The age of Chaucer/From Chaucer to Renaissance (1350- 1516)-Age of unrest and transition, Religious movements, new learning of classical antiquity- Petrarch, Giovanni Boccaccio

Major prose writers- John Wyclif, Sir John Mandeville

Major Poets- Geoffrey Chaucer, William Langland, John Gower

**Number of lectures- 05**

2. The English Renaissance/ The age of Shakespeare (1578-1625)

Renaissance and Reformation, Humanism, Geographical discoveries,

Elizabethan Poetry- Songs and sonnets of the sixteenth century

Development of drama from Miracle and Morality Plays, Interludes to University Wits  
Bacon's Essays

Prose- Translations (Wyclif, Tyndale, Coverdale, Authorized Version of 1611),  
Historical and biographical works, Literary Criticism, Religious writings,  
Humanistic writings, Elizabethan satirical writings (Nash, Lodge, etc.)

**Number of lectures- 12**

3. The seventeenth Century: The age of John Milton and John Dryden (1625- 1700) -  
England under Charles I and Commonwealth, the triumph of Puritanism,  
Restoration

Prose- Sir Thomas Browne, The Anglican clergy, The Puritan writers,  
Rationalism and Restoration prose (Hobbes, Newton), Diarist of the Age (Samuel  
Pepy, John Evelyn), Moral Essays (Cowley, Temple), John  
Bunyan, George Cox, Thomas Ellwood, Establishment of Royal Society and  
the development of modern prose

Poetry- The Cavalier Poets, the Metaphysical Poets, John Milton, Dryden

Restoration Drama: William Congreve, John Vanburgh, George Farquhar,  
William Wycherley, George Etherege

Literary Criticism: Dryden

**Number of lectures- 13**

4. The Eighteenth century: The Age of Alexander Pope and Dr. Samuel Johnson (1700-1789)- Reign of Queen Anne, The Coffee House Culture and the Periodical Essays,

The Age of Prose and Reason, Satires of the age – Johnathan Swift

Neoclassicism

Augustan Reflective poetry - Alexander Pope, Lady Anne Finch of Winchelsea, Thomas Collins, Thomas Gray and Oliver Goldsmith

Precursors of Romantic Poetry - Robert Burns and William Cooper

The rise of the novel

Sentimental Comedy

**Number of lectures-10**

5. The Nineteenth century:

The age of Wordsworth: French Revolution and Romanticism, William Blake, William Wordsworth, S. T. Coleridge, John Keats, P.B. Shelley, Lord Byron

Prose: Personal Essayist: Charles Lamb, William Hazlitt, Leigh Hunt, etc.

The Age of Alfred Lord Tennyson: Rapid growth of science and industry, religion and science, religion and sex and its impact on literature, Victorianism, , Advance of democracy

Victorian Poets: Tennyson, Matthew Arnold, Robert Browning; Late Victorian Poets: Thomas Hardy, G. M. Hopkins

'Pre-Raphaelites' – D. G. Rossetti, Walter Pater, William Morris

*Georgian Poets* – Maysfield, John Drinkwater, R. Loius Stevenson

The Novelists of the Nineteenth Century – Charles Dickens, William Thackeray, Charlotte and Emily Bronte, Thomas Hardy and George Eliot.

**Number of lectures-10**

6. The Twentieth Century (1901-1939): Impact of Sigmund Freud, Karl Marx, Henri Bergson on literature; Moral perplexities, economic and social change, the search for values

Poetry – Georgian Poetry, War Poetry, George Eliot/ W. B. Yeats/ Ezra Pound, Socialist Poetry – W. H. Auden/ Stephen Spender/ Louis Macneice and Dylan Thomas

Drama – Oscar Wilde, John Galsworthy, G. B. Shaw

Poetic Drama – T. S. Eliot/ George Isherwood

Existential Drama – Ionesco

Angry Youngman Drama – John Osborne/Arnold Wesker

Novel form – Henry James, John Galsworthy, H. G. Wells, D. H Lawrence

Stream of Consciousness – Virginia Woolf, James Joyce, E. M. Forster, George Orwell,

Graham Greene, Rudyard Kipling, William Golding, Somerset Maugham, P. G. Wodehouse.

### Number of lectures-10

## 5. Reference Books:

### Primary References:

1. Daiches David. *A Critical History of English Literature*. Allied Publishers Ltd. New Delhi, 1999.
2. Ford Boris Ed. *The Pelican Guide to English Literature*. Penguin Books UK, 1964
3. Hudson William. *An Outline History of English Literature*. B I Publications, Bombay, 1972.
4. Poplawski Paul ed. *English Literature in Context*. New Delhi: Cambridge University Press, 2008.

### Secondary References:

1. Compton-Rickett Arthur. *A History of English Literature*. Universal Book Stall, Delhi, 1969.
2. Evans Ifor. *A Short History of English Literature*. The English Language Book Society & Penguin Books, 1970.
3. Legouis Emile, and Cazamian Louis, Vergnas Raymond. *A History of English Literature*. London: J.M. Dent and Sons LTD, 1964.



## **F.Y.B.A – SEMESTER II – CORE PAPER**

**Paper Title:** Understanding Fiction

**Paper Code:** ENG-II.C-3

**Name of Faculty:** Asst. Prof. Sandhya Joseph

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students understand the evolution of the Novel and Short Story as distinct Literary Forms.
2. To help students understand the contribution of various other literary forms like Medieval Romances, Character Sketch etc. to the evolution of the novel.
3. To help students understand how the socio-economic conditions prevalent in the 18<sup>th</sup> century contributed to the rise of the Novel, and how the conditions prevalent in the 19<sup>th</sup> century contributed to the rise of the Short Story.
4. To help students understand the contribution of various other literary forms like Parables, Fables etc. to the evolution of the Short Story.
5. To help students understand the characteristics of the short story through the study of few popular short stories.
6. To teach students to appreciate English Fiction.
7. To instill the ability of recognizing the various elements of Fiction.

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the various elements of the Novel and the Short Story.
2. To recognize the characteristics of the Novel and the Short Story.
3. To have the ability to analyze Short Stories and Novels critically.

### **3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

##### **Background: [10 lectures]**

1. Contribution Of Medieval Prose Romances to evolution of English Novel
2. Other Literary Forms That Contributed to the Novel (diaries and journals, biographies/autobiographies, letters, character sketch)
3. Reasons for Emergence and Growth of the Novel as a Distinct Literary Genre In the 18<sup>th</sup> Century
4. Characteristics of the contemporary novel.
5. Elements of the Novel.
6. Contribution of writers of Asian, African, Latin American origin to the Contemporary English Novel.
7. **Ancient Roots/origins of the short story** (Stories of the Old Testament, Parables Of the New Testament, Fables, Panchatantra Stories, Boccaccio's Decameron etc.)
8. Reasons for the emergence of the short story in the 19<sup>th</sup> century
9. Characteristics Of the short Story
10. Difference between Novella and Short Story.

##### **Texts to be Studied**

##### **Novel [25 lectures]**

The Great Indian Novel by Sashi Tharoor

##### **Short stories [10 lectures]**

1. The Gift Of the Magi' by O Henry
2. 'The Cask Of Amontillado' by Edger Alan Poe
3. 'Darling' By Chekov
4. A Wrong Man in Workers Paradise by Rabindranath Tagore
5. The Third and Final Continent by Jhumpa Lahiri
6. Hair by Chandrakant Bakshi.

7. The Tiger In the Tunnel by Ruskin Bond.
8. Draupadi by Mahashweta Devi
9. The Doctor's word by R K Narayan
10. Vengeful Creditor by Chinua Achebe

### **Novella [15 lectures]**

‘*The Time Machine*’ by H.G Wells

## **5. References:**

### **Primary References:**

1. Cross, Wilbur. *The Development of the English Novel*. New York: Atlantic Publishers and Distributors, 2001. Print.
2. Hunter, Adrian. *The Cambridge Introduction To The Short Story In English*. New Delhi: Cambridge University Press, 2007. Print
3. Kohli, Suresh (ed). *Modern Indian Short Stories: An Anthology*. New Delhi: Arnold Heinemann Publishers, 1974. Print.
4. Achebe, Chinua. *Girls At War*. Johannesburg, South Africa: Penguin Books, 2009. Print.
5. Wells. H.G. *The Time Machine*. New Delhi: Signet Classic. 2002. Print.
6. Marquez, Gabriel. *One Hundred Years Of Solitude*. London: Penguin books, 1972. Print.
7. Desai, Anita. *Fasting, Feasting*. New York: Mariner Original, 1999. Print.
8. Lahari, Jampa. *Interpreter Of Maladies*. New Delhi: Harper Collins Publishers India, 1999. Print.

### **Secondary References:**

1. Reid, Ian. *The Short Story*. New York: Barnes and Nobel, 1977. Print
2. Daiches, David. *A Critical History Of English Literature Vol 1*. 2<sup>nd</sup>ed. New Delhi: Allied Publishers Pvt. Ltd., 2004. Print.
3. Abrams M. H. *A Glossary of Literary Terms*. Bangalore. Prism Books. 1999.

## **F.Y.B.A – SEMESTER II – CORE PAPER**

**Paper Title:** An Introduction to Linguistics and Stylistics

**Paper Code:** ENG-II.C-4

**Name of Faculty:** Associate Professor Ms. Rajashree R. Desai

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint the students with the basic concepts in linguistics.
2. To introduce the students to various sub disciplines of linguistics.
3. To know the connection between linguistics and stylistics.
4. To understand the concept of style in literature.
5. To provide hands on experience in analysing texts, fiction and poetry.

### **2. Learning Outcome:**

1. The Students should be able to identify and classify English sounds.
2. Produce utterances with correct stress and rhythm.
3. Ability to distinguish between different registers of English, international varieties of English.
4. Ability to analyse stylistic features of prose and poetry.
5. Ability to analyse English syntax

### **3. Number of Lectures:            04 Lectures per week**

### **4. Course Content:**

#### **Unit 1 - Nature of Language**

**(05 lectures)**

1. Language and communication
2. Origin of language
3. Characteristics of human language
4. Language varieties: standard and non-standard language, dialect, register, slang, pidgin, Creole; International varieties of English
5. Language change

**Unit 2 - English Phonetics and Phonology (10 Lectures)**

1. The Speech mechanism
2. Phonemes of English: Description and Classification
3. Syllable : Structure and Types
4. Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress
5. Sentence Stress: Use of Weak and Strong Forms,
6. Intonation Patterns/Uses of Tones

**Unit 3- English Morphology (10 Lectures)**

1. Morphemes: Free and bound morphemes; Morphs and allomorphs
2. Word Formation in English: Simple, complex, compound, and compound-complex words; affixes, stems, roots; inflectional vs. derivational morphology
3. The process of word formation: Backformation, reduplication, blends, clippings, acronyms
4. Meaning change: Generalization, specialization, change in connotations

**Unit 4- Syntax and Grammar (10 Lectures)**

1. Different approaches to syntax
2. Types of grammar
3. Parts of speech, Basic sentence structures, Types of sentences, clauses, phrases

**Unit 5– Semantics (10 Lectures)**

1. Words as signs, transparent and opaque words
2. Conceptual vs. associative meaning
3. Lexical relations: synonymy, antonymy, hyponymy, homophony, homonymy, polysemy

**Unit 6- Applied Linguistics (15 Lectures)**

1. Linguistic approach to literature: Difference between ordinary language and language of literature  
Use of linguistics in the study of literature (stylistics): Figurative language; linguistic deviations; Phonological patterns of rhyme metre, alliteration, assonance, clustering of vowel and consonant sounds
2. Linguistics and language teaching: First language acquisition; Second language learning, barriers in learning second language, Methods of teaching second language: Grammar-translation method, Direct method, audio-lingual method, the communicative approach

## 5. Reference Books:

### Primary References:

1. Akmajian, Demers, Farmer, Harnish. Linguistics. *An Introduction to Language and Communication*. PHI Learning Private Limited, New Delhi, 2009.
2. Leech Geoffrey. *Linguistic Guide to Poetry*. Routledge London, 1969.
3. Jones Daniel. *An Outline of English Phonetics*. Cambridge Uni. Press, 1972.
4. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
5. Quirk Randolph, Greenbaum Sidney. *A university Grammar of English*. Pearson Education Ltd. 2012
6. Wallwork J F. *Language and Linguistics: An Introduction to the study of Language*. Heinemann Educational Books London, 1969.
7. Yule George. *The Study of Language: An Introduction*. Cambridge University Press, 1985.

### Secondary References:

1. Aarts, Bas and April McMahon, *The Handbook of English Linguistics*. Malden: Blackwell Publishing, 2006.
2. Broderick, John P. *Modern English Linguistics - A Structural and Transformational Grammar*. Thomas Y. Crowell Company, 1975.
3. Copley, Paul, ed. *Semiotics and Linguistics*. London: Routledge, 2001.
4. Dixon, R. M. W. *A Semantic Approach to English Grammar*. 2nd. Oxford University Press, 2005.
5. Hyland, Ken, ed. *English for Academic Purposes - An advanced resource book*. New York: Routledge, 2006.

6. Kretzschmar Jr, William A. *The Linguistic of Speech*. New York: Cambridge University Press, 2009.
7. Meyer, Charles. *Introducing English Linguistics*. Edinburgh: Cambridge University Press, 2009.
8. Radden, Gunter and Rene Dirven. *Cognitive English Grammar*. John Benjamins Publishing Company, 2007.
9. Trask, R. L. *Language & Linguistics - The Key Concepts*. Ed. Peter Stockwell. New York: Routledge, 2007.
10. Trousdale, Graeme and Nikolas Gisborne, *Constructional Approaches to English Grammar*. Berlin: Mouton de Gruyter, 2008.

## **F.Y.B.A – SEMESTER I – OPTIONAL ENGLISH PAPER I**

**Paper Title:** Communicative English

**Paper Code:**

**Name of Faculty:** Asst. Prof. Sandhya Joseph

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students develop proficiency in oral communication in English.
2. To increase students' confidence in using English for routine interactions with people.
3. To help students understand the importance of developing good listening skills.
4. To help students become proficient in required written communication like Letters, Business Proposals, Notice, Agenda and Minutes of a Meeting, Resume.
5. To assist students in improving their English Language proficiency.

### **2. Learning outcomes:**

Upon completion of the course the student should be able:

1. To be confident about their ability to use English proficiently.
2. To understand importance of developing good listening skills.
3. To draft letters, representations, Notices, Agendas & Minutes of Meetings.
4. Oral Presentation Skills.
5. Confidence in speaking to others in groups.
6. Ability to communicate effectively through written communication.
7. Ability to write a resume.
8. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

### **3. Number of Lectures:        04 Lectures per week**



#### **4. Course Content :**

##### **Unit I – Speaking & Listening& Reading Skills**

**35 lectures**

Listening and Reading Skills need to be incorporated within the Individual Presentation and group based activities

##### **Unit 1.1 – Individual Presentation Skills**

**12 lectures**

Students will be taught public speaking to use Presentation skills through application based teaching, where students will be taught public speaking and how to utilize the skills in formal settings.

##### **Concepts:**

1. Importance of Body Language and Eye Contact in Spoken Communication
2. Ways to Overcome Fear of Speaking
3. Pace, Tone and Intonation
4. Listening as an Essential Part of Communication. How to be a an Effective Listener

##### **Applied:**

Students will be given topics to present before the class. They can use a host of methods to do so

1. Presentation with material - Formal,
2. Oral presentation
3. Audio-Video presentations (Digital Story Telling format)
4. Formal Speeches – Welcome, Introduction to a dignitary, Chief Guest's Speech

## Unit 1.2 – Pair Based & Group Based Spoken Activities

23 lectures

### 1. Telephone Etiquette

### 2. Speaking and Listening Classroom Practice Exercises in Pairs and Groups.

Students will listen to relevant recordings under each topic listed below and then practice oral exercises in pairs and groups.

- |   |   |
|---|---|
| -1) Dealing with a Wrong Number                   | -15) Expressing hopes, wishes, regrets and concerns |
| -2) Taking and leaving messages                   | -16) Offering condolences and expressing sympathy.  |
| -3) Making Inquiries on the phone                 | -17) Assuming and inferring                         |
| -4) Calling for help in an emergency              | -18) Talking about future events                    |
| -5) Interrupting someone politely                 | -19) Talking about intentions and plans             |
| -6) Giving instruction and seeking clarification  | -20) Talking about arrangements                     |
| -7) Making requests and responding to requests.   | -21) Reporting what other people said.              |
| -8) Asking for Directions and Giving Directions   | -22) Expressing Probability and Improbability       |
| -9) Thanking someone and responding to thanks     | -23) Expressing Ability and inability.              |
| -10) Inviting and accepting/refusing invitation.  | -24) Expressing probability and improbability       |
| -11) Asking for and giving an opinion             | -25) Expressing obligation and necessity.           |
| -12) Agreeing and disagreeing with opinions       | -26) Expressing ability and inability.              |
| -13) Seeking and giving Advice/Making Suggestions | -27) Mock Job Interviews.                           |
| -14) Persuading and dissuading                    |   |

### 3. Meeting – as a group based activity- Can be used as a group activity and teach Minutes of a meeting.

## Unit II -Writing Skills

20 lectures

- |                                    |                                    |
|------------------------------------|------------------------------------|
| A) Letters                         | C) Paragraph Writing               |
| 1) Job Application Letters         | D) Note making                     |
| 2) Enquiry Letters                 | E) Précis Writing                  |
| 3) Orders and Complaints letters   | F) Essay Writing                   |
| 4) RTI                             | G) Writing a resume                |
| 5) Representations                 | H) E-mail & Social Media Etiquette |
| B) Agenda and Minutes Of a Meeting |                                    |

## Unit III – Grammar

5 lectures

Students need to have a basic proficiency in Grammar to complete this course.

Pre-requisite to the course: Knowledge of Basic grammar – Articles, Adjectives, adverbs, Conjunctions, Sentence structures – SVO etc

The above can be revised briefly. Grammar component will be taught incidentally.

- |                    |                        |
|--------------------|------------------------|
| 1. Parts of Speech | 4. Phrases and Clauses |
| 2. Reported Speech | 5. Active and Passive  |
| 3. Punctuation     |                        |

## 5. Reference Books:

### Primary References:

1. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
2. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
3. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.

4. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
5. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 2*. Hyderabad: Orient Blackswan Private Limited, 2009.
6. Jain, A.K. and Dr. Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S.Chand & Company Ltd, 2000.
7. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.
8. Wilkie, Helen. *Writing, Speaking, Listening*. Oxford: How to Books Ltd, 2001.

**Secondary References:**

1. Anker, Susan. *Real Essays with Readings: Writing Projects for College, Work, and Everyday Life*. 3<sup>rd</sup>. Boston: Bedford/St. Martin's, 2009.
2. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
3. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
4. Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
5. Dutwin, Phyllis. *English Grammar Demystified*. McGraw Hill, 2010.
6. Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
7. Kroeger, Paul. *Analyzing Grammar An Introduction*. Edinburgh: Cambridge University Press, 2005.

8. Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.
9. Nelson, Gerald. *English An Essential Grammar*. London: Routledge, 2001.
10. Penston, Tony. *A Concise Grammar for English Language Teachers*. Wicklow: TP Publications, 2005.
11. Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. New York: Longman, 1985.
12. Rollason, Jane. *50 Mixed- Ability Grammar Lessons*. Scholastic, n.d.
13. Rozakis, Laurie Ph. D. *English Grammar for the Utterly Confused*. New York: McGraw - Hill, 2003.
14. Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. 3rd. Edinburgh: Oxford University Press, n.d.
15. Vorobej, Mark. *The Theory of Argument*. Edinburgh: Cambridge University Press, 2006.
16. Willis, Dave. *Grammar and Lexis in English Language Teaching*. Edinburgh: Cambridge University Press, 2003.

## **F.Y.B.A – SEMESTER II – OPTIONAL ENGLISH PAPER II**

**Paper Title:** Effective Use of English

**Paper Code:**

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks:** 100

**Credits:** 4

### **1) Course Objectives:**

1. To help students proficiency in oral communication in English.
2. To increase students' confidence in using English for routine interactions with people.
3. To help students understand the importance of developing good Listening Skills.
4. To introduce and expose learners to different genres of literature.
5. To develop the skill of critical appreciation among learners.
6. To encourage creative use of language to express both literary and non- literary ideas.

### **2) Learning outcomes :**

Upon completion of the course the student should be able:

1. To be confident about their ability to use English proficiently.
2. To understand importance of developing good listening skills.
3. To enhance students' communication skills through building better word power.
4. To have the ability to use the English language in creative Writing as well as Social Letters and Feature Articles.
5. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

### **3) Number of Lectures:            04 Lectures per week**

#### **4) Course Content:**

##### **Unit I – Speaking & Listening& Reading Skills**

**25 lectures**

##### **Unit 1.1 – Individual Presentation Skills**

**10 lectures**

Students will be expected to use concepts taught in Optional 1 Course in its application.

##### **Applied:**

Students will be given topics to present before the class. Emphasis will be given to the reading and recitation areas. They can use a host of methods to do so -

Short Stories, Poems

Audio-Video presentations (Digital Story Telling format)

Informal Speeches – Toasts, Farewell Speech, Thank you & Congratulatory Speech

##### **Unit 1.2 – Pair Based & Group Based Spoken Activities**

**15 lectures**

1. Social Debates can be used as group based activity
2. Pair based activities will focus on social settings

##### **Unit II - Writing Skills**

**30 lectures**

##### **A) Social Letters**

- |                       |                            |
|-----------------------|----------------------------|
| 1) Invitation & reply | 3) Congratulations & Reply |
| 2) Condolence & Reply | 4) Thank you & Reply       |

##### **B) Descriptive Writing – (Open to the Teacher to explore this writing in various areas Fiction and Non-Fiction and creative expression of personal writing)**

##### **C) Personal Writing - Diary Writing/Journal Entries/Blogs/podcasts**

- D) Social Speeches – Toasts – Weddings, Anniversaries; Farewell, Roasts
- E) Writing for Print Media – Feature Writing, Letters to the Editor, Copy for advertisements
- F) Writing for Comics – Dialogue and narration

### **Unit III – Grammar**

**05 lectures**

- 1. Basic Errors in English Language
- 2. Spotting Errors and correcting them
- 3. Revising and Editing

### **5) Reference Books:**

#### **Primary References:**

- 1. Anker, Susan. *Real Essays with Readings – Writing Projects for College, Work, and Everyday Life*. 3<sup>rd</sup>. Boston: Bedford/St. Martin's, 2009.
- 2. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
- 3. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
- 4. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
- 5. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
- 6. Jain, A.K. and Dr.Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S.Chand& Company Ltd, 2000.
- 7. Marx, Christy. *Writing for Animation, Comics and Games*. Focal Press, 2006.
- 8. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.



9. Ruberg, Michelle and Yagoda, Ben. *Handbook of Magazine Article Writing*. 2<sup>nd</sup>. Cincinnati: Writer's Digest Books, 2009.
10. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
11. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 2*. Hyderabad: Orient Blackswan Private Limited, 2009.
12. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.

### **Secondary References:**

- 1) Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
- 2) Dutwin, Phyllis. *English Grammar Demystified*. McGraw Hill, 2010.
- 3) Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
- 4) Kroeger, Paul. *Analyzing Grammar An Introduction*. Edinburgh: Cambridge University Press, 2005.
- 5) Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.
- 6) Nelson, Gerald. *English An Essential Grammar*. London: Routledge, 2001.
- 7) Penston, Tony. *A Concise Grammar for English Language Teachers*. Wicklow: TP Publications, 2005.
- 8) Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. New York: Longman, 1985.

- 9) Rollason, Jane. *50 Mixed- Ability Grammar Lessons*. Scholastic, n.d.
- 10) Rozakis, Laurie Ph. D. *English Grammar for the Utterly Confused*. New York: McGraw - Hill, 2003.
- 11) Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. 3rd. Edinburgh: Oxford University Press, n.d.
- 12) Vorobej, Mark. *The Theory of Argument*. Edinburgh: Cambridge University Press, 2006.
- 13) Willis, Dave. *Grammar and Lexis in English Language Teaching*. Edinburgh: Cambridge University Press, 2003.
- 14) Wilkie, Helen. *Writing, Speaking, Listening*. Oxford: How to Books Ltd, 2001.

## **F.Y.B.A – SEMESTER I – GENERAL COMPULSORY PAPER**

**Paper Title:** Academic Writing

**Paper Code:**

**Name of Faculty:** Asst. Prof. Dr. Sonia Da Costa

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

This course is devised:

- 1) To enhance students' academic skills by giving adequate exposure in reading and writing skills.
- 2) To teach the different stages of writing an essay or an article.
- 3) To enable them to draft, plan, analyze and synthesise information in an organised manner.
- 4) To enhance variety of reading skills such as deducing meaning from the context, skimming and making inferences.

### **2. Learning outcomes:** At the end of this course the students should be able to

- 1) Think, write and analyse critically.
- 2) Write in an effective manner their academic assignments by acknowledging the quotations and references.
- 3) Avoid committing plagiarism by following the rules prescribed in MLA style sheet (Arts) and APA (Science)

### **3. Number of Lectures:            04 Lectures per week**

#### **4. Course Content:**

##### **Unit I Grammar**

**08 lectures**

- |                             |                         |
|-----------------------------|-------------------------|
| a. Agreement                | g. Pronouns,            |
| b. Voice                    | h. Prepositions,        |
| c. Tenses and verb forms,   | i. Complex sentences,   |
| d. Gerunds and infinitives, | j. Combining sentences. |
| e. Reported speech,         | k. Jargon & Clichés     |
| f. Punctuation,             |                         |

##### **Unit II**

**10 lectures**

Reading and Comprehension

##### **Unit III**

**15 lectures**

Descriptive writing.

Summarising / paragraph writing

##### **Unit IV**

**12 lectures**

Understanding the process of writing

Making notes and synthesising information gathered from more than one source.

Use of references and quotations from library sources and internet sources

##### **Unit V Essay Writing**

**15 lectures**

Understanding the stages of writing process

Writing different types of essays like: Expository, Comparison and contrast, Cause - effect and argumentative.

## **5. Reference Books:**

### **Primary References:**

- 1) Monippally. M. Mathukutty. *Academic Writing: A Guide for Management Students and Researchers*. Publications India Private Limited, New Delhi, 2010.
- 2) Murphy, Raymond. *Essential English Grammar*. Cambridge University Press: New Delhi, 2009.
- 3) SoodMadan. *Advanced Essays*. Goodwill Publishing House: New Delhi, 2011.
- 4) *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> edition.

### **Secondary References:**

- 1) Bailey. S. *Academic Writing: A Handbook for International Students*. Routledge: London and New York, 2001.
- 2) Murray. N. *Writing Essays in English Language and Linguistics*. Cambridge University Press, 2012.
- 3) Jordan, R.R. *Academic Writing Course*. : Nelson/Longman: London, 1999.

## **SEMESTER V– INTERDISCIPLINARY PAPER**

**Paper Title:** Appreciating Literature through the Arts

**Paper Code:**

**Name of Faculty:** Asst. Prof. Dr. Sonia Da Costa

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

The course will enable students:

- a. To appreciate and enjoy a wide range of literary texts.
- b. To know different genres of literature.
- c. To develop skills to appreciate literary works.
- d. To learn the finer aspects of creative works and delve into the deeper meaning,
- e. To know artistic and innovative use of language by writers and various views in creative works.
- f. To imbibe values and to create concern for humanity in students.

### **2. Learning outcomes:** By the end of the course:

- a. Students will be able to recognize the major features of literary or creative forms and enjoy the literature.
- b. Students will be able to write their own short story, poem, etc.

### **3. Number of Lectures:            04 Lectures per week**

#### **4. Course Content:**

##### **Unit I**

**6 Lectures**

- a. Introduction to literature.
- b. Different genres ( poetry, short story, novel, drama, essay)
- c. Figures of speech
- d. Literary terms [ Allegory, Conceit, Euphemism Diction, Decorum, Parody, Farce, Burlesque ,Pathos, , Catharsis, Tragic Flaw]
- e. Narrative types

##### **Unit II - Appreciating poetry**

**15 Lectures**

- a. Shakespeare: All the World's a Stage  
True Love
- b. G. K. Chesterton- The Donkey
- c. Coleridge: Ancient Mariner
- d. Robert Frost: Mending wall
- e. Dom Moraes: The Garden
- f. Kamala Das: An Introduction

##### **Unit III - Appreciating short story**

**15 Lectures**

- a. Guy de Maupassant- The Donkey
- b. Katherine Mansfield- Daughters of the late Colonel

- c. James Thurber : The Night the Ghost Got in
- d. Ben Antao: The Curse
- e. R. K. Narayan- The Missing Mail

**Unit IV Essays:**

**8 Lectures**

- 1. Francis Bacon- Friendship
- 2. Stevenson, Robert Louis - Essay of Travel

**Unit V Drama**

**16 Lectures**

William Shakespeare: Taming of the Shrew- a comedy play



## 5. Reference Books:

### Primary References:

- 1) Brown, J. R. *Discovering Shakespeare: A New Guide to the Plays*. Macmillan: New Delhi, 1986.
- 2) Abrahams, M.H. *A Glossary of Literary Terms*. Cleange: New Delhi, 2009.
- 3) Legouis Emile. *A Short History of English Literature*. Oxford University Press: New Delhi, 1998.
- 4) Whitfield, George. *An Introduction to Drama*. Greenwood Press; New edition, 1985.

### Secondary References:

- 1) Prasad B. *A Background to the study of English Literature*. Macmillan: New Delhi, 1997.
- 2) Varghese, C. A Ed. *Spring Rhythms: Poetic Selections*. DC Books, 1998.
- 3) Thorat , Ashok; Merchant ,Zeenat; Valke, B.S. and Patil, Z.N.. *Poetry and Minor Forms of English Literature*. Oxford University Press: New Delhi, 1998.

## **SEMESTER V– INTERDISCIPLINARY PAPER**

**Paper Title:** Introduction to Mass Media

**Paper Code:**

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To give students an overview of Mass Media in today's world.
2. To introduce them to the world of communication in Media, through the fields of Print Media, Radio, Television, Film, Digital Media/New Media.
3. To develop an understanding of Mass Media and related concepts through a practical hands-on approach.
4. To introduce students to the various equipment and software required in the field.
5. To create a foundation and a broad base knowledge for further studies and careers in Media as an option for students.

### **2. Learning outcomes :**

Upon completion of the course the student should be able:

1. To comprehend the field of Mass Media - from print to Digital Media.
2. To understand a few theoretical perspectives behind mass media and the jargon associated with the field.
3. To be comfortable around the various equipment and software required for various media
4. To demonstrate competence in the field of Mass Media – be it in the ideation or execution stage.

### **3. Number of Lectures:            04 Lectures per week**

#### 4. Course Content:

**NOTE:** To ensure the competency of students in the field after graduation, emphasis should be given to the APPLIED aspect of the course, while ensuring that the students understand various concepts of each field along with key-terms.

##### **Unit I – Mass Communication & Media Studies**

**05 Lectures**

**Concepts:** Mass Communications; Other forms of Communications; Technologies and Communications; Mass Media and Contemporary Culture; Media Studies – Encoding messages; Audience responses; Agenda

##### **Unit II – Advertising**

**11 Lectures**

**Concepts:** Brief History; Target Audience; Buying Motives; Advertising Message; Advertising Ethics; Advertisements in Different Media (Print; TV; Radio; New Media); Future in Advertising; Careers

**Applied:** Radio ad; Print ads – Newspapers/magazines – Product/info-ads; copy/layout/design; TV ad; Advertisements in New Media; PSA's

##### **Unit III – Print Media – Newspapers & Magazines**

**12 Lectures**

**Concepts:** Brief history of Newspapers & Magazines; Types of Magazines & Newspapers; Layout/Design of Newspapers & Magazines; Reports – Different formats; Photography and Print

**Applied:** Creation of Magazine/Newspaper; Layout/composition

##### **Unit IV – Radio & Music**

**11 Lectures**

**Concepts:** Brief History of Radio & Music; Radio Today: Internet and Music; Types of Radio Formats; Types of Music Formats; Digital Radio & Music; Future of Radio & Music; Careers

**Applied:** Radio Shows; Radio Editing; Radio Plays; Music and Composing

## **Unit V – Television, Cinema & Video**

**11 Lectures**

**Concepts:** Brief History of Broadcast TV & Cable TV; Cinematic History; Cinema & TV industry today; Future of TV & Cinema; Types of TV formats/shows etc; Types of Cinema; Internet and the Age of Streaming; Careers

**Applied:** TV Shows; Documentaries; Basic Shots; Editing; 3 Act movie; Short movie

## **Unit VI - Internet& New Media**

**10 Lectures**

**Concepts:** Brief History of Internet & New Media; Internet in the new age; Internet and Disruption; Mobile Phones; Blogging; Video games; New Media Careers; Future of the internet

**Applied:** New Media – Blogging, Podcasting, Social Media

## **5. Reference Books:**

### **Primary References:**

1. Campbell, Richard. Martin, Christopher. Fabos, Bettina. *Media & Culture – An Introduction to Mass Communication (8<sup>th</sup> Ed.)*. Bedford. 2012.
2. Dominick, Joseph. *The Dynamics of Mass Communications (8<sup>th</sup> ed.)*. McGraw-Hill, 2005.
3. Paxson, Peyton. *Mass Communications and Media Studies – An Introduction*. Continuum, 2010.
4. Thompson, Ray. *Grammar of the Edit*. Burlington: Focal Press, 1993.

### **Secondary References:**

1. Mcquail, Denis. *Mass Communication Theory*. Vistaar Publications. 2007.
2. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994.
3. Hilliard, Robert. *Writing for Television, Radio and New Media (Seventh Ed.)*. Wadsworth. 2006.
4. Pavlik, J.V. *Media in the Digital Age*. 2008.
5. Perry, David K. *Theory and Research in Mass Communication*. Lawrence Erlbaum Associates, 2002.
6. Ruberg, Michelle. *Handbook of Magazine Article Writing*. Writer's Digest. 2009
7. Stadler, Jane and McWilliam, Kelly. *Screen Media – Analysing Film and Television*. Allen & Unwin. 2009.
8. White, Ted. *Broadcast News Writing, Reporting & Production*. Macmillan.

## **SEMESTER VI – INTERDISCIPLINARY PAPER**

**Paper Title:** Creative Writing for Beginners

**Paper Code:**

**Name of Faculty:** Asst. Prof. Sandhya Joseph

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To expose students to a variety of literary genres, authors and styles through reading, discussion and analysis.
2. To experiment with a variety of writing genres like short story, poetry, novella, drama etc.
3. To help students understand the process of revision, editing and proofreading.
4. To develop the skills to self-critique one's own writing through a process of giving and receiving criticism on one's own and others' writings.
5. To encourage students to publish their works in the college magazine, college newsletters, local newspapers etc.

### **2. Learning Objectives :**

By the end of the course

1. Students will demonstrate an understanding of literary conventions like plot, character, theme etc.
2. Students will develop a basic understanding of various prose fiction genres.
3. Students will learn to use current events as inspiration for Creative Writing.
4. Students will understand the importance of proof reading, editing and rewriting.
5. Students will become confident about their ability to voice their opinion, desires, world-view etc through writing.
6. Students will learn to critique the writings of their peers.
7. Students will improve their vocabulary and sentence structures.
8. Students will learn to think and write creatively.

### **3. Number of Lectures:            04 Lectures per week**

#### **4. Course Content :**

- 1) How to Get Started? **5 lectures**
  - i) Journal Writing (Recording Personal Experiences).
  - ii) Free Writing.
  - iii) Clustering.
  - iv) Badly Written First Drafts as Helpful a Starting Point.
  
- 2) How to find Subject Matter? **5 lectures**
  - i) Be inspired by events in personal life.
  - ii) Draw inspiration from people one comes across.
  - iii) Be moved by injustice.
  - iv) Draw on current events in Politics, Society etc.
  - v) Look at genres of fiction one loves to read etc.
  
- 3) How to make a story interesting? **5 lectures**
  - i) Introduce conflict, complications, trouble, crisis, resolution.
  - ii) Create feeling of suspense.
  - iii) Appeal to emotions.
  - iv) Surprise reader with unexpected ending.
  
- 4) Difference between 'Story' and 'Plot.' **5 lectures**
  
- 5) Characterization. **5 lectures**
  - i) Memorable characters have 'Credibility', 'Purpose' and 'Complexity.'
  - ii) 'Indirect Method' or 'Telling' method of Character Presentation  
– Authorial Interpretation
  - iii) Direct Method or 'Showing Method' of Character Presentation.
    - Showing appearance
    - Showing action
    - Portraying speech
  - iv) Checklist for Creating Character.  
Age, gender, race, nationality, marital status, region, education, religion, profession, memories, dietary habits, ideology, likes, dislikes etc.
  
- 6) Importance of Atmosphere and Setting in Fiction **5 lectures**

- 7) Point of View/Narrative voice **5 lectures**
- i) Who speaks :
- First Person Narrative
  - Second Person narrative
  - Third Person Narrative
- ii) To whom :
- To The Reader?
  - To Another character in the Story?
- 8) The Concept of Authorial Distance or Psychic Distance. **5 lectures**
- 9) Difference between types of Prose Fiction [Novel, Short Story, Play]. **5 lectures**
- 10) The Importance of Proofreading, Editing, Rewriting. **5 lectures**
- 11) Poetry: Prosodic Features-Rhyme. Rhythm, Metre, Stanzaic Forms, Figurative Language, Symbolism, Special Linguistic Features etc. **10 lectures**

## **5. Reference Books:**

### **Primary References:**

1. Burroway, Janet. *Writing Fiction: A Guide To Narrative Craft*. New York: Longman Publishers, 2000.
2. Earnshaw, Steven. *The Handbook of Creative Writing*, 2007: Edinburgh University Press, Edinburgh.
3. Morley, David. *The Cambridge Introduction to Creative Writing*, New York: Cambridge University Press, 2007.
4. Strunk, William, and E.B.White. *The Elements of Style*. New York: Longman, 2000.



### **Secondary References:**

1. Boden, Margaret. *the creative mind - myths and mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself - Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman, *The Psychology of Creative Writing*, New York: Cambridge University Press, 2009.
6. May, Steve. *doing creative writing*, Oxon: Routledge, 2007.
7. Mills, Paul. *The Routledge Creative Writing Coursebook*, Routledge, 2006.
8. Neale, Derek. *A Creative Writing Handbook: Developing Dramatic Technique, Individual Style and Voice*. London: A & C Black Publishers Ltd., 2009.

### **Additional Online Reading:**

1. <http://io9.com/10-tips-and-tricks-for-creating-memorable-characters-1616544190>
2. <http://thewritepractice.com/resources/characterization/>
3. <http://ladylovelace.hubpages.com/hub/The-Difference-Between-Story-and-Plot>
4. <http://www.learningnerd.com/the-difference-between-plot-and-story/>
5. <http://literarydevices.net/point-of-view/>

## **SEMESTER VI– INTERDISCIPLINARY PAPER**

**Paper Title:** Introduction to Translation Studies

**Paper Code:**

**Name of Faculty:** Asst. Prof. Dr. Sonia Da Costa

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to Translation Studies.
2. To sensitize students on the importance of translation studies.
3. To train students in translation.

### **2. Learning Outcomes:** By the end of the course the students:

1. Will understand the importance of Translation Studies.
2. Will gain confidence to translate into other languages or vice versa.
3. Will be aware of the nature of translation and be interested to independently pursue issues related to translation theory.

### **3. Number of Lectures:            04 Lectures per week**

### **4. Course Content:**

#### **Unit I**

**04 Lectures**

- a. Introduction to Translation
- b. History of translation. The rise and development of translation
- c. The nature of translation

#### **Unit II**

**06 Lectures**

- a. Indian and Western concept of Translation
- b. Basic concepts and terminology of Translation Studies.

### Unit III

### 15 Lectures

- a. The Contexts of Translation ( social, political, historical, literary and cultural contexts of translation and their impact on the process.)
- b. Methods of Translation

### Unit IV 15 Lectures

Translation practice (text from journalistic writing , literary writing and scientific writing and advertisements)

### Unit V

### 20 Lectures

Analyzing translated works as models.

- a. Pundalik Naik - **The Upheaval** - Trans. by Vidya Pai
- b. 'Poisoned Bread' Arjun Dange (Selected texts from the Anthology).

### 5. Reference Books:

#### Primary References:

- 1) Das, Bijay Kumar. *The Horizon of Translation*. Atlantic: New Delhi, 1998.
- 2) Mukherjee, Tulu ed. *From Periphery to Centre stage*. Prestige: New Delhi, 1998.
- 3) Talgeri, Pramod and S. B. Verma, eds. *Literature in Translation: From Cultural Transference to Metonymic Displacement*. Popular Prakashan; Bombay, 1988.
- 4) Gentzler, Edwin. *Contemporary Translation Theories*. Routledge: London, 1993.

#### Secondary References:

- 1) Bassnett, Susan. *Translation Studies*. Routledge: London and New York, 1991.
- 2) Bell, Roger T. *Translation and Translating, Theory and Practice*. Longman: London, 1991.
- 3) Hatim, B. and I. Mason. *Discourse and the Translator*. Longman: London and New York, 1990.
- 4) Baker, Mona, ed. *The Routledge Encyclopaedia of Translation Studies*. London: Routledge, 1998.
- 5) Trivedi, Harish Susan Bassnet. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- 6) Gayatri . C. Spivak . "The Politics of Translation".

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				<b>Interdiscip- linary Paper</b>
I	<b>ENG-I.C-1</b>  Understand- ing Poetry & Drama ✓	<b>ENG-I.C-2</b>  History of English Literature from Fifth Century to the Eighteenth Century ✓	----	----	----	----	----
II	<b>ENG-II.C-3</b>  Understand- ing Fiction	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics	----	----	----	----	----
III	<b>ENG-III.C-5</b>  Contemporary Indian English Literature ✓	----	<b>ENG-III. E-1</b>  Goan Literature ✓	<b>ENG-III. E-2</b>  American Literature of the Twentieth Century ✓	<b>ENG-III. E-3</b>  Writing for the Media ✓	<b>ENG-III.E-4</b>  New Literatures in English ✓	<b>Creative Writing for Beginners</b> ✓
IV	<b>ENG-IV.C- 6</b>  Literary Criticism	----	<b>ENG-IV.E-5</b>  Indian Diaspora Writing	<b>ENG-IV.E-6</b>  Creative Writing	<b>ENG-IV.E-7</b>  Visual Literature	<b>ENG-IV.E-8</b>  Representation of Gender & Sexuality in Literature ✓	<b>Introduction to Mass Media</b> ✓
V	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	-----	<b>ENG-V.E-9</b>  Shakespeare Today	<b>ENG-V.E-10</b>  Ancient Indian Classics in Translation	<b>ENG-V.E-11</b>  Film Studies	<b>ENG-V.E-12</b>  Women's Writing in India	----
VI	<b>ENG-VI. C-8</b>  Twentieth Century English Literature	-----	<b>ENG-VI.E-13</b>  English Language and Literature Teaching	<b>ENG-VI.E-14</b>  Latin American Literature	<b>ENG-VI.E-15</b>  Contemporary Literary Theory	<b>ENG-VI.E-16</b>  World Literature	----

SEMESTER	OPTIONAL	GENERAL COMPULSORY
I	Communicative English	Academic Writing (Science Stream)
II	Effective Use of English	Academic Writing (Arts Stream)
III	-----	Research Writing (Arts Stream)
IV	-----	Research Writing (Science Stream)
V	-----	-----
VI	-----	-----

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS  
DEPARTMENT OF ENGLISH**

**SYLLABI OF SEMESTER I FOR THE ACADEMIC YEAR  
2016 – 2017**

**F.Y.B.A – SEMESTER 1 – CORE PAPER**

**Paper Title:** Understanding Poetry & Drama

**Paper Code:** ENG-1.C-1

**Name of Faculty:** Associate Professor Ms. Rajashree R. Desai

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint students with major poetic forms and trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To improve the literary and critical competence of the students.
4. To teach students to appreciate English Drama.
5. To instill the appreciation of Drama and the universality of its reach.
6. To train students to identify basic elements in a Drama.

**2. Learning outcomes:**

Upon completion of the course the student should be able:

1. Recognize and define major poetic forms such as lyric poetry, narrative poetry.
2. Know and identify rhyme, rhythm and meter.
3. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
4. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.
5. To recognize and appreciate various elements of a drama: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
6. To understand and be knowledgeable about the evolution of two major forms of Drama – Tragedy and Comedy.

**3. Number of Lectures:                      04 Lectures per week**

#### **4. Course Content:**

##### **Unit 1: Background to Poetry & Drama**

**Number of Lectures: 12**

1. Poetry as a Literary form
2. Nature and types of lyric poetry
3. Evolution of lyric as a literary form
4. Nature and forms of narrative poetry
5. Evolution of the English Drama
6. Nature of Tragedy & Comedy in Drama

##### **Unit 2: Lyric Poetry: Songs, Sonnets, Odes, Elegies and Dramatic Monologues**

**Number of Lectures: 12**

1. Edmund Spenser: Whilst in Prime
2. Sir Philip Sidney: His Lady's Cruelty
3. William Shakespeare: Marriage of True Minds
4. John Donne: Batter my Heart
5. Robert Herrick: To Daffodils
6. William Blake: *Lamb* and *Tyger*
7. William Wordsworth: The Daffodils
8. P. B. Shelley: Mutability
10. John Keats: Ode on a Grecian Urn
11. Robert Browning: My Last Duchess

##### **Unit 3: Narrative Poetry: Ballads, Epic, Mock Epic**

**Number of Lectures: 12**

1. S T Coleridge : The Rime of the Ancient Mariner : (Sections 1,2,3)
2. John Milton: Paradise Lost Bk. I (Lines 1-124)
3. Alexander Pope- Rape of the Lock (Canto I)

##### **Unit 4: Drama: Comedy**

**Number of Lectures: 12**

1. Text: J. M. Barrie – The Admirable Crichton

## Unit 5: Drama: Tragedy

Number of Lectures: 12

1. Text: Henrik Ibsen: *An Enemy of the People*

### 5. Reference Books :

**(Please Note: References to the changed Primary texts in drama will be added later. To be approved in the next B.O.S. meeting)**

#### Primary References:

1. Ibsen, Henrik. *An Enemy of the People*.
2. Barrie. J. M. *The Admirable Crichton*

#### Secondary References:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11<sup>th</sup>. Cengage Learning, 2014.
2. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
3. Ed. Bloom Harold. *William Shakespeare's Sonnets*. Viva Books, 2007.
4. Ed. Bottrall Margaret. *William Blake: Songs & Innocence & Experiences*. Macmillan, 1970.
5. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
6. Broadbent J.B. *Poetic Love*. Chatto & Windus London, 1964.
7. Chandra NDR, Sebastian A.J. *Literary Terms in English Poetry*. Authors Press, Delhi, 2001.
8. Cuddon J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
9. Dobson, Michael and Wells, Stanley. *The Oxford Companion to Shakespeare*. Oxford, 2001.
10. Gardner Stanley. *Blake*. P. Evans Brothers Ltd, 1968.
11. Jump, John D.(Ed.) *Critical Idiom Series*. Law Book Co of Australasia, 1974.



12. Gridley Roy E. *Browning*. Routledge&Kegan Paul, 1972.
13. Ed. Grose Kenneth H. *Keats*. Evans Brother Ltd, 1969.
14. Hudson, W. H. *An Introduction to the Study of Literature*. B.I. Publications, 1972.
15. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2004.
16. Lever J.W. *The Elizabethan Love Sonnets*. Methuen & Co. Ltd, 1966.
17. Ed. O'Neill Judith. *Critics on Keats*. George Allen &Unwin Ltd, 1967.
18. O'Neill Judith. *Critics of Pope*. George Allen &Unwin Ltd., London, 1968.
19. Prasad, B. *Background to the Study of English Literature for Indian Students*. Trinity Press, 2014.
20. Read Herbert. *Wordsworth*. Faber & Faber Ltd, 1957.
21. Sarker Sunil Kumar. *Shakespeare's Sonnets*. Atlantic Publisher, 2006.
22. Smith Hallett. *Elizabethan Poetry*. Ann Arbor Paperbacks, 1968.
23. Ed. Ward Sir W. & Walter A.R. *The Cambridge History of English Literature*. Cambridge University Press, 1914.
24. Westland Peter. *Literary Appreciation*. The English University Press Ltd, 1964.
25. Rees, R. J. *Introduction to English Literature*. New Delhi: Macmillan India, 1973.

**F.Y.B.A – SEMESTER 1 – CORE PAPER**

**Paper Title:** History of English Literature from Fifth Century to the Eighteenth Century

**Paper Code:** ENG-I.C-2

**Name of Faculty:** Associate Professor Ms. Rajashree R. Desai

**Marks:** 100

**Credits:**4

**1. Course Objectives:**

1. To provide a comprehensive overview of major periods in the History of English literature.
2. To introduce to the students to historical and cultural contexts in which English literature has been produced through the ages.
3. To provide a view of major writers and their works in different ages.
4. To explore the complex relationship between literature and its context through discussion of particular literary trends, texts and issues within each period.

**2. Learning outcomes:**

1. Students should be able to perceive the complex relationship between literature and society.
2. The learner should be able to explain how and why particular types of literature emerged from particular set of historical circumstances.
3. The students should be able to critically appreciate representative literary works written in different ages.
4. They should be able to read independently literary texts of different periods.

**3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

1. Anglo Saxon Age/The age of Chaucer/From Chaucer to Renaissance (1350- 1516)-Age of unrest and transition, Religious movements, new learning of classical antiquity- Petrarch, Giovanni Boccaccio

Anglo Saxon Literature- Beowulf

Major prose writers- John Wyclif, Sir John Mandeville

Major Poets- Geoffrey Chaucer, William Langland, John Gower

**Number of lectures- 12**

2. The English Renaissance/ The age of Shakespeare (1578-1625) Renaissance and Reformation, Humanism, Geographical discoveries, Elizabethan Poetry- Songs and sonnets of the sixteenth century

Development of drama from Miracle and Morality Plays, Interludes to University Wits

Bacon's Essays

Prose- Translations (Wyclif, Tyndale, Coverdale, Authorized Version of 1611), Historical and biographical works, Literary Criticism, Religious writings, Humanistic writings, Elizabethan satirical writings (Nash, Lodge, etc.)

**Number of lectures- 18**

3. The Seventeenth Century: The age of John Milton and John Dryden (1625- 1700) - England under Charles I and Commonwealth, the triumph of Puritanism, Restoration

Prose- Sir Thomas Browne, The Anglican clergy, The Puritan writers, Rationalism and Restoration prose (Hobbes, Newton), Diarist of the Age (Samuel Pepy, John Evelyn), Moral Essays (Cowley, Temple), John Bunyan, George Cox, Thomas Ellwood, Establishment of Royal Society and the development of modern prose

Poetry- The Cavalier Poets, the Metaphysical Poets, John Milton, Dryden

Restoration Drama: William Congreve, John Vanburgh, George Farquhar, William Wycherley, George Etherege

Literary Criticism: Dryden

**Number of lectures- 18**

4. The Eighteenth Century: The Age of Alexander Pope and Dr. Samuel Johnson (1700-1789)-

Reign of Queen Anne, The Coffee House Culture and the Periodical Essays,

The Age of Prose and Reason, Satires of the age – Johnathan Swift

Neoclassicism

Augustan Reflective poetry - Alexander Pope, Lady Anne Finch of Winchilsea, Thomas

Collins, Thomas Gray and Oliver Goldsmith

Precursors of Romantic Poetry - Robert Burns and William Cooper The

rise of the novel

Sentimental Comedy

**Number of lectures-12**

**5. Reference Books:**

**Primary References:**

1. Daiches David. *A Critical History of English Literature*. Allied Publishers Ltd. New Delhi, 1999.
2. Ford Boris Ed. *The Pelican Guide to English Literature*. Penguin Books UK, 1964
3. Hudson William. *An Outline History of English Literature*. B I Publications, Bombay, 1972.
4. Poplawski Paul ed. *English Literature in Context*. New Delhi: Cambridge University Press, 2008.

**Secondary References:**

1. Compton-Rickett Arthur. *A History of English Literature*. Universal Book Stall, Delhi, 1969.
2. Evans I for. *A Short History of English Literature*. The English Language Book Society & Penguin Books, 1970.
3. Legouis Emile, and Cazamian Louis, Vergnas Raymond. *A History of English Literature*. London: J.M. Dent and Sons LTD, 1964.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
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**SYLLABI OF SEMESTER III FOR THE ACADEMIC YEAR  
2016 – 2017**

**S.Y. B.A. – SEMESTER III – Core Compulsory**

**Paper Title:** Contemporary Indian English Literature

**Paper Code:** Eng-III. C- 5

**Name of the Faculty:** Asst. Prof. Dr. Sonia Fernandes Da Costa

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

- a. To introduce the students to different genres of contemporary Indian writing in English.
- b. To acquaint the students with the narrative of India' struggle for independence.
- c. To familiarize the students with various themes and cultural contexts of Contemporary Indian English Writing.

**2. Learning Objectives:**

By the end of this course students:

- a. Will be acquainted with literature of Contemporary Indian English Literature.
- b. Will be aware of the different genres employed by Contemporary Indian English Writers.
- c. Will sharpen their critical reading skill.
- d. Will be familiar with the various themes and narrative techniques of the Contemporary Indian English writers.

**3. Number of Lectures:** 04 per week.

#### **4. Course Content:**

Total Number of Lectures: 60

#### **Unit I - Poetry:**

**Number of Lectures: 15**

1. Keki Daruwala a) Boat-ride Along The Ganga  
b) Hawk  
c) Crossing Rivers
2. Adil Jussawala – a) On First Approaching Santacruz Airport, Bombay  
b) Land's End  
c) Karate
3. Nissim Ezekiel – a) Goodbye Party for Miss Pushpa T.S.  
b) Background casually  
c) Poet, Lover, Birdwatcher
4. Arun Kolatkar – a) The Bus  
b) An Old Woman  
c) Ajamil and the Tigers
5. Jayanta Mahapatra – a) Hunger  
b) Indian Summer Poem  
c) A Rain of Rites
6. A.K. Ramanujan – a) Love Poem for A Wife  
b) Looking for a cousin on a swing  
c) A River
7. Kamala Das - a) Introduction  
b) My grandmother's House  
c) Summer in Calcutta

**Unit II- Drama****Number of Lectures: 18**

1. Mahesh Dattani- Final Solutions
2. Girish Karnad- Yayati

**Unit III- Prose****Number of Lectures: 12****a) Short Stories**

- a) R. K. Narayan's -A Horse and Two Goats
- b) Ruskin Bond's -The Blue Umbrella
- c) Khushwant Singh's - Portrait of a Lady
- d) Vilas Sarang's -A revolt of the Gods

**b) Novel****Number of Lectures: 15**

Salman Rushdie's. *Shame*.

**5. Reference Books:****Primary References:**

1. David Davidar. *A Clutch of Indian Masterpieces*. New Delhi: Aleph Book Company, 2014.
2. Girish Karnad. *Yayati*. New Delhi: Oxford University Press, 2007.
3. Salman Rushdie. *Shame*. New Delhi: Random House Trade Paperbacks, 2008.

**Secondary References:**

1. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd., fourth edition, 1984.
2. Joshi, Dr. Rakesh. *Girish Karnad's Plays*. Jaipur: Mark Publishers, 2011.
3. Khair Tabish . *Babu Fictions: Alienation in Contemporary Indian English Novels*. UP: Oxford UP, 2001.
4. King, Bruce. *Modern Indian Poetry in English*. USA: Oxford University Press, 2005.

5. Mehrotra Arvind Krishna. *Twelve Modern Indian Poets*. New Delhi: Oxford India Paperback, 1993.
6. Naik, M. K, S. K. Desai and G. S. Amur. *Critical Essays on Indian Writing in English*. New Delhi: MacMillan, 1968.
7. Paranjape, Makarand R. *Indian poetry in English*. New Delhi: Macmillan, 1993.
8. Parthasarathy, R.(ed.).*Ten Twentieth - Century Indian Poets* (New Poetry in India). New Delhi: Oxford University Press, 1976.
9. Shama, Ram. *Recent Indian English Literature*. Delhi: Manglam Publications, 2012.
10. Warma, Monica. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 2010.



**S.Y.B.A. – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** Goan Literature

**Paper Code:** ENG-III.E.1

**Name of the Faculty:** Asst. Prof. Dr. Sonia Fernandes Da Costa

**Marks:** 100

**Credits:** 4

**1. Course Objectives**

1. To introduce students to different genres of literary works of Goan Literature in English and translated works by Goan writers.
2. To acquaint students with Goan ethos and culture through the exploration of selected texts of Goan literature
3. To examine selected texts of Goan Literature and folk lore to establish Goan identity.

**2. Learning Objectives:**

By the end of this course students:

1. Will be sensitized to Goan ethos and culture.
2. Will be aware of the historical, psychological, religious and political realities of the times.
3. Will be familiar with diverse literary and cultural trends that helped form Goan Literature.
4. Will be enriched and knowledgeable about their cultural heritage.
5. Will be able to think clearly and critically.
6. Will sharpen critical reading and writing skills.

**3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content :**

**Total Number of lectures:60**

##### **Unit 1: Background (Socio- Political and cultural)**

**Number of Lectures: 06**

###### **1) Historical**

- a) Colonialism
- b) Post colonialism

###### **2) Art and Artists of Goa (Folklore, Folkdance and Cartoonists)**

- a) Tiatr (difference between Khell and Tiatr, Origin and development)
- b) Folklore (teacher can select any four folklores)
- c) Folk dances and Songs (any four forms to be selected.)
- d) Cartoonists of Goa (Alexzy and Mario Miranda)

##### **Unit 2: Short stories-**

**Number of Lectures: 12**

- I. Lambert Mascarenhas - The Little Fellow  
- Blood and Lily
- II. Victor Rangel-Riberio- Lonely Aging Chinese -American New York Neighbour Lady  
-Loving Ayesha
- III. Ben Antao- The Guardian Angel  
- The Curse
- IV. Damodar Mauzo- The Vignahatra,  
- A Writer's Tale
- V. Laxmanrao Sardessai- The Hour's End  
- The Africa Boat
- VI. Pundalik Naik- The Turtle

##### **Unit 3: Novels**

**Number of Lectures: 28**

Francisco Luis Gomes -*Os Brahmanes* (translated from Portuguese)

Pundalik Naik- The Upheaval (translated from Konkani)

## **Unit 4: Poetry**

**Number of Lectures: 14**

1. Joseph Furtado- The Secret,
  - Brahmin Girls
  - The Neglected wife
- 2.R.V.Pandit- His Immortal Land
  - I'm a Gaudo
3. Eunice De Souza: - One Man's Poetry
  - Autobiographical
  - He Speaks
  - Advice to women
4. B. B. Borkar - Ebony Black
  - Towards the horizon
  - Cemetery
- 5.Manohar Sardessai - We are the world wanderers
  - The end of exile
  - Tristao De Braganca Cunha
- 6.Robert De Souza- The Village Baker.
7. Manohar Shetty - Jigsaw
  - One morning
  - Bearings

## **6. Reference Books:**

### **Primary References:**

- 1) Antao, Ben. *Mad House and other nine stories*. Margao: Cinnamon Teal Publishing, 2012.
- 2) Luis de Assis Correia. *Francisco Luís Gomes, 1829-1869: A Select Reader*. Saligao: Goa 1556, 2011.
- 3) Mascarenhas, Lambert. *In the Womb of Saudade -Stories of Goan Life*. New Delhi: Rupa Publishing House, 1994.

- 4) Mauzo, Damodar - *Theresa's Man and other Stories from Goa*. Trans Xavier Cota. New Delhi: Rupa Publications, 2014.
- 5) Naik, Pundalik - *The Upheaval*. Trans Vidya Pai. New Delhi: Oxford University Press, 2012.
- 6) Rangel-Riberio, Victor. *Loving Ayesha and Other Stories*. New Delhi: HarperCollins Publishers, 2003.
- 7) Shetty Manohar, ed. *Ferry Crossing*. New Delhi: Penguin Books, 1998.

#### **Secondary References:**

- 1) Couto, Maria Aurora. *Goa- A Daughter's Story*. New Delhi: Penguin Books, 2004.
- 2) Fernandes, Andre Rafael. *When the Curtains Rise*. Saligao: Tiatr Academy of Goa & Goa 1556, 2010.
- 3) Gomes, Cynthia James. "Tiatr : An unlimited Engagement," *Reflected in Water*. Jerry Pinto, ed. New Delhi: Penguin Books, 2006.
- 4) Gomes, Olvinho J.F, (retold). *Konkani Folktales*. New Delhi: National Book Trust, 2008
- 5) Mauzo, Damodar. *Teresa's Man and other stories from Goa*. Trans Xavier Cota. Delhi: Rupa Publications, 2014.
- 6) Menezes, Juliao. *Goa's Freedom Struggle*. Velim: Mrs. Alzira da Almeida Charitable Trust, 2011.
- 7) Nazareth Peter, ed. *Pivoting on the Point of Return: Modern Goan Literature*. Saligao: Goa 1556 & Broadway Book Centre, 2010.
- 8) Pinto Jerry, ed. *Reflected in Water*. New Delhi: Penguin Books, 2006.

**S.Y. B.A – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** American Literature of the Twentieth Century

**Paper Code:** ENG-III.E.2

**Name of the Faculty:** Asst. Prof. Dr. Sonia Fernandes Da Costa

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

- A. To study the American Experience as captured in the seminal works of masters of American Literature of the twentieth century.
- B. To expose the students through prose and poetry and drama to the various main trends, ideas and forces that shaped the writing of those times.
- C. To acquaint students with the following literary movements in America – Realism, Modernism and Harlem Renaissance.

**2. Learning Outcomes:**

By the end of the course the students:

- A. Will learn to appreciate American culture and literature
- B. Will be sensitized to the American literature and culture during the twentieth century.
- C. Will be aware of the experimental nature of American literature like meta fiction, magical realism and confessional literature
- D. Will be knowledgeable about the various socio-political issues that took place in America during the period.
- E. Will develop critical thinking and improve communication capabilities.

**3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content**

**Total Number of Lectures: 60**

##### **Unit I Prose:**

**Number of Lectures: 30**

- a) Novel - Alice Walker's *The Colour Purple*.
- b) Drama - Arthur Miller's *Death of a Salesman*.

##### **Unit II Poetry:**

**Number of Lectures: 15**

- 1. Robert Frost- Mending Wall
  - Stopping by the Woods
  - The Road not taken
- 2. W.H.Auden - The Unknown citizen
  - The Shield of Achilles
- 3. Theodore Roethke - My Papa's Waltz
  - The Waking
- 4. Wallace Stevens- The Emperor of Ice Cream
- 5. John Crowe Ransom- Bells for John Whiteside's Daughter
- 6. Allen Ginsberg- America
  - Ode to Failure
- 7. Robert Lowell- To Speak of Woe that is Marriage
- 8. Sylvia Path- Crossing the water
  - Lady Lazarus
- 9. Langston Hughes- Dreams
  - I Too

**Unit III Background****Number of Lectures: 15**

(Some topics could be assigned for self study and presentations in class)

1. The American Dream
2. The Great Depression
3. Social Realism and the American Novel
4. Harlem Renaissance
5. Multi ethnic fiction
6. European Existentialism
7. Theatre of the Absurd
8. Magical realism
9. Beat Poets

**6. Reference Books:****Primary References:**

1. Miller, Arthur. *Death of a Salesman*. Penguin UK, 2011.
2. Poulin. A. Jr & Michael Waters, ed. *Contemporary American Poetry*. 8<sup>th</sup> Edition. Houghton Mifflin Company, 2006.
3. Thomas. C.T. *Twentieth Century Verse- American Anthology*. Delhi: Macmillan India Ltd, 1999.
4. Walker, Alice. *The Colour Purple*. US: Mariner , 2006

**Secondary References:**

1. Brown, John Russell, ed. *American Theatre*. London, Edward Arnold, 1967.
2. Cullum, E. Linda, ed. *Contemporary American Ethnic Poets: Lives, works, sources*. Greenwood Publication group Inc, 2004.
3. Daniel Hoffman (ed.) Harward. *Guide to Contemporary American Writing*. New Delhi: Oxford University Press, 1979.
4. Gould, Jean. *Modern American Playwrights*. Bombay: Popular Prakashan, 1969.
5. Horto Rod, ed. *Background of American Literary Thought*. New Jersey: Prentice Hall, 1974.
6. Matthiessen F. O. *American Renaissance*. New York: Oxford University Press, 1941.

7. Pearce, Roy H. The continuity of American Poetry. Princeton University Press, 1979.
8. Shaw, R.B, ed. *American Poetry since 1960: Some Critical Perspectives*. 1974.



## **S.Y. B.A – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** Writing for the Media

**Paper Code:** ENG-III.E-3

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks :**100

**Credits :**4

### **1. Course Objectives**

1. To give students an overview of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real-life situations.
5. To prepare the foundation for careers in Media as an option for students.

### **2. Learning Outcomes**

Upon completion of the course the student should be able:

1. To comprehend the importance of good writing in the field of Mass Media - from print to Digital Media
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To Master writing skills required for various media - from journalism in print and broadcast media to advertising and creative commercial media
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

### 3. Total number of lectures:

60 (1 hour Lectures) considering a term/semester runs over 15 weeks PER WEEK 4 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

#### Unit I – PRINT MEDIA : Newspapers and Magazines Theory (12 lectures)

Introduction : The Media and the Message - Message depends on Medium Introduction to Print Media: Audience for the News  
Story Ideation as basis of commercial Radio, T.V. and Cinematic production  
Difference in writing styles between Print, Electronic and Digital Media

#### NewspaperWriting:

*Concepts:* **News Reporting-** (datelines/Credit-line/Bylines/Nut-graph/Headlines) **News Writing** – Appropriate angle for a news story – Structuring news (Lead/Climax form - Inverted Pyramid Form; Chronological form) – Qualities of effective leads –Using significant details – Effective revision Basic principles of AP Style (Associated Press Style Book) for Writing – Use of the Style Book – Style as a Manner of Writing – Clarity in Writing – Readability – Five ‘W’s and ‘H’ of Writing.

**Other Writing-** Features/Articles - Editorials – Letters to the Editor – Book and Film reviews – Interviews– Oped Pieces

**Basic Layout and Composition** - Balanced/Unbalanced/Circus Layout  
- column setups- photograph additions - final look

*Applied:* Reporting - Climax form - Inverted Pyramid Form; Chronological form  
Editorials- Letters to the Editor -Book and Film Reviews - Headlines  
- Oped Pieces - Layout & Composition

## **Writing for Magazines:**

*Concepts:* Demographics (Target Audience); Types of Magazines and How writing differs in them; Differences/Similarities in writing Between Newspaper writing and Magazine writing; Editorials; Layout and Composition **Article writing** – Structuring for greatest effect – Preparation and organization of article – Specific angle – specific audience.

Feature writing – structure – organisation – feature angles – simplicity in Style. *Applied:* Feature and Article Writing- Creation of a Magazine - Layout/Composition - Photographs to enhance written word

## **Editing:**

Concepts & Applied: Copy editing process – Guiding principles of editing Grammar – Punctuation – Subbing – Proof-reading (Proof-reading notations) – [The AP style book can be a great guide here.]

**Note:** *The Editing component is to be taught simultaneously along with the applied component of the paper. The teaching should be graded - Beginning with the basic knowledge of grammar and its application up to a level where the student is competent enough to not only edit their own written works but also others'. This part of component 1 should be taught over the rest of the components as well, ensuring an increase in the level of efficiency of the student.*

## **Unit 2 - ELECTRONIC MEDIA : Radio, T.V. and Cinema RADIO (18 lectures)**

*Concepts:* Radio as a Mass Medium – Radio Skills – Broadcast Writing – Broadcast Terms – Scripting for Radio – Story Structure – Lead, Body, Ending – Writing Radio News and Features - Programmes for Radio (Features, News, Interviews, Skits, Music Programmes, etc.)

*Applied:* Planning a Newscast – Radio Jockeying - Scripting for the Radio - Recording

## **TELEVISION**

*Concepts:* Television as a Mass Medium – Television Skills – Scripting for TV -  
Programmes for TV (Features, News, Interviews, Music Programmes, etc.)

*Applied* – Scripting for a show; Anchoring; Interviewing;

## **FILM**

*Concepts:* Fundamentals of Film Story Writing (The Three Act Story Structure), Scripting, Screenplay and Production, Documentary Film.

Writing for the screen – Writing effective film reviews

*Applied*– The Three Act Story Structure, Writing Short Screenplays, Film Reviews.

## **UNIT 3 – DIGITAL MEDIA - Internet and New Media**

**(18 lectures)**

*Concepts:* Kinds of Digital Media & New Media

E-book/E-magazine – E-journal – E-newspaper – Internet – World Wide  
Web Mobile Media - Video Games

*Concepts:* Writing for Digital Media: An Interactive Media

Web Writing - Technical Writing – Blogging.- Introduction to  
Profile Writing – Broadcast News Analysis – Caption Writing –  
Copy Writing/Content Writing – Story Structure and Planning -  
Inverted Pyramid - Headline, Blurb, Lead - Digital Correspondence  
– Digital Editing

*Applied:* Web Writing - Technical Writing – Blogging; Caption Writing; Content Writing

## **UNIT 4 – ADVERTISING**

**(12 lectures)**

*Concepts:* Advertisements in Different Media (Print; TV; Radio; Digital) – An  
Overview Promotional Literature: Copywriting for Leaflets, Pamphlets,  
Brochures, Classifieds – Text, Captions, Logo – Story-board.

T.V. Advertisements - Story Idea to story board to screenplay to  
shoot. writing for advertising –

*Applied:* copywriting for Print Advertisements; The 3 shot ad movie; PSA's; Parody ads

## **5. List of Books/CDs/Websites for reference**

### **Primary References:**

1. *Writing for Television, Radio and New Media (Seventh Ed.)*. Hilliard, Robert - Wadsworth 2006
2. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006
3. *Basic News Writing* Melvin Menchar William. C.Brown Co., 1983
4. *Writing and Reporting News: A Coaching Method* Carole Rich Wadsworth/ Thomson Learning, 2003
5. *News Writing & Reporting* James A Neal & Suzane S Brown Surjeeth Publications, 2003
6. *Broadcast News Writing, Reporting & Production* Ted White Macmillan
7. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
8. *Advertising* Ahuja & Chhabra Sujeeth Publications, 1989
9. *The Screenwriter's Workbook* Syd Field Dell Publishing, 1984
10. *E-Writing* Dianna Boother Macmillan, 2008
11. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
12. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994
13. *Handbook of Magazine Article Writing*, Michelle Ruberg, Writer's Digest, 2009

### **Secondary Reading:**

1. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005
2. *A Crash Course in Screenwriting* David Griffith Scottish Screen, 2004
3. *Digital Media: An Introduction* Richard L Lewis Prentice Hall
4. *The Art of Editing the News* Robert.C McGiffort Chilton Book Co., 1978
5. *Digital Media Tools* Dr.Chapman Nigel (Paperback - 26 Oct 2007)
6. *News reporting and Editing* K.M Srivastava Sterling Publications
7. *The News Writer's Handbook: an Introduction to Journalism* M.L Stein, , Paterno, Susan.F
8. Surjeeth Publications, 2003
9. *The TV Writer's Workbook : A Creative Approach to Television* Ellen Sandler Delta, 2007
10. *Understanding Journalism* Lynette Sheridan Burns Vistaar Publications, 2004
11. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
12. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May 2008)

## **S.Y.B.A. – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** New Literatures in English

**Paper Code:** ENG-III.E-4

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to the marginalized voices in society through their literatures.
2. To help students understand the contribution of the marginalized to mainstream literature.
3. To establish the voices of the marginalized through their representative texts, authors and movements.
4. To inculcate an atmosphere of cultural acceptance through the texts
5. To introduce students to the marginalization of the female gender through their works in literature

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the concept of the marginalized segments in society.
2. To recognize writers, forms, and movements associated with the marginalized.
3. To have the ability to analyze works of literatures critically, keeping in mind the segmented.

### **3. Number of Lectures: 04 Lectures per week**

#### 4. Course Content:

**Total number of lectures: 60**

##### **Unit 1: Contextual Study:**

**[8 lectures]**

**Note:** The following areas will be covered along with their representative texts

1. American Civil War and its consequences
2. The Harlem Renaissance - the rise and fall of the Black cultural movement with reference to the Black Panthers
3. Feminism - the waves and the main proponents of Feminism
4. Introduction to post-colonial themes

##### **Unit 2: Play:**

**[8 lectures]**

1. *The Lion and the Jewel* by Wole Soyinka

##### **Unit 3: Novel**

**[18 lectures]**

**Note:** The Secondary texts may be used at a later year as an alternative for the prescribed novel.

1. *Beloved* by Toni Morrison

**Non- evaluative Secondary texts** - NOT to be Tested in the final written paper

*Sula* by Toni Morrison

*The Bluest Eye* by Toni Morrison

##### **Unit 4: Poetry**

**[15 lectures]**

1. Langston Hughes - The Weary Blues/ / The Negro Speaks of Rivers  
Secondary poems - Black Panther/Dinner Guest: Me
2. Countee Cullen- Heritage/KarengeyaMarengo/A Brown Girl Dead/Incident  
Secondary Poems - Yet do I Marvel/Mood
3. Paul Lawrence Dunbar - The Plantation Child's Lullaby/The wraith  
Secondary Poems - We Wear the Mask
4. Edward Braithwaite –Bread  
Secondary poems - Prelude
5. Claude McKay America/ Tormented  
Secondary poems -If we must die/The Barrier
6. ImamuAmiri Baraka- Incident/In memory of Radio/Notes for a Speech  
Secondary Poems - At the National Black Assembly
7. Hilarie Lindsay –Barren Harvest/Monuments of Men
8. Maya Angelou- Caged bird/Women Work  
Secondary poems - Phenomenal Woman/Still I Rise

## **Unit 5: Short Stories**

**(11 lectures)**

V.S. Naipaul's: Miguel Street (First Six Short Stories)

- a) Bogart, b) The Thing without a name , c) George and the Pink House, d) It is chosen Calling, e) Man-Man, f) B. Wordsworth

### **5. References:**

#### **Primary References:**

1. Bajaj, Nirmal. *Search for Identity in Black Poetry*. Atlantic Publications
2. Chavan, Sunanda. *The Fair Voice-A Study of Women Poets in English*. Sterling.
3. Kulkarni, Harihar. *Black Feminist Fiction*. Creative Books
4. Loomba, Ania. *Colonialism/Postcolonialism -The New Critical Idiom*. Routledge.
5. Naipaul V.S. *Miguel Street*. New York Vintage International Edition, 1984.
6. Pushpa, M. *The plays of Wole Soyinka*. Prestige.
7. Rehman, Anisur. *New literatures in English*. Creative.
8. Sumana, K. *The Novels of Toni Morrison- A study in Race, Gender & Class*. New Delhi: Prestige Books.
9. V.S. Naipaul. *Miguel Street*. New York: Vintage International Edition, 1984.

#### **Secondary Refereneces:**

1. Bhelande, Anjali; Pandurang, Mala (ed). *Articulating Gender*. Delhi: Pencraft International
2. Kearns, Francis. *Black Identity*. N.Y.: Holt, Rinehart & Winston.
3. Ray, Mohit; Kundu, Rama, Kundu. *Studies in Women Writers in English*. Atlantic.
4. Wright, Derek. *Wole Soyinka revisited*. N.Y. Twayne Pubs.



**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS  
DEPARTMENT OF ENGLISH**

**SYLLABUS OF SEMESTER IV FOR THE ACADEMIC YEAR  
2016 – 2017**

**S.Y. B.A – SEMESTER IV – ELECTIVE PAPER**

**Paper Title:** Representation of Gender and Sexuality in Literature

**Paper Code:** ENG-IV.E.8

**Name of the Faculty:** Asst. Prof. Ms. Rucha Kamat

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint the students with English literature that explores the dimensions of gender, its social constructs etc.
2. To unfold the concept of sexuality is through its various aspects.
3. To discover the notions of gender and sexuality and their interplay.
4. To enable the students to appreciate the various constructs of gender and sexuality.
5. To help students understand the fluid natures of gender and sexuality.
6. To reveal gender and sexuality as is prevalent with reference to society, psychology, morality etc.
7. To foster an appreciation for literature pertaining to interplay of gender and sexuality.

**2. Learning Outcomes:**

Upon completion of the course the student should be able to:

1. Appreciate the fluid nature of gender and sexuality.
2. Recognize the literal/ symbolic meanings depicted in literature related to gender and sexuality.
3. Decipher the interplay between gender and sexuality as seen through depictions, imagery etc.
4. Recognize various themes seen in literature pertaining to gender and sexuality.

**3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

**60 lectures**

#### **UNIT 1: BACKGROUND TOPICS**

**Number of Lectures: 10**

- o Feminist Movement:
  - Nature of Feminism
  - History of Feminism
  - Feminism Waves
  - Gynocriticism
  - Lesbian Feminism
- o Queer theory:
  - Nature and history of Queer
  - Theory Identity Politics
  - Gender Performativity

#### **UNIT 2: PROSE**

**Number of Lectures: 20**

##### **A. Essay:**

Kate Millett: Theory of Sexual Politics

##### **B. Novels:**

Raj Rao: The Boyfriend

##### **C. Short Stories:**

Katherine Mansfield: The Daughter of the Late Colonel.

Mahasweta Devi: Draupadi

#### **UNIT 3: PLAY**

**Number of Lectures: 20**

1. Gieve Patel: Mr. Behram
2. Mahesh Dattani: On a Muggy Night in Mumbai.

#### **UNIT 4: POEMS**

**Number of Lectures: 10**

1. Sappho:
  - o Come here to me from Crete
  - o To Aphrodite
  - o He is more than a hero
2. Suniti Namjoshi:
  - o I Give her the Rose
  - o Well then let slip the masks

3. Maya Angelou
  - o Phenomenal Woman
  - o Still I Rise
4. Kamala Das
  - o The Looking Glass
  - o The Old Playhouse
5. Sylvia Plath
  - o The Applicant
  - o Spinster

## 5. Reference Books:

### Primary References:

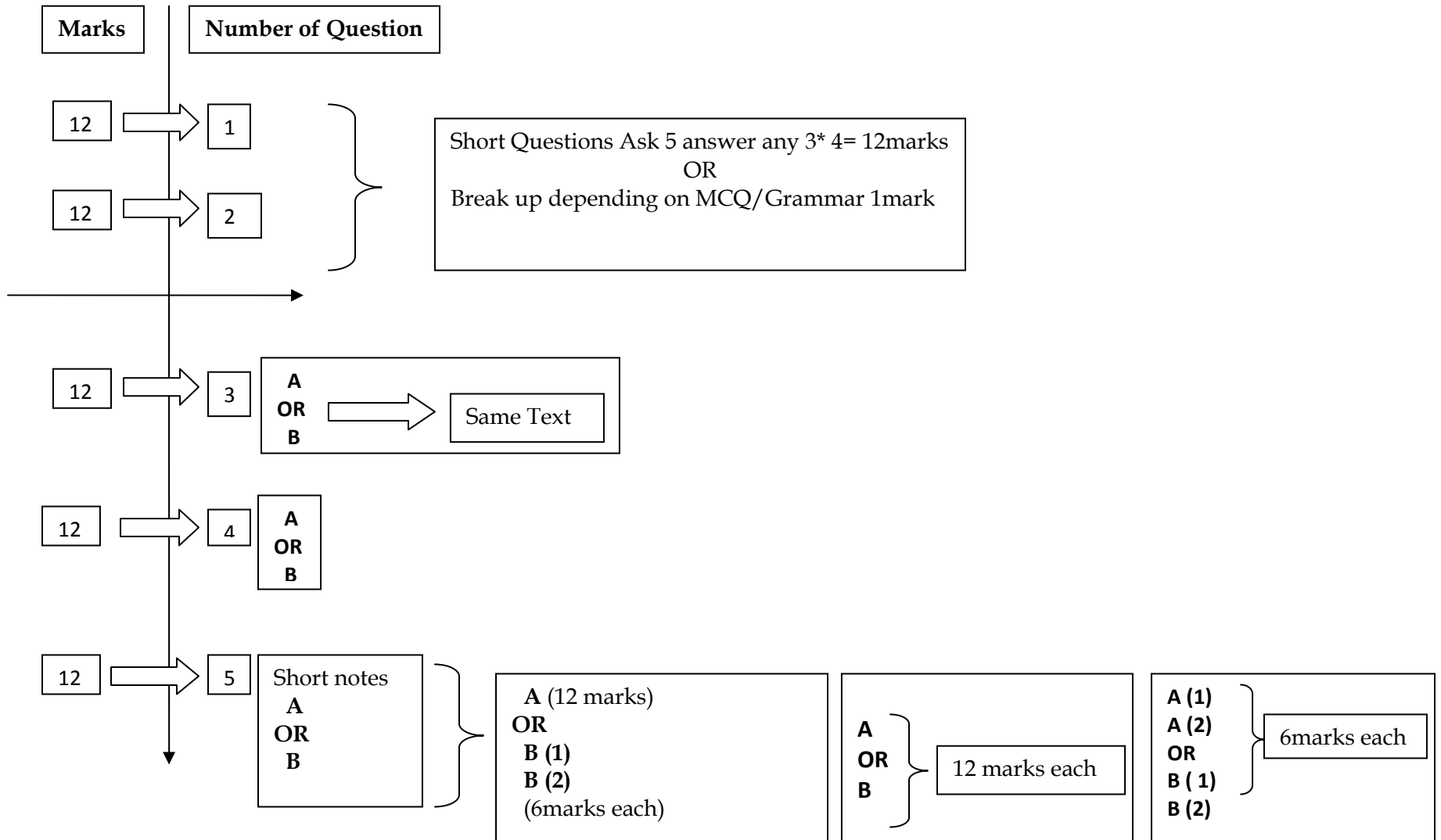
1. Dattani, Mahesh. *Mahesh Dattani: Collected Plays*. New Delhi: Penguin, 2000.
2. Gilbert, Sandra & Gubar Susan. *The Madwoman in the Attic*. UK: Yale University Press, 1984.
3. Jain, Jasbir (ed). *Women in Patriarchy: Cross – Cultural Readings*. New Delhi: Rawat Publications, 2005.
4. Millett, Kate. *Sexual Politics*. University of Illinois Press, 2000.
5. Rao, Raj. *Boyfriend*. Penguin India, 2003.
6. Ruth Vanita & Kidwai Saleem. *Same Sex Love in India: Readings from Literature and History*. New Delhi: Macmillan, 2000.
7. Sedgwick Eve Kosofsky. *Epistemology of the Closet*. University of California, 1990.
8. Tendulkar, Vijay. *Mitrachi Goshta: A Friend's Story: A Play in Three Acts*. Oxford University Press, 2000.

### Secondary References:

1. Brabon, Benjamin & Genz Stephanie. *Postfeminism*. Edinburgh University Press, 2009.
2. Bristow, Joseph. *Sexuality*. Routledge, 2013.
3. Butler, Judith. *Gender Trouble*. Routledge, 2012.

4. Shahni, Parmesh. *Gay Bombay: Globalization, Love and (be)longing in Contemporary India*. Sage Publications India Pvt. Ltd, 2008.
5. Sharma, Prabhat. *The Plays of Vijay Tendulkar: Critical Explorations*. Sarup & Sons, 2008.
6. Wake, Paul & Malpas Simon. *The Routledge Companion to Critical Theory*. Routledge, 2008.

# Final Exam Framework For Language Department



**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				<b>Interdiscip- linary Paper</b>
I	<b>ENG-I.C-1</b>  Understand- ing Poetry & Drama	<b>ENG-I.C-2</b>  History of English Literature from Fifth Century to the Eighteenth Century	----	----	----	----	----
II	<b>ENG-II.C-3</b>  Understand- ing Fiction	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics	----	----	----	----	----
III	<b>ENG-III.C-5</b>  Contemporary Indian English Literature	----	<b>ENG-III. E-1</b>  Goan Literature and Culture	<b>ENG-III. E-2</b>  American Literature of the Twentieth Century	<b>ENG-III. E-3</b>  Writing for the Media	<b>ENG-III.E-4</b>  New Literatures in English	Creative Writing for Beginners
IV	<b>ENG-IV.C- 6</b>  Literary Criticism ✓	----	<b>ENG-IV.E-5</b>  The Literature of the Indian Diaspora ✓	<b>ENG-IV.E-6</b>  Creative Writing ✓	<b>ENG-IV.E-7</b>  Visual Literature ✓	<b>ENG-IV.E-8</b>  Representation of Gender & Sexuality in Literature	Introduction to Mass Media
V	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	-----	<b>ENG-V.E-9</b>  Shakespeare Today	<b>ENG-V.E-10</b>  Ancient Indian Classics in Translation	<b>ENG-V.E-11</b>  Film Studies	<b>ENG-V.E-12</b>  Women's Writing in India	----
VI	<b>ENG-VI. C-8</b>  Twentieth Century English Literature	-----	<b>ENG-VI.E-13</b>  English Language and Literature Teaching	<b>ENG-VI.E-14</b>  Latin American Literature	<b>ENG-VI.E-15</b>  Contemporary Literary Theory	<b>ENG-VI.E-16</b>  World Literature	----

<b>SEMESTER</b>	<b>OPTIONAL</b>	<b>GENERAL COMPULSORY</b>
I	Communicative English	Academic Writing (Science Stream)
II	Effective Use of English	Academic Writing (Arts Stream)
III	-----	Research Writing (Arts Stream)
IV	-----	Research Writing (Science Stream)
V	-----	-----
VI	-----	-----

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**

**AUTONOMOUS**

**DEPARTMENT OF ENGLISH**

**APPROVED SYLLABUS OF SEMESTER III FOR THE ACADEMIC YEAR  
2016 - 2017**

**S.Y.B.A. – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** New Literatures in English

**Paper Code:** ENG-III.E-4

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the marginalized voices in society through their literatures.
2. To help students understand the contribution of the marginalized to mainstream literature.
3. To establish the voices of the marginalized through their representative texts, authors and movements.
4. To inculcate an atmosphere of cultural acceptance through the texts
5. To introduce students to the marginalization of the female gender through their works in literature

**2. Learning Outcomes:** But the end of the course the student will be able:

- 1.To understand the concept of the marginalized segments in society.
- 2.To recognize writers, forms, and movements associated with the marginalized.
- 3.To have the ability to analyze works of literatures critically, keeping in mind the segmented.

**3. Number of Lectures: 04 Lectures per week**



#### 4. Course Content:

**Total number of lectures: 60**

##### **Unit 1: Contextual Study:**

**[8 lectures]**

**Note:** The following areas will be covered along with their representative texts

1. American Civil War and its consequences
2. The Harlem Renaissance - the rise and fall of the Black cultural movement with reference to the Black Panthers
3. Feminism - the waves and the main proponents of Feminism
4. Introduction to post-colonial themes

##### **Unit 2: Play:**

**[20 lectures]**

1. *The Lion and the Jewel* by Wole Soyinka
2. *Pantomime* by Derek Walcott

##### **Unit 3: Poetry**

**[18 lectures]**

1. Langston Hughes - The Weary Blues/ / The Negro Speaks of Rivers  
Secondary poems - Black Panther/Dinner Guest: Me
2. Countee Cullen- Heritage/Karenge ya Marenge/A Brown Girl Dead/Incident  
Secondary Poems - Yet do I Marvel/Mood
3. Paul Lawrence Dunbar - The Plantation Child's Lullaby/The wraith  
Secondary Poems - We Wear the Mask
4. Edward Braithwaite –Bread  
Secondary poems - Prelude
5. Claude McKay America/ Tormented  
Secondary poems -If we must die/The Barrier
6. Imamu Amiri Baraka- Incident/In memory of Radio/Notes for a Speech  
Secondary Poems - At the National Black Assembly
7. Hilarie Lindsay –Barren Harvest/Monuments of Men
8. Maya Angelou- Caged bird/Women Work  
Secondary poems - Phenomenal Woman/Still I Rise
9. AD Hope – Australia/ the Death of Hope
10. Derek Walcott – A Far Cry from Africa/ Ruins of a great House

11. Judith Wright – Nigger’s Leap
12. Louise Bennet – Colonization in Reverse
13. David Dabydeen – Coolie Odyssey / Slave Song

**Board of studies suggested that the following could also be included later - Leslie Murray and Seamus Heaney (selection of poems)**

#### **Unit 4: Short Stories**

**(14 lectures)**

1. *Miguel Street* by V.S. Naipaul
  1. Bogart
  2. The Thing without a name
  3. George and the Pink House
  4. His chosen Calling
  5. Man-Man
  6. B. Wordsworth
2. *The Tomorrow-Tamer* by Margaret Laurence
  1. The Tomorrow-Tamer
  2. The Merchant of Heaven
3. *Lives of Girls and Women* by Alice Munro
  1. The Flats-Land
  2. Lives of Girls and Women

#### **5. References:**

##### **Primary References:**

1. Bajaj, Nirmal. *Search for Identity in Black Poetry*. Atlantic Publications
2. Chavan, Sunanda. *The Fair Voice-A Study of Women Poets in English*. Sterling.
3. Kulkarni, Harihar. *Black Feminist Fiction*. Creative Books
4. Loomba, Ania. *Colonialism/Postcolonialism -The New Critical Idiom*. Routledge.
5. Naipaul V.S. *Miguel Street*. New York Vintage International Edition, 1984.
6. Pushpa, M. *The Plays of Wole Soyinka*. Prestige.
7. Rehman, Anisur. *New Literatures in English*. Creative.
8. Sumana, K. *The Novels of Toni Morrison- A study in Race, Gender & Class*. New Delhi: Prestige Books.
9. V.S. Naipaul. *Miguel Street*. New York: Vintage International Edition, 1984.

### **Secondary References:**

1. Bhelände, Anjali; Pandurang, Mala (ed). *Articulating Gender*. Delhi: Pencraft International
2. Kearns, Francis. *Black Identity*. N.Y.: Holt, Rinehart & Winston.
3. Ray, Mohit; Kundu, Rama, Kundu. *Studies in Women Writers in English*. Atlantic.
4. Wright, Derek. *Wole Soyinka revisited*. N.Y. Twayne Pubs.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**

**AUTONOMOUS**

**DEPARTMENT OF ENGLISH**

**APPROVED SYLLABI OF SEMESTER IV FOR THE ACADEMIC YEAR  
2016 - 2017**

**S.Y.B.A. – SEMESTER IV – CORE PAPER**

**Paper Title:** Literary Criticism

**Paper Code:** ENG-IV.C-6

**Name of Faculty:** Associate Professor Ms. Rajashree R. Desai

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To enable the students understand nature of literary criticism.
2. To acquaint them with the terminology of literary criticism.
3. To provide them the knowledge of the important schools of literary criticism with the help of representative texts.
4. To help the students grasp methods and techniques of interpreting literature.
5. To be able to apply literary theory to text.

**2. Learning outcomes:**

Upon completion of the course the student will be able to:

1. To understand the nature and functions of literary criticism.
2. To read the writings of literary scholars and critics with understanding and judicious appreciation.
3. To recognize and define major critical schools.
4. To generate and articulate personal responses to literary and critical texts.
5. To explain the premises and assumptions underlying such personal responses.

**3. Number of Lectures:            04 Lectures per week**

#### 4. Course Content:

##### Unit 1: Introduction to literary Criticism

Number of Lectures: 05

- a) What is literature?
- b) Difference between Literary Theory and Literary Criticism.
- c) Functions of literary Criticism
- d) Types of literary Criticism.
- e) A brief survey of major critical schools

##### Unit 2: Classical Criticism

Number of Lectures: 14

- a) Features of Classical Criticism
- b) Plato on Imitation and Art
- c) Aristotle's *Poetics*
- d) Longinus' *On the Sublime*

##### Unit 3: Neo classical Criticism

Number of Lectures: 13

- a) Features of Neo Classical Criticism
- b) Dryden's *Essay of Dramatick Poesie*
- c) Pope's *Essay on Criticism*
- d) Dr. Samuel Johnson's *Preface to Shakespeare*

##### Unit 4: Romantic Criticism

Number of Lectures: 14

- a) Features of Romantic Criticism
- b) William Wordsworth's *Preface to Lyrical Ballads*.
- c) Coleridge's *Biographia Literaria*—His concept of fancy and imagination, language of poetry.
- d) P. B. Shelley's *A Defence of Poetry*—Poetry as an essential part of the fabric of society.

##### Unit 5: New Criticism

Number of Lectures: 14

- a) Features of New Criticism
- b) T. S. Eliot *Tradition and the Individual Talent*
- c) I. A. Richards *Four Kinds of Meaning*
- d) F. R. Leavis *Literary Criticism and Philosophy/ Revaluation*—Keats

#### 5. Reference Books:

##### Primary References:

1. Aristotle. *The Poetics of Aristotle*. Emereo Publishing, Australia, 2012.
2. Aivanhov, Omraam Mikhael. *T. S. Eliot: Tradition and the Individual Talent*. Prakash Book Deport Bareilly, U.P., 2012.

3. Arnold, Thomas. *Dryden: An Essay of Dramatic Poesy*. Atlantic Publisher, New Delhi, 2006.
4. Daiches, David. *Critical Approaches to Literature*. Orient Longman, Mumbai, 1967.
5. Giles, Herbert Allen. *Longinus on the Sublime*. Kessinger Publishing, U.S., 2010.
6. Habib M. A. R. *A History of Literary Criticism and Theory*. Blackwell Publishing, U.S.A., 2008.
7. Leavis F.R. *Revaluation: Tradition and Development in English Poetry*. Ivan R. Dee Publisher, Chicago, 1998
8. Nandwani Aditya. *S.T. Coleridge-Biographia Literaria*. Anmol Publications Pvt. Ltd., New Delhi, 2009
9. Narasimhaiah C. D (ed). *Indian response to American literature*. UEFI, New Delhi, 1967 .
10. Plato. *The Republic*. Rupa Publications, India, 2013
11. Ransom J. C. - *The New Criticism Essay*. New Directions, New York, 1941.
12. Richards I. A. *Four Kinds of Meaning*. Transaction Publishers, 2004.
13. Samuel Johnson. *Preface to Shakespeare*. Hardpress Publishing, U.S.A., 2010
14. Scott James R.A. *The Making of Literature*. Nabu Press, South Carolina, 2011.
15. Wareen Robert Penn. *A Poem of Pure Imagination: An Experiment in Reading*. Renal & Hitchcock, New York, 1946.
16. Wellek Rene. *A History of Modern Criticism*. Yale University Press, U.S., 1986

### **Secondary References:**

1. Brooks Cleanth. *The Well Wrought Urn*. Mariner Books, 1956.
2. Butcher S.H. *Aristotle's Theory of Poetry and Fine Art*. Dover P, USA, 1951.
3. Lodge David, Nigel Wood. *Modern Criticism and Theory*. Pearson Publishing, UP India, 2007.
4. Richards I. A. *Practical Criticism*. London, 1929.
5. Shawcross, John(ed). *Shelley's Literary and Philosophical Criticism*. Oxford, U.K. 1909.
6. Wimsat W. K. and Cleanth Brooks. *Literary Criticism: A Short History*. Routledge Kegan Paul, London, 1957.

**S.Y.B.A. – SEMESTER IV – ELECTIVE PAPER**

**Paper Title:** The Literature of the Indian Diaspora

**Paper Code:** ENG–IV.E-5

**Name of Faculty:** Asst. Prof Mr. Eltrin D'Souza

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce to the students the types of Diaspora theories and writings
2. To enable students to read and appreciate Diaspora themes, identity and culture
3. To teach students to appreciate cross-cultural and multicultural studies
4. To understand multiple consciousness in Diaspora writings.

**2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. Understand Diaspora
2. Understand Indian Diaspora through Arts and literature
3. Identify and analyze Diaspora themes through short stories and poems

**3. Number of Lectures:**            **04 Lectures per week**

**4. Total lectures: 60**

**Unit I: Background (07 lectures)**

1. Nature and themes of Diasporic writings
  - a) Exile literature
  - b) Displacement and the Diasporic identity
  - c) Culture and hybridity
2. Gender and Diaspora politics
3. Major Diaspora writers of India

**Unit II: Poetry (15 lectures)**

**I. Sujata Bhatt**

1. The Voices
2. The Dream
3. Search for my tongue

**II. Meena Alexander**

1. On Indian Road
2. Birthplace with Buried Stones

**III. Chitra Banerjee Divakaruni**

1. Indigo
2. Tiger Mask Ritual

**IV. Saleem Peeradina**

1. Exhibit C
2. To whom it may concern
3. Song of the makeover

**V. Ratin Bhattacharjee**

1. The Indian Diaspora

**Unit III: Novel (15 lectures)**

1. A River Sutra by Geeta Mehta

Bye Bye blackbird by Anita Dessai (**Non –evaluative Secondary text**)



#### **Unit IV: Short stories (15 Lectures)**

1. Interpreter of Maladies by Jhumpa Lahiri

#### **Unit V: Essays (08 lectures)**

1. Salman Rushdie
  - a) Imaginary Homelands
  - b) New empire within Britain

#### **Unit VI: Films**

1. Anita and Me (film) by Meera Syal. Directed by Metin Hüseyin and Produced by Paul Raphael (UK) 2002 (Non Evaluative)
2. Namesake (film) by Jhumpa Lahiri. Produced and Directed by Meera Nair (India) 2007 (Non Evaluative)

### **5. References:**

#### **Primary Texts:**

1. Bhatt Sujatha. *Collected Poems*. Carcanet Press Limited, 2013.
2. Bhatt Sujatha. *Point No Point: Selected Poems*. Carcanet Press Limited, 1997.
3. Dessai Anita. *Bye Bye Black Bird*. Orient Paperbacks, New Delhi, 2005.
4. Lahiri Jhumpa. *Interpreter of Maladies*. Harper Collins Publishers, 2008.
5. Mehta Gita. *A River Sutra*. Penguin, 2000.
6. Peeradina Saleem. *Contemporary Indian English Poetry*. Macmillan, Chennai, 2010.
7. Rushdie Salman. *Imaginary Homelands: Essays and Criticism* RHUK, 2004

#### **Secondary References:**

1. Agarwal Beena. *Women Writers and Indian Diaspora*. Authorspress, 2011.
2. Agarwal Malti. *English Literature: Voices of Indian Diaspora*. Atlantic Publisher, 2009.
3. Bande Usha and Jasbir Jain (series ed). *Gita Mehta- Writing Home/Creating Homeland*. New Delhi: Rawat Publication, 2008.
4. Chakrabarti A. S. A. P. T Kavita . *Contextualizing Nationalism, Transnationalism and Indian Diaspora*. Creative Publisher, 2010.

5. Das Nigamananda. *Jhumpa Lahiri: Critical Perspectives*. Pencraft International, 2008.
6. Deb Kushal. *Mapping Multiculturalism (1<sup>st</sup> Edition)*. Rawat Publications , 2002.
7. Gupta K. Surendra. *Specifications of Indian Diaspora Study of Emerging Sandwich Cultures*. Atlantic Publisher, 2012.
8. Jain Jasbir. *Dislocations and Multiculturalisms: (1st Edition)*. Rawat Publications, 2004.
9. Jain Jasbir. *Writers of the Indian Diaspora*. Rawat Publications, 1998.
10. Kadekar Narayan Laxmi and Sahoo Kumar Ajaya .*Global Indian Diaspora: History, Culture and Identity*. Rawat Publications, 2012.
11. Knott Kim. *Diasporas: Concepts, Intersections, Identities*. Rawat Publications, 2011.
12. Tiffin Griffiths Ashcroft Menin. *The Empire writes back*. Taylor & Francis Ltd, 2002.

## **S.Y.B.A – SEMESTER IV – ELECTIVE PAPER**

**Paper Title:** Creative Writing

**Paper Code:** ENG-IV.E-6

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To explore creative writing genres (Poetry, Drama, Fiction) through practical writing classes
2. To build on the foundation of basic knowledge and interest of students in creative writing
3. To develop ones' own style of writing through reading, discussion and experimenting in writing culminating in a student's work portfolio
4. To encourage students' to get their works published using traditional means and modern media
5. To write with the aid of the senses

### **2. Learning Outcomes:** By the end of the course the student will:

1. Have a sample of their own creative output (individual/group)
2. Demonstrate an understanding of concepts related to the creative writing genres
3. Be confident to put forward their ideas/opinions through creative writing genres
4. Develop ability to critique and edit their own work as well as others'
5. Have the ability to use technology in their creative endeavour

### **3. Number of Lectures:** 04 Lectures per week

#### 4. Course Content:

**Note:** This course will focus on the creative *writing* process. Thus, emphasis will be given to the written aspect of the course. Theoretical concepts, learnings, and innovations in the forms and fields will be imparted through praxis. Students will maintain a journal and submit a final portfolio of their creative output. The journal should mandatorily contain *all* the drafts of their works. The editing aspect of the writing process (revision, editing and proofreading) is to be taught concurrently with the units, while focusing on the particular needs of the forms.

##### Unit I: *Poetry*

**20 lectures**

*Concepts:* Metre and rhyme; Meaning and being of language- power of reference/pop culture/allusions; form (and subverting form); free verse; syllabics; shaping a sequence and collection; figures of speech and its use

Spoken Word -writing, speaking, and performing; Reading techniques – charm, set, space, cold open, silence, blending music

Use of technology in performance, exposing your work to others; *transaesthetics*

*Applied:* Students will apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry. They will demonstrate, through the writing and performing of several poems, an understanding of some of the aesthetic aspects of contemporary poetry, such as manipulation of stanzas and line lengths, figures of speech, symbolism, setting, tone, and imagery. They will identify the aesthetic aspects of poetry in published poems and poems written by classmates.

*Portfolio:* Rhyming poems (with various rhyme scheme and forms), free verse, Slam poetry, Spoken word

**Note:** Instructor may use a selection of poetry (established poets) to illustrate the range and variety of poetry. Focus should be on cultivating the student's poetry writing skills.

##### Unit II: *Drama*

**20 lectures**

*Concepts:* Structures of a stage plays (physical/written); Acts/scenes; Scripting a stage play; Original v/s adapted; story/dialogue/description; Contrast creating conflict; characters and idiom; overwriting; individual voice

Exposition - Using monologues; subtext; dramatic irony; status

Staging - Action; Sets; stage directions and visual narrative; Using offstage effectively; Dramatic action; Staging scenes

Radio Drama: creating pictures with sound; constraints of the medium; Radio drama script; Adaptation; using voices

*Applied:* Students will apply strategies of storytelling in the medium of a play and the analysis of published drama. They will demonstrate, through the writing of a play (one act/two act/three act) an understanding of some of the aesthetic aspects of drama, such as scripting action for the stage, use of dialogue and creating powerful characters through use of monologues and dramatic irony. They will have the ability identify these aspects of drama in published plays and work written by classmates.

*Portfolio:* One act play, three act play, Radio play

**Note:** Instructor may use a selection of drama (established playwrights) to illustrate the range and variety of drama. Focus should be on cultivating the student's writing skills.

### **Unit III: Fiction**

**20 lectures**

*Concepts:* Short Fiction – Short Stories, Flash Fiction, Novella, and Novel

Form/Structure; Plot/Scenes; Character; point of view/narrative voice; conflict/crises; Setting/time

Micro-tales/Nano-tales – analysis of social media and innovative storytelling techniques

Novella/Novel: literary novel v/s genre novels exploring storylines, multiple/parallel plots; reality /s imagination; research and its importance; structuring your chapters vis-à-vis your novel

Creative Non – Fiction –Devices; Basic structure; Speaking with the reader – Your spoken voice; Passion involvement; Writing about yourself – You as a story; Memoir and memory; Writing about people and the world; finding a topic; fieldwork and interviews; literature of hope

*Applied:* Students will apply strategies of storytelling in the writing of at least one short story/flash fiction; novella/novel (or works of creative non-fiction, or graphic novels) and the analysis of published fiction. They will demonstrate, through the writing of an original work, an understanding of some of the following elements of storytelling: plot, characterization, setting, point of view, symbolism, and style. They will identify the narrative techniques and elements of storytelling used in published works of fiction and stories written by classmates.

*Portfolio:* Short-story, Flash Fiction, Novel/Novella (Structuring/idea conception and writing of at least 3 chapters)

**Note:** Instructor may use a selection of fiction (established writers) to illustrate the range and variety of fiction. Focus should be on cultivating the student's writing skills.

**N.B:** the number of lectures for each unit includes time for continuous assessment, portfolio building (with instructor feedback and review) as well as writing classes.

**Additional note:** As a supplementary skill, the students should be taught how to prepare and submit a piece of work for publication. They should display the ability of using a word-processor, and desk-top publishing software to format their manuscript so as to be print ready and ready for submission to an editor, or publisher. They should also be taught, if not given, opportunities for publication. These can be achieved using the students' works, collected in a portfolio, to assess their growth and competency. (Desk-top publishing software such as Adobe Indesign/Publisher/Illustrator)

Instructors should use peer editing and group workshop method within the classroom as a method of giving and receiving constructive criticisms. This will also open opportunities for students to perform and read out their work, thereby taking care of the spoken word aspect of creative writing, as and when it may apply.

## 5. References:

### Primary References:

1. Cheney, Theodore A. Rees. *Writing Creative Nonfiction - Fiction Techniques for Crafting Great Nonfiction*. California: Ten Speed Press, 1987. ebook.
2. Burroway, Janet. *Writing Fiction: A Guide to Narrative Craft*. New York: Longman Publishers, 2000.
3. Earnshaw, Steven. *The Handbook of Creative Writing*. Edinburgh University Press, Edinburgh. 2007.
4. Greenwell, Bill and Linda Anderson. *A Creative Writing Handbook - Developing Dramatic Technique, Individual Style and Voice*. Ed. Derek Neale. London: A & C Publishers Ltd., 2009.
5. Miller, Brenda and Suzanne Paola. *Tell it Slant - Writing and Shaping Creative Nonfiction*. McGraw-Hill, 2005.
6. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006. ebook.
7. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge University Press, 2007.
8. Smith, Marc Kelly and Joe Kraynak. *Take the Mic - The Art of Performance Poetry, Slam and the Spoken Word*. Illinois: Sourcebooks MediaFusion, 2009. ebook.
9. Strunk, William and E. B. White. *The Elements of Style*. New York: The Penguin Press, 2005.

### Secondary References:

1. Boden, Margaret. *The Creative Mind - Myths and Mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself - Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.

5. Kaufman, Scott Barry and James Kaufman, *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *Doing Creative Writing*. Oxon: Routledge, 2007.
7. Smith, Marc Kelly and Joe Kraynak. *Stage a Poetry Slam*. Illinois: Sourcebooks Media Fusion, 2009.



## **S.Y.B.A. – SEMESTER IV – ELECTIVE PAPER**

**Paper Title:** Visual Literature

**Paper Code:** ENG-IV.E-7

**Name of Faculty:** Asst. Prof. Andrew Barreto

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to visual literature – in the form of graphic novels, comics and digital comics
2. To understand core concepts in the field of visual literature.
3. To understand how to read graphic novels, comics, and other forms of visual literature.
4. To establish the contribution of visual literature to literature on the whole.

### **2. Learning Outcomes:** By the end of the course the student will be able:

1. To understand visual literature - core concepts, how to read, and critically analyze it as well as establish it as no longer a para-literary form
2. To recognize writers, forms, and ages associated with graphic novels, comics and other forms of visual literature.
3. To have the ability to analyze works of visual literatures critically.

### **3. Number of Lectures: 04 Lectures per week**

#### 4. Course Content:

##### Unit 1: The Comics Genre – History, Formats to Key terms: [12 lectures]

- History of comics (from paper to digital), Graphic novels and other visual literature
- The major comics-creating nations and introduction to comics traditions
  - America - Titles from DC Comics, Marvel, Vertigo, Dark Horse and others
  - Europe - *Tintin*; *Asterix*, French and British Comics
  - Japan (Manga) - *Akira*
  - Indian Comics tradition - *Tinkle*, *Amar Chitra Katha*, *Jataka* & *Panchatantra tales*
- The single panel comic to syndication
  - R.K. Laxman's collection
  - *Calvin & Hobbes* - William Patterson
- Adapted Comics - *The League of Extraordinary Gentlemen* - Alan Moore
- Advent of Digital Comics/web comics -
  - Gavin Aung Than - [www.zenpencils.com](http://www.zenpencils.com)
  - Rob Denbleyker - [www.explosm.net](http://www.explosm.net)
- Key terms - Sequential Art, panel, gutter, tier, splash, spread, speech balloon, caption, sound effects, narration, formats, canon

[**Please Note:** Noted graphic novelists and comics creators will be introduced to students as they cover the history of the genre.]

##### Unit 2: The Modern Classic [16 lectures]

1. *The Complete Maus* by Art Spiegelman

**Recommended Secondary Reading** - *Persepolis* by Marjane Satrapi

##### Unit 3: A Realistic look at the 'Superhero' [16 lectures]

1. *Watchmen* by Alan Moore
2. *V for Vendetta* by Alan Moore

**Recommended Secondary Reading** - *Batman Year One* - Frank Miller  
*The Dark Knight Returns* – Frank Miller  
*Superman: Man of Steel* - John Byrne

## Unit 4: Alternative Comics/Graphic Novels

[16 lectures]

1. *Fun Home* by Alison Bechdel
2. *A Contract with God* by Will Eisner

**Recommended Secondary Reading** -*Underwater Welder* by Jeff Lemire

**N.B:** The number of lectures for each unit includes time for continuous assessment.

Secondary Reading will not be evaluated in the Semester End Exam, but may be used for Continuous assessment if it is used as an extension of the scope of the course.

It is recommended for the students to read the suggested secondary readings in order to fully comprehend the material to be discussed in class.

## 5. References:

### Primary References:

1. Bechdel, Alison. *Fun Home: A Family Tragicomic*. Boston: Houghton Mifflin, 2006.
2. Chaney, Michael A., ed. *Graphic Subjects: Critical Essays on Autobiography and Graphic Novels*. Wisconsin: University of Wisconsin Press, 2011.
3. Eisner, Will. *A Contract with God and Other Tenement Stories*. New York: DC Comics, 1996.
4. —. *Comics & Sequential Art*. Florida: PoorHouse Press, 1985.
5. Heer, Jeet and Kent Worcester. *Arguing Comics: Literary Masters on a Popular Medium*. Jackson: University Press of Mississippi, 2004.
6. Liddo, Annalisa di. *Alan Moore: Comics as Performance, Fiction as Scalpel*. Mississippi: University Press of Mississippi, 2009.
7. McCloud, Scott. *Making Comics- Story Telling Secrets of Comics, Manga and Graphic Novels*. New York: Harper Collins, 2006.

8. —. *Understanding Comics: The Invisible Art*. New York: HarperCollins, 1993.
9. McLaughlin, Jef, ed. *Comics as Philosophy*. Jackson: University Press of Mississippi, 2005.
10. Miller, Frank. *Batman: Year One*. New York: DC Comics, 2005.
11. Mills, Anthony R. *American Theology, Superhero Comics, and Cinema: The Marvel of Stan Lee and the Revolution of a Genre*. New York: Routledge, 2014.
12. Moore, Alan (w) and David (a) Lloyd. *V for Vendetta*. DC Comics, 2008.
13. Moore, Alan. *The League of Extraordinary Gentlemen*. La Jolla: CA: America's Best Comics, 2000.
14. Moore, Alan and Dave Gibbons. *Watchmen*. New York: Warner Books, 1987.
15. Morris, Tom and Matt Morris. *Superheroes and Philosophy: Truth, Justice and the Socratic Way*. Illinois: Open Court, 2005.
16. Peterson, Robert S. *Comics, and Manga, Graphic Novels: A History of Graphic Narratives*. California: Praeger, 2011.
17. Robb, Brian J. *Superheroes: From Superman to the Avengers, The Evolution of Comic Book Legends*. London: Robinson, 2014.
18. Satrapi, Marjane. *Persopolis*. London: Vintage Books, 2008.
19. Spiegelman, Art. *MetaMaus*. New York: Pantheon Books, 2011.
20. —. *The Complete Maus*. USA: Pantheon Books, 1996.
21. White, Mark D. *Watchmen and Philosophy: A Rorschach Test*. New Jersey: John Wiley & Sons, Inc, 2009.

## Secondary References:

1. Berninger, Mark, John Ecker and Gideon Haberkon. *Comics as a Nexus of Cultures: Essays on the Interplay of Media, Disciplines and International Perspectives*. London: McFarland & Company, Inc. Publishers, 2010.

2. Dalton, Russell. *Marvelous Myths: Marvel Superheroes and Everyday Faith*. Missouri: Chalice Press, 2011.
3. Daniels, Les. *DC Comics: A Celebration of the World's Favorite Comic Book Heroes*. New York: Bulfinch Press, 1995.
4. Hahn, Joel. "A Librarian's Guide to DC Comics." *Serials Review* (1998): 64-78.
5. Hatfield, Charles. *Alternative Comics: An Emerging Literature*. Jackson: University Press of Mississippi, 2005.
6. Lavin, Michael. "A Librarian's Guide to Dark Horse Comics." *Serials Review* (1998): 76-93.
7. —. "A Librarian's Guide to Marvel Comics." *Serials Review* (1998): 41-63.
8. Lopes, Paul. *Demanding Respect: The Evolution of the American Comic Book*. Philadelphia: Temple University Press, 2009.
9. MacWilliams, Mark W., ed. *Japanese Visual Culture-Explorations in the World of Manga and Anime*. New York: East Gate, 2008.
10. Than, Gavin Aung. *Zen Pencils: Cartoon Quotes from Inspirational Folks*. Missouri: Andrew McMeel Publishing, 2014.
11. —. *Zen Pencils-Volume Two - Dream the Impossible Dream*. Missouri: Andrew Mcmeel Publishing, 2015.
12. Weiner, Robert G. *Marvel: Graphic Novels and Related Publications- An Annotated Guide-Comics, Prose Novels, Children's books, Articles, Criticism and Reference Works, 1965 -2005*. London: McFarland & Company, Inc., Publishers, 2008.

**Parvatibai Chowgule College of Arts and Science  
Autonomous**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	<b>ENG-I.C-1</b> Understanding Poetry & Drama ✓	<b>ENG-I.C-2</b> History of English Literature from Fifth Century to the Eighteenth Century	-----	-----	-----	-----
II	<b>ENG-II.C-3</b> Understanding Fiction	<b>ENG-II.C-4</b> An Introduction to Linguistics & Stylistics	-----	-----	-----	-----
III	<b>ENG-III.C-5</b> Contemporary Indian English Literature ✓	-----	<b>ENG-III.E-1</b> Goan Literature and Culture ✓	<b>ENG-III.E-2</b> American Literature of the Twentieth Century ✓	<b>ENG-III.E-3</b> Writing for the Media	<b>ENG-III.E-4</b> New Literatures in English ✓
IV	<b>ENG-IV.C-6</b> Literary Criticism	-----	<b>ENG-IV.E-5</b> The Literature of the Indian Diaspora	<b>ENG-IV.E-6</b> Creative Writing	<b>ENG-IV.E-7</b> Visual Literature	<b>ENG-IV.E-8</b> Representation of Gender & Sexuality in Literature
V	<b>ENG-V.C-7</b> Nineteenth Century English Literature ✓	-----	<b>ENG-V.E-9</b> Shakespeare Today ✓	<b>ENG-V.E-10</b> Ancient Indian Classics in Translation ✓	<b>ENG-V.E-11</b> Film Studies ✓	<b>ENG-V.E-12</b> Women's Writing in India ✓
VI	<b>ENG-VI.C-8</b> Twentieth Century English Literature ✓	-----	<b>ENG-VI.E-13</b> English Language and Literature Teaching ✓	<b>ENG-VI.E-14</b> Latin American Literature ✓	<b>ENG-VI.E-15</b> Contemporary Literary Theory ✓	<b>ENG-VI.E-16</b> World Literature ✓

SEMESTER	OPTIONAL	GENERAL COMPULSORY
I	Communicative English	Academic Writing (Science Stream) ✓
II	Effective Use of English	Academic Writing (Arts Stream) ✓
III	-----	Research Writing (Arts Stream)
IV	-----	Research Writing (Science Stream)
V	-----	-----
VI	-----	-----

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS  
DEPARTMENT OF ENGLISH**

**APPROVED SYLLABI OF SEMESTER I/II FOR THE ACADEMIC YEAR  
2017 – 2018**

**F.Y.B.A./ F.Y.B.Sc. – SEMESTER I/II – GENERAL COMPULSORY PAPER**

**Paper Title:** Academic Writing

**Paper Code:**

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

- To provide valuable practice of essential academic structures, vocabulary, and organizational patterns
- To ensure that students will attain a level of writing expected by an academic audience. To enable students to understand a variety of academic genres.
- To ensure that students understand how to document their sources appropriately i.e use of citations and works cited/references.
- To ensure that students learn to quote, paraphrase, and summarize information accurately and with confidence
- To help students develop a formal tone and style (registers) expected in academic writing

**2. Learning Outcomes:**

- Students will gain a complete understanding of each stage of writing process
- Students will attain practical experience of writing essay outlines, editing drafts, and producing a completed essay for each of the three essay types.
- Students will learn to use sources and incorporate them effectively into an essay, adding valuable evidence and authority to an essay.  
Student will develop a strong academic vocabulary using transitional words and comparison and contrast phrases.

**3. Number of Lectures: 04 lectures per week**

**Total number of lectures: 60**



#### **4. Course Content:**

##### **Unit 1: Writing a Paragraph**

***10 Lectures***

- Brainstorming
- Writing a coherent paragraph
- Editing a paragraph
- Transitional words and phrases

##### **Unit 2: Writing an Academic Essay**

***10 Lectures***

- Generating thesis statement
- From a Paragraph to an Essay
- Essay Structure
- Editing an Essay
- Writing an Expository Essay

##### **Unit 3: Writing an Argumentative Essay**

***10 Lectures***

- Developing and Organizing Arguments
- Supporting Arguments
- Strengthening Arguments
- Reporting Verbs and Tones
- Editing an Argumentative Essay

##### **Unit 4: The Compare and Contrast Essay**

***10 Lectures***

- Compare and Contrast Essay Structure
- Useful Vocabulary and Style
- Editing compare and contrast essays

##### **Unit 5: Working with sources**

***10 Lectures***

- Avoiding plagiarism
- Selecting resources
- Citing the sources of information
- Citations, quotations and integration

##### **Unit 6: Working with drafts**

***10 Lectures***

- Drafting
- Revising and Proof reading

***Note: The instructor should choose several readings related to students' stream/field before the course begins***

#### **5. Reference Books:**

##### **Primary References:**

1. Fowler, R.H., Aaron, J.E. & McArthur, M., 2005. *The Little Brown Handbook*. 4th ed. Toronto: Pearson Longman.
2. Graff, G., & Birkenstein, C. (2006). *"They Say/I Say"*. New York: W.W. Norton & Company Ltd.

3. Harris, M., 2008. *Prentice Hall Reference Guide*. 7th ed. New Jersey: Pearson Prentice Hall.
4. Heather, A., Lucille, S., Karen, T. & Kathleen, J.-C., 1995. *Thinking It Through: A Practical Guide To Academic Essay Writing*. 2nd ed. Peterborough: Academic Skills Centre Trent University Peterborough.
5. Hurling, S. et al., 2007. *Academic Writing Skills and Strategies II*. Shinjuku-ku: Waseda University International Co., Ltd.
6. Troyka, L.Q. & Hesse, D., 2005. *Simon & Schuster Handbook For Writers*. 4th ed. Toronto: Pearson Prentice Hall.

## **F.Y.B.A. – SEMESTER I – CORE PAPER**

**Paper Title:** Understanding Poetry & Drama

**Paper Code:** ENG-I.C-1

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint students with major poetic forms and trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To improve the literary and critical competence of the students.
4. To teach students to appreciate English Drama.
5. To instill the appreciation of Drama and the universality of its reach.
6. To train students to identify basic elements in a Drama.

### **2. Learning outcomes:**

Upon completion of the course the student should be able:

1. Recognize and define major poetic forms such as lyric poetry, narrative poetry.
2. Know and identify rhyme, rhythm and meter.
3. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
4. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.
5. To recognize and appreciate various elements of a drama: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
6. To understand and be knowledgeable about the evolution of two major forms of Drama – Tragedy and Comedy.

**3. Number of Lectures:                      04 Lectures per week**

#### **4. Course Content:**

##### **Unit 1: Background to Poetry & Drama**

**Number of Lectures: 12**

1. Poetry as a Literary form
2. Nature and types of lyric poetry
3. Evolution of lyric as a literary form
4. Nature and forms of narrative poetry
5. Evolution of the English Drama
6. Nature of Tragedy & Comedy in Drama

##### **Unit 2: Lyric Poetry: Songs, Sonnets, Odes, Elegies and Dramatic Monologues**

**Number of Lectures: 12**

1. Edmund Spenser: Whilst in Prime
2. Sir Philip Sidney: His Lady's Cruelty
3. William Shakespeare: Marriage of True Minds
4. John Donne: Batter my Heart
5. Robert Herrick: To Daffodils
6. William Blake: *Lamb* and *Tyger*
7. William Wordsworth: The Daffodils
8. P. B. Shelley: Mutability
9. John Keats: Ode on a Grecian Urn
10. Robert Browning: My Last Duchess

##### **Unit 3: Narrative Poetry: Ballads, Mock Epic**

**Number of Lectures: 12**

1. S T Coleridge : The Rime of the Ancient Mariner : (Sections 1,2,3)
2. Alexander Pope- Rape of the Lock (Canto I)

##### **Unit 4: Drama: Comedy**

**Number of Lectures: 12**

1. Text: J. M. Barrie – The Admirable Crichton

## Unit 5: Drama: Tragedy

Number of Lectures: 12

1. Text: Henrik Ibsen: *An Enemy of the People*

### 5. Reference Books :

**(Please Note: References to the changed Primary texts in drama will be added later. To be approved in the next B.O.S. meeting)**

#### Primary References:

1. Barrie. J. M. *The Admirable Crichton*.
2. Ibsen, Henrik. *An Enemy of the People*.

#### Secondary References:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11<sup>th</sup>. Cengage Learning, 2014.
2. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
3. Ed. Bloom Harold. *William Shakespeare's Sonnets*. Viva Books, 2007.
4. Ed. Bottrall Margaret. *William Blake: Songs & Innocence & Experiences*. Macmillan, 1970.
5. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
6. Broadbent J.B. *Poetic Love*. Chatto & Windus London, 1964.
7. Chandra NDR, Sebastian A.J. *Literary Terms in English Poetry*. Authors Press, Delhi, 2001.
8. Cuddon J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
9. Dobson, Michael and Wells, Stanley. *The Oxford Companion to Shakespeare*. Oxford, 2001.
10. Gardner Stanley. *Blake*. P. Evans Brothers Ltd, 1968.
11. Jump, John D.(Ed.) *Critical Idiom Series*. Law Book Co of Australasia, 1974.

12. Gridley Roy E. *Browning*. Routledge & Kegan Paul, 1972.
13. Ed. Grose Kenneth H. *Keats*. Evans Brother Ltd, 1969.
14. Hudson, W. H. *An Introduction to the Study of Literature*. B.I. Publications, 1972.
15. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2004.
16. Lever J.W. *The Elizabethan Love Sonnets*. Methuen & Co. Ltd, 1966.
17. Ed. O'Neill Judith. *Critics on Keats*. George Allen & Unwin Ltd, 1967.
18. O'Neill Judith. *Critics of Pope*. George Allen & Unwin Ltd., London, 1968.
19. Prasad, B. *Background to the Study of English Literature for Indian Students*. Trinity Press, 2014.
20. Read Herbert. *Wordsworth*. Faber & Faber Ltd, 1957.
21. Sarker Sunil Kumar. *Shakespeare's Sonnets*. Atlantic Publisher, 2006.
22. Rees, R. J. *Introduction to English Literature*. New Delhi: Macmillan India, 1973.
23. Smith Hallett. *Elizabethan Poetry*. Ann Arbor Paperbacks, 1968.
24. Ed. Ward Sir W. & Walter A.R. *The Cambridge History of English Literature*. Cambridge University Press, 1914.
25. Westland Peter. *Literary Appreciation*. The English University Press Ltd, 1964.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**  
**AUTONOMOUS**  
**DEPARTMENT OF ENGLISH**  
**APPROVED SYLLABI OF SEMESTER III FOR THE ACADEMIC YEAR**  
**2017 – 2018**

**S.Y. B.A. – SEMESTER III – Core Compulsory**

**Paper Title:** Contemporary Indian English Literature

**Paper Code:** Eng-III.C-5

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

- a. To introduce the students to different genres of contemporary Indian writing in English.
- b. To acquaint the students with the narrative of India's struggle for independence.
- c. To familiarize the students with various themes and cultural contexts of Contemporary Indian English Writing.

**2. Learning Objectives:**

By the end of this course students:

- a. Will be acquainted with literature of Contemporary Indian English Literature.
- b. Will be aware of the different genres employed by Contemporary Indian English Writers.
- c. Will sharpen their critical reading skill.
- d. Will be familiar with the various themes and narrative techniques of the Contemporary Indian English writers.

**3. Number of Lectures:** 04 per week.

#### **4. Course Content:**

Total Number of Lectures: 60

#### **Unit I - Poetry:**

**Number of Lectures: 15**

1. Keki Daruwala a) Boat-ride Along The Ganga  
b) Hawk  
c) Draupadi
2. Adil Jussawala – a) On First Approaching Santacruz Airport, Bombay  
b) Bars
3. Nissim Ezekiel – a) Goodbye Party for Miss Pushpa T.S.  
b) Background casually  
c) Poet, Lover, Birdwatcher
4. Arun Kolatkar – a) The Bus  
b) An Old Woman  
c) Ajamil and the Tigers
5. Jayanta Mahapatra – a) Hunger  
b) Indian Summer Poem
6. A.K. Ramanujan – a) Love Poem for a Wife  
b) Looking for a cousin on a swing  
c) A River
7. Kamala Das - a) Introduction  
b) My grandmother's House  
c) Summer in Calcutta

#### **Unit II- Drama**

**Number of Lectures: 18**

1. Mahesh Dattani- Final Solutions
2. Girish Karnad- Yayati

#### **Unit III- Prose**

**Number of Lectures: 12**

##### **a) Short Stories**

- a) R. K. Narayan's -A Horse and Two Goats
- b) Ruskin Bond's -The Blue Umbrella
- c) Khushwant Singh's - Portrait of a Lady
- d) Vilas Sarang's -A revolt of the Gods

##### **b) Novel**

**Number of Lectures: 15**

Khushwant Singh- Train to Pakistan



## 5. Reference Books:

### Primary References:

1. David Davidar. *A Clutch of Indian Masterpieces*. New Delhi: Aleph Book Company, 2014.
2. Girish Karnad. *Yayati*. New Delhi: Oxford University Press, 2007.
3. Singh Khushwant. *Train to Pakistan*. Penguin, 2016.

### Secondary References:

1. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd., fourth edition, 1984.
2. Joshi, Dr. Rakesh. *Girish Karnad's Plays*. Jaipur: Mark Publishers, 2011.
3. Khair Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. UP: Oxford UP, 2001.
4. King, Bruce. *Modern Indian Poetry in English*. USA: Oxford University Press, 2005.
5. Mehrotra Arvind Krishna. *Twelve Modern Indian Poets*. New Delhi: Oxford India Paperback, 1993.
6. Naik, M. K, S. K. Desai and G. S. Amur. *Critical Essays on Indian Writing in English*. New Delhi: MacMillan, 1968.
7. Paranjape, Makarand R. *Indian poetry in English*. New Delhi: Macmillan, 1993.
8. Parthasarathy, R.(ed.). *Ten Twentieth - Century Indian Poets* (New Poetry in India). New Delhi: Oxford University Press, 1976.
9. Shama, Ram. *Recent Indian English Literature*. Delhi: Manglam Publications, 2012.
10. Warma, Monica. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 2010.

## **S.Y.B.A. – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** Goan Literature and Culture

**Paper Code:** ENG-III.E-1

**Marks:** 100

**Credits:** 4

### **1. Course Objectives**

1. To introduce students to different genres of literary works of Goan Literature in English and translated works by Goan writers.
2. To acquaint students with Goan ethos and culture through the exploration of selected texts of Goan literature.
3. To examine selected texts of Goan Literature and folk lore to establish Goan identity.

### **2. Learning Objectives:**

By the end of this course students:

1. Will be sensitized to Goan ethos and culture.
2. Will be aware of the historical, psychological, religious and political realities of the times.
3. Will be familiar with diverse literary and cultural trends that helped form Goan Literature.
4. Will be enriched and knowledgeable about their cultural heritage.
5. Will be able to think clearly and critically.
6. Will sharpen critical reading and writing skills.

### **3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

**Total Number of lectures:60**

#### **Unit 1: Background (Socio- Political and cultural)**

**Number of Lectures: 08**

##### **1) Historical**

- a) Colonialism
- b) Post colonialism

##### **2) Art and Artists of Goa (Folklore, Folkdance and Cartoonists)**

- a) Tiatr (difference between KHELL and Tiatr, Origin and development)
- b) Folklore (teacher can select any four folklores)
- c) Folk dances and Songs (any four forms to be selected.)
- d) Cartoonists of Goa (Alexzy and Mario Miranda)

#### **Unit 2: Short stories-**

**Number of Lectures: 13**

##### **I. Lambert Mascarenhas - The Little Fellow**

- Blood and Lily

##### **II. Victor Rangel-Riberio- Lonely Aging Chinese -American New York Neighbour**

Lady

-Loving Ayesha

##### **III. Ben Antao - The Guardian Angel**

- The Curse

##### **IV. Damodar Mauzo- The Vignahatra**

-A Writer's Tale

##### **V. Laxmanrao Sardessai- The Hour's End**

The Africa Boat

##### **VI. Pundalik Naik- The Turtle**

#### **Unit 3: Novels**

**Number of Lectures: 24**

Victor Rangel-Riberio- Tivolem

Pundalik Naik- The Upheaval (translated from Konkani)

#### **Unit 4: Poetry:**

**Number of Lectures:15**

##### **1. Joseph Furtado- The Secret,**

- Brahmin Girls
- The Neglected wife

2. R.V.Pandit - His Immortal Land  
- I'm a Gaudo
3. Eunice De Souza: - One Man's Poetry  
- Autobiographical  
- He Speaks  
- Advice to women
4. B. B. Borkar - Ebony Black  
- Towards the horizon  
- Cemetery
5. Robert De Souza- The Village Baker.
6. Manohar Shetty - Jigsaw  
- One morning  
- Bearings

### **Reference Books:**

### **Primary References:**

- 1) Antao, Ben. *Mad House and other nine stories*. Margao: Cinnamon Teal Publishing, 2012.
- 2) Mascarenhas, Lambert. *In the Womb of Saudade -Stories of Goan Life*. New Delhi: Rupa Publishing House, 1994.
- 3) Mauzo, Damodar. *Theresa's Man and other Stories from Goa*. Trans Xavier Cota. New Delhi: Rupa Publications, 2014.
- 4) Naik, Pundalik . *The Upheaval*. Trans Vidya Pai. New Delhi: Oxford University Press, 2012.
- 5) Rangel-Riberio, Victor. *Loving Ayesha and Other Stories*. New Delhi: HarperCollins Publishers, 2003.
- 6) Shetty Manohar, ed. *Ferry Crossing*. New Delhi: Penguin Books, 1998.
- 7) Victor Rangel-Riebriro. *Tivolem*. UK : Milkweed Editions, 2001.

### **Secondary References:**

- 1) Couto, Maria Aurora. *Goa- A Daughter's Story*. New Delhi: Penguin Books, 2004.
- 2) Fernandes, Andre Rafael. *When the Curtains Rise*. Saligao: Tiatr Academy of Goa & Goa 1556, 2010.

- 3) Gomes, Cynthia James. "Tiatr : An unlimited Engagement," *Reflected in Water*. Jerry Pinto, ed. New Delhi: Penguin Books, 2006.
- 4) Gomes, Olvinho J.F, (retold). *Konkani Folktales*. New Delhi: National Book Trust, 2008
- 5) Mauzo, Damodar. *Teresa's Man and other stories from Goa*. Trans Xavier Cota. Delhi: Rupa Publications, 2014.
- 6) Menezes, Juliao. *Goa's Freedom Struggle*. Velim: Mrs. Alzira da Almeida Charitable Trust, 2011.
- 7) Nazareth Peter, ed. *Pivoting on the Point of Return: Modern Goan Literature*. Saligao: Goa 1556 & Broadway Book Centre, 2010.
- 8) Pinto Jerry, ed. *Reflected in Water*. New Delhi: Penguin Books, 2006.

## **S.Y. B.A – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** American Literature of the Twentieth Century

**Paper Code:** ENG-III.E-2

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

- A. To study the American Experience as captured in the seminal works of masters of American Literature of the twentieth century.
- B. To expose the students through prose and poetry and drama to the various main trends, ideas and forces that shaped the writing of those times.
- C. To acquaint students with the following literary movements in America – Realism, Modernism and Harlem Renaissance.

### **2. Learning Outcomes:**

By the end of the course the students:

- A. Will learn to appreciate American culture and literature
- B. Will be sensitized to the American literature and culture during the twentieth century.
- C. Will be aware of the experimental nature of American literature like meta fiction, magical realism and confessional literature.
- D. Will be knowledgeable about the various socio-political issues that took place in America during the period.
- E. Will develop critical thinking and improve communication capabilities.

### **3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content Total**

**Number of Lectures: 60**

##### **Unit I Prose:**

**Number of Lectures: 30**

- a) Novel - Alice Walker's The Colour Purple.
- b) Drama - Arthur Miller's Death of a Salesman.

##### **Unit II Poetry:**

**Number of Lectures: 15**

- 1. Robert Frost- Mending Wall
  - Stopping by the Woods
  - The Road not taken
- 2. W.H. Auden - The Unknown citizen
  - The Shield of Achilles
- 3. Theodore Roethke - My Papa's Waltz
  - The Waking
- 4. Wallace Stevens- The Emperor of Ice Cream
- 5. John Crowe Ransom- Bells for John Whiteside's Daughter
- 6. Allen Ginsberg- America
  - Ode to Failure
- 7. Robert Lowell- To Speak of Woe that is Marriage
- 8. Sylvia Path- Crossing the water
  - Lady Lazarus
- 9. Langston Hughes- Dreams
  - I Too

##### **Unit III Background**

**Number of Lectures: 15**

(Some topics could be assigned for self study and presentations in class)

- 1. The American Dream
- 2. The Great Depression

3. Social Realism and the American Novel

4. Beat Poets

5. Confessional Poets

## **6. Reference Books:**

### **Primary References:**

1. Miller, Arthur. *Death of a Salesman*. Penguin UK, 2011.
2. Poulin. A. Jr & Michael Waters, ed. *Contemporary American Poetry*. 8th Edition. Houghton Mifflin Company, 2006.
3. Thomas. C.T. *Twentieth Century Verse- American Anthology*. Delhi: Macmillan India Ltd, 1999.
4. Walker, Alice. *The Colour Purple*. US: Mariner, 2006

### **Secondary References:**

1. Brown, John Russell, ed. *American Theatre*. London, Edward Arnold, 1967.
2. Cullum, E. Linda, ed. *Contemporary American Ethnic Poets: Lives, works, sources*. Greenwood Publication group Inc, 2004.
3. Daniel Hoffman (ed.) Harward. *Guide to Contemporary American Writing*. New Delhi: Oxford University Press, 1979.
4. Gould, Jean. *Modern American Playwrights*. Bombay: Popular Prakashan, 1969.
5. Horto Rod, ed. *Background of American Literary Thought*. New Jersey: Prentice Hall, 1974.
6. Matthiessen F. O. *American Renaissance*. New York: Oxford University Press, 1941.
7. Pearce, Roy H. *The continuity of American Poetry*. Princeton University Press, 1979.
8. Shaw, R.B, ed. *American Poetry since 1960: Some Critical Perspectives*. 1974.



## **S.Y.B.A. – SEMESTER III – ELECTIVE PAPER**

**Paper Title:** New Literatures in English

**Paper Code:** ENG-III.E-4

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to the marginalized voices in society through their literatures.
2. To help students understand the contribution of the marginalized to mainstream literature.
3. To establish the voices of the marginalized through their representative texts, authors and movements.
4. To inculcate an atmosphere of cultural acceptance through the texts
5. To introduce students to the marginalization of the female gender through their works in literature

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the concept of the marginalized segments in society.
2. To recognize writers, forms, and movements associated with the marginalized.
3. To have the ability to analyze works of literatures critically, keeping in mind the segmented.

### **3. Number of Lectures: 04 Lectures per week**

#### 4. Course Content:

**Total number of lectures: 60**

##### **Unit 1: Contextual Study:**

**[8 lectures]**

**Note:** The following areas will be covered along with their representative texts

1. American Civil War and its consequences
2. The Harlem Renaissance - the rise and fall of the Black cultural movement with reference to the Black Panthers
3. Feminism - the waves and the main proponents of Feminism
4. Introduction to post-colonial themes

##### **Unit 2: Play:**

**[20 lectures]**

1. *The Lion and the Jewel* by Wole Soyinka
2. *Pantomime* by Derek Walcott

##### **Unit 3: Poetry**

**[18 lectures]**

1. Langston Hughes - The Weary Blues, The Negro Speaks of Rivers  
Secondary poems - Black Panther, Dinner Guest: Me
2. Countee Cullen- Heritage, Karenga ya Marenga, A Brown Girl Dead, Incident  
Secondary Poems - Yet do I Marvel, Mood
3. Paul Lawrence Dunbar - The Plantation Child's Lullaby, The wraith  
Secondary Poems - We Wear the Mask
4. Edward Braithwaite –Bread  
Secondary poems - Prelude
5. Claude McKay America, Tormented  
Secondary poems -If we must die, The Barrier
6. Imamu Amiri Baraka- Incident, In memory of Radio, Notes for a Speech  
Secondary Poems - At the National Black Assembly
7. Hilarie Lindsay –Barren Harvest, Monuments of Men
8. Maya Angelou- Caged bird, Women Work  
Secondary poems - Phenomenal Woman, Still I Rise

9. AD Hope – Australia, the Death of a Bird
10. Derek Walcott – A Far Cry from Africa, Ruins of a great House
11. Judith Wright – Nigger's Leap
12. Louise Bennet – Colonization in Reverse
13. David Dabydeen – Coolie Mother, Coolie Son, Slave Song

#### **Unit 4: Short Stories**

**(14 lectures)**

1. *Miguel Street* by V.S. Naipaul
  1. Bogart
  2. The Thing without a name
  3. George and the Pink House
  4. His chosen Calling
  5. Man-Man
  6. B. Wordsworth
2. *The Tomorrow-Tamer* by Margaret Laurence
  1. The Tomorrow-Tamer
  2. The Merchant of Heaven
3. *Lives of Girls and Women* by Alice Munro
  1. The Flats-Land
  2. Lives of Girls and Women

#### **5. References:**

##### **Primary References:**

1. Bajaj, Nirmal. *Search for Identity in Black Poetry*. Atlantic Publications
2. Chavan, Sunanda. *The Fair Voice-A Study of Women Poets in English*. Sterling.
3. Kulkarni, Harihar. *Black Feminist Fiction*. Creative Books
4. Loomba, Ania. *Colonialism/Postcolonialism -The New Critical Idiom*. Routledge.
5. Naipaul V.S. *Miguel Street*. New York Vintage International Edition, 1984.
6. Pushpa, M. *The plays of Wole Soyinka*. Prestige.
7. Rehman, Anisur. *New literatures in English*. Creative.
8. Sumana, K. *The Novels of Toni Morrison- A study in Race, Gender & Class*. New Delhi: Prestige Books.

9. V.S. Naipaul. *Miguel Street*. New York: Vintage International Edition, 1984.

**Secondary References:**

1. Bhelande, Anjali; Pandurang, Mala (ed). *Articulating Gender*. Delhi: Pencraft International
2. Kearns, Francis. *Black Identity*. N.Y.: Holt, Rinehart & Winston.
3. Ray, Mohit; Kundu, Rama, Kundu. *Studies in Women Writers in English*. Atlantic.
4. Wright, Derek. *Wole Soyinka revisited*. N.Y. Twayne Pubs.

# **Parvatibai Chowgule College of Arts and Science Autonomous**

## **DEPARTMENT OF ENGLISH**

### **APPROVED SYLLABI OF SEMESTER V & VI FOR THE ACADEMIC YEAR 2017 - 2018**

#### **T.Y.B.A. – SEMESTER V – CORE PAPER**

**Paper Title:** Nineteenth Century English Literature

**Paper Code:** ENG-V.C-7

**Marks:** 100

**Credits:** 4

#### **1. Course Objectives:**

1. To acquaint the students with English literature of the nineteenth century.
2. To reveal the impact of socio-economic aspects of the nineteenth century on literature written during the period.
3. To acquaint the students with the prevalent literary genres as well as stylistic feature of literature written during the nineteenth century.
4. To encourage independent critical reading of the literary texts written during the nineteenth century.

#### **2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. Appreciate the socio-economic facets of the nineteenth century and its impact on literature written during the time.
2. Understand essential features of Romanticism and Victorianism.
3. Independently read and evaluate the literary texts written during the time.

#### **3. Number of Lectures: 04 Lectures per week**

**Total number of lectures: 60**

#### **4. Course Content:**

##### **Unit I: Background:**

**No. of lectures: 05**

1. Romanticism
2. French Revolution and Romanticism
3. Features of Victorian literature
4. Georgian Poetry
5. Industrial Revolution; Darwinism

##### **Unit II: Poetry:**

**No. of lectures: 25**

1. Wordsworth :
  - 1) We are Seven
  - 2) Tables Turned
  - 3) Lines Written in Early Spring
  - 4) To a Skylark
  - 5) Simone Lee
2. S.T. Coleridge :
  - 1) Kubla Khan
  - 2) A Broken Friendship
3. John Keats:
  - 1) Ode to Autumn
  - 2) When I have Fears that I may cease to be.
  - 3) Ode to Nightingale
4. P.B. Shelley:
  - 1) To a Skylark
  - 2) Ozymandias
  - 3) The Cloud
5. A. L. Tennyson:
  - 1) Break, Break, Break
  - 2) In memoriam-(Prologue, Epilogue)
6. Robert Browning:
  - 1) The Bishop orders his Tomb at saint Praxed's Church
7. Matthew Arnold:
  - 1) Dover Beach
  - 2) Longing
  - 3) To Marguerite

##### **UNIT III**

##### **DRAMA**

**No. of lectures: 10**

The Importance of Being Earnest- Oscar Wilde

## UNIT IV

### Novels

No. of lectures: 20

Charlotte Bronte - Jane Eyre

### 5. References:

#### Primary References:

1. Charlotte Bronte. *Jane Eyre*. Harper Press, 2010.
2. Green David. *The Winged Word*. Macmillan, Madras, 1974.
3. Wilde Oscar .*The Importance of Being Earnest*. Bloomsbury Publishing (IN), 2014.

#### Secondary References:

1. Churchill R.C. *English Literature of the Nineteenth Century*. University Tutorial Press; First Edition, 1956.
2. Daiches David. *A Critical History of English Literature, Volume 4: The Romantics to the Present Day*. Martin Secker & Warburg Ltd, 1968.
3. Ford Boris (ed.). *Pelican Guide to English Literature (Vol. 5, 6)*. Penguin Books, London, 1957.
4. Gridley E. Roy. *Browning*. Routledge & Kegan Paul, London, 1972.
5. Latham Jacqueline (ed.). *Critics on Matthew Arnold*. George Allen and Unwin Ltd. , U.K., 1973.
6. O'Neill Judith (ed.). *Critics On Keats*. George Allen & Unwin Ltd., U.K. 1967.
7. Sen S. Wordsworth William. *Preface to the Lyrical Ballads: A Critical Evaluation*. Unique Publishers (I) Pvt. Ltd, 2014.

## **T.Y.B.A. – SEMESTER V –ELECTIVE PAPER**

**Paper Title:** Shakespeare Today

**Paper Code:** ENG-V.E-9

**Marks:** 100

**Credits:** 4

### **1. Course Objectives**

1. To acquaint the students with the various forms of literature which are based on the works of William Shakespeare.
2. To foster an interest in the students in exploring the various literary works produced by Shakespeare.
3. To establish a link between the era of Shakespeare and the contemporary times.

### **2. Learning Outcomes:**

1. The students should be able to identify the various themes presented in the works of Shakespeare.
2. The students should be able to appreciate the genius of Shakespeare and its relevance in today's era.
3. The students should be able to understand the various genres that Shakespeare's plays have been adapted into.

### **3. Number of Lectures: 04 Lectures per week**

### **4. Course Content:**

#### **UNIT I: Background**

**5 Lectures**

1. Relevance of Shakespeare in the modern era.
2. The three genres of Shakespearean drama: Comedy, Tragedy and History.
3. The influence of Shakespeare on English Literature.
4. The impact of Shakespeare's plays on modern culture.



## **UNIT II: Literature Based on Shakespeare's Plays**

**30 Lectures**

1. Prospero's daughter by Elizabeth Nunez (10 Lectures)
2. I, Iago by Nicole Galland(10 Lectures)
3. The Tempest (Manga Shakespeare)( 10 Lectures)

## **UNIT III: Visual Media Based on Shakespeare's Plays**

**20 Lectures**

Movies:

1. Hamlet (1996) by Kenneth Branagh
2. Maqbool (2003) by Vishal Bharadwaj
3. Omkara (2006) by Vishal Bharadwaj
4. Haider (2014) by Vishal Bharadwaj ( Self Study)

TV Series:

1. Romeo and Juliet, BBC TV Shakespeare
2. Shakespeare: The animated tales: The Winter's Tale

## **UNIT IV: Review of Shakespearean Plays by Modern Schools of Criticism5 Lectures**

1. Psychoanalytical interpretation of Shakespeare's works.
2. Post- colonial interpretation of Shakespeare's works.
3. Feminist interpretation of Shakespeare.
4. Marxist interpretation of Shakespeare's works.

## **5. References:**

### **Primary References:**

1. Burt, Richard. *Shakespeare After Mass Media*. Palgrave Publications, New York, 2012.
2. *BBC Television Shakespeare*. Romeo and Juliet. BBC 2. U.K., 3 Dec. 1978. Television.
3. Cartelli, Thomas. *Repositioning Shakespeare*. Routledge, 2009.

4. Duffield P, Appignanesi R. *Manga Shakespeare: The Tempest*. Self Made Hero Publication, London, 2007.
5. Galland, Nicole. *I, Iago: A Novel*. William Morrow & Company, New York, 2012.
6. Garber, Majorie. *Shakespeare and Modern Culture*. Random House Inc, New York, 2008.
7. *Haider*. Dir. Vishal Bharadwaj. Perf. Shahid Kapoor, Tabu, Shraddha Kapoor, Kay Kay Menon, Irrfan Khan. UTV Motion Pictures, 2014. Film.
8. *Hamlet*. Dir. Kenneth Branagh. Columbia Pictures, 1996. Film.
9. King, Susan. *Lady Macbeth*. Broadway Books, Crown Publishing Group, New York, 2009.
10. Lenz, Carolyn. *The Woman's Part: Feminist Criticism of Shakespeare*. University of Illinois Press, Chicago, 1984.
11. Lupton, Julia. *After Oedipus: Shakespeare in Psychoanalysis*. Cornell University Press, 1993.
12. *Maqbool*. Dir. Vishal Bharadwaj. Perf. Irrfan Khan, Tabu, Pankaj Kapoor, Om Puri, Naseeruddin Shah. Kaleidoscope Entertainment Pvt. Ltd., 2003. Film.
13. Nagarajan, S & Viswanathan. R, ed. *Shakespeare in India*. S. OUP India Publishers, 1987.
14. Nunez, Elizabeth. *Prospero's Daughter*. Random House Publishing Group, New York, 2006.
15. *Omkaara*. Dir. Vishal Bharadwaj. Perf. Ajay Devgan, Saif Ali Khan, Vivek Oberoi, Kareena Kapoor. Eros Entertainment, Big Screen Entertainment, Shemaroo Entertainment, 2006. Film.
16. *Shakespeare: The Animated Tales*. Sokolov, Stanislav, dir. The Winter's Tale. BBC 2. U.K., 7 Dec. 1994. Television.
17. Siegel, Paul. *Shakespeare's English and Roman History Plays: A Marxist Approach*. Associated University Presses, 1964.

### **Secondary References:**

1. Barker, Granville and Harisson G.B., *Companion to Shakespearean Study*, Cambridge University, 1946.
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, New York, 1998.

3. Kastan, David. *Shakespeare After Theory*. Routledge, New York, 1999.
4. Goddard. *The Meaning of Shakespeare*. University of Chicago Press, Chicago, 1960.
5. Halliday, F.E. *Shakespeare in His Age*, Gerald Duckworth & Co. Ltd, 1965.
6. Iyengar, Srinivasa. *Shakespeare: His World and His Art*, Sterling Publishers, 1984.
7. Kott, J. *Shakespeare Our Contemporary*. W. W. Norton & Company, New York, 1974.
8. Quenell, Peter. *Shakespeare: The Poet and His Background*, Wiedenfeld and Nicolson, 1963.
9. Rothwell, Kenneth S. *A History of Shakespeare on Screen: A Century of Film and Television*, Cambridge: Cambridge University Press, 2004.
10. Spurgeon, Caroline. *Shakespeare's Imagery and What It Tells Us*, Cambridge University Press, 1935.
11. Shakespeare, William. *Othello*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
12. Shakespeare, William. *The Tempest*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
13. Shakespeare, William. *Macbeth*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
14. Shakespeare, William. *Hamlet*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
15. Trivedi, P and Bartholomeusz Dennis. *Shakespeare's India*. University of Delaware Press, 2005.

## **T.Y.B.A. – SEMESTER V – ELECTIVE PAPER**

**Paper Title:** Ancient Indian Classics in Translation

**Paper Code:** ENG-V.E-10

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint the students with Indian culture of the past.
2. To introduce the students to great ancient Indian classics.
3. To acquaint the students with Indian poetics.

### **2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. To perceive aesthetic and philosophical, social aspects of ancient Indian society.
2. To appreciate ancient Indian classics.
3. To comprehend Indian poetics.

### **3. Number of Lectures: 04 Lectures per week**

**Total number of lectures: 60**

### **4. Course Content:**

#### **1) The Mahabharat**

**15 lectures**

Extracts from the Mahabharat:

- a) Droupadi – Svayamvara Parva – Volume I (Pages 437-458)
- b) Vaivahika Parva Volume I (Pages 458-473)
- c) Dyuta Parva Volume II (Pages 185 to 247)
- d) Kichaka – Vadha Parva – Volume 4 (Pages 29 to 54)
- e) Amba – Upakhyana Parva – Volume 5 (Pages 1 to 60)

## 2) The Ramayana

10 lectures

Book I – Canto – XXXVI - L  
– LXVI - LXVIII  
– LXXVII

Book II – Canto – I,  
– VII - XIX,  
– XXVI - XXVII  
– XXXVII - XLIII  
– LI - LXIV

Book III – Canto – IX - XX  
– XXXI - LVII

Book V – Canto – I - XLI  
– XLVIII - LXVI

Book VI – Canto – XXXI - XXXIV  
– C - CXXV

## 3) Poems from Sanskrit in translation

10 lectures

## 4) Indian Poetics / Indian Literary Criticism

10 lectures

- a) Bharata – Ntaya – Manjiri (1975) by G. K. Bhatt: On Natya and Rasa: Aesthetics of Dramatic experience.
- b) Bhatrihari – Vakyapadiya .  
Text: From Vakyapadiya by K. Raghavan Pillai.
- c) Dandin from the Kavyadarsa. Translated by Vavilla Venkateswara Sastrulu.  
Dandin's Marga Theory.
- d) Anandvardhana's from Dhuanyaloka ( sphota theory).
- e) Kuntaka – Vakrokti.
- f) Abhinava Gupta's concept of Shantarasa. Rasa - dvani theory.

## 5) Philosophical Writings

15 lectures

- a) Bhagavat Gita – Chapter II-The Karmayoga
- b) Isha Upanishad as translated by Sri. Aurobindo

## 5. Reference Books:

### Primary References:

1. Brough John. *Poems from the Sanskrit*. Pelican Books, England, 1968.
2. Debroy Bibek (trans.). *The Mahabharata*. Pelican Books, New Delhi, 2012.(Vol. I, II, IV, V)
3. Devy G.N. (Ed.). *Indian Literary Criticism: Theory and Interpretation*. Orient Longman, New Delhi, 2002.
4. Griffeth Ralph( trans.). *The Ramayan of Valmiki*. Low Price Publications, Delhi, 2003.
5. Ryden W. Arthur(trans.). *Kalidas' Shakuntala* . In Parentheses Publication Sanskrit.
6. Sri. Aurobindo (trans.). *Isha Upanishad*. Sri. Aurobindo Ashram, Pondicherry, 2003.

### Secondary References:

1. Banker Ashok K. *Ramayana* . Little, Brown Book Group, 2005.
2. Pattanaik Devdutt. *My Gita*. Rupa Publications, New Delhi, 2015.
3. R.K. Narayan. *God, Demons and others*. University of Chicago Press, 1993.
4. Sinha M.P. , Agnihotri Meeraj. *Critical Theories- Indian and Western*. Atlantic Publications, New Delhi, 2013.
5. Smith John (Abridged Trans.) *The Mahabharata*. Penguin Book, India, 2009.
6. Swami Chinmayanada. *The Holy Geeta*. Central Chissmaya Mission Trust, Mumbai, 1996.
7. Swami Parthasarthy. *Bhagvad Gita*. Vedanta World, 2 ed. , 2011.
8. Valmiki, Sattar Arshia. *The Ramayana*. Penguin Random House India, 2016.
9. Zakaria Rafiq. *Discovery of God*. Popular Prakashan Publisher.

## **T.Y.B.A. – SEMESTER V – ELECTIVE PAPER**

**Paper Title:** Film Studies

**Paper Code:** ENG-V.E-11

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to the allied field of Film Studies, its history, literature, and theory.
2. To inculcate in students an educated response to films.
3. To allow students a space to explore film Studies practically and creatively through appropriate form and structure.

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the literature of Films through relevant exemplars.
2. To recognize Directors, artists, genres, and movements in Films.
3. To have the ability to identify, critically analyze films.
4. To write, direct and shoot their own short film, informed by Film theory and literature.

### **3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

**Total number of lectures: 60**

##### **Unit 1: History of Film**

**(10 lectures)**

**Silent Period (1895 – 1929):** Movements – German Expressionism, Soviet Montage, French Avant-garde; Lumiere Brothers, Georges Melies, Edwin Porter, D.W. Griffith, Thomas Ince, Mack Sennet, Charlie Chaplin, Buster Keaton, Oscar Miceaux, Carl Theodor Dreyer, Robert Flaherty, Cecil DeMille

**Classical Period (1930 – 1945):** Movements: French poetic realism; Frank Capra, Josef Von Sternberg, Howard Hawks, John Ford, Maya Deren

**Postwar Period (1946 – 1959):** Movements: Italian neorealism, Japanese art Cinema; Orson Welles, Douglas Sirk, Nicholas Ray, Ingmar Bergman, Satyajit Ray

**Transitional Period (1960 – 1979):** Movements- French New Wave, Feminist Film, Direct Cinema, Structural film, Third World Cinema ; John Cassavetes Arthur Penn, Sam Peckinpah, Francis Ford Coppola, Robert Altman, Stan Brakhage, Ousmane Sembene, Luis Bunuel, Woody Allen, Stanley Kubrick, George Lucas, Martin Scorsese

**Contemporary Period (1980 - ):** Movements – American Independent cinema, East Asian Cinema, Iranian Cinema, New British cinema, Personal documentary; Steven Spielberg, Oliver Stone, Lars von Trier, David Cronenberg, Ridley Scott, Mira Nair

**Note: Students are to be briefly introduced the context of the periods through clips, montages, extracts. Focus should be on the movements, emphasis should be in understanding the movements.**

##### **Unit 2: Literature of Film:**

**(15 lectures)**

**Film Form:** Mise en Scene –Setting, Performance & Movement, Costume and Props; Cinematography –Shot types; Camera Lenses; Camera Angles; Camera Movements, Lighting& Colour

Sound & Editing – Effects, Music, Perspective Sound, dialogue Overlaps/ Sound Bridges; Optical Effects, Continuity, Spatiotemporal effects

Narrative: Story & Plot, Narrative development, Narration, Narrative meaning; Time



**Note: Instructor, in conjunction with their class, should select movies, TV series, Documentaries etc to understand the Literature of Films. Each aspect and concept needs to be underlined with actual extracts, and clips of visuals.**

### **Unit 3: Film Genres & Theory:**

**(15 lectures)**

Genre Theory; Genre as Film Language; Genres- Gangster, Western, Horror, Science Fiction, Musical, Romantic Comedy, Fantasy, Parody, Animation, Found Footage, Realism, Blaxploitation

Bollywood vs Hollywood – a comparison

Adaptations, Sequels and current forms of Film Trends – Studio Blockbusters, Shared Universe.

**Film Theory:** Medium Specific, Realism, Auteur Theory, Semiotics & Structuralism, Ideology theory, Feminist film Theory, Cultural Studies, Cognitive Theory

**Note: Instructor, in conjunction with their class, should select movies, TV series, Documentaries etc to discuss the various genres and Theory. Each Theory needs to be underlined with actual extracts, and clips of visuals. Adapted texts can also be taken.**

### **Unit 4: Practical Application of Learning**

**(20 lectures)**

Reader-Response to Unseen Films: Reviews, comparisons, and break-downs of movies/TV/documentaries in written forms and structures.

Creation of movies using concepts learnt in Units 1, 2, and 3.

Application of Film Form – Message & Values, Mise en Scene, Cinematography, Sound & Editing, Narrative, Genre and Film theory

Story, Storyboard, Screenplay

**Note: Instructor should create a learning environment where concepts can be applied. Movies, TV series, Documentaries should be viewed and analyzed. Students should also create their own short films informed with the concepts learnt in the previous units.**

## 5. References:

### Primary References:

1. Andrew, Dudley. *concepts in FILM THEORY*. Oxford: Oxford University Press, 1984.
2. Aufderheide, Patricia. *Documentary Film A Very Short Introduction*. Oxford: Oxford University Press, 2007.
3. Benyahia, Sarah, Freddie Gaffeny and John White. *AS Film Studies The Essential Introduction*. New York: Routledge, 2006.
4. Butler, Andrew. *The Pocket Essentials Film Studies*. Berks: [www.pocketessentials.com](http://www.pocketessentials.com), 2005.
5. Dancyger, Ken. *The Technique of Film & Video Editing Fifth Edition*. Oxford: Focal Press, 2011.
6. Nelmes, Jill, ed. *Introductin to Film Studies, 05th Edition*. London: Routledge, 1996.
7. Pearson, Roberta and Philip Simpson, *Critical Dictionary of Film and Televsion Theory*. New York: Routledge, 2001.
8. Stadler, Jane and Kelly McWilliam. *Screen Media Anlaysing Film and Television*. NSW: Allen & Unwin, 2009.
9. Stam, Robert. *Film Theory An Introduction*. Masachusetts: Blackwell Publishing, 2000.
10. Thompson, Kristin and David Bordwell. *Film History An Introduction Second Edition*. New York: McGraw Hill, 2003.
11. Villarejo, Amy. *Film Studies The Basics*. New York: Routledge, 2007.
12. Welsh, James and Peter Lev, *The Literature/Film Reader*. Plymouth: The Screcrow Press, 2007.

## Secondary References:

1. Fabe, Marilyn. *Closely Watched Films An Introduction to the Art of Narrative Film Technique*. New York: University of California Press, 2004.
2. Grant, Barry Keith, ed. *Film Genre reader III*. Austin: University of Texas Press, 1986.
3. Gynnn, William, ed. *The Routledge Companion to Film History*. New York: Routledge, 2011.
4. Hart, John. *The Art of the Storyboard A Filmmaker's Introduction*. Oxford: Elsevier, 2008.
5. Monaco, James. *How to Read a Film The World of Movies, Media, and Multimedia*. New York: Oxford University Press, 200.
6. Jess-Cooke, Carolyn and Constantine Verevis, *Second Takes Critical Approaches to the Film Sequel*. New York: State University of New York Press, 2010.
7. Roberts, Graham. *Key Film Texts*. New York: Oxford University Press, 2002.

## **T.Y.B.A. – SEMESTER V – ELECTIVE PAPER**

**Paper Title:** Women's Writing in India

**Paper Code:** ENG-V.E-12

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To offer students women's perspective of life and womanhood.
2. To acquaint the students with the distinct stylistic features of Indian women writers.
3. To evaluate the position of woman in the Indian patriarchal society and as reflected in literature written by women writers.

### **2. Learning Outcomes:**

1. To appreciate woman's point of view regarding life.
2. To understand the life of a woman in patriarchal society of India.
3. To understand distinct features of women's writing.

### **3. Number of Lectures: 04 Lectures per week**

**Total number of lectures: 60**

### **4. Course Content:**

#### **Unit I: Poetry**

**20 lectures**

1. Kamala Das: a) The Descendants  
b) The Doubt  
c) The Maggots  
d) The Store Age
2. Mamta Kalia :a) Positive Thinking  
b) After eight years of marriage  
c) Dubious Lovers  
d) Sunday Song  
e) Anonymous

3. Melanie Silgado : a) For Father on the Shelf  
b) The Earthworm's Story  
c) Birds Brokers  
d) Doris
4. Imtiaz Dharker: a) Puradah I  
b) Battle –line  
c) Minority
5. Hira Bansode : a) Bosom Friend  
b) Slave  
c) O Great Man
6. Mina Gaybiye : a) The Weeping Wound of Centuries  
b) Both are Useless
7. Anuradha Gaurav : a) Request
8. Jyoti Lanje : a) Mother  
b) The Nameless One

## **Unit II: Drama**

**15 lectures**

- 1) Padmanabhan Manjula – Harvest
- 2) Usha Ganguli –Rudali

## **Unit III: Short Fiction**

**10 lectures**

- |                     |   |                            |
|---------------------|---|----------------------------|
| 1. Deshpande Shashi | - | The day of the Golden Deer |
| 2. Desai Anita      | - | Games at Twilight          |
| 3. Nimbkar Jai      | - | Childless one              |
| 4. Dalal Nergis     | - | The Connoisseur            |
| 5. Pritam Amrita    | - | <i>That Man</i>            |

## **Unit IV: Non - Fiction**

**15 lectures**

1. Bedi Kiran: Its always Possible: Transforming One of the Largest Prisons in the World (Chapter One).
2. Rajeswari Sunder Rajan: Real and Imagined Women: Gender, Culture and Postcolonialism.

## 5. Reference Books:

### Primary References:

1. Bedi Kiran. *Its always Possible: Transforming One of the Largest Prisons in the World*. Sterling Publishers Pvt.Ltd ,India; 6th edition , 2005.
2. Deshpande Shashi. *Collected Stories*. Penguin Books, London, 2003.
3. Dhar Sheila. *Here's Someone I'd Like you to Meet*. Oxford University Press, 1996.
4. Eunice De Souza. *Nine Indian Women Poets*. Oxford University Press, New Delhi, 1997.
5. Ganguli Usha. *Rudali*. Radhakrishan Prakashan, 1<sup>st</sup> edition, 2004.
6. Mehta Gita. *Karma cola*. Penguin, 2015.
7. Mulk Raj Anand and Zelliot Eleanor (Ed). *An Anthology of Dalit Literature*. Gyan Publishing House, New Delhi, 1992.
8. Padmanabhan Manjula. *Harvest*. Aurora Metro Publications, 2003.
9. Prasad Madhusudan. *Contemporary Indian English Stories*. Sterling P. 1988.
10. Pritam Amrita. *The Skeleton and That Man*. Sterling Publisher, New Delhi, 1987.
11. Rajeswari Sunder Rajan . *Real and Imagined Women: Gender, Culture and Postcolonialism*. Routledge, 1993.

### Secondary References:

1. Amga H.L. *Indo - English Poetry*. Surabhi P. Jaipur, 2000.
2. Bande Usha. *Gita Mehta: Writing Home / Creating Homeland (Writers of the Indian Diaspora)* . Rawat Publications , India, 2008.
3. Bedi Kiran. *I Dare*. Hay House, India, 2009.
4. Naik M.K. , Narayan Shyamala. *Indian English Literature 1980-2000 : A Critical Survey*. Pencraft International, Delhi, 2016.
5. Pawar M.S. *New Women Novelists with New Horizons*. Shruti P. Jaipur, 2011.
6. Ray Mohit. *Indian Writing in English*. Atlantic Publishers, New Delhi, 2008.

## **T.Y.B.A.– SEMESTER VI-ELECTIVE PAPER**

**Paper Title:** Twentieth Century English Literature

**Paper Code:** ENG-VI.C-8

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce the students to novel, play and poems drawn from the English-language literatures of the twentieth century.
2. To examine how authors have responded to historical and cultural change throughout the twentieth century.
3. To probe the growth of modernism, and the appearance of post-colonialism and postmodernism

### **2. Learning Objectives:** By the end of the course the students will be able:

- a) To appreciate representative literary works of the Twentieth century English Literature.
- b) Acquainted with different modern prose styles as well as colloquial rhythms of modern poetry.
- c) To have a better understanding of the impact of world wars and psychology on literature.

### **3. Number of Lectures:** 04 lectures per week

### **4. Course Content:**

**Total number of Lectures 60**

#### **Unit I: Poems**

**20 Lectures**

1. W. B. Yeats -a) The Second Coming  
b) The Wild Swans at Coole  
c) Sailing to Byzantium
2. T.S Eliot- a) Love Song of Alfred Prufrock  
b)The Journey of the Magi
3. W.H Auden's –a) Stop all the Clocks,  
b) Cut the Telephones
4. Wilfred Owen- a) Insensibility,  
b) Strange Meeting
5. Siegfried Sassoon- a) The Death Bed

6. Rupert Brooke-
  - a) The Dead
  - b) The Solider
  - c) Futility
7. Ezra Pound- a) At the Metro Station
8. Carl Sandburg- a) Fog
9. Dylan Thomas- a) Do not go gentle into the good night
10. Stephen Spender-
  - a) An elementary school classroom in a slum
  - b) Fall of a city

## **Unit II: Novel**

**17 Lectures**

James Joyce- A Portrait of the Artist as a Young Man

## **Unit III: Drama**

**16 Lectures**

Harold Pinter- The Home Coming

## **Unit IV: Background**

**7 Lectures**

- a) Modernist Thematic Concerns
- b) Techniques and Style of Modernist writers
- c) Impact of psychology on literature & Stream of Consciousness technique
- d) Impact of the World wars on Literature of the 20<sup>th</sup> Century Literature
- e) Surrealism, Expressionism and Impressionism

## **5. References:**

### **Primary References:**

1. James Joyce. *A Portrait of the Artist as a Young Man*. Fingerprint Publishing, 2016.
2. Pinter Harold. *The Homecoming*. Avalon Travel Publishing, 1994.

### **Secondary References:**

1. Abraham, M.H. *The Norton Anthology of English Literature*. W. W. Norton, Incorporated, 2003.
2. Bloom, Harold. *Dramatists and Dramas*. Chelsea House publishing, US, 2005.
3. Brown, Dennis, John Theodore. *The Modernist Self in Twentieth-Century English Literature: A Study in Self Fragmentation*. New York, Palgrave Macmillan, 1989.
4. Corcoran, Neil ed. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge University Press, New York, 2007.



5. Friedman, Alan Warren. *Modernism and Literature: An Introduction and Reader*. Routledge, 2013.
6. Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature*. Volume F: The Twentieth Century and After. New York, W. W. Norton , 2012
7. Marcus, Laura, Peter Nicholls ed. *The Cambridge History of Twentieth Century English Literature*. Cambridge University Press, UK, 2004.
8. Matz, J. *The Modern Novel: A Short Introduction*. Blackwell Publishing, US, 2004.
9. Meredith, James H. *Understanding the Literature of World War I: A Student Casebook to Issues ...* Green Wood Press, London, 2004.
10. Polleta, Gregory T. , ed. *Issues in Contemporary Criticism*. Boston: Little, Brown and Company, 1973.
11. Roberts, Neil. *A Companion to Twentieth-Century Poetry*. Blackwell publishing, UK, 2004.
12. Silverstein, Marc. *Harold Pinter and the Language of Cultural Power*. Associate University Press, London, 1993.
13. Stringer, Jenny. *The Oxford Companion to Twentieth Century English Literature*. Oxford University Press, New York, 1996.

## **T.Y.B.A. – SEMESTER VI – ELECTIVE PAPER**

**Paper Title:** English Language and Literature Teaching

**Paper Code:** ENG-VI.E-13

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to the fundamentals of English Language and Literature Teaching.
2. To introduce students to methods and approaches to teaching English Language and Literature.
3. To prepare students for the field of teaching with practical approaches to ELLT.

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand fundamentals in ELLT.
2. To recognize concepts, methods, and approaches related to ELLT.
3. To have the ability to create modules and teach using methods, and approaches in ELLT.

### **3. Number of Lectures: 04 Lectures per week**

#### **4. Course Content:**

**Total number of lectures: 60**

##### **Unit 1: English Language Teaching**

**(15 lectures)**

**Introduction:** English in the world today, Brief History of English Language teaching

Principles of Language Teaching – Cognitive, Social, Linguistic

Fundamentals: Listening, Speaking, Reading, Writing, Pronunciation, Vocabulary

Curriculum Building

**Methods:** Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language teaching; Content based, Task-Based, and Participatory Approaches, Learning Strategy Training, Cooperative Learning and Multiple Intelligences

Issues in English Language teaching with focus on India

New Paradigms & Current innovations in ELT

##### **Unit 2: Praxis of English Language Teaching:**

**(15 lectures)**

Preparation – Organization – Dissemination - Feedback

Use of teaching Methods using methods learnt in Unit 1 for crafting language teaching modules: Lecture Method, Demonstration Method, Problem Solving Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Use of ICT/Technology, Mixed-Media teaching

Innovations in teaching – Student-Centric, Flipped classrooms, POGIL, Constructivism

Student Innovation

### **Unit 3: English Literature Teaching**

**(15 lectures)**

Curriculum Building

**Approaches:** Language- based approach, Culture-based approach, Personal Growth approach (Reader-Response), Integrated Approach, Cultural-Response Method, Active Learning, Explanatory & Experiential Approach, Dramatic Method, Close reading, Reader-Response

Form & Genre: Poetry, Drama, Novel, Graphic-Novel, Non-Fiction, Creative Non-Fiction

### **Unit 4: Praxis of Teaching English Literature**

**(15 lectures)**

Preparation – Organization – Dissemination - Feedback

Use of teaching Methods using methods learnt in Unit 3 for crafting literature teaching modules: Lecture Method, Demonstration Method

Interactive Method Using: Problem Solving Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Use of ICT/Technology, Mixed-Media teaching

Innovations in teaching – Student-Centric, Flipped classrooms, POGIL, Constructivism

Student Innovation

## 5. References:

### Primary References:

1. Broughton, Geoffrey, et al. *Teaching English as a Foreign Language*. New York: Routledge, 1978.
2. Carter, Ronald and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 2001.
3. Chambers, Ellie and Marshall Gregory. *Teaching & Learning English Literature*. London: Sage, 2006.
4. Davison, Jon and John Moss, *Issues in English Teaching*. London: Routledge, 2000.
5. Irvine, Colin C., ed. *Teaching the Novel across the Curriculum - A Handbook for Educators*. Westport: Greenwood Press, 2008.
6. Jeffcoate, Robert. *Starting English Teaching*. London and New York: Routledge, 1992.
7. Larsen-Freeman, Diane. *Teaching and Principles in Language Teaching*. New York: Oxford University Press, 2003.
8. Nunan, David. *Language Teaching Methodology - A textbook for teachers*. Prentice Hall, 1991.
9. Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.
10. Richards, Jack and Willy Renandya. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.
11. Wyse, Dominic, Richard Andrews and James Hoffman, *The Routledge International Handbook of English, Language and Literacy Teaching*. New York: Routledge, 2010.

## Secondary References:

1. Chambers, Ellie and Marshall Gregory. *Teaching and Learning English Literature*. London: Sage Publications, 2006.
2. Ken, Bain. *What the Best College Teachers Do*. Massachusetts: Harvard University Press, 2004.
3. Nunan, David. *Learner-Centred English Language Education*. Devon: Routledge, 2013.
4. —. *Research Methods in Language Learning*. New York: Cambridge University Press, 1992.
5. —. *Teaching English to Speakers of Other Languages*. New York: Routledge, 2015.
6. Richards, Jack and Richard Schmidt. *Dictionary of Language Teaching & Applied Linguistics*. Edinburgh: Pearson, 2010.
7. Thurston, Cheryl Miller. *Ideas That Really Work!* Colorado: Cottonwood Press, 1991.

## **T.Y.B.A. – SEMESTER VI – ELECTIVE PAPER**

**Paper Title:** Latin American Literature

**Paper Code:** ENG-VI.E-14

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce students to the Latin American culture through their Literatures.
2. To help students understand the contribution of Latin American Writers to world literature.
3. To encourage students to discover the various themes, and movements associated with Latin American Literature.
4. To inculcate an atmosphere of cultural acceptance through the texts.

### **2. Learning Outcomes:** By the end of the course the student will be able:

1. To understand the large landscape of Latin American Literature.
2. To recognize writers, forms, and movements associated with Latin American Literature.
3. To have the ability to analyze works of literatures critically, keeping in mind the context of Latin America.

### **3. Number of Lectures: 04 Lectures per week**

#### 4. Course Content:

Total number of lectures: 60

##### Unit 1: Contextual Study: (10 lectures)

**Note:** The following areas should be covered along with their representative texts. If representative texts are not present, extracts of such maybe used

1. Brief History of Latin America
2. Movements : Modernismo, indigenismo, Romanticism/Realism/Naturalism, Mulatto
3. Andrade, Oswaldo de. (Brazil) “*Anthropophagie Manifesto*” - Transculturalism
4. The Boom, Magical Realism, Post-boom writers/writings

##### Unit 2: Fiction: (25 lectures)

1. *100 Years of Solitude* – **Gabriel Garcia Marquez (Colombia)**
2. *The Psychiatrist* - **Machado de Assis (Brazil)**

##### Unit 3: Poetry (15 lectures)

1. *Sonnet XVIII, The Song of Despair, A song for Bolivar* - **Pablo Neruda (Chile)**
2. *Flame, speech*; Proem, extract from *Sunstone* (first 15 stanzas) - **Octavio Paz (Mexico)**
3. *The Psychology of Composition, The Hen’s Egg* – **Joao Cabral de Neto (Brazil)**
4. *The Other, Antigone* – **Gabriela Mistral (Chile)**

##### Unit 4: Short Stories (10 lectures)

1. Selected Stories from *The Cubs and other stories* – **Mario Vargas Llosa (Peru)**  
*The Cubs, The Challenge*
2. Selected Stories of **Julio Cortazar (Argentina)**  
*House taken Over, Bestiary*
3. Selected Stories of **Jorge Luis Borges (Argentina)**  
*The Library of Babel, Death and the Compass*

**Note:** Secondary readings of the selected authors, poets, critics are open to students to explore and should be encouraged for use in internal assessments.



## 5. References:

### Primary References:

1. Borges, Jorge Luis. *Aleph and other Stories*. Ed. Norman Thomas Di Giovanni. Trans. Norman Thomas Di Giovanni. New York: Bantam Books, 1970.
2. Cortazar, Julio. *Blow-Up and Other Stories*. Trans. Paul Blackburn. New York: Pantheon Books, 1967.
3. Llosa, Mario Vargas. *The Cubs and Other Stories*. Trans. Gregory Kolovakos and Ronald Christ. New York: Farrar, Straus and Cirouxc, 1979.
4. Loundo, Dilip, ed. *Tropical Rhymes, Topical Reasons*. Brazil: National Book Trust, 2001.
5. Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. New York: Avon Books, 1971.
6. —. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. New York: Avon Books, 1967.
7. Mistral, Gabriela. *Madwomen*. Trans. Randall Couch. Chicago: University of Chicago Press, 2008.
8. Neruda, Pablo. *Twenty Love Poems and a Song of Despair*. Trans. W. S. Merwin. London: Penguin Books, 1976.
9. Neto, Joao cxabral De Melo. *Selected Poetry 1937 - 1990*. Hanover: Wesleyan University Press, 1994.
10. Paz, Octavio. *Selected Poems*. Ed. Eliot Weinberger. New York: New Directions, 1984.
11. —. *Sunstone*. Trans. Raymond Soulard and Kassandra Kramer. Seattle: Burning Man Books, 1957.

### Secondary References:

1. Bloom, Harold. *Bloom's Critical Views - Gabriel Garcia Marquez*. New York: Chelsea House Publishers, 2007.

2. —. *Bloom's Major Short Story Writers - Julio Cortazar*. Ed. Harold Bloom. Philadelphia: Chelsea House Publishers, 2004.
3. Castro-Klaren, Sara, ed. *A Companion to Latin American Literature and Culture*. Oxford: Blackwell Publishing, 2008.
4. Kristal, Efrain, ed. *The Cambridge Companion to the Latin American Novel*. Cambridge: Cambridge University Press, 2006.
5. Reisman, Rosemary, ed. *Latin American Poets*. Massachusetts: Salem Press, 2012.
6. Swanson, Philip. *Latin American Fiction*. Oxford: Blackwell Publishing, 2005.
7. Wood, Michael. *Landmarks of World Literature -One Hundred Years of Solitude*. Cambridge: Cambridge University Press, 1990.

## **T.Y.B.A. – SEMESTER VI – ELECTIVE PAPER**

**Paper Title:** Contemporary Literary Theory

**Paper Code:** ENG-VI.E-15

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce the students to the basic concepts of Contemporary Literary Theory.
2. To introduce the students to major schools of literary theory.
3. To develop the ability in the students to apply literary theory to analyze a work of literature.

### **2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. To understand the different schools of literary theory.
2. To comprehend the basic tenets of modern literary theory and the jargon associated with it.
3. To apply literary theory and critically appreciate a work of literature.

### **3. Number of Lectures: 04 Lectures per week**

**Total number of lectures: 60**

### **4. Course Content:**

#### **Unit I: Marxist view of Literature**

**08 lectures**

- a) Society and History : Marxist view
- b) Major Marxists schools
- c) Marxism and literature:
  - i) Literature and ideology
  - ii) Autonomy in Literature
- d) Marxist approach to Literature

**Unit II: Psychoanalysis****10 lectures**

1. Views of Freud on human mind
2. Freudian approach to literature
3. Views of Lacan
4. Lacanian Criticism
5. Impact of psychoanalysis of literature

**Unit III: Structuralism and Post-structuralism****12 lectures**

1. From New Criticism to Structuralism
2. Important Tenets of Structuralism
3. Contribution of Saussure
4. Contribution of Jonathan Culler, A J Greimas, Roman Jakobson, Roland Barthes
5. Structuralist Approach to Literature
6. Defining Deconstruction
7. Deconstructing Structuralism
8. From 'Work to Test'
9. Death of the author
10. Deconstruction an example
11. Deconstructing Deconstruction

**Unit IV: Feminist Theories****10 lectures**

1. Features of Feminist Criticism
2. Development to Feminist thought
3. Major contributors to Feminist Criticism
  - a) Mary Wollstonecraft
  - b) Virginia Woolf
  - c) Simon De Beauvoir
  - d) Elaine Showalter
  - e) Helen Cixous, Julia Kristeva
4. Gynocriticism
5. Feminist Criticism and Language
6. Feminist approach to literature

**Unit V: Lesbian/Gay criticism****05 lectures**

1. Lesbian and Gay theory
2. Lesbian feminism
3. Queer theory
4. Lesbian/Gay criticism-An example

## **Unit VI: Modernism and Post Modernism**

**05 lectures**

1. Modernism vs Post-Modernism
2. Features of Modernism
3. Features of Post-Modernism

## **Unit VII: Postcolonial Theory**

**05 lectures**

1. Edward Said's Orientalism
2. Gayatri Spivak's views on subalternity
3. Homi K. Bhabha's concept of mimicry

## **Unit VIII: New Historicism and Cultural Materialism**

**05 lectures**

1. New and old historicisms
2. What do New Historicists do?
3. New historicism: An example
4. Difference between New Historicism and Cultural Materialism
5. What do cultural materialist critics do?
6. Example of Cultural materialism

## **4. Reference Books:**

### **Primary References:**

1. Abrams M. H. *A Glossary of Literary Terms*. Prism Publishers, 1999.
2. Barry Peter. *Beginning Theory*. Manchester United Press, Manchester, 1995.
3. Bertens Hans. *Literary Theory: Title Basics*. Routledge, London, 2001.
4. Eagleton Terry. *Literary Theory: An Introduction*. Blackwell, London, 1983.
5. Hawthorn Jeremy. *A Glossary of Contemporary Literary Theory*. Edward Arnold, London, 1994.
6. Selden Raman. *A Reader's Guide To Contemporary Literary Theory*. Harvester, London, 1993.
7. Webster Roger. *Studying Literary Theory: An Introduction*. Arnold Publishers, London, 1990.

### **Secondary References:**

1. Ashcoft Bill, Griffiths Gareth, Tiffin Helen (ed). *The Post-Colonial Reader*. Routledge, New York, 1995.

2. Ashcoft Bill, Griffiths Gareth, Tiffin Helen (ed). *The Empire Writes Back*. Routledge, New York, 2010.
3. Butler Judith. *Gender Trouble*. Routledge India, 2016.
4. Jameson Fredric. *The Political Unconscious*. Routledge, New York, 1983.
5. Hawkes Terence. *Structuralism and Semiotics*. Routledge, New York, 2009.
6. Woods Tim. *Beginning Post-modernism*. Manchester University Press, Manchester, 2009.
7. Sarup Madan. *An Introductory Guide to Post-structuralism and Postmodernism*. 2<sup>nd</sup> Edition. The University of Georgia Press, Georgia, 1993.
8. Sedgwick Kosofsky Eve. *Epistemology of the Closet*. University of California Press, 2<sup>nd</sup> revised edition, 2008.
9. Vanita Ruth, Kidwai Saleem (eds). *Same-Sex Love in India: A Literary History*. Penguin India, 2008.

## **T.Y.B.A – SEMESTER VI - ELECTIVE PAPER**

**Paper Title:** World Literature

**Paper Code:** ENG-VI.E-16

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

- a) To expose students to representative works of world literature to develop their sensitivity to cultural diversity.
- b) To promote intellectual growth by strengthening student's abilities to read analytically and critically.
- c) To promote an understanding of the works in their cultural/historical contexts.

### **2. Learning outcomes:** By the end of the course the student will be able to:

- a) Understand and have an insight into the diverse representative works of World Literature.
- b) Have the ability to analyze works of literatures critically, keeping in mind the cultural diversity.
- c) Will be familiar with the various themes and narrative techniques of World Literature.

### **3. Number of Lectures:** 04 lectures per week

#### **4. Course Content:**

**Total number of lectures: 60**

##### **Unit I: Novel**

**15 Lectures**

Chinua Achebe: Things Fall Apart

##### **Unit II: Drama**

**15 Lectures**

J. M. Synge - Riders to the Sea

##### **Unit III: Poetry**

**15 Lectures**

1. M. Klein- Indian Reservation: Caughnawaga
2. P.K. Page -First Neighbours
3. Margaret Atwood- Journey to the Interior

4. David Rubadiri- A Negro Labourer In Liverpool
5. Arthur Nortje- Letter From Pretoria Central Prison
6. Wole Soyinka -Telephonic Conversation
  - a. Dedication
7. Kath Walker – a) A Song of Hope
  - b) Dawn is at Hand
8. Les Murrays -The Widower in the Country

#### **Unit IV: Short Stories**

**15 Lectures**

- 1) Alice Munro- Child's play
- 2) Anton Chekvo- The Bet
- 3) Edwidge Danicat- Children of the sea
- 4) Henry Lawson- The Drover's Wife

#### **5. References:**

##### **Primary References:**

1. Achebe, Chinua. *Things Fall Apart*. Penguin Books, New Delhi, 2001.
2. Chekhov Anton. *Masterpieces of World Fiction: Selected Stories*. Rupa Publications, New Delhi, 2014.
3. Henry, Lawson. *The Penguin Henry Lawson Short Stories*. Penguin Books, New Delhi, 1998.
4. Klein. A.M. *The Rocking Chair and other Poems*. Toronto, McGraw-Hill, Ryerson, 1948.
5. Munro, Alice. *Too Much Happiness*. Penguin, Canada, 2012.
6. Page, P. K. *The Glass Air: Selected Poems*. Oxford University Press, 1986.

##### **Secondary References:**

1. Bloom, Harold, ed. *Modern Critical Views Anton Chekhov*. Chelsea House, Philadelphia, 1999.
2. Bloom, Harold. *Alice Munro*. Bloom's Literary Criticism, New York, 2009.



3. Dash, J. Michael. *Edwidge Danticat: A Reader's Guide*. Charlottesville, University of Virginia, 2010. 26–38. Print.
4. Counihan, Clare. "Desiring Diaspora: 'Testing' The Boundaries Of National Identity In Edwidge Danticat's *Breath, Eyes, Memory*." *Small Axe: A Caribbean Journal Of Criticism* 37. (2012): 36–52.
5. Eekman, Thomas A., and Virginia L. Smith. *Critical Essays on Anton Chekhov*. ed. Robert Lecker. G.K. Hall and Co, Boston, 1989.
6. Fisher, J. & Silber, E. (eds). *Women in Literature: Reading through the Lens of Gender*. Connecticut, Greenwood Press, 2003.
7. Matlaw, Ralph E., and Freedman, comps. *Anton Chekhov's Short Stories*. W.W. Norton and Company, New York, 1979. Print.
8. Pollock, Zailig, Seymour Mayne, Usher Caplan ed. *Selected Poems: A.M. Klein*. University of Toronto Press, Toronto, 1997.
9. Thacker, Robert. *Reading Alice Munro, 1973-2013*. University of Calgary Press, 9 Feb 2016.
10. Sakineh, Hamidi Mehr. *Critical Discourse Analysis of Alice Munros Short Stories*. Lambert Academic Publishing, London, 2014.
11. Hooper, Brad. *The Fiction of Alice Munroe*. Green publishing group, London, 2008.
12. Hunter, Adrian. *The Cambridge Introduction to the Short Stories in English*. Cambridge University Press, Cambridge, 2007.
13. Fallon Erin, and R.C. Feddersen, James Kurtzleben, Maurice A. Lee, Susan Rochette-Crawley.ed. *A Reader's Companion to the Short Story in English*. Routledge, New York, 2001.
14. Bartels, Anke, Dirk Wiemann, ed. *Global Fragments: (dis)orientation in the New World Order*. Rodopi, Amsterdam, 2007.

**Parvatibai Chowgule College of Arts and Science  
Autonomous**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
<b>I</b>	<b>ENG-I.C-1</b>  Understanding Poetry & Drama	<b>ENG-I.C-2</b>  History of English Literature from Fifth Century to the Eighteenth Century	----	----	----	----
<b>II</b>	<b>ENG-II.C-3</b>  Understanding Fiction	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics	----	----	----	----
<b>III</b>	<b>ENG-III.C-5</b>  Contemporary Indian English Literature	----	<b>ENG-E-1</b>  Goan Literature and Culture	<b>ENG-E-2</b>  American Literature of the Twentieth Century	<b>ENG-E-3</b>  Writing for the Media	<b>ENG-E-4</b>  New Literatures in English
<b>IV</b>	<b>ENG-IV.C-6</b>  Literary Criticism	----	<b>ENG-E-5</b>  The Literature of the Indian Diaspora	<b>ENG-E-6</b>  Creative Writing	<b>ENG-E-7</b>  Visual Literature	<b>ENG-E-8</b>  Representation of Gender & Sexuality in Literature
<b>V</b>	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	-----	<b>ENG-E-9</b>  Shakespeare Today	<b>ENG-E-10</b>  Ancient Indian Classics in Translation	<b>ENG-E-11</b>  Film Studies	<b>ENG-E-12</b>  Women's Writing in India
<b>VI</b>	<b>ENG-VI.C-8</b>  Twentieth Century English Literature	-----	<b>ENG-E-13</b>  English Language and Literature Teaching	<b>ENG-E-14</b>  Latin American Literature	<b>ENG-E-15</b>  Contemporary Literary Theory	<b>ENG-E-16</b>  World Literature

SEMESTER	OPTIONAL
I	Communicative English
II	Effective Use of English
III	-----
IV	-----
V	-----
VI	-----

SEMESTER	INTERDISCIPLINARY
V	Creative Writing for Beginners
VI	Introduction to Mass Media

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF ENGLISH  
REVISED SYLLABI OF SEMESTER I, II, III, IV, V & VI  
2017-2018**

**F.Y.B.A. – SEMESTER I – CORE PAPER**

**Course Title:** Understanding Poetry & Drama

**Course Code:** ENG-I.C-1

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint students with major poetic forms and trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To improve the literary and critical competence of the students.
4. To teach students to appreciate English Drama.
5. To instill the appreciation of Drama and the universality of its reach.
6. To train students to identify basic elements in a Drama.

**2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. Recognize and define major poetic forms such as lyric poetry, narrative poetry.
2. Know and identify rhyme, rhythm and meter.
3. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
4. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.
5. To recognize and appreciate various elements of a drama: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
6. To understand and be knowledgeable about the evolution of two major forms of Drama – Tragedy and Comedy.

**3. Number of hours:                      04 hours per week**

## 5. Course Content:

**Total Number of hours: 60**

### **Unit I: Background to Poetry & Drama**

**12 hours**

1. Poetry as a Literary form
2. Nature and types of lyric poetry
3. Evolution of lyric as a literary form
4. Nature and forms of narrative poetry
5. Evolution of the English Drama
6. Nature of Tragedy & Comedy in Drama

### **Unit II: Lyric Poetry: Songs, Sonnets, Odes, Elegies and Dramatic Monologues**

**12 hours**

- |                         |                           |
|-------------------------|---------------------------|
| 1. Edmund Spenser       | a) Whilst in Prime        |
| 2. Sir Philip Sidney    | a) His Lady's Cruelty     |
| 3. William Shakespeare  | a) Marriage of True Minds |
| 4. John Donne           | a) Batter my Heart        |
| 5. Robert Herrick       | a) To Daffodils           |
| 6. William Blake        | a) Lamb<br>b) Tyger       |
| 7. William Wordsworth   | a) The Daffodils          |
| 8. Percy Bysshe Shelley | a) Mutability             |
| 9. John Keats           | a) Ode on a Grecian Urn   |
| 10. Robert Browning     | a) My Last Duchess        |

### **Unit III: Narrative Poetry: Ballads, Mock Epic**

**12 hours**

1. The Rime of the Ancient Mariner (Sections 1,2,3) - Samuel Taylor Coleridge
2. Rape of the Lock (Canto I) - Alexander Pope

### **Unit IV: Drama: Tragedy & Comedy**

**24 hours**

1. An Enemy of the People - Henrik Ibsen
2. The Admirable Crichton - James Matthew Barrie

## 5. Reference Books :

### Primary References:

1. Barrie. J. M. *The Admirable Crichton*.
2. Ibsen, Henrik. *An Enemy of the People*.

### Secondary References:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11<sup>th</sup> Cengage Learning, 2014.
2. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
3. Ed. Bloom Harold. *William Shakespeare's Sonnets*. Viva Books, 2007.
4. Ed. Bottrall Margaret. *William Blake: Songs & Innocence & Experiences*. Macmillan, 1970.
5. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
6. Broadbent J.B. *Poetic Love*. Chatto & Windus London, 1964.
7. Chandra NDR, Sebastian A.J. *Literary Terms in English Poetry*. Authors Press, Delhi, 2001.
8. Cuddon J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
9. Dobson, Michael and Wells, Stanley. *The Oxford Companion to Shakespeare*. Oxford, 2001.
10. Gardner Stanley. *Blake*. P. Evans Brothers Ltd, 1968.
11. Jump, John D.(Ed.) *Critical Idiom Series*. Law Book Co of Australasia, 1974.
12. Gridley Roy E. *Browning*. Routledge & Kegan Paul, 1972.
13. Ed. Grose Kenneth H. *Keats*. Evans Brother Ltd, 1969.
14. Hudson, W. H. *An Introduction to the Study of Literature*. B.I. Publications, 1972.
15. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2004.
16. Lever J.W. *The Elizabethan Love Sonnets*. Methuen & Co. Ltd, 1966.
17. Ed. O'Neill Judith. *Critics on Keats*. George Allen & Unwin Ltd, 1967.
18. O'Neill Judith. *Critics of Pope*. George Allen & Unwin Ltd., London, 1968.

19. Prasad, B. *Background to the Study of English Literature for Indian Students*. Trinity Press, 2014.
20. Read Herbert. *Wordsworth*. Faber & Faber Ltd, 1957.
21. Sarker Sunil Kumar. *Shakespeare's Sonnets*. Atlantic Publisher, 2006.
22. Rees, R. J. *Introduction to English Literature*. New Delhi: Macmillan India, 1973.
23. Smith Hallett. *Elizabethan Poetry*. Ann Arbor Paperbacks, 1968.
24. Ed. Ward Sir W. & Walter A.R. *The Cambridge History of English Literature*. Cambridge University Press, 1914.
25. Westland Peter. *Literary Appreciation*. The English University Press Ltd, 1964.

## **F.Y.B.A – SEMESTER I – CORE PAPER**

**Course Title:** History of English Literature from Fifth Century to the Eighteenth Century

**Course Code:** ENG-I.C-2

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To provide a comprehensive overview of major periods in the History of English literature.
2. To introduce to the students the historical and cultural contexts in which English Literature has developed through the ages.
3. To provide a view of major writers and their works in different ages.
4. To explore the complex relationship between literature and its context through discussion of particular literary trends, texts and issues within each period.

### **2. Learning Outcomes:**

1. Students should be able to perceive the complex relationship between literature and society.
2. The learner should be able to explain how and why particular types of literature emerged from particular set of historical circumstances.
3. The students should be able to critically appreciate representative literary works written in different ages.
4. They should be able to read independently literary texts of different periods.

### **3. Number of hours: 04 hours per week**



#### 4. Course Content:

Total Number of hours: 60

##### Unit I: Anglo Saxon Age

12 hours

1. The dark ages and the Norman conquest^
2. Development of English Language (Old English and Middle English)^
3. The age of Chaucer/From Chaucer to Renaissance (1350- 1516)^
4. Age of unrest and transition, Religious movements, ^
5. New learning of classical antiquity Petrarch, Giovanni Boccaccio ^
6. Anglo Saxon Literature- Beowulf ^\*
7. Works of Major prose writers- John Wyclif, Sir John Mandeville ^\*
8. Works of Major Poets- Geoffrey Chaucer, William Langland, John Gower ^\*

##### Unit II: The English Renaissance/ The age of Shakespeare (1578-1625)

18 hours

1. Renaissance and Reformation
2. Development of drama from Miracle and Morality Plays#
3. War of the Roses, Anglican Clergy, Elizabethan age and Geographical discoveries
4. Interludes to University Wits^
5. Shakespeare# and Humanism
6. Poetry- Songs and sonnets of the 16th century, Bacon's Essays
7. Prose- Translations (Wyclif, Tyndale, Coverdale, Authorized Version of 1611),  
Historical and biographical works, Literary Criticism, Religious writings, Humanistic writings, Elizabethan satirical writings (Nash, Lodge, etc.)#

##### Unit III: The Seventeenth Century

18 hours

1. Political Background:  
England under James I (Jacobean Period) and Charles I (Cavaliers)^  
Commonwealth, the triumph of Puritanism^  
Restoration: Charles II^
2. Literary Movements:  
The age of John Milton and John Dryden 1625- 1700)^
3. Religious Movement: Puritanism^  
Prose- Sir Thomas Browne, ^(#)  
The Puritan writers^(#)  
Restoration prose: (Hobbes, Newton)^(#)  
Diarist of the Age: Samuel Pepy, John Evelyn, ^(#)  
Moral Essays (Cowley, Temple)^, John Bunyan, ^ George Fox, Thomas Ellwood, \*  
Establishment of Royal Society and the development of modern prose Poetry – The Cavalier Poets^\*(#)  
The Metaphysical Poet: John Donne^(#), John Milton, Dryden \*(#)  
Restoration Drama: William Congreve^(#), John Vanburgh, George Farquhar, William Wycherley, George Etherege \*(#)  
Literary Criticism: Dryden ^(#)

#### **Unit IV: The Eighteenth Century**

**12 hours**

1. Political Background:  
Reign of Queen Anne ^
2. Literary Movements:  
The Age Alexander Pope and Dr. Samuel Johnson (1700-1789)^  
Periodical Essays ^  
The Age of Prose and Reason^  
Satires of the age^  
The rise of the novel Sentimental Comedy^
3. Society:  
The Coffee House Culture^(#)  
  
Periodical Essays: Thomas Addison\*(#) and Dr. Samuel Johnson^(#)  
Satires of the age – Johnathan Swift^(#)  
Neoclassicism Augustan Reflective poetry - Alexander Pope^(#), Lady Anne Finch of Winchilsea\*(#)  
Precursors of Romantic Poetry: Thomas Collins^(#), Thomas Gray\*(#) and Oliver Goldsmith\*(#) Robert Burns\*(#) and William Cowper \*(#)

**NOTE:** There shall be further changes made to the syllabus wherein certain topics shall be assigned for self-study.

**Key:** \* -Self-study, ^ -Discussed in class by the Instructor, # -shall be given as Assignments and Presentations

#### **5. Reference Books:**

##### **Primary References:**

1. Daiches David. *A Critical History of English Literature*. Allied Publishers Ltd. New Delhi, 1999.
2. Ford Boris Ed. *The Pelican Guide to English Literature*. Penguin Books UK, 1964.
3. Hudson William. *An Outline History of English Literature*. B I Publications, Bombay, 1972.
4. Poplawski Paul ed. *English Literature in Context*. New Delhi: Cambridge University Press, 2008.

**Secondary References:**

1. Compton-Rickett Arthur. *A History of English Literature*. Universal Book Stall, Delhi, 1969.
2. Evans I for. *A Short History of English Literature*. The English Language Book Society & Penguin Books, 1970.
3. Legouis Emile, and Cazamian Louis, Vergnas Raymond. *A History of English Literature*. London: J.M. Dent and Sons LTD, 1964.

## **F.Y.B.A./ F.Y.B.Sc. – SEMESTER I – OPTIONAL ENGLISH PAPER I**

**Course Title:** Communicative English

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students develop proficiency in oral communication in English.
2. To increase students' confidence in using English for routine interactions with people.
3. To help students understand the importance of developing good listening skills.
4. To help students become proficient in required written communication like Letters, Business Proposals, Notice, Agenda and Minutes of a Meeting, Resume.
5. To assist students in improving their English Language proficiency.

### **2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. To be confident about their ability to use English proficiently.
2. To understand importance of developing good listening skills.
3. To draft letters, representations, Notices, Agendas & Minutes of Meetings.
4. Oral Presentation Skills.
5. Confidence in speaking to others in groups.
6. Ability to communicate effectively through written communication.
7. Ability to write a resume.
8. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

**3. Number of hours:                      04 hours per week**

#### **4. Course Content:**

**Total Number of hours: 60**

##### **Unit I: Speaking & Listening & Reading Skills**

**35 hours**

Listening and Reading Skills need to be incorporated within the Individual Presentation and group based activities

##### **1. Individual Presentation Skills**

**12 hours**

Students will be taught public speaking to use Presentation skills through application based teaching, where students will be taught public speaking and how to utilize the skills in formal settings.

##### **a) Concepts:**

- i. Importance of Body Language and Eye Contact in Spoken Communication
- ii. Ways to Overcome Fear of Speaking
- iii. Pace, Tone and Intonation
- iv. Listening as an Essential Part of Communication. How to be an Effective Listener

##### **b) Applied:**

Students will be given topics to present before the class. They can use a host of methods to do so

1. Presentation with material - Formal,
2. Oral presentation
3. Audio-Video presentations (Digital Story Telling format)
4. Formal Speeches – Welcome, Introduction to a dignitary, Chief Guest's Speech

## 2 . Pair Based & Group Based Spoken Activities

23 hours

a) Telephone Etiquette

b) Speaking and Listening Classroom Practice Exercises in Pairs and Groups.

Students will listen to relevant recordings under each topic listed below and then practice oral exercises in pairs and groups.

- |   |  |
|---|--|
| i) Dealing with a Wrong Number                    | xv) Expressing hopes, wishes, regrets and concerns |
| ii) Taking and leaving messages                   | xvi) Offering condolences and expressing sympathy. |
| iii) Making Inquiries on the phone                | xvii) Assuming and inferring                       |
| iv) Calling for help in an emergency              | xviii) Talking about future events                 |
| v) Interrupting someone politely                  | xix) Talking about intentions and plans            |
| vi) Giving instruction and seeking clarification  | xx) Talking about arrangements                     |
| vii) Making requests and responding to requests.  | xxi) Reporting what other people said.             |
| viii) Asking for Directions and Giving Directions | xxii) Expressing Probability and Improbability     |
| ix) Thanking someone and responding to thanks     | xxiii) Expressing Ability and inability.           |
| x) Inviting and accepting/refusing invitation.    | xxxiv) Expressing probability and improbability    |
| xi) Asking for and giving an opinion              | xxxv) Expressing obligation and necessity.         |
| xii) Agreeing and disagreeing with opinions       | xxvi) Expressing ability and inability.            |
| xiii) Seeking and giving Advice/Making            | xxviii) Mock Job Interviews.                       |
| xiv) Persuading and dissuading                    |  |

c) Meeting – as a group based activity- Can be used as a group activity and teach Minutes of a meeting.

## Unit II: Writing Skills

20 hours

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. Letters                         | 3. Paragraph Writing               |
| a) Job Application Letters         | 4. Note making                     |
| b) Enquiry Letters                 | 5. Précis Writing                  |
| c) Orders and Complaints letters   | 6. Essay Writing                   |
| d) RTI                             | 7. Writing a resume                |
| e) Representations                 | 8. E-mail & Social Media Etiquette |
| 2. Agenda and Minutes Of a Meeting |                                    |

## Unit III: Grammar

5 hours

Students need to have a basic proficiency in Grammar to complete this course.

Pre-requisite to the course: Knowledge of Basic grammar – Articles, Adjectives, adverbs, Conjunctions, Sentence structures – SVO etc

The above can be revised briefly. Grammar component will be taught incidentally.

- |                    |                        |
|--------------------|------------------------|
| 1. Parts of Speech | 4. Phrases and Clauses |
| 2. Reported Speech | 5. Active and Passive  |
| 3. Punctuation     |                        |

### 5. Reference Books:

#### Primary References:

1. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
2. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
3. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.

4. Sadanand, Kamelesh, and SusheelaPunitha. *Spoken English: A Foundation Course-Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
5. Sadanand, Kamelesh, and SusheelaPunitha. *Spoken English: A Foundation Course-Part 2*. Hyderabad: Orient Blackswan Private Limited, 2009.
6. Jain, A.K. and Dr.Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S.Chand& Company Ltd, 2000.
7. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.
8. Wilkie, Helen. *Writing, Speaking, Listening*. Oxford: How to Books Ltd, 2001.

#### **Secondary References:**

1. Anker, Susan. *Real Essays with Readings: Writing Projects for College, Work, and Everyday Life*. 3<sup>rd</sup>. Boston: Bedford/St. Martin's, 2009.
2. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
3. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
4. Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
5. Dutwin, Phyllis. *English Grammar Demystified*. McGraw Hill, 2010.
6. Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
7. Kroeger, Paul. *Analyzing Grammar An Introduction*. Edinburgh: Cambridge University Press, 2005.



8. Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.
9. Nelson, Gerald. *English An Essential Grammar*. London: Routledge, 2001.
10. Penston, Tony. *A Concise Grammar for English Language Teachers*. Wicklow: TP Publications, 2005.
11. Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. New York: Longman, 1985.
12. Rollason, Jane. *50 Mixed- Ability Grammar Lessons*. Scholastic, n.d.
13. Rozakis, Laurie Ph. D. *English Grammar for the Utterly Confused*. New York: McGraw - Hill, 2003.
14. Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. 3rd. Edinburgh: Oxford University Press, n.d.
15. Vorobjev, Mark. *The Theory of Argument*. Edinburgh: Cambridge University Press, 2006.
16. Willis, Dave. *Grammar and Lexis in English Language Teaching*. Edinburgh: Cambridge University Press, 2003.

## **F.Y.B.A – SEMESTER II – CORE PAPER**

**Course Title:** Understanding Fiction

**Course Code:** ENG-II.C-3

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students understand the evolution of the Novel and Short Story as distinct Literary Forms.
2. To help students understand the contribution of various other literary forms like Medieval Romances, Character Sketch etc. to the evolution of the novel.
3. To help students understand how the socio-economic conditions prevalent in the 18<sup>th</sup> century contributed to the rise of the Novel, and how the conditions prevalent in the 19<sup>th</sup> century contributed to the rise of the Short Story.
4. To help students understand the contribution of various other literary forms like Parables, Fables etc. to the evolution of the Short Story.
5. To help students understand the characteristics of the short story through the study of few popular short stories.
6. To teach students to appreciate English Fiction.
7. To instill the ability of recognizing the various elements of Fiction.

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the various elements of the Novel and the Short Story.
2. To recognize the characteristics of the Novel and the Short Story.
3. To have the ability to analyze Short Stories and Novels critically.

### **3. Number of hours: 04 hours per week**

**4. Course Content:****Total Number of hours: 60****Unit I: Background****10 hours**

1. Contribution Of Medieval Prose Romances to evolution of English Novel
2. Other Literary Forms That Contributed to the Novel (diaries and journals, biographies/autobiographies, letters, character sketch)
3. Reasons for Emergence and Growth of the Novel as a Distinct Literary Genre In the 18<sup>th</sup> Century
4. Characteristics of the contemporary novel
5. Elements of the Novel
6. Contribution of writers of Asian, African, Latin American origin to the Contemporary English Novel.
7. **Ancient Roots/origins of the short story** (Stories of the Old Testament, Parables Of the New Testament, Fables, Panchatantra Stories, Boccaccio's Decameron etc.)
8. Reasons for the emergence of the short story in the 19<sup>th</sup> century
9. Characteristics Of the short Story
10. Difference between Novella and Short Story.

**Unit II: Novel****25 hours**

1. Lord of the Flies - William Golding

**Unit III: Short stories****10 hours**

1. The Gift Of the Magi - O Henry
2. The Cask Of Amontillado - Edger Alan Poe
3. Darling - Chekov
4. A Wrong Man in Worker's Paradise - Rabindranath Tagore
5. The Tiger In the Tunnel - Ruskin Bond
6. The Doctor's word - Rasipuram Krishnaswami Iyer Narayanaswami
7. Vengeful Creditor - Chinua Achebe
8. Good Advice Is Rarer then Rubies - Salman Rushdie
9. The Monkey's Paw - William Wymark Jacobs

## Unit IV: Novella

15 hours

1. Animal Farm - George Orwell

(NOTE: Some short stories as well as background topics will be given for self study)

### 5. Reference Books:

#### Primary References:

1. Achebe, Chinua. *Girls At War*. Johannesburg, South Africa: Penguin Books, 2009. Print.
2. Cross, Wilbur. *The Development of the English Novel*. New York: Atlantic Publishers and Distributors, 2001. Print.
3. Desai, Anita. *Fasting, Feasting*. New York: Mariner Original, 1999. Print.
4. Golding William- *Lord of the Flies*. Penguin; Deluxe edition, 2017. Print.
5. Hunter, Adrian. *The Cambridge Introduction To The Short Story In English*. New Delhi: Cambridge University Press, 2007. Print
6. Hoppenstand, Gary , W.W. Jacobs. *The Monkey's Paw and Other Tales of Mystery and the Macabre*. Chicago Review Press; Revised ed. Edition. 2005. Print.
7. Kohli. Suresh (ed). *Modern Indian Short Stories: An Anthology*. New Delhi: Arnold Heinemann Publishers, 1974. Print.
8. Orwell, George. *Animal Farm*. Penguin India; Fourth edition, 2011. Print.

#### Secondary References:

1. Abrams M. H. *A Glossary of Literary Terms*. Bangalore. Prism Books. 1999.
2. Daiches, David. *A Critical History Of English Literature Vol 1. 2<sup>nd</sup> ed*. New Delhi: Allied Publishers Pvt. Ltd., 2004. Print.
3. Reid, Ian. *The Short Story*. New York: Barnes and Nobel, 1977. Print

## **F.Y.B.A – SEMESTER II – CORE PAPER**

**Course Title:** An Introduction to Linguistics and Stylistics

**Course Code:** ENG-II.C-4

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint the students with the basic concepts in linguistics.
2. To introduce the students to various sub disciplines of linguistics.
3. To know the connection between linguistics and stylistics.
4. To understand the concept of style in literature.
5. To provide hands on experience in analysing texts, fiction and poetry.

### **2. Learning Outcomes:**

1. The Students should be able to identify and classify English sounds.
2. Produce utterances with correct stress and rhythm.
3. Ability to distinguish between different registers of English, international varieties of English.
4. Ability to analyse stylistic features of prose and poetry.
5. Ability to analyse English syntax

### **3. Number of hours: 04 hours per week**

### **4. Course Content:**

**Total Number of hours: 60**

#### **Unit I: Nature of Language**

**05 hours**

1. Language and communication
2. Origin of language
3. Characteristics of human language
4. Language varieties: standard and non-standard language, dialect, register, slang, pidgin, Creole; International varieties of English
5. Language change

**Unit II: English Phonetics and Phonology****10 hours**

1. The Speech mechanism
2. Phonemes of English: Description and Classification
3. Syllable : Structure and Types
4. Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress
5. Sentence Stress: Use of Weak and Strong Forms,
6. Intonation Patterns/Uses of Tones

**Unit III: English Morphology****10 hours**

1. Morphemes: Free and bound morphemes; Morphs and allomorphs
2. Word Formation in English: Simple, complex, compound, and compound-complex words; affixes, stems, roots; inflectional vs. derivational morphology
3. The process of word formation: Backformation, reduplication, blends, clippings, acronyms
4. Meaning change: Generalization, specialization, change in connotations

**Unit IV: Syntax and Grammar****10 hours**

1. Different approaches to syntax
2. Types of grammar
3. Parts of speech, Basic sentence structures, Types of sentences, clauses, phrases

**Unit V: Semantics****10 hours**

1. Words as signs, transparent and opaque words
2. Conceptual vs. associative meaning
3. Lexical relations: synonymy, antonymy, hyponymy, homophony, homonymy, polysemy

**Unit VI: Applied Linguistics****15 hours**

1. Linguistic approach to literature: Difference between ordinary language and language of literature  
  
Use of linguistics in the study of literature (stylistics): Figurative language; linguistic deviations; Phonological patterns of rhyme metre, alliteration, assonance, clustering of vowel and consonant sounds

2. Linguistics and language teaching: First language acquisition; Second language learning, barriers in learning second language, Methods of teaching second language: Grammar-translation method, Direct method, audio-lingual method, the communicative approach

## **5. Reference Books:**

### **Primary References:**

1. Akmajian, Demers, Farmer, Harnish. Linguistics. *An Introduction to Language and Communication*. PHI Learning Private Limited, New Delhi, 2009.
2. Leech Geoffrey. *Linguistic Guide to Poetry*. Routledge London, 1969.
3. Jones Daniel. *An Outline of English Phonetics*. Cambridge Uni. Press, 1972.
4. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
5. Quirk Randolph, Greenbaum Sidney. *A university Grammar of English*. Pearson Education Ltd. 2012.
6. Wallwork J F. *Language and Linguistics: An Introduction to the study of Language*. Heinemann Educational Books London, 1969.
7. Yule George. *The Study of Language: An Introduction*. Cambridge University Press, 1985.

### **Secondary References:**

1. Aarts, Bas and April McMahon. *The Handbook of English Linguistics*. Malden: Blackwell Publishing, 2006.
2. Broderick, John P. *Modern English Linguistics - A Structural and Transformational Grammar*. Thomas Y. Crowell Company, 1975.
3. Copley, Paul, ed. *Semiotics and Linguistics*. London: Routledge, 2001.

4. Dixon, R. M. W. *A Semantic Approach to English Grammar*. 2nd. Oxford University Press, 2005.
5. Hyland, Ken, ed. *English for Academic Purposes - An advanced resource book*. New York: Routledge, 2006.
6. Kretzschmar Jr, William A. *The Linguistic of Speech*. New York: Cambridge University Press, 2009.
7. Meyer, Charles. *Introducing English Linguistics*. Edinburgh: Cambridge University Press, 2009.
8. Radden, Gunter and Rene Dirven. *Cognitive English Grammar*. John Benjamins Publishing Company, 2007.
9. Trask, R. L. *Language & Linguistics - The Key Concepts*. Ed. Peter Stockwell. New York: Routledge, 2007.
10. Trousdale, Graeme and Nikolas Gisborne. *Constructional Approaches to English Grammar*. Berlin: Mouton de Gruyter, 2008.



## **F.Y.B.A./F.Y.B.Sc. – SEMESTER II – OPTIONAL ENGLISH PAPER II**

**Course Title:** Effective Use of English

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students proficiency in oral communication in English.
2. To increase students' confidence in using English for routine interactions with people.
3. To help students understand the importance of developing good Listening Skills.
4. To introduce and expose learners to different genres of literature.
5. To develop the skill of critical appreciation among learners.
6. To encourage creative use of language to express both literary and non- literary ideas.

### **2. Learning Outcomes :**

Upon completion of the course the student should be able:

1. To be confident about their ability to use English proficiently.
2. To understand importance of developing good listening skills.
3. To enhance students' communication skills through building better word power.
4. To have the ability to use the English language in creative Writing as well as Social Letters and Feature Articles.
5. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

**3. Number of Hours:**                      **04 hours per week**

#### **4. Course Content:**

**Total Number of hours: 60**

#### **Unit I: Speaking & Listening& Reading Skills**

**25 hours**

##### **1. Individual Presentation Skills**

**10 hours**

Students will be expected to use concepts taught in Optional 1 Course in its application.

##### **Applied:**

Students will be given topics to present before the class. Emphasis will be given to the reading and recitation areas. They can use a host of methods to do so -

Short Stories, Poems

Audio-Video presentations (Digital Story Telling format)

Informal Speeches – Toasts, Farewell Speech, Thank you & Congratulatory Speech

##### **2. Pair Based & Group Based Spoken Activities**

**15 hours**

1. Social Debates can be used as group based activity
2. Pair based activities will focus on social settings

#### **Unit II: Writing Skills**

**30 hours**

##### **1. Social Letters**

- |                       |                            |
|-----------------------|----------------------------|
| a) Invitation & reply | c) Congratulations & Reply |
| b) Condolence & Reply | d) Thank you & Reply       |

##### **2. Descriptive Writing – (Open to the Teacher to explore this writing in various areas Fiction and Non-Fiction and creative expression of personal writing)**

##### **3. Personal Writing - Diary Writing/Journal Entries/Blogs/podcasts**

4. Social Speeches – Toasts – Weddings, Anniversaries; Farewell, Roasts
5. Writing for Print Media – Feature Writing, Letters to the Editor, Copy for advertisements
6. Writing for Comics – Dialogue and narration

### **Unit III: Grammar**

**05 hours**

1. Basic Errors in English Language
2. Spotting Errors and correcting them
3. Revising and Editing

### **5. Reference Books:**

#### **Primary References:**

1. Anker, Susan. *Real Essays with Readings – Writing Projects for College, Work, and Everyday Life*. 3<sup>rd</sup>. Boston: Bedford/St. Martin's, 2009.
2. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
3. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
4. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
5. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
6. Jain, A.K. and Dr.Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S.Chand & Company Ltd, 2000.
7. Marx, Christy. *Writing for Animation, Comics and Games*. Focal Press, 2006.
8. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.

9. Ruberg, Michelle and Yagoda, Ben. *Handbook of Magazine Article Writing*. 2<sup>nd</sup>. Cincinnati: Writer's Digest Books, 2009.
10. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
11. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 2*. Hyderabad: Orient Blackswan Private Limited, 2009.
12. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.

### **Secondary References:**

- 1) Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
- 2) Dutwin, Phyllis. *English Grammar Demystified*. McGraw Hill, 2010.
- 3) Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
- 4) Kroeger, Paul. *Analyzing Grammar An Introduction*. Edinburgh: Cambridge University Press, 2005.
- 5) Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.
- 6) Nelson, Gerald. *English An Essential Grammar*. London: Routledge, 2001.
- 7) Penston, Tony. *A Concise Grammar for English Language Teachers*. Wicklow: TP Publications, 2005.
- 8) Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. New York: Longman, 1985.

- 9) Rollason, Jane. *50 Mixed- Ability Grammar Lessons*. Scholastic, n.d.
- 10) Rozakis, Laurie Ph. D. *English Grammar for the Utterly Confused*. New York: McGraw - Hill, 2003.
- 11) Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. 3rd. Edinburgh: Oxford University Press, n.d.
- 12) Vorobej, Mark. *The Theory of Argument*. Edinburgh: Cambridge University Press, 2006.
- 13) Willis, Dave. *Grammar and Lexis in English Language Teaching*. Edinburgh: Cambridge University Press, 2003.
- 14) Wilkie, Helen. *Writing, Speaking, Listening*. Oxford: How to Books Ltd, 2001.

## **S.Y. B.A. – SEMESTER III – CORE PAPER**

**Course Title:** Contemporary Indian English Literature

**Course Code:** Eng-III.C-5

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce the students to different genres of contemporary Indian writing in English.
2. To acquaint the students with the narrative of India's struggle for independence.
3. To familiarize the students with various themes and cultural contexts of Contemporary Indian English Writing.

### **2. Learning Objectives:**

By the end of this course students:

1. Will be acquainted with literature of Contemporary Indian English Literature.
2. Will be aware of the different genres employed by Contemporary Indian English Writers.
3. Will sharpen their critical reading skill.
4. Will be familiar with the various themes and narrative techniques of the Contemporary Indian English writers.

**3. Number of hours:** 04 Hours per week.

#### 4. Course Content:

**Total Number of hours: 60**

##### **Unit I: Poetry**

**15 hours**

1. Keki Daruwala a) Boat-ride Along The Ganga  
b) Draupadi

Secondary Reading - Hawk

2. Adil Jussawala a) On First Approaching Santacruz Airport, Bombay  
b) Bars
3. Nissim Ezekiel a) Goodbye Party for Miss Pushpa T.S.  
b) Background casually  
c) Poet, Lover, Birdwatcher
4. Arun Kolatkar a) The Bus  
b) An Old Woman  
c) Ajamil and the Tigers
5. Jayanta Mahapatra a) Hunger  
b) Indian Summer
6. Attipate Krishnaswami Ramanujan a) Love Poem for a Wife  
b) Looking for a cousin on a swing  
c) A River
7. Kamala Das a) Introduction  
b) My grandmother's House  
c) Summer in Calcutta

##### **Unit II: Drama**

**18 hours**

1. Final Solutions - Mahesh Dattani
2. Yayati - Girish Karnad

##### **Unit III: Prose**

**12 hours**

1. Short Stories

- a) A Horse and Two Goats - Rasipuram Krishnaswami Iyer Narayanaswami
- b) The Blue Umbrella - Ruskin Bond
- c) Portrait of a Lady - Khushwant Singh
- d) Vilas Sarang – (one short story to be selected from either *Fair Tree of the Void* or *The Women In Cages: Collected Stories*.)

2. Novel

**15 hours**

- a) Train to Pakistan- Khushwant Singh

## 5. Reference Books:

### Primary References:

1. David Davidar. *A Clutch of Indian Masterpieces*. New Delhi: Aleph Book Company, 2014.
2. Girish Karnad. *Yayati*. New Delhi: Oxford University Press, 2007.
3. Singh Khushwant. *Train to Pakistan*. Penguin, 2016.
4. Vilas Sarang. *Fair Tree of the Void*. Penguin Books Ltd.

### Secondary References:

1. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd., fourth edition, 1984.
2. Joshi, Dr. Rakesh. *Girish Karnad's Plays*. Jaipur: Mark Publishers, 2011.
3. Khair Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. UP: Oxford UP, 2001.
4. King, Bruce. *Modern Indian Poetry in English*. USA: Oxford University Press, 2005.
5. Mehrotra Arvind Krishna. *Twelve Modern Indian Poets*. New Delhi: Oxford India Paperback, 1993.
6. Naik, M. K, S. K. Desai and G. S. Amur. *Critical Essays on Indian Writing in English*. New Delhi: MacMillan, 1968.
7. Paranjape, Makarand R. *Indian poetry in English*. New Delhi: Macmillan, 1993.
8. Parthasarathy, R.(ed.). *Ten Twentieth - Century Indian Poets* (New Poetry in India). New Delhi: Oxford University Press, 1976.
9. Shama, Ram. *Recent Indian English Literature*. Delhi: Manglam Publications, 2012.
10. Vilas Sarang. *The Women In Cages: Collected Stories*. Penguin India, 2006.
11. Warma, Monica. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 2010.



**Course Title:** Goan Literature and Culture

**Course Code:** ENG-E-1

**Marks:** 100

**Credits:** 4

### **1. Course Objectives**

1. To introduce students to different genres of literary works of Goan Literature in English and translated works by Goan writers.
2. To acquaint students with Goan ethos and culture through the exploration of selected texts of Goan literature.
3. To examine selected texts of Goan Literature and folk lore to establish Goan identity.

### **2. Learning Objectives:**

By the end of this course students:

1. Will be sensitized to Goan ethos and culture.
2. Will be aware of the historical, psychological, religious and political realities of the times.
3. Will be familiar with diverse literary and cultural trends that helped form Goan Literature.
4. Will be enriched and knowledgeable about their cultural heritage.
5. Will be able to think clearly and critically.
6. Will sharpen critical reading and writing skills.

### **3. Number of hours: 04 hours per week**

#### 4. Course Content

Total Number of hours:60

##### Unit I: Background (Socio- Political and cultural)

08 hours

###### 1. Historical

- a) Colonialism
- b) Post colonialism

###### 2. Art and Artists of Goa (Folklore, Folkdance and Cartoonists)

- a) Tiatr (difference between Khell and Tiatr, Origin and development)
- b) Folklore (teacher can select any four folklores)
- c) Folk dances and Songs (any four forms to be selected.)
- d) Cartoonists of Goa (Alexzy and Mario Miranda)

##### Unit II: Short stories

13 hours

###### 1. Lambert Mascarenhas a) The Little Fellow

- b) Blood and Lily

###### 2. Victor Rangel-Riberio a) Lonely Aging Chinese

- b) American New York Neighbour Lady
- c) Loving Ayesha

###### 3. Ben Antao a) The Guardian Angel

- b)The Curse

###### 4. Damodar Mauzo a) The Vignahatra

- b) A Writer's Tale

###### 5. Laxmanrao Sardessai a) The Hour's End

- b)The Africa Boat

###### 6. Pundalik Naik- The Turtle

##### Unit III: Novels

24 hours

###### 1. Tivolem

- Victor Rangel-Riberio

###### 2. The Upheaval (translated from Konkani) - Pundalik Naik

## Unit IV: Poetry

15 hours

1. Joseph Furtado a) The Secret  
b) Brahmin Girls  
c) The Neglected wife
2. Raghunath Vishnu Pandit a) His Immortal Land  
b) I'm a Gaudo
3. Eunice De Souza: a) One Man's Poetry  
b) Autobiographical  
c) He Speaks  
d) Advice to women
4. Balakrishna Bhagwant Borkar a) Ebony Black  
b) Towards the horizon  
c) Cemetery
5. Robert De Souza a) The Village Baker
6. Manohar Shetty a) Jigsaw  
b) One morning  
c) Bearings

## 5. Reference Books:

### Primary References:

- 1) Antao, Ben. *Mad House and other nine stories*. Margao: Cinnamon Teal Publishing, 2012.
- 2) Mascarenhas, Lambert. *In the Womb of Saudade -Stories of Goan Life*. New Delhi: Rupa Publishing House, 1994.
- 3) Mauzo, Damodar. *Theresa's Man and other Stories from Goa*. Trans Xavier Cota. New Delhi: Rupa Publications, 2014.
- 4) Naik, Pundalik . *The Upheaval*. Trans Vidya Pai. New Delhi: Oxford University Press, 2012.
- 5) Rangel-Riberio, Victor. *Loving Ayesha and Other Stories*. New Delhi: HarperCollins Publishers, 2003.

- 6) Shetty Manohar, ed. *Ferry Crossing*. New Delhi: Penguin Books, 1998.
- 7) Victor Rangel-Riebri. *Tivolem*. UK : Milkweed Editions, 2001.

**Secondary References:**

- 1) Couto, Maria Aurora. *Goa- A Daughter's Story*. New Delhi: Penguin Books, 2004.
- 2) Fernandes, Andre Rafael. *When the Curtains Rise*. Saligao: Tiatr Academy of Goa & Goa 1556, 2010.
- 3) Gomes, Cynthia James. "Tiatr : An unlimited Engagement," *Reflected in Water*. Jerry Pinto, ed. New Delhi: Penguin Books, 2006.
- 4) Gomes, Olvinho J.F, (retold). *Konkani Folktales*. New Delhi: National Book Trust, 2008
- 5) Mauzo, Damodar. *Teresa's Man and other stories from Goa*. Trans Xavier Cota. Delhi: Rupa Publications, 2014.
- 6) Menezes, Juliao. *Goa's Freedom Struggle*. Velim: Mrs. Alzira da Almeida Charitable Trust, 2011.
- 7) Nazareth Peter, ed. *Pivoting on the Point of Return: Modern Goan Literature*. Saligao: Goa 1556 & Broadway Book Centre, 2010.
- 8) Pinto Jerry, ed. *Reflected in Water*. New Delhi: Penguin Books, 2006.

**Course Title:** American Literature of the Twentieth Century

**Course Code:** ENG-E-2

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

- A. To study the American Experience as captured in the seminal works of masters of American Literature of the twentieth century.
- B. To expose the students through prose and poetry and drama to the various main trends, ideas and forces that shaped the writing of those times.
- C. To acquaint students with the following literary movements in America – Realism, Modernism and Harlem Renaissance.

**2. Learning Outcomes:**

By the end of the course the students:

- A. Will learn to appreciate American culture and literature
- B. Will be sensitized to the American literature and culture during the twentieth century.
- C. Will be aware of the experimental nature of American literature like meta fiction, magical realism and confessional literature.
- D. Will be knowledgeable about the various socio-political issues that took place in America during the period.
- E. Will develop critical thinking and improve communication capabilities.

**3. Number of hours: 04 hours per week**

#### **4. Course Content**

**Total Number of hours: 60**

##### **Unit I: Novel**

**15 hours**

1. The Colour Purple - Alice Walker

##### **Unit II: Drama**

**15 hours**

1. Death of a Salesman -Arthur Miller

##### **Unit III: Poetry**

**15 hours**

1. Robert Frost
  - a) Mending Wall
  - b) Stopping by the Woods
  - c) The Road not taken
2. Theodore Roethke
  - a) My Papa's Waltz
  - b) The Waking
3. Wallace Stevens
  - a) The Emperor of Ice Cream
4. John Crowe Ransom
  - a) Bells for John Whiteside's Daughter
5. Allen Ginsberg
  - a) America
  - b) Ode to Failure
6. Robert Lowell
  - a) To Speak of Woe that is Marriage
7. Sylvia Path
  - a) Crossing the water
  - b) Lady Lazarus
8. Langston Hughes
  - a) Dreams
  - b) I Too

## Unit IV: Background

15 hours

(Some topics could be assigned for self study and presentations in class)

1. The American Dream
2. The Great Depression
3. Social Realism and the American Novel
4. Beat Poets
5. Confessional Poets

## 5. Reference Books:

### Primary References:

1. Miller, Arthur. *Death of a Salesman*. Penguin UK, 2011.
2. Poulin. A. Jr & Michael Waters, ed. *Contemporary American Poetry*. 8th Edition. Houghton Mifflin Company, 2006.
3. Thomas. C.T. *Twentieth Century Verse- American Anthology*. Delhi: Macmillan India Ltd, 1999.
4. Walker, Alice. *The Colour Purple*. US: Mariner, 2006.

### Secondary References:

1. Brown, John Russell, ed. *American Theatre*. London, Edward Arnold, 1967.
2. Cullum, E. Linda, ed. *Contemporary American Ethnic Poets: Lives, works, sources*. Greenwood Publication group Inc, 2004.
3. Daniel Hoffman (ed.) Harward. *Guide to Contemporary American Writing*. New Delhi: Oxford University Press, 1979.
4. Gould, Jean. *Modern American Playwrights*. Bombay: Popular Prakashan, 1969.
5. Horto Rod, ed. *Background of American Literary Thought*. New Jersey: Prentice Hall, 1974.
6. Matthiessen F. O. *American Renaissance*. New York: Oxford University Press, 1941.
7. Pearce, Roy H. *The continuity of American Poetry*. Princeton University Press, 1979.
8. Shaw, R.B, ed. *American Poetry since 1960: Some Critical Perspectives*. 1974.

**Course Title:** Writing for the Media - I

**Course Code:** ENG-E-3

**Marks :**100

**Credits :**4

### **1. Course Objectives:**

1. To give students an overview of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real-life situations.
5. To prepare the foundation for careers in Media as an option for students.

### **2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. To comprehend the importance of good writing in the field of Mass Media - from print to Digital Media
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To Master writing skills required for various media - from journalism in print and broadcast media to advertising and creative commercial media
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.



### 3. Total number of hours:

60 (1 hour Lectures) considering a term/semester runs over 15 weeks  
PER WEEK 4 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

#### UNIT I: EDITING

**10 hours**

Concepts & Applied: Copy editing process – Guiding principles of editing  
Grammar – Punctuation – Subbing – Proof-reading (Proof-reading notations)  
– [The AP style book can be a great guide here.]

**Note:** *The Editing component is to be taught simultaneously along with the applied component of the paper. The teaching should be graded - Beginning with the basic knowledge of grammar and its application up to a level where the student is competent enough to not only edit their own written works but also others'. Instructors should establish structures and proofreading processes through initial lectures. Subsequently, application ought to be in-situ. This unit should be taught over the rest of the components as well, ensuring an increase in the level of efficiency of the student.*

#### UNIT II: PRINT MEDIA : NEWSPAPERS

**20 hours**

Introduction : The Media and the Message - Message depends on Medium  
Introduction to Print Media: Audience for the News  
Story Ideation as basis of commercial Radio, T.V. and Cinematic production  
  
Difference in writing styles between Print, Electronic and Digital Media

## Newspaper Writing:

*Concepts:* **News Reporting-** (datelines/Credit-line/Bylines/Nut-graph/Headlines)

**News Writing** – Appropriate angle for a news story – Structuring news (Lead/Climax form - Inverted Pyramid Form; Chronological form) – Qualities of effective leads –Using significant details – Effective revision Basic principles of AP Style (Associated Press Style Book) for Writing – Use of the Style Book – Style as a Manner of Writing – Clarity in Writing – Readability – Five ‘W’s and ‘H’ of Writing.

**Other Writing-** Features/Articles - Editorials – Letters to the Editor – Book and Film reviews – Interviews– Oped Pieces

**Basic Layout and Composition** - Balanced/Unbalanced/Circus Layout -

Column setups- photograph additions - final look

*Applied:* Reporting - Climax form - Inverted Pyramid Form; Chronological form Editorials- Letters to the Editor -Book and Film Reviews - Headlines - Oped Pieces - Layout & Composition

**Note:** *Applied Component will contain lectures devoted to writing, editing and review of articles. Instructor should maintain deadlines and expose to the students the roles they may aspire to in real life situations. These applied lectures may cover 45% if not more of the allotted lecture hours.*

## UNIT III: PRINT MEDIA: MAGAZINES

**15 hours**

### Writing for Magazines:

*Concepts:* Demographics (Target Audience); Types of Magazines and How writing differs in them; Differences/Similarities in writing Between Newspaper writing and Magazine writing; Editorials; Layout and Composition **Article writing** – Structuring for greatest effect – Preparation and organization of article –Specific angle – specific audience.

Feature writing – structure – organization – feature angles – simplicity in Style.

*Applied:* Feature and Article Writing- Creation of a Magazine - Layout/Composition -  
Photographs to enhance written word

**Note:** *Applied Component will contain lectures devoted to writing. editing and review of articles. Instructor should maintain deadlines and expose to the students the roles they may aspire to in real life situations. These applied lectures may cover 45% if not more of the allotted lecture hours.*

#### **UNIT IV: DIGITAL MEDIA - Internet and New Media**

**15 hours**

*Concepts:* Kinds of Digital Media & New Media

E-book/E-magazine – E-journal – E-newspaper – Internet – World Wide

Web Mobile Media - Video Games

*Concepts:* Writing for Digital Media: An Interactive Media

Web Writing - Technical Writing – Blogging.- Introduction to Profile Writing –  
Broadcast News Analysis – Caption Writing – Copy Writing/Content Writing –  
Story Structure and Planning - Inverted Pyramid - Headline, Blurb, Lead - Digital  
Correspondence – Digital Editing

*Applied:* Web Writing - Technical Writing – Blogging; Caption Writing; Content Writing

**Note:** *Applied Component will contain lectures devoted to writing. editing and review of articles. Instructor should maintain deadlines and expose to the students the roles they may aspire to in real life situations. These applied lectures may cover 45% if not more of the allotted lecture hours.*

#### **5. Reference Books: (List of Books/CDs/Websites)**

##### **Primary References:**

1. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
2. *Basic News Writing* Melvin Menchar William. C.Brown Co., 1983
3. *E-Writing* Dianna Boother Macmillan, 2008
4. *Handbook of Magazine Article Writing*, Michelle Ruberg, Writer's Digest, 2009
5. *News Writing & Reporting* James A Neal & Suzane S Brown Surjeeth Publications, 2003
6. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
7. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994
8. *Writing and Reporting News: A Coaching Method* Carole Rich Wadsworth/ Thomson Learning, 2003

9. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006

### **Secondary References:**

1. *Digital Media: An Introduction* Richard L Lewis Prentice Hall
2. *Digital Media Tools* Dr.Chapman Nigel (Paperback - 26 Oct 2007)
3. *The Art of Editing the News* Robert.C McGiffort Chilton Book Co., 1978
4. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
5. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May 2008)
6. *News reporting and Editing* K.M Srivastava Sterling Publications
7. *The News Writer's Handbook: an Introduction to Journalism* M.L Stein, , Paterno, Susan.F
8. Surjeeth Publications, 2003
9. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005
10. *Understanding Journalism* Lynette Sheridan Burns Vistaar Publications, 2004

**Course Title:** Writing for the Media - II

**Course Code:** ENG-E-17

**Marks :**100

**Credits :**4

### **1. Course Objectives:**

1. To give students an overview of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real-life situations.
5. To prepare the foundation for careers in Media as an option for students.

### **2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. To comprehend the importance of good writing in the field of Mass Media - from print to Digital Media
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To Master writing skills required for various media - from journalism in print and broadcast media to advertising and creative commercial media
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

### 3. Total number of hours:

60 (1 hour) considering a term/semester runs over 15 weeks

PER WEEK 4 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

## UNIT I: ELECTRONIC MEDIA: RADIO

**15 hours**

Introduction: The Media and the Message - Message depends on Medium

Introduction to Print Media: Audience for the News

Story Ideation as basis of commercial Radio, T.V. and Cinematic production

Difference in writing styles between Print, Electronic and Digital Media

### RADIO

*Concepts:* Radio as a Mass Medium – Radio Skills – Broadcast Writing –

Broadcast Terms – Scripting for Radio – Story Structure – Lead,

Body, Ending – Writing Radio News and Features - Programmes

for Radio (Features, News, Interviews, Skits, Music

Programmes, etc.)

*Applied:* Planning a Newscast – Radio Jockeying - Scripting for the Radio - Recording

## UNIT II: ELECTRONIC MEDIA: TELEVISION

**15 hours**

*Concepts:* Television as a Mass Medium – Television Skills – Scripting for TV -

Programmes for TV (Features, News, Interviews, Music Programmes, etc.)

*Applied* – Scripting for a show; Anchoring; Interviewing;

**UNIT III: ELECTRONIC MEDIA: FILM/CINEMA****15 hours**

*Concepts:* Fundamentals of Film Story Writing (The Three Act Story Structure),  
Scripting, Screenplay and Production, Documentary Film.

Writing for the screen – Writing effective film reviews

*Applied*– The Three Act Story Structure, Writing Short Screenplays, Film Reviews.

**UNIT IV: ADVERTISING****15 hours**

*Concepts:* Advertisements in Different Media (Print; TV; Radio; Digital) – An  
Overview Promotional Literature: Copywriting for Leaflets,  
Pamphlets, Brochures, Classifieds – Text, Captions, Logo – Story-  
board.

T.V. Advertisements - Story Idea to story board to screenplay to shoot.  
writing for advertising –

*Applied:* copywriting for Print Advertisements; The 3 shot ad movie; PSA's; Parody ads

**5. Reference Books: (List of Books/CDs/Websites for reference)****Primary References:**

1. *Advertising* Ahuja & Chhabra Sujeeth Publications, 1989
2. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
3. *Basic News Writing* Melvin Menchar William. C.Brown Co., 1983
4. *Broadcast News Writing, Reporting & Production* Ted White Macmillan
5. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
6. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994
7. *The Screenwriter's Workbook* Syd Field Dell Publishing, 1984
8. *Writing for Television, Radio and New Media (Seventh Ed.)*. Hilliard, Robert - Wadsworth 2006
9. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006

## **Secondary References:**

1. *A Crash Course in Screenwriting* David Griffith Scottish Screen, 2004
2. *Digital Media: An Introduction* Richard L Lewis Prentice Hall, 2002
3. *Digital Media Tools* Dr.Chapman Nigel (Paperback - 26 Oct 2007)
4. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
5. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May 2008)
6. *The TV Writer's Workbook : A Creative Approach to Television* Ellen Sandler Delta, 2007
7. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005



**Course Title:** New Literatures in English

**Course Code:** ENG-E-4

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the marginalized voices in society through their literatures.
2. To help students understand the contribution of the marginalized to mainstream literature.
3. To establish the voices of the marginalized through their representative texts, authors and movements.
4. To inculcate an atmosphere of cultural acceptance through the texts
5. To introduce students to the marginalization of the female gender through their works in literature

**2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the concept of the marginalized segments in society.
2. To recognize writers, forms, and movements associated with the marginalized.
3. To have the ability to analyze works of literatures critically, keeping in mind the segmented.

**3. Number of hours: 04 hours per week**

**Total number of hours: 60**

**8 hours**

1. American Civil War and its consequences
2. The Harlem Renaissance - the rise and fall of the Black cultural movement with reference to the Black Panthers
3. Feminism - the waves and the main proponents of Feminism
4. Introduction to post-colonial themes

**20 hours**

- 18 hours**

4. Edward Braithwaite      a) Bread  
Secondary poems    a) Prelude

5. Claude McKay a) America,  
b) Tormented
- Secondary poems a) If we must die  
b) The Barrier
6. Imamu Amiri Baraka a) Incident  
b) In memory of Radio  
c) Notes for a Speech
- Secondary Poems a) At the National Black Assembly
7. Hilarie Lindsay a) Barren Harvest  
b) Monuments of Men
8. Maya Angelou a) Caged bird  
b) Women Work
- Secondary poems a) Phenomenal Woman  
b) Still I Rise
9. Alec Derwent Hope a) Australia  
b) The Death of a Bird
10. Derek Walcott a) A Far Cry from Africa  
b) Ruins of a great House
11. Judith Wright a) Nigger's Leap
12. Louise Bennet a) Colonization in Reverse
13. David Dabydeen a) Coolie Mother  
b) Coolie Son  
c) Slave Song

#### Unit IV: Short Stories

14 hours

1. *Miguel Street* - V.S. Naipaul
  - a) Bogart
  - b) His Chosen Calling
  - c) The Thing Without a Name
  - d) Man-Man
  - e) George and the Pink House
  - f) B. Wordsworth
2. *The Tomorrow-Tamer* - Margaret Laurence
  - a) The Tomorrow-Tamer
  - b) The Merchant of Heaven
3. *Lives of Girls and Women* - Alice Munro
  - a) The Flats-Land
  - b) Lives of Girls and Women

#### 5. Reference Books:

##### Primary References:

1. Bajaj, Nirmal. *Search for Identity in Black Poetry*. Atlantic Publications
2. Chavan, Sunanda. *The Fair Voice-A Study of Women Poets in English*. Sterling.
3. Kulkarni, Harihar. *Black Feminist Fiction*. Creative Books
4. Loomba, Ania. *Colonialism/Postcolonialism -The New Critical Idiom*. Routledge.
5. Naipaul V.S. *Miguel Street*. New York Vintage International Edition, 1984.
6. Pushpa, M. *The plays of Wole Soyinka*. Prestige.
7. Rehman, Anisur. *New literatures in English*. Creative.
8. Sumana, K. *The Novels of Toni Morrison- A study in Race, Gender & Class*. New Delhi: Prestige Books
9. V.S. Naipaul. *Miguel Street*. New York: Vintage International Edition, 1984.

##### Secondary References:

1. Bhelande, Anjali; Pandurang, Mala (ed). *Articulating Gender*. Delhi: Pencraft International
2. Kearns, Francis. *Black Identity*. N.Y.: Holt, Rinehart & Winston.

3. Ray, Mohit; Kundu, Rama, Kundu. *Studies in Women Writers in English*. Atlantic.
4. Wright, Derek. *Wole Soyinka revisited*. N.Y. Twayne Pubs.

## **S.Y.B.A. – SEMESTER IV – CORE PAPER**

**Course Title:** Literary Criticism

**Course Code:** ENG-IV.C-6

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To enable the students understand nature of literary criticism.
2. To acquaint them with the terminology of literary criticism.
3. To provide them the knowledge of the important schools of literary criticism with the help of representative texts.
4. To help the students grasp methods and techniques of interpreting literature.
5. To be able to apply literary theory to text.

### **2. Learning outcomes:**

Upon completion of the course the student will be able to:

1. To understand the nature and functions of literary criticism.
2. To read the writings of literary scholars and critics with understanding and judicious appreciation.
3. To recognize and define major critical schools.
4. To generate and articulate personal responses to literary and critical texts.
5. To explain the premises and assumptions underlying such personal responses.

**3. Number of hours:                      04 hours per week**

#### 4. Course Content:

Total Number of hours: 60

##### Unit I: Introduction to literary Criticism

05 hours

1. What is literature?
2. Difference between Literary Theory and Literary Criticism.
3. Functions of literary Criticism
4. Types of literary Criticism.
5. A brief survey of major critical schools

##### Unit II: Classical Criticism

14 hours

1. Features of Classical Criticism
2. Plato on Imitation and Art
3. Aristotle's *Poetics*
4. Longinus' *On the Sublime*

##### Unit III: Neo-Classical Criticism

13 hours

1. Features of Neo-Classical Criticism
2. John Dryden- *Essay of Dramatick Poesie*
3. Alexander Pope - *Essay on Criticism*
4. Dr. Samuel Johnson- *Preface to Shakespeare*

##### Unit 4: Romantic Criticism

14 hours

- a) Features of Romantic Criticism
- b) William Wordsworth- *Preface to Lyrical Ballads*.
- c) Samuel Taylor Coleridge - *Biographia Literaria* –His concept of fancy and imagination, language of poetry.
- d) Percy Bysshe Shelley - *A Defence of Poetry*, Poetry as an essential part of the fabric of society.

##### Unit 5: New Criticism

14 hours

- a) Features of New Criticism
- b) Thomas Stearns Eliot - *Tradition and the Individual Talent*
- c) Ivor Armstrong Richards - *Four Kinds of Meaning*
- d) Frank Raymond Leavis - *Literary Criticism and Philosophy/ Revaluation* –Keats

#### 5. Reference Books:

##### Primary References:

1. Aristotle. *The Poetics of Aristotle*. Emereo Publishing, Australia, 2012.
2. Aivanhov, Omraam Mikhael. *T. S. Eliot: Tradition and the Individual Talent*. Prakash Book Depot Bareilly, U.P., 2012.

3. Arnold, Thomas. *Dryden: An Essay of Dramatic Poesy*. Atlantic Publisher, New Delhi, 2006.
4. Daiches, David. *Critical Approaches to Literature*. Orient Longman, Mumbai, 1967.
5. Giles, Herbert Allen. *Longinus on the Sublime*. Kessinger Publishing, U.S., 2010.
6. Habib M. A. R. *A History of Literary Criticism and Theory*. Blackwell Publishing, U.S.A., 2008.
7. Leavis F.R. *Revaluation: Tradition and Development in English Poetry*. Ivan R. Dee Publisher, Chicago, 1998
8. Nandwani Aditya. S.T. *Coleridge-Biographia Literaria*. Anmol Publications Pvt. Ltd., New Delhi, 2009
9. Narasimhaiah C. D (ed). *Indian response to American literature*. UEFI, New Delhi, 1967.
10. Plato. *The Republic*. Rupa Publications, India, 2013
11. Ransom J. C. - *The New Criticism Essay*. New Directions, New York, 1941.
12. Richards I. A. *Four Kinds of Meaning*. Transaction Publishers, 2004.
13. Samuel Johnson. *Preface to Shakespeare*. Hardpress Publishing, U.S.A., 2010
14. Scott James R.A. *The Making of Literature*. Nabu Press, South Carolina, 2011.
15. Wareen Robert Penn. *A Poem of Pure Imagination: An Experiment in Reading*. Renal & Hitchcock, New York, 1946.
16. Wellek Rene. *A History of Modern Criticism*. Yale University Press, U.S., 1986

### **Secondary References:**

1. Brooks Cleanth. *The Well Wrought Urn*. Mariner Books, 1956.
2. Butcher S.H. *Aristotle's Theory of Poetry and Fine Art*. Dover P, USA, 1951.
3. Lodge David, Nigel Wood. *Modern Criticism and Theory*. Pearson Publishing, UP India, 2007.
4. Richards I. A. *Practical Criticism*. London, 1929.
5. Shawcross, John(ed). *Shelley's Literary and Philosophical Criticism*. Oxford, U.K. 1909.
6. Wimsat W. K. and Cleanth Brooks. *Literary Criticism: A Short History*. Routledge Kegan Paul, London, 1957.



**Course Title:** The Literature of the Indian Diaspora

**Course Code:** ENG-E-5

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce to the students the types of Diaspora theories and writings
2. To enable students to read and appreciate Diaspora themes, identity and culture
3. To teach students to appreciate cross-cultural and multicultural studies
4. To understand multiple consciousness in Diaspora writings.

**2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. Understand Diaspora
2. Understand Indian Diaspora through Arts and literature
3. Identify and analyze Diaspora themes through short stories and poems

**3. Number of Hours:**                      **04 Hours per week**

#### **4. Course Content:**

**Total Number of hours: 60**

#### **Unit I: Background**

**07 hours**

1. Nature and themes of Diasporic writings
  - a) Exile literature
  - b) Displacement and the Diasporic identity
  - c) Culture and hybridity
2. Gender and Diaspora politics
3. Major Diaspora writers of India

#### **Unit II: Poetry**

**15 hours**

1. Sujata Bhatt
  - a) The Voices
  - b) The Dream
  - c) Search for my tongue
2. Meena Alexander
  - a) On Indian Road
  - b) Birthplace with Buried Stones
3. Chitra Banerjee Divakaruni
  - a) Indigo
  - b) Tiger Mask Ritual
4. Saleem Peeradina
  - a) Exhibit C
  - b) To whom it may concern
  - c) Song of the makeover
5. Ratin Bhattacharjee
  - a) The Indian Diaspora

#### **Unit III: Novel**

**15 hours**

1. A River Sutra - Geeta Mehta  
Bye Bye blackbird - Anita Dessai (**Non –evaluative Secondary text**)

**Unit IV: Short stories****15 hours**

1. A Temporary Matter
2. When Mr. Pirzada Came To Dine
3. Interpreter Of Maladies
4. The Third And Final Continent
5. A Real Durwan

**Unit V: Essays****08 hours**

1. Salman Rushdie
  - a) Imaginary Homelands
  - b) New empire within Britain

**Unit VI: Films (Non Evaluative)**

1. Anita and Me (film) - Meera Syal. Directed by Metin Hüseyin and Produced by Paul Raphael (UK) 2002
2. Namesake (film) - Jhumpa Lahiri. Produced and Directed by Meera Nair (India) 2007

**5. Reference Books:****Primary References:**

1. Bhatt Sujatha. *Collected Poems*. Carcanet Press Limited, 2013.
2. Bhatt Sujatha. *Point No Point: Selected Poems*. Carcanet Press Limited, 1997.
3. Dessai Anita. *Bye Bye Black Bird*. Orient Paperbacks, New Delhi, 2005.
4. Lahiri Jhumpa. *Interpreter of Maladies*. Harper Collins Publishers, 2008.
5. Mehta Gita. *A River Sutra*. Penguin, 2000.
6. Peeradina Saleem. *Contemporary Indian English Poetry*. Macmillan, Chennai, 2010.
7. Rushdie Salman. *Imaginary Homelands: Essays and Criticism* RHUK, 2004.

**Secondary References:**

1. Agarwal Beena. *Women Writers and Indian Diaspora*. Authors press, 2011.
2. Agarwal Malti. *English Literature: Voices of Indian Diaspora*. Atlantic Publisher, 2009.
3. Bande Usha and Jasbir Jain (series ed). *Gita Mehta- Writing Home/Creating Homeland*. New Delhi: Rawat Publication, 2008.

4. Chakrabarti A. S. A. P. T Kavita. *Contextualizing Nationalism, Transnationalism and Indian Diaspora*. Creative Publisher, 2010.
5. Das Nigamananda. *Jhumpa Lahiri: Critical Perspectives*. Pencraft International, 2008.
6. Deb Kushal. *Mapping Multiculturalism (1<sup>st</sup> Edition)*. Rawat Publications , 2002.
7. Gupta K. Surendra. *Specifications of Indian Diaspora Study of Emerging Sandwich Cultures*. Atlantic Publisher, 2012.
8. Jain Jasbir. *Dislocations and Multiculturalisms: (1st Edition)*. Rawat Publications, 2004.
9. Jain Jasbir. *Writers of the Indian Diaspora*. Rawat Publications, 1998.
10. Kadekar Narayan Laxmi and Sahoo Kumar Ajaya .*Global Indian Diaspora: History, Culture and Identity*. Rawat Publications, 2012.
11. Knott Kim. *Diasporas: Concepts, Intersections, Identities*. Rawat Publications, 2011.
12. Tiffin Griffiths Ashcroft Menin. *The Empire Writes Back*. Taylor & Francis Ltd, 2002.

**Course Title:** Creative Writing

**Course Code:** ENG-E-6

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To explore creative writing genres (Poetry, Drama, Fiction) through practical writing classes
2. To build on the foundation of basic knowledge and interest of students in creative writing
3. To develop ones' own style of writing through reading, discussion and experimenting in writing culminating in a student's work portfolio
4. To encourage students' to get their works published using traditional means and modern media
5. To write with the aid of the senses

**2. Learning Outcomes:** By the end of the course the student will:

1. Have a sample of their own creative output (individual/group)
2. Demonstrate an understanding of concepts related to the creative writing genres
3. Be confident to put forward their ideas/opinions through creative writing genres
4. Develop ability to critique and edit their own work as well as others'
5. Have the ability to use technology in their creative endeavour

**3. Number of Hours:** 04 hours per week

#### 4. Course Content:

**Total Number of hours: 60**

**Note:** This course will focus on the creative *writing* process. Thus, emphasis will be given to the written aspect of the course. Theoretical concepts, learnings, and innovations in the forms and fields will be imparted through praxis. Students will maintain a journal and submit a final portfolio of their creative output. The journal should mandatorily contain *all* the drafts of their works. The editing aspect of the writing process (revision, editing and proofreading) is to be taught concurrently with the units, while focusing on the particular needs of the forms.

#### **Unit I: Poetry**

**20 hours**

*Concepts:* Metre and rhyme; Meaning and being of language- power of reference/pop culture/allusions; form (and subverting form); free verse; syllabics; shaping a sequence and collection; figures of speech and its use

Spoken Word -writing, speaking, and performing; Reading techniques – charm, set, space, cold open, silence, blending music

Use of technology in performance, exposing your work to others; *transaesthetics*

*Applied:* Students will apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry. They will demonstrate, through the writing and performing of several poems, an understanding of some of the aesthetic aspects of contemporary poetry, such as manipulation of stanzas and line lengths, figures of speech, symbolism, setting, tone, and imagery. They will identify the aesthetic aspects of poetry in published poems and poems written by classmates.

*Portfolio:* Rhyming poems (with various rhyme scheme and forms), free verse, Slam poetry, Spoken word

**Note:** Instructor may use a selection of poetry (established poets) to illustrate the range and variety of poetry. Focus should be on cultivating the student's poetry writing skills.

#### **Unit II: Drama**

**20 hours**

*Concepts:* Structures of a stage plays (physical/written); Acts/scenes; Scripting a stage play; Original v/s adapted; story/dialogue/description; Contrast creating conflict; characters and idiom; overwriting; individual voice

Exposition - Using monologues; subtext; dramatic irony; status

Staging - Action; Sets; stage directions and visual narrative; Using offstage effectively; Dramatic action; Staging scenes

Radio Drama: creating pictures with sound; constraints of the medium; Radio drama script; Adaptation; using voices

*Applied:* Students will apply strategies of storytelling in the medium of a play and the analysis of published drama. They will demonstrate, through the writing of a play (one act/two act/three act) an understanding of some of the aesthetic aspects of drama, such as scripting action for the stage, use of dialogue and creating powerful characters through use of monologues and dramatic irony. They will have the ability identify these aspects of drama in published plays and work written by classmates.

*Portfolio:* One act play, three act play, Radio play

**Note:** Instructor may use a selection of drama (established playwrights) to illustrate the range and variety of drama. Focus should be on cultivating the student's writing skills.

### **Unit III: Fiction**

**20 hours**

*Concepts:* Short Fiction – Short Stories, Flash Fiction, Novella, and Novel

Form/Structure; Plot/Scenes; Character; point of view/narrative voice; conflict/crises; Setting/time

Micro-tales/Nano-tales – analysis of social media and innovative storytelling techniques

Novella/Novel: literary novel v/s genre novels exploring storylines, multiple/parallel plots; reality /s imagination; research and its importance; structuring your chapters vis-à-vis your novel

Creative Non – Fiction –Devices; Basic structure; Speaking with the reader – Your spoken voice; Passion involvement; Writing about yourself – You as a story; Memoir and memory; Writing about people and the world; finding a topic; fieldwork and interviews; literature of hope

*Applied:* Students will apply strategies of storytelling in the writing of atleast one short story/flash fiction; novella/novel (or works of creative non-fiction, or graphic novels) and the analysis of published fiction. They will demonstrate, through the writing of an original work, an understanding of some of the following elements of storytelling: plot, characterization, setting, point of view, symbolism, and style. They will identify the narrative techniques and elements of storytelling used in published works of fiction and stories written by classmates.

*Portfolio:* Short-story, Flash Fiction, Novel/Novella (Structuring/idea conception and writing of at least 3 chapters)

**Note:** Instructor may use a selection of fiction (established writers) to illustrate the range and variety of fiction. Focus should be on cultivating the student's writing skills.

**N.B:** the number of lectures for each unit includes time for continuous assessment, portfolio building (with instructor feedback and review) as well as writing classes.

**Additional note:** As a supplementary skill, the students should be taught how to prepare and submit a piece of work for publication. They should display the ability of using a word-processor, and desk-top publishing software to format their manuscript so as to be print ready and ready for submission to an editor, or publisher. They should also be taught, if not given, opportunities for publication. These can be achieved using the students' works, collected in a portfolio, to assess their growth and competency. (Desk-top publishing software such as Adobe Indesign/Publisher/Illustrator)

Instructors should use peer editing and group workshop method within the classroom as a method of giving and receiving constructive criticisms. This will also open opportunities for students to perform and read out their work, thereby taking care of the spoken word aspect of creative writing, as and when it may apply.



## 5. Reference Books:

### Primary References:

1. Cheney, Theodore A. Rees. *Writing Creative Nonfiction - Fiction Techniques for Crafting Great Nonfiction*. California: Ten Speed Press, 1987. ebook.
2. Burroway, Janet. *Writing Fiction: A Guide to Narrative Craft*. New York: Longman Publishers, 2000.
3. Earnshaw, Steven. *The Handbook of Creative Writing*. Edinburgh University Press, Edinburgh. 2007.
4. Greenwell, Bill and Linda Anderson. *A Creative Writing Handbook - Developing Dramatic Technique, Individual Style and Voice*. Ed. Derek Neale. London: A & C Publishers Ltd., 2009.
5. Miller, Brenda and Suzanne Paola. *Tell it Slant - Writing and Shaping Creative Nonfiction*. McGraw-Hill, 2005.
6. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006. ebook.
7. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge University Press, 2007.
8. Smith, Marc Kelly and Joe Kraynak. *Take the Mic - The Art of Performance Poetry, Slam and the Spoken Word*. Illinois: Sourcebooks MediaFusion, 2009. ebook.
9. Strunk, William and E. B. White. *The Elements of Style*. New York: The Penguin Press, 2005.

### Secondary References:

1. Boden, Margaret. *The Creative Mind - Myths and Mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself - Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman, *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *Doing Creative Writing*. Oxon: Routledge, 2007.

7. Smith, Marc Kelly and Joe Kraynak. *Stage a Poetry Slam*. Illinois: Sourcebooks Media Fusion, 2009.

**Course Title:** Visual Literature

**Course Code:** ENG-E-7

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to visual literature – in the form of graphic novels, comics and digital comics
2. To understand core concepts in the field of visual literature.
3. To understand how to read graphic novels, comics, and other forms of visual literature.
4. To establish the contribution of visual literature to literature on the whole.

**2. Learning Outcomes:** By the end of the course the student will be able:

1. To understand visual literature - core concepts, how to read, and critically analyze it as well as establish it as no longer a para-literary form
2. To recognize writers, forms, and ages associated with graphic novels, comics and other forms of visual literature.
3. To have the ability to analyze works of visual literatures critically.

**3. Number of Hours: 04 hours per week**

#### 4. Course Content:

Total Number of hours: 60

##### Unit I: The Comics Genre – History, Formats to Key terms:

12 hours

1. History of comics (from paper to digital), Graphic novels and other visual literature
2. The major comics-creating nations and introduction to comics traditions
  - a) America - Titles from DC Comics, Marvel, Vertigo, Dark Horse and others
  - b) Europe - *Tintin*; *Asterix*, French and British Comics
  - c) Japan (Manga) - *Akira*
  - d) Indian Comics tradition - *Tinkle*, *Amar Chitra Katha*, *Jataka* & *Panchatantra tales*
3. The single panel comic to syndication
  - a) R.K. Laxman's collection
  - b) *Calvin & Hobbes* - William Patterson
4. Adapted Comics - *The League of Extraordinary Gentlemen* - Alan Moore
5. Advent of Digital Comics/web comics -
  - a) Gavin Aung Than - [www.zenpencils.com](http://www.zenpencils.com)
  - b) Rob Denbleyker - [www.explosm.net](http://www.explosm.net)
6. Key terms - Sequential Art, panel, gutter, tier, splash, spread, speech balloon, caption, sound effects, narration, formats, canon

[**Please Note:** Noted graphic novelists and comics creators will be introduced to students as they cover the history of the genre.]

##### Unit II: The Modern Classic

16 hours

1. The Complete Maus - Art Spiegelman

**Recommended Secondary Reading** -Persepolis - Marjane Satrapi

##### Unit III: A Realistic look at the 'Superhero'

16 hours

1. Watchmen - Alan Moore
2. V for Vendetta - Alan Moore

**Recommended Secondary Reading**

- a) Batman Year One - Frank Miller
- b) The Dark Knight Returns- Frank Miller
- c) Superman: Man of Steel - John Byrne

## Unit IV: Alternative Comics/Graphic Novels

16 hours

1. Fun Home - Alison Bechdel
2. A Contract with God - Will Eisner

### Recommended Secondary Reading -Underwater Welder - Jeff Lemire

**N.B:** The number of lectures for each unit includes time for continuous assessment.

Secondary Reading will not be evaluated in the Semester End Exam, but may be used for Continuous assessment if it is used as an extension of the scope of the course.

It is recommended for the students to read the suggested secondary readings in order to fully comprehend the material to be discussed in class.

## 5. Reference Books:

### Primary References:

1. Bechdel, Alison. *Fun Home: A Family Tragicomic*. Boston: Houghton Mifflin, 2006.
2. Chaney, Michael A., ed. *Graphic Subjects: Critical Essays on Autobiography and Graphic Novels*. Wisconsin: University of Wisconsin Press, 2011.
3. Eisner, Will. *A Contract with God and Other Tenement Stories*. New York: DC Comics, 1996.
4. —. *Comics & Sequential Art*. Florida: PoorHouse Press, 1985.
5. Heer, Jeet and Kent Worcester. *Arguing Comics: Literary Masters on a Popular Medium*. Jackson: University Press of Mississippi, 2004.
6. Liddo, Annalisa di. *Alan Moore: Comics as Performance, Fiction as Scalpel*. Mississippi: University Press of Mississippi, 2009.
7. McCloud, Scott. *Making Comics- Story Telling Secrets of Comics, Manga and Graphic Novels*. New York: Harper Collins, 2006.

8. —. *Understanding Comics: The Invisible Art*. New York: HarperCollins, 1993.
9. McLaughlin, Jef, ed. *Comics as Philosophy*. Jackson: University Press of Mississippi, 2005.
10. Miller, Frank. *Batman: Year One*. New York: DC Comics, 2005.
11. Mills, Anthony R. *American Theology, Superhero Comics, and Cinema: The Marvel of Stan Lee and the Revolution of a Genre*. New York: Routledge, 2014.
12. Moore, Alan (w) and David (a) Lloyd. *V for Vendetta*. DC Comics, 2008.
13. Moore, Alan. *The League of Extraordinary Gentlemen*. La Jolla: CA: America's Best Comics, 2000.
14. Moore, Alan and Dave Gibbons. *Watchmen*. New York: Warner Books, 1987.
15. Morris, Tom and Matt Morris. *Superheroes and Philosophy: Truth, Justice and the Socratic Way*. Illinois: Open Court, 2005.
16. Peterson, Robert S. *Comics, and Manga, Graphic Novels: A History of Graphic Narratives*. California: Praeger, 2011.
17. Robb, Brian J. *Superheroes: From Superman to the Avengers, The Evolution of Comic Book Legends*. London: Robinson, 2014.
18. Satrapi, Marjane. *Persopolis*. London: Vintage Books, 2008.
19. Spiegelman, Art. *MetaMaus*. New York: Pantheon Books, 2011.
20. —. *The Complete Maus*. USA: Pantheon Books, 1996.
21. White, Mark D. *Watchmen and Philosophy: A Rorschach Test*. New Jersey: John Wiley & Sons, Inc, 2009.

### **Secondary References:**

1. Berninger, Mark, John Ecker and Gideon Haberkon. *Comics as a Nexus of Cultures: Essays on the Interplay of Media, Disciplines and International Perspectives*. London: McFarland & Company, Inc. Publishers, 2010.

2. Dalton, Russell. *Marvelous Myths: Marvel Superheroes and Everyday Faith*. Missouri: Chalice Press, 2011.
3. Daniels, Les. *DC Comics: A Celebration of the World's Favorite Comic Book Heroes*. New York: Bulfinch Press, 1995.
4. Hahn, Joel. "A Librarian's Guide to DC Comics." *Serials Review* (1998): 64-78.
5. Hatfield, Charles. *Alternative Comics: An Emerging Literature*. Jackson: University Press of Mississippi, 2005.
6. Lavin, Michael. "A Librarian's Guide to Dark Horse Comics." *Serials Review* (1998): 76-93.
7. —. "A Librarian's Guide to Marvel Comics." *Serials Review* (1998): 41-63.
8. Lopes, Paul. *Demanding Respect: The Evolution of the American Comic Book*. Philadelphia: Temple University Press, 2009.
9. MacWilliams, Mark W., ed. *Japanese Visual Culture-Explorations in the World of Manga and Anime*. New York: East Gate, 2008.
10. Than, Gavin Aung. *Zen Pencils: Cartoon Quotes from Inspirational Folks*. Missouri: Andrew McMeel Publishing, 2014.
11. —. *Zen Pencils-Volume Two - Dream the Impossible Dream*. Missouri: Andrew Mcmeel Publishing, 2015.
12. Weiner, Robert G. *Marvel: Graphic Novels and Related Publications- An Annotated Guide-Comics, Prose Novels, Children's books, Articles, Criticism and Reference Works, 1965 -2005*. London: McFarland & Company, Inc., Publishers, 2008.

**Course Title:** Representation of Gender and Sexuality in Literature

**Course Code:** ENG-E-8

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint the students with English literature that explores the dimensions of gender, its social constructs etc.
2. To unfold the concept of sexuality is through its various aspects.
3. To discover the notions of gender and sexuality and their interplay.
4. To enable the students to appreciate the various constructs of gender and sexuality.
5. To help students understand the fluid natures of gender and sexuality.
6. To reveal gender and sexuality as is prevalent with reference to society, psychology, morality etc.
7. To foster an appreciation for literature pertaining to interplay of gender and sexuality.

**2. Learning Outcomes:**

Upon completion of the course the student should be able to:

1. Appreciate the fluid nature of gender and sexuality.
2. Recognize the literal/ symbolic meanings depicted in literature related to gender and sexuality.
3. Decipher the interplay between gender and sexuality as seen through depictions, imagery etc.
4. Recognize various themes seen in literature pertaining to gender and sexuality.

**3. Number of Hours: 04 hours per week**



#### **4. Course Content:**

**Total Number of hours: 60**

#### **UNIT I: BACKGROUND TOPICS**

**10 hours**

1. Feminist Movement:
  - a) Nature of Feminism
  - b) History of Feminism
  - c) Feminism Waves
  - d) Gynocriticism Lesbian
  - e) Feminism
2. Queer theory:  
Nature and history of Queer  
Theory Identity Politics  
Gender Performativity

#### **UNIT II: PROSE**

**20 hours**

1. **Essay:**
  - a) Theory of Sexual Politics - Kate Millett:
2. **Novels:**
  - a) The Boyfriend- Raj Rao
3. **Short Stories:**
  - a) The Daughter of the Late Colonel - Katherine Mansfield
  - b) Draupadi - Mahasweta Devi

#### **UNIT III: PLAY**

**20 hours**

1. Mr. Behram - Gieve Patel
2. On a Muggy Night in Mumbai - Mahesh Dattani

#### **UNIT IV: POEMS**

**10 hours**

1. Sappho
  - a) Come here to me from Crete
  - b) To Aphrodite
  - c) He is more than a hero
2. Suniti Namjoshi
  - a) I Give her the Rose
  - b) Well then let slip the masks

3. Maya Angelou
  - a) Phenomenal Woman
  - b) Still I Rise
4. Kamala Das
  - a) The Looking Glass
  - b) The Old Playhouse
5. Sylvia Plath
  - a) Spinster

## 5. Reference Books:

### Primary References:

1. Dattani, Mahesh. *Mahesh Dattani: Collected Plays*. New Delhi: Penguin, 2000.
2. Gilbert, Sandra & Gubar Susan. *The Madwoman in the Attic*. UK: Yale University Press, 1984.
3. Jain, Jasbir (ed). *Women in Patriarchy: Cross – Cultural Readings*. New Delhi: Rawat Publications, 2005.
4. Millett, Kate. *Sexual Politics*. University of Illinois Press, 2000.
5. Rao, Raj. *Boyfriend*. Penguin India, 2003.
6. Ruth Vanita & Kidwai Saleem. *Same Sex Love in India: Readings from Literature and History*. New Delhi: Macmillan, 2000.
7. Sedgwick Eve Kosofsky. *Epistemology of the Closet*. University of California, 1990.
8. Tendulkar, Vijay. *Mitrachi Goshta: A Friend's Story: A Play in Three Acts*. Oxford University Press, 2000.

### Secondary References:

1. Brabon, Benjamin & Genz Stephanie. *Postfeminism*. Edinburgh University Press, 2009.
2. Bristow, Joseph. *Sexuality*. Routledge, 2013.
3. Butler, Judith. *Gender Trouble*. Routledge, 2012.

4. Shahni, Parmesh. *Gay Bombay: Globalization, Love and (be)longing in Contemporary India*. Sage Publications India Pvt. Ltd, 2008.
5. Sharma, Prabhat. *The Plays of Vijay Tendulkar: Critical Explorations*. Sarup & Sons, 2008.
6. Wake, Paul & Malpas Simon. *The Routledge Companion to Critical Theory*. Routledge, 2008.

## **T.Y.B.A. – SEMESTER V – CORE PAPER**

**Course Title:** Nineteenth Century English Literature

**Course Code:** ENG-V.C-7

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint the students with English literature of the nineteenth century.
2. To reveal the impact of socio-economic aspects of the nineteenth century on literature written during the period.
3. To acquaint the students with the prevalent literary genres as well as stylistic feature of literature written during the nineteenth century.
4. To encourage independent critical reading of the literary texts written during the nineteenth century.

### **2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. Appreciate the socio-economic facets of the nineteenth century and its impact on literature written during the time.
2. Understand essential features of Romanticism and Victorianism.
3. Independently read and evaluate the literary texts written during the time.

### **3. Number of Hours: 04 Hours per week**

**4. Course Content:**

**Total Number of hours: 60**

**Unit I: Background:**

**05 hours**

1. Romanticism
2. French Revolution and Romanticism
3. Features of Victorian literature
4. Georgian Poetry
5. Industrial Revolution; Darwinism

**Unit II: Poetry:**

**25 hours**

1. William Wordsworth
  - a) We are Seven
  - b) Tables Turned
  - c) Lines Written in Early Spring
  - d) To a Skylark
  - e) Simone Lee: The Old Huntsman
2. Samuel Taylor Coleridge
  - a) Kubla Khan
  - b) A Broken Friendship
3. John Keats
  - a) Ode to Autumn
  - b) When I have Fears that I may cease to be
  - c) Ode to Nightingale
4. Percy Bysshe Shelley
  - a) To a Skylark
  - b) Ozymandias
  - c) The Cloud
5. Alfred Lord Tennyson
  - a) Break, Break, Break
  - b) In memoriam-(Prologue, Epilogue)
6. Robert Browning
  - a) The Bishop orders his Tomb at saint Praxed's Church
7. Matthew Arnold
  - a) Dover Beach
  - b) Longing
  - c) To Marguerite

**UNIT III: Drama**

**10 hours**

1. Pygmalion - George Bernard Shaw

## UNIT IV: Novels

20 hours

1. Jane Eyre - Charlotte Bronte

### 5. Reference Books:

#### Primary References:

1. Charlotte Bronte. *Jane Eyre*. Harper Press, 2010.
2. Green David. *The Winged Word*. Macmillan, Madras, 1974.
3. Shaw George Bernard. *Pymalion*. Penguin Edition, 2009.

#### Secondary References:

1. Churchill R.C. *English Literature of the Nineteenth Century*. University Tutorial Press; First Edition, 1956.
2. Daiches David. *A Critical History of English Literature, Volume 4: The Romantics to the Present Day*. Martin Secker & Warburg Ltd, 1968.
3. Ford Boris (ed.). *Pelican Guide to English Literature (Vol. 5, 6)*. Penguin Books, London, 1957.
4. Gridley E. Roy. *Browning*. Routledge & Kegan Paul, London, 1972.
5. Latham Jacqueline (ed.). *Critics on Matthew Arnold*. George Allen and Unwin Ltd. , U.K., 1973.
6. O'Neill Judith (ed.). *Critics On Keats*. George Allen & Unwin Ltd., U.K. 1967.
7. Sen S. Wordsworth William. *Preface to the Lyrical Ballads: A Critical Evaluation*. Unique Publishers (I) Pvt. Ltd, 2014.

**Course Title:** Shakespeare Today

**Course Code:** ENG-E-9

**Marks:** 100

**Credits:** 4

### **1. Course Objectives**

1. To acquaint the students with the various forms of literature which are based on the works of William Shakespeare.
2. To foster an interest in the students in exploring the various literary works produced by Shakespeare.
3. To establish a link between the era of Shakespeare and the contemporary times.

### **2. Learning Outcomes:**

1. The students should be able to identify the various themes presented in the works of Shakespeare.
2. The students should be able to appreciate the genius of Shakespeare and its relevance in today's era.
3. The students should be able to understand the various genres that Shakespeare's plays have been adapted into.

### **3. Number of hours: 04 hours per week**

### **4. Course Content:**

**Total Number of hours: 60**

#### **UNIT I: Background**

**5 hours**

1. Relevance of Shakespeare in the modern era.
2. The three genres of Shakespearean drama: Comedy, Tragedy and History.
3. The influence of Shakespeare on English Literature.
4. The impact of Shakespeare's plays on modern culture.

## **UNIT II: Literature Based on Shakespeare's Plays**

**30 hours**

1. Prospero's daughter - Elizabeth Nunez (10 hours)
2. I, Iago - Nicole Galland (10 hours)
3. Hamlet (Manga Shakespeare) (10 hours)

## **UNIT III: Visual Media Based on Shakespeare's Plays**

**20 hours**

Movies:

1. Hamlet (1996) - Kenneth Branagh
2. Maqbool (2003) - Vishal Bharadwaj
3. Omkara (2006) - Vishal Bharadwaj
4. Haider (2014) - Vishal Bharadwaj ( Self Study)
5. Twelfth Night (Series - Arkangel Complete Shakespeare )
6. Gnomeo & Juliet - Kelly Asbury (Shakespeare's animated play)

## **UNIT IV: Review of Shakespearean Plays by Modern Schools of Criticism 5 hours**

1. Psychoanalytical interpretation of Shakespeare's works.
2. Post- colonial interpretation of Shakespeare's works.
3. Feminist interpretation of Shakespeare.
4. Marxist interpretation of Shakespeare's works.

**Note: *Hamlet* will be taught as a model text, which includes the original as well as the adaptations across mediums.**

### **5. References Books:**

#### **Primary References:**

1. Amanda Root, Jonathan Firth. Twelfth Night. Series – (Arkangel Complete Shakespeare). Bbc Audiobooks America. 2005
2. Burt, Richard. *Shakespeare After Mass Media*. Palgrave Publications, New York, 2012.
3. *BBC Television Shakespeare*. Romeo and Juliet. BBC 2. U.K., 3 Dec. 1978. Television.
4. Cartelli, Thomas. *Repositioning Shakespeare*. Routledge, 2009.



5. Duffield P, Appignanesi R. *Manga Shakespeare: The Tempest*. Self Made Hero Publication, London, 2007.
6. Galland, Nicole. *I, Iago: A Novel*. William Morrow & Company, New York, 2012.
7. Garber, Majorie. *Shakespeare and Modern Culture*. Random House Inc, New York, 2008.
8. *Haider*. Dir. Vishal Bharadwaj. Perf. Shahid Kapoor, Tabu, Shraddha Kapoor, Kay Kay Menon, Irrfan Khan. UTV Motion Pictures, 2014. Film.
9. *Hamlet*. Dir. Kenneth Branagh. Columbia Pictures, 1996. Film.
10. Kelly Asbury dir. *Gnomeo & Juliet*. January 2011.
11. Lenz, Carolyn. *The Woman's Part: Feminist Criticism of Shakespeare*. University of Illinois Press, Chicago, 1984.
12. Lupton, Julia. *After Oedipus: Shakespeare in Psychoanalysis*. Cornell University Press, 1993.
13. *Maqbool*. Dir. Vishal Bharadwaj. Perf. Irrfan Khan, Tabu, Pankaj Kapoor, Om Puri, Naseeruddin Shah. Kaleidoscope Entertainment Pvt. Ltd., 2003. Film.
14. Nagarajan, S & Viswanathan. R, ed. *Shakespeare in India*. S. OUP India Publishers, 1987.
15. Nunez, Elizabeth. *Prospero's Daughter*. Random House Publishing Group, New York, 2006.
16. *Omkara*. Dir. Vishal Bharadwaj. Perf. Ajay Devgan, Saif Ali Khan, Vivek Oberoi, Kareena Kapoor. Eros Entertainment, Big Screen Entertainment, Shemaroo Entertainment, 2006. Film.
17. Siegel, Paul. *Shakespeare's English and Roman History Plays: A Marxist Approach*. Associated University Presses, 1964.

### Secondary References:

1. Barker, Granville and Harisson G.B. *Companion to Shakespearean Study*, Cambridge University, 1946.
2. Goddard. *The Meaning of Shakespeare*. University of Chicago Press, Chicago, 1960.
3. Halliday, F.E. *Shakespeare in His Age*, Gerald Duckworth & Co. Ltd, 1965.
4. Iyengar, Srinivasa. *Shakespeare: His World and His Art*, Sterling Publishers, 1984.

5. Kastan, David. *Shakespeare After Theory*. Routledge, New York, 1999.
6. Kott, J. *Shakespeare Our Contemporary*. W. W. Norton & Company, New York, 1974.
7. Rothwell, Kenneth S. *A History of Shakespeare on Screen: A Century of Film and Television*, Cambridge: Cambridge University Press, 2004.
8. Shakespeare, William. *Hamlet*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
9. Shakespeare, William. *Macbeth*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
10. Shakespeare, William. *Othello*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
11. Trivedi, P. and Bartholomeusz Dennis. *Shakespeare's India*. University of Delaware Press, 2005.

**Course Title:** Ancient Indian Classics in Translation

**Course Code:** ENG-E-10

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint the students with Indian culture of the past.
2. To introduce the students to great ancient Indian classics.
3. To acquaint the students with Indian poetics.

**2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. To perceive aesthetic and philosophical, social aspects of ancient Indian society.
2. To appreciate ancient Indian classics.
3. To comprehend Indian poetics.

**3. Number of Hours: 04 Hours per week**

**4. Course Content:**

**Total Number of hours: 60**

**Unit I: The Mahabharat**

**15 hours**

**1.Extracts from the Mahabharat:**

- a) Droupadi – Svayamvara Parva – Volume I (Pages 437-458)
- b) Vaivahka Parva Volume I (Pages 458-473)
- c) Dyuta Parva Volume II (Pages 185 to 247)
- d) Kichaka – Vadha Parva – Volume 4 (Pages 29 to 54)
- e) Amba – Upakhyaana Parva – Volume 5 (Pages 1 to 60)

## Unit II: The Ramayana

15 hours

1. Book I – Canto
  - a) XXXVI - L
  - b) LXVI - LXVIII
  - c) LXXVII
2. Book II – Canto
  - a) I
  - b) VII - XIX
  - c) XXVI - XXVII
  - d) XXXVII - XLIII
  - e) LI - LXIV
3. Book III – Canto
  - a) IX - XX
  - b) XXXI -LVII
4. Book VI – Canto
  - a) XXXI - XXXIV
  - b) C - CXXV

(Note: Book III & VI - Self Study)

## Unit III: Poems from Sanskrit in translation

15 hours

1. **Verse nos.** 1-15; 18-21 ; 24; 26; 30; 32; 39; 40-45; 47; 51-53; 61; 63; 65; 67 ; 69-71 ; 73;74; 86;87; 97-101; 103; 104; 110; 111; 114 -116; 118; 119; 122; 123; 125; 131;135; 136; 138-140.

### 2. Indian Poetics / Indian Literary Criticism

- a) Bharata – Ntaya – Manjiri (1975) - G. K. Bhatt: On Natya and Rasa: Aesthetics of Dramatic experience.
- b) Bhatrighari -Vakyapadiya .  
Text: From Vakyapadiya - K. Raghavan Pillai.
- c) Dandin from the Kavyadarsa. Translated - Vavilla Venkateswara Sastrulu.  
Dandin's Marga Theory.
- d) Anandvardhana's from Dhuanyaloka ( sphota theory).
- e) Kuntaka -Vakrokti.
- f) Abhinava Gupta's concept of Shantarasa. Rasa - dvani theory.

#### Unit IV: Philosophical Writings

15 hours

1. Bhagavat Gita – Chapter II -The Karmayoga
2. Isha Upanishad (trans.) - Sri. Aurobindo

#### 5. Reference Books:

##### Primary References:

1. Brough John. *Poems from the Sanskrit*. Pelican Books, England, 1968.
2. Debroy Bibek (trans.). *The Mahabharata*. Pelican Books, New Delhi, 2012.(Vol. I, II, IV, V)
3. Devy G.N. (Ed.). *Indian Literary Criticism: Theory and Interpretation*. Orient Longman, New Delhi, 2002.
4. Griffeth Ralph( trans.). *The Ramayan of Valmiki*. Low Price Publications, Delhi, 2003.
5. Ryden W. Arthur(trans.). *Kalidas' Shakuntala* . In Parentheses Publication Sanskrit.
6. Sri. Aurobindo (trans.). *Isha Upanishad*. Sri. Aurobindo Ashram, Pondicherry, 2003.

##### Secondary References:

1. Banker Ashok K. *Ramayana* . Little, Brown Book Group, 2005.
2. Pattanaik Devdutt. *My Gita*. Rupa Publications, New Delhi, 2015.
3. R.K. Narayan. *God, Demons and others*. University of Chicago Press, 1993.
4. Sinha M.P. , Agnihotri Meeraj. *Critical Theories- Indian and Western*. Atlantic Publications, New Delhi, 2013.
5. Smith John (Abridged Trans.) *The Mahabharata*. Penguin Book, India, 2009.
6. Swami Chinmayanada. *The Holy Geeta*. Central Chissmaya Mission Trust, Mumbai, 1996.
7. Swami Parthasarthy. *Bhagvad Gita*. Vedanta World, 2 ed. , 2011.
8. Valmiki, Sattar Arshia. *The Ramayana*. Penguin Random House India, 2016.
9. Zakaria Rafiq. *Discovery of God*. Popular Prakashan Publisher.

**Course Title:** Film Studies

**Course Code:** E-11

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the allied field of Film Studies, its history, literature, and theory.
2. To inculcate in students an educated response to films.
3. To allow students a space to explore film Studies practically and creatively through appropriate form and structure.

**2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the literature of Films through relevant exemplars.
2. To recognize Directors, artists, genres, and movements in Films.
3. To have the ability to identify, critically analyze films.
4. To write, direct and shoot their own short film, informed by Film theory and literature.

**3. Number of hours: 04 hours per week**

#### 4. Course Content:

Total number of hours: 60

##### Unit I: History of Film

10 hours

1. **Silent Period (1895 – 1929):** Movements – German Expressionism, Soviet Montage, French Avant-garde; Lumiere Brothers, Georges Melies, Edwin Porter, D.W. Griffith, Thomas Ince, Mack Sennet, Charlie Chaplin, Buster Keaton, Oscar Miceaux, Carl Theodor Dreyer, Robert Flaherty, Cecil DeMille
2. **Classical Period (1930 – 1945):** Movements: French poetic realism; Frank Capra, Josef Von Sternberg, Howard Hawks, John Ford, Maya Deren
3. **Postwar Period (1946 – 1959):** Movements: Italian neorealism, Japanese art Cinema; Orson Welles, Douglas Sirk, Nicholas Ray, Ingmar Bergman, Satyajit Ray
4. **Transitional Period (1960 – 1979):** Movements- French New Wave, Feminist Film, Direct Cinema, Structural film, Third World Cinema ; John Cassavetes Arthur Penn, Sam Peckinpah, Francis Ford Coppola, Robert Altman, Stan Brakhage, Ousmane Sembene, Luis Bunuel, Woody Allen, Stanley Kubrick, George Lucas, Martin Scorsese
5. **Contemporary Period (1980 - present):** Movements – American Independent cinema, East Asian Cinema, Iranian Cinema, New British cinema, Personal documentary; Steven Spielberg, Oliver Stone, Lars von Trier, David Cronenberg, Ridley Scott, Mira Nair

**Note: Students are to be briefly introduced the context of the periods through clips, montages, extracts. Focus should be on the movements, emphasis should be in understanding the movements.**

##### Unit II: Literature of Film

15 hours

1. **Film Form:** Mise en Scene –Setting, Performance & Movement, Costume and Props; Cinematography –Shot types; Camera Lenses; Camera Angles; Camera Movements, Lighting & Colour
2. **Sound & Editing** – Effects, Music, Perspective Sound, dialogue Overlaps/ Sound Bridges; Optical Effects, Continuity, Spatiotemporal effects
3. **Narrative-** Story & Plot, Narrative development, Narration, Narrative meaning; Time

**Note: Instructor, in conjunction with their class, should select movies, TV series, Documentaries etc to understand the Literature of Films. Each aspect and concept needs to be underlined with actual extracts, and clips of visuals.**

### **Unit III: Film Genres & Theory:**

**15 hours**

1. **Genre Theory:** Genre as Film Language; Genres- Gangster, Western, Horror, Science Fiction, Musical, Romantic Comedy, Fantasy, Parody, Animation, Found Footage, Realism, Blaxploitation  
Bollywood vs Hollywood – a comparison  
Adaptations, Sequels and current forms of Film Trends – Studio Blockbusters, Shared Universe.
2. **Film Theory:** Medium Specific, Realism, Auteur Theory, Semiotics & Structuralism, Ideology  
theory, Feminist film Theory, Cultural Studies, Cognitive Theory

**Note: Instructor, in conjunction with their class, should select movies, TV series, Documentaries etc to discuss the various genres and Theory. Each Theory needs to be underlined with actual extracts, and clips of visuals. Adapted texts can also be taken.**

### **Unit IV: Practical Application of Learning**

**20 hours**

#### **1. Reader-Response**

Reader-Response to Unseen Films: Reviews, comparisons, and break-downs of movies/TV/documentaries in written forms and structures.

#### **2. Application of Film Form**

Message & Values, Mise en Scene, Cinematography, Sound & Editing, Narrative, Genre and Film theory

Story, Storyboard, Screenplay

Creation of movies using concepts learnt in Units 1, 2, and 3.

**Note: Instructor should create a learning environment where concepts can be applied. Movies, TV series, Documentaries should be viewed and analyzed. Students should also create their own short films informed with the concepts learnt in the previous units.**



## 5. Reference Books:

### Primary References:

1. Andrew, Dudley. *concepts in FILM THEORY*. Oxford: Oxford University Press, 1984.
2. Aufderheide, Patricia. *Documentary Film A Very Short Introduction*. Oxford: Oxford University Press, 2007.
3. Benyahia, Sarah, Freddie Gaffeny and John White. *AS Film Studies The Essential Introduction*. New York: Routledge, 2006.
4. Butler, Andrew. *The Pocket Essentials Film Studies*. Berks: [www.pocketessentials.com](http://www.pocketessentials.com), 2005.
5. Dancyger, Ken. *The Technique of Film & Video Editing Fifth Edition*. Oxford: Focal Press, 2011.
6. Nelmes, Jill, ed. *Introductin to Film Studies, 05th Edition*. London: Routledge, 1996.
7. Pearson, Roberta and Philip Simpson, *Critical Dictionary of Film and Televsion Theory*. New York: Routledge, 2001.
8. Stadler, Jane and Kelly McWilliam. *Screen Media Anlaysiaing Film and Television*. NSW: Allen & Unwin, 2009.
9. Stam, Robert. *Film Theory An Introduction*. Masachusetts: Blackwell Publishing, 2000.
10. Thompson, Kristin and David Bordwell. *Film History An Introduction Second Edition*. New York: McGraw Hill, 2003.
11. Villarejo, Amy. *Film Studies The Basics*. New York: Routledge, 2007.
12. Welsh, James and Peter Lev, *The Literature/Film Reader*. Plymouth: The Screcrow Press, 2007.

## Secondary References:

1. Fabe, Marilyn. *Closely Watched Films An Introduction to the Art of Narrative Film Technique*. New York: University of California Press, 2004.
2. Grant, Barry Keith, ed. *Film Genre reader III*. Austin: University of Texas Press, 1986.
3. Gynnn, William, ed. *The Routledge Companion to Film History*. New York: Routledge, 2011.
4. Hart, John. *The Art of the Storyboard A Filmmaker's Introduction*. Oxford: Elsevier, 2008.
5. Monaco, James. *How to Read a Film The World of Movies, Media, and Multimedia*. New York: Oxford University Press, 200.
6. Jess-Cooke, Carolyn and Constantine Verevis, *Second Takes Critical Approaches to the Film Sequel*. New York: State University of New York Press, 2010.
7. Roberts, Graham. *Key Film Texts*. New York: Oxford University Press, 2002.

**Course Title:** Women's Writing in India

**Course Code:** ENG-E-12

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To offer students women's perspective of life and womanhood.
2. To acquaint the students with the distinct stylistic features of Indian women writers.
3. To evaluate the position of woman in the Indian patriarchal society and as reflected in literature written by women writers.

**2. Learning Outcomes:**

1. To appreciate woman's point of view regarding life.
2. To understand the life of a woman in patriarchal society of India.
3. To understand distinct features of women's writing.

**3. Number of hours: 04 hours per week**

**4. Course Content: Total number of hours: 60**

**Unit I: Poetry**

**20 hours**

1. Kamala Das
  - a) The Descendants
  - b) The Doubt
  - c) The Maggots
  - d) The Store Age
2. Mamta Kalia
  - a) Positive Thinking
  - b) After eight years of marriage
  - c) Dubious Lovers
  - d) Sunday Song
  - e) Anonymous

3. Melanie Silgado
  - a) For Father on the Shelf
  - b) The Earthworm's Story
  - c) Birds Brokers
  - d) Doris
4. Imtiaz Dharker
  - a) Puradah I
  - b) Battle –line
  - c) Minority
5. Hira Bansode
  - a) Slave
  - b) O Great Man
6. Mina Gaybhiye
  - a) The Weeping Wound of Centuries
  - b) Both are Useless
7. Anuradha Gaurav
  - a) Request
8. Jyoti Lanje
  - a) Mother
  - b) The Nameless One

## **Unit II: Drama**

**15 hours**

1. Harvest - Padmanabhan Manjula
2. Rudali - Usha Ganguli

## **Unit III: Short Fiction**

**10 hours**

- |                               |   |                  |
|-------------------------------|---|------------------|
| 1. The Day of the Golden Deer | - | Deshpande Shashi |
| 2. Games at Twilight          | - | Desai Anita      |
| 3. Childless one              | - | Nimbkar Jai      |
| 4. The Connoisseur            | - | Dalal Nergis     |
| 5. The Quilt                  | - | Ismat Chughtai   |

## **Unit IV: Non - Fiction**

**15 hours**

1. It's always Possible: Transforming one of the Largest Prisons in the World  
"Women in Tihar"- Bedi Kiran.
2. Writing from the Margins -Shashi Deshpande

## 5.Reference Books:

### Primary References:

1. Bedi Kiran. *It's always Possible: Transforming One of the Largest Prisons in the World*. Sterling Publishers Pvt.Ltd ,India; 6th edition , 2005.
2. Chughtai, Ismat. *The Quilt and other stories*. Sheep. Meadow Press,U.S. 1994.
3. Deshpande, Shashi. *Writing From the Margin & Other Essays*. Penguin Books, 2003
4. Deshpande Shashi. *Collected Stories*. Penguin Books, London, 2003.
5. Dhar Sheila. *Here's Someone I'd Like you to Meet*. Oxford University Press, 1996.
6. Eunice De Souza. *Nine Indian Women Poets*. Oxford University Press, New Delhi, 1997.
7. Ganguli Usha. *Rudali*. Radhakrishan Prakashan, 1<sup>st</sup> edition, 2004.
8. Mehta Gita. *Karma cola*. Penguin, 2015.
9. Mulk Raj Anand and Zelliott Eleanor (Ed). *An Anthology of Dalit Literature*. Gyan Publishing House, New Delhi, 1992.
10. Padmanabhan Manjula. *Harvest*. Aurora Metro Publications, 2003.
11. Prasad Madhusudan. *Contemporary Indian English Stories*. Sterling P. 1988.

### Secondary References:

1. Amga H.L. *Indo - English Poetry*. Surabhi P. Jaipur, 2000.
2. Bande Usha. *Gita Mehta: Writing Home / Creating Homeland (Writers of the Indian Diaspora)* . Rawat Publications , India, 2008.
3. Bedi Kiran. *I Dare*. Hay House, India, 2009.
4. Naik M.K. , Narayan Shyamala. *Indian English Literature 1980-2000 : A Critical Survey*. Pencraft International, Delhi, 2016.
5. Pawar M.S. *New Women Novelists with New Horizons*. Shruti P. Jaipur, 2011.
6. Ray Mohit. *Indian Writing in English*. Atlantic Publishers, New Delhi, 2008.

## **SEMESTER V – INTERDISCIPLINARY PAPER**

**Course Title:** Creative Writing for Beginners

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To expose students to a variety of literary genres, authors and styles through reading, discussion and analysis.
2. To experiment with a variety of writing genres like short story, poetry, novella, drama etc.
3. To help students understand the process of revision, editing and proofreading.
4. To develop the skills to self-critique one's own writing through a process of giving and receiving criticism on one's own and others' writings.
5. To encourage students to publish their works in the college magazine, college newsletters, local newspapers etc.

### **2. Learning Objectives :**

By the end of the course

1. Students will demonstrate an understanding of literary conventions like plot, character, theme etc.
2. Students will develop a basic understanding of various prose fiction genres.
3. Students will learn to use current events as inspiration for Creative Writing.
4. Students will understand the importance of proof reading, editing and rewriting.
5. Students will become confident about their ability to voice their opinion, desires, world-view etc through writing.
6. Students will learn to critique the writings of their peers.
7. Students will improve their vocabulary and sentence structures.
8. Students will learn to think and write creatively.

**3. Number of Hours:                      04 hours per week**

#### **4. Course Content :**

**Total Number of hours: 60**

- 1. How to Get Started? 5 hours**
  - a) Journal Writing (Recording Personal Experiences).
  - b) Free Writing.
  - c) Clustering.
  - d) Badly Written First Drafts as Helpful a Starting Point.
  
- 2. How to find Subject Matter? 5 hours**
  - a) Be inspired by events in personal life.
  - b) Draw inspiration from people one comes across.
  - c) Be moved by injustice.
  - d) Draw on current events in Politics, Society etc.
  - e) Look at genres of fiction one loves to read etc.
  
- 3. How to make a story interesting? 5 hours**
  - a) Introduce conflict, complications, trouble, crisis, resolution.
  - b) Create feeling of suspense.
  - c) Appeal to emotions.
  - d) Surprise reader with unexpected ending.
  
- 4. Difference between ‘Story’ and ‘Plot.’ 5 hours**
  
- 5. Characterization. 5 hours**
  - a) Memorable characters have ‘Credibility’, ‘Purpose’ and ‘Complexity.’
  - b) ‘Indirect Method’ or ‘Telling’ method of Character Presentation  
– Authorial Interpretation
  - c) Direct Method or ‘Showing Method’ of Character Presentation.
    - i. Showing appearance
    - ii. Showing action
    - iii. Portraying speech
  - d) Checklist for Creating Character.  
Age, gender, race, nationality, marital status, region, education, religion, profession, memories, dietary habits, ideology, likes, dislikes etc.
  
- 6. Importance of Atmosphere and Setting in Fiction 5 hours**

7. Point of View/Narrative voice **5 hours**
- a) Who speaks :
- i. First Person Narrative
  - ii. Second Person narrative
  - iii. Third Person Narrative
- b) To whom :
- i. To The Reader?
  - ii. To Another character in the Story?
8. The Concept of Authorial Distance or Psychic Distance. **5 hours**
9. Difference between types of Prose Fiction [Novel, Short Story, Play]. **5 hours**
10. The Importance of Proofreading, Editing, Rewriting. **5 hours**
11. Poetry: Prosodic Features-Rhyme. Rhythm, Metre, Stanzaic Forms, Figurative Language, Symbolism, Special Linguistic Features etc. **10 hours**

## **5. Reference Books:**

### **Primary References:**

1. Burroway, Janet. *Writing Fiction: A Guide To Narrative Craft*. New York: Longman Publishers, 2000.
2. Earnshaw, Steven. *The Handbook of Creative Writing*, 2007: Edinburgh University Press, Edinburgh.
3. Morley, David. *The Cambridge Introduction to Creative Writing*, New York: Cambridge University Press, 2007.
4. Strunk, William, and E.B.White. *The Elements of Style*. New York: Longman, 2000.



### **Secondary References:**

1. Boden, Margaret. *the creative mind - myths and mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself - Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman, *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *doing creative writing*. Oxon: Routledge, 2007.
7. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006.
8. Neale, Derek. *A Creative Writing Handbook: Developing Dramatic Technique, Individual Style and Voice*. London: A & C Black Publishers Ltd., 2009.

### **Additional Online Reading:**

1. <http://io9.com/10-tips-and-tricks-for-creating-memorable-characters-1616544190>
2. <http://thewritepractice.com/resources/characterization/>
3. <http://ladylovelace.hubpages.com/hub/The-Difference-Between-Story-and-Plot>
4. <http://www.learningnerd.com/the-difference-between-plot-and-story/>
5. <http://literarydevices.net/point-of-view/>

## **T.Y.B.A.– SEMESTER VI-ELECTIVE PAPER**

**Course Title:** Twentieth Century English Literature

**Course Code:** ENG-VI.C-8

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce the students to novel, play and poems drawn from the English-language literatures of the twentieth century.
2. To examine how authors have responded to historical and cultural change throughout the twentieth century.
3. To probe the growth of modernism, and the appearance of post-colonialism and postmodernism

### **2. Learning Objectives:** By the end of the course the students will be able:

1. To appreciate representative literary works of the Twentieth century English Literature.
2. Acquainted with different modern prose styles as well as colloquial rhythms of modern poetry.
3. To have a better understanding of the impact of world wars and psychology on literature.

### **3. Number of Hours:** 04 hours per week

### **4. Course Content:**

**Total number of Hours 60**

#### **Unit I: Poems**

**20 hours**

1. William Butler Yeats    a) The Second Coming  
                                      b) The Wild Swans at Coole  
                                      c) Sailing to Byzantium
2. Thomas Stearns Eliot    a) Love Song of Alfred Prufrock  
                                      b) The Journey of the Magi
3. Wystan Hugh Auden    a) Stop all the Clocks, cut the telephones
4. Wilfred Owen            a) Insensibility  
                                      b) Strange Meeting
5. Siegfried Sassoon        a) The Death Bed  
                                      b) Lamentations

6. Rupert Brooke
  - a) The Dead
  - b) The Solider
  - c) Futility
7. Ezra Pound
  - a) At the Metro Station
  - b) The Garden
8. Carl Sandburg
  - a) Fog
  - b) Grass
9. Dylan Thomas
  - a) Do not go gentle into the good night
  - b) Fern Hill
10. Stephen Spender
  - a) An elementary school classroom in a slum
  - b) Fall of a city
11. Louis MacNeice
  - a) Prayer before birth
  - b) Bagpipe Music

## **Unit II: Novel**

**17 Hours**

1. James Joyce- A Portrait of the Artist as a Young Man

## **Unit III: Drama**

**16 Hours**

1. Harold Pinter- The Home Coming

## **Unit IV: Background**

**07 Hours**

1. Modernist Thematic Concerns
2. Techniques and Style of Modernist writers
3. Impact of psychology on literature & Stream of Consciousness technique
4. Impact of the World wars on Literature of the 20<sup>th</sup> Century Literature
5. Surrealism, Expressionism and Impressionism

## **5. Reference Books:**

### **Primary References:**

1. James Joyce. *A Portrait of the Artist as a Young Man*. Fingerprint Publishing, 2016.
2. Pinter Harold. *The Homecoming*. Avalon Travel Publishing, 1994.

### **Secondary References:**

1. Abraham, M.H. *The Norton Anthology of English Literature*. W. W. Norton, Incorporated, 2003.
2. Bloom, Harold. *Dramatists and Dramas*. Chelsea House publishing, US, 2005.
3. Brown, Dennis, John Theodore. *The Modernist Self in Twentieth-Century English Literature: A Study in Self Fragmentation*. New York, Palgrave Macmillan, 1989.

4. Corcoran, Neil ed. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge University Press, New York, 2007.
5. Friedman, Alan Warren. *Modernism and Literature: An Introduction and Reader*. Routledge, 2013.
6. Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature*. Volume F: The Twentieth Century and After. New York, W. W. Norton , 2012
7. Marcus, Laura, Peter Nicholls ed. *The Cambridge History of Twentieth Century English Literature*. Cambridge University Press, UK, 2004.
8. Matz, J. *The Modern Novel: A Short Introduction*. Blackwell Publishing, US, 2004.
9. Meredith, James H. *Understanding the Literature of World War I: A Student Casebook to Issues ...* Green Wood Press, London, 2004.
10. Polleta, Gregory T. , ed. *Issues in Contemporary Criticism*. Boston: Little, Brown and Company, 1973.
11. Roberts, Neil. *A Companion to Twentieth-Century Poetry*. Blackwell publishing, UK, 2004.
12. Silverstein, Marc. *Harold Pinter and the Language of Cultural Power*. Associate University Press, London, 1993.
13. Stringer, Jenny. *The Oxford Companion to Twentieth Century English Literature*. Oxford University Press, New York, 1996.

**Course Title:** English Language and Literature Teaching

**Course Code:** ENG-E-13

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the fundamentals of English Language and Literature Teaching.
2. To introduce students to methods and approaches to teaching English Language and Literature.
3. To prepare students for the field of teaching with practical approaches to ELLT.

**2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand fundamentals in ELLT.
2. To recognize concepts, methods, and approaches related to ELLT.
3. To have the ability to create modules and teach using methods, and approaches in ELLT.

**3. Number of hours: 04 hours per week**

#### **4. Course Content:**

**Total number of hours: 60**

##### **Unit I: English Language Teaching**

**15 hours**

**Introduction:** English in the world today, Brief History of English Language teaching

Principles of Language Teaching – Cognitive, Social, Linguistic

Fundamentals: Listening, Speaking, Reading, Writing, Pronunciation, Vocabulary

Curriculum Building

**Methods:** Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language teaching; Content based, Task-Based, and Participatory Approaches, Learning Strategy Training, Cooperative Learning and Multiple Intelligences

Issues in English Language teaching with focus on India

Discussion topics - *Literature as Autobiography* and *Fiction as Lies*.

New Paradigms & Current innovations in ELT

##### **Unit II: Praxis of English Language Teaching:**

**15 hours**

Preparation – Organization – Dissemination - Feedback

Use of teaching Methods using methods learnt in Unit 1 for crafting language teaching modules: Lecture Method, Demonstration Method, Problem Solving Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Use of ICT/Technology, Mixed-Media teaching

Innovations in teaching – Student-Centric, Flipped classrooms, POGIL, Constructivism

Student Innovation

### **Unit III: English Literature Teaching**

**15 hours**

Curriculum Building

**Approaches:** Language- based approach, Culture-based approach, Personal Growth approach (Reader-Response), Integrated Approach, Cultural-Response Method, Active Learning, Explanatory & Experiential Approach, Dramatic Method, Close reading, Reader-Response

Form & Genre: Poetry, Drama, Novel, Graphic-Novel, Non-Fiction, Creative Non-Fiction

### **Unit IV: Praxis of Teaching English Literature**

**15 hours**

Preparation – Organization – Dissemination - Feedback

Use of teaching Methods using methods learnt in Unit 3 for crafting literature teaching modules: Lecture Method, Demonstration Method

Interactive Method Using: Problem Solving Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Use of ICT/Technology, Mixed-Media teaching

Innovations in teaching – Student-Centric, Flipped classrooms, POGIL, Constructivism

Student Innovation

## 5. Reference Books:

### Primary References:

1. Broughton, Geoffrey, et al. *Teaching English as a Foreign Language*. New York: Routledge, 1978.
2. Carter, Ronald and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 2001.
3. Chambers, Ellie and Marshall Gregory. *Teaching & Learning English Literature*. London: Sage, 2006.
4. Davison, Jon and John Moss, *Issues in English Teaching*. London: Routledge, 2000.
5. Irvine, Colin C., ed. *Teaching the Novel across the Curriculum - A Handbook for Educators*. Westport: Greenwood Press, 2008.
6. Jeffcoate, Robert. *Starting English Teaching*. London and New York: Routledge, 1992.
7. Larsen-Freeman, Diane. *Teaching and Principles in Language Teaching*. New York: Oxford University Press, 2003.
8. Nunan, David. *Language Teaching Methodology - A textbook for teachers*. Prentice Hall, 1991.
9. Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.
10. Richards, Jack and Willy Renandya. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.
11. Wyse, Dominic, Richard Andrews and James Hoffman, *The Routledge International Handbook of English, Language and Literacy Teaching*. New York: Routledge, 2010.



## Secondary References:

1. Chambers, Ellie and Marshall Gregory. *Teaching and Learning English Literature*. London: Sage Publications, 2006.
2. Ken, Bain. *What the Best College Teachers Do*. Massachusetts: Harvard University Press, 2004.
3. Nunan, David. *Learner-Centred English Language Education*. Devon: Routledge, 2013.
4. —. *Research Methods in Language Learning*. New York: Cambridge University Press, 1992.
5. —. *Teaching English to Speakers of Other Languages*. New York: Routledge, 2015.
6. Richards, Jack and Richard Schmidt. *Dictionary of Language Teaching & Applied Linguistics*. Edinburgh: Pearson, 2010.
7. Thurston, Cheryl Miller. *Ideas That Really Work!* Colorado: Cottonwood Press, 1991.

**Course Title:** Latin American Literature

**Course Code:** ENG-E-14

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the Latin American culture through their Literatures.
2. To help students understand the contribution of Latin American Writers to world literature.
3. To encourage students to discover the various themes, and movements associated with Latin American Literature.
4. To inculcate an atmosphere of cultural acceptance through the texts.

**2. Learning Outcomes:** By the end of the course the student will be able:

1. To understand the large landscape of Latin American Literature.
2. To recognize writers, forms, and movements associated with Latin American Literature.
3. To have the ability to analyze works of literatures critically, keeping in mind the context of Latin America.

**3. Number of Hours: 04 Hours per week**

#### 4. Course Content:

**Total number of hours: 60**

##### **Unit I: Contextual Study:**

**10 hours**

**Note:** The following areas should be covered along with their representative texts.  
If representative texts are not present, extracts of such may be used

1. Brief History of Latin America
2. Movements : Modernismo, indigenismo, Romanticism/Realism/Naturalism, Mulatto
3. Andrade, Oswaldo de. (Brazil) “*Anthropophagie Manifesto*” - Transculturalism
4. The Boom, Magical Realism, Post-boom writers/writings

##### **Unit II: Fiction:**

**25 hours**

1. *100 Years of Solitude* – **Gabriel Garcia Marquez (Colombia)**
2. *The Psychiatrist* - **Machado de Assis (Brazil)**

##### **Unit III: Poetry**

**15 hours**

1. *Sonnet XVIII, The Song of Despair, A song for Bolivar* - **Pablo Neruda (Chile)**
2. *Flame, speech*; Proem, extract from *Sunstone* (first 15 stanzas) - **Octavio Paz (Mexico)**
3. *The Psychology of Composition, The Hen’s Egg* – **Joao Cabral de Neto (Brazil)**
4. *The Other, Antigone* – **Gabriela Mistral (Chile)**

##### **Unit IV: Short Stories**

**10 hours**

1. Selected Stories from *The Cubs and other stories* – **Mario Vargas Llosa (Peru)**  
*The Cubs, The Challenge*
2. Selected Stories of **Julio Cortazar (Argentina)**  
*House taken Over, Bestiary*
3. Selected Stories of **Jorge Luis Borges (Argentina)**  
*The Library of Babel, Death and the Compass*

**Note: Secondary readings of the selected authors, poets, critics are open to students to explore and should be encouraged for use in internal assessments.**

## 5. Reference Books:

### Primary References:

1. Borges, Jorge Luis. *Aleph and other Stories*. Ed. Norman Thomas Di Giovanni. Trans. Norman Thomas Di Giovanni. New York: Bantam Books, 1970.
2. Cortazar, Julio. *Blow-Up and Other Stories*. Trans. Paul Blackburn. New York: Pantheon Books, 1967.
3. Llosa, Mario Vargas. *The Cubs and Other Stories*. Trans. Gregory Kolovakos and Ronald Christ. New York: Farrar, Straus and Cirouxc, 1979.
4. Loundo, Dilip, ed. *Tropical Rhymes, Topical Reasons*. Brazil: National Book Trust, 2001.
5. Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. New York: Avon Books, 1971.
6. —. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. New York: Avon Books, 1967.
7. Mistral, Gabriela. *Madwomen*. Trans. Randall Couch. Chicago: University of Chicago Press, 2008.
8. Neruda, Pablo. *Twenty Love Poems and a Song of Despair*. Trans. W. S. Merwin. London: Penguin Books, 1976.
9. Neto, Joao cxabral De Melo. *Selected Poetry 1937 - 1990*. Hanover: Wesleyan University Press, 1994.
10. Paz, Octavio. *Selected Poems*. Ed. Eliot Weinberger. New York: New Directions, 1984.
11. —. *Sunstone*. Trans. Raymond Soulard and Kassandra Kramer. Seattle: Burning Man Books, 1957.

### Secondary References:

1. Bloom, Harold. *Bloom's Critical Views - Gabriel Garcia Marquez*. New York: Chelsea House Publishers, 2007.

2. —. *Bloom's Major Short Story Writers - Julio Cortazar*. Ed. Harold Bloom. Philadelphia: Chelsea House Publishers, 2004.
3. Castro-Klaren, Sara, ed. *A Companion to Latin American Literature and Culture*. Oxford: Blackwell Publishing, 2008.
4. Kristal, Efrain, ed. *The Cambridge Companion to the Latin American Novel*. Cambridge: Cambridge University Press, 2006.
5. Reisman, Rosemary, ed. *Latin American Poets*. Massachusetts: Salem Press, 2012.
6. Swanson, Philip. *Latin American Fiction*. Oxford: Blackwell Publishing, 2005.
7. Wood, Michael. *Landmarks of World Literature -One Hundred Years of Solitude*. Cambridge: Cambridge University Press, 1990.

**Course Title:** Contemporary Literary Theory

**Course Code:** ENG-E-15

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce the students to the basic concepts of Contemporary Literary Theory.
2. To introduce the students to major schools of literary theory.
3. To develop the ability in the students to apply literary theory to analyze a work of literature.

**2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. To understand the different schools of literary theory.
2. To comprehend the basic tenets of modern literary theory and the jargon associated with it.
3. To apply literary theory and critically appreciate a work of literature.

**3. Number of Hours: 04 hours per week**

**4. Course Content:**

**Total number of hours: 60**

**Unit I: Marxist view of Literature**

**12 hours**

1. Society and History : Marxist view
2. Major Marxists schools
3. Marxism and literature:
  - a) Literature and ideology
  - b) Autonomy in Literature
4. Marxist approach to Literature

**Unit II: Psychoanalysis**

**13 hours**

1. Views of Freud on human mind
2. Freudian approach to literature
3. Views of Lacan
4. Lacanian Criticism
5. Impact of psychoanalysis of literature

**Unit III: Structuralism and Post-structuralism****15 hours**

1. From New Criticism to Structuralism
2. Important Tenets of Structuralism
3. Contribution of Saussure
4. Contribution of Jonathan Culler, A. J. Greimas, Roman Jakobson, Roland Barthes
5. Structuralist Approach to Literature
6. Defining Deconstruction
7. Deconstructing Structuralism
8. From 'Work to Test'
9. Death of the author
10. Deconstruction an example
11. Deconstructing Deconstruction

**Unit IV: Voices of the Subaltern: Feminist, Queer & Post-Colonial Theories****20 hours****1. Feminist Theories**

- a) Features of Feminist Criticism
- b) Development to Feminist thought
- c) Major contributors to Feminist Criticism
  - i. Mary Wollstonecraft
  - ii. Virginia Woolf
  - iii. Simon De Beauvoir
  - iv. Elaine Showalter
  - v. Helen Cixous, Julia Kristeva
- d) Gynocriticism
- e) Feminist Criticism and Language
- f) Feminist approach to literature

**2. Lesbian/Gay criticism**

- a) Lesbian and Gay theory
- b) Lesbian feminism
- c) Queer theory
- d) Lesbian/Gay criticism-An example

**3. Postcolonial Theory**

- a) Edward Said - Orientalism
- b) Gayatri Spivak- Views on subalternity
- c) Homi K. Bhabha - Concept of mimicry

#### **4. Reference Books:**

##### **Primary References:**

1. Abrams M. H. *A Glossary of Literary Terms*. Prism Publishers, 1999.
2. Barry Peter. *Beginning Theory*. Manchester United Press, Manchester, 1995.
3. Bertens Hans. *Literary Theory: Title Basics*. Routledge, London, 2001.
4. Eagleton Terry. *Literary Theory: An Introduction*. Blackwell, London, 1983.
5. Hawthorn Jeremy. *A Glossary of Contemporary Literary Theory*. Edward Arnold, London, 1994.
6. Selden Raman. *A Reader's Guide To Contemporary Literary Theory*. Harvester, London, 1993.
7. Webster Roger. *Studying Literary Theory: An Introduction*. Arnold Publishers, London, 1990.

##### **Secondary References:**

1. Ashcoft Bill, Griffiths Gareth, Tiffin Helen (ed). *The Post-Colonial Reader*. Routledge, New York, 1995.
2. Ashcoft Bill, Griffiths Gareth, Tiffin Helen (ed). *The Empire Writes Back*. Routledge, New York, 2010.
3. Butler Judith. *Gender Trouble*. Routledge India, 2016.
4. Jameson Fredric. *The Political Unconscious*. Routledge, New York, 1983.
5. Hawkes Terence. *Structuralism and Semiotics*. Routledge, New York, 2009.
6. Woods Tim. *Beginning Post-modernism*. Manchester University Press, Manchester, 2009.
7. Sarup Madan. *An Introductory Guide to Post-structuralism and Postmodernism*. 2<sup>nd</sup> Edition. The University of Georgia Press, Georgia, 1993.
8. Sedgwick Kosofsky Eve. *Epistemology of the Closet*. University of California Press, 2<sup>nd</sup> revised edition, 2008.
9. Vanita Ruth, Kidwai Saleem (eds). *Same-Sex Love in India: A Literary History*. Penguin India, 2008.



**Course Title:** World Literature

**Course Code:** ENG-E-16

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To expose students to representative works of world literature to develop their sensitivity to cultural diversity.
2. To promote intellectual growth by strengthening student's abilities to read analytically and critically.
3. To promote an understanding of the works in their cultural/historical contexts.

**2. Learning outcomes:** By the end of the course the student will be able to:

1. Understand and have an insight into the diverse representative works of World Literature.
2. Have the ability to analyze works of literatures critically, keeping in mind the cultural diversity.
3. Will be familiar with the various themes and narrative techniques of World Literature.

**3. Number of hours:** 04 hours per week

**4. Course Content:**

**Total number of hours: 60**

**Unit I: Novel**

**15 hours**

1. Things Fall Apart - Chinua Achebe

**Unit II: Drama**

**15 hours**

1. Riders to the Sea- John Millington Synge

**Unit III: Poetry**

**15 hours**

1. Abraham Moses Klein a) Indian Reservation: Caughnawaga
2. Patricia Kathleen Page a) First Neighbours
3. Margaret Atwood a) Journey to the Interior

4. David Rubadiri a) A Negro Labourer In Liverpool
5. Arthur Nortje a) Letter From Pretoria Central Prison
6. Wole Soyinka a) Telephonic Conversation  
b) Dedication
7. Kath Walker – a) A Song of Hope  
b) Dawn is at Hand
8. Les Murrays a) The Widower in the Country

#### **Unit IV: Short Stories**

**15 hours**

1. Child's play - Alice Munro
2. The Bet - Anton Chekhov
3. Children of the sea - Edwidge Danticat
4. The Drover's Wife - Henry Lawson

#### **5. Reference Books:**

##### **Primary References:**

1. Achebe, Chinua. *Things Fall Apart*. Penguin Books, New Delhi, 2001.
2. Chekhov Anton. *Masterpieces of World Fiction: Selected Stories*. Rupa Publications, New Delhi, 2014.
3. Henry, Lawson. *The Penguin Henry Lawson Short Stories*. Penguin Books, New Delhi, 1998.
4. Klein. A.M. *The Rocking Chair and other Poems*. Toronto, McGraw-Hill, Ryerson, 1948.
5. Munro, Alice. *Too Much Happiness*. Penguin, Canada, 2012.
6. Page, P. K. *The Glass Air: Selected Poems*. Oxford University Press, 1986.

##### **Secondary References:**

1. Bloom, Harold, ed. *Modern Critical Views Anton Chekhov*. Chelsea House, Philadelphia, 1999.
2. Bloom, Harold. *Alice Munro*. Bloom's Literary Criticism, New York, 2009.

3. Dash, J. Michael. *Edwidge Danticat: A Reader's Guide*. Charlottesville, University of Virginia, 2010. 26–38. Print.
4. Counihan, Clare. "Desiring Diaspora: 'Testing' The Boundaries Of National Identity In Edwidge Danticat's *Breath, Eyes, Memory*." *Small Axe: A Caribbean Journal Of Criticism* 37. (2012): 36–52.
5. Eekman, Thomas A., and Virginia L. Smith. Critical Essays on Anton Chekhov. ed. Robert Lecker. G.K. Hall and Co, Boston, 1989.
6. Fisher, J. & Silber, E. (eds). *Women in Literature: Reading through the Lens of Gender*. Connecticut, Greenwood Press, 2003.
7. Matlaw, Ralph E., and Freedman, comps. *Anton Chekhov's Short Stories*. W.W. Norton and Company, New York, 1979. Print.
8. Pollock, Zailig, Seymour Mayne, Usher Caplan ed. *Selected Poems: A.M. Klein*. University of Toronto Press, Toronto, 1997.
9. Thacker, Robert. *Reading Alice Munro, 1973-2013*. University of Calgary Press, 9 Feb 2016.
10. Sakineh, Hamidi Mehr. *Critical Discourse Analysis of Alice Munros Short Stories*. Lambert Academic Publishing, London, 2014.
11. Hooper, Brad. *The Fiction of Alice Munroe*. Green publishing group, London, 2008.
12. Hunter, Adrian. *The Cambridge Introduction to the Short Stories in English*. Cambridge University Press, Cambridge, 2007.
13. Fallon Erin, and R.C. Feddersen, James Kurtzleben, Maurice A. Lee, Susan Rochette-Crawley.ed. *A Reader's Companion to the Short Story in English*. Routledge, New York, 2001.
14. Bartels, Anke, Dirk Wiemann, ed. *Global Fragments: (dis)orientation in the New World Order*. Rodopi, Amsterdam, 2007.

## **SEMESTER VI– INTERDISCIPLINARY PAPER**

**Course Title:** Introduction to Mass Media

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To give students an overview of Mass Media in today's world.
2. To introduce them to the world of communication in Media, through the fields of Print Media, Radio, Television, Film, Digital Media/New Media.
3. To develop an understanding of Mass Media and related concepts through a practical hands-on approach.
4. To introduce students to the various equipment and software required in the field.
5. To create a foundation and a broad base knowledge for further studies and careers in Media as an option for students.

### **2. Learning outcomes :**

Upon completion of the course the student should be able:

1. To comprehend the field of Mass Media - from print to Digital Media.
2. To understand a few theoretical perspectives behind mass media and the jargon associated with the field.
3. To be comfortable around the various equipment and software required for various media
4. To demonstrate competence in the field of Mass Media – be it in the ideation or execution stage.

### **3. Number of Hours:                      04 hours per week**

#### 4. Course Content:

**Total number of hours: 60**

**NOTE:** To ensure the competency of students in the field after graduation, emphasis should be given to the APPLIED aspect of the course, while ensuring that the students understand various concepts of each field along with key-terms.

##### **Unit I: Mass Communication & Media Studies**

**05 hours**

**Concepts:** Mass Communications; Other forms of Communications; Technologies and Communications; Mass Media and Contemporary Culture; Media Studies – Encoding messages; Audience responses; Agenda

##### **Unit II: Advertising**

**11 hours**

**Concepts:** Brief History; Target Audience; Buying Motives; Advertising Message; Advertising Ethics; Advertisements in Different Media (Print; TV; Radio; New Media); Future in Advertising; Careers

**Applied:** Radio ad; Print ads – Newspapers/magazines – Product/info-ads; copy/layout/design; TV ad; Advertisements in New Media; PSA's

##### **Unit III: Print Media – Newspapers & Magazines**

**12 hours**

**Concepts:** Brief history of Newspapers & Magazines; Types of Magazines & Newspapers; Layout/Design of Newspapers & Magazines; Reports – Different formats; Photography and Print

**Applied:** Creation of Magazine/Newspaper; Layout/composition

##### **Unit IV: Radio & Music**

**11 hours**

**Concepts:** Brief History of Radio & Music; Radio Today: Internet and Music; Types of Radio Formats; Types of Music Formats; Digital Radio & Music; Future of Radio & Music; Careers

**Applied:** Radio Shows; Radio Editing; Radio Plays; Music and Composing

## **Unit V: Television, Cinema & Video**

**11 hours**

**Concepts:** Brief History of Broadcast TV & Cable TV; Cinematic History; Cinema & TV industry today; Future of TV & Cinema; Types of TV formats/shows etc; Types of Cinema; Internet and the Age of Streaming; Careers

**Applied:** TV Shows; Documentaries; Basic Shots; Editing; 3 Act movie; Short movie

## **Unit VI: Internet& New Media**

**10 hours**

**Concepts:** Brief History of Internet & New Media; Internet in the new age; Internet and Disruption; Mobile Phones; Blogging; Video games; New Media Careers; Future of the internet

**Applied:** New Media – Blogging, Podcasting, Social Media

### **5. Reference Books:**

#### **Primary References:**

1. Campbell, Richard. Martin, Christopher. Fabos, Bettina. *Media & Culture – An Introduction to Mass Communication* (8<sup>th</sup> Ed.). Bedford. 2012.
2. Dominick, Joseph. *The Dynamics of Mass Communications* (8<sup>th</sup> ed.). McGraw-Hill, 2005.
3. Paxson, Peyton. *Mass Communications and Media Studies – An Introduction*. Continuum, 2010.
4. Thompson, Ray. *Grammar of the Edit*. Burlington: Focal Press, 1993.

### **Secondary References:**

1. Mcquail, Denis. *Mass Communication Theory*. Vistaar Publications. 2007.
2. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994.
3. Hilliard, Robert. *Writing for Television, Radio and New Media (Seventh Ed.)*. Wadsworth. 2006.
4. Pavlik, J.V. *Media in the Digital Age*. 2008.
5. Perry, David K. *Theory and Research in Mass Communication*. Lawrence Erlbaum Associates, 2002.
6. Ruberg, Michelle. *Handbook of Magazine Article Writing*. Writer's Digest. 2009
7. Stadler, Jane and McWilliam, Kelly. *Screen Media – Analysing Film and Television*. Allen & Unwin. 2009.
8. White, Ted. *Broadcast News Writing, Reporting & Production*. Macmillan.

**Parvatibai Chowgule College of Arts and Science  
Autonomous**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
<b>I</b>	<b>ENG-I.C-1</b>  Understanding Poetry & Drama	<b>ENG-I.C-2</b>  History of English Literature from Fifth Century to the Eighteenth Century	----	----	----	----
<b>II</b>	<b>ENG-II.C-3</b>  Understanding Fiction	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics	----	----	----	----
<b>III</b>	<b>ENG-III.C-5</b>  Contemporary Indian English Literature	----	<b>ENG-E-1</b>  Goan Literature and Culture	<b>ENG-E-2</b>  American Literature of the Twentieth Century	<b>ENG-E-3</b>  Writing for the Media	<b>ENG-E-4</b>  New Literatures in English
<b>IV</b>	<b>ENG-IV.C-6</b>  Literary Criticism	----	<b>ENG-E-5</b>  The Literature of the Indian Diaspora	<b>ENG-E-6</b>  Creative Writing	<b>ENG-E-7</b>  Visual Literature	<b>ENG-E-8</b>  Representation of Gender & Sexuality in Literature
<b>V</b>	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	-----	<b>ENG-E-9</b>  Shakespeare Today	<b>ENG-E-10</b>  Ancient Indian Classics in Translation	<b>ENG-E-11</b>  Film Studies	<b>ENG-E-12</b>  Women's Writing in India
<b>VI</b>	<b>ENG-VI.C-8</b>  Twentieth Century English Literature	-----	<b>ENG-E-13</b>  English Language and Literature Teaching	<b>ENG-E-14</b>  Latin American Literature	<b>ENG-E-15</b>  Contemporary Literary Theory	<b>ENG-E-16</b>  World Literature



<b>SEMESTER</b>	<b>OPTIONAL</b>
I	Communicative English
II	Effective Use of English
III	-----
IV	-----
V	-----
VI	-----

<b>SEMESTER</b>	<b>INTERDISCIPLINARY</b>
V	Creative Writing for Beginners
VI	Introduction to Mass Media

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF ENGLISH  
REVISED SYLLABI OF SEMESTER I, II, III, IV, V & VI  
2018-2019**

**F.Y.B.A. – SEMESTER I – CORE COURSE**

**Course Title:** Understanding Poetry & Drama

**Course Code:** ENG-I.C-1

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint students with major poetic forms and trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To improve the literary and critical competence of the students.
4. To teach students to appreciate English Drama.
5. To instill the appreciation of Drama and the universality of its reach.
6. To train students to identify basic elements in a Drama.

**2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. Recognize and define major poetic forms such as lyric poetry, narrative poetry.
2. Know and identify rhyme, rhythm and meter.
3. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
4. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.
5. To recognize and appreciate various elements of a drama: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
6. To understand and be knowledgeable about the evolution of two major forms of Drama – Tragedy and Comedy.

**3. Number of hours:                      04 hours per week**

## 5. Course Content:

**Total Number of hours: 60**

### **Unit I: Background to Poetry & Drama**

**12 hours**

1. Poetry as a Literary form
2. Nature and types of lyric poetry
3. Evolution of lyric as a literary form
4. Nature and forms of narrative poetry
5. Evolution of the English Drama
6. Nature of Tragedy & Comedy in Drama

### **Unit II: Lyric Poetry: Songs, Sonnets, Odes, Elegies and Dramatic Monologues**

**12 hours**

- |                         |                           |
|-------------------------|---------------------------|
| 1. Edmund Spenser       | a) Whilst in Prime        |
| 2. William Shakespeare  | a) Marriage of True Minds |
| 3. John Donne           | a) Batter my Heart        |
| 4. Robert Herrick       | a) To Daffodils           |
| 5. William Blake        | a) Lamb<br>b) Tyger       |
| 6. William Wordsworth   | a) The Daffodils          |
| 7. Percy Bysshe Shelley | a) Mutability             |
| 9. John Keats           | a) Ode on a Grecian Urn   |
| 10. Robert Browning     | a) My Last Duchess        |

### **Unit III: Narrative Poetry: Ballads, Mock Epic**

**12 hours**

1. The Rime of the Ancient Mariner (Sections 1) - Samuel Taylor Coleridge
2. Rape of the Lock (Canto I) - Alexander Pope

### **Unit IV: Drama: Tragedy & Comedy**

**24 hours**

1. An Enemy of the People - Henrik Ibsen
2. The Admirable Crichton - James Matthew Barrie

## 5. Reference Books :

### Primary References:

1. Barrie. J. M. *The Admirable Crichton*.
2. Ibsen, Henrik. *An Enemy of the People*.

### Secondary References:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11<sup>th</sup> Cengage Learning, 2014.
2. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
3. Ed. Bloom Harold. *William Shakespeare's Sonnets*. Viva Books, 2007.
4. Ed. Bottrall Margaret. *William Blake: Songs & Innocence & Experiences*. Macmillan, 1970.
5. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
6. Broadbent J.B. *Poetic Love*. Chatto & Windus London, 1964.
7. Chandra NDR, Sebastian A.J. *Literary Terms in English Poetry*. Authors Press, Delhi, 2001.
8. Cuddon J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.
9. Dobson, Michael and Wells, Stanley. *The Oxford Companion to Shakespeare*. Oxford, 2001.
10. Gardner Stanley. *Blake*. P. Evans Brothers Ltd, 1968.
11. Jump, John D.(Ed.) *Critical Idiom Series*. Law Book Co of Australasia, 1974.
12. Gridley Roy E. *Browning*. Routledge & Kegan Paul, 1972.
13. Ed. Grose Kenneth H. *Keats*. Evans Brother Ltd, 1969.
14. Hudson, W. H. *An Introduction to the Study of Literature*. B.I. Publications, 1972.
15. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2004.
16. Lever J.W. *The Elizabethan Love Sonnets*. Methuen & Co. Ltd, 1966.
17. Ed. O'Neill Judith. *Critics on Keats*. George Allen & Unwin Ltd, 1967.
18. O'Neill Judith. *Critics of Pope*. George Allen & Unwin Ltd., London, 1968.

19. Prasad, B. *Background to the Study of English Literature for Indian Students*. Trinity Press, 2014.
20. Read Herbert. *Wordsworth*. Faber & Faber Ltd, 1957.
21. Sarker Sunil Kumar. *Shakespeare's Sonnets*. Atlantic Publisher, 2006.
22. Rees, R. J. *Introduction to English Literature*. New Delhi: Macmillan India, 1973.
23. Smith Hallett. *Elizabethan Poetry*. Ann Arbor Paperbacks, 1968.
24. Ed. Ward Sir W. & Walter A.R. *The Cambridge History of English Literature*. Cambridge University Press, 1914.
25. Westland Peter. *Literary Appreciation*. The English University Press Ltd, 1964.

## **F.Y.B.A – SEMESTER I – CORE COURSE**

**Course Title:** History of English Literature from Fifth Century to the Eighteenth Century

**Course Code:** ENG-I.C-2

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To provide a comprehensive overview of major periods in the History of English literature.
2. To introduce to the students the historical and cultural contexts in which English Literature has developed through the ages.
3. To provide a view of major writers and their works in different ages.
4. To explore the complex relationship between literature and its context through discussion of particular literary trends, texts and issues within each period.

### **2. Learning Outcomes:**

1. Students should be able to perceive the complex relationship between literature and society.
2. The learner should be able to explain how and why particular types of literature emerged from particular set of historical circumstances.
3. The students should be able to critically appreciate representative literary works written in different ages.
4. They should be able to read independently literary texts of different periods.

### **3. Number of hours: 04 hours per week**

#### 4. Course Content:

Total Number of hours: 60

##### Unit I: Anglo Saxon Age

12 hours

1. The dark ages and the Norman conquest^
2. Development of English Language (Old English and Middle English)^
3. The age of Chaucer/From Chaucer to Renaissance (1350- 1516)^
4. Age of unrest and transition, Religious movements, ^
5. New learning of classical antiquity Petrarch, Giovanni Boccaccio ^
6. Anglo Saxon Literature- Beowulf ^\*
7. Works of Major prose writers- John Wyclif, Sir John Mandeville ^\*
8. Works of Major Poets- Geoffrey Chaucer, William Langland, John Gower ^\*

##### Unit II: The English Renaissance/ The age of Shakespeare (1578-1625)

18 hours

1. Renaissance and Reformation
2. Development of drama from Miracle and Morality Plays#
3. War of the Roses, Anglican Clergy, Elizabethan age and Geographical discoveries
4. Interludes to University Wits^
5. Shakespeare# and Humanism
6. Poetry- Songs and sonnets of the 16th century, Bacon's Essays
7. Prose- Translations (Wyclif, Tyndale, Coverdale, Authorized Version of 1611),  
Historical and biographical works, Literary Criticism, Religious writings, Humanistic writings, Elizabethan satirical writings (Nash, Lodge, etc.)#

##### Unit III: The Seventeenth Century

18 hours

1. Political Background:  
England under James I (Jacobean Period) and Charles I (Cavaliers)^  
Commonwealth, the triumph of Puritanism^  
Restoration: Charles II^
2. Literary Movements:  
The age of John Milton and John Dryden 1625- 1700)^
3. Religious Movement: Puritanism^  
Prose- Sir Thomas Browne, ^(#)  
The Puritan writers^(#)  
Restoration prose: (Hobbes, Newton)^(#)  
Diarist of the Age: Samuel Pepy, John Evelyn, ^(#)  
Moral Essays (Cowley, Temple)^, John Bunyan, ^ George Fox, Thomas Ellwood, \*  
Establishment of Royal Society and the development of modern prose Poetry – The Cavalier Poets ^\*(#)  
The Metaphysical Poet: John Donne ^(#), John Milton, Dryden \*(#)  
Restoration Drama: William Congreve ^(#), John Vanburgh, George Farquhar, William Wycherley, George Etherege \*(#)  
Literary Criticism: Dryden ^(#)

## Unit IV: The Eighteenth Century

12 hours

1. Political Background:  
Reign of Queen Anne ^
2. Literary Movements:  
The Age Alexander Pope and Dr. Samuel Johnson (1700-1789)^  
Periodical Essays ^  
The Age of Prose and Reason^  
Satires of the age^  
The rise of the novel Sentimental Comedy^
3. Society:  
The Coffee House Culture^(#)  
  
Periodical Essays: Thomas Addison\*(#) and Dr. Samuel Johnson^(#)  
Satires of the age – Johnathan Swift^(#)  
Neoclassicism Augustan Reflective poetry - Alexander Pope^(#), Lady Anne Finch of Winchilsea\*(#)  
Precursors of Romantic Poetry: Thomas Collins^(#), Thomas Gray\*(#) and Oliver Goldsmith\*(#) Robert Burns\*(#) and William Cowper \*(#)

**NOTE:** There shall be further changes made to the syllabus wherein certain topics shall be assigned for self-study.

**Key:** \* -Self-study, ^ -Discussed in class by the Instructor, # -shall be given as Assignments and Presentations

## 5. Reference Books:

### Primary References:

1. Daiches David. *A Critical History of English Literature*. Allied Publishers Ltd. New Delhi, 1999.
2. Ford Boris Ed. *The Pelican Guide to English Literature*. Penguin Books UK, 1964.
3. Hudson William. *An Outline History of English Literature*. B I Publications, Bombay, 1972.
4. Poplawski Paul ed. *English Literature in Context*. New Delhi: Cambridge University Press, 2008.



**Secondary References:**

1. Compton-Rickett Arthur. *A History of English Literature*. Universal Book Stall, Delhi, 1969.
2. Evans I for. *A Short History of English Literature*. The English Language Book Society & Penguin Books, 1970.
3. Legouis Emile, and Cazamian Louis, Vergnas Raymond. *A History of English Literature*. London: J.M. Dent and Sons LTD, 1964.

## **F.Y.B.A. / F.Y.B.Sc. – SEMESTER I – OPTIONAL ENGLISH COURSE I**

**Course Title:** Communicative English

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students develop proficiency in oral communication in English.
2. To increase students' confidence in using English for routine interactions with people.
3. To help students understand the importance of developing good listening skills.
4. To help students become proficient in required written communication like Letters, Business Proposals, Notice, Agenda and Minutes of a Meeting, Resume.
5. To assist students in improving their English Language proficiency.

### **2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. To be confident about their ability to use English proficiently.
2. To understand importance of developing good listening skills.
3. To draft letters, representations, Notices, Agendas & Minutes of Meetings.
4. Oral Presentation Skills.
5. Confidence in speaking to others in groups.
6. Ability to communicate effectively through written communication.
7. Ability to write a resume.
8. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

**3. Number of hours:**                      **04 hours per week**

#### **4. Course Content:**

**Total Number of hours: 60**

##### **Unit I: Speaking & Listening & Reading Skills**

**35 hours**

Listening and Reading Skills need to be incorporated within the Individual Presentation and group based activities

##### **1. Individual Presentation Skills**

**12 hours**

Students will be taught public speaking to use Presentation skills through application based teaching, where students will be taught public speaking and how to utilize the skills in formal settings.

##### **a) Concepts:**

- i. Importance of Body Language and Eye Contact in Spoken Communication
- ii. Ways to Overcome Fear of Speaking
- iii. Pace, Tone and Intonation
- iv. Listening as an Essential Part of Communication. How to be an Effective Listener

##### **b) Applied:**

Students will be given topics to present before the class. They can use a host of methods to do so

1. Presentation with material - Formal,
2. Oral presentation
3. Audio-Video presentations (Digital Story Telling format)
4. Formal Speeches – Welcome, Introduction to a dignitary, Chief Guest's Speech

## 2 . Pair Based & Group Based Spoken Activities

23 hours

a) Telephone Etiquette

b) Speaking and Listening Classroom Practice Exercises in Pairs and Groups.

Students will listen to relevant recordings under each topic listed below and then practice oral exercises in pairs and groups.

- |   |  |
|---|--|
| i) Dealing with a Wrong Number                    | xv) Expressing hopes, wishes, regrets and concerns |
| ii) Taking and leaving messages                   | xvi) Offering condolences and expressing sympathy. |
| iii) Making Inquiries on the phone                | xvii) Assuming and inferring                       |
| iv) Calling for help in an emergency              | xviii) Talking about future events                 |
| v) Interrupting someone politely                  | xix) Talking about intentions and plans            |
| vi) Giving instruction and seeking clarification  | xx) Talking about arrangements                     |
| vii) Making requests and responding to requests.  | xxi) Reporting what other people said.             |
| viii) Asking for Directions and Giving Directions | xxii) Expressing Probability and Improbability     |
| ix) Thanking someone and responding to thanks     | xxiii) Expressing Ability and inability.           |
| x) Inviting and accepting/refusing invitation.    | xxxiv) Expressing probability and improbability    |
| xi) Asking for and giving an opinion              | xxxv) Expressing obligation and necessity.         |
| xii) Agreeing and disagreeing with opinions       | xxvi) Expressing ability and inability.            |
| xiii) Seeking and giving Advice/Making            | xxviii) Mock Job Interviews.                       |
| xiv) Persuading and dissuading                    |  |

c) Meeting – as a group based activity- Can be used as a group activity and teach Minutes of a meeting.

## Unit II: Writing Skills

20 hours

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. Letters                         | 3. Paragraph Writing               |
| a) Job Application Letters         | 4. Note making                     |
| b) Enquiry Letters                 | 5. Précis Writing                  |
| c) Orders and Complaints letters   | 6. Essay Writing                   |
| d) RTI                             | 7. Writing a resume                |
| e) Representations                 | 8. E-mail & Social Media Etiquette |
| 2. Agenda and Minutes Of a Meeting |                                    |

## Unit III: Grammar

5 hours

Students need to have a basic proficiency in Grammar to complete this course.

Pre-requisite to the course: Knowledge of Basic grammar – Articles, Adjectives, adverbs, Conjunctions, Sentence structures – SVO etc

The above can be revised briefly. Grammar component will be taught incidentally.

- |                    |                        |
|--------------------|------------------------|
| 1. Parts of Speech | 4. Phrases and Clauses |
| 2. Reported Speech | 5. Active and Passive  |
| 3. Punctuation     |                        |

### 5. Reference Books:

#### Primary References:

1. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
2. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
3. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.

4. Sadanand, Kamelesh, and SusheelaPunitha. *Spoken English: A Foundation Course-Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
5. Sadanand, Kamelesh, and SusheelaPunitha. *Spoken English: A Foundation Course-Part 2*. Hyderabad: Orient Blackswan Private Limited, 2009.
6. Jain, A.K. and Dr.Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S.Chand& Company Ltd, 2000.
7. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.
8. Wilkie, Helen. *Writing, Speaking, Listening*. Oxford: How to Books Ltd, 2001.

#### **Secondary References:**

1. Anker, Susan. *Real Essays with Readings: Writing Projects for College, Work, and Everyday Life*. 3<sup>rd</sup>. Boston: Bedford/St. Martin's, 2009.
2. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
3. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
4. Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
5. Dutwin, Phyllis. *English Grammar Demystified*. McGraw Hill, 2010.
6. Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
7. Kroeger, Paul. *Analyzing Grammar An Introduction*. Edinburgh: Cambridge University Press, 2005.

8. Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.
9. Nelson, Gerald. *English An Essential Grammar*. London: Routledge, 2001.
10. Penston, Tony. *A Concise Grammar for English Language Teachers*. Wicklow: TP Publications, 2005.
11. Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. New York: Longman, 1985.
12. Rollason, Jane. *50 Mixed- Ability Grammar Lessons*. Scholastic, n.d.
13. Rozakis, Laurie Ph. D. *English Grammar for the Utterly Confused*. New York: McGraw - Hill, 2003.
14. Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. 3rd. Edinburgh: Oxford University Press, n.d.
15. Vorobjev, Mark. *The Theory of Argument*. Edinburgh: Cambridge University Press, 2006.
16. Willis, Dave. *Grammar and Lexis in English Language Teaching*. Edinburgh: Cambridge University Press, 2003.

## **F.Y.B.A. – SEMESTER II – CORE COURSE**

**Course Title:** Understanding Fiction

**Course Code:** ENG-II.C-3

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students understand the evolution of the Novel and Short Story as distinct Literary Forms.
2. To help students understand the contribution of various other literary forms like Medieval Romances, Character Sketch etc. to the evolution of the novel.
3. To help students understand how the socio-economic conditions prevalent in the 18<sup>th</sup> century contributed to the rise of the Novel, and how the conditions prevalent in the 19<sup>th</sup> century contributed to the rise of the Short Story.
4. To help students understand the contribution of various other literary forms like Parables, Fables etc. to the evolution of the Short Story.
5. To help students understand the characteristics of the short story through the study of few popular short stories.
6. To teach students to appreciate English Fiction.
7. To instill the ability of recognizing the various elements of Fiction.

### **2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the various elements of the Novel and the Short Story.
2. To recognize the characteristics of the Novel and the Short Story.
3. To have the ability to analyze Short Stories and Novels critically.

### **3. Number of hours: 04 hours per week**



#### **4. Course Content:**

**Total Number of hours: 60**

##### **Unit I: Background**

**10 hours**

1. Contribution Of Medieval Prose Romances to evolution of English Novel
2. Other Literary Forms That Contributed to the Novel (diaries and journals, biographies/autobiographies, letters, character sketch)
3. Reasons for Emergence and Growth of the Novel as a Distinct Literary Genre In the 18<sup>th</sup> Century
4. Characteristics of the contemporary novel
5. Elements of the Novel
6. Contribution of writers of Asian, African, Latin American origin to the Contemporary English Novel.
7. **Ancient Roots/origins of the short story** (Stories of the Old Testament, Parables Of the New Testament, Fables, Panchatantra Stories, Boccaccio's Decameron etc.)
8. Reasons for the emergence of the short story in the 19<sup>th</sup> century
9. Characteristics Of the short Story
10. Difference between Novella and Short Story.

##### **Unit II: Novel**

**25 hours**

1. Lord of the Flies - William Golding

##### **Unit III: Short stories**

**10 hours**

1. The Gift Of the Magi - O Henry
2. The Cask Of Amontillado - Edger Alan Poe
3. Darling - Chekov
4. A Wrong Man in Worker's Paradise - Rabindranath Tagore
5. The Tiger In the Tunnel - Ruskin Bond
6. The Doctor's word - Rasipuram Krishnaswami Iyer Narayanaswami
7. Vengeful Creditor - Chinua Achebe
8. Good Advice Is Rarer then Rubies - Salman Rushdie
9. The Monkey's Paw - William Wymark Jacobs

## Unit IV: Novella

15 hours

1. Animal Farm - George Orwell

(NOTE: Some short stories as well as background topics will be given for self study)

### 5. Reference Books:

#### Primary References:

1. Achebe, Chinua. *Girls At War*. Johannesburg, South Africa: Penguin Books, 2009. Print.
2. Cross, Wilbur. *The Development of the English Novel*. New York: Atlantic Publishers and Distributors, 2001. Print.
3. Desai, Anita. *Fasting, Feasting*. New York: Mariner Original, 1999. Print.
4. Golding William- *Lord of the Flies*. Penguin; Deluxe edition, 2017. Print.
5. Hunter, Adrian. *The Cambridge Introduction To The Short Story In English*. New Delhi: Cambridge University Press, 2007. Print
6. Hoppenstand, Gary , W.W. Jacobs. *The Monkey's Paw and Other Tales of Mystery and the Macabre*. Chicago Review Press; Revised ed. Edition. 2005. Print.
7. Kohli. Suresh (ed). *Modern Indian Short Stories: An Anthology*. New Delhi: Arnold Heinemann Publishers, 1974. Print.
8. Orwell, George. *Animal Farm*. Penguin India; Fourth edition, 2011. Print.

#### Secondary References:

1. Abrams M. H. *A Glossary of Literary Terms*. Bangalore. Prism Books. 1999.
2. Daiches, David. *A Critical History Of English Literature Vol 1. 2<sup>nd</sup> ed*. New Delhi: Allied Publishers Pvt. Ltd., 2004. Print.
3. Reid, Ian. *The Short Story*. New York: Barnes and Nobel, 1977. Print

## **F.Y.B.A. – SEMESTER II – CORE COURSE**

**Course Title:** An Introduction to Linguistics and Stylistics

**Course Code:** ENG-II.C-4

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint the students with the basic concepts in linguistics.
2. To introduce the students to various sub disciplines of linguistics.
3. To know the connection between linguistics and stylistics.
4. To understand the concept of style in literature.
5. To provide hands on experience in analysing texts, fiction and poetry.

### **2. Learning Outcomes:**

1. The Students should be able to identify and classify English sounds.
2. Produce utterances with correct stress and rhythm.
3. Ability to distinguish between different registers of English, international varieties of English.
4. Ability to analyse stylistic features of prose and poetry.
5. Ability to analyse English syntax

### **3. Number of hours: 04 hours per week**

### **4. Course Content:**

**Total Number of hours: 60**

#### **Unit I: Nature of Language**

**05 hours**

1. Language and communication
2. Origin of language
3. Characteristics of human language
4. Language varieties: standard and non-standard language, dialect, register, slang, pidgin, Creole; International varieties of English
5. Language change

**Unit II: English Phonetics and Phonology****10 hours**

1. The Speech mechanism
2. Phonemes of English: Description and Classification
3. Syllable : Structure and Types
4. Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress
5. Sentence Stress: Use of Weak and Strong Forms,
6. Intonation Patterns/Uses of Tones

**Unit III: English Morphology****10 hours**

1. Morphemes: Free and bound morphemes; Morphs and allomorphs
2. Word Formation in English: Simple, complex, compound, and compound-complex words; affixes, stems, roots; inflectional vs. derivational morphology
3. The process of word formation: Backformation, reduplication, blends, clippings, acronyms
4. Meaning change: Generalization, specialization, change in connotations

**Unit IV: Syntax and Grammar****10 hours**

1. Different approaches to syntax
2. Parts of speech, Basic sentence structures, Types of sentences, clauses, phrases

**Unit V: Semantics****10 hours**

1. Words as signs, transparent and opaque words
2. Conceptual vs. associative meaning
3. Lexical relations: synonymy, antonymy, hyponymy, homophony, homonymy, polysemy

**Unit VI: Applied Linguistics****15 hours**

1. Linguistic approach to literature: Difference between ordinary language and language of literature  
  
Use of linguistics in the study of literature (stylistics): Figurative language; linguistic deviations; Phonological patterns of rhyme metre, alliteration, assonance, clustering of vowel and consonant sounds
2. Linguistics and language teaching: First language acquisition; Second language learning,

barriers in learning second language, Methods of teaching second language: Grammar-translation method, Direct method, audio-lingual method, the communicative approach

## **5. Reference Books:**

### **Primary References:**

1. Akmajian, Demers, Farmer, Harnish. *Linguistics. An Introduction to Language and Communication*. PHI Learning Private Limited, New Delhi, 2009.
2. Leech Geoffrey. *Linguistic Guide to Poetry*. Routledge London, 1969.
3. Jones Daniel. *An Outline of English Phonetics*. Cambridge Uni. Press, 1972.
4. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
5. Quirk Randolph, Greenbaum Sidney. *A university Grammar of English*. Pearson Education Ltd. 2012.
6. Wallwork J F. *Language and Linguistics: An Introduction to the study of Language*. Heinemann Educational Books London, 1969.
7. Yule George. *The Study of Language: An Introduction*. Cambridge University Press, 1985.

### **Secondary References:**

1. Aarts, Bas and April McMahon. *The Handbook of English Linguistics*. Malden: Blackwell Publishing, 2006.
2. Broderick, John P. *Modern English Linguistics - A Structural and Transformational Grammar*. Thomas Y. Crowell Company, 1975.
3. Cobley, Paul, ed. *Semiotics and Linguistics*. London: Routledge, 2001.

4. Dixon, R. M. W. *A Semantic Approach to English Grammar*. 2nd. Oxford University Press, 2005.
5. Hyland, Ken, ed. *English for Academic Purposes - An advanced resource book*. New York: Routledge, 2006.
6. Kretzschmar Jr, William A. *The Linguistic of Speech*. New York: Cambridge University Press, 2009.
7. Meyer, Charles. *Introducing English Linguistics*. Edinburgh: Cambridge University Press, 2009.
8. Radden, Gunter and Rene Dirven. *Cognitive English Grammar*. John Benjamins Publishing Company, 2007.
9. Trask, R. L. *Language & Linguistics - The Key Concepts*. Ed. Peter Stockwell. New York: Routledge, 2007.
10. Trousdale, Graeme and Nikolas Gisborne. *Constructional Approaches to English Grammar*. Berlin: Mouton de Gruyter, 2008.

## **F.Y.B.A. / F.Y.B.Sc. – SEMESTER II – OPTIONAL ENGLISH COURSE II**

**Course Title:** Effective Use of English

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To help students proficiency in oral communication in English.
2. To increase students' confidence in using English for routine interactions with people.
3. To help students understand the importance of developing good Listening Skills.
4. To introduce and expose learners to different genres of literature.
5. To develop the skill of critical appreciation among learners.
6. To encourage creative use of language to express both literary and non- literary ideas.

### **2. Learning Outcomes :**

Upon completion of the course the student should be able:

1. To be confident about their ability to use English proficiently.
2. To understand importance of developing good listening skills.
3. To enhance students' communication skills through building better word power.
4. To have the ability to use the English language in creative Writing as well as Social Letters and Feature Articles.
5. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

**3. Number of Hours:                      04 hours per week**

#### **4. Course Content:**

**Total Number of hours: 60**

#### **Unit I: Speaking & Listening& Reading Skills**

**25 hours**

##### **1. Individual Presentation Skills**

**10 hours**

Students will be expected to use concepts taught in Optional 1 Course in its application.

##### **Applied:**

Students will be given topics to present before the class. Emphasis will be given to the reading and recitation areas. They can use a host of methods to do so -

Short Stories, Poems

Audio-Video presentations (Digital Story Telling format)

Informal Speeches – Toasts, Farewell Speech, Thank you & Congratulatory Speech

##### **2. Pair Based & Group Based Spoken Activities**

**15 hours**

1. Social Debates can be used as group based activity
2. Pair based activities will focus on social settings

#### **Unit II: Writing Skills**

**30 hours**

##### **1. Social Letters**

- |                       |                            |
|-----------------------|----------------------------|
| a) Invitation & reply | c) Congratulations & Reply |
| b) Condolence & Reply | d) Thank you & Reply       |

##### **2. Descriptive Writing – (Open to the Teacher to explore this writing in various areas Fiction and Non-Fiction and creative expression of personal writing)**

##### **3. Personal Writing - Diary Writing/Journal Entries/Blogs/podcasts**



4. Social Speeches – Toasts – Weddings, Anniversaries; Farewell, Roasts
5. Writing for Print Media – Feature Writing, Letters to the Editor, Copy for advertisements
6. Writing for Comics – Dialogue and narration

### **Unit III: Grammar**

**05 hours**

1. Basic Errors in English Language
2. Spotting Errors and correcting them
3. Revising and Editing

### **5. Reference Books:**

#### **Primary References:**

1. Anker, Susan. *Real Essays with Readings – Writing Projects for College, Work, and Everyday Life*. 3<sup>rd</sup>. Boston: Bedford/St. Martin's, 2009.
2. Azar, Betty Schramper. *Basic English Grammar*. New York: Pearson Education, 1996.
3. Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited, 2002.
4. Bullock, Richard. *The Norton Field Guide to Writing*. New York: W.W. Norton & Company, 2009.
5. Chakravarty, Auditi and Bonnie Boehme. *Grammar & Usage for Better Writing*. New York: Amsco School Publications, 2004.
6. Jain, A.K. and Dr.Pravin S.R. Bhatia. *Professional Communication Skills*. New Delhi: S.Chand & Company Ltd, 2000.
7. Marx, Christy. *Writing for Animation, Comics and Games*. Focal Press, 2006.
8. Mohan, Krishna and Singh, N. P. *Speaking English Effectively* Macmillan India Ltd.

9. Ruberg, Michelle and Yagoda, Ben. *Handbook of Magazine Article Writing*. 2<sup>nd</sup>. Cincinnati: Writer's Digest Books, 2009.
10. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 1*. Hyderabad: Orient Blackswan Private Limited, 2009.
11. Sadanand, Kamelesh, and Susheela Punitha. *Spoken English: A Foundation Course-Part 2*. Hyderabad: Orient Blackswan Private Limited, 2009.
12. Stanek, William. *Effective Writing for Business, College and Life*. Reagent Press, 2005.

### **Secondary References:**

- 1) Downing, Angela and Philip Locke. *English Grammar A University Course*. London and New York: Routledge, 2006.
- 2) Dutwin, Phyllis. *English Grammar Demystified*. McGraw Hill, 2010.
- 3) Hewings, Martin. *Advanced Grammar in Use*. 2nd. Great Britain: Cambridge University Press, 2005.
- 4) Kroeger, Paul. *Analyzing Grammar An Introduction*. Edinburgh: Cambridge University Press, 2005.
- 5) Naylor, Helen and Raymond Murphy. *Grammar in Use Supplementary Exercises*. Edinburgh: Cambridge University Press, 2001.
- 6) Nelson, Gerald. *English An Essential Grammar*. London: Routledge, 2001.
- 7) Penston, Tony. *A Concise Grammar for English Language Teachers*. Wicklow: TP Publications, 2005.
- 8) Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. New York: Longman, 1985.

- 9) Rollason, Jane. *50 Mixed- Ability Grammar Lessons*. Scholastic, n.d.
- 10) Rozakis, Laurie Ph. D. *English Grammar for the Utterly Confused*. New York: McGraw - Hill, 2003.
- 11) Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. 3rd. Edinburgh: Oxford University Press, n.d.
- 12) Vorobej, Mark. *The Theory of Argument*. Edinburgh: Cambridge University Press, 2006.
- 13) Willis, Dave. *Grammar and Lexis in English Language Teaching*. Edinburgh: Cambridge University Press, 2003.
- 14) Wilkie, Helen. *Writing, Speaking, Listening*. Oxford: How to Books Ltd, 2001.

## **S.Y. B.A. – SEMESTER III – CORE COURSE**

**Course Title:** Contemporary Indian English Literature

**Course Code:** Eng-III.C-5

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce the students to different genres of contemporary Indian writing in English.
2. To acquaint the students with the narrative of India's struggle for independence.
3. To familiarize the students with various themes and cultural contexts of Contemporary Indian English Writing.

### **2. Learning Objectives:**

By the end of this course students:

1. Will be acquainted with literature of Contemporary Indian English Literature.
2. Will be aware of the different genres employed by Contemporary Indian English Writers.
3. Will sharpen their critical reading skill.
4. Will be familiar with the various themes and narrative techniques of the Contemporary Indian English writers.

**3. Number of hours:** 04 Hours per week.

#### 4. Course Content:

**Total Number of hours: 60**

##### **Unit I: Poetry**

**15 hours**

1. Keki Daruwala a) Boat-ride Along The Ganga  
b) Draupadi

Secondary Reading - Hawk

2. Adil Jussawala a) On First Approaching Santacruz Airport, Bombay  
b) Bars

3. Nissim Ezekiel a) Goodbye Party for Miss Pushpa T.S.  
b) Background casually

4. Arun Kolatkar a) The Bus  
b) An Old Woman  
c) Ajamil and the Tigers

5. Jayanta Mahapatra a) Hunger

6. Attipate Krishnaswami Ramanujan a) Love Poem for a Wife  
b) A River

7. Kamala Das a) Introduction  
b) My grandmother's House  
c) Summer in Calcutta

##### **Unit II: Drama**

**18 hours**

1. Final Solutions - Mahesh Dattani
2. Yayati - Girish Karnad

##### **Unit III: Prose**

**12 hours**

1. Short Stories

- a) A Horse and Two Goats - Rasipuram Krishnaswami Iyer Narayanaswami
- b) The Blue Umbrella - Ruskin Bond
- c) Portrait of a Lady - Khushwant Singh
- d) Vilas Sarang – (one short story to be selected from either *Fair Tree of the Void* or *The Women In Cages: Collected Stories*.)

2. Novel

**15 hours**

- a) Train to Pakistan- Khushwant Singh

## 5. Reference Books:

### Primary References:

1. David Davidar. *A Clutch of Indian Masterpieces*. New Delhi: Aleph Book Company, 2014.
2. Girish Karnad. *Yayati*. New Delhi: Oxford University Press, 2007.
3. Singh Khushwant. *Train to Pakistan*. Penguin, 2016.
4. Vilas Sarang. *Fair Tree of the Void*. Penguin Books Ltd.

### Secondary References:

1. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd., fourth edition, 1984.
2. Joshi, Dr. Rakesh. *Girish Karnad's Plays*. Jaipur: Mark Publishers, 2011.
3. Khair Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. UP: Oxford UP, 2001.
4. King, Bruce. *Modern Indian Poetry in English*. USA: Oxford University Press, 2005.
5. Mehrotra Arvind Krishna. *Twelve Modern Indian Poets*. New Delhi: Oxford India Paperback, 1993.
6. Naik, M. K, S. K. Desai and G. S. Amur. *Critical Essays on Indian Writing in English*. New Delhi: MacMillan, 1968.
7. Paranjape, Makarand R. *Indian poetry in English*. New Delhi: Macmillan, 1993.
8. Parthasarathy, R.(ed.). *Ten Twentieth - Century Indian Poets* (New Poetry in India). New Delhi: Oxford University Press, 1976.
9. Shama, Ram. *Recent Indian English Literature*. Delhi: Manglam Publications, 2012.
10. Vilas Sarang. *The Women In Cages: Collected Stories*. Penguin India, 2006.
11. Warma, Monica. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 2010.

**Course Title:** Goan Literature and Culture

**Course Code:** ENG-E-1

**Marks:** 100

**Credits:** 4

### **1. Course Objectives**

1. To introduce students to different genres of literary works of Goan Literature in English and translated works by Goan writers.
2. To acquaint students with Goan ethos and culture through the exploration of selected texts of Goan literature.
3. To examine selected texts of Goan Literature and folk lore to establish Goan identity.

### **2. Learning Objectives:**

By the end of this course students:

1. Will be sensitized to Goan ethos and culture.
2. Will be aware of the historical, psychological, religious and political realities of the times.
3. Will be familiar with diverse literary and cultural trends that helped form Goan Literature.
4. Will be enriched and knowledgeable about their cultural heritage.
5. Will be able to think clearly and critically.
6. Will sharpen critical reading and writing skills.

### **3. Number of hours: 04 hours per week**

#### 4. Course Content

Total Number of hours:60

##### Unit I: Background (Socio- Political and cultural)

08 hours

###### 1. Historical

- a) Colonialism
- b) Post colonialism

###### 2. Art and Artists of Goa (Folklore, Folkdance and Cartoonists)

- a) Tiatr (difference between Khell and Tiatr, Origin and development)
- b) Folklore (teacher can select any four folklores)
- c) Folk dances and Songs (any four forms to be selected.)
- d) Cartoonists of Goa (Alexzy and Mario Miranda)

##### Unit II: Short stories

13 hours

###### 1. Lambert Mascarenhas a) The Little Fellow

- b) Blood and Lily

###### 2. Victor Rangel-Riberio a) Lonely Aging Chinese

- b) American New York Neighbour Lady
- c) Loving Ayesha

###### 3. Ben Antao a) The Guardian Angel

- b)The Curse

###### 4. Damodar Mauzo a) The Vignahatra

- b) A Writer's Tale

###### 5. Laxmanrao Sardessai a) The Hour's End

- b)The Africa Boat

###### 6. Pundalik Naik- The Turtle

##### Unit III: Novels

24 hours

###### 1. Tivolem

- Victor Rangel-Riberio

###### 2. The Upheaval (translated from Konkani) - Pundalik Naik



## Unit IV: Poetry

15 hours

1. Joseph Furtado a) The Secret  
b) Brahmin Girls  
c) The Neglected wife
2. Raghunath Vishnu Pandit a) His Immortal Land  
b) I'm a Gaudo
3. Eunice De Souza: a) One Man's Poetry  
b) Autobiographical  
c) He Speaks  
d) Advice to women
4. Balakrishna Bhagwant Borkar a) Ebony Black  
b) Towards the horizon  
c) Cemetery
5. Robert De Souza a) The Village Baker
6. Manohar Shetty a) Jigsaw  
b) One morning

## 5. Reference Books:

### Primary References:

- 1) Antao, Ben. *Mad House and other nine stories*. Margao: Cinnamon Teal Publishing, 2012.
- 2) Mascarenhas, Lambert. *In the Womb of Saudade -Stories of Goan Life*. New Delhi: Rupa Publishing House, 1994.
- 3) Mauzo, Damodar. *Theresa's Man and other Stories from Goa*. Trans Xavier Cota. New Delhi: Rupa Publications, 2014.
- 4) Naik, Pundalik . *The Upheaval*. Trans Vidya Pai. New Delhi: Oxford University Press, 2012.
- 5) Rangel-Riberio, Victor. *Loving Ayesha and Other Stories*. New Delhi: HarperCollins Publishers, 2003.

- 6) Shetty Manohar, ed. *Ferry Crossing*. New Delhi: Penguin Books, 1998.
- 7) Victor Rangel-Riebri. *Tivolem*. UK : Milkweed Editions, 2001.

**Secondary References:**

- 1) Couto, Maria Aurora. *Goa- A Daughter's Story*. New Delhi: Penguin Books, 2004.
- 2) Fernandes, Andre Rafael. *When the Curtains Rise*. Saligao: Tiatr Academy of Goa & Goa 1556, 2010.
- 3) Gomes, Cynthia James. "Tiatr : An unlimited Engagement," *Reflected in Water*. Jerry Pinto, ed. New Delhi: Penguin Books, 2006.
- 4) Gomes, Olvinho J.F, (retold). *Konkani Folktales*. New Delhi: National Book Trust, 2008
- 5) Mauzo, Damodar. *Teresa's Man and other stories from Goa*. Trans Xavier Cota. Delhi: Rupa Publications, 2014.
- 6) Menezes, Juliao. *Goa's Freedom Struggle*. Velim: Mrs. Alzira da Almeida Charitable Trust, 2011.
- 7) Nazareth Peter, ed. *Pivoting on the Point of Return: Modern Goan Literature*. Saligao: Goa 1556 & Broadway Book Centre, 2010.
- 8) Pinto Jerry, ed. *Reflected in Water*. New Delhi: Penguin Books, 2006.

**Course Title:** American Literature of the Twentieth Century

**Course Code:** ENG-E-2

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

- A. To study the American Experience as captured in the seminal works of masters of American Literature of the twentieth century.
- B. To expose the students through prose and poetry and drama to the various main trends, ideas and forces that shaped the writing of those times.
- C. To acquaint students with the following literary movements in America – Realism, Modernism and Harlem Renaissance.

**2. Learning Outcomes:**

By the end of the course the students:

- A. Will learn to appreciate American culture and literature
- B. Will be sensitized to the American literature and culture during the twentieth century.
- C. Will be aware of the experimental nature of American literature like meta fiction, magical realism and confessional literature.
- D. Will be knowledgeable about the various socio-political issues that took place in America during the period.
- E. Will develop critical thinking and improve communication capabilities.

**3. Number of hours: 04 hours per week**

#### **4. Course Content**

**Total Number of hours: 60**

##### **Unit I: Novel**

**15 hours**

1. The Colour Purple - Alice Walker

##### **Unit II: Drama**

**15 hours**

1. Death of a Salesman -Arthur Miller

##### **Unit III: Poetry**

**15 hours**

1. Robert Frost
  - a) Mending Wall
  - b) Stopping by the Woods
  - c) The Road not taken
2. Theodore Roethke
  - a) My Papa's Waltz
  - b) The Waking
3. Wallace Stevens
  - a) The Emperor of Ice Cream
4. John Crowe Ransom
  - a) Bells for John Whiteside's Daughter
5. Allen Ginsberg
  - a) America
  - b) Ode to Failure
6. Robert Lowell
  - a) To Speak of Woe that is Marriage
7. Sylvia Path
  - a) Crossing the water
  - b) Lady Lazarus
8. Langston Hughes
  - a) Dreams
  - b) I Too

## Unit IV: Background

15 hours

(Some topics could be assigned for self study and presentations in class)

1. The American Dream
2. The Great Depression
3. Social Realism and the American Novel
4. Beat Poets
5. Confessional Poets

## 5. Reference Books:

### Primary References:

1. Miller, Arthur. *Death of a Salesman*. Penguin UK, 2011.
2. Poulin. A. Jr & Michael Waters, ed. *Contemporary American Poetry*. 8th Edition. Houghton Mifflin Company, 2006.
3. Thomas. C.T. *Twentieth Century Verse- American Anthology*. Delhi: Macmillan India Ltd, 1999.
4. Walker, Alice. *The Colour Purple*. US: Mariner, 2006.

### Secondary References:

1. Brown, John Russell, ed. *American Theatre*. London, Edward Arnold, 1967.
2. Cullum, E. Linda, ed. *Contemporary American Ethnic Poets: Lives, works, sources*. Greenwood Publication group Inc, 2004.
3. Daniel Hoffman (ed.) Harward. *Guide to Contemporary American Writing*. New Delhi: Oxford University Press, 1979.
4. Gould, Jean. *Modern American Playwrights*. Bombay: Popular Prakashan, 1969.
5. Horto Rod, ed. *Background of American Literary Thought*. New Jersey: Prentice Hall, 1974.
6. Matthiessen F. O. *American Renaissance*. New York: Oxford University Press, 1941.
7. Pearce, Roy H. *The continuity of American Poetry*. Princeton University Press, 1979.
8. Shaw, R.B, ed. *American Poetry since 1960: Some Critical Perspectives*. 1974.

**Course Title:** Writing for the Media - I

**Course Code:** ENG-E-3

**Marks :**100

**Credits :**4

### **1. Course Objectives:**

1. To give students an overview of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real-life situations.
5. To prepare the foundation for careers in Media as an option for students.

### **2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. To comprehend the importance of good writing in the field of Mass Media - from print to Digital Media
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To Master writing skills required for various media - from journalism in print and broadcast media to advertising and creative commercial media
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

### 3. Total number of hours:

60 (1 hour Lectures) considering a term/semester runs over 15 weeks  
PER WEEK 4 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

#### UNIT I: EDITING

**10 hours**

Concepts & Applied: Copy editing process – Guiding principles of editing  
Grammar – Punctuation – Subbing – Proof-reading (Proof-reading notations)  
– [The AP style book can be a great guide here.]

**Note:** *The Editing component is to be taught simultaneously along with the applied component of the paper. The teaching should be graded - Beginning with the basic knowledge of grammar and its application up to a level where the student is competent enough to not only edit their own written works but also others'. Instructors should establish structures and proofreading processes through initial lectures. Subsequently, application ought to be in-situ. This unit should be taught over the rest of the components as well, ensuring an increase in the level of efficiency of the student.*

#### UNIT II: PRINT MEDIA : NEWSPAPERS

**20 hours**

Introduction : The Media and the Message - Message depends on Medium  
Introduction to Print Media: Audience for the News  
Story Ideation as basis of commercial Radio, T.V. and Cinematic production  
  
Difference in writing styles between Print, Electronic and Digital Media

## Newspaper Writing:

*Concepts:* **News Reporting-** (datelines/Credit-line/Bylines/Nut-graph/Headlines)

**News Writing** – Appropriate angle for a news story – Structuring news (Lead/Climax form - Inverted Pyramid Form; Chronological form) – Qualities of effective leads –Using significant details – Effective revision Basic principles of AP Style (Associated Press Style Book) for Writing – Use of the Style Book – Style as a Manner of Writing – Clarity in Writing – Readability – Five ‘W’s and ‘H’ of Writing.

**Other Writing-** Features/Articles - Editorials – Letters to the Editor – Book and Film reviews – Interviews– Oped Pieces

**Basic Layout and Composition** - Balanced/Unbalanced/Circus Layout -

Column setups- photograph additions - final look

*Applied:* Reporting - Climax form - Inverted Pyramid Form; Chronological form Editorials- Letters to the Editor -Book and Film Reviews - Headlines - Oped Pieces - Layout & Composition

**Note:** *Applied Component will contain lectures devoted to writing, editing and review of articles. Instructor should maintain deadlines and expose to the students the roles they may aspire to in real life situations. These applied lectures may cover 45% if not more of the allotted lecture hours.*

## UNIT III: PRINT MEDIA: MAGAZINES

**15 hours**

### Writing for Magazines:

*Concepts:* Demographics (Target Audience); Types of Magazines and How writing differs in them; Differences/Similarities in writing Between Newspaper writing and Magazine writing; Editorials; Layout and Composition **Article writing** – Structuring for greatest effect – Preparation and organization of article –Specific angle – specific audience.

Feature writing – structure – organization – feature angles – simplicity in Style.



*Applied:* Feature and Article Writing- Creation of a Magazine - Layout/Composition -  
Photographs to enhance written word

**Note:** *Applied Component will contain lectures devoted to writing. editing and review of articles. Instructor should maintain deadlines and expose to the students the roles they may aspire to in real life situations. These applied lectures may cover 45% if not more of the allotted lecture hours.*

#### **UNIT IV: DIGITAL MEDIA - Internet and New Media**

**15 hours**

*Concepts:* Kinds of Digital Media & New Media

E-book/E-magazine – E-journal – E-newspaper – Internet – World Wide

Web Mobile Media - Video Games

*Concepts:* Writing for Digital Media: An Interactive Media

Web Writing - Technical Writing – Blogging.- Introduction to Profile Writing –  
Broadcast News Analysis – Caption Writing – Copy Writing/Content Writing –  
Story Structure and Planning - Inverted Pyramid - Headline, Blurb, Lead - Digital  
Correspondence – Digital Editing

*Applied:* Web Writing - Technical Writing – Blogging; Caption Writing; Content Writing

**Note:** *Applied Component will contain lectures devoted to writing. editing and review of articles. Instructor should maintain deadlines and expose to the students the roles they may aspire to in real life situations. These applied lectures may cover 45% if not more of the allotted lecture hours.*

#### **5. Reference Books: (List of Books/CDs/Websites)**

##### **Primary References:**

1. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
2. *Basic News Writing* Melvin Menchar William. C.Brown Co., 1983
3. *E-Writing* Dianna Boother Macmillan, 2008
4. *Handbook of Magazine Article Writing*, Michelle Ruberg, Writer's Digest, 2009
5. *News Writing & Reporting* James A Neal & Suzane S Brown Surjeeth Publications, 2003
6. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
7. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994
8. *Writing and Reporting News: A Coaching Method* Carole Rich Wadsworth/ Thomson Learning, 2003

9. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006

### **Secondary References:**

1. *Digital Media: An Introduction* Richard L Lewis Prentice Hall
2. *Digital Media Tools* Dr.Chapman Nigel (Paperback - 26 Oct 2007)
3. *The Art of Editing the News* Robert.C McGiffort Chilton Book Co., 1978
4. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
5. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May 2008)
6. *News reporting and Editing* K.M Srivastava Sterling Publications
7. *The News Writer's Handbook: an Introduction to Journalism* M.L Stein, , Paterno, Susan.F
8. Surjeeth Publications, 2003
9. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005
10. *Understanding Journalism* Lynette Sheridan Burns Vistaar Publications, 2004

**Course Title:** Writing for the Media - II

**Course Code:** ENG-E-17

**Marks :**100

**Credits :**4

### **1. Course Objectives:**

1. To give students an overview of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real-life situations.
5. To prepare the foundation for careers in Media as an option for students.

### **2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. To comprehend the importance of good writing in the field of Mass Media - from print to Digital Media
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To Master writing skills required for various media - from journalism in print and broadcast media to advertising and creative commercial media
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.

### 3. Total number of hours:

60 (1 hour) considering a term/semester runs over 15 weeks

PER WEEK 4 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

## UNIT I: ELECTRONIC MEDIA: RADIO

**15 hours**

Introduction: The Media and the Message - Message depends on Medium

Introduction to Print Media: Audience for the News

Story Ideation as basis of commercial Radio, T.V. and Cinematic production

Difference in writing styles between Print, Electronic and Digital Media

### RADIO

*Concepts:* Radio as a Mass Medium – Radio Skills – Broadcast Writing –

Broadcast Terms – Scripting for Radio – Story Structure – Lead,

Body, Ending – Writing Radio News and Features - Programmes

for Radio (Features, News, Interviews, Skits, Music

Programmes, etc.)

*Applied:* Planning a Newscast – Radio Jockeying - Scripting for the Radio - Recording

## UNIT II: ELECTRONIC MEDIA: TELEVISION

**15 hours**

*Concepts:* Television as a Mass Medium – Television Skills – Scripting for TV -

Programmes for TV (Features, News, Interviews, Music Programmes, etc.)

*Applied* – Scripting for a show; Anchoring; Interviewing;

**UNIT III: ELECTRONIC MEDIA: FILM/CINEMA****15 hours**

*Concepts:* Fundamentals of Film Story Writing (The Three Act Story Structure),  
Scripting, Screenplay and Production, Documentary Film.

Writing for the screen – Writing effective film reviews

*Applied*– The Three Act Story Structure, Writing Short Screenplays, Film Reviews.

**UNIT IV: ADVERTISING****15 hours**

*Concepts:* Advertisements in Different Media (Print; TV; Radio; Digital) – An  
Overview Promotional Literature: Copywriting for Leaflets,  
Pamphlets, Brochures, Classifieds – Text, Captions, Logo – Story-  
board.

T.V. Advertisements - Story Idea to story board to screenplay to shoot.  
writing for advertising –

*Applied:* copywriting for Print Advertisements; The 3 shot ad movie; PSA's; Parody ads

**5. Reference Books: (List of Books/CDs/Websites for reference)****Primary References:**

1. *Advertising* Ahuja & Chhabra Sujeeth Publications, 1989
2. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
3. *Basic News Writing* Melvin Menchar William. C.Brown Co., 1983
4. *Broadcast News Writing, Reporting & Production* Ted White Macmillan
5. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
6. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994
7. *The Screenwriter's Workbook* Syd Field Dell Publishing, 1984
8. *Writing for Television, Radio and New Media (Seventh Ed.)*. Hilliard, Robert - Wadsworth 2006
9. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006

## **Secondary References:**

1. *A Crash Course in Screenwriting* David Griffith Scottish Screen, 2004
2. *Digital Media: An Introduction* Richard L Lewis Prentice Hall, 2004
3. *Digital Media Tools* Dr.Chapman Nigel (Paperback - 26 Oct 2007)
4. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
5. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May 2008)
6. *The TV Writer's Workbook : A Creative Approach to Television* Ellen Sandler Delta, 2007
7. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005

**Course Title:** New Literatures in English

**Course Code:** ENG-E-4

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the marginalized voices in society through their literatures.
2. To help students understand the contribution of the marginalized to mainstream literature.
3. To establish the voices of the marginalized through their representative texts, authors and movements.
4. To inculcate an atmosphere of cultural acceptance through the texts
5. To introduce students to the marginalization of the female gender through their works in literature

**2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the concept of the marginalized segments in society.
2. To recognize writers, forms, and movements associated with the marginalized.
3. To have the ability to analyze works of literatures critically, keeping in mind the segmented.

**3. Number of hours: 04 hours per week**

**Total number of hours: 60**

**8 hours**

1. American Civil War and its consequences
2. The Harlem Renaissance - the rise and fall of the Black cultural movement with reference to the Black Panthers
3. Feminism - the waves and the main proponents of Feminism
4. Introduction to post-colonial themes

**20 hours**

- 18 hours**

4. Edward Braithwaite      a) Bread  
Secondary poems    a) Prelude



5. Claude McKay a) America,  
b) Tormented
- Secondary poems a) If we must die  
b) The Barrier
6. Imamu Amiri Baraka a) Incident  
b) In memory of Radio  
c) Notes for a Speech
- Secondary Poems a) At the National Black Assembly
7. Hilarie Lindsay a) Barren Harvest  
b) Monuments of Men
8. Maya Angelou a) Caged bird  
b) Women Work
- Secondary poems a) Phenomenal Woman  
b) Still I Rise
9. Alec Derwent Hope a) Australia  
b) The Death of a Bird
10. Derek Walcott a) A Far Cry from Africa  
b) Ruins of a great House
11. Judith Wright a) Nigger's Leap
12. Louise Bennet a) Colonization in Reverse
13. David Dabydeen a) Coolie Mother  
b) Coolie Son  
c) Slave Song

#### Unit IV: Short Stories

14 hours

1. *Miguel Street* - V.S. Naipaul
  - a) Bogart
  - b) His Chosen Calling
  - c) The Thing Without a Name
  - d) Man-Man
  - e) George and the Pink House
  - f) B. Wordsworth
2. *The Tomorrow-Tamer* - Margaret Laurence
  - a) The Tomorrow-Tamer
  - b) The Merchant of Heaven
3. *Lives of Girls and Women* - Alice Munro
  - a) The Flats-Land
  - b) Lives of Girls and Women

#### 5. Reference Books:

##### Primary References:

1. Bajaj, Nirmal. *Search for Identity in Black Poetry*. Atlantic Publications
2. Chavan, Sunanda. *The Fair Voice-A Study of Women Poets in English*. Sterling.
3. Kulkarni, Harihar. *Black Feminist Fiction*. Creative Books
4. Loomba, Ania. *Colonialism/Postcolonialism -The New Critical Idiom*. Routledge.
5. Naipaul V.S. *Miguel Street*. New York Vintage International Edition, 1984.
6. Pushpa, M. *The plays of Wole Soyinka*. Prestige.
7. Rehman, Anisur. *New literatures in English*. Creative.
8. Sumana, K. *The Novels of Toni Morrison- A study in Race, Gender & Class*. New Delhi: Prestige Books
9. V.S. Naipaul. *Miguel Street*. New York: Vintage International Edition, 1984.

##### Secondary References:

1. Bhelande, Anjali; Pandurang, Mala (ed). *Articulating Gender*. Delhi: Pencraft International
2. Kearns, Francis. *Black Identity*. N.Y.: Holt, Rinehart & Winston.

3. Ray, Mohit; Kundu, Rama, Kundu. *Studies in Women Writers in English*. Atlantic.
4. Wright, Derek. *Wole Soyinka revisited*. N.Y. Twayne Pubs.

## **S.Y.B.A. – SEMESTER IV – CORE COURSE**

**Course Title:** Literary Criticism

**Course Code:** ENG-IV.C-6

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To enable the students understand nature of literary criticism.
2. To acquaint them with the terminology of literary criticism.
3. To provide them the knowledge of the important schools of literary criticism with the help of representative texts.
4. To help the students grasp methods and techniques of interpreting literature.
5. To be able to apply literary theory to text.

### **2. Learning outcomes:**

Upon completion of the course the student will be able to:

1. To understand the nature and functions of literary criticism.
2. To read the writings of literary scholars and critics with understanding and judicious appreciation.
3. To recognize and define major critical schools.
4. To generate and articulate personal responses to literary and critical texts.
5. To explain the premises and assumptions underlying such personal responses.

**3. Number of hours:**                      **04 hours per week**

#### 4. Course Content:

Total Number of hours: 60

##### Unit I: Introduction to literary Criticism

05 hours

1. What is literature?
2. Difference between Literary Theory and Literary Criticism.
3. Functions of literary Criticism
4. Types of literary Criticism.
5. A brief survey of major critical schools

##### Unit II: Classical Criticism

14 hours

1. Features of Classical Criticism
2. Plato on Imitation and Art
3. Aristotle's *Poetics*
4. Longinus' *On the Sublime*

##### Unit III: Neo-Classical Criticism

13 hours

1. Features of Neo-Classical Criticism
2. John Dryden- *Essay of Dramatick Poesie*
3. Alexander Pope - *Essay on Criticism*
4. Dr. Samuel Johnson- *Preface to Shakespeare*

##### Unit 4: Romantic Criticism

14 hours

1. Features of Romantic Criticism
2. William Wordsworth- *Preface to Lyrical Ballads*.
3. Samuel Taylor Coleridge - *Biographia Literaria* –His concept of fancy and imagination, language of poetry.

##### Unit 5: New Criticism

14 hours

1. Features of New Criticism
2. Thomas Stearns Eliot - *Tradition and the Individual Talent*
3. Ivor Armstrong Richards - *Four Kinds of Meaning*

#### 5. Reference Books:

##### Primary References:

1. Aristotle. *The Poetics of Aristotle*. Emereo Publishing, Australia, 2012.
2. Aivanhov, Omraam Mikhael. *T. S. Eliot: Tradition and the Individual Talent*. Prakash Book Depot Bareilly, U.P., 2012.

3. Arnold, Thomas. *Dryden: An Essay of Dramatic Poesy*. Atlantic Publisher, New Delhi, 2006.
4. Daiches, David. *Critical Approaches to Literature*. Orient Longman, Mumbai, 1967.
5. Giles, Herbert Allen. *Longinus on the Sublime*. Kessinger Publishing, U.S., 2010.
6. Habib M. A. R. *A History of Literary Criticism and Theory*. Blackwell Publishing, U.S.A., 2008.
7. Leavis F.R. *Revaluation: Tradition and Development in English Poetry*. Ivan R. Dee Publisher, Chicago, 1998
8. Nandwani Aditya. S.T. *Coleridge-Biographia Literaria*. Anmol Publications Pvt. Ltd., New Delhi, 2009
9. Narasimhaiah C. D (ed). *Indian response to American literature*. UEFI, New Delhi, 1967.
10. Plato. *The Republic*. Rupa Publications, India, 2013
11. Ransom J. C. - *The New Criticism Essay*. New Directions, New York, 1941.
12. Richards I. A. *Four Kinds of Meaning*. Transaction Publishers, 2004.
13. Samuel Johnson. *Preface to Shakespeare*. Hardpress Publishing, U.S.A., 2010
14. Scott James R.A. *The Making of Literature*. Nabu Press, South Carolina, 2011.
15. Wareen Robert Penn. *A Poem of Pure Imagination: An Experiment in Reading*. Renal & Hitchcock, New York, 1946.
16. Wellek Rene. *A History of Modern Criticism*. Yale University Press, U.S., 1986

#### **Secondary References:**

1. Brooks Cleanth. *The Well Wrought Urn*. Mariner Books, 1956.
2. Butcher S.H. *Aristotle's Theory of Poetry and Fine Art*. Dover P, USA, 1951.
3. Lodge David, Nigel Wood. *Modern Criticism and Theory*. Pearson Publishing, UP India, 2007.
4. Richards I. A. *Practical Criticism*. London, 1929.
5. Shawcross, John(ed). *Shelley's Literary and Philosophical Criticism*. Oxford, U.K. 1909.
6. Wimsat W. K. and Cleanth Brooks. *Literary Criticism: A Short History*. Routledge Kegan Paul, London, 1957.

**Course Title:** The Literature of the Indian Diaspora

**Course Code:** ENG-E-5

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce to the students the types of Diaspora theories and writings
2. To enable students to read and appreciate Diaspora themes, identity and culture
3. To teach students to appreciate cross-cultural and multicultural studies
4. To understand multiple consciousness in Diaspora writings.

**2. Learning Outcomes:**

Upon completion of the course the student should be able:

1. Understand Diaspora
2. Understand Indian Diaspora through Arts and literature
3. Identify and analyze Diaspora themes through short stories and poems

**3. Number of Hours:**                      **04 Hours per week**

#### **4. Course Content:**

**Total Number of hours: 60**

#### **Unit I: Background**

**07 hours**

1. Nature and themes of Diasporic writings
  - a) Exile literature
  - b) Displacement and the Diasporic identity
  - c) Culture and hybridity
2. Gender and Diaspora politics
3. Major Diaspora writers of India

#### **Unit II: Poetry**

**15 hours**

1. Sujata Bhatt
  - a) The Voices
  - b) The Dream
  - c) Search for my tongue
2. Meena Alexander
  - a) On Indian Road
  - b) Birthplace with Buried Stones
3. Chitra Banerjee Divakaruni
  - a) Indigo
  - b) Tiger Mask Ritual
4. Saleem Peeradina
  - a) To whom it may concern
  - b) Song of the makeover
5. Ratin Bhattacharjee
  - a) The Indian Diaspora

#### **Unit III: Novel**

**15 hours**

1. A River Sutra - Geeta Mehta  
Bye Bye blackbird - Anita Dessai (**Non –evaluative Secondary text**)



**Unit IV: Short stories****15 hours**

1. A Temporary Matter
2. When Mr. Pirzada Came To Dine
3. Interpreter Of Maladies
4. The Third And Final Continent
5. A Real Durwan

**Unit V: Essays****08 hours**

1. Salman Rushdie
  - a) Imaginary Homelands
  - b) New empire within Britain

**Unit VI: Films (Non Evaluative)**

1. Anita and Me (film) - Meera Syal. Directed by Metin Hüseyin and Produced by Paul Raphael (UK) 2002
2. Namesake (film) - Jhumpa Lahiri. Produced and Directed by Meera Nair (India) 2007

**5. Reference Books:****Primary References:**

1. Bhatt Sujatha. *Collected Poems*. Carcanet Press Limited, 2013.
2. Bhatt Sujatha. *Point No Point: Selected Poems*. Carcanet Press Limited, 1997.
3. Dessai Anita. *Bye Bye Black Bird*. Orient Paperbacks, New Delhi, 2005.
4. Lahiri Jhumpa. *Interpreter of Maladies*. Harper Collins Publishers, 2008.
5. Mehta Gita. *A River Sutra*. Penguin, 2000.
6. Peeradina Saleem. *Contemporary Indian English Poetry*. Macmillan, Chennai, 2010.
7. Rushdie Salman. *Imaginary Homelands: Essays and Criticism* RHUK, 2004.

**Secondary References:**

1. Agarwal Beena. *Women Writers and Indian Diaspora*. Authors press, 2011.
2. Agarwal Malti. *English Literature: Voices of Indian Diaspora*. Atlantic Publisher, 2009.
3. Bande Usha and Jasbir Jain (series ed). *Gita Mehta- Writing Home/Creating Homeland*. New Delhi: Rawat Publication, 2008.

4. Chakrabarti A. S. A. P. T Kavita. *Contextualizing Nationalism, Transnationalism and Indian Diaspora*. Creative Publisher, 2010.
5. Das Nigamananda. *Jhumpa Lahiri: Critical Perspectives*. Pencraft International, 2008.
6. Deb Kushal. *Mapping Multiculturalism (1<sup>st</sup> Edition)*. Rawat Publications , 2002.
7. Gupta K. Surendra. *Specifications of Indian Diaspora Study of Emerging Sandwich Cultures*. Atlantic Publisher, 2012.
8. Jain Jasbir. *Dislocations and Multiculturalisms: (1st Edition)*. Rawat Publications, 2004.
9. Jain Jasbir. *Writers of the Indian Diaspora*. Rawat Publications, 1998.
10. Kadekar Narayan Laxmi and Sahoo Kumar Ajaya .*Global Indian Diaspora: History, Culture and Identity*. Rawat Publications, 2012.
11. Knott Kim. *Diasporas: Concepts, Intersections, Identities*. Rawat Publications, 2011.
12. Tiffin Griffiths Ashcroft Menin. *The Empire Writes Back*. Taylor & Francis Ltd, 2002.

**Course Title:** Creative Writing

**Course Code:** ENG-E-6

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To explore creative writing genres (Poetry, Drama, Fiction) through practical writing classes
2. To build on the foundation of basic knowledge and interest of students in creative writing
3. To develop ones' own style of writing through reading, discussion and experimenting in writing culminating in a student's work portfolio
4. To encourage students' to get their works published using traditional means and modern media
5. To write with the aid of the senses

**2. Learning Outcomes:** By the end of the course the student will:

1. Have a sample of their own creative output (individual/group)
2. Demonstrate an understanding of concepts related to the creative writing genres
3. Be confident to put forward their ideas/opinions through creative writing genres
4. Develop ability to critique and edit their own work as well as others'
5. Have the ability to use technology in their creative endeavour

**3. Number of Hours:** 04 hours per week

#### 4. Course Content:

**Total Number of hours: 60**

**Note:** This course will focus on the creative *writing* process. Thus, emphasis will be given to the written aspect of the course. Theoretical concepts, learnings, and innovations in the forms and fields will be imparted through praxis. Students will maintain a journal and submit a final portfolio of their creative output. The journal should mandatorily contain *all* the drafts of their works. The editing aspect of the writing process (revision, editing and proofreading) is to be taught concurrently with the units, while focusing on the particular needs of the forms.

#### **Unit I: Poetry**

**20 hours**

*Concepts:* Metre and rhyme; Meaning and being of language- power of reference/pop culture/allusions; form (and subverting form); free verse; syllabics; shaping a sequence and collection; figures of speech and its use

Spoken Word -writing, speaking, and performing; Reading techniques – charm, set, space, cold open, silence, blending music

Use of technology in performance, exposing your work to others; *transaesthetics*

*Applied:* Students will apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry. They will demonstrate, through the writing and performing of several poems, an understanding of some of the aesthetic aspects of contemporary poetry, such as manipulation of stanzas and line lengths, figures of speech, symbolism, setting, tone, and imagery. They will identify the aesthetic aspects of poetry in published poems and poems written by classmates.

*Portfolio:* Rhyming poems (with various rhyme scheme and forms), free verse, Slam poetry, Spoken word

**Note:** Instructor may use a selection of poetry (established poets) to illustrate the range and variety of poetry. Focus should be on cultivating the student's poetry writing skills.

#### **Unit II: Drama**

**20 hours**

*Concepts:* Structures of a stage plays (physical/written); Acts/scenes; Scripting a stage play; Original v/s adapted; story/dialogue/description; Contrast creating conflict; characters and idiom; overwriting; individual voice

Exposition - Using monologues; subtext; dramatic irony; status

Staging - Action; Sets; stage directions and visual narrative; Using offstage effectively; Dramatic action; Staging scenes

Radio Drama: creating pictures with sound; constraints of the medium; Radio drama script; Adaptation; using voices

*Applied:* Students will apply strategies of storytelling in the medium of a play and the analysis of published drama. They will demonstrate, through the writing of a play (one act/two act/three act) an understanding of some of the aesthetic aspects of drama, such as scripting action for the stage, use of dialogue and creating powerful characters through use of monologues and dramatic irony. They will have the ability identify these aspects of drama in published plays and work written by classmates.

*Portfolio:* One act play, three act play, Radio play

**Note:** Instructor may use a selection of drama (established playwrights) to illustrate the range and variety of drama. Focus should be on cultivating the student's writing skills.

### **Unit III: Fiction**

**20 hours**

*Concepts:* Short Fiction – Short Stories, Flash Fiction, Novella, and Novel

Form/Structure; Plot/Scenes; Character; point of view/narrative voice; conflict/crises; Setting/time

Micro-tales/Nano-tales – analysis of social media and innovative storytelling techniques

Novella/Novel: literary novel v/s genre novels exploring storylines, multiple/parallel plots; reality /s imagination; research and its importance; structuring your chapters vis-à-vis your novel

Creative Non – Fiction –Devices; Basic structure; Speaking with the reader – Your spoken voice; Passion involvement; Writing about yourself – You as a story; Memoir and memory; Writing about people and the world; finding a topic; fieldwork and interviews; literature of hope

*Applied:* Students will apply strategies of storytelling in the writing of atleast one short story/flash fiction; novella/novel (or works of creative non-fiction, or graphic novels) and the analysis of published fiction. They will demonstrate, through the writing of an original work, an understanding of some of the following elements of storytelling: plot, characterization, setting, point of view, symbolism, and style. They will identify the narrative techniques and elements of storytelling used in published works of fiction and stories written by classmates.

*Portfolio:* Short-story, Flash Fiction, Novel/Novella (Structuring/idea conception and writing of at least 3 chapters)

**Note:** Instructor may use a selection of fiction (established writers) to illustrate the range and variety of fiction. Focus should be on cultivating the student's writing skills.

**N.B:** the number of lectures for each unit includes time for continuous assessment, portfolio building (with instructor feedback and review) as well as writing classes.

**Additional note:** As a supplementary skill, the students should be taught how to prepare and submit a piece of work for publication. They should display the ability of using a word-processor, and desk-top publishing software to format their manuscript so as to be print ready and ready for submission to an editor, or publisher. They should also be taught, if not given, opportunities for publication. These can be achieved using the students' works, collected in a portfolio, to assess their growth and competency. (Desk-top publishing software such as Adobe Indesign/Publisher/Illustrator)

Instructors should use peer editing and group workshop method within the classroom as a method of giving and receiving constructive criticisms. This will also open opportunities for students to perform and read out their work, thereby taking care of the spoken word aspect of creative writing, as and when it may apply.

## 5. Reference Books:

### Primary References:

1. Cheney, Theodore A. Rees. *Writing Creative Nonfiction - Fiction Techniques for Crafting Great Nonfiction*. California: Ten Speed Press, 1987. ebook.
2. Burroway, Janet. *Writing Fiction: A Guide to Narrative Craft*. New York: Longman Publishers, 2000.
3. Earnshaw, Steven. *The Handbook of Creative Writing*. Edinburgh University Press, Edinburgh. 2007.
4. Greenwell, Bill and Linda Anderson. *A Creative Writing Handbook - Developing Dramatic Technique, Individual Style and Voice*. Ed. Derek Neale. London: A & C Publishers Ltd., 2009.
5. Miller, Brenda and Suzanne Paola. *Tell it Slant - Writing and Shaping Creative Nonfiction*. McGraw-Hill, 2005.
6. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006. ebook.
7. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge University Press, 2007.
8. Smith, Marc Kelly and Joe Kraynak. *Take the Mic - The Art of Performance Poetry, Slam and the Spoken Word*. Illinois: Sourcebooks Media Fusion, 2009. ebook.
9. Strunk, William and E. B. White. *The Elements of Style*. New York: The Penguin Press, 2005.

### Secondary References:

1. Boden, Margaret. *The Creative Mind - Myths and Mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself - Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman. *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *Doing Creative Writing*. Oxon: Routledge, 2007.

7. Smith, Marc Kelly and Joe Kraynak. *Stage a Poetry Slam*. Illinois: Sourcebooks Media Fusion, 2009.



**Course Title:** Visual Literature

**Course Code:** ENG-E-7

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to visual literature – in the form of graphic novels, comics and digital comics
2. To understand core concepts in the field of visual literature.
3. To understand how to read graphic novels, comics, and other forms of visual literature.
4. To establish the contribution of visual literature to literature on the whole.

**2. Learning Outcomes:** By the end of the course the student will be able:

1. To understand visual literature - core concepts, how to read, and critically analyze it as well as establish it as no longer a para-literary form
2. To recognize writers, forms, and ages associated with graphic novels, comics and other forms of visual literature.
3. To have the ability to analyze works of visual literatures critically.

**3. Number of Hours: 04 hours per week**

#### 4. Course Content:

Total Number of hours: 60

##### Unit I: The Comics Genre – History, Formats to Key terms:

12 hours

1. History of comics (from paper to digital), Graphic novels and other visual literature
2. The major comics-creating nations and introduction to comics traditions
  - a) America - Titles from DC Comics, Marvel, Vertigo, Dark Horse and others
  - b) Europe - *Tintin*; *Asterix*, French and British Comics
  - c) Japan (Manga) - *Akira*
  - d) Indian Comics tradition - *Tinkle*, *Amar Chitra Katha*, *Jataka* & *Panchatantra tales*
3. The single panel comic to syndication
  - a) R.K. Laxman's collection
  - b) *Calvin & Hobbes* - William Patterson
4. Adapted Comics - *The League of Extraordinary Gentlemen* - Alan Moore
5. Advent of Digital Comics/web comics -
  - a) Gavin Aung Than - [www.zenpencils.com](http://www.zenpencils.com)
  - b) Rob Denbleyker - [www.explosm.net](http://www.explosm.net)
6. Key terms - Sequential Art, panel, gutter, tier, splash, spread, speech balloon, caption, sound effects, narration, formats, canon

[**Please Note:** Noted graphic novelists and comics creators will be introduced to students as they cover the history of the genre.]

##### Unit II: The Modern Classic

16 hours

1. The Complete Maus - Art Spiegelman

**Recommended Secondary Reading** -Persepolis - Marjane Satrapi

##### Unit III: A Realistic look at the 'Superhero'

16 hours

1. Watchmen - Alan Moore
2. V for Vendetta - Alan Moore

**Recommended Secondary Reading**

- a) Batman Year One - Frank Miller
- b) The Dark Knight Returns- Frank Miller
- c) Superman: Man of Steel - John Byrne

## Unit IV: Alternative Comics/Graphic Novels

16 hours

1. Fun Home - Alison Bechdel
2. A Contract with God - Will Eisner

### Recommended Secondary Reading -Underwater Welder - Jeff Lemire

**N.B:** The number of lectures for each unit includes time for continuous assessment.

Secondary Reading will not be evaluated in the Semester End Exam, but may be used for Continuous assessment if it is used as an extension of the scope of the course.

It is recommended for the students to read the suggested secondary readings in order to fully comprehend the material to be discussed in class.

## 5. Reference Books:

### Primary References:

1. Bechdel, Alison. *Fun Home: A Family Tragicomic*. Boston: Houghton Mifflin, 2006.
2. Chaney, Michael A., ed. *Graphic Subjects: Critical Essays on Autobiography and Graphic Novels*. Wisconsin: University of Wisconsin Press, 2011.
3. Eisner, Will. *A Contract with God and Other Tenement Stories*. New York: DC Comics, 1996.
4. —. *Comics & Sequential Art*. Florida: PoorHouse Press, 1985.
5. Heer, Jeet and Kent Worcester. *Arguing Comics: Literary Masters on a Popular Medium*. Jackson: University Press of Mississippi, 2004.
6. Liddo, Annalisa di. *Alan Moore: Comics as Performance, Fiction as Scalpel*. Mississippi: University Press of Mississippi, 2009.
7. McCloud, Scott. *Making Comics- Story Telling Secrets of Comics, Manga and Graphic Novels*. New York: Harper Collins, 2006.

8. —. *Understanding Comics: The Invisible Art*. New York: HarperCollins, 1993.
9. McLaughlin, Jef, ed. *Comics as Philosophy*. Jackson: University Press of Mississippi, 2005.
10. Miller, Frank. *Batman: Year One*. New York: DC Comics, 2005.
11. Mills, Anthony R. *American Theology, Superhero Comics, and Cinema: The Marvel of Stan Lee and the Revolution of a Genre*. New York: Routledge, 2014.
12. Moore, Alan (w) and David (a) Lloyd. *V for Vendetta*. DC Comics, 2008.
13. Moore, Alan. *The League of Extraordinary Gentlemen*. La Jolla: CA: America's Best Comics, 2000.
14. Moore, Alan and Dave Gibbons. *Watchmen*. New York: Warner Books, 1987.
15. Morris, Tom and Matt Morris. *Superheroes and Philosophy: Truth, Justice and the Socratic Way*. Illinois: Open Court, 2005.
16. Peterson, Robert S. *Comics, and Manga, Graphic Novels: A History of Graphic Narratives*. California: Praeger, 2011.
17. Robb, Brian J. *Superheroes: From Superman to the Avengers, The Evolution of Comic Book Legends*. London: Robinson, 2014.
18. Satrapi, Marjane. *Persopolis*. London: Vintage Books, 2008.
19. Spiegelman, Art. *MetaMaus*. New York: Pantheon Books, 2011.
20. —. *The Complete Maus*. USA: Pantheon Books, 1996.
21. White, Mark D. *Watchmen and Philosophy: A Rorschach Test*. New Jersey: John Wiley & Sons, Inc, 2009.

## **Secondary References:**

1. Berninger, Mark, John Ecker and Gideon Haberkon. *Comics as a Nexus of Cultures: Essays on the Interplay of Media, Disciplines and International Perspectives*. London: McFarland & Company, Inc. Publishers, 2010.

2. Dalton, Russell. *Marvelous Myths: Marvel Superheroes and Everyday Faith*. Missouri: Chalice Press, 2011.
3. Daniels, Les. *DC Comics: A Celebration of the World's Favorite Comic Book Heroes*. New York: Bulfinch Press, 1995.
4. Hahn, Joel. "A Librarian's Guide to DC Comics." *Serials Review* (1998): 64-78.
5. Hatfield, Charles. *Alternative Comics: An Emerging Literature*. Jackson: University Press of Mississippi, 2005.
6. Lavin, Michael. "A Librarian's Guide to Dark Horse Comics." *Serials Review* (1998): 76-93.
7. —. "A Librarian's Guide to Marvel Comics." *Serials Review* (1998): 41-63.
8. Lopes, Paul. *Demanding Respect: The Evolution of the American Comic Book*. Philadelphia: Temple University Press, 2009.
9. MacWilliams, Mark W., ed. *Japanese Visual Culture-Explorations in the World of Manga and Anime*. New York: East Gate, 2008.
10. Than, Gavin Aung. *Zen Pencils: Cartoon Quotes from Inspirational Folks*. Missouri: Andrew McMeel Publishing, 2014.
11. —. *Zen Pencils-Volume Two - Dream the Impossible Dream*. Missouri: Andrew Mcmeel Publishing, 2015.
12. Weiner, Robert G. *Marvel: Graphic Novels and Related Publications- An Annotated Guide-Comics, Prose Novels, Children's books, Articles, Criticism and Reference Works, 1965 -2005*. London: McFarland & Company, Inc., Publishers, 2008.

## **S.Y.B.A. – SEMESTER IV – ELECTIVE COURSE**

**Course Title:** Representation of Gender and Sexuality in Literature

**Course Code:** ENG-E-8

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To open classroom discussions in an easily accessible manner to students learning to comprehend gender and sexuality in practical situations as well as in literature.
2. To aid an understanding of the distinction between the concepts of gender and sexuality, and explore its ever expanding reach.
3. To discover the interplay of gender and sexuality.
4. To help students understand the fluid natures of gender and sexuality.
5. To understand and appreciate the different artistic expressions of gender and sexuality.

### **2. Learning Outcomes:** Upon completion of the course, the student should be able to:

1. Appreciate the fluid nature of gender and sexuality.
2. Recognize the literal/ symbolic meanings depicted in literature related to gender and sexuality.
3. Decipher the interplay between gender and sexuality as seen through depictions, imagery and so on.
4. Recognize various themes seen in literature pertaining to gender and sexuality.

### **3. Number of hours: 04 hours per week**

#### 4. Course Content:

Total number of hours: 60

#### UNIT I: Introduction:

20 hours

("Why, What, How)

1. Introducing Women, Gender, Sexuality Studies
  - a) Video: *Gender fluidity*: Gabrielle Burton at TEDxColumbus
2. Thinking about Gender, Sexuality and Culture
  - a) Video: *Straightlaced: How Gender's Got Us All Tied Up* (YouTube)
  - b) Marilyn Boxer, Ch. 1: Feminist Advocacy, Scholarly Inquiry, and the Experience of Women. *When Women Ask the Questions*.
3. Key Concepts and Theoretical Frameworks (Difference, Experience, Performance, Intersectionality)
  - a) "Doing Gender" in Gendered Society Reader- Candace West & Don Zimmerman
  - b) Gender: Judith Butler (Chapter 2) Sara Salih
4. Contemporary Contestations – Intersex and Transgender Movements
  - a) The Five Sexes: Why males and females are not enough- Anne Fausto-Sterling
  - b) Video: *Changing Gender Dynamics in Current Structure of India*. Laxmi Narayan Tripathi. TEDxSIUHinjewadi
  - c) Ashwini Sukthankar. *Facing the Mirror: Lesbian Writing from India*. Penguin Books Australia. 1999.
5. Reproduction & Family Politics
  - a) De-constructing 'choice': The social imperative and women's use of the birth control pill - Granzow, Kara

#### UNIT II: Prose

15 hours

1. Novels:
  - a) The Boyfriend - Raj Rao
2. Essays:
  - a) Selected reading on Masculism from Popular Masculine Cultures in India: Critical Essays- Rohit K. Dasgupta (ed.) (any two essays)

#### UNIT III: Plays

10 hours

1. Mr. Behram - Gieve Patel

## UNIT IV: Poems

15 hours

1. Suniti Namjoshi
  - a) I Give her the Rose
  - b) Well then let slip the masks
2. Maya Angelou
  - a) Phenomenal Woman
3. Kamala Das
  - a) The Old Playhouse
4. Sylvia Plath
  - a) Spinster
5. Trace Peterson
  - a) After and Before After
6. Hoshang Merchant
  - a) Selected poems from *Flower to Flame*

### Note to Instructor:

1. As the syllabus (Unit I) features a large part theoretical/ essays on Gender and Sexuality, it is recommended that the instructor ensure that a rapport between student and teacher, and student and student is developed prior to moving forward to Unit II, III and IV.
2. Comfort in openly discussing their views and listening patiently to the views of their peers is necessary.
3. Recommended method of examination:
  - a) CAs – Students may be allowed the option of either a) writing an original report/ essay, commenting on the text they are studying (Secondary Reading list open); b) writing an original report/ essay viewing a literary piece through the lens of the essay(s); or c) class presentations based on syllabus topics featuring their own stance(s) and backed up with justifying arguments.
  - b) Semester End Exam –This may be a research paper written under the guidance of the instructor.

## 5. Reference Books:

### Primary References:

1. Boxer, Marilyn. *When Women Ask the Questions*. Baltimore and London: The Johns Hopkins University Press.
2. Fausto-Sterling, Anne (1994): “The Five Sexes: Why males and females are not enough.” *The Sciences*, 33 (2): 20-25.
3. Granzow, Kara (2007) De-constructing ‘choice’: The social imperative and women’s use of the birth control pill. *Culture, Health & Sexuality* 9(1): 43–54.



4. Jain, Jasbir (ed). *Women in Patriarchy: Cross – Cultural Readings*. New Delhi: Rawat Publications, 2005.
5. Rao, Raj. *Boyfriend*. Penguin India, 2003.
6. Ruth Vanita & Kidwai Saleem. *Same Sex Love in India: Readings from Literature and History*. New Delhi: Macmillan, 2000.
7. Salih, Sara. Chapter 2: Gender: *Judith Butler*. Routledge, London. 2002.
8. Tendulkar, Vijay. *Mitrachi Goshta: A Friend's Story: A Play in Three Acts*. Oxford University Press, 2000.
9. Peterson, Trace. *After and Before After*. Online. [Link](#)
10. West, Candace and Don Zimmerman, (2000): "Doing Gender" in *Gendered Society Reader*, Michael Kimmel & Amy Aronson. Oxford: 146- 163.
11. Merchant, Hoshang. *Flower to Flame*. Rupa & Co. 1992.
12. Dasgupta, Rohit K., *Popular Masculine Cultures in India: Critical Essays*. Setu Prakashani. 2013.

#### **Secondary References:**

1. Brabon, Benjamin & Genz Stephanie. *Postfeminism*. Edinburgh University Press, 2009.
2. Bristow, Joseph. *Sexuality*. Routledge, 2013.
3. Butler, Judith. *Gender Trouble*. Routledge, 2012.
4. Shahni, Parmesh. *Gay Bombay: Globalization, Love and (be)longing in Contemporary India*. Sage Publications India Pvt. Ltd, 2008.
5. Sharma, Prabhat. *The Plays of Vijay Tendulkar: Critical Explorations*. Sarup & Sons, 2008.
6. Wake, Paul & Malpas Simon. *The Routledge Companion to Critical Theory*. Routledge, 2008.
7. Merchant, Hoshang. *Forbidden Sex, Forbidden Texts: New India's Gay Poets*. Routledge, India. 2009.
8. Rao, Raj. *Criminal Love?: Queer Theory, Culture, and Politics in India*. Sage Pub. Pvt. Ltd. 2017.
9. Rao, Raj. *Whistling in the Dark: Twenty-One Queer Interviews*. SAGE India Pvt. Ltd. 2008.
10. Bose, [Brinda \(Ed.\)](#), [Subhabrata Bhattacharyya \(Ed.\)](#). *Phobic And The Erotic: The Politics Of Sexualities In Contemporary India*. Seagull Books. 2007.

**Suggested Readings:**

1. Gilbert, Sandra & Gubar Susan. *The Madwoman in the Attic*. UK: Yale University Press, 1984.
2. Millett, Kate. *Sexual Politics*. University of Illinois Press, 2000.
3. Mohanty, Chandra Talpade (1992): Feminist Encounters: Locating the Politics of Experience. In *Destabilizing Theory: Contemporary Feminist Debates*, eds. Michele Barrett and Anne Phillips. Stanford: Stanford University Press.
4. Monette, Paul. *Borrowed Time: An AIDS Memoir*. Mariner Books; 1 edition (June 1, 1998)
5. Sedgwick Eve Kosofsky. *Epistemology of the Closet*. University of California, 1990.
6. Seth, Vikram. *The Humble Administrator's Garden*. Penguin, India. 2012.

**Videos:**

1. *Changing Gender Dynamics in Current Structure of India*. Laxmi Narayan Tripathi. TEDxSIUHinjewadi [Link](#)
2. *Gender fluidity*: Gabrielle Burton at TEDxColumbus [Link](#)
3. *Straightlaced: How Gender's Got Us All Tied Up* (YouTube) [Link](#).

**Suggested Films:**

1. Campillo, Robin. *120 BPM (Beats per Minute)*. 2017.
2. Epstein, Rob and Jeffrey Friedman. *Howl*. 2010.
3. Kechiche, Abdellatif. *Blue Is the Warmest Colour*. 2013.

## **T.Y.B.A. – SEMESTER V – CORE COURSE**

**Course Title:** Nineteenth Century English Literature

**Course Code:** ENG-V.C-7

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To acquaint the students with English literature of the nineteenth century.
2. To reveal the impact of socio-economic aspects of the nineteenth century on literature written during the period.
3. To acquaint the students with the prevalent literary genres as well as stylistic feature of literature written during the nineteenth century.
4. To encourage independent critical reading of the literary texts written during the nineteenth century.

### **2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. Appreciate the socio-economic facets of the nineteenth century and its impact on literature written during the time.
2. Understand essential features of Romanticism and Victorianism.
3. Independently read and evaluate the literary texts written during the time.

### **3. Number of Hours: 04 Hours per week**

**4. Course Content:**

**Total Number of hours: 60**

**Unit I: Background:**

**05 hours**

1. Romanticism
2. French Revolution and Romanticism
3. Features of Victorian literature
4. Georgian Poetry
5. Industrial Revolution; Darwinism

**Unit II: Poetry**

**25 hours**

1. William Wordsworth
  - a) We are Seven
  - b) Tables Turned
  - c) Lines Written in Early Spring
  - d) To a Skylark
  - e) Simone Lee: The Old Huntsman
2. Samuel Taylor Coleridge
  - a) Kubla Khan
3. John Keats
  - a) Ode to Autumn
  - b) When I have Fears that I may cease to be
  - c) Ode to Nightingale
4. Percy Bysshe Shelley
  - a) To a Skylark
  - b) Ozymandias
5. Alfred Lord Tennyson
  - a) Break, Break, Break
  - b) In memoriam-(Prologue, Epilogue)
6. Robert Browning
  - a) The Bishop orders his Tomb at saint Praxed's Church
7. Matthew Arnold
  - a) Dover Beach
  - b) To Marguerite

**UNIT III: Drama**

**10 hours**

1. Pygmalion - George Bernard Shaw

## UNIT IV: Novels

20 hours

1. Jane Eyre - Charlotte Bronte

### 5. Reference Books:

#### Primary References:

1. Charlotte Bronte. *Jane Eyre*. Harper Press, 2010.
2. Green David. *The Winged Word*. Macmillan, Madras, 1974.
3. Shaw George Bernard. *Pymalion*. Penguin Edition, 2009.

#### Secondary References:

1. Churchill R.C. *English Literature of the Nineteenth Century*. University Tutorial Press; First Edition, 1956.
2. Daiches David. *A Critical History of English Literature, Volume 4: The Romantics to the Present Day*. Martin Secker & Warburg Ltd, 1968.
3. Ford Boris (ed.). *Pelican Guide to English Literature (Vol. 5, 6)*. Penguin Books, London, 1957.
4. Gridley E. Roy. *Browning*. Routledge & Kegan Paul, London, 1972.
5. Latham Jacqueline (ed.). *Critics on Matthew Arnold*. George Allen and Unwin Ltd. , U.K., 1973.
6. O'Neill Judith (ed.). *Critics On Keats*. George Allen & Unwin Ltd., U.K. 1967.
7. Sen S. Wordsworth William. *Preface to the Lyrical Ballads: A Critical Evaluation*. Unique Publishers (I) Pvt. Ltd, 2014.

**Course Title:** Shakespeare Today

**Course Code:** ENG-E-9

**Marks:** 100

**Credits:** 4

### **1. Course Objectives**

1. To acquaint the students with the various forms of literature which are based on the works of William Shakespeare.
2. To foster an interest in the students in exploring the various literary works produced by Shakespeare.
3. To establish a link between the era of Shakespeare and the contemporary times.

### **2. Learning Outcomes:**

1. The students should be able to identify the various themes presented in the works of Shakespeare.
2. The students should be able to appreciate the genius of Shakespeare and its relevance in today's era.
3. The students should be able to understand the various genres that Shakespeare's plays have been adapted into.

### **3. Number of hours: 04 hours per week**

### **4. Course Content:**

**Total Number of hours: 60**

#### **UNIT I: Background**

**5 hours**

1. Relevance of Shakespeare in the modern era.
2. The three genres of Shakespearean drama: Comedy, Tragedy and History.
3. The influence of Shakespeare on English Literature.
4. The impact of Shakespeare's plays on modern culture.

## **UNIT II: Literature Based on Shakespeare's Plays**

**30 hours**

1. Prospero's daughter - Elizabeth Nunez (10 hours)
2. I, Iago - Nicole Galland (10 hours)
3. Hamlet (Manga Shakespeare) (10 hours)

## **UNIT III: Visual Media Based on Shakespeare's Plays**

**20 hours**

Movies:

1. Hamlet (1996) - Kenneth Branagh
2. Maqbool (2003) - Vishal Bharadwaj
3. Omkara (2006) - Vishal Bharadwaj
4. Haider (2014) - Vishal Bharadwaj ( Self Study)
5. Twelfth Night (Series - Arkangel Complete Shakespeare )
6. Gnomeo & Juliet - Kelly Asbury (Shakespeare's animated play)

## **UNIT IV: Review of Shakespearean Plays by Modern Schools of Criticism 5 hours**

1. Psychoanalytical interpretation of Shakespeare's works.
2. Post- colonial interpretation of Shakespeare's works.
3. Feminist interpretation of Shakespeare.
4. Marxist interpretation of Shakespeare's works.

**Note: *Hamlet* will be taught as a model text, which includes the original as well as the adaptations across mediums.**

### **5. References Books:**

#### **Primary References:**

1. Amanda Root, Jonathan Firth. Twelfth Night. Series – (Arkangel Complete Shakespeare). Bbc Audiobooks America. 2005
2. Burt, Richard. *Shakespeare After Mass Media*. Palgrave Publications, New York, 2012.
3. *BBC Television Shakespeare*. Romeo and Juliet. BBC 2. U.K., 3 Dec. 1978. Television.
4. Cartelli, Thomas. *Repositioning Shakespeare*. Routledge, 2009.

5. Duffield P, Appignanesi R. *Manga Shakespeare: The Tempest*. Self Made Hero Publication, London, 2007.
6. Galland, Nicole. *I, Iago: A Novel*. William Morrow & Company, New York, 2012.
7. Garber, Majorie. *Shakespeare and Modern Culture*. Random House Inc, New York, 2008.
8. *Haider*. Dir. Vishal Bharadwaj. Perf. Shahid Kapoor, Tabu, Shraddha Kapoor, Kay Kay Menon, Irrfan Khan. UTV Motion Pictures, 2014. Film.
9. *Hamlet*. Dir. Kenneth Branagh. Columbia Pictures, 1996. Film.
10. Kelly Asbury dir. *Gnomeo & Juliet*. January 2011.
11. Lenz, Carolyn. *The Woman's Part: Feminist Criticism of Shakespeare*. University of Illinois Press, Chicago, 1984.
12. Lupton, Julia. *After Oedipus: Shakespeare in Psychoanalysis*. Cornell University Press, 1993.
13. *Maqbool*. Dir. Vishal Bharadwaj. Perf. Irrfan Khan, Tabu, Pankaj Kapoor, Om Puri, Naseeruddin Shah. Kaleidoscope Entertainment Pvt. Ltd., 2003. Film.
14. Nagarajan, S & Viswanathan. R, ed. *Shakespeare in India*. S. OUP India Publishers, 1987.
15. Nunez, Elizabeth. *Prospero's Daughter*. Random House Publishing Group, New York, 2006.
16. *Omkara*. Dir. Vishal Bharadwaj. Perf. Ajay Devgan, Saif Ali Khan, Vivek Oberoi, Kareena Kapoor. Eros Entertainment, Big Screen Entertainment, Shemaroo Entertainment, 2006. Film.
17. Siegel, Paul. *Shakespeare's English and Roman History Plays: A Marxist Approach*. Associated University Presses, 1964.

### Secondary References:

1. Barker, Granville and Harisson G.B. *Companion to Shakespearean Study*, Cambridge University, 1946.
2. Goddard. *The Meaning of Shakespeare*. University of Chicago Press, Chicago, 1960.
3. Halliday, F.E. *Shakespeare in His Age*, Gerald Duckworth & Co. Ltd, 1965.
4. Iyengar, Srinivasa. *Shakespeare: His World and His Art*, Sterling Publishers, 1984.



5. Kastan, David. *Shakespeare After Theory*. Routledge, New York, 1999.
6. Kott, J. *Shakespeare Our Contemporary*. W. W. Norton & Company, New York, 1974.
7. Rothwell, Kenneth S. *A History of Shakespeare on Screen: A Century of Film and Television*, Cambridge: Cambridge University Press, 2004.
8. Shakespeare, William. *Hamlet*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
9. Shakespeare, William. *Macbeth*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
10. Shakespeare, William. *Othello*. UBS Publishers' Distributors Pvt. Ltd, New Delhi, 2009.
11. Trivedi, P. and Bartholomeusz Dennis. *Shakespeare's India*. University of Delaware Press, 2005.

**Course Title:** Ancient Indian Classics in Translation

**Course Code:** ENG-E-10

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To acquaint the students with Indian culture of the past.
2. To introduce the students to great ancient Indian classics.
3. To acquaint the students with Indian poetics.

**2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. To perceive aesthetic and philosophical, social aspects of ancient Indian society.
2. To appreciate ancient Indian classics.
3. To comprehend Indian poetics.

**3. Number of Hours: 04 Hours per week**

**4. Course Content:**

**Total Number of hours: 60**

**Unit I: The Mahabharat**

**15 hours**

**1.Extracts from the Mahabharat:**

- a) Droupadi – Svayamvara Parva – Volume I (Pages 437-458)
- b) Vaivahka Parva Volume I (Pages 458-473)
- c) Dyuta Parva Volume II (Pages 185 to 247)
- d) Amba – Upakhyana Parva – Volume 5 (Pages 1 to 60)

## Unit II: The Ramayana

15 hours

1. Book I – Canto
  - a) XXXVI - L
  - b) LXVI - LXVIII
  - c) LXXVII
2. Book II – Canto
  - a) I
  - b) VII - XIX
  - c) XXVI - XXVII
  - d) XXXVII - XLIII
  - e) LI - LXIV
3. Book III – Canto
  - a) IX - XX
  - b) XXXI -LVII

(Note: Book III - Self Study)

## Unit III: Poems from Sanskrit in translation

15 hours

1. **Verse nos.** 1-15; 18-21 ; 24; 26; 30; 32; 39; 40-45; 47; 51-53; 61; 63; 65; 67 ; 69-71 ; 73;74; 86;87; 97-101; 103; 104; 110; 111; 114 -116; 118; 119; 122; 123; 125; 131;135; 136; 138-140.
2. **Indian Poetics / Indian Literary Criticism**
  - a) Bharata – Ntaya – Manjiri (1975) - G. K. Bhatt: On Natya and Rasa: Aesthetics of Dramatic experience.
  - b) Bhatrihari -Vakyapadiya .  
Text: From Vakyapadiya - K. Raghavan Pillai.
  - c) Dandin from the Kavyadarsa. Translated - Vavilla Venkateswara Sastrulu.  
Dandin's Marga Theory.
  - d) Anandvardhana's from Dhuanyaloka ( sphota theory).
  - e) Kuntaka -Vakrokti.
  - f) Abhinava Gupta's concept of Shantarasa. Rasa - dvani theory.

1. Bhagavat Gita – Chapter II -The Karmayoga
2. Isha Upanishad (trans.) - Sri. Aurobindo

**5. Reference Books:****Primary References:**

1. Brough John. *Poems from the Sanskrit*. Pelican Books, England, 1968.
2. Debroy Bibek (trans.). *The Mahabharata*. Pelican Books, New Delhi, 2012.(Vol. I, II, IV, V)
3. Devy G.N. (Ed.). *Indian Literary Criticism: Theory and Interpretation*. Orient Longman, New Delhi, 2002.
4. Griffeth Ralph( trans.). *The Ramayan of Valmiki*. Low Price Publications, Delhi, 2003.
5. Ryden W. Arthur(trans.). *Kalidas' Shakuntala* . In Parentheses Publication Sanskrit.
6. Sri. Aurobindo (trans.). *Isha Upanishad*. Sri. Aurobindo Ashram, Pondicherry, 2003.

**Secondary References:**

1. Banker Ashok K. *Ramayana* . Little, Brown Book Group, 2005.
2. Pattanaik Devdutt. *My Gita*. Rupa Publications, New Delhi, 2015.
3. R.K. Narayan. *God, Demons and others*. University of Chicago Press, 1993.
4. Sinha M.P. , Agnihotri Meeraj. *Critical Theories- Indian and Western*. Atlantic Publications, New Delhi, 2013.
5. Smith John (Abridged Trans.) *The Mahabharata*. Penguin Book, India, 2009.
6. Swami Chinmayanada. *The Holy Geeta*. Central Chissmaya Mission Trust, Mumbai, 1996.
7. Swami Parthasarthy. *Bhagvad Gita*. Vedanta World, 2 ed. , 2011.
8. Valmiki, Sattar Arshia. *The Ramayana*. Penguin Random House India, 2016.
9. Zakaria Rafiq. *Discovery of God*. Popular Prakashan Publisher.

**Course Title:** Film Studies

**Course Code:** ENG-E-11

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the allied field of Film Studies, its history, literature, and theory.
2. To inculcate in students an educated response to films.
3. To allow students a space to explore film Studies practically and creatively through appropriate form and structure.

**2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand the literature of Films through relevant exemplars.
2. To recognize Directors, artists, genres, and movements in Films.
3. To have the ability to identify, critically analyze films.
4. To write, direct and shoot their own short film, informed by Film theory and literature.

**3. Number of hours: 04 hours per week**

#### 4. Course Content:

Total number of hours: 60

##### Unit I: History of Film

10 hours

1. **Silent Period (1895 – 1929):** Movements – German Expressionism, Soviet Montage, French Avant-garde; Lumiere Brothers, Georges Melies, Edwin Porter, D.W. Griffith, Thomas Ince, Mack Sennet, Charlie Chaplin, Buster Keaton, Oscar Miceaux, Carl Theodor Dreyer, Robert Flaherty, Cecil DeMille
2. **Classical Period (1930 – 1945):** Movements: French poetic realism; Frank Capra, Josef Von Sternberg, Howard Hawks, John Ford, Maya Deren
3. **Postwar Period (1946 – 1959):** Movements: Italian neorealism, Japanese art Cinema; Orson Welles, Douglas Sirk, Nicholas Ray, Ingmar Bergman, Satyajit Ray
4. **Transitional Period (1960 – 1979):** Movements- French New Wave, Feminist Film, Direct Cinema, Structural film, Third World Cinema ; John Cassavetes Arthur Penn, Sam Peckinpah, Francis Ford Coppola, Robert Altman, Stan Brakhage, Ousmane Sembene, Luis Bunuel, Woody Allen, Stanley Kubrick, George Lucas, Martin Scorsese
5. **Contemporary Period (1980 - present):** Movements – American Independent cinema, East Asian Cinema, Iranian Cinema, New British cinema, Personal documentary; Steven Spielberg, Oliver Stone, Lars von Trier, David Cronenberg, Ridley Scott, Mira Nair

**Note: Students are to be briefly introduced the context of the periods through clips, montages, extracts. Focus should be on the movements, emphasis should be in understanding the movements.**

##### Unit II: Literature of Film

15 hours

1. **Film Form:** Mise en Scene –Setting, Performance & Movement, Costume and Props; Cinematography –Shot types; Camera Lenses; Camera Angles; Camera Movements, Lighting & Colour
2. **Sound & Editing** – Effects, Music, Perspective Sound, dialogue Overlaps/ Sound Bridges; Optical Effects, Continuity, Spatiotemporal effects
3. **Narrative-** Story & Plot, Narrative development, Narration, Narrative meaning; Time

**Note: Instructor, in conjunction with their class, should select movies, TV series, Documentaries etc to understand the Literature of Films. Each aspect and concept needs to be underlined with actual extracts, and clips of visuals.**

### **Unit III: Film Genres & Theory:**

**15 hours**

1. **Genre Theory:** Genre as Film Language; Genres- Gangster, Western, Horror, Science Fiction, Musical, Romantic Comedy, Fantasy, Parody, Animation, Found Footage, Realism, Blaxploitation  
Bollywood vs Hollywood – a comparison  
Adaptations, Sequels and current forms of Film Trends – Studio Blockbusters, Shared Universe.
2. **Film Theory:** Medium Specific, Realism, Auteur Theory, Semiotics & Structuralism, Ideology  
theory, Feminist film Theory, Cultural Studies, Cognitive Theory

**Note: Instructor, in conjunction with their class, should select movies, TV series, Documentaries etc to discuss the various genres and Theory. Each Theory needs to be underlined with actual extracts, and clips of visuals. Adapted texts can also be taken.**

### **Unit IV: Practical Application of Learning**

**20 hours**

#### **1. Reader-Response**

Reader-Response to Unseen Films: Reviews, comparisons, and break-downs of movies/TV/documentaries in written forms and structures.

#### **2. Application of Film Form**

Message & Values, Mise en Scene, Cinematography, Sound & Editing, Narrative, Genre and Film theory

Story, Storyboard, Screenplay

Creation of movies using concepts learnt in Units 1, 2, and 3.

**Note: Instructor should create a learning environment where concepts can be applied. Movies, TV series, Documentaries should be viewed and analyzed. Students should also create their own short films informed with the concepts learnt in the previous units.**

## 5. Reference Books:

### Primary References:

1. Andrew, Dudley. *concepts in FILM THEORY*. Oxford: Oxford University Press, 1984.
2. Aufderheide, Patricia. *Documentary Film A Very Short Introduction*. Oxford: Oxford University Press, 2007.
3. Benyahia, Sarah, Freddie Gaffeny and John White. *AS Film Studies The Essential Introduction*. New York: Routledge, 2006.
4. Butler, Andrew. *The Pocket Essentials Film Studies*. Berks: [www.pocketessentials.com](http://www.pocketessentials.com), 2005.
5. Dancyger, Ken. *The Technique of Film & Video Editing Fifth Edition*. Oxford: Focal Press, 2011.
6. Nelmes, Jill, ed. *Introductin to Film Studies, 05th Edition*. London: Routledge, 1996.
7. Pearson, Roberta and Philip Simpson, *Critical Dictionary of Film and Televsion Theory*. New York: Routledge, 2001.
8. Stadler, Jane and Kelly McWilliam. *Screen Media Anlaysiaing Film and Television*. NSW: Allen & Unwin, 2009.
9. Stam, Robert. *Film Theory An Introduction*. Masachusetts: Blackwell Publishing, 2000.
10. Thompson, Kristin and David Bordwell. *Film History An Introduction Second Edition*. New York: McGraw Hill, 2003.
11. Villarejo, Amy. *Film Studies The Basics*. New York: Routledge, 2007.
12. Welsh, James and Peter Lev, *The Literature/Film Reader*. Plymouth: The Screcrow Press, 2007.



## Secondary References:

1. Fabe, Marilyn. *Closely Watched Films An Introduction to the Art of Narrative Film Technique*. New York: University of California Press, 2004.
2. Grant, Barry Keith, ed. *Film Genre reader III*. Austin: University of Texas Press, 1986.
3. Gynnn, William, ed. *The Routledge Companion to Film History*. New York: Routledge, 2011.
4. Hart, John. *The Art of the Storyboard A Filmmaker's Introduction*. Oxford: Elsevier, 2008.
5. Monaco, James. *How to Read a Film The World of Movies, Media, and Multimedia*. New York: Oxford University Press, 200.
6. Jess-Cooke, Carolyn and Constantine Verevis, *Second Takes Critical Approaches to the Film Sequel*. New York: State University of New York Press, 2010.
7. Roberts, Graham. *Key Film Texts*. New York: Oxford University Press, 2002.

**Course Title:** Women's Writing in India

**Course Code:** ENG-E-12

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To offer students women's perspective of life and womanhood.
2. To acquaint the students with the distinct stylistic features of Indian women writers.
3. To evaluate the position of woman in the Indian patriarchal society and as reflected in literature written by women writers.

**2. Learning Outcomes:**

1. To appreciate woman's point of view regarding life.
2. To understand the life of a woman in patriarchal society of India.
3. To understand distinct features of women's writing.

**3. Number of hours: 04 hours per week**

**4. Course Content: Total number of hours: 60**

**Unit I: Poetry**

**20 hours**

1. Kamala Das    a) The Descendants  
                         b) The Maggots
2. Mamta Kalia    a) Positive Thinking  
                         b) After eight years of marriage

3. Melanie Silgado a) For Father on the Shelf  
b) Doris
4. Imtiaz Dharker a) Puradah I  
b) Minority
5. Hira Bansode a) Slave  
b) O Great Man
6. Mina Gaybhiye a) The Weeping Wound of Centuries  
b) Both are Useless
7. Anuradha Gaurav a) Request
8. Jyoti Lanje a) Mother  
b) The Nameless One

## **Unit II: Drama**

**15 hours**

1. Rudali - Usha Ganguli

## **Unit III: Short Fiction**

**10 hours**

1. The Day of the Golden Deer - Deshpande Shashi
2. Childless one - Nimbkar Jai
3. The Quilt - Ismat Chughtai

## **Unit IV: Non - Fiction**

**15 hours**

1. It's always Possible: Transforming one of the Largest Prisons in the World  
"Women in Tihar"- Bedi Kiran.
2. Writing from the Margins -Shashi Deshpande

## 5.Reference Books:

### Primary References:

1. Bedi Kiran. *It's always Possible: Transforming One of the Largest Prisons in the World*. Sterling Publishers Pvt.Ltd ,India; 6th edition , 2005.
2. Chughtai, Ismat. *The Quilt and other stories*. Sheep. Meadow Press,U.S. 1994.
3. Deshpande, Shashi. *Writing From the Margin & Other Essays*. Penguin Books, 2003
4. Deshpande Shashi. *Collected Stories*. Penguin Books, London, 2003.
5. Dhar Sheila. *Here's Someone I'd Like you to Meet*. Oxford University Press, 1996.
6. Eunice De Souza. *Nine Indian Women Poets*. Oxford University Press, New Delhi, 1997.
7. Ganguli Usha. *Rudali*. Radhakrishan Prakashan, 1<sup>st</sup> edition, 2004.
8. Mehta Gita. *Karma cola*. Penguin, 2015.
9. Mulk Raj Anand and Zelliott Eleanor (Ed). *An Anthology of Dalit Literature*. Gyan Publishing House, New Delhi, 1992.
10. Prasad Madhusudan. *Contemporary Indian English Stories*. Sterling P. 1988.

### Secondary References:

1. Amga H.L. *Indo - English Poetry*. Surabhi P. Jaipur, 2000.
2. Bande Usha. *Gita Mehta: Writing Home / Creating Homeland (Writers of the Indian Diaspora)* . Rawat Publications , India, 2008.
3. Bedi Kiran. *I Dare*. Hay House, India, 2009.
4. Naik M.K. , Narayan Shyamala. *Indian English Literature 1980-2000 : A Critical Survey*. Pencraft International, Delhi, 2016.
5. Pawar M.S. *New Women Novelists with New Horizons*. Shruti P. Jaipur, 2011.
6. Ray Mohit. *Indian Writing in English*. Atlantic Publishers, New Delhi, 2008.

## **SEMESTER V – INTERDISCIPLINARY COURSE**

**Course Title:** Creative Writing for Beginners

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To expose students to a variety of literary genres, authors and styles through reading, discussion and analysis.
2. To experiment with a variety of writing genres like short story, poetry, novella, drama etc.
3. To help students understand the process of revision, editing and proofreading.
4. To develop the skills to self-critique one's own writing through a process of giving and receiving criticism on one's own and others' writings.
5. To encourage students to publish their works in the college magazine, college newsletters, local newspapers etc.

### **2. Learning Objectives :**

By the end of the course

1. Students will demonstrate an understanding of literary conventions like plot, character, theme etc.
2. Students will develop a basic understanding of various prose fiction genres.
3. Students will learn to use current events as inspiration for Creative Writing.
4. Students will understand the importance of proof reading, editing and rewriting.
5. Students will become confident about their ability to voice their opinion, desires, world-view etc through writing.
6. Students will learn to critique the writings of their peers.
7. Students will improve their vocabulary and sentence structures.
8. Students will learn to think and write creatively.

**3. Number of Hours:                      04 hours per week**

#### **4. Course Content :**

**Total Number of hours: 60**

- 1. How to Get Started? 5 hours**
  - a) Journal Writing (Recording Personal Experiences).
  - b) Free Writing.
  - c) Clustering.
  - d) Badly Written First Drafts as Helpful a Starting Point.
  
- 2. How to find Subject Matter? 5 hours**
  - a) Be inspired by events in personal life.
  - b) Draw inspiration from people one comes across.
  - c) Be moved by injustice.
  - d) Draw on current events in Politics, Society etc.
  - e) Look at genres of fiction one loves to read etc.
  
- 3. How to make a story interesting? 5 hours**
  - a) Introduce conflict, complications, trouble, crisis, resolution.
  - b) Create feeling of suspense.
  - c) Appeal to emotions.
  - d) Surprise reader with unexpected ending.
  
- 4. Difference between ‘Story’ and ‘Plot.’ 5 hours**
  
- 5. Characterization. 5 hours**
  - a) Memorable characters have ‘Credibility’, ‘Purpose’ and ‘Complexity.’
  - b) ‘Indirect Method’ or ‘Telling’ method of Character Presentation  
– Authorial Interpretation
  - c) Direct Method or ‘Showing Method’ of Character Presentation.
    - i. Showing appearance
    - ii. Showing action
    - iii. Portraying speech
  - d) Checklist for Creating Character.  
Age, gender, race, nationality, marital status, region, education, religion, profession, memories, dietary habits, ideology, likes, dislikes etc.
  
- 6. Importance of Atmosphere and Setting in Fiction 5 hours**

7. Point of View/Narrative voice **5 hours**
- a) Who speaks :
- i. First Person Narrative
  - ii. Second Person narrative
  - iii. Third Person Narrative
- b) To whom :
- i. To The Reader?
  - ii. To Another character in the Story?
8. The Concept of Authorial Distance or Psychic Distance. **5 hours**
9. Difference between types of Prose Fiction [Novel, Short Story, Play]. **5 hours**
10. The Importance of Proofreading, Editing, Rewriting. **5 hours**
11. Poetry: Prosodic Features-Rhyme. Rhythm, Metre, Stanzaic Forms, Figurative Language, Symbolism, Special Linguistic Features etc. **10 hours**

## **5. Reference Books:**

### **Primary References:**

1. Burroway, Janet. *Writing Fiction: A Guide To Narrative Craft*. New York: Longman Publishers, 2000.
2. Earnshaw, Steven. *The Handbook of Creative Writing*, 2007: Edinburgh University Press, Edinburgh.
3. Morley, David. *The Cambridge Introduction to Creative Writing*, New York: Cambridge University Press, 2007.
4. Strunk, William, and E.B.White. *The Elements of Style*. New York: Longman, 2000.

### **Secondary References:**

1. Boden, Margaret. *the creative mind - myths and mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself - Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman, *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *doing creative writing*. Oxon: Routledge, 2007.
7. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006.
8. Neale, Derek. *A Creative Writing Handbook: Developing Dramatic Technique, Individual Style and Voice*. London: A & C Black Publishers Ltd., 2009.

### **Additional Online Reading:**

1. <http://io9.com/10-tips-and-tricks-for-creating-memorable-characters-1616544190>
2. <http://thewritepractice.com/resources/characterization/>
3. <http://ladylovelace.hubpages.com/hub/The-Difference-Between-Story-and-Plot>
4. <http://www.learningnerd.com/the-difference-between-plot-and-story/>
5. <http://literarydevices.net/point-of-view/>



## **T.Y.B.A.– SEMESTER VI-ELECTIVE COURSE**

**Course Title:** Twentieth Century English Literature

**Course Code:** ENG-VI.C-8

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To introduce the students to novel, play and poems drawn from the English-language literatures of the twentieth century.
2. To examine how authors have responded to historical and cultural change throughout the twentieth century.
3. To probe the growth of modernism, and the appearance of post-colonialism and postmodernism

### **2. Learning Objectives:** By the end of the course the students will be able:

1. To appreciate representative literary works of the Twentieth century English Literature.
2. Acquainted with different modern prose styles as well as colloquial rhythms of modern poetry.
3. To have a better understanding of the impact of world wars and psychology on literature.

### **3. Number of Hours:** 04 hours per week

### **4. Course Content:**

**Total number of Hours 60**

#### **Unit I: Poems**

**20 hours**

1. William Butler Yeats    a) The Second Coming  
                                      b) The Wild Swans at Coole  
                                      c) Sailing to Byzantium
2. Thomas Stearns Eliot    a) Love Song of Alfred Prufrock  
                                      b) The Journey of the Magi
3. Wilfred Owen            a) Insensibility  
                                      b) Strange Meeting
5. Siegfried Sassoon        a) The Death Bed  
                                      b) Lamentations

6. Rupert Brooke    a) The Dead  
                              b) The Solider  
                              c) Futility
7. Ezra Pound        a) At the Metro Station  
                              b) The Garden
8. Carl Sandburg     a) Fog  
                              b) Grass
9. Dylan Thomas    a) Do not go gentle into the good night  
                              b) Fern Hill
10. Stephen Spender    a) An elementary school classroom in a slum
11. Louis MacNeice    a) Prayer before birth

## **Unit II: Novel**

**17 Hours**

1. James Joyce- A Portrait of the Artist as a Young Man

## **Unit III: Drama**

**16 Hours**

1. Harold Pinter- The Home Coming

## **Unit IV: Background**

**07 Hours**

1. Modernist Thematic Concerns
2. Techniques and Style of Modernist writers
3. Impact of psychology on literature & Stream of Consciousness technique
4. Impact of the World wars on Literature of the 20<sup>th</sup> Century Literature
5. Surrealism, Expressionism and Impressionism

## **5. Reference Books:**

### **Primary References:**

1. James Joyce. *A Portrait of the Artist as a Young Man*. Fingerprint Publishing, 2016.
2. Pinter Harold. *The Homecoming*. Avalon Travel Publishing, 1994.

### **Secondary References:**

1. Abraham, M.H. *The Norton Anthology of English Literature*. W. W. Norton, Incorporated, 2003.
2. Bloom, Harold. *Dramatists and Dramas*. Chelsea House publishing, US, 2005.
3. Brown, Dennis, John Theodore. *The Modernist Self in Twentieth-Century English Literature: A Study in Self Fragmentation*. New York, Palgrave Macmillan, 1989.

4. Corcoran, Neil ed. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge University Press, New York, 2007.
5. Friedman, Alan Warren. *Modernism and Literature: An Introduction and Reader*. Routledge, 2013.
6. Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature*. Volume F: The Twentieth Century and After. New York, W. W. Norton , 2012
7. Marcus, Laura, Peter Nicholls ed. *The Cambridge History of Twentieth Century English Literature*. Cambridge University Press, UK, 2004.
8. Matz, J. *The Modern Novel: A Short Introduction*. Blackwell Publishing, US, 2004.
9. Meredith, James H. *Understanding the Literature of World War I: A Student Casebook to Issues ...* Green Wood Press, London, 2004.
10. Polleta, Gregory T. , ed. *Issues in Contemporary Criticism*. Boston: Little, Brown and Company, 1973.
11. Roberts, Neil. *A Companion to Twentieth-Century Poetry*. Blackwell publishing, UK, 2004.
12. Silverstein, Marc. *Harold Pinter and the Language of Cultural Power*. Associate University Press, London, 1993.
13. Stringer, Jenny. *The Oxford Companion to Twentieth Century English Literature*. Oxford University Press, New York, 1996.

**Course Title:** English Language and Literature Teaching

**Course Code:** ENG-E-13

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the fundamentals of English Language and Literature Teaching.
2. To introduce students to methods and approaches to teaching English Language and Literature.
3. To prepare students for the field of teaching with practical approaches to ELLT.

**2. Learning Outcomes:** But the end of the course the student will be able:

1. To understand fundamentals in ELLT.
2. To recognize concepts, methods, and approaches related to ELLT.
3. To have the ability to create modules and teach using methods, and approaches in ELLT.

**3. Number of hours: 04 hours per week**

#### **4. Course Content:**

**Total number of hours: 60**

##### **Unit I: English Language Teaching**

**15 hours**

**Introduction:** English in the world today, Brief History of English Language teaching

Principles of Language Teaching – Cognitive, Social, Linguistic

Fundamentals: Listening, Speaking, Reading, Writing, Pronunciation, Vocabulary

Curriculum Building

**Methods:** Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language teaching; Content based, Task-Based, and Participatory Approaches, Learning Strategy Training, Cooperative Learning and Multiple Intelligences

Issues in English Language teaching with focus on India

Discussion topics - *Literature as Autobiography* and *Fiction as Lies*.

New Paradigms & Current innovations in ELT

##### **Unit II: Praxis of English Language Teaching:**

**15 hours**

Preparation – Organization – Dissemination - Feedback

Use of teaching Methods using methods learnt in Unit 1 for crafting language teaching modules: Lecture Method, Demonstration Method, Problem Solving Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Use of ICT/Technology, Mixed-Media teaching

Innovations in teaching – Student-Centric, Flipped classrooms, POGIL, Constructivism

Student Innovation

### **Unit III: English Literature Teaching**

**15 hours**

Curriculum Building

**Approaches:** Language- based approach, Culture-based approach, Personal Growth approach (Reader-Response), Integrated Approach, Cultural-Response Method, Active Learning, Explanatory & Experiential Approach, Dramatic Method, Close reading, Reader-Response

Form & Genre: Poetry, Drama, Novel, Graphic-Novel, Non-Fiction, Creative Non-Fiction

### **Unit IV: Praxis of Teaching English Literature**

**15 hours**

Preparation – Organization – Dissemination - Feedback

Use of teaching Methods using methods learnt in Unit 3 for crafting literature teaching modules: Lecture Method, Demonstration Method

Interactive Method Using: Problem Solving Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Use of ICT/Technology, Mixed-Media teaching

Innovations in teaching – Student-Centric, Flipped classrooms, POGIL, Constructivism

Student Innovation

## 5. Reference Books:

### Primary References:

1. Broughton, Geoffrey, et al. *Teaching English as a Foreign Language*. New York: Routledge, 1978.
2. Carter, Ronald and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 2001.
3. Chambers, Ellie and Marshall Gregory. *Teaching & Learning English Literature*. London: Sage, 2006.
4. Davison, Jon and John Moss, *Issues in English Teaching*. London: Routledge, 2000.
5. Irvine, Colin C., ed. *Teaching the Novel across the Curriculum - A Handbook for Educators*. Westport: Greenwood Press, 2008.
6. Jeffcoate, Robert. *Starting English Teaching*. London and New York: Routledge, 1992.
7. Larsen-Freeman, Diane. *Teaching and Principles in Language Teaching*. New York: Oxford University Press, 2003.
8. Nunan, David. *Language Teaching Methodology - A textbook for teachers*. Prentice Hall, 1991.
9. Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.
10. Richards, Jack and Willy Renandya. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.
11. Wyse, Dominic, Richard Andrews and James Hoffman, *The Routledge International Handbook of English, Language and Literacy Teaching*. New York: Routledge, 2010.

## Secondary References:

1. Chambers, Ellie and Marshall Gregory. *Teaching and Learning English Literature*. London: Sage Publications, 2006.
2. Ken, Bain. *What the Best College Teachers Do*. Massachusetts: Harvard University Press, 2004.
3. Nunan, David. *Learner-Centred English Language Education*. Devon: Routledge, 2013.
4. —. *Research Methods in Language Learning*. New York: Cambridge University Press, 1992.
5. —. *Teaching English to Speakers of Other Languages*. New York: Routledge, 2015.
6. Richards, Jack and Richard Schmidt. *Dictionary of Language Teaching & Applied Linguistics*. Edinburgh: Pearson, 2010.
7. Thurston, Cheryl Miller. *Ideas That Really Work!* Colorado: Cottonwood Press, 1991.



**Course Title:** Latin American Literature

**Course Code:** ENG-E-14

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce students to the Latin American culture through their Literatures.
2. To help students understand the contribution of Latin American Writers to world literature.
3. To encourage students to discover the various themes, and movements associated with Latin American Literature.
4. To inculcate an atmosphere of cultural acceptance through the texts.

**2. Learning Outcomes:** By the end of the course the student will be able:

1. To understand the large landscape of Latin American Literature.
2. To recognize writers, forms, and movements associated with Latin American Literature.
3. To have the ability to analyze works of literatures critically, keeping in mind the context of Latin America.

**3. Number of Hours: 04 Hours per week**

#### 4. Course Content:

**Total number of hours: 60**

##### **Unit I: Contextual Study:**

**10 hours**

**Note:** The following areas should be covered along with their representative texts.  
If representative texts are not present, extracts of such may be used

1. Brief History of Latin America
2. Movements : Modernismo, indigenismo, Romanticism/Realism/Naturalism, Mulatto
3. Andrade, Oswaldo de. (Brazil) “*Anthropophagie Manifesto*” - Transculturalism
4. The Boom, Magical Realism, Post-boom writers/writings

##### **Unit II: Fiction:**

**25 hours**

1. *100 Years of Solitude* – **Gabriel Garcia Marquez (Colombia)**
2. *The Psychiatrist* - **Machado de Assis (Brazil)**

##### **Unit III: Poetry**

**15 hours**

1. *Sonnet XVIII, The Song of Despair, A song for Bolivar* - **Pablo Neruda (Chile)**
2. *Flame, speech*; Proem, extract from *Sunstone* (first 15 stanzas) - **Octavio Paz (Mexico)**
3. *The Psychology of Composition, The Hen’s Egg* – **Joao Cabral de Neto (Brazil)**
4. *The Other, Antigone* – **Gabriela Mistral (Chile)**

##### **Unit IV: Short Stories**

**10 hours**

1. Selected Stories from *The Cubs and other stories* – **Mario Vargas Llosa (Peru)**  
*The Cubs, The Challenge*
2. Selected Stories of **Julio Cortazar (Argentina)**  
*House taken Over, Bestiary*
3. Selected Stories of **Jorge Luis Borges (Argentina)**  
*The Library of Babel, Death and the Compass*

**Note: Secondary readings of the selected authors, poets, critics are open to students to explore and should be encouraged for use in internal assessments.**

## 5. Reference Books:

### Primary References:

1. Borges, Jorge Luis. *Aleph and other Stories*. Ed. Norman Thomas Di Giovanni. Trans. Norman Thomas Di Giovanni. New York: Bantam Books, 1970.
2. Cortazar, Julio. *Blow-Up and Other Stories*. Trans. Paul Blackburn. New York: Pantheon Books, 1967.
3. Llosa, Mario Vargas. *The Cubs and Other Stories*. Trans. Gregory Kolovakos and Ronald Christ. New York: Farrar, Straus and Cirouxc, 1979.
4. Loundo, Dilip, ed. *Tropical Rhymes, Topical Reasons*. Brazil: National Book Trust, 2001.
5. Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. New York: Avon Books, 1971.
6. —. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. New York: Avon Books, 1967.
7. Mistral, Gabriela. *Madwomen*. Trans. Randall Couch. Chicago: University of Chicago Press, 2008.
8. Neruda, Pablo. *Twenty Love Poems and a Song of Despair*. Trans. W. S. Merwin. London: Penguin Books, 1976.
9. Neto, Joao cxabral De Melo. *Selected Poetry 1937 - 1990*. Hanover: Wesleyan University Press, 1994.
10. Paz, Octavio. *Selected Poems*. Ed. Eliot Weinberger. New York: New Directions, 1984.
11. —. *Sunstone*. Trans. Raymond Soulard and Kassandra Kramer. Seattle: Burning Man Books, 1957.

### Secondary References:

1. Bloom, Harold. *Bloom's Critical Views - Gabriel Garcia Marquez*. New York: Chelsea House Publishers, 2007.

2. —. *Bloom's Major Short Story Writers - Julio Cortazar*. Ed. Harold Bloom. Philadelphia: Chelsea House Publishers, 2004.
3. Castro-Klaren, Sara, ed. *A Companion to Latin American Literature and Culture*. Oxford: Blackwell Publishing, 2008.
4. Kristal, Efrain, ed. *The Cambridge Companion to the Latin American Novel*. Cambridge: Cambridge University Press, 2006.
5. Reisman, Rosemary, ed. *Latin American Poets*. Massachusetts: Salem Press, 2012.
6. Swanson, Philip. *Latin American Fiction*. Oxford: Blackwell Publishing, 2005.
7. Wood, Michael. *Landmarks of World Literature -One Hundred Years of Solitude*. Cambridge: Cambridge University Press, 1990.

**Course Title:** Contemporary Literary Theory

**Course Code:** ENG-E-15

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To introduce the students to the basic concepts of Contemporary Literary Theory.
2. To introduce the students to major schools of literary theory.
3. To develop the ability in the students to apply literary theory to analyze a work of literature.

**2. Learning Outcomes:**

Upon the completion of the course the students should be able:

1. To understand the different schools of literary theory.
2. To comprehend the basic tenets of modern literary theory and the jargon associated with it.
3. To apply literary theory and critically appreciate a work of literature.

**3. Number of Hours: 04 hours per week**

**4. Course Content:**

**Total number of hours: 60**

**Unit I: Marxist view of Literature**

**12 hours**

1. Society and History : Marxist view
2. Major Marxists schools
3. Marxism and literature:
  - a) Literature and ideology
  - b) Autonomy in Literature
4. Marxist approach to Literature

**Unit II: Psychoanalysis**

**13 hours**

1. Views of Freud on human mind
2. Freudian approach to literature
3. Views of Lacan
4. Lacanian Criticism
5. Impact of psychoanalysis of literature

**Unit III: Structuralism and Post-structuralism****15 hours**

1. From New Criticism to Structuralism
2. Important Tenets of Structuralism
3. Contribution of Saussure
4. Contribution of Jonathan Culler, A. J. Greimas, Roman Jakobson, Roland Barthes
5. Structuralist Approach to Literature
6. Defining Deconstruction
7. Deconstructing Structuralism
8. From 'Work to Text'
9. Death of the author
10. Deconstruction an example
11. Deconstructing Deconstruction

**Unit IV: Voices of the Subaltern: Feminist, Queer & Post-Colonial Theories****20 hours****1. Feminist Theories**

- a) Features of Feminist Criticism
- b) Development to Feminist thought
- c) Major contributors to Feminist Criticism
  - i. Mary Wollstonecraft
  - ii. Virginia Woolf
  - iii. Simon De Beauvoir
  - iv. Elaine Showalter
  - v. Helen Cixous, Julia Kristeva
- d) Gynocriticism
- e) Feminist Criticism and Language
- f) Feminist approach to literature

**2. Lesbian/Gay criticism**

- a) Lesbian and Gay theory
- b) Lesbian feminism
- c) Queer theory
- d) Lesbian/Gay criticism-An example

**3. Postcolonial Theory**

- a) Edward Said - Orientalism
- b) Gayatri Spivak- Views on subalternity
- c) Homi K. Bhabha - Concept of mimicry

#### **4. Reference Books:**

##### **Primary References:**

1. Abrams M. H. *A Glossary of Literary Terms*. Prism Publishers, 1999.
2. Barry Peter. *Beginning Theory*. Manchester United Press, Manchester, 1995.
3. Bertens Hans. *Literary Theory: Title Basics*. Routledge, London, 2001.
4. Eagleton Terry. *Literary Theory: An Introduction*. Blackwell, London, 1983.
5. Hawthorn Jeremy. *A Glossary of Contemporary Literary Theory*. Edward Arnold, London, 1994.
6. Selden Raman. *A Reader's Guide To Contemporary Literary Theory*. Harvester, London, 1993.
7. Webster Roger. *Studying Literary Theory: An Introduction*. Arnold Publishers, London, 1990.

##### **Secondary References:**

1. Ashcoft Bill, Griffiths Gareth, Tiffin Helen (ed). *The Post-Colonial Reader*. Routledge, New York, 1995.
2. Ashcoft Bill, Griffiths Gareth, Tiffin Helen (ed). *The Empire Writes Back*. Routledge, New York, 2010.
3. Butler Judith. *Gender Trouble*. Routledge India, 2016.
4. Jameson Fedric. *The Political Unconscious*. Routledge, New York, 1983.
5. Hawkes Terence. *Structuralism and Semiotics*. Routledge, New York, 2009.
6. Woods Tim. *Beginning Post-modernism*. Manchester University Press, Manchester, 2009.
7. Sarup Madan. *An Introductory Guide to Post-structuralism and Postmodernism*. 2<sup>nd</sup> Edition. The University of Georgia Press, Georgia, 1993.
8. Sedgwick Kosofsky Eve. *Epistemology of the Closet*. University of California Press, 2<sup>nd</sup> revised edition, 2008.
9. Vanita Ruth, Kidwai Saleem (eds). *Same-Sex Love in India: A Literary History*. Penguin India, 2008.

**Course Title:** World Literature

**Course Code:** ENG-E-16

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To expose students to representative works of world literature to develop their sensitivity to cultural diversity.
2. To promote intellectual growth by strengthening student's abilities to read analytically and critically.
3. To promote an understanding of the works in their cultural/historical contexts.

**2. Learning outcomes:** By the end of the course the student will be able to:

1. Understand and have an insight into the diverse representative works of World Literature.
2. Have the ability to analyze works of literatures critically, keeping in mind the cultural diversity.
3. Will be familiar with the various themes and narrative techniques of World Literature.

**3. Number of hours:** 04 hours per week

**4. Course Content:**

**Total number of hours: 60**

**Unit I: Novel**

**15 hours**

1. Things Fall Apart - Chinua Achebe

**Unit II: Drama**

**15 hours**

1. Riders to the Sea- John Millington Synge

**Unit III: Poetry**

**15 hours**

1. Abraham Moses Klein a) Indian Reservation: Caughnawaga
2. Margaret Atwood a) Journey to the Interior



4. David Rubadiri a) A Negro Labourer In Liverpool
5. Arthur Nortje a) Letter From Pretoria Central Prison
6. Wole Soyinka a) Telephonic Conversation
7. Kath Walker a) A Song of Hope  
b) Dawn is at Hand
8. Les Murrays a) The Widower in the Country

#### **Unit IV: Short Stories**

**15 hours**

1. Child's play - Alice Munro
2. The Bet - Anton Chekhov
3. The Drover's Wife - Henry Lawson

#### **5. Reference Books:**

##### **Primary References:**

1. Achebe, Chinua. *Things Fall Apart*. Penguin Books, New Delhi, 2001.
2. Chekhov Anton. *Masterpieces of World Fiction: Selected Stories*. Rupa Publications, New Delhi, 2014.
3. Henry, Lawson. *The Penguin Henry Lawson Short Stories*. Penguin Books, New Delhi, 1998.
4. Klein. A.M. *The Rocking Chair and other Poems*. Toronto, McGraw-Hill, Ryerson, 1948.
5. Munro, Alice. *Too Much Happiness*. Penguin, Canada, 2012.
6. Page, P. K. *The Glass Air: Selected Poems*. Oxford University Press, 1986.

##### **Secondary References:**

1. Bloom, Harold, ed. *Modern Critical Views Anton Chekhov*. Chelsea House, Philadelphia, 1999.
2. Bloom, Harold. *Alice Munro*. Bloom's Literary Criticism, New York, 2009.

3. Eekman, Thomas A., and Virginia L. Smith. Critical Essays on Anton Chekhov. ed. Robert Lecker. G.K. Hall and Co, Boston, 1989.
4. Fisher, J. & Silber, E. (eds). *Women in Literature: Reading through the Lens of Gender*. Connecticut, Greenwood Press, 2003.
5. Matlaw, Ralph E., and Freedman, comps. *Anton Chekhov's Short Stories*. W.W. Norton and Company, New York, 1979. Print.
6. Pollock, Zailig, Seymour Mayne, Usher Caplan ed. *Selected Poems: A.M. Klein*. University of Toronto Press, Toronto, 1997.
7. Thacker, Robert. *Reading Alice Munro, 1973-2013*. University of Calgary Press, 9 Feb 2016.
8. Sakineh, Hamidi Mehr. *Critical Discourse Analysis of Alice Munros Short Stories*. Lambert Academic Publishing, London, 2014.
9. Hooper, Brad. *The Fiction of Alice Munroe*. Green publishing group, London, 2008.
10. Hunter, Adrian. *The Cambridge Introduction to the Short Stories in English*. Cambridge University Press, Cambridge, 2007.
11. Fallon Erin, and R.C. Feddersen, James Kurtzleben, Maurice A. Lee, Susan Rochette-Crawley.ed. *A Reader's Companion to the Short Story in English*. Routledge, New York, 2001.
12. Bartels, Anke, Dirk Wiemann, ed. *Global Fragments: (dis)orientation in the New World Order*. Rodopi, Amsterdam, 2007.

## **SEMESTER VI– INTERDISCIPLINARY COURSE**

**Course Title:** Introduction to Mass Media

**Marks:** 100

**Credits:** 4

### **1. Course Objectives:**

1. To give students an overview of Mass Media in today's world.
2. To introduce them to the world of communication in Media, through the fields of Print Media, Radio, Television, Film, Digital Media/New Media.
3. To develop an understanding of Mass Media and related concepts through a practical hands-on approach.
4. To introduce students to the various equipment and software required in the field.
5. To create a foundation and a broad base knowledge for further studies and careers in Media as an option for students.

### **2. Learning outcomes :**

Upon completion of the course the student should be able:

1. To comprehend the field of Mass Media - from print to Digital Media.
2. To understand a few theoretical perspectives behind mass media and the jargon associated with the field.
3. To be comfortable around the various equipment and software required for various media
4. To demonstrate competence in the field of Mass Media – be it in the ideation or execution stage.

### **3. Number of Hours:                      04 hours per week**

#### 4. Course Content:

**Total number of hours: 60**

**NOTE:** To ensure the competency of students in the field after graduation, emphasis should be given to the APPLIED aspect of the course, while ensuring that the students understand various concepts of each field along with key-terms.

##### **Unit I: Mass Communication & Media Studies**

**05 hours**

**Concepts:** Mass Communications; Other forms of Communications; Technologies and Communications; Mass Media and Contemporary Culture; Media Studies – Encoding messages; Audience responses; Agenda

##### **Unit II: Advertising**

**11 hours**

**Concepts:** Brief History; Target Audience; Buying Motives; Advertising Message; Advertising Ethics; Advertisements in Different Media (Print; TV; Radio; New Media); Future in Advertising; Careers

**Applied:** Radio ad; Print ads – Newspapers/magazines – Product/info-ads; copy/layout/design; TV ad; Advertisements in New Media; PSA's

##### **Unit III: Print Media – Newspapers & Magazines**

**12 hours**

**Concepts:** Brief history of Newspapers & Magazines; Types of Magazines & Newspapers; Layout/Design of Newspapers & Magazines; Reports – Different formats; Photography and Print

**Applied:** Creation of Magazine/Newspaper; Layout/composition

##### **Unit IV: Radio & Music**

**11 hours**

**Concepts:** Brief History of Radio& Music; Radio Today: Internet and Music; Types of Radio Formats; Types of Music Formats; Digital Radio & Music; Future of Radio& Music; Careers

**Applied:** Radio Shows; Radio Editing; Radio Plays; Music and Composing

## **Unit V: Television, Cinema & Video**

**11 hours**

**Concepts:** Brief History of Broadcast TV & Cable TV; Cinematic History; Cinema & TV industry today; Future of TV & Cinema; Types of TV formats/shows etc; Types of Cinema; Internet and the Age of Streaming; Careers

**Applied:** TV Shows; Documentaries; Basic Shots; Editing; 3 Act movie; Short movie

## **Unit VI: Internet& New Media**

**10 hours**

**Concepts:** Brief History of Internet & New Media; Internet in the new age; Internet and Disruption; Mobile Phones; Blogging; Video games; New Media Careers; Future of the internet

**Applied:** New Media – Blogging, Podcasting, Social Media

### **5. Reference Books:**

#### **Primary References:**

1. Campbell, Richard. Martin, Christopher. Fabos, Bettina. *Media & Culture – An Introduction to Mass Communication* (8<sup>th</sup> Ed.). Bedford. 2012.
2. Dominick, Joseph. *The Dynamics of Mass Communications* (8<sup>th</sup> ed.). McGraw-Hill, 2005.
3. Paxson, Peyton. *Mass Communications and Media Studies – An Introduction*. Continuum, 2010.
4. Thompson, Ray. *Grammar of the Edit*. Burlington: Focal Press, 1993.

### **Secondary References:**

1. Mcquail, Denis. *Mass Communication Theory*. Vistaar Publications. 2007.
2. *The Associated Press Style Book and Libel Manual* Norm The A.P, 1994.
3. Hilliard, Robert. *Writing for Television, Radio and New Media (Seventh Ed.)*. Wadsworth. 2006.
4. Pavlik, J.V. *Media in the Digital Age*. 2008.
5. Perry, David K. *Theory and Research in Mass Communication*. Lawrence Erlbaum Associates, 2002.
6. Ruberg, Michelle. *Handbook of Magazine Article Writing*. Writer's Digest. 2009
7. Stadler, Jane and McWilliam, Kelly. *Screen Media – Analysing Film and Television*. Allen & Unwin. 2009.
8. White, Ted. *Broadcast News Writing, Reporting & Production*. Macmillan.

**Parvatibai Chowgule College of Arts and Science  
Autonomous**

**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

SEMESTER	CORE COMPULSORY	CORE ELECTIVE				OPTIONAL	SEC
I	<b>ENG-I.C-1</b>  Understanding Poetry & Drama	-----	-----	-----	-----	<b>FC-ENG-I</b>  Effective English Communication (Arts Stream)	-----
	<b>ENG-I.C-2</b>  History of English Literature from Fifth Century to the Eighteenth Century						
II	<b>ENG-II.C-3</b>  Understanding Fiction	-----	-----	-----	-----	<b>FC-ENG-I</b>  Effective English Communication (Science Stream)	-----
	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics						
III	<b>ENG-III.C-5</b>  Contemporary Indian English Literature	<b>ENG-E-1</b>  Goan Literature and Culture	<b>ENG-E-2</b>  American Literature of the Twentieth Century	<b>ENG-E-4</b>  New Literatures in English	<b>ENG-E-12</b>  Women's Writing in India  (common elective for SY/TY)	-----	<b>ENG-SEC-1</b>  Writing for the Media I ✓
							<b>ENG-SEC-2</b>  Creative Writing I ✓
IV	<b>ENG-IV.C-6</b>  Literary Criticism	<b>ENG-E-5</b>  The Literature of the Indian Diaspora	<b>ENG-E-7</b>  Visual Literature  (offered as ID-even semester 2019-20)	<b>ENG-E-8</b>  Representation of Gender & Sexuality in Literature	<b>ENG-E-16</b>  World Literature  (common elective for SY/TY)	-----	<b>ENG-SEC-3</b>  Writing for the Media II ✓
							<b>ENG-SEC-4</b>  Creative Writing II ✓
V	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	<b>ENG-E-9</b>  Shakespeare Today	<b>ENG-E-10</b>  Ancient Indian Classics in Translation	<b>ENG-E-11</b>  Film Studies  (offered as ID-odd semester 2019-20)	<b>ENG-E-12</b>  Women's Writing in India  (common elective for SY/TY) ✓	-----	-----
VI	<b>ENG-VI.C-8</b>  Twentieth Century English Literature	<b>ENG-E-13</b>  English Language and Literature Teaching	<b>ENG-E-14</b>  Latin American Literature	<b>ENG-E-15</b>  Contemporary Literary Theory	<b>ENG-E-16</b>  World Literature  (common elective for SY/TY)	-----	-----

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**  
**AUTONOMOUS**  
**DEPARTMENT OF ENGLISH**  
**APPROVED UG SYLLABI OF SEMESTER III, IV & V**  
**2019-2020**

**Course Title:** Writing for the Media - I

**Course Code:** ENG-SEC-1

**Marks:** 50

**Credits:** 2

**1. Course Objectives:**

1. To give students an over view of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self-sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real- life situations.
5. To prepare the foundation for careers in Media as an option for students.

**2. Learning Outcomes:**

Upon completion of the course the student will be able:

1. To comprehend the importance of good writing in the field of Mass Media- from print to Digital Media.
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To master writing skills required for various media-from journalism in print and broad cast media to advertising and creative commercial media.
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.



### 3. Total number of lectures:

30 (1hour Lectures) considering a term/semester runs over 15 weeks PERWEEK 2 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course , while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

#### Unit I: PRINTMEDIA: Newspapers

10 hours

Introduction: The Media and the Message-Message depends on Medium Introduction to Print

Media: Audience for the News

Advertising in Print Media: Promotional Literature: Copywriting for Leaflets, Pamphlets  
,Brochures, Classifieds– Text ,Captions

#### Newspaper Writing:

*Concepts:* **News Reporting**-(datelines/Credit-line/Bylines/Nut-graph/Headlines )**News**

**Writing**–Appropriate angle for a new sstory– Structuring news(Lead/Climax form-Inverted Pyramid Form; Chronological form)– Qualities of effective leads–Using significant details–Effective revision Basic principles of AP Style (Associated Press Style Book) for Writing–Use of the Style Book– Style as a Manner of Writing– Clarity in Writing– Readability–Five ‘W’ sand ‘H’ of Writing.

**Other Writing**- Features/Articles-Editorials– Letters to the Editor– Book and Film reviews– Interviews–Oped Pieces

**Basic Layout and Composition**-Balanced/Unbalanced/Circu Layout- column setups- photograph additions-final look

*Applied:* Reporting -Climaxform -Inverted Pyramid Form;Chronological form Editorials- Letters to the Editor -Book and Film Reviews- Headlines- Oped Pieces -Layout & Composition; copywriting for Print Advertisements

**Editing:**

Concepts & Applied: Copy editing process–Guiding principles of editing Grammar–Punctuation–Subbing–Proof-reading(Proof-reading notations)– [The A P style book can be a great guide here.]

**Note :***The Editing component Is to be taught simultaneously along with the applied component of the paper . The teaching should be graded- Beginning with the basic knowledge of grammar and its application up to a level where the student is competent enough to not only edit their own written works but also others'. This part of component 1 should be taught over the rest of the components as well, ensuring an increase in the level of efficiency of the student.*

**Unit II: ELECTRONIC MEDIA: Radio and TV****10 hours**

*Concepts:* Radio as a Mass Medium–Radio Skills–Broad cast Writing–Broadcast Terms–Scripting for Radio– Story Structure–Lead ,Body, Ending– Writing Radio News and Features-Programmes for Radio (Features, News, Interviews, Skits ,Music Programmes, etc.), Advertising in Radio

*Applied:* Planning a Newscast– Radio Jockeying- Scripting for the Radio–Recording, Radio Ads, Radio PSA

**TELEVISION**

*Concepts:* Television as a Mass Medium–Television Skills–Scripting for TV- Programmes for TV(Features ,News, Interviews, Music Programmes, etc.), TV Advertising - Story Idea to story board to screen play to shoot

*Applied–* Anchoring; Interviewing, TV PSA, Parody Ads, The 3 shot ad movie

**UNIT III: DIGITALMEDIA-Internet and New Media****10 hours**

*Concepts:* Kinds of Digital Media & New Media

E-book/E-magazine–E-journal–E-newspaper–Internet–World Wide Web Mobile Media-Video Games

*Concepts :*Writing for Digital Media: An Interactive Media

Web Writing–Blogging.-Introduction to Profile Writing–Broadcast News Analysis–Caption Writing–Headline, Blurb, Lead-Digital Correspondence–Digital Editing

*Applied:* Web Writing-Blogging; Caption writing

## **5. Reference Books/CDs/Websites**

### **Primary References:**

1. *Writing for Television, Radio and New Media (Seventh Ed.)*. Hilliard, Robert-Wadsworth 2006
2. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006
3. *Basic News Writing* Melvin Menchar William. C. Brown Co., 1983
4. *Writing and Reporting News: A Coaching Method* Carol e Rich Wadsworth/Thomson Learning, 2003
5. *News Writing & reporting* James A Neal & Suzane S Brown Surjeeth Publications, 2003
6. *Broadcast News Writing, Reporting & Production* Ted White Macmillan
7. *An Introduction to Digital Media* Tony Feldman (Blueprint Series) 1996
8. *Advertising* Ahuja & Chhabra Sujeeth Publications, 1989
9. *The Screenwriter's Workbook* Syd Field Dell Publishing, 1984
10. *E-Writing* Dianna Boother Macmillan, 2008
11. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
12. *The Associated Press Style Book and Libel Manual* norm The A.P, 1994
13. *Hand book of Magazine Article Writing*, Michelle Ruberg, Writer's Digest, 2009

### **Secondary Reading:**

1. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005
2. *A Crash Course in Screenwriting* David Griffith Scottish Screen, 2004
3. *Digital Media: An Introduction* Richard L Lewis Prentice Hall, 2005
4. *The Art of Editing the News* Robert.C McGiffort Chilton Book Co., 1978
5. *Digital Media Tools* Dr. Chapman Nigel (Paperback-26 Oct. 2007)
6. *News Reporting and Editing* K.M Srivastava Sterling Publications, 2012
7. *The News Writer's Handbook: an Introduction to Journalism* M. L Stein,, Paterno, Susan .F Surjeeth Publications, 2003
8. *The TV Writer's Workbook :A Creative Approach to Television* Ellen Sandler Delta, 2007
9. *Understanding Journalism* Lynette Sheridan Burns Vistaar Publications, 2004
10. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education, 2002
11. *Media in the Digital Age* J.V Pavlik (Paperback-1 May 2008)

**Course Title:** Creative Writing - I

**Course Code:** ENG-SEC-2

**Marks:** 50

**Credits:** 2

**1. Course Objectives:**

1. To explore creative writing genres (Poetry, Drama, Fiction) through practical writing classes
2. To build on the foundation of basic knowledge of students' interest in creative writing
3. To develop one's own style of writing through reading, discussion and experimenting in writing
4. To encourage students' to get their works published using traditional means and modern media
5. To encourage students' to use modern media in their creative effort
6. To create a writing portfolio for each student

**2. Learning Outcomes:** By the end of the course the student will :

1. Have a sample of their own creative output (individual/group)
2. Demonstrate an understanding of concepts related to the creative writing genres
3. Be confident to put forward their ideas/opinions through creative writing genres
4. Have the knowledge to be constructively critical of their own work as well as others'
5. Have the ability to use technology/social media/internet to showcase their works

**3. Number of hours: 02 hours per week**

#### **4. Course Content:**

**Total number of hours: 60**

**Note:** This course will focus on the creative *writing* process. Thus, emphasis will be given to the written aspect of the course. Theoretical concepts, learnings, and innovations in the forms and fields will be imparted through praxis. Students will maintain a journal and submit a finale portfolio of their creative output. The editing aspect of the writing process (revision, editing and proof reading) is to be taught concurrently with the units, while focusing on the particular needs of the forms.

#### **Unit I: Poetry**

**10 hours**

*Concepts:* Metre and rhyme ;form(and subverting form);free verse; syllabics; figures of speech and its use

Reading techniques—charm set, space, cold open, silence, blending music

Use of technology in performance, exposing our work to others

*Applied:* Students will apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry. They will demonstrate, through the writing and performing of several poems, an understanding of some of the aesthetic aspects of contemporary poetry, such as manipulation of stanzas and line lengths, figures of speech, symbolism, setting, tone, and imagery. They will identify the aesthetic aspects of poetry in published poems and poems written by classmates.

*Portfolio:* Rhyming poems (with various rhyme scheme and forms), free verse

#### **Unit II: Drama**

**10 hours**

*Concepts:* Structures of a stage plays (physical/written) ;Acts/scenes; Scripting a stage play; story/dialogue/description; Contrast creating conflict; characters and idiom; overwriting; individual voice

Exposition -Using monologues; subtext; dramatic irony; status

*Applied:* Students will apply strategies of story- telling in the medium of a play and the analysis of published drama. They will demonstrate, through the writing of a play an understanding of some of the aesthetic aspects of drama, such as scripting action for the stage, use of dialogue and creating powerful characters through use of monologues and dramatic irony. They will have the ability identify these aspects of drama in published plays and work written by classmates.

*Portfolio:* One act play

### Unit III: Fiction

10 hours

*Concepts:* Short Fiction– Flash Fiction, Short Fiction (not more than 1000 words)

Descriptive Writing in Plot/Scenes; Character; point of view/ narrative voice; conflict/crises; Setting/time

Micro-tales/Nano -tales–analysis of social media and innovative story- telling techniques

*Applied:* Students will apply strategies of story telling in the writing of atleast five short story/flash fiction; and the analysis of published fiction. They will demonstrate, through the writing of an original work, an understanding of some of the following elements of story-telling: plot, characterization, setting, point of view, symbolism, and style. They will identify the narrative techniques and elements of storytelling used in published works of fiction and stories written by classmates.

*Portfolio :*Short-story, Flash Fiction

**N.B:** the number of hours for each unit includes time for continuous assessment, portfolio building(with instructor feedback and review) as well as writing classes.

**Additional note:** As a supplementary skill, the students should be taught how to prepare and submit a piece of work for publication. They should display the ability of using a word-processor, and desk-top publishing software to format their manuscript so as to be print ready and ready for submission to an editor, or publisher. They should also be taught, if not given opportunities for publication. These can be achieved using a portfolio method of assessing the students work. (Desk-to publishing software such as Adobe In design/Publisher/Illustrator)

Instructors should use pre editing and group workshop method within the classroom as a method of giving and receiving constructive criticisms. This will also open opportunities for students to perform and read out their work, there by taking care of the spoken word aspect of creative writing, as and when it may apply.

### 5. Reference Books:

#### Primary References:

1. Burroway, Janet. *Writing Fiction: A Guide To Narrative Craft*. New York : Longman Publishers, 2000.
2. Cheney, Theodore A. Rees. *Writing Creative Nonfiction-Fiction Techniques for Crafting Great Nonfiction*. California: Ten Speed Press, 1987. ebook.

3. Earnshaw, Steven. *The Handbook of Creative Writing*. Edinburgh University Press, Edinburgh. 2007.
4. Greenwell, Bill and Linda Anderson. *A Creative Writing Handbook- Developing Dramatic Technique, Individual Style and Voice*. Ed . Derek Neale. London : A & C Publishers Ltd., 2009.
5. Miller, Brenda and Suzanne Paola. *Tell it Slant- Writing and Shaping Creative Nonfiction*. Mcgraw- Hill, 2005.
6. Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006. ebook.
7. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge University Press, 2007.
8. Smith, Marc Kelly and Joe Kraynak. *Take the Mic- The Art of Performance Poetry, Slam and the Spoken Word*. Illinois: Source books Media Fusion, 2009. ebook.
9. Strunk, William and E.B. White. *The Elements of Style*. New York: The Penguin Press, 2005.

### **Secondary References:**

1. Boden, Margaret. *The creative mind - myths and mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself-Creative Writing and Personal Development*. London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman. *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *Doing creative writing*. Oxon: Routledge, 2007.
7. Smith, Marc Kellyand Joe Kraynak. *Stage a Poetry Slam*. Illinois: Sourcebooks Media Fusion, 2009, Publishers, 2008.

**Course Title:** Writing for the Media - II

**Course Code:** ENG-SEC-3

**Marks:** 50

**Credits:** 2

**1. Course Objectives:**

1. To give students an overview of Media in today's world.
2. To promote interest in skilled Writing and to emphasize the importance of accurate use of English language in the field
3. To develop critical and analytical language skills to be applied in the field of Mass Media.
4. To train students to be self-sufficient professionals capable of undertaking independent work and applying theoretical knowledge to real- life situations.
5. To prepare the foundation for careers in Media as an option for students.

**2. Learning Outcomes:**

Up on completion of the course the student should be able:

1. To comprehend the importance of good writing in the field of Mass Media- from print to Digital Media
2. To understand theoretical perspectives behind mass media and the jargon associated with the field.
3. To Master writing skills required for various media- from journalism in print and broad cast media to advertising and creative commercial media
4. To demonstrate competence in the technicalities of clear, concise writing through the use of accurate grammar, punctuation, spellings and writing style.



### 3. Total number of hours:

30 (1 hour lectures) considering a term/semester runs over 15 weeks PER  
WEEK 2 HOURS

### 4. Topics to be covered

**Note:** To ensure the competency of students in the field after graduation, emphasis should be given to the written aspect of the course, while ensuring that the students understand various aspects of each field along with key-terms, and the differences in the written aspect.

#### Unit I: Print Media - Magazines

10 hours

Introduction: The Media and the Message-Message depends on Medium

Difference in writing styles between Newspaper and Magazines

#### Writing for Magazines:

*Concepts:* Demographics (Target Audience); Types of Magazines and How writing differs in them; Differences/Similarities in writing Between Newspaper writing and Magazine writing; Editorials; Layout and Composition **Article writing**– Structuring for greatest effect–Preparation and organization of article– Specific angle–specific audience.

Feature writing–structure– organization– feature angles–simplicity in Style.

*Applied:* Feature and Article Writing–Creation of a Magazine-Layout/Composition– Photographs to enhance written word, Product/information based advertisements

#### Editing:

Concepts & Applied: Copy editing process–Guiding principles of editing Grammar– Punctuation–Subbing–Proof-reading (Proof-reading notations)– [The A P stylebook can be a great guide here.]

**Note:** *The Editing component is to be taught simultaneously along with the applied component of the course. The teaching should be graded- Beginning with the basic knowledge of grammar and its application up to a level where the student is competent enough to not only edit their own written works but also others'. This part of*

*component 1 should be taught over the rest of the components as well, ensuring an increase in the level of efficiency of the student.*

## **Unit II: Electronic Media- Cinema**

**10 hours**

**Television:** *Concepts* :Television as a Mass Medium–Television Skills–Scripting for TV-Programs for TV  
*Applied*–Scripting for a show

**Film :** *Concepts:* Fundamentals of Film Story Writing (The Three Act Story Structure),Scripting, Screenplay and Production ,Documentary Film. Writing for the screen–Writing effective film reviews  
*Applied*–The Three Act Story Structure , Writing Short Screen plays, Film Reviews.

## **Unit III: Digital Media-Internet and New Media**

**10 hours**

*Concepts:* Writing for Digital Media: An Interactive Media  
Web Writing- Technical Writing–Blogging.-Introduction to Profile Writing–  
Broadcast News Analysis–Caption Writing–Copy Writing/Content Writing–  
Story Structure and Planning-Inverted Pyramid-Headline, Blurb, Lead-Digital  
Correspondence–Digital Editing

*Applied:* Technical Writing; Content Writing using blogs, Social media content generation

## **5. Reference Books/CDs/Websites:**

### **Primary References:**

1. *Writing for Television, Radio and New Media (Seventh Ed.)*.Hilliard, Robert-Wadsworth 2006
2. *Writing for the Mass Media* (Sixth edition). James Glen Stovall Pearson Education, 2006
3. *Basic News Writing* Melvin Menchar William. C. Brown Co.,1983
4. *Writing and Reporting News: A Coaching Method* Carole. Rich Wadsworth/ Thomson Learning, 2003
5. *News Writing & Reporting* James A Neal & Suzane S Brown Surjeeth Publications,2003
6. *Broadcast News Writing, Reporting & Production* Ted White Macmillan

7. *An Introduction to Digital Media* Tony Feldman (Blueprint Series)1996
8. *Advertising* Ahuja & Chhabra Sujeeth Publications,1989
9. *The Screen writer's Workbook* Syd Field Dell Publishing,1984
10. *E-Writing* Dianna Boothe Macmillan,2008
11. *Mass Communication Theory* Denis Mcquail Vistaar Publications, 2007
12. *The Associated Press Style Book and Libel Manual* Norm The A.P,1994
13. *Handbook of Magazine Article Writing*, Michelle Ruberg, Writer's Digest,2009

**Secondary References:**

1. *Writing and Producing News* Eric Gormly Surjeet Publications,2005
2. *A Crash Course in Screen writing* David Griffith Scottish Screen, 2004
3. *Digital Media: An Introduction*, Richard L Lewis Prentice Hall , 2005
4. *The Art of Editing the News* Robert C Mc Giffort Chilton Book Co.,1978
5. *Digital Media Tools* Dr. Chapman Nigel (Paperback-26 Oct 2007)
6. *News reporting and Editing* K. M Srivastava Sterling Publications, 2012
7. *The News Writer's Handbook: An Introduction to Journalism* M. L Stein, ,Paterno, Susan. F Surjeeth Publications, 2003
8. *The T V Writer's Workbook: A Creative Approach to Television* Ellen Sandler Delta, 2007
9. *Understanding Journalism* Lynette Sheridan Burns Vistaar Publications,2004
10. *Media and Society in the Digital Age* Kevin Kawamoto Pearson Education,2002
11. *Media in the Digital Age* J. V Pavlik (Paperback-1 May 2008)

**Course Title:** Creative Writing - II

**Course Code:** ENG-SEC-4

**Marks:** 50

**Credits:** 2

**1. Course Objectives:**

1. To explore creative writing genres (Poetry, Drama ,Fiction) through practical writing classes
2. To build on the foundation of basic knowledge of students' interest in creative writing
3. To develop ones' own style of writing through reading, discussion and experimenting in writing
4. To encourage students' to get their works published using traditional means and modern media
5. To encourage students' to use modern media in their creative effort
6. To create a writing portfolio for each student

**2. Learning Outcomes:** By the end of the course the student will :

1. Have a sample of their own creative output (individual/group)
2. Demonstrate an understanding of concepts related to the creative writing genres
3. Be confident to put forward their ideas/opinions through creative writing genres
4. Have the knowledge to be constructively critical of their own work as well as others'
5. Have the ability to use technology/social media/internet to showcase their works

**3. Number of hours: 02 hours per week**

#### 4. Course Content:

**Total number of hours: 60**

**Note:** This course will focus on the creative *writing* process. Thus, emphasis will be given to the written aspect of the course. Theoretical concepts, learning and innovations in the forms and fields will be imparted through praxis. Students will maintain a journal and submit a finale portfolio of their creative output. The editing aspect of the writing process (revision, editing and proof reading) is to be taught concurrently with the units, while focusing on the particular needs of the forms.

#### Unit I: Poetry

**10 hours**

*Concepts:* Meaning and being of language- power of reference/pop culture/allusions; form (and subverting form); syllabics; shaping a sequence and collection;

Spoken Word-writing, speaking, and performing ; Reading techniques—charm, set, space, cold open, silence, blending music

Use of technology in performance, exposing your work to others

*Applied:* Students will apply some strategies of contemporary poetry in the writing of several poems and the analysis of published poetry. They will demonstrate ,through the writing and performing of several poems, an understanding of some of the aesthetic aspects of contemporary poetry, such as manipulation of stanzas and line lengths, figures of speech, symbolism,setting,tone,andimagery.Theywillidentifytheaestheticaspects ofpoetryin published poems and poems written by classmates.

*Portfolio:* Rhyming poems, free verse, Slam poetry, Spoken word

#### Unit II: Drama

**10 hours**

*Concepts:* Scripting a stage play; Original v/s adapted; story/dialogue/description; Contrast creating conflict; characters and idiom; overwriting; individual voice

Exposition -Using monologues; subtext; dramatic irony; status

Staging-Action; Sets; stage directions and visual narrative; Using off stage effectively; Dramatic action; Staging scenes

Radio Drama: creating pictures with sound; constraints of the medium; Radio drama script; Adaptation; using voices

*Applied:* Students will apply strategies of story-telling in the medium of a play and the analysis of published drama. They will demonstrate, through the writing of a play (three act)an understanding of some of the aesthetic aspects of drama, such as scripting action for the stage, use of dialogue and creating powerful characters through use of monologues and dramatic irony. They will have the ability identify these aspects of drama in published plays and work written by classmates.

*Portfolio:* three act play, Radio play

### **Unit III: Fiction**

**10 hours**

*Concepts:* Short Fiction– Short Stories, Novella, and Novel (only introduction to Novella/novel form)

Form/Structure; Plot/Scenes; Character; point of view/narrative voice; conflict/crises; Setting/time

Novella/Novel: literary novel v/s genre novels exploring story lines, multiple/parallel plots; reality v/s imagination; research and its importance; structuring your chapters vis-à-vis your novel

Creative Non-Fiction–Devices; Basic structure; Speaking with the reader–Your spoken voice; Passion involvement; Writing about yourself– You as a story; Memoir and memory; Writing about people and the world; finding atopic; field work and interviews; literature of hope

*Applied:* Students will apply strategies of storytelling in the writing of atleast one short story/flash fiction; novella/novel (or works of creative non-fiction, or graphic novels) and the analysis of published fiction. They will demonstrate, through the writing of an original work, an understanding of some of the following elements of story-telling: plot, characterization, setting, point of view, symbolism, and style. They will identify the narrative techniques and elements of storytelling used in published works of fiction andstories written byclassmates.

*Portfolio:* Short-story, Creative Non-fiction Novel/Novella (Structuring/idea conception and writing of atleast 3 chapters)

**N.B :** the number of hours for each unit includes time for continuous assessment, portfolio building(with instructor feedbackand review) as well as writing classes.

**Additional note:** As a supplementary skill, the students should be taught how to prepare and submit a piece of work for publication. They should display the ability of using a word-processor, and desk-top publishing of word to format the manuscripts to be print ready and ready for submission to an editor, or publisher. They should also be taught, if not given, opportunities for publication. These can be achieved using a portfolio method of assessing the students work. (Desk-top publishing of software such as Adobe In design/Publisher/Illustrator)

Instructors should use peer editing and group workshop method within the classroom as a method of giving and receiving constructive criticisms. This will also open opportunities for students to perform and read out their work, thereby taking care of the spoken word aspect of creative writing, as and when it may apply.

## **5. Reference Books:**

### **Primary References:**

1. Burroway, Janet. *Writing Fiction: A Guide To Narrative Craft*. New York: Longman Publishers, 2000.
2. Cheney, Theodore A. Rees. *Writing Creative Nonfiction-Fiction Techniques for Crafting Great Nonfiction*. California: Ten Speed Press, 1987. e book.
3. Earnshaw, Steven. *The Handbook of Creative Writing*. Edinburgh University Press, Edinburgh. 2007.
4. Greenwell, Bill and Linda Anderson. *A Creative Writing Handbook-Developing Dramatic Technique, Individual style and Voice*. Ed. Derek Neale. London: A&C Publishers Ltd., 2009.
5. Miller, Brenda and Suzanne Paola. *Tell it Slant-Writing and Shaping Creative Nonfiction*. McGraw-Hill, 2005.
6. Mills, Paul. *The Routledge Creative Writing Course book*. Routledge, 2006. ebook.
7. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge University Press, 2007.
8. Smith, Marc Kelly and Joe Kraynak. *Take the Mic-The Art of Performance Poetry, Slam and the Spoken Word*. Illinois: Source books Media Fusion, 2009. e book.
9. Strunk, William and E.B. White. *The Elements of Style*. New York: The Penguin Press, 2005.

## Secondary References:

1. Boden, Margaret. *the creative mind - myths and mechanisms*. 2nd. New York: Routledge, 2004.
2. Bolton, Gille. *Write Yourself- Creative Writing and Personal Development* .London: Jessica Kingsley Publishers, 2011.
3. Hamand, Maggie. *Creative Writing For Dummies*. West Sussex: John Wiley & Sons, Ltd, 2009.
4. Harper, Graeme. *On Creative Writing*. London: Short Run Press, 2010.
5. Kaufman, Scott Barry and James Kaufman, *The Psychology of Creative Writing*. New York: Cambridge University Press, 2009.
6. May, Steve. *Doing creative writing*. Oxon: Routledge, 2007.
7. Smith, Marc Kelly and Joe Kraynak. *Stage a Poetry Slam* Illinois: Sourcebooks Media Fusion, 2009



**Course Title:** Women's Writing in India

**Course Code:** ENG-E-12

**Marks:** 100

**Credits:** 4

**1. Course Objectives:**

1. To offer students women's perspective of life and womanhood in India.
2. To acquaint the students with the distinct stylistic features of Indian women writers.
3. To evaluate the position of woman in the Indian patriarchal society and as reflected in literature written by women writers.
4. To enable students to re-examine texts that project women in rigid cultural and social constructs.

**2. Learning Outcomes:**

By the end of the course the students:

1. To appreciate woman's point of view regarding life.
2. To understand the life of a woman in patriarchal society of India.
3. To understand distinct features of women's writing.

**3. Number of hours: 04 hours per week**

**4. Course Content:**

**Total number of hours: 60**

**Unit I: Feminism, Language and Literature**

**08 hours**

Women's oppression, patriarchal values, reinforcement of traditional feminine roles-conflicts, contradiction, conformity, non-conformity revolt Gender bias in Language, Women's Talk and silence.

**Unit II: History of Women's writing in India**

**12 hours**

**A. Indian Feminism: Thinkers and Activists**

Women in Ancient Indian Tradition: Vedas, Epics and Smritis Women in Ancient Indian Thought: Arthashastra (Kautilya) and Manusmriti (Manu) Women in Bhakti tradition: Meera Bai, Vachana Gurties, AkkaMahadevi Women in Modern Indian Thought: - Feminists in Colonial India: Begum Rokeya Sakhawat Hussein( Sultana's

Dream), Tara Bai Schinde ( Stee-Purush Tulane) Gandhi and Ambedkar's writing on Women

**B. Representation of Women in Literature of major Indian Languages.** (A case Study of Kuvempu and Rabindranath Tagore) Emergence of Women's question in since 19th Century in Indian Literature

**Unit III: Fiction**

**20 hours**

1. Rudali - Usha Ganguli
2. Eating Wasps – Anita Nair

**Unit IV: Poetry**

**14 hours**

- |                    |                                  |
|--------------------|----------------------------------|
| 1. Kamala Das      | a) The Descendants               |
| 2. Mamta Kalia     | a) After eight years of marriage |
| 3. Melanie Silgado | a) For Father on the Shelf       |
| 4. Imtiaz Dharker: | a) Puradah I                     |
| 5. Hira Bansode    | a) Slave                         |
| 6. Mina Gaybiye    | a) Both are Useless              |
| 7. Toru Dutt       | a) Our Casuarina Tree            |
| 8. Jyoti Lanje     | a) The Nameless One              |
| 9. Amrita Pritam   | a) I Ask Waris Shah Today        |
| 10. Temsula Ao     | a) Prayer of a Monolith          |

**Unit V: Non Fiction**

**06 hours**

1. It's always Possible: Transforming One of the Largest Prisons in the World (Chapter One) - Bedi Kiran
2. Real and Imagined Women: Gender, Culture and Postcolonialism -Rajeswari Sunder Rajan.
3. Women writing in India: The twentieth century- Tharu, Susie & Ke Lalitha K.

(The teacher can select any four articles from the above mentioned book)

**Suggested Readings:**

1. Geetanjali Gangoli. (2005). *Indian Feminisms Law Patriarchies and Feminism in India*. Ashgate Publishing Company.

2. Krisnaraj Maithreyi and Thorner Alice. (2000). *Ideals Images and Real Lives: Women in Literature and History*. Orient Longman, New Delhi.
3. Padma Anagol. (2010). *The Emergence of Feminism in India Features*. Publisher Sashgate Publishing Limited.
4. Radha Chakravarthy. (2007). *Feminism and Contemporary Women Writers: Rethinking Subjectivity*. Routledge Publisher, India.
5. Tharu, Susie & Ke Lalitha K. (1993). *Women writing in India: (600 B.C. to Early 20<sup>th</sup> century)* Delhi. Oxford University Press, Bombay.
6. Vidyut Bhagwat. (2004). *Feminist Social Thought: An Introduction to Six Key Thinkers*. Rawat Publications, New Delhi.

## 5. Reference Books:

### Primary References:

1. Bedi Kiran. *It's always Possible: Transforming One of the Largest Prisons in the World*. Sterling Publishers Pvt.Ltd ,India; 6th edition , 2005.
2. Deshpande, Shashi. *Writing From the Margin & Other Essays*. Penguin Books, 2003.
3. Ganguli Usha. *Rudali*. Radhakrishnan Prakashan, 1<sup>st</sup> edition, 2004.
4. Mulk Raj Anand and Zelliott Eleanor (Ed). *An Anthology of Dalit Literature*. Gyan Publishing House, New Delhi, 1992.
5. Nair, Anita. *Eating Wasps*. Context Publisher, India, 2018.
6. Prasad Madhusudan. *Contemporary Indian English Stories*. Sterling P. 1988.

### Secondary References:

1. Naik M.K. , Narayan Shyamala. *Indian English Literature 1980-2000: A Critical Survey*. Pencraft International, Delhi, 2016.
2. Pawar M.S. *New Women Novelists with New Horizons*. Shruti P. Jaipur, 2011.
3. Ray Mohit. *Indian Writing in English*. Atlantic Publishers, New Delhi, 2008.

**ANNEXURE A**

**DEPARTMENT OF ENGLISH**

**B.A. IN ENGLISH**

**(Summary of changes incorporated in the syllabus)**

<b>Semester</b>	<b>Course Title</b>	<b>Existing (Indicate only the unit where the change is proposed)</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
III	Creative Writing I	New Course	Elective course split into TWO 2 credit courses	To create Skill Enhancement Courses for Semester 3 and 4
III	Writing for the Media I	New Course	Elective course split into TWO 2 credit courses	To create Skill Enhancement Courses for Semester 3 and 4
IV	Creative Writing II	New Course	Elective course split into TWO 2 credit courses	To create Skill Enhancement Courses for Semester 3 and 4
IV	Writing for the Media II	New Course	Elective course split into TWO 2 credit courses	To create Skill Enhancement Courses for Semester 3 and 4
V	Women's Writing in India	Unit I, II & III	1. Unit I & II: Background was introduced. 2. Unit III: Introduction of Anita Nair's novel	The need was felt to introduce the background to Women's Writing in India.  Since there was no novel, a novel was introduced.

**Parvatibai Chowgule College of Arts and Science  
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**DEPARTMENT OF ENGLISH  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN ENGLISH**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE				
I	<b>ENG-I.C-1</b>  Understanding Poetry & Drama	<b>ENG-I.C-2</b>  History of English Literature from Fifth Century to the Eighteenth Century	----	----	----	----	
II	<b>ENG-II.C-3</b>  Understanding Fiction	<b>ENG-II.C-4</b>  An Introduction to Linguistics & Stylistics	----	----	----	----	
III	<b>ENG-III.C-5</b>  Contemporary Indian English Literature	----	<b>ENG-E-12</b>  Women's Writing in India	<b>ENG-E-2</b>  American Literature of the Twentieth Century	<b>ENG-E-3</b>  Writing for the Media SEC I	<b>ENG-E-4</b>  New Literatures in English	<b>ENG-E-6</b>  Creative Writing SEC II
IV	<b>ENG-IV.C-6</b>  Literary Criticism	----	<b>ENG-E-5</b>  The Literature of the Indian Diaspora	<b>ENG-E-6</b>  Creative Writing SEC II	<b>ENG-E-7</b>  Visual Literature	<b>ENG-E-16</b>  World Literature	<b>ENG-E-3</b>  Writing for the Media SEC I
V	<b>ENG-V.C-7</b>  Nineteenth Century English Literature	-----	<b>ENG-E-9</b>  Shakespeare Today	<b>ENG-E-10</b>  Ancient Indian Classics in Translation / ENG- E- 17 Modern Indian Translation	<b>ENG-E-11</b>  Film Studies	<b>ENG-E-1</b>  Goan Literature and Culture	
VI	<b>ENG-VI.C-8</b>  Twentieth Century English Literature	-----	<b>ENG-E-13</b>  English Language and Literature Teaching	<b>ENG-E-14</b>  Latin American Literature	<b>ENG-E-15</b>  Contemporary Literary Theory	<b>ENG-E-8</b>  Representation of Gender & Sexuality in Literature	

<b>SEMESTER</b>	<b>FC -OPTIONAL</b>
I	Effective English Communication (Arts Stream)
II	Effective English Communication (Science Stream)

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**Department of English**  
**Syllabi of BA courses (approved by BOS on 20<sup>th</sup> February, 2020)**

**Course Title:** An Introduction to Linguistics and Stylistics

**Course Code:** ENG-II.C-4

**Marks:** 100

**Credits:** 4

**Duration:** 60 Hours

**Course Objectives:**

1. To acquaint the students with the basic concepts in linguistics.
2. To introduce the students to various sub disciplines of linguistics.
3. To know the connection between linguistics and stylistics.
4. To understand the concept of style in literature.
5. To provide hands on experience in analyzing texts, fiction and poetry.

**Course Outcomes:**

- CO1. Have a fundamental understanding of the basic nature, branches and history of linguistic inquiry.
- CO2. Develop competence in linguistic analysis of English sound system, word, sentence structures in English.
- CO3. Understand stylistic features of works in English language.
- CO4. Ability to distinguish between different registers of English, international varieties of English.

**Unit I A: Nature of Language**

**15hours**

1. Language and communication
2. Origin of language
3. Characteristics of human language
4. Language varieties: standard and non-standard language, dialect, register, slang, pidgin, Creole; International varieties of English
5. Language change

### **Unit I B: English Phonetics and Phonology**

1. The Speech mechanism
2. Phonemes of English: Description and Classification
3. Syllable: Structure and Types
4. Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress
5. Sentence Stress: Use of Weak and Strong Forms,
6. Intonation Patterns/Uses of Tones

### **Unit II: English Morphology**

**10 hours**

1. Morphemes: Free and bound morphemes; Morphs and allomorphs
2. Word Formation in English: Simple, complex, compound, and compound-complex words; affixes, stems, roots; inflectional vs. derivational morphology
3. The process of word formation: Backformation, reduplication, blends, clippings, acronyms
4. Meaning change: Generalization, specialization, change in connotations

### **Unit III: Syntax, Grammar, and Semantics**

**20 hours**

1. Different approaches to syntax
2. Parts of speech, Basic sentence structures, Types of sentences, clauses, phrases
3. Words as signs, transparent and opaque words
4. Conceptual vs. associative meaning
5. Lexical relations: synonymy, antonymy, hyponymy, homophony, homonymy, polysemy

### **Unit IV: Applied Linguistics**

**15 hours**

1. Linguistic approach to literature: Difference between ordinary language and language of literature  
  
Use of linguistics in the study of literature (stylistics): Figurative language; linguistic deviations; Phonological patterns of rhyme metre, alliteration, assonance, clustering of vowel and consonant sounds



2. Linguistics and language teaching: First language acquisition; Second language Learning, barriers in learning second language, Methods of teaching second language: Grammar-translation method, Direct method, audio-lingual method, the communicative approach

**Reference Books:**

**Primary References:**

1. Akmajian, Demers, Farmer, Harnish. Linguistics. *An Introduction to Language and Communication*. PHI Learning Private Limited, New Delhi, 2009.
2. Leech Geoffrey. *Linguistic Guide to Poetry*. Routledge London, 1969.
3. Jones Daniel. *An Outline of English Phonetics*. Cambridge Uni. Press, 1972.
4. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
5. Quirk Randolph, Greenbaum Sidney. *A university Grammar of English*. Pearson Education Ltd. 2012.
6. Wallwork J F. *Language and Linguistics: An Introduction to the study of Language*. Heinemann Educational Books London, 1969.
7. Yule George. *The Study of Language: An Introduction*. Cambridge University Press, 1985.

**Secondary References:**

1. Aarts, Bas and April McMahon. *The Handbook of English Linguistics*. Malden: Blackwell Publishing, 2006.
2. Broderick, John P. *Modern English Linguistics - A Structural and Transformational Grammar*. Thomas Y. Crowell Company, 1975.

3. Copley, Paul, ed. *Semiotics and Linguistics*. London: Routledge, 2001.
4. Dixon, R. M. W. *A Semantic Approach to English Grammar*. 2nd. Oxford University Press, 2005.
5. Hyland, Ken, ed. *English for Academic Purposes - An advanced resource book*. New York: Routledge, 2006.
6. Kretzschmar Jr, William A. *The Linguistics of Speech*. New York: Cambridge University Press, 2009.
7. Meyer, Charles. *Introducing English Linguistics*. Edinburgh: Cambridge University Press, 2009.
8. Radden, Gunter and Rene Dirven. *Cognitive English Grammar*. John Benjamins Publishing Company, 2007.
9. Trask, R. L. *Language & Linguistics - The Key Concepts*. Ed. Peter Stockwell. New York: Routledge, 2007.
10. Trousdale, Graeme and Nikolas Gisborne. *Constructional Approaches to English Grammar*. Berlin: Mouton de Gruyter, 2008.

**Weblinks:**

<https://www.englishclub.com/pronunciation/>  
<https://linguistics.ucla.edu/undergraduate/what-is-linguistics/>  
<http://esl.fis.edu/learners/advice/syntax.htm>  
<https://www.thoughtco.com/what-is-applied-linguistics-1689126>  
[https://cowgill.ling.yale.edu/sra/morphology\\_ecs.htm](https://cowgill.ling.yale.edu/sra/morphology_ecs.htm)  
[https://www.ling.upenn.edu/courses/Fall\\_2007/ling001/approaches.html](https://www.ling.upenn.edu/courses/Fall_2007/ling001/approaches.html)  
<https://arts.uottawa.ca/writingcentre/en/hypergrammar/the-parts-of-speech>  
<https://www.hawaii.edu/satocenter/langnet/definitions/index.html>

**Course Title:** Modern Indian Literature in Translation

**Course Code:** ENG-I.E-17

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:**

- a. To introduce selected texts from a different Indian Languages translated in English.
- b. To create awareness of subcultural variations in translated works.
- c. To familiarize the students with various themes, styles in the genres of fiction, poetry and drama.

**Course Outcomes:** Upon completion of the course the student should be able:

CO1. Identify sub cultural variations in translated works.

CO2. Critically analyze the translated texts.

CO3. Demonstrate their awareness of canonization of Indian Literature in English translation.

CO4. Compare the various themes, styles in the genres of fiction, poetry and drama as reflected in the prescribed translations.

**Unit I: Poetry**

**10 hours**

- a. Rabindranath Tagore : i) The Golden Boat,  
ii) Conch,  
iii) Arrival
- b. Jibananda Das: i) I shall return to this Bengal,  
ii) Banalata Sen
- c. Dhasal Namdeo: i) Cruelty ,  
i) Man, You Should Explode
- d. Anamika: i) The Door,  
ii) Knowing
- e). Sarojini Naidu :i) Advice to fellow Swimmers

## Unit II: Novel

20 hours

- a. Premchand. Godan: U.R.
- b. Ananthamurthy: Samaskara: A Rite for a Dead Man.

## Unit III: Short Stories

15 hours

- a. Imran Hussain: Hudumdao( The Rain God)
- b. Sethu :Family Tree
- c. Mahaswetha Devi: Draupadi
- d. Ashok Mitran :Still bleeding from the wound
- e. Satyajit Ray: Fritz
- f. Tagore: Subha

## Unit IV: Drama

15 hours

- a. Vijay Tendulkar- Ghashiram Kotwal
- b. Girish Karnad- Nagamandal

## References:

1. [Ananthamurthy U. R.](#), **Samaskara: A Rite for a Dead Man. OUP, 1997.**
2. Munshi Premchand. Godan: A Novel of Peasant India. Trans. Jai Ratan and P. Lal, Bombay: Jaico, 1979.
3. Dhasal Namdeo. Poet of the Underworld, *Poems 1972-2006* trans Dilip Chitre. Navayana 2019
4. Hussain Imran. „The Water Spirit and Other Stories“. HarperPerennial; 1 edition (16 June 2015)
5. Karnad, Girish. Nagamandal. Oxford University Press :1999
6. Sethu . A guest for Arundhti and other stories translated by K.Kunhikrishnan. [PalimpsestPublishingHouse](#) , 2014.
7. Tendulkar, Vijay. “Ghashiram Kotwal”. Collected Plays in Translation. New Delhi, 2003, Oxford University Press
8. Karnad, Girish. Nagamandal. Oxford University Press :1999

**Weblinks:**

<https://www.poetryfoundation.org/poets/rabindranath-tagore>  
[https://www.parabaas.com/jd/articles/seely\\_scent\\_intro.shtml](https://www.parabaas.com/jd/articles/seely_scent_intro.shtml)  
<http://m.theindependentbd.com/printversion/details/220624>  
<https://www.sahapedia.org/search-of-namdeo-dhasal>  
<https://www.loc.gov/acq/ovop/delhi/salrp/namdevlaxmandhasal.html>  
<https://www.forwardpress.in/2018/06/who-was-revolutionary-dalit-poet-namdeo-dhasal-really/>  
<http://www.matadorreview.com/samskara-by-ur-ananthamurthy>  
[http://www.thechallenge.org.in/documents2/CORRUPTION AND TRAGEDY OF POWER  
\\_IN.pdf](http://www.thechallenge.org.in/documents2/CORRUPTION_AND_TRAGEDY_OF_POWER_IN.pdf)  
<http://ijelr.in/2.1.15/279-285%20Dr.%20APEKSHA.pdf>

**ANNEXURE A**

**English Department**

**(Summary of changes incorporated in the syllabus 2020-21)**

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
UG English Sem II	Introduction to Stylistics and Linguistics	Course Outcomes	CO1. Have a fundamental understanding of the basic nature, branches and history of linguistic inquiry. CO2. Develop competence in linguistic analysis of English sound system, word, sentence structures in English. CO3. Understand stylistic features of works in English language. CO4. Ability to distinguish between different registers of English, international varieties of English.	The language of the Course outcomes was changed to better suit the course.
UG English Sem III/V	Indian Writing in Translation	New course (Elective)	New course	A new course was created to give students a wider choice in Indian literature courses at the third and fifth semester level.

**FRENCH**

Parvatibai Chowgule College of Arts and Science  
(Autonomous)

DEPARTMENT OF FRENCH

COURSE STRUCTURE

B.A. DEGREE COURSE IN FRENCH

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>		
I	Language in Context:Developing Reading and Writing Skills Level 1 Part 1  FRE-I.C.1	Language in Context:Developing Listening and Speaking Skills Level 1 Part 1  FRE-I.C.2			
II	Language in Context:Developing Reading and Writing Skills Level 1 Part 2  FRE-II.C.3	Language in Context:Developing Listening and Speaking Skills Level 1 Part 2  FRE-II.C.4			
III	Language in Context: Developing Reading and Writing Skills Level 2 Part 1  FRE-III.C-5		Language in Context: Developing Listening and Speaking Skills Level 2 Part 1  FRE-III.E-1	French for Tourism and Hospitality Level 2 Part 1  FRE-III.E-2	Study of Selected Elementary Texte in French  FRE-III.E-3



IV	Language in Context: Developing Reading and Writing Skills Level 2 Part 2  FRE-IV.C-6		Language in Context: Developing Listening and Speaking Skills Level 2 Part 2  FRE-IV.E-5	French for Tourism and Hospitality Level 2 Part 2  FRE-IV.E-6	Introduction to Fracophony  FRE-IV.E-7
V	Language in Context: Developing Reading and Writing Skills Level 3 Part 1  FRE-V.C-7		Initiation to Translation  FRE-V.E-9	Overview of 17 <sup>th</sup> Century French Literature  FRE-V.E-10	Overview of 18 <sup>th</sup> Century French Literature  FRE-V.E-11
VI	Language in Context: Developing Reading and Writing Skills Level 3 Part 2  FRE-VI.C-8		Overview of 19 <sup>th</sup> Century French Literature  FRE-VI.E-13	Business Communication in French  FRE-VI.E-14	Study of Collection of French Short Stories  FRE-VI.E-15

**Paper Title: Language in Context :Developing Reading and Writing Skills-  
LEVEL 1 PART 1**

**Paper Code:** FRE-1-C-1

**Name of Faculty:** Mrs. Mitra Borkar, Associate Professor; H.O.D

**Marks:** 100

**Credits:** 4 (60 Lectures)

**Course Objectives:**

1. The course aims at enabling the students acquire, to the greatest possible extent skills in comprehending , producing and speaking the French language. The students will be also trained to develop a socio-cultural competency so as to be able to communicate with members of the target culture.
2. The course also aims at enabling the students to acquire skills in creative writing and also comprehension of literary works written in simple French.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work either individually or in small groups.

**Outcomes**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency in French at level 1.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply , question and summarize in French based on the content of the units completed.

## **Syllabus:**

Units 1,2,3 of the Méthode de français Panorama 1, will be the syllabus for semester I

### **Unit 1 Leçon 1**

**Grammaire:** Présent du verbe être et des verbes réguliers en-er

masculin/féminin

complément déterminatif

No. of lectures : 02

**Vocabulaire :** professions

Nationalités

date

No.of lectures : 02

### **Situations écrites , civilisation**

remplir un : modes et rites de salutations et de présentations  
personnalités célèbres

No. of lectures : 03

### **Leçon 2**

**Grammaire :** articles définis et indéfinis

articles contractés avec -de

pluriels en -s

interrogation avec est-ce que

négation

No.of lectures : 02

**Vocabulaire :** boissons

objets de la classe

quelques adjectifs descriptifs et appréciatifs

l'argent

No.of lectures : 02

### **Situations écrites , civilisation**

rédactions de demandes et de souhaits

acheter et payer

comporter entre amis (acceptation-refus-partage)

No. of lectures : 03

### **Leçon 3**

**Grammaire :** présent des verbes aller, venir, faire

interrogation (qui, que, quand, où)

les pronoms toniques (moi, toi, etc)

No.of lectures : 02

**Vocabulaire :** le mouvement (aller-venir)

les activités de loisirs

les spectacles

No.of lectures : 02

**Situations écrites , civilisation :**

lire/redire une brève lettre d'invitation, d'acceptation, de refus.

comportement dans les situations d'invitation

spectacles de paris

No.of lectures :02

**Unit 2****Leçon 4**

**Grammaire** : le passé composé

situation dans le temps ( heure-moments de la journée)

No. of lectures :02

**Vocabulaire** : la biographie

la ville

No.of lectures : 02

**Situations écrites et civilisation :**

rédigier un curriculum vitae

rechercher des informations dans des documents touristiques

vie quotidienne d'une jeune mère de famille

Lille-Marseille-Toulouse

No. of lectures: 03

## **Leçon 5**

**Grammaire:** les adjectives démonstratifs

les adjectifs possessifs

la situation dans l'espace

No. of lectures :03

**Vocabulaire :** repères topographiques

la famille

No. of lectures : 02

**Situations écrites et civilisation :** la famille (données sociologiques- publicité)

No. of lectures : 02

## **Leçon 6**

**Grammaire:** formes et sens de la conjugaison pronominale

enchaînement des idées (opposition, cause, conséquences, but)

No. of lectures :03

**Vocabulaire :** la vie quotidienne

les déplacements

les fêtes

No. of lectures : 02

**Situations écrites et civilisation :** rédiger une carte de vœux , des fêtes et des célébrations

No. of lectures : 01

## **Unit 3**

### **Leçon 7**

**Grammaire:** passé composé et imparfait

No. of lectures :02

**Vocabulaire** : description physique et psychologiques des personnes, changements et évolutions

No. of lectures : 03

**Situations écrites et civilisation** : faire le récit d'une journée de voyage

No. of lectures : 02

## **Leçon 8**

**Grammaire**: articles partitifs mots exprimant la quantité

No. of lectures : 02

**Vocabulaire** : nourriture et repas

paysages

No. of lectures : 03

**Situations écrites et civilisation** : rédiger une carte postale/lettre de vacances

rédiger des dialogues au restaurant

No. of lectures : 02

## **Leçon 9**

**Grammaire**: durée et successiostructures et caractérisation

No. of lectures : 02

**Vocabulaire** : le climat

accidents et incidents

No. of lectures : 03

**Situations écrites et civilisation** : faire un récit de voyage (itinéraire, incidents, commentaires)

No. of lectures : 02

**Books For Study**: Methodes

1. AlterEgo1/ Champion1

**Paper Title: Language in Context : Developing Reading and Writing Skills-  
LEVEL 1 PART 2**

**Paper Code:** FRE-1-C-2

**Name of Faculty:** Mrs. Mitra Borkar, Associate Professor; H.O.D

**Marks:** 100

**Credits:** 4 (60 Lectures)

**Course Objectives:**

1. The course aims at enabling the students acquire, to the greatest possible extent skills in comprehending , producing and speaking the French language. The students will be also trained to develop a socio-cultural competency so as to be able to communicate with members of the target culture.
2. The course also aims at enabling the students to acquire skills in creative writing and also comprehension of literary works written in simple French.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work either individually or in small groups.

**Learning Outcome.**

At the end of the course, students will be able to:

1. Demonstrate proficiency in comprehension and expression in French at level 2.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply , question and summarize in French based on the content of the units completed



## **Syllabus:**

**Units 4, 5, 6** of Méthode de français 1 Panorama 1 will be the syllabus for semester II

### **Unit 4**

#### **Leçon 10**

**Grammaire:** Présent progressif-futur proche-passé récent

Frquence et continuité

No. of lectures : 03

**Vocabulaire :** l'entreprise : professions et activités

No.of lectures : 03

#### **Situations écrites , civilisation**

rédiger une lettre de demande d'information, le téléphone

No. of lectures : 01

#### **Leçon 11**

**Grammaire :** les pronoms compléments d'objet direct

No.of lectures : 02

**Vocabulaire :** réussites et échecs

situations d'urgence

la santé

No.of lectures : 03

**Situations écrites , civilisation**

rédiger un règlement

donner des instructions

No. of lectures : 02

**Leçon 12**

**Grammaire** : les pronoms compléments d'objet indirect

No.of lectures : 02

**Vocabulaire** : la communication, la technologie

No.of lectures : 03

**Situations écrites , civilisation :**

rédiger une lettre administrative de demande

No.of lectures :01

**Unit 5****Leçon 1**

**Grammaire** : le futur, la restriction

No. of lectures :02

**Vocabulaire** : l'éducation

No.of lectures : 01

**Situations écrites et civilisation :**

rédiger une lettre administrative de demande, le système éducatif

No. of lectures: 02

## **Leçon 14**

**Grammaire:** les pronoms y et en

appréciation de l'importance et de la quantité

No. of lectures :03

**Vocabulaire :** les vêtements et la mode

No. of lectures : 02

**Situations écrites et civilisation :**

rechercher des informations dans les textes à caractère scientifique

No. of lectures : 03

## **Leçon 15**

**Grammaire:** le discours rapporté, faire+ verbe à l'infinitif

No. of lectures :02

**Vocabulaire :** le logement

No. of lectures : 02

**Situations écrites et civilisation :** lire des petites annonces immobilières

décrire un logement

No. of lectures : 03

## **Unit 6**

### **Leçon 16**

**Grammaire:** comparatifs et superlatifs

No. of lectures :01

**Vocabulaire** : la publicité, objets de consommation (qualités et défauts)

la presse et la télévision

No. of lectures : 04

**Situations écrites et civilisation** : rédiger un programme, parler des magazines et de télévision

No. of lectures : 02

## **Leçon 17**

**Grammaire**: le subjonctif présent

No. of lectures :02

**Vocabulaire** : valeurs morales, organisations et événements

No. of lectures : 02

**Situations écrites et civilisation** : influences culturelles, textes à caractère descriptif

No. of lectures : 02

## **Leçon 18**

**Grammaire**: les propositions subordonnées relatives

No. of lectures :02

**Vocabulaire** : sentiments et valeurs

No. of lectures : 03

**Situations écrites et civilisation** : rédiger un texte argumentatif et persuasif

No. of lectures : 02

**Books For Study**: Methodes

1. AlterEgo1/ Champion1

**Paper Title: Language in Context :Developing Listening and Speaking Skills-  
LEVEL 1 PART 1**

**Paper Code:** FRE-1-C-3

**Name of Faculty:** Mrs. Mitra Borkar, Associate Professor; H.O.D

**Marks:** 100

**Credits:** 4 (60 Lectures)

**Course Objectives:**

1. The students will be trained to use the language in a realistic setting rather than to merely focus on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The various aspects of language-learning will not be treated separately but as complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course also aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

**Learning outcome.**

At the end of the course, students will be able to:

1. Demonstrate reading proficiency in French at level1.
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on simple topics.

**Syllabus:**

Oral comprehension based on the units 1,2 and 3 of the text Panorama 1.

( No. of lectures:15)

**Unit 1**

salutations, présentations, informations sur l'identité et l'état civil, identification des objets, expression de la demande, situations propres aux actes d'achat, s'excuser, expressions des goûts et des préférences en matière des loisirs.

No. of lectures : 05

**Unit2**

l'emploi du temps, mettre en garde, exprimer son accord et désaccord, s'orienter dans l'espace, fixer un rendez-vous, donner un opinion sur la vérité d'un fait, indiquer/contester l'appartenance.

No. of lectures : 05

**Unit 3**

Raconter au passé, décrire des changements, situations propres à la nourriture et au restaurant, raconter un incident, exprimer la ressemblance et la différence.

No. of lectures 05

Listening comprehension of these units. (No. of lectures: 15)

Recitation, role play, simulation through audio-visual resources. (No. of lectures:15)

Presentations based on the topics of each unit, songs, etc. to improve oral skills. (No. of lectures: 15)

**Books For Study: Methodes**

1. AlterEgo1/ Champion1
2. Excerts from easy French Texts

**Paper Title: Language in Context :Developing Listening and Speaking Skills-  
LEVEL 1 PART 2**

**Paper Code:** FRE-1-C-4

**Name of Faculty:** Mrs. Mitra Borkar, Associate Professor; H.O.D

**Marks:** 100

**Credits: 4 (60 Lectures)**

**Course Objectives:**

1. The students will be trained to use the language in a realistic setting rather than to merely focus on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The various aspects of language-learning will not be treated separately but as complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course also aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

**Learning outcome.**

At the end of the course, students will be able to:

1. Demonstrate reading proficiency in French at level 2
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Understand the utterances of native speakers.
4. Sustain conversation on a general topic with a speaker of the target language.
5. Demonstrate comprehension of French in a variety of listening situations.

**Syllabus:**

Oral comprehension based on the units 4,5 and 6 of the text Panorama 1.( No. of lectures:15)

**Unit 4**

Situations pratiques du voyage, informations, réservations, annulations, etc., commentaires de tableaux et de titres de presse, exprimer la volonté et l'obligation, interdire, demander/ donner la permission, féliciter, rassurer, expliquer un fonctionnement.

No. of lectures :05

**Unit 2**

Exposer un projet, comparer des systèmes, proposer-insister-refuser, actes verbaux propres aux choix et à l'achat d'un objet, exprimer une opinion, rapporter les paroles

No. of lectures :05

**Unit 3**

Comparer les qualités et les défauts d'un objet, choisir une activité à partir d'un programme, exprimer la volonté, exprimer un sentiment, convaincre, exposer des arguments.

No. of lectures : 05

Listening comprehension of these units. (No. of lectures: 15)

Recitation, role play, simulation through audio-visual resources. (No. of lectures:15)

Presentations based on the topics of the units completed, songs, etc. to improve oral skills.

(No. of lectures: 15)



**Paper Title:** French for Tourism and Hospitality - LEVEL 1 PART 1

**Paper Code:** FRE0

**Name of Faculty:** Mrs. Carol Barreto Miranda, Asst. Professor

**Marks:** 100

**Credits:** 4 (60 Lectures)

**Course Objectives:**

1. Enabling the students to acquire basic skills required to work in the domain of tourism and hotel industry. It aims at laying an ability to understand and communicate (read, write speak and understand in French) in basic situations in the Tourism and hotel industry.
2. Enabling the students to communicate in French orally and in writing in the domain of tourism, hotels, cuisine, airport, railway, bus depots, money exchange and the travel industry at large and to talk about their experiences and cultural background.
3. Enabling the students in application of the skills in real life situations in the above domain. To read and analyse documents in the target language (tariffs, reservation forms, maps, tourist guide literature)
4. Write composition on subjects of personal interest based on the Tourism and hotel industry (comparison of hotels in France and India, comparison of Indian and French cuisine, different types of tourist : Foreign/ local/ organised travellers/ bag packers. Places of tourist attraction and their touristic destinations)
5. Use of different media for course related tasks : dictionaries, internet, newspapers, television, documentaries)
6. Basic translation techniques.

**Learning Outcome:**

1. At the end of the course the students will have acquired all the necessary skills of expression and comprehension of French required in the domain of Hotel and Tourism industry.

## **Name of Text : A VOTRE SERVICE – LEVEL I PART 1**

Chapter wise break-up of teaching hours amounting to a total of 60 hours.

### **Chapter 1**

*a) Reading and Understanding of Text / cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(saluer, remettre/ montrer quelque chose, remercier)

*b) Grammar:* : 1 hr

i) Possessive adjectives

ii) Verbes

iii) voila + adjectif +nom

iv) Completion of exercises based on grammar and Text

*c) Oral and Aural comprehension of text (Listening to CD)* : 1 hr

*d) Dramatisation and role play (hôtel/réception/autocar)* : 1 hr

*e) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues )

### **Chapter 2**

*a) Reading and Understanding of Text /cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(se presenter, accueillir)

*b) Grammar:* : 1 hr

i) Irregular verb **être** and reflexive verb **s'appeler**

ii) utilisation of en, a, au aux + nom de lieu

iii) de + nom d'entreprise, lieu

iv) avec +nom

v) Completion of exercises based on grammar and Text

c) *Oral and Aural comprehension of text (Listening to CD)* : 1 hr

d) *Dramatisation and role play (Aéroport, hôtel, bar, restaurant)* : 1 hr

e) *Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues )

### **Chapter 3**

a) *Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Accueillir / gérer un problème de communication)

b) *Grammar:* : 1 hr

i) Irregular verbs **avoir** and **pouvoir**

ii) a + quell +nom

iii) c'est+adjective

iv) alphabet

v) Completion of exercises based on grammar and Text

c) *Oral and Aural comprehension of text (Listening to CD)* : 1 hr

d) *Dramatisation and role play* : 1 hr

(Agence de voyage, Bureau de change, Site touristique)

e) *Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues )

## Chapter 4

a) *Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Accueillir, attribuer une chambre)

b) *Grammar:* : 1 hr

i) Irregular verbs **vouloir/ pouvoir** conditionnel présent + nom.

ii) pour + indication du durée.

iii) il y a + nom

iv) chiffres

v) Completion of exercises based on grammar and Text

c) *Oral and Aural comprehension of text (Listening to CD)* : 1 hr

d) *Dramatisation and role play* : 1 hr

(hôtel, réception, bar, restaurant, agence de voyage)

e) *Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues )

## Chapter 5

a) *Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Accueillir, donner un prix)

b) *Grammar:* : 1 hr

i) Irregular verb **vouloir** and regular verbs **parler** and **rester**

ii) pour + indication de quantité

iii) Combien de + indication de durée

iv) quel est + indication de prix

v) Completion of exercises based on grammar and Text		
c) <i>Oral and Aural comprehension of text (Listening to CD)</i>	:	1 hr
d) <i>Dramatisation and role play</i>	:	1 hr
(Hôtel, bureau de change, agence de voyage, magasin)		
e) <i>Creative writing and application of acquired skills</i>	:	1 hr
(Writing compositions and dialogues )		

## **Chapter 6**

a) <i>Reading and Understanding of Text/cultural information</i>	:	1 hr
Vocabulary and utilisation and significance of expressions		
(Faire régler des formalités)		
b) <i>Grammar:</i>	:	1 hr
i) Combien + sujet + verbe		
ii) nombres		
iii) pour + indication du but		
iv) Adjectives possessives, masculin/feminin , singulier/pluriel		
v) Completion of exercises based on grammar and Text		
c) <i>Oral and Aural comprehension of text (Listening to CD)</i>	:	1 hr
d) <i>Dramatisation and role play</i>	:	1 hr
(hôtel, réception, bureau de change, bar, restaurant)		
e) <i>Creative writing and application of acquired skills</i>	:	1 hr
(Writing compositions and dialogues )		

## Chapter 7

*a) Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Gérer un problème , s'excuser)

*b) Grammar:* : 1 hr

i) Sujet + ne +verbe +pas +nom

ii) irregular verb **ouvrir**

iii) construire des phrases

iv) construire des dialogues

v) Completion of exercises based on grammar and Text

*c) Oral and Aural comprehension of text (Listening to CD)* : 1 hr

*d) Dramatisation and role play* : 1 hr

(Bureau de change, chambre, site touristique, hôtel, réception)

*e) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues )

## Chapter 8

*a) Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Placer, prendre une commande)

*b) Grammar:* : 1 hr

i) plus de + nom

ii) regular verb **prendre**

iii) rédiger un menu

iv) construire des dialogues

v) Completion of exercises based on grammar and Text

*c) Oral and Aural comprehension of text (Listening to CD)* : 1 hr

*d) Dramatisation and role play* : 1 hr

(Restaurant, hôtel, bureau de change, agence de voyages)

*e) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues )

## **Chapter 9**

*a) Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Prendre une commande, décrire de plats, conseiller des plats)

*b) Grammar:* : 1 hr

i) Qu'est ce que

ii) sujet +vous +verbe

iii) choisir (passé composé)

iv) pas du tout, un peu, assez, très

v) Completion of exercises based on grammar and Text

*c) Oral and Aural comprehension of text (Listening to CD)* : 1 hr

*d) Dramatisation and role play* : 1 hr

(Restaurant, agence de voyages)

*e) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues

## **Chapter 10**

***a) Reading and Understanding of Text/cultural information*** : 1 hr

Vocabulary and utilisation and significance of expressions

(Prendre une commande, quelle cuisson)

***b) Grammar:*** : 1 hr

i) futur simple of être and avoir

ii) futur simple of pouvoir

iii) futur simple of visiter

iv) en, comme + nom

v) Completion of exercises based on grammar and Text

***c) Oral and Aural comprehension of text (Listening to CD)*** : 1 hr

***d) Dramatisation and role play*** : 1 hr

(Restaurant, site touristique)

***e) Creative writing and application of acquired skills*** : 1 hr

(Writing compositions and dialogues)

## **Chapter 11**

***a) Reading and Understanding of Text/cultural information*** : 1 hr

Vocabulary and utilisation and significance of expressions

(Décrire des vins, comparer)

***b) Grammar:*** : 1 hr

i) comparatif

ii) superlatif

iii) choisir (passé composé), comment + verbe + nom

iv) pas du tout, un peu, assez, très



v) Completion of exercises based on grammar and Text

*c) Oral and Aural comprehension of text (Listening to CD)* : 1 hr

*d) Dramatisation and role play* : 1 hr

(Restaurant, agence de voyages, magasin)

*e) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues)

## **Chapter 12**

*a) Reading and Understanding of Text/cultural information* : 1 hr

Vocabulary and utilisation and significance of expressions

(Faire régler une addition, une note, une facture)

*b) Grammar:* : 1 hr

i) le , la les pronoms compléments

ii) en, par + nom

iii) prendre (futur simple)

iv) cela fait...

v) Completion of exercises based on grammar and Text

*c) Oral and Aural comprehension of text (Listening to CD)* : 1 hr

*d) Dramatisation and role play* : 1 hr

(Restaurant, agence de voyages, magasin, site touristique, restaurant)

*e) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues)

<b>TOTAL NO. OF HOURS FOR <i>LEVEL I PART 1</i></b>	<b>: 60 hrs</b>
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**Books For Study :** Let Francais du Tourisme -By Collective authors

**Paper Title:** French for Tourism and Hospitality -LEVEL 1 PART 2

**Paper Code:** FREO

**Name of Faculty:** Mrs. Carol Barreto Miranda, Asst. Professor

**Marks:** 100

**Credits:** 4 (60 Lectures)

**Course Objectives:**

1. Enabling the students to acquire basic skills required to work in the domain of tourism and hotel industry. It aims at laying an ability to understand and communicate (read, write speak and understand in French) in basic situations in the Tourism and hotel industry.
2. Enabling the students to communicate in French orally and in writing in the domain of tourism, hotels, cuisine, airport, railway, bus depots, money exchange and the travel industry at large and to talk about their experiences and cultural background.
3. Enabling the students in application of the skills in real life situations in the above domain. To read and analyse documents in the target language (tariffs, reservation forms, maps, tourist guide literature)
4. Write composition on subjects of personal interest based on the Tourism and hotel industry (comparison of hotels in France and India, comparison of Indian and French cuisine, different types of tourist : Foreign/ local/ organised travellers/ bag packers. Places of tourist attraction and their touristic destinations)
5. Use of different media for course related tasks : dictionaries, internet, newspapers, television, documentaries)
6. Basic translation techniques.

**Learning Outcome:**

At the end of the course the students will have acquired all the necessary skills of expression and comprehension of French required in the domain of Hotel and Tourism industry.

**Name of Text : BON VOYAGE**

Chapter wise break-up of teaching hours amounting to a total of 60 hours.

### **Chapter 1**

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(se présenter, présenter quelqu'un, parler de soi, de son travail, de sa famille)

**b) Grammar:** : 2 hrs

i) les nationalités, les professions, les chiffres

ii) Est-ce que

iii) la négation

iv) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(Je vous présente....)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

### **Chapter 2**

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(Renseigner sur : les horaires, l'indicatif pour téléphoner, les jours et heures

d'overture et de fermeture)

**b) Grammar:** : 2 hrs

i) l'heure

ii) les jours de la semaine

iii) les préposition avec les verbes « arriver' et « partir »

iv) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(Le vol part à)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

### Chapter 3

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(Décrire un objet perdu, un hôtel, une chambre, un restaurant)

**b) Grammar:** : 2 hrs

i) présentation et conceptualisation des adjectives qualificatifs

ii) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(C'est un grand hôtel luxueux)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

### Chapter 4

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(se renseigner et renseigner sur un hôtel, renseigner sur le climat et les vêtements)

**b) Grammar:** : 2 hrs

i) l'interrogation

ii) la négation

iii) les caractéristiques d'un hôtel : situation, confort, facilité etc.

iv) les saisons, les mois, les vêtements

v) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(C'est un hôtel deux étoiles, Quel beau temps !)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

## Chapter 5

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

( décrire un lieu, une ville, une région,un pays, et les loisirs qu'ils offrent,

exprimer une préférence, indiquer un chemin)

**b) Grammar:** : 2 hrs

i) Le verbe faire et les prépositions

ii) l'emploi des verbes aimer/préférer

iii) les adjectifs démonstratifs, les sports et les loisirs

iv) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(C'est à 3 kilometres.....)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

## Chapter 6

<b>a) <i>Reading and Understanding of Text/cultural information</i></b>	:	1hr
Vocabulary and utilisation and significance of expressions (Annoncer l'itinéraire aux touristes, initiation à la réduction écrite d'un itinéraire)		
<b>b) <i>Grammar:</i></b>	:	2 hrs
i) Le futur proche et futur simple		
ii) les adverbes de lieu y et en		
iii) les expressions de temps.		
iv) completion of exercises based on grammar and Text		
<b>c) <i>Dramatisation and role play</i></b>	:	1 hr
(Ce matin on va visiter, Cette région vous offre)		
<b>d) <i>Creative writing and application of acquired skills</i></b>	:	1 hr
(Writing compositions and dialogues)		

## Chapter 7

<b>a) <i>Reading and Understanding of Text/cultural information</i></b>	:	1hr
Vocabulary and utilisation and significance of expressions (s'excuser, apaiser un client, expliquer, proposer une solution, prendre et transmettre des messages)		
<b>b) <i>Grammar:</i></b>	:	2 hrs
i) Les expressions pour s'excuser, se plaindre et apaiser		
ii) pronoms personnels : lui, leur, le, la ,les		
iii) les expressions d'une conversation téléphonique		
iv) completion of exercises based on grammar and Text		
<b>c) <i>Dramatisation and role play</i></b>	:	1 hr

(Nous sommes vraiment désolés, voudriez-vous laisser un message ?)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

## **Chapter 8**

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(Décrire un plat et une recette, conseiller des plats aux clients)

**b) Grammar:** : 2 hrs

i) Article partitif

ii) pronoms personnels : en

iii) adverbes de quantité

iv) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(C'est du poulet avec.....)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

## **Chapter 9**

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(raconter un événement au passé, parler de l'histoire d'un monument,

renseigner sur : les tarifs, les services d'un hôtel, location d'une voiture)



**b) Grammar:** : 2 hrs

i) Passé composé

ii) Imparfait

iii) les services de l'hôtel

iv) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(Il faut payer un supplément....)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

## **Chapter 10**

**a) Reading and Understanding of Text/cultural information** : 1hr

Vocabulary and utilisation and significance of expressions

(Décrire une ville, un pays , une région)

**b) Grammar:** : 2 hrs

i) Le comparatif, le superlatif

ii) les pronoms relatifs

iii) la négation : ne rien, ne jamais

iv) completion of exercises based on grammar and Text

**c) Dramatisation and role play** : 1 hr

(C'est la ville la plus belle)

**d) Creative writing and application of acquired skills** : 1 hr

(Writing compositions and dialogues)

## **Chapter 11**

**a) *Reading and Understanding of Text/cultural information*** : 1hr

Vocabulary and utilisation and significance of expressions

(Renseigner à l'oral et à l'écrit sur un hôtel)

**b) *Grammar:*** : 2 hrs

i) Les vêtements

ii) les expressions utilisées pour interdire

iii) Si + présent + futur

iv) completion of exercises based on grammar and Text

**c) *Dramatisation and role play*** : 1 hr

(Il ya 300 chambres avec...)

**d) *Creative writing and application of acquired skills*** : 1 hr

(Writing compositions and dialogues)

## **Chapter 12**

**a) *Reading and Understanding of Text/cultural information*** : 1hr

Vocabulary and utilisation and significance of expressions

(Conseiller un client a propos : d'un circuit, du code de la route, des

vêtements à emporter)

**b) *Grammar:*** : 2 hrs

i) Les verbes pronominaux

ii) Questionnaire de satisfact

iii) completion of exercises based on grammar and Text

**c) *Dramatisation and role play*** : 1 hr

(Je regrette...il est conseillé de prévoir)

*d) Creative writing and application of acquired skills* : 1 hr

(Writing compositions and dialogues)

<b>TOTAL NO. OF HOURS FOR <i>LEVEL I PART II</i></b>	<b>: 60 hrs</b>
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**Books For Study:** Let Francais du Tourisme -By Collective authors

Parvatibai Chowgule College of Arts and Science  
(Autonomous)

DEPARTMENT OF FRENCH

COURSE STRUCTURE

B.A. DEGREE COURSE IN FRENCH

SEMESTER	CORE COMPULSORY		CORE ELECTIVE		
I	Language in Context:Developing Reading and Writing Skills Level 1 Part 1  FRE-I.C.1	Language in Context:Developing Listening and Speaking Skills Level 1 Part 1  FRE-I.C.2			
II	Language in Context:Developing Reading and Writing Skills Level 1 Part 2  FRE-II.C.3	Language in Context:Developing Listening and Speaking Skills Level 1 Part 2  FRE-II.C.4			
III	Language in Context: Developing Reading and Writing Skills Level 2 Part 1  FRE-III.C-5		Language in Context: Developing Listening and Speaking Skills Level 2 Part 1  FRE-III.E-1	French for Tourism and Hospitality Level 2 Part 1  FRE-III.E-2	Study of Selected Elementary Texte in French  FRE-III.E-3

IV	Language in Context: Developing Reading and Writing Skills Level 2 Part 2  FRE-IV.C-6		Language in Context: Developing Listening and Speaking Skills Level 2 Part 2  FRE-IV.E-5	French for Tourism and Hospitality Level 2 Part 2  FRE-IV.E-6	Introduction to Francophony  FRE-IV.E-7
V	Language in Context: Developing Reading and Writing Skills Level 3 Part 1  FRE-V.C-7		Initiation to Translation  FRE-V.E-9	Overview of 17 <sup>th</sup> Century French Literature  FRE-V.E-10	Overview of 18 <sup>th</sup> Century French Literature  FRE-V.E-11
VI	Language in Context: Developing Reading and Writing Skills Level 3 Part 2  FRE-VI.C-8		Overview of 19 <sup>th</sup> Century French Literature  FRE-VI.E-13	Business Communication in French  FRE-VI.E-14	Study of Collection of French Short Stories  FRE-VI.E-15

**Paper Title: Language in Context: Developing Reading and Writing Skills**

**LEVEL 2 PART 1**

<b>Paper Code</b>	<b>: FRE-III.C-5</b>
<b>Name of Faculty</b>	<b>: Mrs. Mitra Borkar, Associate Professor, H.O.D</b>
<b>Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 4 (60 hours)</b>
<b>Name of Text</b>	<b>: <i>PANORAMA Niveau -2</i></b>

**Course Objectives :**

1. The course aims at enabling the students to acquire competence in general communication : both oral and written.
2. The students learn the nuances of the french language as well as the culture and civilisation of the country and the behaviour patterns and life style of modern France.
3. The course aims at enabling the students to apply these skills in real life situations.
4. The course aims at enabling the students to work individually or in small groups.

**OUTCOME**

At the end of the course the students will be able to

1. Demonstrate reading and writing proficiency in French at level 2.
2. Demonstrate the ability to describe and express their view points on various topics of the units completed.
3. Apply, question and summerize in French based on the contents of the units completed.

**Syllabus:**

Units 1,2,3 of Méthode de Français Panorama 2, will be the syllabus for Semester 3

**Unit 1 Leçon 1**

**Grammaire :** Présent et présent progressif,

passé composé, imparfait

passé récent, futur et futur proche.

No. of lectures : 03

**Vocabulaire :** biographie,

les arts plastiques

No of lectures : 02

**Compréhension et expression écrite :**

Se présenter dans une lettre officielle

Compréhension d'une biographie

Art classique et art moderne

No. of lectures : 03

**Leçon 2:**

**Grammaire :** Le système des pronoms compléments.

Constructions : forme affirmative, forme négative, forme interrogative  
et forme impérative.

No of lectures : 02

**Vocabulaire :** Comportement et Personnalité

La ville

No of lectures : 02

**Compréhension et expression écrite :**

La cohérence du texte grâce à l'emploi des pronoms

Descriptions et commentaire

La province

Une petite ville de Bretagne : Dinan

No of lectures : 02

**Leçon 3 :**

**Grammaire :** formes du subjonctif présent :

Emploi dans l'expression de la volonté, la demande, la nécessité, l'obligation.

Les formes de l'interrogation

No of lectures : 02

**Vocabulaire :** savoir, mémoire

Oubli, vérité et mensonge

Les gestes et les attitudes

No. of lectures : 02



**Compréhension et expression écrite :**

Se plaindre, Compréhension d'un dialogue de théâtre

Comportements face à l'information

La comédie de boulevard

Plaisanteries et canulars.

No. of Lectures : 02

**Unité 2 , Leçon 4 :**

**Grammaire :** Le sens passif : forme passive

Forme se faire + verbe

Forme pronominale a sens passif

No. of lectures : 02

**Vocabulaire :** les sports

La télévision

No. of lectures : 02

**Compréhension et expression écrite :**

Présenter une organisation

Compréhension d'opinions

Les sports en France

Problèmes de media

No. of lectures : 03

## **Leçon 5 :**

**Grammaire :** expression de la durée.

No. of lectures : 01

**Vocabulaire :** Les faits divers :

Catastrophes, accidents

crimes, délits

No. of Lectures : 02

**Compréhension et expression écrite :**

Compréhension de faits divers

Les banlieues

Panorama socio-économique de la France

No. of Lectures : 02

## **Leçon 6 :**

**Grammaire :** Expression de la certitude et du doute

De la possibilité ou de l'impossibilité

De la probabilité ou de l'improbabilité

Discours rapporte au présent

No. of Lectures : 03

**Vocabulaire :** L'architecture

Vocabulaire propre à l'expression de la fonction et de l'organisation

No. of lectures : 02

**Compréhension et expression écrite :**

Compréhension et rédaction d'un texte à caractère informatif.

Les grands travaux des années 80 et 90 à Paris

Le rôle historique de Général de Gaulle

Mai 1968

No. of Lectures : 03

**Unité 3, Leçon 7**

**Grammaire :** Le conditionnel présent

No. of Lectures : 02

**Vocabulaire :** Le budget

Les monuments

No. of Lectures : 02

**Compréhension et expression écrite :**

Formuler une demande officielle

Quelques moments célèbres

No of Lectures : 02

**Leçon 8:**

**Grammaire :** Pronoms interrogatifs

Pronoms possessifs

Pronoms démonstratifs

No. of Lectures : 03

**Vocabulaire :** Le théâtre  
Les mouvements et les actions  
Le decor  
No of lectures : 02

**Compréhension et expression écrite :**

Raconter une suite d'actions  
Le théâtre actuel (satire des comportements)  
No. of lectures : 2

**Leçon 9 :**

**Grammaire :** Le plus que parfait

Le discours rapporté au passé.  
No of Lectures : 02

**Vocabulaire :** Sentiments et réactions face à une réalité agréable ou désagréable.

Le cinéma  
No. of Lectures : 02

**Compréhension et expression écrite :**

Féliciter-complimenter  
Lettres de félicitations  
Aspects du cinéma- La « Nuit des Césars »  
No. of Lectures : 03

**References :**

- 1) Echo – Méthode de français B-2 – Clé International
- 2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty

Patricia Beaujouin

**Paper Title : Language in Context : Developing Listening and Speaking Skills**

**LEVEL 2 PART 1**

<b>Paper Code</b>	<b>: FRE- III.E-1</b>
<b>Name of faculty</b>	<b>: Mrs. Mitra Borkar, Associate Professor, H.O.D</b>
<b>Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 4 (60 hours)</b>
<b>Name of Text</b>	<b>: <i>PANORAMA Niveau 2</i></b>

**Course objectives:**

1. The students will be trained to use the language in realistic settings rather than to focus merely on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The course aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc in simple french.
3. The course also enables the students to work individually or in small groups.

**Outcomes:**

At the end of the course students will be able to:

1. Demonstrate reading proficiency at level 2
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on various topics.

## **Syllabus:**

### **Oral comprehension based on the units 1, 2 and 3 of the text Panorama 2**

(No. Of lectures :60)

#### **Unit 1**

Présenter, caractériser une personne, aborder quelqu'un, apprécier, se plaindre, revendiquer, faire des suppositions, convaincre, émettre des réserves, exprimer son ignorance, les voyelles non nasalisées, les voyelles nasalisées, intonation de l'interrogation.

No. of lectures : 05

#### **Unit 2**

Raconter les étapes d'une entreprise, raconter une suite de faits, situations en relation avec les acquisitions grammaticales, jeux avec voyelles en position finale, le son (y)

No. of lectures : 04

#### **Unit 3**

Exprimer une supposition, faire une hypothèse, suggérer de faire quelque chose, exprimer de la possession, choisir, donner des instructions, s'indigner-se disputer, demander des informations sur des faits passés, poser un cas de conscience, regretter, approuver et désapprouver, articulation des consonnes.

No. of lectures : 06

Listening comprehension of these units. (No. of lectures:15)

Recitation role play, simulation through audio-visual resources. (No. Of lectures: 15)

Presentation based on the topics of each unit, songs etc. to improve oral skills. (No.of lectures: 15)

**References :**

- 1) Echo – Méthode de français B-2 – Clé International
- 2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty  
Patricia Beaujouin



**Paper Title : Language Paper in French : French for Tourism and Hospitality**

**LEVEL II PART I**

<b>Paper Code</b>	<b>: FRE-III.E-2</b>
<b>Name of faculty</b>	<b>: Carol Barreto Miranda</b>
<b>No. Of Credits</b>	<b>: 4 (60 hours)</b>
<b>Marks</b>	<b>: 100</b>
<b>Name of Text</b>	<b>: <i>Tourisme.Com</i></b>

**Course Objective:**

- 1) The acquisition of an extended competence in spoken French with a marked evolution (in comparison to volume 1) towards situations related to tourism proper: description of excursions, guided tours of historical sites etc.
- 2) Understand the various aspects of the French civilisation and thus develop intercultural awareness.
- 3) Understanding various expressions that can be used in real life communication situations in France & in India.
- 4) Translation Techniques.

**Outcomes:**

1. At the end of the course the students will have acquired the necessary skills of expression and comprehension of French required in the domain of Hotelier and tourism industry at a much higher level of communication.

Units 1, 2, 3 of Tourisme.com will be the syllabus for Semester III

Chapter wise break-up of teaching hours amounting to a total of 60 hours.

## UNIT I

**LEON 1: Se présenter et parler de son métier.** : 2hrs

Savoir faire : Se présenter, présenter son métier

Grammaire : C'est/il est, indicatif présent de être et avoir ;

Verbes en -er, forme négative

**Leçon 2 : Présenter son Entreprise** :  
2hrs

Savoir faire : Présenter une entreprise touristique

Grammaire : Articles définis, articles indéfinis

**Leçon 3** : Engager une conversation téléphonique : 2hrs

Savoir faire : Savoir répondre au téléphone

Prendre un message

Grammaire : Indicatif présent verbes irréguliers

Nombre cardinaux

**Leçon 4** : Prendre contact par écrit : 2hrs

Savoir faire : Comprendre et rédiger un CV

Grammaire : Adjectives qualificatifs : genre et nombre

**Activité** : Faites le point grammatical : 2hrs

Faites le point professionnel

## UNIT 2

**Leçon 1** : Renseigner a l'aéroport : 2hrs

Savoir Faire : Lire un plan, Indiquer la direction

Grammaire : Il faut, impératif présent, nombres ordinaux

**Leçon 2** : Accueillir les passagères : 2hrs

Savoir faire : Accueillir et servir les passagère au bord d'un avion

Grammaire : Adjectifs possessifs, articles partitifs

**Leçon 3** : Informer les voyageurs : 2 hrs

Savoir faire : Lire un indicateur horaire et informer sur les horaires

Grammaire : Expression du temps : heures et dates

**Leçon 4** : Vendre un billet de train : 2hrs

Savoir faire : Expliquer un billet de train

Prendre une réservation

Grammaire : L'interrogation

**Activités** : Faites le point grammatical, : 2hrs

Faites le point professionnel

## UNIT 3

**Leçon 1** : Établir un programme d'animation : 2hrs

Savoir faire : Concevoir, rédiger et présenter un programme

Grammaire : Futur proche, indicatif futur simple

**Leçon 2** : Animer un village de vacances : 2hrs

Savoir faire	: Concevoir et proposer des animations	
Grammaire	: Adjectifs démonstratifs, articles contractes	
<b>Leçon 3</b>	: Renseigner sur les manifestations	: 2hrs
Savoir faire	: Connaitre le calendrier des jours fériés, renseigner sur Le programme des manifestations	
Grammaire	: Pronoms relatifs : qui et que	
<b>Leçon 4</b>	: Évaluer une animation	: 2hrs
Savoir faire	: Évaluer une présentation touristique	
Grammaire	: Indicatif passé composé, passé récent	
Activités	: Faites le point grammatical, faites le point professionnel	

#### References :

- 1) Français du Tourisme
- 2) Bon Voyage
- 3) A votre Service -Level 2
- 4) Carnet de voyage
- 5) French for Hotel Management & Tourisme Industry : S. Bahattacharya/ Uma S. Bhalerao
- 6) Service Compris- Author : Serge Heliot
- 7) Bon Voyage- Author : Mc-Graw Hill Education
- 8) Avotre Service-Part 2 -Author : Rajeswani Chanderasek Krishnan.

**Paper Title : Study of Selected Elementary Text in French**

**LEVEL 2**

**Paper Code : FRE- III. E -3**

**Name of faculty : Mrs. Mitra Borkar, Associate Professor, H.O.D**

**No. Of Credits : 4 (60 hours)**

**Marks : 100**

**Name of Text : Selected text from the collection 'Français Facile'  
(Drama/Novel/Short Stories)**

**Course Objectives:**

1. The course aims at enabling the students to get acquainted with classic French writers.
2. The course also aims at enabling the students to acquire skills to comprehend and comment on various themes of the text.
3. The course also aims to motivate the students to appreciate the other French writers.

**Outcomes:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency with reference to the prescribed text.
2. Demonstrate the ability to describe and comment on the different themes of the text.
3. Write in simple French small texts to summarize or critically appreciate the text.

Text Prescribed: Texte en Français Facile

- De l'auteur et ses œuvres: No. of lectures : 3 (1 hour each)
- Explication du texte: No. of lectures: 20 (1 hour each)
- Activités de grammaire :
  - a) Les verbes au présent, impératif, futur, passé composé, subjonctif, conditionnel.
  - b) les pronoms personnels, possessifs et démonstratifs.
  - c) Actif et passif
  - d) les adjectifs qualitatifs, possessifs et démonstratifs.
  - e) Discours direct et indirectNo. of lectures: 15(1 hour each)
- Activités d'expression écrite:
  - a) Questions et répliques
  - b) Références
  - c) CommenterNo. of lectures : 10 (1 hour each)
- Activités d'expression orale:
  - a) jeu de rôle
  - b) petits dialogues
  - c) recitationNo. of lectures: 12 (1hour each)

**References:**

- 1) Littérature progressive du français.

Authors: N. Blondeau

F. Allouache

M. F. Né

**Paper Title : Language in Context : Developing Reading and Writing Skills**

**LEVEL 2 PART 2**

<b>Paper Code</b>	<b>: FRE-IV.C-6</b>
<b>Name of faculty</b>	<b>: Mrs. Mitra Borkar, Associate Professor, H.O.D</b>
<b>Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 4 (60 hours)</b>
<b>Name of Text</b>	<b>: <i>PANORAMA Niveau 2</i></b>

**Course Objectives :**

1. The course aims at enabling the students to acquire competence in general communication both oral and written.
2. The students learn the nuances of the french language as well as the culture and civilisation of the country and the behaviour patterns and life syle of modern France.
3. The course aims at enabling the students to apply these skills in real life situations.
4. The course aims at enabling the students to work individually or in small groups.

**OUTCOME**

At the end of the course the students will be able to :

1. Demonstrate reading and writing proficiency in French at level 2
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply, question and summerize in french based on the contents of the units completed.

**Syllabus:**

**Units 4,5, 6 of Méthode de Français Panorama 2, will be the syllabus for semester 4**

**Unité 4 Leçon 10**

**Grammaire :** Les adverbes

Le Gérondif

La proposition participe présent

No. of lectures :02

**Vocabulaire :** L'amitié et l'amour

La haine

Les impôts

No. of lectures : 02

**Compréhension et expression écrite :**

Caractériser des actions

Décrire une évolution

Les relations entre homme et femmes

Sujets de préoccupations au cours de l'année.

No. of lectures : 03

**Leçon 11**

**Grammaire :** Les adjectifs et les pronoms indéfinis

Expression de la quantité

No. of lectures : 02



**Vocabulaire :** La chanson

Sensation et perceptions

No. of lectures : 02

**Compréhension et expression écrite :**

Exprimer un idéal, un rêve passé ou présent

La chanson française

Idéaux et comportements dans l'année 70, 80,90

No. of lectures : 03

## **Leçon 12**

**Grammaire :** Les proposition relatives avec qui, que , où , dont

No. of lectures : 02

**Vocabulaire :** Les objets et les actions de la vie domestique

No. of lectures : 01

**Compréhension et expression écrite :**

réalisation des textes poétique à partir de  
structures grammaticales fixes

Quelques poètes contemporains

Les français et l'humour

No of lectures : 03

## **Unité 5 Leçon 13**

**Grammaire :** Le conditionnel passe

Le futur antérieur

No. of lectures 02

**Vocabulaire :** attitudes et sentiments ; courage, peur, timidité

Dangers et risques – sécurité et protection

No. of lectures : 02

**Compréhension et expression écrite :**

Mettre en garde- avertir- conseiller

No. of lectures : 02

## **Leçon 14**

**Grammaire :** expression de but, de la cause et de la conséquence

No. of lectures : 02

**Vocabulaire :** l'agriculture

Les végétaux

L'écologie

No of lectures : 02

**Compréhension et expression écrite :**

Comprendre un explication

Rassurer-donner des garantis

La protection de l'environnement et du paysage, parcs régionaux et réserves naturelles

No. of lectures : 03

## **Leçon 15**

**Grammaire :** Situer dans le temps

Constructions avec deux pronoms antéposés

No. of lectures : 02

**Vocabulaire :** la loi, le droit

La responsabilité

No. of lectures : 02

**Compréhension et expression écrite :**

Demande/ donner une autorisation

Informatique, nouvelles technologies et libertés

La ville de Strasbourg

No. of lectures : 03

## **Unité 6, Leçon 16**

**Grammaire :** sens et emploi des articles

Comparaison et appréciation des quantités

No. of lectures : 02

**Vocabulaire :** Objets et fonctionnements technologiques dans la vie quotidienne

Les professions

No. of lectures : 02

**Compréhension et expression écrite :**

Faire un constat (accident, défectuosité etc.)

Nouveaux comportements professionnels

Nouvelles professions

No. of lectures: 03

## **Leçon 17**

**Grammaire :** Révision des temps du récit

Compréhension du passe simple

No. of lectures : 02

**Vocabulaire :** Les sciences

La médecine et la santé

No. of lectures : 02

**Compréhension et expression écrite :**

Comprendre un récit au passé simple

Découvertes scientifiques et technologiques

La génétique en question

No. of lectures : 03

## **Leçon 18**

**Grammaire :** La nominalisation

Expression de l'opposition

No. of lectures : 02

**Vocabulaire :** La justice

L'éducation

No. of lectures : 02

**Compréhension et expression écrite :**

Faire une liste d'arguments

Développer un argument

Controverses, débats et procès d'actualités

No. of Lectures : 02

**References :**

1) Echo – Méthode de français B-2 – Clé International

2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty

Patricia Beaujouin

**Paper Title : Language in Context : Developing Listening and Speaking Skills**

**LEVEL 2 PART 2**

<b>Paper Code</b>	<b>: FRE- IV.E-5</b>
<b>Name of faculty</b>	<b>: Mrs. Mitra Borkar, Associate Professor, H.O.D</b>
<b>Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 4 (60 hours)</b>
<b>Name of Text</b>	<b>: <i>PANORAMA Niveau 2</i></b>

**Course objectives:**

1. The students will be trained to use the language in realistic settings rather than to focus merely on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The course aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc in simple French.
3. The course also enables the students to work individually or in small groups.

**Outcomes:**

At the end of the course students will be able to:

1. Demonstrate reading proficiency at level 2
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on various topics.

## **Syllabus:**

### **Oral Comprehension based on the units 4,5 and 6 of the text Panorama 2**

#### **Unit 4:**

Décrire une évolution, décrire un comportement, séquences d'actes de parole dans des situations quotidiennes, expression de l'indifférence, expression des sensations, négocier, prendre une décision en groupe,

No. of lectures : 05

#### **Unit 5 :**

Anticiper sur des événements futurs, faire une hypothèse au passé – regretter, avertir-mettre en garde, expliquer, mettre en relation une série de faits, rassurer-donner des garanties, raconter un souvenir, juger, critiquer un acte, une attitude.

No. of lectures : 05

#### **Unit 6 :**

Situations courantes de dialogues entre professionnels et non-professionnels, raconter une recherche, une découverte, accuser- défendre, argumenter.

Prononciation des mots d'origine étrangère, intonations expressives propres à l'argumentation.

No. of lectures : 05

Listening comprehension of these units. (No. of lectures:15)

Recitation role play, simulation through audio-visual resources. (No. Of lectures: 15)

Presentation based on the topics of each unit, songs etc. to improve oral skills. (No. of lectures: 15)

## **References :**

1) Echo – Méthode de français B-2 – Clé International

2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty  
Patricia Beaujouin

**Paper Title : Language Paper in French : French for Tourism and Hospitality**

**LEVEL II PART II**

<b>Paper Code</b>	<b>: FRE-IV.E-6</b>
<b>Name of faculty</b>	<b>: Carol Barreto Miranda</b>
<b>No. Of Credits</b>	<b>: 4 (60 hours)</b>
<b>Marks</b>	<b>: 100</b>
<b>Name of Text</b>	<b>: TOURISME.COM</b>

**Course Objective:**

1. The acquisition of an extended competence in spoken French with a marked evolution (in comparison to volume 2 part 1) towards situations related to tourism proper: description of excursions, guided tours of historical sites etc.
2. Understand the various aspects of the French civilisation and thus develop intercultural awareness.
3. Understanding various expressions that can be used in real life communication situations.
4. Translation Techniques.

**Outcomes:**

1. At the end of the course the students will have acquired the necessary skills of expression and comprehension of French required in the domain of Hotelier and tourism industry at level 2.
2. Students will be able to draft slogans and advertisements for travel agencies and draft travel itineraries for travel organisations.
3. Undertake telephonic bookings and cancellations and make alternate arrangements by suggesting alternate solutions.



Units 4, 5, 6 of Tourisme.com will be the syllabus for Semester IV

Chapter wise break-up of teaching hours amounting to a total of 60 hours.

#### **UNIT 4**

**Leçon 1** : Informer à l'office du tourisme : 2hrs

Savoir faire : Renseigner sur les activités proposées par une ville

Grammaire : Préposition de lieu

**Leçon 2** : Traiter des demandes écrites

Savoir faire : Rédiger une lettre commerciale : mise en forme et formules

Grammaire : Formes linguistiques de la lettre commerciale

**Leçon 3** : Promouvoir un site touristique : 2hrs

Savoir faire : Rédiger une lettre publipostage

Grammaire : Place des adjectifs qualificatifs

**Leçon 4** : Des brochures pour informer : 2hrs

Savoir faire : Comprendre le demande d'un visiteur et proposer une  
Documentation adéquate

Grammaire : Expression de la comparaison : comparatif et superlatif

**Activité** : Faites le point grammatical, faites le point professionnel

## UNIT 5

**Leçon 1** : Identifier des produits touristique : 2hrs

Savoir faire : Connaitre les caractéristiques techniques des produits  
Touristiques

Grammaire : Adjectifs indéfinis

**Leçon 2** : Rédiger un circuit : 2hrs

Savoir faire : se familiariser avec la mise en forme, le style des  
Brochures des voyagistes

Grammaire : Adjectifs indéfinis

**Leçon 3** : Mener un entretien de vente : 2hrs

Savoir faire : Connaitre les différentes étapes d'un entretien de vente

Connaitre : Nominalisation

**Leçon 4** : Annuler une réservation : 2hrs

Savoir faire : Annuler une réservation et proposer des  
solutions de remplacements

Grammaire : Pronoms personnels directs, doubles pronoms  
Personnels compléments

**Activité** : Faites le point grammatical, faites le point professionnel

## UNIT 6

**Leçon 1** : S'informer pour bien guider : 2hrs

Savoir faire : Utiliser des outils documentaires : guide et  
Cartographie

Grammaire : Imparfait et passé composé

**Leçon 2** : Visiter la ville : 2hrs

Savoir faire : Préparer une visite guidée

Grammaire : Expression du temps : Actif et passif

**Leçon 3** : Présenter un monument : 2hrs

Savoir faire : Décrire un monument : son histoire,  
Son architecture et les anecdotes qui lui sont liées

Grammaire : Pronoms relatifs : dont, où

**Leçon 4** : Gérer un groupe : 2hrs

Savoir faire : Adapter commentaires et attitudes au groupe

Grammaire : Pronoms personnels : en et y, négation ne plus, ne rien,  
Ne personne, ne jamais

Activités : Faites le point professionnel, : 2hrs  
Faites le point grammatical

**References :**

1) Français Hôtellerie – Restauration. Com

Authors : J.L. Penfornis/ S. Corbeau/ Ch. Dubois/L. Sémichon/ L. Habert

2) Français du Tourisme

3) Bon Voyage

4) A votre Service –Level 2

5) Carnet de voyage

6) French for Hotel Management & Tourisme Industry : S. Bahattacharya/ Uma S. Bhalerao

7) Service Compris- Author : Serge Heliot

8) Bon Voyage- Author : Mc-Graw Hill Education

9) A votre Service-Part 2 -Author : Rajeswani Chandrasek Krishnan.

**Paper Title : Introduction to Francophony**

**LEVEL 2**

<b>Paper Code</b>	<b>: FRE- IV. E- 7</b>
<b>Name of faculty</b>	<b>: Mrs. Mitra Borkar, Associate Professor, H.O.D</b>
<b>No. Of Credits</b>	<b>: 4 (60 hours)</b>
<b>Marks</b>	<b>: 100</b>
<b>Name of Text</b>	<b>: Civilisation progressive de la Francophonie : Niveau Débutant</b>

**Course Objectives:**

1. The course aims at enabling the students to get acquainted with different aspects of the civilisation of francophone countries .
2. The course also aims at enabling the students to acquire skills to comprehend and comment on various themes of the text.

**Outcomes:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency with reference to the prescribed text.
2. Demonstrate the ability to describe and comment on the themes of the text.
3. Write in simple French small texts to summarize the different themes of the text.

Prescribed Text: Civilisation progressive de la Francophonie : Niveau Débutant

**Topics :**

1. La Francophonie, c'est quoi? L'évolution de la Francophonie. Les pays Francophones, Le fonctionnement de la Francophonie, Les opérateurs de la Francophonie.

No. of lectures: 4 (1 hour each)

2. Les danses. No. of lectures: 4 (1 hour each)

3. La musique. No. of lectures: 4 (1 hour each)

4. Les fêtes. No. of lectures: 4 (1 hour each)

5. Les traditions. No. of lectures: 3 (1 hour each)

6. L'habitat, No. of lectures: 3(1 hour each)

7. La religion. No. of lectures: 3 (1 hour each)

8. Les jeux. No. of lectures: 3(1 hour each)

9. La cuisine. No. of lectures: 3 (1 hour each)

10. Les modes de vie. No. of lectures: 3 (1 hour each)

11. Les langues maternelles . No. of lectures: 3 (1 hour each)

12.La mode. No. of lectures: 3 (1 hour each)

13. Les grands cinéastes. No. of lectures: 3 (1 hour each)

14. Les grands écrivains. No. of lectures: 3 (1 hour each)

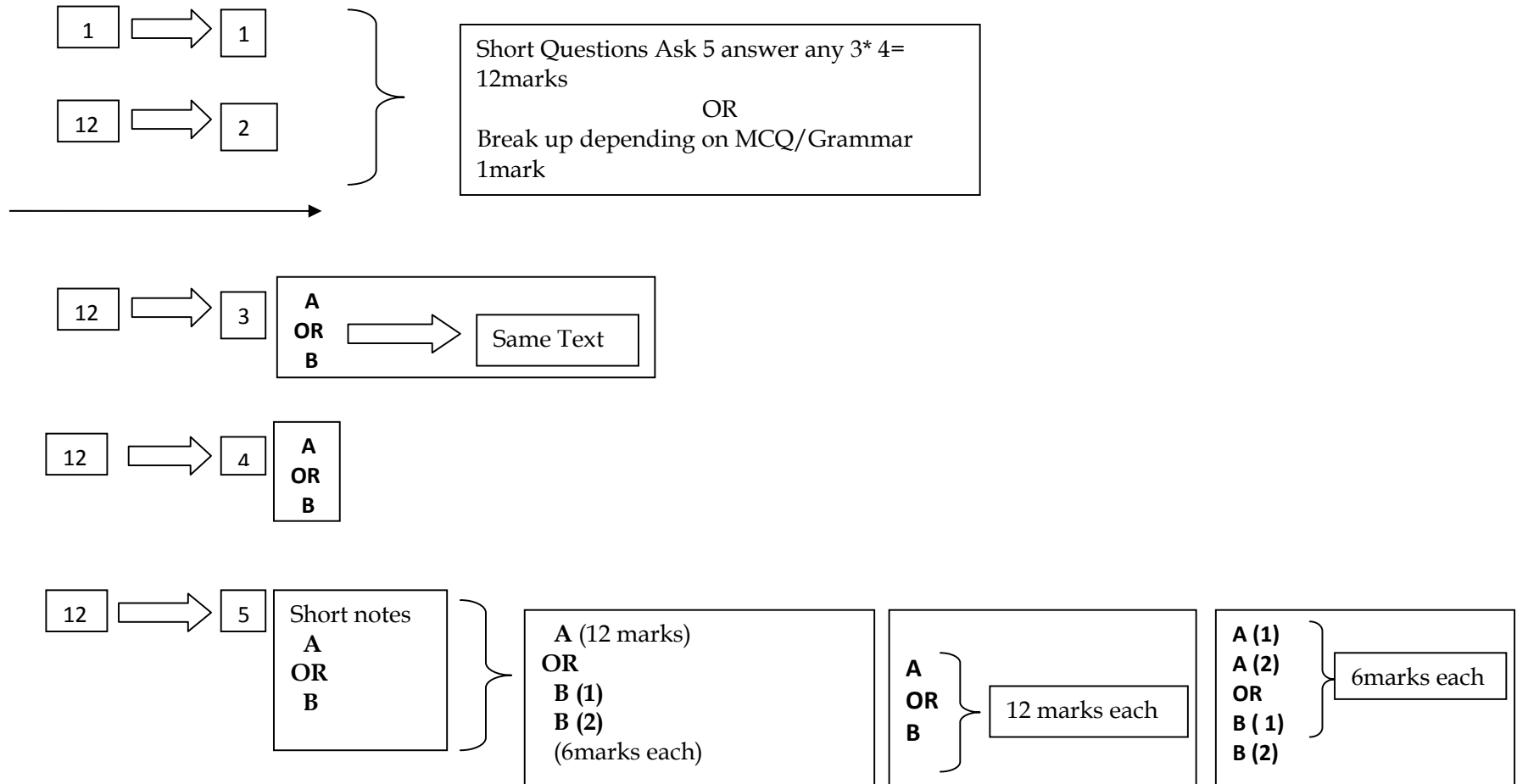
15. Activités: Questions et réponses, récitation, rédiger le commentaire, etc. No. of lectures: 14 (1 hour each)

**References:**

1) Civilisation progressive de la francophonie

Author: J. Noutchié

## Framework For Language Department's



**COURSE STRUCTURE**  
**B.A. DEGREE COURSE IN FRENCH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>		
I	Language in Context:Developing Reading and Writing Skills Level 1 Part 1  FRE-I.C.1	Language in Context:Developing Listening and Speaking Skills Level 1 Part 1  FRE-I.C.2			
II	Language in Context:Developing Reading and Writing Skills Level 1 Part 2  FRE-II.C.3	Language in Context:Developing Listening and Speaking Skills Level 1 Part 2  FRE-II.C.4			
III	Language in Context: Developing Reading and Writing Skills Level 2 Part 1  FRE-III.C-5		Language in Context: Developing Listening and Speaking Skills Level 2 Part 1  FRE-III.E-1	French for Tourism and Hospitality Level 2 Part 1  FRE-III.E-2	Study of Selected Elementary Texte in French  FRE-III.E-3
IV	Language in Context: Developing Reading and Writing Skills Level 2 Part 2  FRE-IV.C-6		Language in Context: Developing Listening and Speaking Skills Level 2 Part 2  FRE-IV.E-5	French for Tourism and Hospitality Level 2 Part 2  FRE-IV.E-6	Introduction to Francophon y  FRE-IV.E-7



V	Language in Context: Developing Reading and Writing Skills Level 3 Part 1  FRE-V.C-7		Initiation to Translation  FRE-V.E-9	Overview of 17 <sup>th</sup> Century French Literature  FRE-V.E-10	Overview of 18 <sup>th</sup> Century French Literature  FRE-V.E- 11
VI	Language in Context: Developing Reading and Writing Skills Level 3 Part 2  FRE-VI.C-8		Overview of 19 <sup>th</sup> Century French Literature  FRE-VI.E-13	Business Communication in French  FRE-VI.E-14	Study of Collection of French Short Stories  FRE-VI.E- 15

**Paper Title: Language in context : Developing Reading and Writing Skills**

**LEVEL 3 PART 1**

Paper Code : FREV, C-7

Name of Faculty: CAROL BARRETO MIRANDA

Marks: 100

Credits : 4 (60 hours)

**COURSE OBJECTIVES**

1. The course aims at enabling the students to acquire skills in written comprehension and expression. With the help of different texts and documents in French the students will be well equipped to understand and express the French language.
2. The course also aims at enabling the students to acquire skills in creative writing in the fields of employment and industry, education, customs , traditions and mannerisms specific to France and other parts of the world. The course also aims at enabling the comprehension of French literary works of authors and poets such as Honoré de Balzac, Gustav Flaubert, Victor Hugo, Charles Baudelaire and many others , at a higher level.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work individually as well as in small groups.

**Course Outcomes**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency in French at level 3.
2. Demonstrate the ability to describe and express their viewpoints on various topics.
3. Apply, question and summarize in French based on the content of the units completed. (Units 1- 6)

**Syllabus:**

Units 1,2,3,4,5,6 of Méthode de Français Panorama 3, will be the syllabus for semester 5

**UNITÉ 1**

**Grammaire :** Nominalisation, pronoms personnels et indéfinis.

**Thèmes et Civilisation :** Evolution de la langue. ( Evolution of Language)

-La signification, Les dictionnaires, Evolution et Disparition des langues

**Situations écrites et orales:** L'apprentissage d'une langue étrangère, importance, besoin, les difficultés, expériences et méthodes d'apprentissage, les obstacles, comment les surmonter.

*No. of Hours : 10 hours*

## **UNITÉ 2**

**Grammaire :** passé composé, imparfait, plus-que-parfait.

Antériorité-postériorité-simultanéité.

**Thèmes et Civilisation : Le Temps , La Mémoire et Le Cinéma. (Time , Memory and Cinema)**

Les souvenirs et la mémoire, Le temps et la durée, Les éléments du Cinéma.

**Situations écrites et orales:**

-L'importance de temps.

-Les cause de l'oublie, le rôle de la mémorisation dans l'apprentissage. Condition d'une bonne mémorisation.

-Les scenarios qui marchent au cinéma. Création et rédaction d'un scenario de film.

*No of hours : 10*

## **UNITÉ 3**

**Grammaire :** Conditionnel et subjonctif dans l'expression des souhaits, de la volonté, de l'obligation et des sentiments.

**Thèmes et Civilisation : L'Industrie et L'emploi. ( Industry and Employment)**

Caractères, attitudes, comportements dans un monde professionnel.

**Situations écrites et orales :**

- Ecrits propres aux offres et aux demandes d'emploi.

- Les qualités attendues par les chefs d'entreprises.

-Présentation d'un personnage célèbre / des idoles qui font rêver

*No of hours : 10*

## **UNITÉ 4**

**Grammaire :** Les propositions relatives. L'interrogation.

**Thèmes et Civilisation : Coutumes et Traditions. (Customs and Traditions)**

Habitat et urbanisation : La famille. La politique.

**Situations écrites et orales :**

- Description de l'habitation idéal/ logement idéal

- Terre d'Utopie

-Coutumes et traditions liées aux événements de la vie

- Les différentes formes de la famille.

- L'importance de la vie associative.

*No. of hours : 10*

## **UNITE 5**

**Grammaire :** Expression du futur, du projet, du but, de la condition et de la restriction.

**Thèmes et Civilisation : La Science et La Technologie.** (Science and Technology).

Les méthodes scientifiques et technologiques.

**Situations écrites et orales :**

- Avantages, inconvénients et perspectives du multimédia.

- les grandes réalisations frappantes en France et dans le monde.

- Faire des projets et des promesses. Exprimer sa confiance ou sa méfiance.

- Mettre en garde. Rassurer.

*No. of Hours : 10*

## **UNITE 6**

**Grammaire :** Expression de l'hypothèse, expression de la cause.

**Thèmes et Civilisation : Histoire : Légendes et Mystères.** (History : Legends and Mysteries)

-Explications scientifiques. Religion.

**Situations écrites et orales:**

- Reportage sur les lieux mystérieux de votre pays.

-Appréciation d'un lieu touristique et historique et sur ses mystères.

- Comparaison des attitudes religieuses en Inde et en France

*No. of Hours : 10*

References :   Version Originale – Goyal Publications  
                    Alter Ego - Hachette  
                    Saison – Didier  
                    A Propos – French and European Publications Inc  
                    Clé Internationale

**Paper Title : Language in context : Developing Reading and Writing Skills**

**LEVEL 3 PART 2**

Paper Code : FRE VI, C-8

Name of Faculty: CAROL BARRETO MIRANDA

Marks: 100

Credits : 4 (60 hours)

**COURSE OBJECTIVES**

- 1.The course aims at enabling the students to acquire skills in written comprehension and expression. With the help of different texts and documents in French the students will be well equipped to understand and express the French language.
- 2.The course also aims at enabling the students to acquire skills in creative writing in the fields of social and economic issues, advertising, marketing and consumerism and also comprehension of literary works written in French by authors such as Claude Roy, Rca Etienne, Amin Maslouf, Arthur Rimbaud, Paul Verlain, Paul Éluard, Guillaume Appolinaire and others.
- 3.The course also aims at enabling the students to apply these skills in real life situations.
- 4.The course also aims at enabling the students to work individually as well as in small groups.

**Course Outcomes**

At the end of the course, students will be able to:

- 1.Demonstrate reading and writing proficiency in French at level 3.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply , question and summarize in French based on the content of the units completed.

**Syllabus:**

**Units 7,8,9,10,11,12 of Méthode de Français Panorama 3, will be the syllabus for semester 6**

**UNITÉ 7**

**Grammaire :** Caractérisation du nom : place de l'adjectif, complément déterminatif, proposition participes.

**Thèmes et Civilisation :** **La Représentation des formes de la culture.** (Representations of Cultural formes)

Les spectacles, les arts, les loisirs, la poésie à caractère culturel.

**Situations écrites et orales :**

- Appréciation des poèmes connus
- Les activités de loisir pratiqués par les jeunes.
- Situation de choix : propositions, hésitations, décisions, acceptation, remerciements

*No. of hours :10*

**UNITÉ 8**

**Grammaire :** Déroulement et durée de l'action. Expression de la conséquence.

**Thèmes et Civilisation :** Les problèmes sociaux et économiques. (Social and economic problems)

**Situations écrites et orales :**

- Découvrir des problèmes sociaux économiques ou quotidiens considérés comme des défis à l'homme aujourd'hui.
- Le comportement des hommes et des femmes dans un couple.
- Expression du déroulement et des conséquences des actions. Jugements : approbation, désapprobations, pardon et réprimandes

*No. of hours : 10*

**UNITÉ 9**

**Grammaire :** Expression de l'opposition et de la concession

**Thèmes et Civilisation : La société française.** (French society today)

- Traits de mentalité et valeurs des français. Questions d'éducation. Immigration, Tiers-Monde

**Situations écrites et orales :**

- Les comportements/attitudes contradictoires, que l'on peut trouver dans la mentalité et les comportements des habitants de votre pays.
- L'éducation dans votre pays, l'immigration et la politique.
- Actes de parole.

*No of hours : 10*

**UNITÉ 10**

**Grammaire :** Forme passive. Forme pronominale à sens passif. Forme impersonnelle.

**Thèmes et Civilisation : La vie quotidienne en France.** (Daily life in France)

- Règles de conduit et interdits portant sur différents aspects de la vie quotidienne, (salutations, repas etc.)

**Situations écrites et orales :**

- Commenter des usages et des règles de savoir vivre de votre pays
- Les types d'invites.

- Les types de gaffes

Demandes d'autorisation. Autorisation et refus. Excuses

*No. of hours : 10*

## UNITÉ 11

**Grammaire :** Caractérisation des actions par un adverbe, une construction adverbiale, un gérondif, une préposition participe.

**Thèmes et Civilisation : La publicité, le marketing et la consommation.** (Advertising marketing and consumerism).

### **Situations écrites et orales:**

- Types de consommateurs
- Importance de la publicité – Le rôle de marketing
- Situations d'achats et opérations bancaires

*No. of hours : 10*

## UNITÉ 12

**Grammaire :** Expression de l'identité, de la ressemblance et de la différence. Expression de la comparaison.

**Thèmes et Civilisation : La culture et L'identité.** (Culture and identity)

- Les paysages, les rencontres, la lecture, la fête

### **Situations écrites et orales :**

- Expression des opinions – conseiller et déconseiller.
- L'importance de Lire.
- Les façons de s'évader de la vie quotidienne.

*No. Of hours: 10*

References :    Version Originale – Goyal Publications  
                      Alter Ego - Hachette  
                      Saison – Didier  
                      A Propos – French and European Publications Inc  
                      Clé Internationale

**PAPER PATTERN**

Q.1. Grammar - Do as directed – Unit 7 to Unit 12 : 3x4 =12 marks

(A,B,C,D,E – choose any 3)

Q.2. Short answers- Unit 1 to Unit 6 : 3x4 = 12 marks

(A,B,C,D,E- choose any 3)

Q.3. Long answers – Unit 1 and Unit 2 : 1x12= 12 marks

(A or B)

Q.4. Long Answers – Unit 4 and Unit 5 : 1x6=12 marks

(A or B )

Q.5. Long Answers – Unit 6 and 7 : 1x12 = 12 marks or 2X6 = 12 marks

(A or B) (A or B1, B2) (A1, A2 or B1, B2)

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**TOTAL : 60 MARKS**



## Syllabus for Core Elective Paper in French of Semester V

Paper Title: Overview of 17<sup>th</sup> Century French Literature

Paper Code :FRE-V.E-10

Marks : 100

Credits : 4 (60 hours)

### **Course Objectives:**

1. To enable the students to get an overview of the different aspects of 17<sup>th</sup> century French literature.
2. To strengthen the critical thinking abilities of the students and enable students to identify and appreciate the key literary trends of the 17<sup>th</sup> century.
3. To enable the students to get acquainted with specific literary expressions of the 17<sup>th</sup> century literature.
4. To enable the students to understand the connections between the different literary trends.

	No.of hrs.
Topic 1 : la préciosité : aspects importants des œuvres précieuses.	03
Topic 2 : Les règles théâtrales classiques.	04
Topic 3 : La querelle de anciens et des modernes.	04
- La tragédie classique – Jean-Baptiste Racine et Pierre Corneille.	04
- La comédie classique – Molière	05
Topic 4 : Le caractéristiques du roman.	05
Topic 5 : les femmes écrivains	05
Topic 6 : Le fabuliste La Fontaine et son œuvre : Les Fables	05
: Étude en détails des fables suivantes : la composition, les thèmes, la description, les morales, la philosophie, etc.	25
i) Le loup et l'agneau	
ii) Le lion et le rat	
iii) le renard et le bouc	
iv) L'alouette et ses petits avec le maître d'un champ	
v) Le laboureur et ses enfants	
vi) Le lion malade et le renard	
vii) La laitière et le pot au lait	
viii) Les femmes et le secret	
ix) Le gland et la citrouille	
x) La tortue et les deux canards	

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### **Outcome:**

At the end of the course, students will be able to:

1. have an understanding of the principles of literary criticism and critical theory of seventeenth century French literature.
2. acquire familiarity with a wide range of literary terms and genres including figurative language.
- 3 . display the ability to express acquired notions in a literary form.

Reference books :

1. Histoire de la littérature française XVII siècle : Lagard et Michard
2. Histoire de la littérature française XVII siècle : Castex et Surer
3. La Littérature française : Ligny et Rousselot.
4. Les Fables : Aesop / Panchantantra

**Pattern of question paper**

QI) Reference to context based on the Fables. (Any 3 out of 4)	12 marks
QII) Answer in 4-6 lines questions based on topics 1 to 5. (Any 3 out of 4)	12 marks
QIII A or QIII B. Answer in 12 -15 lines questions based on topics 1to5.	12 marks
QIV A or QIV B. Answer in 12-15 lines questions based on topic 6.	12marks
QV A or QV B. Answer in 12-15 lines questions based on topic 6.	12 marks

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## Syllabus for Core Elective Paper in French of Semester V

Paper Title: Overview of 18<sup>th</sup> Century French Literature

Code: FRE-V.E-11

Marks : 100

Credits : 4 (60 hours)

### Course Objectives:

1. To enable the students to get an overview of the different aspects of French literature during eighteenth century.
2. To strength the critical thinking abilities of the students and enable them to identify and appreciate the literary trends of the 18<sup>th</sup> century litterature.
3. To enable the students to get acquainted with specific literary expressions of the 18<sup>th</sup> century literature.
4. To make the students understand the connections between different literary movements and note how each significant movement influences the next.

	No.of hrs.
Topic 1: - la naissance de la philosophie : Henri Bayle et Bernard Le Bovier de Fontenelle - la pensée politique : la réflexion sur des sociétés réelles...l'élaboration des lois ...vers - un idéal politique : Voltaire, Montesquieu et Jean –Jacques Rousseau - Philosophie et réflexion historique : Voltaire	09
Topic 2 : Les contes philosophiques : Voltaire	04
Topic 3 : L'œuvre de Diderot - L'œuvre de Rousseau	06
Topic 5 : La comédie amoureuse : Marivaux - La comédie satirique : Beaumarchais	06
Topic 6 : Étude en détails de la comédie « Le jeu de l'amour et du hasard » : le sujet de l'amour le marivaudage, les personnages, l'intrigue, le commencement, le déroulement de l'action, le dénouement, etc.	35

### Outcome:

At the end of the course, students will be able to:

1. have an understanding of the principles of literary criticism and critical theory of eighteenth century French literature.
2. acquire familiarity with a wide range of literary terms and genres including figurative language.
3. display an ability to express acquired notions in a literary form.

### Reference books :

- 1.Histoire de la littérature française XVIII siècle : Lagard et Michard
2. Histoire de la littérature française XVIII siècle : Castex et Surer
- 3.La Littérature française : Ligny et Rousselot.
4. Le jeu de l'amour et du hasard : Marivaux

### Pattern of question paper

Q I) Reference to context based on « Le jeu de l'amour et du hasard ». (Any 3 out of 4)	12 marks
Q II) Answer in 4-6 lines questions based on topics 1 to 5. (Any 3 out of 4)	12 marks
Q III A or QIII B. Answer in 12 -15 lines questions based on topics 1 to5.	12 marks
Q IV A or QIV B. Answer in 12-15 lines questions based on topic 6.	12marks
QV A or QV B. Answer in 12-15 lines questions based on topic 6.	12 marks

## Syllabus for Core Elective Paper in French of Semester V

Paper Title: Overview of 19<sup>th</sup> Century French Literature

Code : FRE-V.E-13

Marks : 100

Credits : 4 (60 hours)

### Course Objectives:

1. To enable the students to get an overview of the different aspects of 19<sup>th</sup> century French literature .
2. To enable the students to understand the flow of the literary movements from the previous centuries up to the 19<sup>th</sup> century.
3. To get the students acquainted with literary expressions in the 19<sup>th</sup> century works.
4. To make the students understand the connections between the literary movements of the 19<sup>th</sup> century and note how each significant movement influences the next.

	No.of hrs.
Topic 1: - aspects importants de la sensibilité romantique : Chateaubriand et Mme de Staël.	05
Topic 2 : La poésie romantique : Alphonse de Lamartine, Victor Hugo, Alfred de Vigny et Alfred de Musset.	05
Topic 3 : Le drame romantique : Alexandre Dumas, Alfred de Vigny, Victor Hugo et Alfred de Musset.	05
Topic 4 : Le roman romantique : Victor Hugo, George Sand.	04
Topic 5 : Le roman réaliste : Honoré de Balzac, Stendhal, Gustav Flaubert, Emile Zola.	06
- Le naturalisme : Guy de Maupassant.	03
- Le symbolisme : Paul Verlaine.	02
Topic 6: Le drame romantique « Ruy Blas ».	30
drame romantique...mélange des genres...personnages... le sujet.. exposition ... action..	
dénouement...etc.	

### Outcome:

At the end of the course, students will be able to:

1. have an understanding of the principles of literary criticism and critical theory of nineteenth century French literature.
2. acquire familiarity with a wide range of literary terms and genres including figurative language.
3. display an ability to express acquired notions in a literary form.

Reference books :

- 1.Histoire de la littérature française XIX siècle : Lagard et Michard
2. Histoire de la littérature française XIX siècle : Castex et Surer
- 3.La Littérature française : Ligny et Rousselot.
4. Ruy Blas : Victor Hugo

### Pattern of question paper

QI) Reference to context based on Ruy Blas. (Any 3 out of 4)	12 marks
QII) Answer in 4-6 lines questions based on topics 1 to 5. (Any 3 out of 4)	12 marks
QIII A or QIII B. Answer in 12 -15 lines questions based on topics 1to5.	12 marks
QIV A or QIV B. Answer in 12-15 lines questions based on topic 6.	12marks
QV A or QV B. Answer in 12-15 lines questions based on topic 6.	12 marks

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## Syllabus for Core Elective Paper in French of Semester VI

Paper Title: Study of Collection of French short Stories

Code : FRE-VI.E-15

Marks : 100

Credits : 4 (60 hours)

### **Objectives:**

1. To initiate students to read and understand short stories using different perspectives.
2. To reinforce grammar rules, phrases and vocabulary.
3. To improve reading skills, encounter new words and phrases.

	No.of Hrs.
Topic 1) Le genre : le conte, la nouvelle	02
Topic 2) Maupassant comme conteur : le naturalisme dans ses contes.	03
Topic 3) Les thèmes dans les contes de Maupassant : le pessimisme, la mort, l'humour, la misère, la pauvreté.	10
Topic 4) Les contes choisis :	45
i) Toine	
ii) Le papa de Simon	
iii) Mon oncle Jules	
iv) La parure	
v) La dot	
vi) Miss Harriet	
vii) La bête de maître Belhomme	
viii) La ficelle	
ix) L'auberge	
x) Denis.	

### **Outcome :**

At the end of the course, students will be able to:

1. Develop the abilities to analyze, organise and present the acquired information in a cogent fashion.
2. Critically appreciate the texts.
3. Identify the themes and contextualise the themes from the text studied.

Reference books :

- 1.Histoire de la littérature française XIX siècle : Lagard et Michard
2. Histoire de la littérature française XIX siècle : Castex et Surer
- 3.La Littérature française : Ligny et Rousselot.

### **Pattern of question paper**

QI) Reference to context based on short stories (Any 3 out of 4)	12 marks
QII) Answer in 4-6 lines questions based on short stories (Any 3 out of 4)	12 marks
QIII A or QIII B. Answer in 12 -15 lines questions based on topics 1to 3	12 marks
QIV A or QIV B. Answer in 12-15 lines questions based on topic 4	12marks
QV A or QV B. Answer in 12-15 lines questions based on topic 4	12 marks

**Syllabus for Core Elective Paper in French of Semester VI**  
**Business Communication in French**

FRE-VI.E-14

Text prescribed: affaires.com (Niveau avancé) (Unités 1,3,4 and 5)

Code : FRE-VI.E-14

Marks : 100

Credits : 4 (60 hours)

**Objectives :**

1. To develop an ability to communicate in French in business situations.
2. To initiate the students to acquire the oral and written skills in French related to specific situations in the corporate world.
3. To enable the students to apply French language skills to professional life.

No.of hrs

Topic 1 : Acteurs économiques : 20

- a) Paroles d'actifs : distinguer différents types de travailleurs, décrire une journée de travail.
- b) Diversité des entreprises : identifier et classer les entreprises.
- c) Banque de crédit : découvrir les services bancaires, lire/mettre en page une lettre commerciale.
- d) Défense du consommateur : identifier les revenus des ménages, examiner les droits du consommateur.
- e) Rôle de l'État : identifier le rôle de l'État, caractériser l'impôt, participer à un forum internet.
- f) correspondance professionnelle : écrire une lettre de réclamation.

Topic 2 : Ressources humaines : 20

- a) Contrat de travail : analyser un contrat de travail/ une lettre d'engagement
- b) Profil de manager : consulter une offre d'emploi, dresser le profil d'un manager, rédiger un e-mail à l'attention de ses collaborateurs
- c) Organisation du travail : analyser/comparer différentes méthodes d'organisation et cultures d'entreprise
- d) Réunion de travail : préparer/assister à/ animer une réunion, rédiger un compte rendu de réunion
- e) examiner /apprécier les motifs de licenciement, analyser le droit de grève

Topic 3 ) Marketing :

- a) étude de marché : réaliser un questionnaire de marché, formuler des questions.
- b) définition du produit : positionner un produit, rédiger un rapport.
- c) méthodes de distribution : analyser les formes de distribution, rédiger un compte rendu
- d) moyens de communication : analyser différents moyens de communication, concevoir un message publicitaire.
- e) force de vente : examiner le rôle du vendeur et les techniques de vente
- f) révision de grammaire : l'impératif, la comparaison, adverbes de lieu, le discours rapporté, l'infinif

- a) Prise de contact : identifier les partenaires de l'entreprise
- b) commande en ligne : comparer différents moyens de passer commande.
- c) service clientèle : formuler et traiter une réclamation (par lettre/téléphone/ e-mail)
- d) règlement de facture : demander un délai de paiement, répondre à cette demande

References : Internet resources.

Magazine and news paper articles.

**Outcome :**

At the end of the course, students will be able to:

- 1. interact more confidently when dealing with French speaking nations.
- 2. understand the basics of French business environment.

**Pattern of question paper**

QI) Questions on grammar(Any 3 out of 4) (Topics 1 to 4 ) 12 marks

QII) A or B. questions to be answered in 12-15 lines based on topic 1 of 12 marks each/

2 questions of 6 marks under A or B

QIII) A or Q B. questions to be answered in 12-15 lines based on topic 2 of 12 marks each/

2 questions of 6 marks under A or B

QIV) A or Q B. questions to be answered in 12-15 lines based on topic 3 of 12 marks each/

2 questions of 6 marks under A or B

QV) A or Q B. questions to be answered in 12-15 lines based on topic 4 of 12 marks each/

2 questions of 6 marks under A or B

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**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

DEPARTMENT OF FRENCH  
COURSE STRUCTURE  
DEGREE COURSE IN FRENCH

SEMESTER	CORE COMPULSORY		CORE ELECTIVE		
I	FRE-I.C-1 Language in Context: Developing Reading and Writing Skills Level 1 Part 1	FRE-I.C-2 Language in Context: Developing Listening and Speaking Skills Level 1 Part 1			
II	FRE-II.C-3 Language in Context: Developing Reading and Writing Skills Level 1 Part 2	FRE-II.C-4 Language in Context: Developing Listening and Speaking Skills Level 1 Part 2			
III	FRE-III.C-5 Language in Context: Developing Reading and Writing Skills Level 2 Part 1		FRE-III.E-1 Language in Context: Developing Listening and Speaking Skills Level 2 Part 1	FRE-III.E-2 French for Tourism and Hospitality Part 1	FRE-III.E-3 Study of Selected Elementary Texte in French
IV	FRE-IV.C-6 Language in Context: Developing Reading and Writing Skills Level 2 Part 2		FRE-IV.E-5 Language in Context: Developing Listening and Speaking Skills Level 2 Part 2	FRE-IV.E-6 French for Tourism and Hospitality Part 2	FRE-IV. E-7 Introduction to Francophony



V	FRE-V.C-7 Language in Context: Developing Reading and Writing Skills Level 3 Part 1		FRE-V.E-9 Initiation to Translation	FRE-V.E-10 Overview of 17 <sup>th</sup> Century French Literature	FRE-V.E-11 Overview of 18 <sup>th</sup> Century French Literature
VI	FRE-VI.C-8 Language in Context: Developing Reading and Writing Skills Level 3 Part 2		FRE-VI.E-13 Overview of 19 <sup>th</sup> Century French Literature	FRE-VI.E-14 Business Communicati on in French	FRE-VI.E-15 Study of Collection of French Short Stories

SEMESTER	COURSE CODE	FOUNDATION AND INTERDISCIPLINARY COURSES
I/V	FC-FRE-I/FRE-V.I-1	Foundation Course and Interdisciplinary Course in French – LEVEL 1
II/VI	FC-FRE-II/FRE-V.I-2	Foundation Course and Interdisciplinary Course in French – LEVEL 2

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF FRENCH**

**SYLLABI OF FOUNDATION COURSES: OPTIONAL AND INTERDISCIPLINARY  
COURSES APPROVED BY THE BOARD OF STUDIES IN FRENCH**

**Course Title: Foundation Course and Interdisciplinary Course in French – LEVEL 1**

**Course Code: FC-FRE-I/FRE-V.I-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**OBJECTIVES OF THE COURSE :**

1. To teach French to those aspiring to acquire the knowledge of an International foreign language
3. To acquire basis skills in understanding the French language both spoken and written.
4. To acquire basic skills in reading and writing the French language at an elementary level.
5. To be able to communicate effectively in French in simple day to day life situations by using the appropriate words and phrases.
6. To imbibe a feeling of confidence in the students through the use of multimedia tools in the classroom.

**Name of Text proposed : ON Y VA – Level 1**

**Authors :** Jacques Blanc

Jean- Michel Cartier

Pierre Lederlin

Anuradha Karkun

Jatinder Singh

Unit é	Titre	Objectifs communicatifs	Thèmes	Grammaire et actes de langage	Phonétique / Prosodie	HR S
1.	C'est parti !	Le Français (mots passé dans d'autres langues, mots venus d'autres langues), la France, la classe de français				6 hrs
2	SALUT !	Saluer, demander comment ça va	Les rencontres entre jeunes	Ça va ? Bien... mal etc, L'alphabet	Intonation interrogation / affirmative (1) et exclamative	6 hrs
3.	Tu parles français ?	Prendre Contact	Les rencontres avec un étranger	Je / Tu (être, parler), Oui, Non Masculin /féminin des adjectives Des nationalités	Intonation interrogation / affirmative (2) Terminaison phonétique des adjectifs de nationalité	8 hrs
4	Je m'appelle Élodie	Se présenter (Entre jeunes)	Les rencontres entre jeunes	D'où/ de/d' + ville, Pour épeler : accents, apostrophe, cédille, majuscule. Ne....pas + s'appeler	Intonation (3) L'alphabet (classement phonétique)	8 hrs
5.	La valise grise	Se présenter (entre adultes)	Les rencontres entre adultes	Conjugaison de être, faire, s'appeler, habiter Masculin et féminin des professions Pour saluer. Tu / vous – singulier / pluriel	Cas de non. Prononciation de 'e' en français familier.	8hrs
6	Moi, j'ai..	Parler des objets qu'on possède en mentionner le nombre	Les objets et animaux familiers	Conjugaison d'avoir au présent. Un, Une, Des/ combien/pas de. Nombres de 1 à 50. Plus et moins		8hrs
7.	Il est là !	Demander / Donner des informations sur la localisation	La maison	Conjugaison de voir et savoir Localisation : où ? A gauche, droite.. Qu'est ce que, quoi ? Le/la/les/un/une/des/quel/quelles	Intonation (4)	8hrs
8.	Tu as une grande	Décrire physiquement,	La famille, l'âge	Connaitre, vouloir, dire Adjectifs possessifs,	Prononciation de six, dix,	8hrs

	famille ?	présenter		on/nous. Tournures interrogatives. Pour parler de l'âge.	neuf et vingt.	
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**Learning Outcomes:** At the end of the course students will have acquired the skills to understand, speak and write in basic French.

**Book references:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, FablenneNugue
- 2 - 'Saison'- Level 1 :DelphineRipaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-Noëlle Cocton
- 3 - French for beginners
- 4 - Chantons en Français, Learning french through songs – JaivardhanRathore

**Course Title: Foundation Course and Interdisciplinary Course in French – LEVEL 2**

**Course Code: FC-FRE-II/FRE-V.I-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**OBJECTIVES OF THE COURSE:**

1. To teach French to those aspiring to acquire the knowledge of an International foreign language.
2. To acquire basic skills in understanding the French language both spoken and written.
3. To acquire higher skills in reading and writing the French language.
4. To be able to communicate more effectively in French in simple day to day life situations.
5. To equip students with the necessary skills to appear for the DELF A1 Exam.

**Name of Text proposed : ON Y VA – Level 2**

**Authors :** Jacques Blanc

Jean- Michel Cartier

Pierre Ederlin

Anuradha Karkun

Jatinder Singh

Unité	Titre	Objectifs communitatifs	Thèmes	Grammaire et actes de langage	Phonétique / Prosodie	
1.	Les quatre saisons	Demander / donner des informations sur le temps, le climat, sur l'état physique	L'état physique, le météo, les éléments	En / au + noms de pays. Oui, non, si C'est quand ? A quelle date, les mois de l'année et les saisons	Opposition « trois-huit »	8 hrs
2.	La valise grise (2)	Demander / Donner des informations : localiser, exprimer son ignorance.	La localisation en ville.	Pour demander un renseignement : Où ? au coin / à côté / en face. Il y a. Articles définis / indéfinis, articles contractés du, de la, des Nombres de 50 à 100	Opposition « Valérie-Françoise » Intonation	8hrs
3.	C'est en France	Situer, décrire un lieu / expliquer où se trouve un lieu. Demander son chemin	La localisation (2) déplacements et transports	Aller au/ à la /à l' Y pronom de lieu Comment ? En voiture, à pied... Où ? A 100 m, près de, loin de.. Nombres ordinaux	Opposition « Grand-mince-bon »	6hrs
4.	Tu	Apprécier,	Les	Pour dire ses	Liaisons	8hrs

	aimes.. ?	Comparer	informations personnelles, les goûts	préférences : aimer, préférer / un peu, beaucoup, pas du tout. Conjugaison de s'ennuyer. Pourquoi ? parce que. Accord et place des adjectifs, comparatifs		
5.	Tous les jours.	Demander / donner des informations sur la vie quotidienne, l'emploi du temps.	Les informations personnelles : L'emploi du temps	Conjugaison de croire, lire, vivre, partir, sortir, dormir et se lever. Pour demander / dire l'heure. Situer dans le temps : avant après.. Tout, toute, tous, toutes Les négations : ne .. jamais, ne ..ni ..ni	Prononciation des Jours de la semaine	8hrs
6.	Bon appétit !	Demander/ donner des informations sur ses habitudes	L'alimentation, l'emploi du temps.	Conjugaison d'acheter, attendre, venir. Les articles partitifs. Le pronom en Pour conseiller : L'impératif. Quantités : Combien de, peu de, un peu de, beaucoup de..	Comptine	8hrs
7.	Ça vous plaît ?	Savoir, apprécier, choisir, acheter. Demander/donner son avis, exprimer ses goûts (mode). Décrire (couleur)	Les achats, les vêtements, la mode	Comparatif, superlatif. Pronoms toniques ou avec préposition (moi, toi..) Les couleurs, l'argent, pour parler dans un magasin.	Comptine	8hrs
8.	La valise grise (3)	Demander / donner des informations sur son état de santé	Les informations personnelles (santé) prescription médicales.	Conjugaison de boire, se sentir, devoir et pouvoir. Pour conseiller : il faut, devoir. Beaucoup, Trop, pas assez Depuis quand / combien de temps ? Avoir mal. Les parties du corps.	Intonation : L'insistance	6hrs

**Learning Outcomes:** At the end of the course students will have acquired the basic speaking and writing skills in French.

**Book references:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, FablenneNugue
- 2 - 'Saison'- Level 1 : Delphine Ripaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-NoëlleCocton
- 3 - French for beginners
- 4 - Chantons en Français, Learning french through songs – JaivardhanRathore

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

DEPARTMENT OF FRENCH  
COURSE STRUCTURE  
DEGREE COURSE IN FRENCH

SEMESTER	CORE COMPULSORY		CORE ELECTIVE		
I	FRE-I.C-1 Language in Context: Developing Reading and Writing Skills Level 1 Part 1	FRE-I.C-2 Language in Context: Developing Listening and Speaking Skills Level 1 Part 1			
II	FRE-II.C-3 Language in Context: Developing Reading and Writing Skills Level 1 Part 2	FRE-II.C-4 Language in Context: Developing Listening and Speaking Skills Level 1 Part 2			
III	FRE-III.C-5 Language in Context: Developing Reading and Writing Skills Level 2 Part 1		FRE-III.E-1 Language in Context: Developing Listening and Speaking Skills Level 2 Part 1	FRE-III.E-2 French for Tourism and Hospitality Part 1	FRE-III.E-3 Study of Selected Elementary Texte in French



IV	FRE-IV.C-6 Language in Context: Developing Reading and Writing Skills Level 2 Part 2		FRE-IV.E-5 Language in Context: Developing Listening and Speaking Skills Level 2 Part 2	FRE-IV.E-6 French for Tourism and Hospitality Part 2	FRE-IV. E-7 Introduction to Francophony
V	FRE-V.C-7 Language in Context: Developing Reading and Writing Skills Level 3 Part 1		FRE-V.E-9 Initiation to Translation	FRE-V.E-10 Overview of 17 <sup>th</sup> Century French Literature	FRE-V.E-11 Overview of 18 <sup>th</sup> Century French Literature
VI	FRE-VI.C-8 Language in Context: Developing Reading and Writing Skills Level 3 Part 2		FRE-VI.E-13 Overview of 19 <sup>th</sup> Century French Literature	FRE-VI.E-14 Business Communicati on in French	FRE-VI.E-15 Study of Collection of French Short Stories

SEMESTER	COURSE CODE	OPTIONAL COURSES
I	FC-FRE-I	French for beginners – LEVEL 1
II	FC-FRE-II	French for beginners – LEVEL 2

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF FRENCH**

**SYLLABI OF OPTIONAL COURSES APPROVED BY THE BOARD OF STUDIES IN  
FRENCH ON 4<sup>th</sup> APRIL, 2018**

**Course Title: French for beginners – LEVEL 1**

**Course Code: FC-FRE-I**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**OBJECTIVES OF THE COURSE :**

1. To teach French to those aspiring to acquire the knowledge of an International foreign language
3. To acquire basis skills in understanding the French language both spoken and written.
4. To acquire basic skills in reading and writing the French language at an elementary level.
5. To be able to communicate effectively in French in simple day to day life situations by using the appropriate words and phrases.
6. To imbibe a feeling of confidence in the students through the use of multimedia tools in the classroom.

**Name of Text proposed : ON Y VA – Level 1**

**Authors : Jacques Blanc**

Jea n- Michel Cartier

Pierre Lederlin

AnuradhaKarkun

Jatinder Singh

Unit é	Titre	Objectifs communicatifs	Thèmes	Grammaire et actes de langage	Phonétique / Prosodie	HR S
1.	C'est parti !	Le Français (mots passé dans d'autres langues, mots venus d'autres langues), la France, la classe de français				6 hrs
2	SALUT !	Saluer, demander comment ça va	Les rencontres entre jeunes	Ça va ? Bien... mal etc, L'alphabet	Intonation interrogation / affirmative (1) et exclamative	6 hrs
3.	Tu parles français ?	Prendre Contact	Les rencontres avec un étranger	Je / Tu (être, parler), Oui, Non Masculin /féminin des adjectives Des nationalités	Intonation interrogation / affirmative (2) Terminaison phonétique des adjectifs de nationalité	8 hrs
4	Je m'appelle Élodie	Se présenter (Entre jeunes)	Les rencontres entre jeunes	D'où/ de/d' + ville, Pour épeler : accents, apostrophe, cédille, majuscule. Ne....pas + s'appeler	Intonation (3) L'alphabet (classement phonétique)	8 hrs
5.	La valise grise	Se présenter (entre adultes)	Les rencontres entre adultes	Conjugaison de être, faire, s'appeler, habiter Masculin et féminin des professions Pour saluer. Tu / vous – singulier / pluriel	Cas de non. Prononciation de 'e' en français familier.	8hrs
6	Moi,	Parler des	Les objets	Conjugaison d'avoir au		8hrs

	j'ai..	objets qu'on possède en mentionner le nombre	et animaux familiers	présent. Un, Une, Des/ combien/pas de. Nombres de 1 à 50. Plus et moins		
7.	Il est là !	Demander / Donner des informations sur la localisation	La maison	Conjugaison de voir et savoir Localisation : où ? À gauche, droite.. Qu'est-ce que, quoi ? Le/la/les/un/une/des/quel/quelles	Intonation (4)	8hrs
8.	Tu as une grande famille ?	Décrire physiquement, présenter	La famille, l'âge	Connaitre, vouloir, dire Adjectifs possessifs, on/nous. Tournures interrogatives. Pour parler de l'âge.	Prononciation de six, dix, neuf et vingt.	8hrs

**Learning Outcomes:** At the end of the course students will have acquired the skills to understand, speak and write in basic French.

**Book references:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, FablenneNugue
- 2 - 'Saison'- Level 1 :DelphineRipaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-Noëlle Cocton
- 3 - French for beginners
- 4 - Chantons en Français, Learning french through songs – JaivardhanRathore

**Course Title: French for beginners – LEVEL 2**

**Course Code: FC-FRE-II**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**OBJECTIVES OF THE COURSE:**

1. To teach French to those aspiring to acquire the knowledge of an International foreign language.
2. To acquire basic skills in understanding the French language both spoken and written.
3. To acquire higher skills in reading and writing the French language.
4. 4 To be able to communicate more effectively in French in simple day to day life situations.
5. To equip students with the necessary skills to appear for the DELF A1 Exam.

**Name of Text proposed : ON Y VA – Level 2**

**Authors :** Jacques Blanc

Jean- Michel Cartier

Pierre ederlin

AnuradhaKarkun

Jatinder Singh

Unité	Titre	Objectifscommu nicatifs	Thèmes	Grammaire et actes de langage	Phonétiq ue / Prosodie	
1.	Les quatre saisons	Demander / donner des informations sur le temps, le climat, sur l'état physique	L'état physique, le météo , les éléments	En / au + noms de pays. Oui, non, si C'est quand ? A quelle date, les mois de l'année et les saisons	Oppositi on « trois- huit »	8 hrs
2.	La valise grise (2)	Demander / Donner des informations : localiser, exprimer son ignorance.	La localisation en ville.	Pour demander un renseignement : Où ? au coin / à côté / en face. Il y a. Articles définis / indéfinis, articles contractés du, de la, des Nombres de 50 à 100	Oppositi on « Valéri e- François e » Intonati on	8hrs
3.	C'est en France	Situer, décrire un lieu / expliquer	La localisation	Aller au/ à la /à l' Y pronom de lieu	Oppositi on	6hrs

		où se trouve un lieu. Demander son chemin	(2) déplacements et transports	Comment ? En voiture, à pied... Où ? A 100 m, près de, loin de.. Nombres ordinaux	« Grand-mince-bon »	
4.	Tu aimes.. ?	Apprécier, Comparer	Les informations personnelles, les goûts	Pour dire ses préférences : aimer, préférer / un peu, beaucoup, pas du tout. Conjugaison de s'ennuyer. Pourquoi ? parce que. Accord et place des adjectifs, comparatifs	Liaisons	8hrs
5.	Tous les jours.	Demander / donner des informations sur la vie quotidienne, l'emploi du temps.	Les informations personnelles : L'emploi du temps	Conjugaison de croire, lire, vivre, partir, sortir, dormir et se lever. Pour demander / dire l'heure. Situer dans le temps : avant après.. Tout, toute, tous, toutes Les négations : ne .. jamais, ne ..ni ..ni	Prononciation des Jours de la semaine	8hrs
6.	Bon appétit !	Demander/ donner des informations sur ses habitudes	L'alimentation, l'emploi du temps.	Conjugaison d'acheter, attendre, venir. Les articles partitifs. Le pronom en Pour conseiller : L'impératif. Quantités : Combien de, peu de, un peu de, beaucoup de..	Comptine	8hrs
7.	Ça vous plaît ?	Savoir, apprécier, choisir, acheter. Demander/donner son avis, exprimer ses goûts (mode). Décrire (couleur)	Les achats, les vêtements, la mode	Comparatif, superlatif. Pronoms toniques ou avec préposition (moi, toi..) Les couleurs, l'argent, pour parler dans un magasin.	Comptine	8hrs
8.	La valise grise (3)	Demander / donner des informations sur	Les informations personnelles	Conjugaison de boire, se sentir, devoir et pouvoir.	Intonation : L'insista	6hrs

		son état de santé	(santé) prescription médicales.	Pour conseiller : il faut, devoir. Beaucoup, Trop, pas assez Depuis quand / combien de temps ? Avoir mal. Les parties du corps.	nce	
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**Learning Outcomes:** At the end of the course students will have acquired the basic speaking and writing skills in French.

**Book references:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, FablenneNugue
- 2 - 'Saison'- Level 1 : Delphine Ripaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-NoëlleCocton
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**Parvatibai Chowgule College of Arts and Science  
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DEPARTMENT OF FRENCH  
COURSE STRUCTURE  
DEGREE COURSE IN FRENCH

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>		
I	FRE-I.C-1 Language in Context: Developing Reading and Writing Skills Level 1 Part 1	FRE-I.C-2 Language in Context: Developing Listening and Speaking Skills Level 1 Part 1			
II	FRE-II.C-3 Language in Context: Developing Reading and Writing Skills Level 1 Part 2	FRE-II.C-4 Language in Context: Developing Listening and Speaking Skills Level 1 Part 2			
III	FRE-III.C-5 Language in Context: Developing Reading and Writing Skills Level 2 Part 1		FRE-III.E-1 Language in Context: Developing Listening and Speaking Skills Level 2 Part 1	FRE-III.E-2 French for Tourism and Hospitality Part 1	FRE-III.E-3 Study of Selected Elementary Texte in French
IV	FRE-IV.C-6 Language in Context: Developing Reading and Writing Skills Level 2 Part 2		FRE-IV.E-5 Language in Context: Developing Listening and Speaking Skills Level 2 Part 2	FRE-IV.E-6 French for Tourism and Hospitality Part 2	FRE-IV. E-7 Introduction to Francophony

V	FRE-V.C-7 Language in Context: Developing Reading and Writing Skills Level 3 Part 1		FRE-V.E-9 Initiation to Translation	FRE-V.E-10 Overview of 17 <sup>th</sup> Century French Literature	FRE-V.E-11 Overview of 18 <sup>th</sup> Century French Literature
VI	FRE-VI.C-8 Language in Context: Developing Reading and Writing Skills Level 3 Part 2		FRE-VI.E-13 Overview of 19 <sup>th</sup> Century French Literature	FRE-VI.E-14 Business Communicatio n in French	FRE-VI.E-15 Study of Collection of French Short Stories

SEMESTER	COURSE CODE	OPTIONAL COURSES
I	FC-FRE-I	French for beginners – LEVEL 1
II	FC-FRE-II	French for beginners – LEVEL 2

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

DEPARTMENT OF FRENCH

**SYLLABI OF APPROVED COURSES**

**Course Title: Language in Context: Developing Reading and Writing Skills- LEVEL 1 PART 1**

**Course Code: FRE-I.C-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. The course aims at enabling the students acquire, to the greatest possible extent skills in comprehending, producing and speaking the French language. The students will be also trained to develop a socio-cultural competency so as to be able to communicate with members of the target culture.
2. The course also aims at enabling the students to acquire skills in creative writing and also comprehension of literary works written in simple French.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOMES:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency in French at level 1.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply, question and summarize in French based on the content of the units completed.

**Syllabus:**

Units 1, 2, 3 of the Méthode de français Panorama 1, will be the syllabus for semester I

**Unit 1 Leçon 1 (5 hours)**

2 hours

**Grammaire:** Présent du verbe être et des verbes réguliers en-er

masculin/féminin

complément déterminatif

**Vocabulaire** : professions

Nationalités

date

**Situations écrites , civilisation**

remplir un : modes et rites de salutations et de présentations  
personnalités célèbres

No. of Hours: 03

**Leçon 2 (7 Hours)**

**Grammaire** : articles définis et indéfinis

articles contractés avec -de

pluriels en -s

interrogation avec est-ce que

négation

No.of Hours : 02

**Vocabulaire** : boissons

objets de la classe

quelques adjectifs descriptifs et appréciatifs

l'argent

No.of Hours: 02

**Situations écrites , civilisation**

rédactions de demandes et de souhaits

acheter et payer

comporter entre amis (acceptation-refus-partage)

No. of Hours : 03

**Leçon 3**

**Grammaire** : présent des verbes aller, venir, faire

interrogation (qui, que, quand, où)

les pronoms toniques (moi, toi, etc)

No.of Hours: 02

**Vocabulaire** : le mouvement (aller-venir)

les activités de loisirs

les spectacles

No.of Hours: 02

**Situations écrites , civilisation :**

lire/redire une brève lettre d'invitation, d'acceptation, de refus.

comportement dans les situations d'invitation

spectacles de paris

No.of Hours: 02

## **Unit 2**

### **Leçon 4**

**Grammaire:** le passé composé

situation dans le temps ( heure-moments de la journée)

No. of Hours :02

**Vocabulaire:** la biographie

la ville

No.of Hours: 02

**Situations écrites et civilisation:**

rédiger un curriculum vitae

rechercher des informations dans des documents touristiques

vie quotidienne d'une jeune mère de famille

Lille-Marseille-Toulouse

No. of Hours: 03

### **Leçon 5**

**Grammaire:** les adjectifs démonstratifs

les adjectifs possessifs

la situation dans l'espace

No. of Hours :03

**Vocabulaire** : repères topographiques

la famille

No. of Hours: 02

**Situations écrites et civilisation** :la famille (données sociologiques- publicité)

No. of Hours: 02

### Leçon 6

**Grammaire**: formes et sens de la conjugaison pronominale

enchaînement des idées (opposition, cause, conséquences, but)

No. of Hours:03

**Vocabulaire** : la vie quotidienne

les déplacements

les fêtes

No. of Hours: 02

**Situations écrites et civilisation** : rédiger une carte de vœux , des fêtes et des célébrations

No. of Hours: 01

## Unit 3

### Leçon 7

**Grammaire**: passé composé et imparfait

No. of Hours:02

**Vocabulaire** : description physique et psychologiques des personnes, changements et évolutions

No. of Hours: 03

**Situations écrites et civilisation**: faire le récit d'une journée de voyage

No. of Hours: 02

### Leçon 8

**Grammaire**: articles partitifs mots exprimant la quantité

No. of Hours: 02

**Vocabulaire :** nourriture et repas

paysages

No. of Hours: 03

**Situations écrites et civilisation:** rédiger une carte postale/lettre de vacances

rédiger des dialogues au restaurant

No. of Hours: 02

## **Leçon 9**

**Grammaire:** durée et successiostructures et caractérisation

No. of Hours: 02

**Vocabulaire:** le climat

accidents et incidents

No. of Hours: 03

**Situations écrites et civilisation:** faire un récit de voyage (itinéraire, incidents, commentaires)

No. of Hours: 02

**References:** Methodes

1. AlterEgo1/ Champion1

**Course Title: Language in Context: Developing Listening and Speaking Skills- LEVEL 1 PART 1**  
**Course Code: FRE-I.C-2**  
**Marks: 100**  
**Credits: 4**  
**Duration: 60 Lectures**

**COURSE OBJECTIVES:**

1. The students will be trained to use the language in a realistic setting rather than to merely focus on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The various aspects of language-learning will not be treated separately but as complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course also aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOME.**

At the end of the course, students will be able to:

1. Demonstrate reading proficiency in French at level1.
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on simple topics.

**Syllabus:**

Oral comprehension based on the units 1,2 and 3 of the text Panorama 1.

(No. of Hours :15)

**Unit 1**

salutations, présentations, informations sur l'identité et l'état civil, identification des objets, expression de la demande, situations propres aux actes d'achat, s'excuser, expressions des goûts et des préférences en matière des loisirs.

No. of Hours: 05



## **Unit2**

l'emploi du temps, mettre en garde, exprimer son accord et désaccord, s'orienter dans l'espace, fixer un rendez-vous, donner un opinion sur la vérité d'un fait, indiquer/contester l'appartenance.

No. of Hours: 05

## **Unit 3**

Raconter au passé, décrire des changements, situations propres à la nourriture et au restaurant, raconter un incident, exprimer la ressemblance et la différence.

No. of Hours: 05

Listening comprehension of these units. (No. of Hours: 15)

Recitation, role play, simulation through audio-visual resources. (No. of Hours:15)

Presentations based on the topics of each unit, songs, etc. to improve oral skills. (No. of Hours: 15)

## **References: Methodes**

1. AlterEgo1/ Champion1
2. Excerpts from easy French Texts

**Course Title: Language in Context: Developing Reading and Writing Skills- LEVEL 1 PART 2**  
**Course Code: FRE-II.C-3**  
**Marks: 100**  
**Credits: 4**  
**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. The course aims at enabling the students acquire, to the greatest possible extent skills in comprehending, producing and speaking the French language. The students will be also trained to develop a socio-cultural competency so as to be able to communicate with members of the target culture.
2. The course also aims at enabling the students to acquire skills in creative writing and also comprehension of literary works written in simple French.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Demonstrate proficiency in comprehension and expression in French at level 2.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply , question and summarize in French based on the content of the units completed

**Syllabus:**

**Units 4, 5, 6** of Méthode de français 1 Panorama 1 will be the syllabus for semester II

**Unit 4**

**Leçon 10**

**Grammaire:** Présent progressif-futur proche-passé récent

Frquénce et continuité

No. of Hours: 03

**Vocabulaire :** l'entreprise : professions et activités

No.of Hours: 03

**Situations écrites , civilisation**

rédiger une lettre de demande d'information, le téléphone

No. of Hours: 01

**Leçon 11**

**Grammaire** : les pronoms compléments d'objet direct

No.of Hours: 02

**Vocabulaire** : réussites et échecs

situations d'urgence

la santé

No.of Hours : 03

**Situations écrites , civilisation**

rédiger un règlement

donner des instructions

No. of Hours: 02

**Leçon 12**

**Grammaire** : les pronoms compléments d'objet indirect

No.of Hours: 02

**Vocabulaire** : la communication, la technologie

No.of Hours: 03

**Situations écrites , civilisation :**

rédiger une lettre administrative de demande

No.of Hours :01

**Unit 5****Leçon 1**

**Grammaire** : le futur, la restriction

No. of Hours :02

**Vocabulaire** : l'éducation

No.of Hours : 01

**Situations écrites et civilisation:**

rédiger une lettre administrative de demande, le système éducatif

No. of Hours: 02

**Leçon 14**

**Grammaire:** les pronoms y et en

appréciation de l'importance et de la quantité

No. of Hours: 03

**Vocabulaire :** les vêtements et la mode

No. of Hours: 02

**Situations écrites et civilisation :**

rechercher des informations dans les textes à caractère scientifique

No. of Hours : 03

**Leçon 15**

**Grammaire:** le discours rapporté, faire+ verbe à l'infinitif

No. of Hours :02

**Vocabulaire :** le logement

No. of Hours : 02

**Situations écrites et civilisation :** lire des petites annonces immobilières

décrire un logement

No. of Hours : 03

**Unit 6**

**Leçon 16**

**Grammaire:** comparatifs et superlatifs

No. of Hours:01

**Vocabulaire :** la publicité, objets de consommation (qualités et défauts)

la presse et la télévision

No. of Hours: 04

**Situations écrites et civilisation** : rédiger un programme, parler des magazines et de télévision

No. of Hours: 02

## **Leçon 17**

**Grammaire:** le subjonctif présent

No. of Hours :02

**Vocabulaire** : valeurs morales, organisations et événements

No. of Hours: 02

**Situations écrites et civilisation** : influences culturelles, textes à caractère descriptif

No. of Hours : 02

## **Leçon 18**

**Grammaire:** les propositions subordonnées relatives

No. of Hours :02

**Vocabulaire** : sentiments et valeurs

No. of Hours : 03

**Situations écrites et civilisation** : rédiger un texte argumentatif et persuasif

No. of Hours : 02

**References:** Methodes

1. AlterEgo1/ Champion1

**Course Title: Language in Context: Developing Listening and Speaking Skills- LEVEL 1 PART 2**

**Course Code: FRE-II.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Lectures**

### **COURSE OBJECTIVES:**

1. The students will be trained to use the language in a realistic setting rather than to merely focus on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The various aspects of language-learning will not be treated separately but as complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course also aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

### **LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Demonstrate reading proficiency in French at level 2
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Understand the utterances of native speakers.
4. Sustain conversation on a general topic with a speaker of the target language.
5. Demonstrate comprehension of French in a variety of listening situations.

### **Syllabus:**

Oral comprehension based on the units 4,5 and 6 of the text Panorama 1.( No. of lectures:15)

#### **Unit 4**

Situations pratiques du voyage, informations, réservations, annulations, etc., commentaires de tableaux et de titres de presse, exprimer la volonté et l'obligation, interdire, demander/donner la permission, féliciter, rassurer, expliquer un fonctionnement.

No. of Hours: 05

## **Unit 2**

Exposer un projet, comparer des systèmes, proposer-insister-refuser, actes verbaux propres aux choix et à l'achat d'un objet, exprimer une opinion, rapporter les paroles

No. of Hours :05

## **Unit 3**

Comparer les qualités et les défauts d'un objet, choisir une activité à partir d'un programme, exprimer la volonté, exprimer un sentiment, convaincre, exposer des arguments.

No. of Hours : 05

Listening comprehension of these units. (No. of Hours: 15)

Recitation, role play, simulation through audio-visual resources. (No. of Hours:15)

Presentations based on the topics of the units completed, songs, etc. to improve oral skills.

(No. of Hours: 15)

**Course Title: Language in Context: Developing Reading and Writing Skills LEVEL 2 PART 1**  
**Course Code: FRE-III.C-5**  
**Marks: 100**  
**Credits: 4**  
**Duration: 60 Hours**

**Name of Text** : *PANORAMA Niveau -2*

**COURSE OBJECTIVES:**

1. The course aims at enabling the students to acquire competence in general communication : both oral and written.
2. The students learn the nuances of the french language as well as the culture and civilisation of the country and the behaviour patterns and life style of modern France.
3. The course aims at enabling the students to apply these skills in real life situations.
4. The course aims at enabling the students to work individually or in small groups.

**LEARNING OUTCOME:**

At the end of the course the students will be able to

1. Demonstrate reading and writing proficiency in French at level 2.
2. Demonstrate the ability to describe and express their view points on various topics of the units completed.
3. Apply, question and summerize in French based on the contents of the units completed.

**Syllabus:**

Units 1,2,3 of Méthode de Français Panorama 2, will be the syllabus for Semester 3

**Unit 1 Leçon 1**

**Grammaire :** Présent et présent progressif,

passé composé, imparfait

passé récent, futur et futur proche.

No. of Hours : 03

**Vocabulaire :** biographie,

les arts plastiques



No of Hours : 02

**Compréhension et expression écrite :**

Se présenter dans une lettre officielle

Compréhension d'une biographie

Art classique et art moderne

No. of Hours : 03

**Leçon 2:**

**Grammaire :** Le système des pronoms compléments.

Constructions : forme affirmative, forme négative, forme interrogative et forme impérative.

No of Hours: 02

**Vocabulaire :** Comportement et Personnalité

La ville

No of Hours: 02

**Compréhension et expression écrite :**

La cohérence du texte grâce à l'emploi des pronoms

Descriptions et commentaire

La province

Une petite ville de Bretagne : Dinan

No of Hours : 02

**Leçon 3 :**

**Grammaire :** formes du subjonctif présent :

Emploi dans l'expression de la volonté, la demande, la nécessité, l'obligation.

Les formes de l'interrogation

No of Hours : 02

**Vocabulaire :** savoir, mémoire

Oubli, vérité et mensonge

Les gestes et les attitudes

No. of Hours : 02

**Compréhension et expression écrite :**

Se plaindre, Compréhension d'un dialogue de théâtre

Comportements face à l'information

La comédie de boulevard

Plaisanteries et canulars.

No. of Hours : 02

**Unité 2 , Leçon 4 :**

**Grammaire :** Le sens passif : forme passive

Forme se faire + verbe

Forme pronominale a sens passif

No. of Hours : 02

**Vocabulaire :** les sports

La télévision

No. of Hours : 02

**Compréhension et expression écrite :**

Présenter une organisation

Compréhension d'opinions

Les sports en France

Problèmes de media

No. of Hours : 03

**Leçon 5 :**

**Grammaire :** expression de la durée.

No. of Hours : 01

**Vocabulaire :** Les faits divers :

Catastrophes, accidents

crimes, délits

No. of Hours : 02

**Compréhension et expression écrite :**

Compréhension de faits divers

Les banlieues

Panorama socio-économique de la France

No. of Hours : 02

**Leçon 6 :**

**Grammaire :** Expression de la certitude et du doute

De la possibilité ou de l'impossibilité

De la probabilité ou de l'improbabilité

Discours rapporte au présent

No. of Hours : 03

**Vocabulaire :** L'architecture

Vocabulaire propre à l'expression de la fonction et de l'organisation

No. of Hours : 02

**Compréhension et expression écrite:**

Compréhension et rédaction d'un texte à caractère informatif.

Les grands travaux des années 80 et 90 à Paris

Le rôle historique de Général de Gaulle

Mai 1968

No. of Hours: 03

**Unité 3, Leçon 7**

**Grammaire :** Le conditionnel présent

No. of Hours : 02

**Vocabulaire :** Le budget

Les monuments

No. of Hours : 02

**Compréhension et expression écrite :**

Formuler une demande officielle

Quelques moments célèbres

No of Hours : 02

**Leçon 8:**

**Grammaire :** Pronoms interrogatifs

Pronoms possessifs

Pronoms démonstratifs

No. of Hours : 03

**Vocabulaire :** Le théâtre

Les mouvements et les actions

Le decor

No of Hours : 02

**Compréhension et expression écrite :**

Raconter une suite d'actions

Le théâtre actuel (satire des comportements)

No. of Hours : 2

**Leçon 9 :**

**Grammaire :** Le plus que parfait

Le discours rapporté au passé.

No of Hours : 02

**Vocabulaire :** Sentiments et réactions face à une réalité agréable ou désagréable.

Le cinéma

No. of Hours : 02

**Compréhension et expression écrite :**

Féliciter-complimenter

Lettres de félicitations

Aspects du cinéma- La « Nuit des Césars »

No. of Hours : 03

**References:**

- 1) Echo – Méthode de français B-2 – Clé International
- 2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty

Patricia Beaujouin

**Course Title: Language in Context: Developing Listening and Speaking Skills LEVEL 2 PART 1**  
**Course Code: FRE- III.E-1**  
**Marks: 100**  
**Credits: 4**  
**Duration: 60 Hours**

**Name of Text : *PANORAMA Niveau 2***

**COURSE OBJECTIVES:**

1. The students will be trained to use the language in realistic settings rather than to focus merely on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The course aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc in simple french.
3. The course also enables the students to work individually or in small groups.

**LEARNING OUTCOMES:**

At the end of the course students will be able to:

1. Demonstrate reading proficiency at level 2
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on various topics.

**Syllabus:**

**Oral comprehension based on the units 1, 2 and 3 of the text Panorama 2**

(No. Of Hours :60)

**Unit 1**

Présenter, caractériser une personne, aborder quelqu'un, apprécier, se plaindre, revendiquer, faire des suppositions, convaincre, émettre des réserves, exprimer son ignorance, les voyelles non nasalisées, les voyelles nasalisées, intonation de l'interrogation.

No. of Hours : 05

**Unit 2**

Raconter les étapes d'une entreprise, raconter une suite de faits, situations en relation avec les acquisitions grammaticales, jeux avec voyelles en position finale, le son (y)

No. of Hours : 04

### **Unit 3**

Exprimer une supposition, faire une hypothèse, suggérer de faire quelque chose, exprimer de la possession, choisir, donner des instructions, s'indigner-se disputer, demander des informations sur des faits passés, poser un cas de conscience, regretter, approuver et désapprouver, articulation des consonnes.

No. of Hours : 06

Listening comprehension of these units. (No. of Hours:15)

Recitation role play, simulation through audio-visual resources. (No. Of Hours: 15)

Presentation based on the topics of each unit, songs etc. to improve oral skills. (No.of Hours: 15)

### **References :**

1) Echo – Méthode de français B-2 – Clé International

2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty  
Patricia Beaujouin

**Course Title: French for Tourism and Hospitality PART 1**

**Course Code: FRE-III.E-2**

**No. Of Credits: 4**

**Marks: 100**

**Duration: 60 Hours**

**Name of Text : *Tourisme.Com***

**COURSE OBJECTIVE:**

- 1) The acquisition of an extended competence in spoken French with a marked evolution (in comparison to volume 1) towards situations related to tourism proper: description of excursions, guided tours of historical sites etc.
- 2) Understand the various aspects of the French civilisation and thus develop intercultural awareness.
- 3) Understanding various expressions that can be used in real life communication situations in France & in India.
- 4) Translation Techniques.

**LEARNING OUTCOMES:**

1. At the end of the course the students will have acquired the necessary skills of expression and comprehension of French required in the domain of Hotelier and tourism industry at a much higher level of communication.

Units 1, 2, 3 of *Tourisme.com* will be the syllabus for Semester III

Chapter wise break-up of teaching Hourss amounting to a total of 60 Hourss.

**UNIT I**

**LEON 1: Se présenter et parler de son métier.** : 2hrs

Savoir faire : Se présenter, présenter son métier

Grammaire : C'est/il est, indicatif présent de être et avoir ;

Verbes en –er, forme négative

**Leçon 2 : Présenter son Entreprise** :  
2hrs

Savoir faire : Présenter une entreprise touristique



Grammaire	: Articles définis, articles indéfinis		
<b>Leçon 3</b>	: Engager une conversation téléphonique	:	2hrs
Savoir faire	: Savoir répondre au téléphone		
	Prendre un message		
Grammaire	: Indicatif présent verbes irréguliers		
	Nombre cardinaux		
<b>Leçon 4</b>	: Prendre contact par écrit	:	2hrs
Savoir faire	: Comprendre et rédiger un CV		
Grammaire	: Adjectives qualificatifs : genre et nombre		
<b>Activité</b>	: Faites le point grammatical	:	2hrs
	Faites le point professionnel		
<b>UNIT 2</b>			
<b>Leçon 1</b>	: Renseigner a l'aéroport	:	2hrs
Savoir Faire	: Lire un plan, Indiquer la direction		
Grammaire	: Il faut, impératif présent, nombres ordinaux		
<b>Leçon 2</b>	: Accueillir les passagères	:	2hrs
Savoir faire	: Accueillir et servir les passagère au bord d'un avion		
Grammaire	: Adjectifs possessifs, articles partitifs		
<b>Leçon 3</b>	: Informer les voyageurs	:	2 hrs
Savoir faire	: Lire un indicateur horaire et informer sur les horaires		
Grammaire	: Expression du temps : heures et dates		
<b>Leçon 4</b>	: Vendre un billet de train	:	2hrs
Savoir faire	: Expliquer un billet de train		
	Prendre une réservation		
Grammaire	: L'interrogation		
<b>Activités</b>	: Faites le point grammatical,	:	2hrs
	Faites le point professionnel		

## UNIT 3

**Leçon 1** : Établir un programme d'animation : 2hrs

Savoir faire : Concevoir, rédiger et présenter un programme

Grammaire : Futur proche, indicatif futur simple

**Leçon 2** : Animer un village de vacances : 2hrs

Savoir faire : Concevoir et proposer des animations

Grammaire : Adjectifs démonstratifs, articles contractes

**Leçon 3** : Renseigner sur les manifestations : 2hrs

Savoir faire : Connaitre le calendrier des jours fériés, renseigner sur

Le programme des manifestations

Grammaire : Pronoms relatifs : qui et que

**Leçon 4** : Évaluer une animation : 2hrs

Savoir faire : Évaluer une présentation touristique

Grammaire : Indicatif passé composé, passé récent

Activités : Faites le point grammatical, faites le point professionnel

### References:

- 1) Français du Tourisme
- 2) Bon Voyage
- 3) A votre Service –Level 2
- 4) Carnet de voyage
- 5) French for Hotel Management & Tourisme Industry : S. Bahattacharya/ Uma S. Bhalerao
- 6) Service Compris- Author : Serge Heliot
- 7) Bon Voyage- Author : Mc-Graw Hill Education
- 8) A votre Service-Part 2 -Author : Rajeswani Chanderasek Krishnan.

**Course Title: Study of Selected Elementary Texte in French**

**Course Code: FRE- III.E-3**

**Credits: 4**

**Marks : 100**

**Duration: 60 Hours**

**Name of Text : Selected text from the collection ‘Français Facile’ (Drama/Novel/Short Stories)**

**COURSE OBJECTIVES:**

1. The course aims at enabling the students to get acquainted with classic French writers.
2. The course also aims at enabling the students to acquire skills to comprehend and comment on various themes of the text.
3. The course also aims to motivate the students to appreciate the other French writers.

**LEARNING OUTCOMES:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency with reference to the prescribed text.
2. Demonstrate the ability to describe and comment on the different themes of the text.
3. Write in simple French small texts to summarize or critically appreciate the text.

Text Prescribed: Texte en Français Facile

- De l’auteur et ses œuvres: No. of Hours : 3 (1 Hours each)
- Explication du texte: No. of Hours: 20 (1 Hours each)
- Activités de grammaire :
  - a) Les verbes au présent, impératif, futur, passé composé, subjonctif, conditionnel.
  - b) les pronoms personnels, possessifs et démonstratifs.
  - c) Actif et passif
  - d) les adjectifs qualitatifs, possessifs et démonstratifs.
  - e) Discours direct et indirectNo. of Hours: 15(1 Hours each)
- Activités d’expression écrite:
  - a) Questions et répliques
  - b) Références
  - c) CommenterNo. of Hours : 10 (1 Hours each)

- Activités d'expression orale:

a) jeu de rôle

b) petits dialogues

c) recitation

No. of Hours: 12 (1Hours each)

**References:**

1) Littérature progressive du français.

Authors: N. Blondeau

F. Allouache

M. F. Né

**Course Title: Language in Context: Developing Reading and Writing Skills LEVEL 2 PART 2**

**Course Code: FRE-IV.C-6**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Name of Text : *PANORAMA Niveau 2***

**COURSE OBJECTIVES:**

1. The course aims at enabling the students to acquire competence in general communication both oral and written.
2. The students learn the nuances of the french language as well as the culture and civilisation of the country and the behaviour patterns and life syle of modern France.
3. The course aims at enabling the students to apply these skills in real life situations.
4. The course aims at enabling the students to work individually or in small groups.

**LEARNING OUTCOME:**

At the end of the course the students will be able to:

1. Demonstrate reading and writing proficiency in French at level 2
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply, question and summerize in french based on the contents of the units completed.

**Syllabus:**

**Units 4,5, 6 of Méthode de Français Panorama 2, will be the syllabus for semester 4**

**Unité 4 Leçon 10**

**Grammaire :** Les adverbes

Le Gérondif

La proposition participe présent

No. of Hours :2

**Vocabulaire :** L'amitié et l'amour

La haine

Les impôts

No. of Hours: 02

**Compréhension et expression écrite :**

Caractériser des actions

Décrire une évolution

Les relations entre homme et femmes

Sujets de préoccupations au cours de l'année.

No. of Hours: 03

**Leçon 11**

**Grammaire :** Les adjectifs et les pronoms indéfinis

Expression de la quantité

No. of Hours : 02

**Vocabulaire :** La chanson

Sensation et perceptions

No. of Hours : 02

**Compréhension et expression écrite :**

Exprimer un idéal, un rêve passé ou présent

La chanson française

Idéaux et comportements dans l'année 70, 80,90

No. of Hours : 03

**Leçon 12**

**Grammaire :** Les proposition relatives avec qui, que , où , dont

No. of Hours : 02

**Vocabulaire :** Les objets et les actions de la vie domestique

No. Of Hours : 01

**Compréhension et expression écrite :**

Réalisation des textes poétique à partir de  
structures grammaticales fixes

Quelques poètes contemporains

Les français et l'humour

No of Hours : 03

### **Unité 5 Leçon 13**

**Grammaire :** Le conditionnel passe

Le futur antérieur

No. Hours

**Vocabulaire :** attitudes et sentiments ; courage, peur, timidité

Dangers et risques – sécurité et protection

No. Of Hours : 02

**Compréhension et expression écrite :**

Mettre en garde- avertir- conseiller

No. Of Hours: 02

### **Leçon 14**

**Grammaire :** expression de but, de la cause et de la conséquence

No. Of Hours: 02

**Vocabulaire :** l'agriculture

Les végétaux

L'écologie

No of Hours: 02

**Compréhension et expression écrite:**

Comprendre un explication

Rassurer-donner des garantis

La protection de l'environnement et du paysage, parcs régionaux et réserves naturelles

No. of Hours: 03

### **Leçon 15**

**Grammaire :** Situer dans le temps

Constructions avec deux pronoms antéposés

No. of Hours: 02

**Vocabulaire :** la loi, le droit

La responsabilité

No. of Hours: 02

**Compréhension et expression écrite:**

Demande/ donner une autorisation

Informatique, nouvelles technologies et libertés

La ville de Strasbourg

No. of Hours: 03

**Unité 6, Leçon 16**

**Grammaire :** sens et emploi des articles

Comparaison et appréciation des quantités

No. of Hours: 02

**Vocabulaire :** Objets et fonctionnements technologiques dans la vie quotidienne

Les professions

No. of Hours: 02

**Compréhension et expression écrite:**

Faire un constat (accident, défectuosité etc.)

Nouveaux comportements professionnels

Nouvelles professions

No. of Hours: 03

**Leçon 17**

**Grammaire :** Révision des temps du récit

Compréhension du passe simple



No. of Hours: 02

**Vocabulaire :** Les sciences

La médecine et la santé

No. of Hours: 02

**Compréhension et expression écrite:**

Comprendre un récit au passé simple

Découvertes scientifiques et technologiques

La génétique en question

No. of Hours: 03

**Leçon 18**

**Grammaire :** La nominalisation

Expression de l'opposition

No. of Hours: 02

**Vocabulaire :** La justice

L'éducation

No. of Hours: 02

**Compréhension et expression écrite:**

Faire une liste d'arguments

Développer un argument

Controverses, débats et procès d'actualités

No. of Hours: 02

**References:**

1) Echo – Méthode de français B-2 – Clé International

2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty

Patricia Beaujourn

**Course Title: Language in Context: Developing Listening and Speaking Skills LEVEL 2 PART 2**  
**Course Code: FRE- IV.E-5**  
**Marks : 100**  
**Credits: 4**  
**Duration: 60 Hours**

**Name of Text : *PANORAMA Niveau 2***

**COURSE OBJECTIVES:**

1. The students will be trained to use the language in realistic settings rather than to focus merely on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The course aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc in simple French.
3. The course also enables the students to work individually or in small groups.

**LEARNING OUTCOMES:**

At the end of the course students will be able to:

1. Demonstrate reading proficiency at level 2
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on various topics.

**Syllabus:**

**Oral Comprehension based on the units 4,5 and 6 of the text Panorama 2**

**Unit 4:**

Décrire une évolution, décrire un comportement, séquences d'actes de parole dans des situations quotidiennes, expression de l'indifférence, expression des sensations, négocier, prendre une décision en groupe,

No. of Hours : 05

**Unit 5 :**

Anticiper sur des événements futurs, faire une hypothèse au passé – regretter, avertir- mettre en garde, expliquer, mettre en relation une série de faits, rassurer-donner des garanties, raconter un souvenir, juger, critiquer un acte, une attitude.

No. of Hours : 05

**Unit 6 :**

Situations courantes de dialogues entre professionnels et non-professionnels, raconter une recherche, une découverte, accuser- défendre, argumenter.

Prononciation des mots d'origine étrangère, intonations expressives propres à l'argumentation.

No. of Hours : 05

Listening comprehension of these units. (No. of Hours:15)

Recitation role play, simulation through audio-visual resources. (No. Of Hours: 15)

Presentation based on the topics of each unit, songs etc. to improve oral skills. (No. of Hours: 15)

**References :**

1) Echo – Méthode de français B-2 – Clé International

2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty

Patricia Beaujourn

**Course Title: French for Tourism and Hospitality Part 2**

**Course Code: FRE-IV.E-6**

**Credits: 4**

**Marks: 100**

**Duration: 60 Hours**

**Name of Text: TOURISME.COM**

**COURSE OBJECTIVE:**

1. The acquisition of an extended competence in spoken French with a marked evolution (in comparison to volume 2 part 1) towards situations related to tourism proper: description of excursions, guided tours of historical sites etc.
2. Understand the various aspects of the French civilisation and thus develop intercultural awareness.
3. Understanding various expressions that can be used in real life communication situations.
4. Translation Techniques.

**LEARNING OUTCOMES:**

1. At the end of the course the students will have acquired the necessary skills of expression and comprehension of French required in the domain of Hotelier and tourism industry at level 2.
2. Students will be able to draft slogans and advertisements for travel agencies and draft travel itineraries for travel organisations.
3. Undertake telephonic bookings and cancellations and make alternate arrangements by suggesting alternate solutions.

Units 4, 5, 6 of Tourisme.com will be the syllabus for Semester IV

Chapter wise break-up of teaching Hourss amounting to a total of 60 Hourss.

**UNIT 4**

**Leçon 1** : Informer à l'office du tourisme : 2hrs

Savoir faire : Renseigner sur les activités proposées par une ville

Grammaire : Préposition de lieu

**Leçon 2** : Traiter des demandes écrites

Savoir faire : Rédiger une lettre commerciale : mise en forme et formules

Grammaire : Formes linguistiques de la lettre commerciale

**Leçon 3** : Promouvoir un site touristique : 2hrs

Savoir faire : Rédiger une lettre publipostage

Grammaire : Place des adjectifs qualificatifs

**Leçon 4** : Des brochures pour informer : 2hrs

Savoir faire : Comprendre le demande d'un visiteur et proposer une  
Documentation adéquate

Grammaire : Expression de la comparaison : comparatif et superlatif

**Activité** : Faites le point grammatical, faites le point professionnel

## UNIT 5

**Leçon 1** : Identifier des produits touristique : 2hrs

Savoir faire : Connaitre les caractéristiques techniques des produits  
Touristiques

Grammaire : Adjectifs indéfinis

**Leçon 2** : Rédiger un circuit : 2hrs

Savoir faire : se familiariser avec la mise en forme, le style des  
Brochures des voyagistes

Grammaire : Adjectifs indéfinis

**Leçon 3** : Mener un entretien de vente : 2hrs

Savoir faire : Connaitre les différentes étapes d'un entretien de vente

Connaitre : Nominalisation

**Leçon 4** : Annuler une réservation : 2hrs

Savoir faire : Annuler une réservation et proposer des  
solutions de remplacements

Grammaire : Pronoms personnels directs, doubles pronoms  
Personnels compléments

**Activité** : Faites le point grammatical, faites le point professionnel

## UNIT 6

**Leçon 1** : S'informer pour bien guider : 2hrs

Savoir faire : Utiliser des outils documentaires : guide et  
Cartographie

Grammaire : Imparfait et passé composé

**Leçon 2** : Visiter la ville : 2hrs

Savoir faire : Préparer une visite guidée

Grammaire : Expression du temps : Actif et passif

**Leçon 3** : Présenter un monument : 2hrs

Savoir faire : Décrire un monument : son histoire,  
Son architecture et les anecdotes qui lui sont liées

Grammaire : Pronoms relatifs : dont, où

**Leçon 4** : Gérer un groupe : 2hrs

Savoir faire : Adapter commentaires et attitudes au groupe

Grammaire : Pronoms personnels : en et y, négation ne plus, ne rien,  
Ne personne, ne jamais

Activités : Faites le point professionnel, : 2hrs  
Faites le point grammatical

### References :

1) Français Hôtellerie – Restauration. Com

Authors : J.L. Penfornis/ S. Corbeau/ Ch. Dubois/L. Sémichon/ L. Habert

2) Français du Tourisme

3) Bon Voyage

4) A votre Service –Level 2

5) Carnet de voyage

6) French for Hotel Management & Tourisme Industry : S. Bahattacharya/ Uma S. Bhalerao

7) Service Compris- Author : Serge Heliot

8) Bon Voyage- Author : Mc-Graw Hill Education

9) Avotre Service-Part 2 -Author : Rajeswani Chandrasek Krishnan.

**Course Title: Introduction to Francophony**

**Course Code: FRE- IV. E- 7**

**Credits: 4**

**Marks: 100**

**Duration: 60 Hours**

**Name of Text : Civilisation progressive de la Francophonie: Niveau Débutant**

**COURSE OBJECTIVES:**

1. The course aims at enabling the students to get acquainted with different aspects of the civilisation of francophone countries.
2. The course also aims at enabling the students to acquire skills to comprehend and comment on various themes of the text.

**LEARNING OUTCOMES:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency with reference to the prescribed text.
2. Demonstrate the ability to describe and comment on the themes of the text.
3. Write in simple French small texts to summarize the different themes of the text.

Prescribed Text: Civilisation progressive de la Francophonie: Niveau Débutant

**Topics:**

1. La Francophonie, c'est quoi ? L'évolution de la Francophonie. Les pays Francophones, Le fonctionnement de la Francophonie, Les opérateurs de la Francophonie.

No. of Hours: 4 (1 Hours each)

2. Les danses. No. of Hours: 4 (1 Hours each)

3. La musique. No. of Hours: 4 (1 Hours each)

4. Les fêtes. No. of Hours: 4 (1 Hours each)

5. Les traditions. No. of Hours: 3 (1 Hours each)

6. L'habitat, No. of Hours: 3(1 Hours each)

7. La religion. No. of Hours: 3 (1 Hours each)

8. Les jeux. No. of Hours: 3(1 Hours each)

9. La cuisine. No. of Hours: 3 (1 Hours each)

10. Les modes de vie. No. of Hours: 3 (1 Hours each)

11. Les langues maternelles . No. of Hours: 3 (1 Hours each)

12. La mode. No. of Hours: 3 (1 Hour each)

13. Les grands cinéastes. No. of Hours: 3 (1 Hour each)

14. Les grands écrivains. No. of Hours: 3 (1 Hour each)

15. Activités: Questions et réponses, récitation, rédiger le commentaire, etc. No. of Hours: 14 (1 Hour each)

**References:**

1) Civilisation progressive de la francophonie

Author: J. Noutchié



**Course Title: Language in context: Developing Reading and Writing Skills LEVEL 3 PART 1**

**Course Code: FREV.C-7**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

### **COURSE OBJECTIVES:**

1. The course aims at enabling the students to acquire skills in written comprehension and expression. With the help of different texts and documents in French the students will be well equipped to understand and express the French language.
2. The course also aims at enabling the students to acquire skills in creative writing in the fields of employment and industry, education, customs, traditions and mannerisms specific to France and other parts of the world. The course also aims at enabling the comprehension of French literary works of authors and poets such as Honoré de Balzac, Gustav Flaubert, Victor Hugo, Charles Baudelaire and many others, at a higher level.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work individually as well as in small groups.

### **LEARNING OUTCOMES:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency in French at level 3.
2. Demonstrate the ability to describe and express their viewpoints on various topics.
3. Apply, question and summarize in French based on the content of the units completed. (Units 1- 6)

### **Syllabus:**

Units 1,2,3,4,5,6 of Méthode de Français Panorama 3, will be the syllabus for semester 5

### **UNITÉ 1**

**Grammaire :** Nominalisation, pronoms personnels et indéfinis.

**Thèmes et Civilisation: Evolution de la langue.** (Evolution of Language)

-La signification, Les dictionnaires, Evolution et Disparition des langues

**Situations écrites et orales:** L'apprentissage d'une langue étrangère, importance, besoin, les difficultés, expériences et méthodes d'apprentissage, les obstacles, comment les surmonter.

*No. of Hours : 10 hours*

## **UNITÉ 2**

**Grammaire :** passé composé, imparfait, plus-que-parfait.

Antériorité-postériorité-simultanéité.

**Thèmes et Civilisation : Le Temps , La Mémoire et Le Cinéma. (Time , Memory and Cinema)**

Les souvenirs et la mémoire, Le temps et la durée, Les éléments du Cinéma.

**Situations écrites et orales:**

-L'importance de temps.

-Les cause de l'oublie, le rôle de la mémorisation dans l'apprentissage. Condition d'une bonne mémorisation.

-Les scenarios qui marchent au cinéma. Création et rédaction d'un scenario de film.

*No of hours : 10*

## **UNITÉ 3**

**Grammaire :** Conditionnel et subjonctif dans l'expression des souhaits, de la volonté, de l'obligation et des sentiments.

**Thèmes et Civilisation : L'Industrie et L'emploi. ( Industry and Employment)**

Caractères, attitudes, comportements dans un monde professionnel.

**Situations écrites et orales :**

- Ecrits propres aux offres et aux demandes d'emploi.

- Les qualités attendues par les chefs d'entreprises.

-Présentation d'un personnage célèbre / des idoles qui font rêver

*No of hours : 10*

## **UNITÉ 4**

**Grammaire :** Les propositions relatives. L'interrogation.

**Thèmes et Civilisation : Coutumes et Traditions. (Customs and Traditions)**

Habitat et urbanisation : La famille. La politique.

**Situations écrites et orales :**

- Description de l'habitation idéal/ logement idéal

- Terre d'Utopie
- Coutumes et traditions liées aux événements de la vie
- Les différentes formes de la famille.
- L'importance de la vie associative.

*No. of hours : 10*

## **UNITE 5**

**Grammaire :** Expression du futur, du projet, du but, de la condition et de la restriction.

**Thèmes et Civilisation : La Science et La Technologie.** (Science and Technology).

Les méthodes scientifiques et technologiques.

**Situations écrites et orales :**

- Avantages, inconvénients et perspectives du multimédia.
- les grandes réalisations frappantes en France et dans le monde.
- Faire des projets et des promesses. Exprimer sa confiance ou sa méfiance.
- Mettre en garde. Rassurer.

*No. of Hours : 10*

## **UNITE 6**

**Grammaire :** Expression de l'hypothèse, expression de la cause.

**Thèmes et Civilisation : Histoire: Légendes et Mystères.** (History: Legends and Mysteries)

-Explications scientifiques. Religion.

**Situations écrites et orales:**

- Reportage sur les lieux mystérieux de votre pays.
- Appréciation d'un lieu touristique et historique et sur ses mystères.
- Comparaison des attitudes religieuses en Inde et en France

*No. of Hours : 10*

References : Version Originale – Goyal Publications  
 Alter Ego - Hachette  
 Saison – Didier  
 A Propos – French and European Publications Inc  
 Clé Internationale

**Course Title: Overview of 17<sup>th</sup> Century French Literature**

**Course Code: FRE-V.E-10**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**COURSE OBJECTIVES:**

1. To enable the students to get an overview of the different aspects of 17<sup>th</sup> century French literature.
2. To strengthen the critical thinking abilities of the students and enable students to identify and appreciate the key literary trends of the 17<sup>th</sup> century.
3. To enable the students to get acquainted with specific literary expressions of the 17<sup>th</sup> century literature.
4. To enable the students to understand the connections between the different literary trends.

No.of hrs.

Topic 1 : la préciosité : aspects importants des œuvres précieuses.

03

Topic 2 : Les règles théâtrales classiques.

04

Topic 3 : La querelle de anciens et des modernes.

04

- La tragédie classique – Jean-Baptiste Racine et Pierre Corneille.

04

- La comédie classique – Molière

05

Topic 4 : Les caractéristiques du roman.

05

Topic 5 : les femmes écrivains

05

Topic 6 : Le fabuliste La Fontaine et son œuvre : Les Fables

05

: Étude en détails des fables suivantes : la composition, les thèmes, la description, les morales, la philosophie, etc.

25

i) Le loup et l'agneau

ii) Le lion et le rat

iii) le renard et le bouc

iv) L'alouette et ses petits avec le maître d'un champ

v) Le laboureur et ses enfants

vi) Le lion malade et le renard

vii) La laitière et le pot au lait

viii) Les femmes et le secret

ix) Le gland et la citrouille

x) La tortue et les deux canards

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Have an understanding of the principles of literary criticism and critical theory of seventeenth century French literature.
2. Acquire familiarity with a wide range of literary terms and genres including figurative language.
3. Display the ability to express acquired notions in a literary form.

**Reference books:**

1. Histoire de la littérature française XVII siècle : Lagard et Michard
2. Histoire de la littérature française XVII siècle : Castex et Surer
3. La Littérature française : Ligny et Rousselot.
4. Les Fables : Aesop / Panchantantra

**Pattern of question paper**

QI) Reference to context based on the Fables. (Any 3 out of 4)	12 marks
QII) Answer in 4-6 lines questions based on topics 1 to 5. (Any 3 out of 4)	12 marks
QIII A or QIII B. Answer in 12 -15 lines questions based on topics 1to5.	12 marks
QIV A or QIV B. Answer in 12-15 lines questions based on topic 6.	12marks
QV A or QV B. Answer in 12-15 lines questions based on topic 6.	12 marks

**Course Title: Overview of 18<sup>th</sup> Century French Literature**

**Course Code: FRE-V.E-11**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**COURSE OBJECTIVES:**

1. To enable the students to get an overview of the different aspects of French literature during eighteenth century.
2. To strengthen the critical thinking abilities of the students and enable them to identify and appreciate the literary trends of the 18<sup>th</sup> century litterature.
3. To enable the students to get acquainted with specific literary expressions of the 18<sup>th</sup> century literature.
4. To make the students understand the connections between different literary movements and note how each significant movement influences the next.

No.of hrs.

Topic 1: - la naissance de la philosophie : Henri Bayle et Bernard Le Bovier de Fontenelle  
09

- la pensée politique : la réflexion sur des sociétés réelles...l'élaboration des lois  
...vers

- un idéal politique : Voltaire, Montesquieu et Jean –Jacques Rousseau
- Philosophie et réflexion historique : Voltaire

Topic 2 : Les contes philosophiques : Voltaire  
04

Topic 3 : L'œuvre de Diderot  
06  
- L'œuvre de Rousseau

Topic 5 : La comédie amoureuse : Marivaux  
06

- La comédie satirique : Beaumarchais

Topic 6 : Étude en détails de la comédie « Le jeu de l'amour et du hasard » : le sujet de l'amour  
le marivaudage, les personnages, l'intrigue, le commencement, le déroulement  
de l'action, le dénouement, etc.  
35

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. have an understanding of the principles of literary criticism and critical theory of eighteenth century French literature.
2. acquire familiarity with a wide range of literary terms and genres including figurative language.
3. display an ability to express acquired notions in a literary form.

**Reference books:**

- 1.Histoire de la littérature française XVIII siècle : Lagard et Michard
2. Histoire de la littérature française XVIII siècle : Castex et Surer
- 3.La Littérature française : Ligny et Rousselot.
4. Le jeu de l'amour et du hasard: Marivaux

**Pattern of question paper**

- |   |          |
|---|----------|
| Q I) Reference to context based on « Le jeu de l'amour et du hasard ». (Any 3 out of 4) | 12 marks |
| Q II) Answer in 4-6 lines questions based on topics 1 to 5. (Any 3 out of 4)            | 12 marks |
| Q III A or QIII B. Answer in 12 -15 lines questions based on topics 1 to5.              | 12 marks |
| Q IV A or QIV B. Answer in 12-15 lines questions based on topic 6.                      | 12marks  |
| QV A or QV B. Answer in 12-15 lines questions based on topic 6.                         | 12 marks |

**Course Title: Language in context: Developing Reading and Writing Skills LEVEL 3 PART 2**  
**Course Code : FRE VI. C-8**  
**Marks: 100**  
**Credits: 4**  
**Duration: 60 hours**

### **COURSE OBJECTIVES**

1. The course aims at enabling the students to acquire skills in written comprehension and expression. With the help of different texts and documents in French the students will be well equipped to understand and express the French language.
2. The course also aims at enabling the students to acquire skills in creative writing in the fields of social and economic issues, advertising, marketing and consumerism and also comprehension of literary works written in French by authors such as Claude Roy, Rica Etienne, Amin Maslouf, Arthur Rimbaud, Paul Verlain, Paul Éluard, Guillaume Appolinaire and others.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work individually as well as in small groups.

### **LEARNING OUTCOMES**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency in French at level 3.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply, question and summarize in French based on the content of the units completed.

### **Syllabus:**

**Units 7,8,9,10,11,12 of Méthode de Français Panorama 3, will be the syllabus for semester 6**

### **UNITÉ 7**

**Grammaire :** Caractérisation du nom : place de l'adjectif, complément déterminatif, proposition participes.

**Thèmes et Civilisation :** **La Représentation des formes de la culture.** (Representations of Cultural formes)

Les spectacles, les arts, les loisirs, la poésie à caractère culturel.

### **Situations écrites et orales :**

- Appréciation des poèmes connus



- Les activités de loisir pratiqués par les jeunes.
- Situation de choix : propositions, hésitations, décisions, acceptation, remerciements

*No. of hours :10*

## **UNITÉ 8**

**Grammaire :** Déroulement et durée de l'action. Expression de la conséquence.

**Thèmes et Civilisation :** Les problèmes sociaux et économiques. (Social and economic problems)

**Situations écrites et orales :**

- Découvrir des problèmes sociaux économiques ou quotidiens considérés comme des défis à l'homme aujourd'hui.
- Le comportement des hommes et des femmes dans un couple.
- Expression du déroulement et des conséquences des actions. Jugements : approbation, désapprobations, pardon et réprimandes

*No. of hours : 10*

## **UNITÉ 9**

**Grammaire :** Expression de l'opposition et de la concession

**Thèmes et Civilisation : La société française.** (French society today)

- Traits de mentalité et valeurs des français. Questions d'éducation. Immigration, Tiers-Monde

**Situations écrites et orales :**

- Les comportements/attitudes contradictoires, que l'on peut trouver dans la mentalité et les comportements des habitants de votre pays.
- L'éducation dans votre pays, l'immigration et la politique.
- Actes de parole.

*No of hours : 10*

## **UNITÉ 10**

**Grammaire :** Forme passive. Forme pronominal à sens passif. Forme impersonnelle.

**Thèmes et Civilisation : La vie quotidienne en France.** (Daily life in France)

- Règles de conduite et interdits portant sur différents aspects de la vie quotidienne, (salutations, repas etc.)

**Situations écrites et orales :**

- Commenter des usages et des règles de savoir vivre de votre pays
- Les types d'invites.
- Les types de gaffes

Demandes d'autorisation. Autorisation et refus. Excuses

*No. of hours: 10*

## **UNITÉ 11**

**Grammaire :** Caractérisation des actions par un adverbe, une construction adverbiale, un gérondif, une préposition participe.

**Thèmes et Civilisation : La publicité, le marketing et la consommation.** (Advertising marketing and consumerism).

### **Situations écrites et orales:**

- Types de consommateurs
- Importance de la publicité – Le rôle de marketing
- Situations d'achats et opérations bancaires

*No. of hours : 10*

## **UNITÉ 12**

**Grammaire :** Expression de l'identité, de la ressemblance et de la différence. Expression de la comparaison.

**Thèmes et Civilisation : La culture et L'identité.** (Culture and identity)

- Les paysages, les rencontres, la lecture, la fête

### **Situations écrites et orales :**

- Expression des opinions – conseiller et déconseiller.
- L'importance de Lire.
- Les façons de s'évader de la vie quotidienne.

*No. Of hours: 10*

**References:** Version Originale – Goyal Publications  
 Alter Ego - Hachette  
 Saison – Didier  
 A Propos – French and European Publications Inc  
 Clé Internationale

### **PAPER PATTERN**

Q.1. Grammar - Do as directed – Unit 7 to Unit 12 :  $3 \times 4 = 12$  marks

(A,B,C,D,E – choose any 3)

Q.2. Short answers- Unit 1 to Unit 6 :  $3 \times 4 = 12$  marks

(A,B,C,D,E- choose any 3)

Q.3. Long answers – Unit 1 and Unit 2 :  $1 \times 12 = 12$  marks

(A or B)

Q.4. Long Answers – Unit 4 and Unit 5 :  $1 \times 6 = 12$  marks

(A or B )

Q.5. Long Answers – Unit 6 and 7 :  $1 \times 12 = 12$  marks or  $2 \times 6 = 12$  marks

(A or B) (A or B1, B2) (A1, A2 or B1, B2)

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**TOTAL : 60 MARKS**

**Course Title: Overview of 19<sup>th</sup> Century French Literature**

**Course Code: FRE-V.E-13**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**COURSE OBJECTIVES:**

1. To enable the students to get an overview of the different aspects of 19<sup>th</sup> century French literature .
2. To enable the students to understand the flow of the literary movements from the previous centuries up to the 19<sup>th</sup> century.
3. To get the students acquainted with literary expressions in the 19<sup>th</sup> century works.
4. To make the students understand the connections between the literary movements of the 19<sup>th</sup> century and note how each significant movement influences the next.

No.of hrs.

Topic 1: - aspects importants de la sensibilité romantique : Chateaubriand et Mme de Staël.

05

Topic 2 : La poésie romantique : Alphonse de Lamartine, Victor Hugo, Alfred de Vigny et Alfred de Musset.

05

Topic 3 : Le drame romantique : Alexandre Dumas, Alfred de Vigny, Victor Hugo et Alfred de Musset. 05

Topic 4 : Le roman romantique : Victor Hugo, George Sand.

04

Topic 5 : Le roman réaliste : Honoré de Balzac, Stendhal, Gustav Flaubert, Emile Zola.

06

- Le naturalisme : Guy de Maupassant.

03

- Le symbolisme : Paul Verlaine.

02

Topic 6: Le drame romantique « Ruy Blas ».

30

drame romantique...mélange des genres...personnages... le sujet.. exposition ... action..  
dénouement...etc.

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Have an understanding of the principles of literary criticism and critical theory of nineteenth century French literature.
2. Acquire familiarity with a wide range of literary terms and genres including figurative language.
3. Display an ability to express acquired notions in a literary form.

**References:**

- 1.Histoire de la littérature française XIX siècle : Lagard et Michard
2. Histoire de la littérature française XIX siècle : Castex et Surer
- 3.La Littérature française : Ligny et Rousselot.
4. Ruy Blas : Victor Hugo

**Pattern of question paper**

QI) Reference to context based on Ruy Blas. (Any 3 out of 4)	12 marks
QII) Answer in 4-6 lines questions based on topics 1 to 5. (Any 3 out of 4)	12 marks
QIII A or QIII B. Answer in 12 -15 lines questions based on topics 1to5.	12 marks
QIV A or QIV B. Answer in 12-15 lines questions based on topic 6.	12marks
QV A or QV B. Answer in 12-15 lines questions based on topic 6.	12 marks
*****	

**Course Title: Business Communication in French**

**Course Code: FRE-VI.E-14**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

Text prescribed: affaires.com (Niveau avancé) (Unités 1,3,4 and 5)

**COURSE OBJECTIVES:**

1. To develop an ability to communicate in French in business situations.
2. To initiate the students to acquire the oral and written skills in French related to specific situations in the corporate world.
3. To enable the students to apply French language skills to professional life.

No.of hrs

Topic 1 : Acteurs économiques :

20

- a) Paroles d'actifs : distinguer différents types de travailleurs, décrire une journée de travail.
- b) Diversité des entreprises : identifier et classer les entreprises.
- c) Banque de crédit : découvrir les services bancaires, lire/mettre en page une lettre commerciale.
- d) Défense du consommateur : identifier les revenus des ménages, examiner les droits du consommateur.
- e) Rôle de l'État : identifier le rôle de l'État, caractériser l'impôt, participer à un forum internet.
- f) correspondance professionnelle : écrire une lettre de réclamation.

Topic 2 : Ressources humaines :

20

- a) Contrat de travail : analyser un contrat de travail/ une lettre d'engagement
- b) Profil de manager : consulter une offre d'emploi, dresser le profil d'un manager, rédiger un e-mail à l'attention de ses collaborateurs
- c) Organisation du travail : analyser/comparer différentes méthodes d'organisation et cultures d'entreprise
- d) Réunion de travail : préparer/assister à/ animer une réunion, rédiger un compte rendu de réunion
- e) examiner /apprécier les motifs de licenciement, analyser le droit de grève

Topic 3 ) Marketing :

- a) étude de marché : réaliser un questionnaire de marché, formuler des questions.
- b) définition du produit : positionner un produit, rédiger un rapport.
- c) méthodes de distribution : analyser les formes de distribution, rédiger un compte rendu
- d) moyens de communication : analyser différents moyens de communication, concevoir

un message publicitaire.

e) force de vente : examiner le rôle du vendeur et les techniques de vente

f) révision de grammaire : l'impératif, la comparaison, adverbess de lieu, le

discours

rapporté , i'infinitf

Topic4 : Correspondance professionnelle :

15

a) Prise de contact : identifier les partenaires de l'entreprise

b) commande en ligne : comparer différents moyens de passer commande.

c) service clientèle : formuler et traiter une réclamation (par lettre/téléphone/ e-mail)

d) règlement de facture : demander un délai de paiement, répondre à cette demande

**References:** Internet resources.

Magazine and news paper articles.

### **LEARNING OUTCOME :**

At the end of the course, students will be able to:

1. Interact more confidently when dealing with French speaking nations.
2. Understand the basics of French business environment.

### **Pattern of question paper**

QI) Questions on grammar(Any 3 out of 4) (Topics 1 to 4 ) 12 marks

QII) A or B. questions to be answered in 12-15 lines based on topic 1 of 12 marks each/

2 questions of 6 marks under A or B

QIII) A or Q B. questions to be answered in 12-15 lines based on topic 2 of 12 marks each/

2 questions of 6 marks under A or B

QIV) A or Q B. questions to be answered in 12-15 lines based on topic 3 of 12 marks each/

2 questions of 6 marks under A or B

QV) A or Q B. questions to be answered in 12-15 lines based on topic 4 of 12 marks each/

2 questions of 6 marks under A or B

**Course Title: Study of Collection of French Short Stories**

**Course Code: FRE-VI.E-15**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Objectives:**

1. To initiate students to read and understand short stories using different perspectives.
2. To reinforce grammar rules, phrases and vocabulary.
3. To improve reading skills, encounter new words and phrases.

No.of Hrs.

Topic 1) Le genre : le conte, la nouvelle

02

Topic 2) Maupassant comme conteur : le naturalisme dans ses contes.

03

Topic 3) Les thèmes dans les contes de Maupassant : le pessimisme, la mort, l'humour, la misère, la pauvreté.

10

Topic 4) Les contes choisis :

45

- i) Toine
- ii) Le papa de Simon
- iii) Mon oncle Jules
- iv) La parure
- v) La dot
- vi) Miss Harriet
- vii) La bête de maître Belhomme
- viii) La ficelle
- ix) L'auberge
- x) Denis.

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Develop the abilities to analyze, organise and present the acquired information in a cogent fashion.
2. Critically appreciate the texts.
3. Identify the themes and contextualise the themes from the text studied.

**Reference books:**

1. Histoire de la littérature française XIX siècle: Lagard et Michard
2. Histoire de la littérature française XIX siècle: Castex et Surer
3. La Littérature française: Ligny et Rousselot.

**Pattern of question paper**

- |  |          |
|--|----------|
| QI) Reference to context based on short stories (Any 3 out of 4)           | 12 marks |
| QII) Answer in 4-6 lines questions based on short stories (Any 3 out of 4) | 12 marks |
| QIII A or QIII B. Answer in 12 -15 lines questions based on topics 1to 3   | 12 marks |
| QIV A or QIV B. Answer in 12-15 lines questions based on topic 4           | 12marks  |
| QV A or QV B. Answer in 12-15 lines questions based on topic 4             | 12 marks |



**Course Title: French for beginners – LEVEL 1**

**Course Code: FC-FRE-I**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**OBJECTIVES OF THE COURSE :**

1. To teach French to those aspiring to acquire the knowledge of an International foreign language
3. To acquire basis skills in understanding the French language both spoken and written.
4. To acquire basic skills in reading and writing the French language at an elementary level.
5. To be able to communicate effectively in French in simple day to day life situations by using the appropriate words and phrases.
6. To imbibe a feeling of confidence in the students through the use of multimedia tools in the classroom.

**Name of Text proposed : ON Y VA – Level 1**

**Authors :** Jacques Blanc

Jean- Michel Cartier

Pierre Lederlin

Anuradha Karkun

Jatinder Singh

Unit é	Titre	Objectifs communicatifs	Thèmes	Grammaire et actes de langage	Phonétique / Prosodie	HR S
1.	C'est parti !	Le Français (mots passé dans d'autres langues, mots venus d'autres langues), la France, la classe de français				6 hrs
2	SALUT !	Saluer, demander comment ça va	Les rencontres entre jeunes	Ça va ? Bien... mal etc, L'alphabet	Intonation interrogation / affirmative (1) et exclamative	6 hrs
3.	Tu parles français ?	Prendre Contact	Les rencontres	Je / Tu (être, parler), Oui, Non	Intonation interrogation	8 hrs

			avec un étranger	Masculin /féminin des adjectives Des nationalités	/ affirmative (2) Terminaison phonétique des adjectifs de nationalité	
4	Je m'appelle Élodie	Se présenter (Entre jeunes)	Les rencontres entre jeunes	D'où/ de/d' + ville, Pour épeler : accents, apostrophe, cédille, majuscule. Ne....pas + s'appeler	Intonation (3) L'alphabet (classement phonétique)	8 hrs
5.	La valise grise	Se présenter (entre adultes)	Les rencontres entre adultes	Conjugaison de être, faire, s'appeler, habiter Masculin et féminin des professions Pour saluer. Tu / vous – singulier / pluriel	Cas de non. Prononciation de 'e' en français familier.	8hrs
6	Moi, j'ai..	Parler des objets qu'on possède en mentionner le nombre	Les objets et animaux familiers	Conjugaison d'avoir au présent. Un, Une, Des/ combien/pas de. Nombres de 1 à 50. Plus et moins		8hrs
7.	Il est là !	Demander / Donner des informations sur la localisation	La maison	Conjugaison de voir et savoir Localisation : ou ? A gauche, droite.. Qu'est ce que, quoi ? Le/la/les/un/une/des/quel/quelles	Intonation (4)	8hrs
8.	Tu as une grande famille ?	Décrire physiquement, présenter	La famille, l'âge	Connaitre, vouloir, dire Adjectifs possessifs, on/nous. Tournures interrogatives. Pour parler de l'âge.	Prononciation de six, dix, neuf et vingt.	8hrs

**Learning Outcomes:** At the end of the course students will have acquired the skills to understand, speak and write in basic French.

**Book references:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, FablenneNugue
- 2 - 'Saison'- Level 1 :DelphineRipaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-Noëlle Cocton
- 3 - French for beginners
- 4 - Chantons en Français, Learning french through songs – JaivardhanRathore

**Course Title: French for beginners – LEVEL 2**

**Course Code: FC-FRE-II**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**OBJECTIVES OF THE COURSE:**

1. To teach French to those aspiring to acquire the knowledge of an International foreign language.
2. To acquire basic skills in understanding the French language both spoken and written.
3. To acquire higher skills in reading and writing the French language.
4. To be able to communicate more effectively in French in simple day to day life situations.
5. To equip students with the necessary skills to appear for the DELF A1 Exam.

**Name of Text proposed: ON Y VA – Level 2**

**Authors :** Jacques Blanc

Jean- Michel Cartier

Pierre ederlin

AnuradhaKarkun

Jatinder Singh

Unité	Titre	Objectifscommu nicatifs	Thèmes	Grammaire et actes de langage	Phonétiq ue / Prosodie	
1.	Les quatre saisons	Demander / donner des informations sur le temps, le climat, sur l'état physique	L'état physique, le météo , les éléments	En / au + noms de pays. Oui, non, si C'est quand ? A quelle date, les mois de l'année et les saisons	Oppositi on « trois- huit »	8 hrs
2.	La valise grise (2)	Demander / Donner des informations : localiser, exprimer son ignorance.	La localisation en ville.	Pour demander un renseignement : Où ? au coin / à côté / en face. Il y a. Articles définis / indéfinis, articles contractés du, de la, des Nombres de 50 à 100	Oppositi on « Valéri e- François e » Intonati on	8hrs
3.	C'est en France	Situer, décrire un lieu / expliquer où se trouve un lieu. Demander son chemin	La localisation (2) déplacements et transports	Aller au/ à la /à l' Y pronom de lieu Comment ? En voiture, à pied... Où ? A 100 m, près de, loin de.. Nombres ordinaux	Oppositi on « Grand- mince- bon »	6hrs
4.	Tu	Apprécier,	Les	Pour dire ses	Liaisons	8hrs

	aimes.. ?	Comparer	informations personnelles, les goûts	préférences : aimer, préférer / un peu, beaucoup, pas du tout. Conjugaison de s'ennuyer. Pourquoi ? parce que. Accord et place des adjectifs, comparatifs		
5.	Tous les jours.	Demander / donner des informations sur la vie quotidienne, l'emploi du temps.	Les informations personnelles : L'emploi du temps	Conjugaison de croire, lire, vivre, partir, sortir, dormir et se lever. Pour demander / dire l'heure. Situer dans le temps : avant après.. Tout, toute, tous, toutes Les négations : ne .. jamais, ne ..ni ..ni	Prononciation des Jours de la semaine	8hrs
6.	Bon appétit !	Demander/ donner des informations sur ses habitudes	L'alimentation, l'emploi du temps.	Conjugaison d'acheter, attendre, venir. Les articles partitifs. Le pronom en Pour conseiller : L'impératif. Quantités : Combien de, peu de, un peu de, beaucoup de..	Comptine	8hrs
7.	Ça vous plaît ?	Savoir, apprécier, choisir, acheter. Demander/donner son avis, exprimer ses goûts (mode). Décrire (couleur)	Les achats, les vêtements, la mode	Comparatif, superlatif. Pronoms toniques ou avec préposition (moi, toi..) Les couleurs, l'argent, pour parler dans un magasin.	Comptine	8hrs
8.	La valise grise (3)	Demander / donner des informations sur son état de santé	Les informations personnelles (santé) prescription médicales.	Conjugaison de boire, se sentir, devoir et pouvoir. Pour conseiller : il faut, devoir. Beaucoup, Trop, pas assez Depuis quand / combien de temps ? Avoir mal. Les parties du corps.	Intonation : L'insistance	6hrs

**Learning Outcomes:** At the end of the course students will have acquired the basic speaking and writing skills in French.

**Book references:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, FablenneNugue
- 2 - 'Saison'- Level 1 : Delphine Ripaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-NoëlleCocton
- 3 - French for beginners
- 4 - Chantons en Français, Learning french through songs – JaivardhanRathore

## ANNEXURE A

### Board of Studies- Department of French

6<sup>th</sup> September, 2018

#### (Summary of changes suggested in the syllabus)

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
I, II, III, IV, V, VI	Language in Context: Developing Reading and Writing Skills Level 1 Part 1	Entire text	Old text: Methode de Francais : "Panorama" New text :Methode de Francais: "{Echo"	New and current additional aspects of Francophone – French culture and civilisation
I , II	Language in Context: Developing Listening and Speaking Skills Level 1 Part 1	Entire text	Old text: Methode de Francais : "Panorama" New text :Methode de Francais: "{Echo"	New and current additional aspects of Francophone – French culture and civilisation
III , IV	French for Tourism and Hospitality Part 1& Part 2	Entire Text	From 'Tourism.com' part I to 'Bon Voyage',	As the text, 'Bon Voyage', is well adapted to the level of the students at level one and has a gradual climb to level two.
V,VI	Study of selected elementary text in French	Additional Material	'L'avare' by Moliere, 'Gargantua' by Rabelais and 'Le Chateau de ma mère' by Marcel Pagnol.	To be given for assignments.

These changes will be incorporated once the syllabi are prepared.

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF FRENCH  
COURSE STRUCTURE  
DEGREE COURSE IN FRENCH**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>		
I	FRE-I.C-1 Language in Context: Developing Reading and Writing Skills Level 1 Part 1	FRE-I.C-2 Language in Context: Developing Listening and Speaking Skills Level 1 Part 1			
II	FRE-II.C-3 Language in Context: Developing Reading and Writing Skills Level 1 Part 2	FRE-II.C-4 Language in Context: Developing Listening and Speaking Skills Level 1 Part 2			
III	FRE-III.C-5 Language in Context: Developing Reading and Writing Skills Level 2 Part 1		FRE-III.E-1 Language in Context: Developing Listening and Speaking Skills Level 2 Part 1	FRE-III.E-2 French for Tourism and Hospitality Part 1	FRE-III.E-3 Study of Selected Elementary Texte in French
IV	FRE-IV.C-6 Language in Context: Developing Reading and Writing Skills Level 2 Part 2		FRE-IV.E-5 Language in Context: Developing Listening and Speaking Skills Level 2 Part 2	FRE-IV.E-6 French for Tourism and Hospitality Part 2	FRE-IV. E-7 Introduction to Francophony

V	FRE-V.C-7 Language in Context: Developing Reading and Writing Skills Level 3 Part 1		FRE-V.E-9 Initiation to Translation	FRE-V.E-10 Overview of 17 <sup>th</sup> Century French Literature	FRE-V.E-11 Overview of 18 <sup>th</sup> Century French Literature
VI	FRE-VI.C-8 Language in Context: Developing Reading and Writing Skills Level 3 Part 2		FRE-VI.E-13 Overview of 19 <sup>th</sup> Century French Literature	FRE-VI.E-14 Business Communication in French	FRE-VI.E-15 Study of Collection of French Short Stories

SEMESTER	COURSE CODE	OPTIONAL COURSES
I	FC-FRE-I	French for beginners – LEVEL 1
II	FC-FRE-II	French for beginners – LEVEL 2



## **SYLLABUS**

### **INITIATION TO TRANSLATION**

**Course Title: Initiation to Translation**

**Course Code: FRE-V.E-9**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

### **COURSE OBJECTIVES**

1. To familiarize students with the various techniques of translation and the theoretical and cultural fundamentals associated with it.
2. To give students an opportunity to develop translation skills by concurrently offering methodology and practice.
3. To enhance student's translation technique in domains undertaking literary, non-literary, business and technical translations by making them aware of the semantic and structural differences involved, the different approaches to follow and the different expectations to be met in each case.
- 4. Give students an understanding of the difficulties and responsibilities faced by a translator and offer guidance to follow the principles of ethics in Translation studies in general.
5. To develop practical and marketable skills for foreign language students, and ensure that they are at par with similar courses of study elsewhere in the world.

### **COURSE OUTCOMES:**

At the end of the course students will be able to

1. Understand and apply translation techniques and strategies to solve puzzling semantic and structural obstacles and effectively convey a message from one language to another.
2. Use a wide range of online and offline translation tools
3. Critically compare and evaluate their own translations and those of others, based on the knowledge acquired by them as well as justify their own works of translation

4. Understand the complexities and problems of translation and the translator's role as an intermediary and function effectively in situations relating to interlinguistic and intercultural mediation.

5. Display team spirit and group work abilities, participate in group activities, cooperate with others, recognise other people's opinions and perform one's duties and defined roles within the group/team.

**Name of the Text : The Beginning Translators Workbook: The ABCs of French to English Translation**

**Author: Michele H. Jones**

**SYLLABUS** :Selected topics from the text book will be used as the syllabus for the course.

<b>Sr. No.</b>	<b>Topics</b>	<b>Subtopics</b>	<b>Hours</b>
1.	Introduction, Definitions and Translation Units	<ul style="list-style-type: none"> <li>- Basic Terminology</li> <li>- Linguistics and metalinguistic</li> <li>-Formation of language</li> <li>-Elements that influence formation of language</li> <li>- What are translation unit and what is their purpose</li> </ul>	6 hours
2.	Words in context	<ul style="list-style-type: none"> <li>- Polysemy: Words and their semantic range</li> <li>-Literal v/s figurative</li> <li>-Standard language v/s language of speciality</li> <li>- Gender problems</li> <li>-Computer translations and the problem of polysemy</li> </ul>	6 hours
3.	Deceptive Cognates	<ul style="list-style-type: none"> <li>- Faux amis</li> <li>- Cognates and deceptive cognates</li> <li>- Partial faux amis</li> <li>- Unrelated similar looking words</li> </ul>	6 hours
4.	Translation Techniques	<ul style="list-style-type: none"> <li>- Main problems in translation</li> <li>- What strategies do translators have at their disposal</li> <li>- The various translation techniques</li> </ul>	3 hours

5.	Borrowing	<ul style="list-style-type: none"> <li>- Borrowing and its purpose</li> <li>- Examples of linguistic deficiencies</li> <li>- French-English: history of mutual borrowing</li> <li>-Creative borrowing</li> <li>-Use of borrowing</li> </ul>	5 hours
6.	Calque	<ul style="list-style-type: none"> <li>- What is calque</li> <li>- Semantic and structural calques</li> <li>- calque and neologisms</li> <li>- Calque v/s borrowing</li> </ul>	5 hours
7.	Literal Translation	<ul style="list-style-type: none"> <li>-What is literal translation</li> <li>- Structural obstacles to literal translation</li> <li>-Differences in word order</li> <li>- Gallicisms and Anglicism</li> <li>-Special problems with verb tenses</li> </ul>	5 hours
8.	Transposition	<ul style="list-style-type: none"> <li>- What is transposition</li> <li>- Examples of necessary and optional transpositions</li> <li>- Noun / verb transposition</li> <li>-Cross transposition</li> </ul>	5 hours
9.	Modulation	<ul style="list-style-type: none"> <li>- What is modulation</li> <li>- Word modulations</li> <li>- Grammatical modulation</li> <li>-Message modulations</li> <li>- Necessary and optional modulations</li> <li>- Modulation and Transposition</li> </ul>	5 hours
10.	Equivalence	<ul style="list-style-type: none"> <li>- What is Equivalence</li> <li>- Exclamations and reflex formulas</li> <li>-Greetings and letter closings</li> <li>-Clichés and idioms</li> <li>- Slang and slang expressions</li> <li>-official signs and warnings</li> </ul>	5 hours
11.	Adaptation	<ul style="list-style-type: none"> <li>- What is adaptation</li> <li>- Linguistic deficiency and compensation</li> <li>-Adaptation in traditions, usages and institutions</li> </ul>	4 hours
		Translation of Literary texts/ non-literary text/ newspaper	

12	Exercises and practice	articles, magazine extracts etc.	5 hours

#### References:

- 1) *In Other Words: A Course book on Translation* (first edition, 1992, Routledge; revised and extended edition, 2011). MONA BAKER
- 2) ‘La Traduction de l’anglais au Français » - Michel Ballard / Publisher : Armand Colin
- 3) ‘The Task of the Translator’ –Walter Benjamin’
- 4) ‘Les règles d’or de la traduction anglais/français – français/anglais’ - [Jean-Marc Hiernard](#) / Publisher : Ellipses

**Course Title: Language in Context: Developing Reading and Writing Skills- LEVEL 1  
PART 1**

**Course Code: FRE-I.C-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. The course aims to equip students with the skills and competencies required to successfully comprehend and produce simple texts in French. The lessons are oriented to developing the student's socio-cultural competencies so as to enable them to communicate with members of the target culture.
2. It aims to help students to develop their creative writing abilities.
3. It aims to initiate students to literary works in French.
4. The course also aims at enabling the students to apply these skills in real life situations.
5. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOMES:**

At the end of the course, students will be able to:

1. Demonstrate reading and writing proficiency in French at level 1.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply, question and summarize in French based on the aspects related to the content/units taught.

**Syllabus:**

Lessons 0, 1, 2, 3, 4, 5 and 6 of the text : 'Méthode de français ÉCHO – Level A1', will be the syllabus for semester I

**Leçons 0-6**

Topic No	Content	No. of Hrs
1	Leçon 0: Comment vous vous appelez? Vous parlez français ? Vous êtes allemand ? Tu habites où ? Qu'est-ce que c'est ? Qui est-ce ? Vos papiers s'il vous plaît ? Cartes postales et messages.	05
2	Leçon 1 : Grammaire : Conjugaison des verbes (présentation) ,	03

	Masculin/féminin, Singulier/pluriel, Interrogation(intonation), Négation simple	
3	Leçon 1 : Vocabulaire : L'identité, Les lieux de la ville, les mots du savoir vivre	02
4	Leçon1 : Discours en continu : se présenter à un groupe	01
5	Leçon1 : Compréhension des textes :Écrits de la rue	01
6	Leçon1 : Écriture : Correspondance	01
7	Leçon1 : Civilisation : l'espace francophone	01
8	Leçon 2 : Grammaire : Conjugaisons (verbes en -er), accorder des noms et des adjectifs, articles définis et indéfinis, interrogations (est-ce que, Qu'est-ce, Qu'est-ce que c'est, Où)	03
9	Leçon 2 : Vocabulaire :L'état civil, personnes et objets caractéristiques d'un pays,	01
10	Leçon 2 : Discours en continu : Énumérer ce que l'on connaît, ce que l'on aime à propos d'un pays, d'une ville ,etc	02
11	Leçon 2 :Compréhension des textes : article de presse, portrait d'une personne	01
12	Leçon 2 : Écriture : Se présenter sur un site internet	01
13	Leçon 2 : civilisation : Première approche de la société française( noms, âges, origines, lieux d'habitation)	01
14	Leçon 3 : Grammaire : Conjugaison (faire, aller, venir, vouloir, pouvoir, devoir) future proche, pronoms après une préposition, On=nous.	03
15	Leçon 3 : Vocabulaire : Les loisirs (sports, spectacles, activités)	01
16	Leçon 3 : Discours en continu : parler de ses activités et loisirs)	01
17	Leçon 3 : Compréhension des textes : Cartes et messages d'invitation, d'acceptation sr de refus	01
18	Leçon 3 : Écriture : Cartes et messages d'invitation, d'acceptation sr de refus	01
19	leçon 3 : civilisation : Première approche de l'espace de la France. Repérage de quelques lieux de loisirs	02
20	Leçon 4 : Grammaire : Passé Composé (Présentation d'un événement passé), La date et l'heure	02
21	Leçon 4 : Vocabulaire : les moments de la journée, de l'année, Événements liés au temps	01
22	Leçon 4 : Discours en continu : raconter un emploi du temps passé	01
23	Leçon 4 : Compréhension des textes :journal personnel, Compréhension d'une chronologie	01
24	Leçon 4 : Écriture : Rédaction d'un fragment de journal personnel	02
25	leçon 4 : civilisation : Rythmes de l'année et rythmes de vie en France, Personnalités du monde francophone	01

26	Leçon 5: Grammaire : Comparisons, Adjectifs démonstratifs, Adjectifs possessifs	03
27	Leçon 5 : Vocabulaire : Les voyages, Les transports	01
28	Leçon 5: Discours en continu : Présenter les avantages et les inconvénients d'une activité	02
29	Leçon 5 : Compréhension des textes : articles de presse, relation d'un événement	01
30	Leçon 5: Écriture : Récit des circonstances d'un voyage	01
31	leçon 5 : civilisation : Les transports en France	01
32	Leçon 6: Grammaire : Articles partitifs, Emploi des articles, Interrogation (forme avec inversion), Réponses, Oui--si--non, forme possessif : à+pronom	03
33	Leçon 6: Vocabulaire : La nourriture, les repas, la fête	02
34	Leçon 6: Discours en continu : Décrire et raconter un repas ou une fête	02
35	Leçon 6 : Compréhension des textes : Extrait de guide touristique : restaurants originaux de Paris	01
36	Leçon 6: Écriture : Se présenter sur un site internet	01
37	leçon 6 : civilisation : Les habitudes alimentaires de français	02

### References:

Méthodes : Alter Ego – Niveau 1 / Michel Guilloux – Publisher :Hachette  
Champion – Niveau1/ Annie Monnerie-Goarin — Publisher : CLE International  
Panorama – Niveau 1/ Jacky Giradet, Jean Marie Cridlig - Publisher : CLE International

**Course Title: Language in Context: Developing Reading and Writing Skills- LEVEL 1  
PART 2**

**Course Code: FRE-II.C-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**COURSE OBJECTIVES:**

1. The course aims at enabling the students acquire, to the greatest possible extent skills in comprehending, producing and speaking the French language. The students will be also trained to develop a socio-cultural competency so as to be able to communicate with members of the target culture.
2. The course also aims at enabling the students to acquire skills in creative writing and also comprehension of literary works written in simple French.
3. The course also aims at enabling the students to apply these skills in real life situations.
4. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Demonstrate proficiency in comprehension and expression in French at level 1.
2. Demonstrate the ability to describe and express their viewpoints on various topics of the units completed.
3. Apply , question and summarize in French based on the content of the units completed

**Syllabus:**

Lessons 7,8,9,10,11 and 12 of the text: 'Méthode de français ECHO- Level A1', will be the syllabus for semester II

Leçons 7 -12

Topic No	Content	No. of Hrs
1	Leçon 7 : Grammaire : La conjugaison pronominale, l'impératif, L'expression de la quantité, (peu, un peu, quelques, etc)	04
2	Leçon 7 : Vocabulaire : Les activités quotidiennes, Les achats, l'argent	03
3	Leçon7 : Discours en continu : Raconter sa journée	02



4	Leçon7 : Compréhension des textes :extraits d'un guide touristique, les activités gratuites en France	01
5	Leçon7 : Écriture : Rédaction d'n bref document d'information	01
6	Leçon7 : Civilisation : comportement en matière d'achat et d'argent	01
7	Leçon 8 : Grammaire : Prépositions et adverbess de lieu, Verbes exprimant un déplacement (emploi des prépositions)	02
8	Leçon 8: Vocabulaire : Le logement, la localisation, l'orientation, l'état physique, le temps qu'il fait	04
9	Leçon 8 Discours en continu : Parler d'un cadre de vie (lieu-climat-etc) , Décrire un logement	02
10	Leçon 8 :Compréhension des textes : Lettre ou carte postale (nouveau logement et nouveau cadre de vie)	01
11	Leçon 8 : Écriture : Rédaction d'une carte ou d'un message de vacances	01
12	Leçon 8 : civilisation : le climat en France, les cadres de vie (ville et campagne)	01
13	Leçon 9 : Grammaire : L'imparfait, Emploi du passé composé et de l'imparfait, Expression de la durée, L'enchaînement des idées (alors -donc-mai), Le sens réciproque	02
14	Leçon 9: Vocabulaire : Les moments de la vie, la famille, les relations amicales, amoureuses, familiales)	02
15	Leçon 9 : Discours en continu : Raconter brièvement un souvenir, Présenter sa famille, Faire brièvement la biographie d'une personne	01
16	Leçon 9 : Compréhension des textes : Pages spectacles d'un magazine, présentation des films sur le thème du couple)	01
17	Leçon 9 : Écriture : Rédactions de commentaires de photos	01
18	leçon 9 : civilisation : Le couple et la famille	01
19	Leçon 10 : Grammaire : Les pronoms compléments directs, Les pronoms compléments indirects de personne, L'expression de la fréquence et de la répétition	02
20	Leçon 10 : Vocabulaire : Les moyens de communication (courrier, téléphone, internet)	02
21	Leçon 10 : Discours en continu :Parler des moyens de communication	01
22	Leçon 10: Compréhension des textes : messages de vœux, souhaits, remerciements, félicitations , excuses	01
23	Leçon 10: Écriture :Rédaction de petits messages	01
24	leçon 10: civilisation : Conseils de savoir-vivre en France	02

25	Leçon 11 : Grammaire : Passé récent, présent progressif, future proche, action achevée/ inachevée	03
26	Leçon 11 Vocabulaire: Le corps, la santé et la maladie	01
27	Leçon 11 : Discours en continu : parler de ses activités de loisirs	02
28	Leçon 11: Compréhension des textes :extraits de magazines :instructions	01

29	leçon 11 Écriture : Bref exposé écrit d'un problème personnel	01
30	Leçon 11 Civilisation : Conseils pour faire face aux situations d'urgence	01
31	Leçon 12: Grammaire : La place de l'adjectif, la proposition relative avec « qui », C'est/Il est, impératif des verbes avec pronoms, la formation des mots	03
32	Leçon 12: Vocabulaire : La description physique et psychologique des personnes, les vêtements, les couleurs	02
33	Leçon 12: Discours en continu : Exposer un problème personnel (santé, relation, etc), donner des conseils à quelqu'un qui a un problème personnel	02
34	Leçon 12 : Compréhension des textes : Extraits de magazine : description de comportements	01
35	Leçon 12: Écriture : Se présenter par écrit	01
36	leçon 12: civilisation :quelques styles comportementaux et vestimentaire en France	02

### References:

Méthodes : Alter Ego – Niveau 1 / Michel Guilloux – Publisher :Hachette  
Champion – Niveau1/ Annie Monnerie-Goarin — Publisher : CLE International  
Panorama – Niveau 1/ Jacky Giradet, Jean Marie Cridlig - Publisher : CLE International

**Course Title: Language in Context: Developing Listening and Speaking Skills-LEVEL 1  
PART 1**

**Course Code: FRE-I.C-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 Lectures**

**COURSE OBJECTIVES:**

1. The main aim of this course is to develop student's listening and speaking skills through a wide range of communication activities and role plays. The course will focus on training students to use language in various scenarios.
2. The course aims at integrating the various aspects of language-learning which are complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course aims at enhancing the skills in oral comprehension and expression by exposing the students to various movies, songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOME.**

At the end of the course, students will be able to:

1. Demonstrate reading proficiency in French at level 1.
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Communicate effectively in French on simple topics.

**Syllabus:**

Oral comprehension based on the Lessons 1,2,3,4,5 and 6 of the text: 'Méthode de français ECHO- Level A1'.

Leçons 1-6

Topic No	Content	No. of Hrs
1	Leçon 0: Exercices orales : Comment vous vous appelez ? Vous parlez français ? Vous êtes allemand ? Tu habites où ? Qu'est-ce que c'est ? Qui est-ce ? Vos papiers s'il vous plaît ? Cartes postales et messages.	05
2	Leçon 1 : situations orales : Aborder quelqu'un, dire son nom , saluer, prendre congé	03

3	Leçon 1 : situations orales : remercier, dire si on comprend	02
4	Leçon 1 : Phonétique : Repérage des sons difficiles, rythmes et enchaînements	01
5	Leçon 1 : Compréhension orales des textes : Écrits de la rue	01
6	Leçon 1 : exercices d'écoute : expression orale	01
7	Leçon 1 : exercices d'écoute : compréhension orale	01
8	Leçon 2 : Expressions orales sur les interrogations (est-ce que, Qu'est-ce, Qu'est-ce que c'est, Où)	02
9	Leçon 2 : situations orales : Identifier une personne ou un objet, exprimer ses goûts	02
10	Leçon 2 : situations orales : demander quelque chose : jeux de rôle	02
11	Leçon 2 : Compréhension orale des textes : article de presse, portrait d'une personne	01
12	Leçon 2 : Phonétique : Marques orales du féminin et du pluriel,	01
13	Leçon 2 : Phonétique : Différenciation « je », « J'ai », « J'aime ». rythmes et enchaînements	01
14	Leçon 3 : Expressions orales avec des verbes(faire, aller, venir, vouloir, pouvoir, devoir) future proche, pronoms après une préposition, On=nous.	03
15	Leçon 3 : Situations orales : Proposer : accepter ou refuser une proposition	01
16	Leçon 3 : Situations orales : demander une explication	01
17	Leçon 3 : Situations orales : Exprimer la possibilité, l'impossibilité, l'obligation	01
18	Leçon 3 : Phonétique : (v), (t), Rythme du groupe Verbe+verbe et de la phrase négative	01
19	leçon 3 : Exercices d'écoute, jeux de rôle	02
20	Leçon 4 : Expressions orales sur Passé Composé (Présentation d'un événement passé), La date et l'heure	02
21	Leçon 4 : Compréhension orales sur les moments de la journée, de l'année, Événements liés au temps	01
22	Leçon 4 : Situations orales : Demander/donner des précisions sur le temps	01
23	Leçon 4 : Situations orales : demander/dire ce qu'on a fait , Féliciter	01
24	Leçon 4 : Phonétique : Différenciation Présent/passé, Enchaînement avec « t »et « n »	02
25	leçon 4 : Exercices d'écoute	01
26	Leçon 5: Expressions orales sur : Comparaisons, Adjectifs démonstratifs, Adjectifs possessifs	03
27	Leçon 5 : Situations orales : Choisir, négocier une activité commune	01
28	Leçon 5: Situations orales : Faire des recommandations, Demander/donner une explication	02
29	Leçon 5 : Situations pratiques relatives au voyage	01
30	Leçon 5: :Phonétique : Sons ɔ - Différenciation {y} {u}	01
31	leçon 5 : Différenciation : {b} {v} {f}	01

32	Leçon 6: Expressions orales sur: Articles partitifs, Emploi des articles, Interrogation (forme avec inversion), Réponses, Oui--si--non, forme possessif : à+pronom	03
33	Leçon 6: Expressions orales sur : La nourriture, les repas, la fête	02
34	Leçon 6: Situations orales : situations pratiques à l'hôtel et au restaurant	02
35	Leçon 6 : Compréhension orale des textes : Extrait de guide touristique : restaurants originaux de Paris	01
36	Leçon 6: Phonétique : Rythme et intonation de la question, Rythme de la phrase négative,	01
37	leçon 6 : Jeux de rôles sur: Les habitudes alimentaires	02

### References:

Méthodes : Alter Ego – Niveau 1 / Michel Guilloux – Publisher : Hachette  
Champion – Niveau 1/ Annie Monnerie-Goarin – Publisher : CLE International  
Panorama – Niveau 1/ Jacky Giradet, Jean Marie Cridlig - Publisher : CLE International

**Course Title: Language in Context: Developing Listening and Speaking Skills- LEVEL 1  
PART 2**

**Course Code: FRE-II.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 Lectures**

**COURSE OBJECTIVES:**

1. The students will be trained to use the language in a realistic setting rather than to merely focus on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The various aspects of language-learning will not be treated separately but as complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course also aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

**LEARNING OUTCOME:**

At the end of the course, students will be able to:

1. Demonstrate speaking proficiency in French at level 1,
2. Present ideas in French in a coherent manner using the oral skills acquired.
3. Understand the utterances of native speakers.
4. Sustain conversation on a general topic with a speaker of the target language.
5. Demonstrate comprehension of French in a variety of listening situations.

**Syllabus:**

Oral comprehension based on the units 7,8,9,10,11 and 12 of the text : ‘Méthode de français ECHO- Level A1’

Leçons 7 -12

Topic No	Content	No. of Hrs
1	Leçon 7 : Expressions orales sur : La conjugaison pronominale, l’impératif, L’expression de la quantité, (peu, un peu, quelques, etc)	04
2	Leçon 7 : Expressions orales sur: Les activités quotidiennes, Les	03

	achats, l'argent	
3	Leçon7 : Situations orales : Demander des nouvelles de quelqu'un, choisir, acheter et payer un objet	02
4	Leçon7 : Situations orales : S'informer sur la présence ou l'existence d'une personne ou d'un objet	01
5	Leçon7 : Phonétique : Rythme de la conjugaison pronominale	01
6	Leçon7 : Phonétique : Intonation de l'impératif, Prononciation des pronoms toniques	02
7	Leçon 8 : Expressions orales sur : Prépositions et adverbess de lieu, Verbes exprimant un déplacement (emploi des prépositions)	02
8	Leçon 8:Expressions orales sur: Le logement, la localisation, l'orientation, l'état physique, le temps qu'il fait	02
9	Leçon 8 : Situations orales : S'informer sur l'état physique de quelqu'un, s'informer sur un itinéraire, une orientation	03
10	Leçon 8 : Situations orales : Demander de l'aide, Exprimer une interdiction	02

11	Leçon 8 : Phonétique : Différenciation [s],[z],[a],ã	01
12	Leçon 8 : Phonétique : Différenciation du masculin et du féminin des adjectifs	01
13	Leçon 9 : Expressions orales sur : L'imparfait, Emploi du passé composé et de l'imparfait, Expression de la durée, L'enchaînement des idées (alors -donc-mai), Le sens réciproque	02
14	Leçon 9: Expressions orales sur : Les moments de la vie, la famille, les relations amicales, amoureuses, familiales)	02
15	Leçon 9 : Situations orales: Raconter brièvement un souvenir, Présenter sa famille,	01
16	Leçon 9 : Situations orales : Demander /donner des informations sur la biographie d'une personne,	01
17	Leçon 9 : Situations orales : Demander /donner des informations sur ses relations amicales ou familiales	01
18	leçon 9 : Phonétique : Le[j], Différenciation [ɔ] et	01
19	Leçon 10 : Expressions orales sur: Les pronoms compléments directs, Les pronoms compléments indirects de personne, L'expression de la fréquence et de la répétition	02
20	Leçon 10 : Expressions orales sur : Les moyens de communication (courrier, téléphone, internet)	02
21	Leçon 10 : Situations orales : Aborder quelqu'un	01
22	Leçon 10: Situations orales : se présenter, faire valoir son droit	02
23	Leçon 10: Situations orales : Exprime une opinion sur la vérité d'un fait	01
24	Leçon 10 : Phonétique : Rythme des constructions avec pronoms, Différenciation[ f], [ʒ],[ s],[z]	01
25	Leçon 11 : Expressions orales sur : Passé récent, présent progressif, future proche, action achevée/ inachevée	03
26	Leçon 11 : expressions orales sur: Le corps, la santé et la maladie	02
27	Leçon 11 : Situations orales : parler de ses activités de loisirs	01

28	Leçon 11: Situations orales : Téléphoner/prendre rendez-vous	01
29	leçon 11 : Situations orales : Exposer un problème/réagir	01
30	Leçon 11 : Phonétique : son[y], Rythme des constructions négatives	01
31	Leçon 12: Expressions orales sur: La place de l'adjectif, la proposition relative avec « qui », C'est/Il est, impératif des verbes avec pronoms, la formation des mots	03
32	Leçon 12: Expressions orales sur: La description physique et psychologique des personnes, les vêtements, les couleurs	02
33	Leçon 12: Situations orales : Demander/donner une explication	01
34	Leçon 12 : Jeux de rôle	01
35	Leçon 12: Phonétiques : Différenciation masculin/féminin	01
36	leçon 12: Phonétiques : Différenciation [ø] , jeux de rôle	02

### References:

Méthodes :     Alter Ego – Niveau 1 / Michel Guilloux – Publisher :Hachette  
                       Champion – Niveau1/ Annie Monnerie-Goarin — Publisher : CLE International  
                       Panorama – Niveau 1/ Jacky Giradet, Jean Marie Cridlig - Publisher : CLE  
                       International



**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

DEPARTMENT OF FRENCH  
COURSE STRUCTURE  
DEGREE COURSE IN FRENCH

SEMESTER	CORE COMPULSORY		CORE ELECTIVE		
I	FRE-I.C-1 Language in Context: Developing Reading and Writing Skills Level 1 Part 1	FRE-I.C-2 Language in Context: Developing Listening and Speaking Skills Level 1 Part 1			
II	FRE-II.C-3 Language in Context: Developing Reading and Writing Skills Level 1 Part 2	FRE-II.C-4 Language in Context: Developing Listening and Speaking Skills Level 1 Part 2			
III	FRE-III.C-5 Language in Context: Developing Reading and Writing Skills Level 2 Part 1		FRE-E-1 Language in Context: Developing Listening and Speaking Skills Level 2 Part 1	FRE-E-2 French for Tourism and Hospitality Part 1	FRE-E-3 Study of Selected Elementary Texte in French
IV	FRE-IV.C-6 Language in Context: Developing Reading and Writing Skills Level 2 Part 2		FRE-E-5 Language in Context: Developing Listening and Speaking Skills Level 2 Part 2	FRE-E-6 French for Tourism and Hospitality Part 2	FRE-E-7 Introduction to Francophony

V	FRE-V.C-7 Language in Context: Developing Reading and Writing Skills Level 3 Part 1		FRE-E-9 Initiation to Translation	FRE-E-10 Overview of 17 <sup>th</sup> Century French Literature	FRE-E-11 Overview of 18 <sup>th</sup> Century French Literature
VI	FRE-VI.C-8 Language in Context: Developing Reading and Writing Skills Level 3 Part 2		FRE-E-13 Overview of 19 <sup>th</sup> Century French Literature	FRE-E-14 Business Communicatio n in French	FRE-E-15 Study of Collection of French Short Stories

SEMESTER	COURSE CODE	OPTIONAL COURSES
I	FC-FRE-I	French for beginners – LEVEL 1
II	FC-FRE-II	French for beginners – LEVEL 2

**Combination Prerequisites:**

**Major – Minor; with French as major:** A student who has successfully obtained:

- The Higher Secondary Board Examination Certificate, (Goa Board or any equivalent board) with French as a compulsory subject.
- Has acquired a minimum score of 80% in the French subject.

**Double Major:** A student who has successfully obtained:

- i) The Higher Secondary Board Examination Certificate, (Goa Board or any equivalent board) with French as a compulsory subject.
- ii) Has acquired a minimum score of 75% in the French subject.

**Major – Minor; with French as the minor:**

- i) The Higher Secondary Board Examination Certificate, (Goa Board or any equivalent board) with French as a compulsory subject.
- ii) Has acquired a minimum score of 70% in the French subject.

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF FRENCH**

**SYLLABI OF COURSES FOR SEMESTERS I, III & V**

**Course Title: Language in Context: Developing Reading and Writing Skills - LEVEL 1  
PART 1**

**Course Code: FRE-I.C-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Syllabus introduced in 2019**

**Prerequisites: A minimum of 70% in French at the Higher Secondary School Examination.**

**COURSE OBJECTIVES:**

1. The course aims to equip students with the skills and competencies required to successfully comprehend and produce simple texts in French. The lessons are oriented to developing the student's socio-cultural competencies so as to enable them to communicate with members of the target culture.
2. It aims to help students to develop their creative writing abilities.
3. It aims to initiate students to literary works in French.
4. The course also aims at enabling the students to apply these skills in real life situations.
5. The course also aims at enabling the students to work either individually or in small groups.

**COURSE OUTCOMES:**

At the end of the course the students will be able to:

- CO1: Demonstrate reading and writing proficiency in French at level A1.1 as prescribed by CEFR (Common European Framework of Reference) (Cadre Européen Commun de Référence)
- CO2: Communicate in basic written French, in the context of introducing oneself and others including famous personalities and present oneself on an internet forum.
- CO3: Display skills in writing a postcard, informal letters and make diary entries and be able to read and comprehend simple poems in French.

CO4: Write short articles on the themes of recent travel experience.

## **SYLLABUS:**

**Name of Text: ECHO – Level 1**

### **Module1 (15 hrs)**

Leçon 0: Comment vous vous appelez? Vous parlez français ? Vous êtes allemand ? Tu habites où ? Qu'est-ce que c'est ? Qui est-ce ? Vos papiers s'il vous plaît ? Cartes postales et messages.
Leçon 1 : Grammaire : Conjugaison des verbes (présentation), Masculin/féminin, Singulier/pluriel, Interrogation (intonation), Négation simple
Leçon 1 : Vocabulaire : L'identité, Les lieux de la ville, les mots du savoir vivre
Leçon1 : Discours en continu : se présenter à un groupe
Leçon1 : Compréhension des textes : Écrits de la rue
Leçon1 :Écriture : Correspondance
Leçon1 : Civilisation : l'espace francophone
Leçon 2 : Grammaire : Conjugaisons (verbes en -er), accorder des noms et des adjectifs, articles définis et indéfinis, interrogations (Est-ce que, Qu'est-ce, Qu'est-ce que c'est, Où)
Leçon 2 : Vocabulaire : L'état civil, personnes et objets caractéristiques d'un pays,
Leçon 2 : Discours en continu : Énumérer ce que l'on connaît, ce que l'on aime à propos d'un pays, d'une ville, etc
Leçon 2 : Compréhension des textes : article de presse, portrait d'une personne
Leçon 2 : Écriture : Se présenter sur un site internet
Leçon 2 : Civilisation : Première approche de la société française ( noms, âges, origines, lieux d'habitation)

### **Module 2 (15 hrs)**

Leçon 3 : Grammaire : Conjugaison (faire, aller, venir, vouloir, pouvoir, devoir) future proche, pronoms après une préposition, On=nous.
Leçon 3 : Vocabulaire : Les loisirs (sports, spectacles, activités)
Leçon 3 : Discours en continu : parler de ses activités et loisirs)
Leçon 3 : Compréhension des textes : Cartes et messages

d'invitation, d'acceptation sr de refus
Leçon 3 : Écriture : Cartes et messages d'invitation, d'acceptation sr de refus
Leçon 3 : Civilisation : Première approche de l'espace de la France. Repérage de quelques lieux de loisirs
Leçon 4 : Grammaire : Passé Composé (Présentation d'un événement passé), La date et l'heure
Leçon 4 : Vocabulaire : les moments de la journée, de l'année, Événements liés au temps
Leçon 4 : Discours en continu : raconter un emploi du temps passé
Leçon 4 : Compréhension des textes : journal personnel, Compréhension d'une chronologie
Leçon 4 : Écriture : Rédaction d'un fragment de journal personnel
Leçon 4 : Civilisation : Rythmes de l'année et rythmes de vie en France, Personnalités du monde francophone

### **Module 3 (15 hrs)**

Leçon 5: Grammaire : Comparaisons, Adjectifs démonstratifs, Adjectifs possessifs
Leçon 5 : Vocabulaire : Les voyages, Les transports
Leçon 5: Discours en continu : Présenter les avantages et les inconvénients d'une activité
Leçon 5 : Compréhension des textes : articles de presse, relation d'un événement
Leçon 5: Écriture : Récit des circonstances d'un voyage
Leçon 5 : Civilisation : Les transports en France

### **Module 4 (15 hrs)**

Leçon 6: Grammaire : Articles partitifs, Emploi des articles, Interrogation (forme avec inversion), Réponses, Oui--si--non, forme possessif : à+pronom
Leçon 6: Vocabulaire : La nourriture, les repas, la fête
Leçon 6: Discours en continu : Décrire et raconter un repas ou une fête
Leçon 6 : Compréhension des textes : Extrait de guide touristique : restaurants originaux de Paris
Leçon 6: Écriture : Se présenter sur un site internet
Leçon 6 : Civilisation : Les habitudes alimentaires de français

**References:**

Méthodes : Alter Ego – Niveau 1 / Michel Guilloux –Publisher :HachetteChampion – Niveau1/ Annie Monnerie-Goarin — Publisher : CLE International

Panorama – Niveau 1/ Jacky Giradet, Jean Marie Cridlig - Publisher : CLE International

**Web References :** Français avec Pierre  
Podcastfrançaisfacile.com  
Comme une française  
Un flux RSS  
Duolingo.com  
Les Zexperts FLE

**Course Title : Developing Listening and Speaking Skills-LEVEL 1 PART 1**

**Course Code : FRE-I.C-2**

**Marks : 100**

**Credits : 4**

**Duration : 60 Lectures**

**Prerequisites : A minimum of 80% in French at the Higher Secondary School Examination.**

**Syllabus introduced in 2019**

### **COURSE OBJECTIVES:**

1. The main aim of this course is to develop student's listening and speaking skills through a wide range of communication activities and role plays. The course will focus on training students to use language in various scenarios.
2. The course aims at integrating the various aspects of language-learning which are complementary to one another. Thus, a single language activity will deal with learning communicative strategies, grammatical structures as well as cultural and civilizational elements
3. The course aims at enhancing the skills in oral comprehension and expression by exposing the students to various movies, songs, plays, dialogues etc. in simple French.
4. The course also aims at enabling the students to work either individually or in small groups.

### **COURSE OUTCOMES**

**At the end of the course the students will:**

CO1: have achieved the skills of oral communication at Level A1.1 as prescribed by the CECR.

CO2: be able to communicate in different day-to-day situations (make requests, express likes and dislikes, speak about hobbies and make purchases and fix a rendez-vous).

CO3: be able to comprehend basic dialogue by native French speakers pertaining to everyday life.

CO4: be able to emulate the rhythm and intonations specific to the basic expressions in French.



## **SYLLABUS**

### **TEXT: ECHO - LEVEL 1**

#### **Module 1 (15 hrs)**

Leçon 0: Exercices orales : Comment vous vous appelez? Vous parlez français ? Vous êtes allemand ? Tu habites où ? Qu'est-ce que c'est ? Qui est-ce ? Vos papiers s'il vous plaît? Cartes postales et messages.
Leçon 1 : Situations orales : Aborder quelqu'un, dire son nom, saluer, prendre congé
Leçon 1 : Situations orales : remercier, dire si on comprend
Leçon1 : Phonétique : Repérage des sons difficiles, rythmes et enchainements
Leçon1 : Compréhension orales des textes : Écrits de la rue
Leçon1 : exercices d'écoute : expression orale
Leçon1 : exercices d'écoute : compréhension orale

#### **Module 2 (15 hrs)**

Leçon 2 : Expressions orales sur les interrogations (est-ce que, Qu'est-ce, Qu'est-ce que c'est, Où)
Leçon 2 : Situations orales : Identifier une personne ou un objet, exprimer ses goûts
Leçon 2 : Situations orales : demander quelque chose : jeux de rôle
Leçon 2 : Compréhension orale des textes : article de presse, portrait d'une personne
Leçon 2 : Phonétique : Marques orales du féminin et du pluriel,
Leçon 2 : Phonétique : Différenciation « je », « J'ai », « J'aime ». rythmes et enchainements
Leçon 3 : Expressions orales avec des verbes(faire, aller, venir, vouloir, pouvoir, devoir) future proche, pronoms après une préposition, On=nous.
Leçon 3 : Situations orales : Proposer : accepter ou refuser une proposition
Leçon 3 : Situations orales : demander une explication
Leçon 3 : Situations orales : Exprimer la possibilité, l'impossibilité, l'obligation
Leçon 3 : Phonétique : (v), (t), Rythme du groupe Verbe+verbe et de la phrase négative
leçon 3 : Exercices d'écoute, jeux de rôle

### **Module 3 (15 hrs)**

Leçon 4 : Expressions orales sur Passé Composé (Présentation d'un événement passé), La date et l'heure
Leçon 4 : Compréhension orales sur les moments de la journée, de l'année, Événements liés au temps
Leçon 4 : Situations orales : Demander/donner des précisions sur le temps
Leçon 4 : Situations orales : demander/dire ce qu'on a fait, Féliciter
Leçon 4 : Phonétique : Différenciation Présent/passé, Enchaînement avec « t » et « n »
leçon 4 : Exercices d'écoute
Leçon 5: Expressions orales sur : Comparaisons, Adjectifs démonstratifs, Adjectifs possessifs
Leçon 5 : Situations orales : Choisir, négocier une activité commune

### **Module 4 (15 hrs)**

Leçon 5: Situations orales : Faire des recommandations, Demander/donner une explication
Leçon 5 : Situations pratiques relatives au voyage
Leçon 5 : Phonétique : Sons o - Différenciation {y} {u}
leçon 5 : Différenciation : {b} {v} {f}
Leçon 6: Expressions orales sur: Articles partitifs, Emploi des articles, Interrogation (forme avec inversion), Réponses, Oui--si--non, forme possessif : à + pronom
Leçon 6: Expressions orales sur : La nourriture, les repas, la fête
Leçon 6: Situations orales : situations pratiques à l'hôtel et au restaurant
Leçon 6 : Compréhension orale des textes : Extrait de guide touristique : restaurants originaux de Paris
Leçon 6: Phonétique : Rythme et intonation de la question, Rythme de la phrase négative,
leçon 6 : Jeux de rôles sur: Les habitudes alimentaires

**References:**

Méthodes :    Alter Ego – Niveau 1 / Michel Guilloux –Publisher :Hachette  
                  Champion – Niveau1/ Annie Monnerie-Goarin -- Publisher : CLE  
                  International  
                  Panorama – Niveau 1/ Jacky Giradet, Jean Marie Cridlig - Publisher :  
                  CLE International

**Web References:**    Français avec Pierre  
                              podcastfrançaisfacile.com  
                              Comme une française  
                              Frenchspin.com  
                              Duolingo.com  
                              Les Zexperts FLE  
                              Lexiquefle.free.fr.famille

**Course Title: Language in Context: Developing Reading and Writing Skills LEVEL 2  
PART 1**

**Course Code : FRE-III.C-5**

**Marks : 100**

**Credits : 4**

**Duration : 60 Hours**

**Prerequisites ; NIL**

**Name of Text: *PANORAMA Niveau -2***

**COURSE OBJECTIVES:**

1. The course aims at enabling the students to acquire competence in general communication: both oral and written.
2. The students learn the nuances of the french language as well as the culture and civilisation of the country and the behaviour patterns and life style of modern France.
3. The course aims at enabling the students to apply these skills in real life situations.
4. The course aims at enabling the students to work individually or in small groups.

**COURSE OUTCOMES:**

At the end of the course the students will be able to:

CO1: Demonstrate reading and writing proficiency in French at level A2.1 of CECR.

CO2: Draft formal letters (job application, request for information, draft a CV and complaint letters).

CO3: Create basic promotional material pertaining to a popular tourist spot.

CO4: Understand short press articles on various topics and comment on the same.

CO5: Appreciate short literary extracts from theatre and films.

**Syllabus:**

Units 1, 2,3 of Méthode de Français Panorama 2, will be the syllabus for Semester 3

## **Module 1 (15 hrs)**

### Leçon 1

Grammaire : Présent et présent progressif,  
passé composé, imparfait  
passé récent, futur et futur proche.

Vocabulaire : biographie,  
les arts plastiques

Compréhension et expression écrite :  
Se présenter dans une lettre officielle  
Compréhension d'une biographie  
Art classique et art moderne

### Leçon 2:

Grammaire : Le système des pronoms compléments.  
Constructions : forme affirmative, forme négative, forme interrogative  
et forme impérative.

Vocabulaire : Comportement et Personnalité  
La ville

Compréhension et expression écrite :  
La cohérence du texte grâce à l'emploi des pronoms  
Descriptions et commentaire  
La province  
Une petite ville de Bretagne : Dinan

### Leçon 3 :

Grammaire : formes du subjonctif présent :  
Emploi dans l'expression de la volonté, la demande, la nécessité,  
l'obligation.  
Les formes de l'interrogation

Vocabulaire : savoir, mémoire  
Oubli, vérité et mensonge  
Les gestes et les attitudes

Compréhension et expression écrite :  
Se plaindre, Compréhension d'un dialogue de théâtre  
Comportements face à l'information  
La comédie de boulevard  
Plaisanteries et canulars.

## **Module 2 (15 hrs)**

### Leçon 4 :

Grammaire : Le sens passif : forme passive  
Forme se faire + verbe  
Forme pronominale a sens passif

Vocabulaire : les sports  
La télévision

Compréhension et expression écrite :  
Présenter une organisation  
Compréhension d'opinions  
Les sports en France  
Problèmes de media

Leçon 5 :

Grammaire : expression de la durée.

Vocabulaire : Les faits divers :  
Catastrophes, accidents  
crimes, délits

Compréhension et expression écrite :  
Compréhension de faits divers  
Les banlieues  
Panorama socio-économique de la France

### **Module 3 (15 hrs)**

Leçon 6 :

Grammaire : Expression de la certitude et du doute  
De la possibilité ou de l'impossibilité  
De la probabilité ou de l'improbabilité  
Discours rapporte au présent

Vocabulaire : L'architecture  
Vocabulaire propre a l'expression de la fonction et de l'organisation

Compréhension et expression écrite:  
Compréhension et rédaction d'un texte à caractère informatif.  
Les grands travaux des années 80 et 90 à Paris  
Le rôle historique de Général de Gaulle  
Mai 1968

Unité 3, Leçon 7

Grammaire : Le conditionnel présent

Vocabulaire : Le budget  
Les monuments

Compréhension et expression écrite :  
Formuler une demande officielle  
Quelques moments celebres

### **Module 4 (15 hrs)**

Leçon 8:

Grammaire : Pronoms interrogatifs

Vocabulaire : Pronoms possessifs  
Pronoms démonstratifs  
Le théâtre  
Les mouvements et les actions  
Le decor

Compréhension et expression écrite :  
Raconter une suite d’actions  
Le théâtre actuel (satire des comportements)

Leçon 9 :

Grammaire : Le plus que parfait  
Le discours rapporté au passé.

Vocabulaire : Sentiments et réactions face à une réalité agréable ou désagréable.  
Le cinéma

Compréhension et expression écrite :  
Féliciter-complimenter  
Lettres de félicitations  
Aspects du cinéma- La « Nuit des Césars »

### **References:**

- 1) Echo – Méthode de français B-2 – Clé International Jacky Girardet; Jacques Pécheur; Colette Gibbe
- 2) Expression Ecrite, Niveau 2 Authors : Michèle Barféty / Patricia Beaujouin

### **Web References:**

Français avec Pierre  
Podcastfrançaisfacile.com  
Comme une française  
Un flux RSS  
Duolingo.com  
Les Zexperts FLE  
DEL F A2: French studies diploma level A2 : DEL F – DAL F

**Course Title: Language in Context: Developing Listening and Speaking Skills LEVEL 2**

**PART 1**

**Course Code: FRE-E-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Prerequisites: NIL**

**Name of Text : *PANORAMA Niveau 2***

**COURSE OBJECTIVES:**

1. The students will be trained to use the language in realistic settings rather than to focus merely on written exercises. Language will be used to perform tasks involving a meaningful communication between language speakers.
2. The course aims at enabling the students to acquire skills in oral expression and also comprehension of songs, plays, dialogues etc in simple french.
3. The course also enables the students to work individually or in small groups.

**COURSE OUTCOMES:**

At the end of the course students will be able to:

CO1: Demonstrate listening and speaking proficiency at level A2.1 of CECR.

CO2: Express one's dissatisfaction, regrets, convince or persuade, express approval and disapproval, give instructions and ask for information.

CO3: Comprehend audio extracts from day-to-day situations.

CO4: Create a video clip (short film, reporting an event, news snippets).

CO5: Conduct short interviews, perform short plays and recite poetry.

**Syllabus:**

**Oral comprehension based on the units 1, 2 and 3 of the text Panorama 2**

**Module 1 (15 hrs)**

**Unit 1**

Présenter, caractériser une personne, aborder quelqu'un, apprécier, se plaindre, revendiquer, faire des suppositions, convaincre, émettre des réserves, exprimer son ignorance, les voyelles non nasalisées, les voyelles nasalisées, intonation de l'interrogation.



## Unit 2

Raconter les étapes d'une entreprise, raconter une suite de faits, situations en relation avec les acquisitions grammaticales, jeux avec voyelles en position finale, le son (y)

## Unit 3

Exprimer une supposition, faire une hypothèse, suggérer de faire quelque chose, exprimer de la possession, choisir, donner des instructions, s'indigner-se disputer, demander des informations sur des faits passés, poser un cas de conscience, regretter, approuver et désapprouver, articulation des consonnes.

### **Module 2 (15 hrs)**

Listening comprehension of these units.

### **Module 3 (15 hrs)**

Recitation, role play, simulation through audio-visual resources.

### **Module 4 (15 hrs)**

Presentation based on the topics of each unit, exploring online references etc. to improve oral skills.

### **References :**

- 1) Echo – Méthode de français B-2 – Clé International  
Authors: Jacky Girardet; Jacques Pécheur; Colette Gibbe

- 2) Expression Ecrite, Niveau 2

Authors : Michèle Barféty  
Patricia Beaujouin

**Web References:** Français avec Pierre  
podcastfrançaisfacile.com  
Comme une française  
Frenchspin.com  
Duolingo.com  
Les Zexperts FLE  
Lexiquefle.free.fr.famille

**Course Title: French for Tourism and Hospitality PART 1**

**Course Code: FRE-E-2**

**No. Of Credits: 4**

**Marks: 100**

**Duration: 60 Hours**

**Prerequisites: NIL**

**Name of Text: *Bon Voyage***

**COURSE OBJECTIVES:**

1. To acquire basic skills required to work in the domain of tourism and hospitality and to create an ability to understand and communicate (read, write, speak and understand in French) in basic situations.
2. To develop oral and written skills in French, in the domain of tourism and hospitality.
3. To enable the students to apply the skills in real life situations and to understand and use documents in the target language from various media eg tariff cards, reservation forms, tourist guide literature.
4. To write composition on subjects of personal interest based on the Tourism and hotel industry and enable the students to compare and contrast France and India and other francophone countries with respect to tourist locations and the different categories of tourists.
5. To use different media for course related tasks: dictionaries, internet, newspapers, television and documentaries.

**COURSE OUTCOMES:**

At the end of the course the students will be able :

CO1: To understand and draft a CV, introduce one's company and job profile, successfully, conduct a telephonic conversation in a formal setting, note down and understand a telephonic message and leave a message.

CO2: To communicate with a client, give directions, suggest tourist spots, handle hotel bookings and cancellations and provide information on transport facilities in French.

CO3: To welcome and serve passengers on flight, inform about the various services and restrictions on board a plane, handle ticket bookings, reservations and cancellations.

CO4: To be aware of the different types of tourism and be able to prepare promotional material, prepare a well-guided multicity itinerary and understand and explain a menu card.

CO5: To have a general understanding of the intercultural nuances, history and architecture and narrate a few anecdotes related on touristic sites and monuments.

### **Module 1 (15 hrs)**

**a) Vocabulary and utilisation and significance of expressions**

i) Se présenter, présenter quelqu'un, parler de soi, de son travail, de sa famille

ii) Renseigner sur : les horaires, l'indicatif pour téléphoner, les jours et heures d'ouverture et de fermeture

iii) Décrire un objet perdu, un hôtel, une chambre, un restaurant

#### **b) Grammaire:**

i) les nationalités, les professions, les chiffres, ii) Est-ce que, iii) la négation,

i) l'heure, ii) les jours de la semaine, iii) les préposition avec les verbes « arriver » et « partir »

i) Décrire un objet perdu ii) un hôtel une chambre iii) un restaurant)

#### **c) Jeu de rôle**

-Je vous présente....., Le vol part à

- C'est un grand hôtelluxueux

#### **d) L'expression écrite**

(Rediger des récits et des dialogues)

### **Module 2 (15 hrs)**

**a) Vocabulary and utilisation and significance of expressions**

-se renseigner et renseigner sur un hôtel, renseigner sur le climat et les vêtements

- décrire un lieu, une ville, une région, un pays, et les loisirs qu'ils offrent, exprimer une préférence, indiquer un chemin.
- Annoncer l'itinéraire aux touristes, initiation à la rédaction écrite d'un itinéraire

**b) Grammaire:**

- l'interrogation, la négation, les caractéristiques d'un hôtel : situation, confort, facilité etc. les saisons, les mois, les vêtements.
- Le verbe faire et les prépositions, l'emploi des verbes aimer/préférer, les adjectifs démonstratifs, les sports et les loisirs, completion of exercises based on grammar and Text
- Le futur proche et futur simple, les adverbes de lieu y et en, les expressions de temps.

**c) Jeu de rôle (à la reception, à l'office du tourisme, dans le bus touristique)** -C'est un hôtel deux étoiles, Quel beau temps ! A la reception

- C'est à 3 kilometres... Dars La rue
- Ce matin on va visiter, Cette région vous offre ...Dars le car / bus touristique.

**d) L'expression écrite**

(Rediger des récits et des dialogues)

**Module 3 (15 hrs)**

**a) Vocabulaire et utilisation et signification des expressions**

- s'excuser, apaiser un client, expliquer, proposer une solution, prendre et transmettre des messages.
- Décrire un plat et une recette, conseiller des plats aux clients
- raconter un événement au passé, parler de l'histoire d'un monument, renseigner sur : les tarifs, les services d'un hôtel, location d'une voiture.

**b) Grammaire:**

- Les expressions pour s'excuser, se plaindre et apaiser, pronoms personnels : lui, leur, le, la, les
- Les expressions d'une conversation téléphonique, Article partitif, pronoms personnels : en
- adverbes de quantité, completion of exercises based on grammar and text

- Passé composé, Imparfait, les services de l'hôtel

**c) Jeu de rôle**

- Nous sommes vraiment désolés, voudriez-vous laisser un message ?
- C'est du poulet avec.....
- Il faut payer un supplément....

**d) L'expression écrite**

- Rédiger des récits et des dialogues

**Module 4 (15 hrs)**

**a) Vocabulaire / utilisation et signification des expressions**

- Décrire une ville, un pays, une région
- Renseigner à l'oral et à l'écrit sur un hôtel
- Conseiller un client à propos : d'un circuit, du code de la route, des vêtements à emporter.

**b) Grammaire:**

- Le comparatif, le superlatif, les pronoms relatifs, la négation : ne rien, ne jamais.
- Les vêtements, les expressions utilisées pour interdire, Si + présent + future.
- Les verbes pronominaux, Questionnaire de satisfaction.

**c) Jeu de rôle**

- C'est la ville la plus belle
- Il ya 300 chambres avec...
- Je regrette...il est conseillé de prévoir

**d) L'expression écrite.**

(Rédiger des récits et des dialogues)

**References:**

- 1) Carnet de voyage : Craig Thompson
- 2) French for Hotel Management & Tourisme Industry : S. Bahattacharya/ Uma S. Bhalerao

3) Service Compris- Author : Serge Heliot

4) A votre Service - Part 2 - Author: Rajeswari Chandrasekar, Rekha Hanga.

- Web References :**
1. Le tourisme en France – Worldcat.org  
Tourisme en France, les principaux chiffres et sites
  2. Tourisme en France avec TV5
  3. Le Tourisme en France : les chiffres clés du secteur  
Dix chiffres sur le Tourisme en France et dans le monde
  4. Paris – Office du Tourisme – site officiel
  5. France tourisme.fr

**Course Title: Study of Selected Elementary Text in French**

**Course Code: FRE-E-3**

**Crédits: 4**

**Marks : 100**

**Duration: 60 Hours**

**Prerequisites: NIL**

**Name of Text : Selected two text from the collection ‘Français Facile’ (Drama/Novel/Short Stories)**

### **COURSE OBJECTIVES:**

1. The course aims at enabling the students to get acquainted with classic French writers.
2. The course also aims at enabling the students to acquire skills to comprehend and comment on various themes of the text.
3. The course also aims to motivate the students to appreciate the other French writers.

### **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1: Read and comprehend two literary texts in French.

CO2: Comment on the different themes of the text.

CO3: Create simple texts in French to summarize and critically appreciate the text.

CO4: Gain and understand the historical and socio-cultural contexts of the texts.

Text Prescribed:

Texte en Français Facile : **Texte 1 – roman/nouvelle**

Le temps des secrets - Marcel Pagnol

Le château de ma mère – Marcel Pagnol

Candide – Voltaire

**Texte 2 – pièce de théâtre**

Le malade Imaginaire - Molière

**Module 1 (15 hrs)**

De l'auteur et ses œuvres.

Lecture et compréhension du text 1.

**Module 2 (15 hrs)**

Discussions des themes et redaction de petits commentaires.

**Module 3 (15 hrs)**

De l'auteur et ses œuvres.

Lecture et compréhension du text 2.

**Module 4 (15 hrs each)**

Discussions des themes et redaction de petits commentaires.

**References:**

- 1) Littérature progressive du français.

Authors: N. Blondeau

F. Allouache

M. F. Né

**Web References:**

SZEtude de Candide de Voltaire/superprof

Candide – 27 citations – References citations

Marcel Pagnol : Wikipedia

Le temps des secrets: Wikipedia

Le temps des secrets : Goodreads



**Course Title: Language in context: Developing Reading and Writing Skills LEVEL 3**

**PART 1**

**Course Code: FREV.C-7**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Pre-requisites: NIL**

**COURSE OBJECTIVES:**

1. The course also aims at enhancing student employability by developing written skills for use in professional scenario settings.
2. The course also aims at facilitating the comprehension of select literary extracts in French.
3. The course also aims at enabling the students to acquire skills in creative writing.
4. The course also aims at enabling the students to apply these skills in real life situations.

**COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1: Demonstrate reading and writing proficiency in French at level B1.1 of CECR.

CO2: Narrate personal experiences and historical events.

CO3: Understand and analyse literary texts, legends and press documents.

CO4: Draft a statement of purpose, job application and a letter requesting specific information.

CO5: Create a comic book strip, science fiction accounts and film scenarios.

**TEXT : Panorama 3**

**Syllabus:**

**Module 1 (15 hrs)**

**Grammaire :** Nominalisation, pronoms personnels et indéfinis.

**Thèmes et Civilisation:** Evolution de la langue. (Evolution of Language)

-La signification, Les dictionnaires, Evolution et Disparition des langues

**Situations écrites et orales:** L'apprentissage d'une langue étrangère, importance, besoin, les difficultés, expériences et méthodes d'apprentissage, les obstacles, comment les surmonter.

**Grammaire :** passé composé, imparfait, plus-que-parfait.

Antériorité-postériorité-simultanéité.

Thèmes et Civilisation : Le Temps, La Mémoire et Le Cinéma. (Time, Memory and Cinema)

Les souvenirs et la mémoire, Le temps et la durée, Les éléments du Cinéma.

## **Module 2 (15 hrs)**

Situations écrites et orales:

-L'importance de temps.

- Les causes de l'oubli, le rôle de la mémorisation dans l'apprentissage. Condition d'une bonne mémorisation.

-Les scénarios qui marchent au cinéma. Création et rédaction d'un scénario de film.

**Grammaire :** Conditionnel et subjonctif dans l'expression des souhaits, de la volonté, de l'obligation et des sentiments.

**Thèmes et Civilisation : L'Industrie et L'emploi.** (Industry and Employment)

Caractères, attitudes, comportements dans un monde professionnel.

**Situations écrites et orales :**

- Ecrits propres aux offres et aux demandes d'emploi.

- Les qualités attendues par les chefs d'entreprises.

-Présentation d'un personnage célèbre / des idoles qui font rêver

## **Module 3 (15 hrs)**

**Grammaire :** Les propositions relatives. L'interrogation.

**Thèmes et Civilisation : Coutumes et Traditions.** (Customs and Traditions)

Habitat et urbanisation : La famille. La politique.

**Situations écrites et orales :**

- Description de l'habitation idéal/ logement idéal

- Terre d'Utopie
- Coutumes et traditions liées aux événements de la vie
- Les différentes formes de la famille.
- L'importance de la vie associative.

**Grammaire :** Expression du futur, du projet, du but, de la condition et de la restriction.

**Thèmes et Civilisation : La Science et La Technologie.** (Science and Technology).

Les méthodes scientifiques et technologiques.

#### **Module 4 (15 hrs)**

- Avantages, inconvénients et perspectives du multimédia.
- les grandes réalisations frappantes en France et dans le monde.
- Faire des projets et des promesses. Exprimer sa confiance ou sa méfiance.
- Mettre en garde. Rassurer.

**Grammaire :** Expression de l'hypothèse, expression de la cause.

**Thèmes et Civilisation : Histoire: Légendes et Mystères.** (History: Legends and Mysteries)

-Explications scientifiques. Religion.

#### **Situations écrites et orales:**

- Reportage sur les lieux mystérieux de votre pays.
- Appréciation d'un lieu touristique et historique et sur ses mystères.
- Comparaison des attitudes religieuses en Inde et en France

**References:** Version Originale 3 – Goyal Publications  
 Alter Ego 3 – Hachette  
 Saison 3 – Didier  
 A Propos B1 – French and European Publications Inc  
 Clé Internationale

**Web References**

:TV5 Apprendre  
Figaro.fr  
Le Monde  
L'express  
Scienceshumaines

**Course Title: French for beginners – LEVEL 1**

**Course Code: FC-FRE-I**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Prerequisites: No prior knowledge of the French Language.**

**COURSE OBJECTIVES:**

1. To acquire basis skills in understanding the French language both spoken and written.
2. To be able to communicate effectively in French in simple day to day life situations by using the appropriate words and phrases.
3. To expose students to various facets of the French culture.

**COURSE OUTCOMES:** At the end of the course students will have acquired the skills to:

1. Demonstrate reading, writing and speaking proficiency in French at Level A1.1 of CECR.
2. Communicate in both basic oral and written French in the context of presenting oneself and others.
3. Describe objects and people in day-to-day situations.
4. Ask and give directions.

**Text : ON Y VA - Level 1**

**Authors :** Jacques Blanc

Jean- Michel Cartier

Pierre Lederlin

Anuradha Karkun

Jatinder Singh

<b>Module 1</b>	<b>15 hrs</b>					
Unité	Titre	Objectifs communicatifs	Thèmes	Grammaire et actes de langage	Phonétique / Prosodie	HR S
1.	C'est parti !	Le Français (mots passé dans d'autres langues, mots venus d'autres langues), la France, la classe de français				6 hrs
2	SALUT !	Saluer, demander comment ça va	Les rencontres entre jeunes	Ça va ? Bien... mal etc, L'alphabet	Intonation interrogation / affirmative (1) et exclamative	6 hrs
<b>Module 2</b>	<b>15 hrs</b>					
3.	Tu parles français ?	Prendre Contact	Les rencontres avec un étranger	Je / Tu (être, parler), Oui, Non Masculin /féminin des adjectives Des nationalités	Intonation interrogation / affirmative (2) Terminaison phonétique des adjectifs de nationalité	8 hrs
4	Je m'appelle Élodie	Se présenter (Entre jeunes)	Les rencontres entre jeunes	D'où/ de/d' + ville, Pour épeler : accents, apostrophe, cédille, majuscule. Ne....pas + s'appeler	Intonation (3) L'alphabet (classement phonétique)	8 hrs
<b>Module 3</b>	<b>15 hrs</b>					
5.	La valise grise	Se présenter (entre adultes)	Les rencontres entre adultes	Conjugaison de être, faire, s'appeler, habiter Masculin et féminin des professions Pour saluer. Tu / vous – singulier / pluriel	Cas de non. Prononciation de 'e' en français familier.	8hrs
6	Moi, j'ai..	Parler des objets qu'on possède en	Les objets et animaux familiers	Conjugaison d'avoir au présent. Un, Une, Des/		8hrs

		mentionner le nombre		combien/pas de. Nombres de 1 à 50. Plus et moins		
<b>Module 4</b>	<b>15 hrs</b>					
7.	Il est la !	Demander / Donner des informations sur la localisation	La maison	Conjugaison de voir et savoir Localisation : ou ? A gauche, droite.. Qu'est ce que, quoi ? Le/la/les/un/une/des/quel/quelles	Intonation (4)	8hrs
8.	Tu as une grande famille ?	Décrire physiquement, présenter	La famille, l'âge	Connaitre, vouloir, dire Adjectifs possessifs, on/nous. Tournures interrogatives. Pour parler de l'âge.	Prononciation de six, dix, neuf et vingt.	8hrs

**Bookreferences:**

- 1- 'A Propos'- Level 1 : Annabelle Nachon, Fablenne Nugue
- 2 - 'Saison'- Level 1 : Delphine Ripaud, Dorothée Dupleix, Anouchka De Oliveira, Marie-Noëlle Cocton
- 3 - French for beginners
- 4 - Chantons en Français, Learning french through songs – Jaivardhan Rathore

**Web References:**

Français avec Pierre  
Podcastfrançaisfacile.com  
Comme une française  
Learn French for online for free  
Duolingo.com  
TresbienFrench.com  
Learnalanguage.com





# **GEOGRAPHY**

**Parvatibai Chowgule College of Arts and Science**

**(Autonomous)**

**DEPARTMENT OF GEOGRAPHY**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	GEG-I.C-1: Introduction to Geography	GEG-I. C-2: Fundamentals of Physical Geography				
II	GEG-II.C-3: Basics of Human Geography	GEG-II. C-4: Basics of Regional Geography				
III	GEG-III.C-5: Cartography		GEG-III.E-1: Socio-Economic Survey	GEG-III.E-2: Field Survey	GEG-III.E-3: Quantitative Techniques	GEG-III.E-4: Computer Geography
IV	GEG-IV.C-6: Remote Sensing and GIS		GEG-IV.E-5: Photogrammetry	GEG-IV.E-6: Spatial Analysis	GEG-IV.E-7: Open Source GIS	GEG-IV.E-8: GIS Applications
V	GEG-V. C-7: Geomorphology and Climatology		GEG-V.E-9: Coastal Geomorphology	GEG-V.E-10: Fluvial Geomorphology	GEG-V.E- 11: Synoptic Climatology	GEG-V.E-12: Agro- Climatology
VI	GEG-VI. C-8: Population and Economic Geography		GEG-VI.E-13: Regional Planning	GEG-VI.E-14: Geography of Trade and Transport	GEG-VI.E- 15: Geography of Tourism	GEG-VI.E- 16: Socio- Cultural Geography

# SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY

## BACHELOR OF ARTS

### SEMESTER I & II

**Paper Title: Introduction to Geography (THEORY)**

**Paper Code: GEG- I.C 1**

**Name of Faculty: Dr. Nandkumar Sawant**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** This introductory paper is intended to acquaint the students with distinctiveness of Geography as a field of learning. The philosophy of the subject is to be taught in order to develop a keen interest in the subject and to pursue it for higher studies.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of fundamental concepts of geography and thereby be able to analyze the interrelationships among them.

UNIT NO.	COURSE CONTENT	TEACHING PERIODS	Marks
I	<b>Introduction of Geography</b> Definition, Meaning, nature and scope of geography; Major divisions of geography (General v/s Regional, Physical v/s Human Geography), Interdisciplinary approach, Concepts of Geographical Thought (Determinism, Possibilism, Neo-determinism), Recent trends in Geography, Careers in Geography. Major themes in Geography – location, region process, space and time.	15	25
II	<b>Introduction to Geosphere: I</b> <b>Atmosphere:</b> Meaning & Definitions- Composition & Structure of Atmosphere, Elements of Weather & Climate and their inter-relation. <b>Biosphere &amp; Nanosphere</b> Structure, significance, Man induced environment change- Climate change.	15	25
III	<b>Introduction to Geosphere: II</b> <b>Lithosphere:</b> Evolution of Earth, Geological Time scale.- Orders of Relief (I, II, III), oceans and continents, classification of mountains, plateau and plains, ocean relief. Hypsometric curve, bathymetric curve. <b>Hydrosphere:</b> Hydrological Cycle-Definition, Evaporation, Factors affecting evaporation, Evapo-transpiration, Humidity & It's Types , Forms of Condensation, Forms of Precipitation, Types of Rainfall. Spatial distribution of water on earth.	15	25

## REFERENCES

1. Dikshit R.D (2004): The Arts, Science of Geography, Integrated Readings Prentice Hall of India, New Delhi
2. Lal . D. S. (2007) : Climatology, Pushtak mahal, Allahabad
3. Goh Cheng Leong (2003): Certificate Physical and Human Geography, Oxford university press, New Delhi
4. Das Gupta and Kapoor (2013): Principles of Physical Geography, S. Chand & Company Pvt. Ltd.
5. Singh Savindra (2005) : Environmental Geography, Prayag Pustak Bhavan, Allahabad

**Paper Title: Measurement Systems in Geography (Practical)**

**Paper Code: GEG- I.C 1**

**Name of Faculty: Dr. Nandkumar N. Sawant**

**Marks: 25**

**Credits: 01**

**Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of map reading and understanding. It also encourages students to understand and correlate the different measurement systems which are essential to understand the geographical concepts.

**Learning outcome:** After the completion of this course students are expected to be familiar with the basic cartographical skills such as basic elements of map and map reading. Besides, they will be acquainted with the cartographic techniques such as area measurements, time calculation, which will help in learning advanced techniques as they progress.

Unit	Title	Practical sessions	Marks
I	Scales and its types: Verbal Statement. Representative Fraction. Linear scale- Simple and comparative- time and distance Calculation of area by square method. Identification of location and extension based on latitude and longitudes. Finding directions. Calculation of time based on longitude	10	15
II	Types and Elements of map- Title. Scale. Legend, Direction, Signs and symbols. Grid reference system.	05	05
III	Journal		5
		15	25

#### References

1. Campbell, J.(2004) Introductory Cartography, Prentice Hall, Inc Englewood
2. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Pub. Co., New Delhi
3. Monkhouse, I.J. and Wilkinson, H.R., (2009): Maps and Diagram, B.I. Publication, New Delhi
4. R. P Mishra. (2014) Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Gopal Singh. (2014), : Map Work and Practical Geography, 4<sup>th</sup> Edition, Sterling Book House Mumbai

**Paper Title: FUNDAMENTALS OF PHYSICAL GEOGRAPHY (THEORY)**

**Paper Code: GEG- I.C 2**

**Name of Faculty: Mrs. Anagha Bicholcar**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course aims to introduce fundamental concepts of physical geography. The course focuses on various spheres of the earth and their related concepts.

**Learning outcome:** After the completion of this course students are expected to be familiar with the different spheres of the earth and the interrelation amongst them.

Unit.	Title	Lecture	Marks
I	<b>Concept and Nature:</b> Introduction to physical geography: development of physical geography. Branches of physical geography. Significance of physical geography. Nature of physical geography. Recent developments in physical geography.  <b>Layers of the Earth:</b> Lithospheric system: Interior of the earth. Layering of the earth- Mechanical layering and chemical layering. Processes of Denudation. Rocks and its types. Soil- definition and profile.	15	25
II	<b>Basic concepts of climatology:</b> Definition and scope of climatology. Aims and objectives of climatology. Heat budget. Insolation and factors affecting Insolation. Temperature inversion, its types and effects.	15	25
III	<b>Oceans:</b> The oceans: Their shape, size location and configuration. Dynamics of ocean- Tides, waves and surface currents (Indian Ocean and Atlantic Ocean). Types of marine resources.	15	25
		45	75

References:

1. Bloom, Arthur L., 2008: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, New Jersey.
2. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
3. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
4. Lal.D.S , 2004: Oceanography, Prayag Pustak Bhavan, Allahabad
5. Strahler, A.N., 2005: Physical Geography, 3rd Ed., Wiley Publications
6. Singh, S. 2005: Physical Geography, Prayag Pustak Bhawan, Allahabad
7. Thornbury, W.D., 1969: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint, 2004
8. Wooldridge, S.W. and Morgan, R.S., 2008: The Physical Basis of Geography, Longman (First published in 1937)
9. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.
10. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.

11. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
12. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi.
13. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
14. Sparks, B.W., 2000: Geomorphology, Longman, London, 2nd edition.

**Paper Title: Practical in Physical Geography**

**Paper Code: GEG-I.C 2**

**Name of Faculty: Mrs. Anagha Bicholcar**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of relief representation and Toposheet reading, climate data analysis and interpretation. This exercise demands a higher order skill of converting signs and symbols into words.

**Learning outcome:** After the completion of this course students are expected to be familiar with techniques of representing different relief features and interpretation of the characteristics and association with other relief features. Student will be able to analyze, interpret and represent climate data through graphs.

Unit	Title	Practical	Marks
I	Methods of Representation of Relief features – Spot Heights, Bench Marks. Contours diagrams with cross sections- gentle slope, steep slope, concave and convex slope, hills, plateaus, cliff, V-shaped valley, waterfall, Ria coast, Fiord coast. Profile Drawing from contour diagram.	10	15
II	Calculation of mean, average, range of temperature. Calculation of lapse rate and Relative Humidity.	5	05
	Journal		05

#### References

1. Chorley, Richard. J. (ed.), 2009: Water, Earth and Man, Methuen & Co., London
2. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
3. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
4. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
5. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
6. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
7. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
8. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi



**Paper Title: Basics of Human Geography (Theory)**

**Paper Code: GEG-II. C 3**

**Name of Faculty: Dr. Sanjay Gaikwad**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course provides the basic conceptual framework of Human Geography. It focuses on cultivating basic knowledge through understanding and analysis of the fundamental concepts in Human geography.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of fundamental concepts of Human Geography and thereby be able to understand human related issues.

Unit	Topic	Lectures	Marks
I	<b>Concept and Nature</b> ; Meaning, Scope and Development of Human Geography. Basic principles-Principle of Activity or Change, Principle of Terrestrial Unity or whole. Approaches in human geography (humanistic, scientific, welfare and behavioural)	15	25
II	<b>World population-</b> Growth, distribution. Density. Concepts of under population, over population, age and gender composition. Fertility, mortality, migration Ageing population.	15	25
III	<b>Society and Culture</b> Evolution of man (Australopithecus, Homo Erectus, Homo sapiens. Man's spread over the earth during the Pleistocene). World Human Races-Classification, Characteristics and Distribution. Culture- meaning and components. Contemporary social problems: Gender disparity and related issues (case study of India). Ethnicity and the related issues.	15	25
		45	75

Note : The course should focus on basic conceptual aspects.

#### Reference

- 1) H.J De Blij, Alexander B. Murphy, Erin H. Fouberg. (2007) *Human Geography: people, place and culture*. John Wiley and sons. USA.
- 2) Panigrahi .P.K. (2011). *Human Geography-Landscape of Human Activities*. Murari Lala and sons. New Delhi.
- 3) Sharma Y.K. (2007) *Human Geography*. Lakshmi Narain Agrawal, Agra.
- 4) Rubenstein J M (2010) *Contemporary Human Geography*. PHI learning pvt, New Delhi.
- 5) Hussain, M. (2004) *Human Geography*. Rawat Publication. New Delhi.
- 6) Chandna, R.C. (2006) *Geography of Population*. Kalyani Publishers. New Delhi

- 7) Hagget, P. (2002) *Geography: A Modern Synthesis*. Harper & Row, New York
- 8) De Blij, H.J., Human Geography, Culture, Society and Space, John Wiley, New York, 2006
- 9) Fellman, J.L. Human Geography-Landscapes of Human Activities, Brown and Bench man, Pub. U.S.A. 2007.
- 10) Arun Kumar Sharma, 2012: Principles of Human Geography, Rastogi Publications, Meerut

**Paper Title: Practicals in Human Geography**

**Paper Code: GEG-II. C 3**

**Name of Faculty: Dr. Sanjay Gaikwad**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course provides the basic quantitative aspects of Human Geography. It focuses on cultivating quantification and diagrammatic representation of population data. This enables students to understand, quantify and precisely represent population data.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of basic quantitative techniques used in Human geography. They should be able to diagrammatically represent population data and diagrams.

Unit.	Title	Practical sessions	Marks
1	Calculation and interpretation of: <b>Fertility measures:</b> Crude Birth Rate, General Fertility Rate, Total Fertility Rate, Age Specific Fertility Rate. Child Women Ratio. Net Replacement Rate. <b>Mortality measures:</b> Crude Death Rate, Age and Gender Specific Death Rates. Cause Specific Death Date. Infant Mortality Rate. <b>Age data Analysis:</b> Age composition. Construction of Population Pyramid	8	10
2	<b>Literacy measures:</b> Crud Literacy Rate. Male-female Literacy Rate, urban-rural, Gross Enrolment Ratio. Work Participation Ratio. Gender Ratio. Calculation of population density. Population concentration index. Population change.	7	10
3	Journal and viva		5
		15	25

References:

1. Bogue, D. J., 2001: Principles in Demography, John Wiley, New York
2. Bose, Ashish et. al., 2004: Population in India's Development, Vikas Publishing House, New Delhi
3. Census of India, India : A State Profile, 2001.
4. Chandna, R.C. Geography of Population : Concept, Determinants and Patterns, Kalyani Publishers, New York 2000.
5. Crook, Nigel Principles of Population and Development. Pergmon Press, New York 2007.
6. Daugherty, Helen Gin, Kenneth C.W. Kammeryir, An Introduction to Population (Second Edition). The Guilford Press, New York, London 2008.
7. Mitra, Asok, India's Population. Aspects of quality and Control Vol. I & II. Abhinav Publication. New Delhi 2008.
8. Srinivsan, K. and M. Vlassoff. Population Development Nexus in India : Challenges for the New Millennium. Tata mcGraw Hill, New Delhi 2001.

9. Srinivasan, K. Basic Demographic Techniques and Applications Sage Publications, New Delhi 2008.
10. UNDP: Human Development Report Oxford University Press, Oxford 2000.
11. United Nations, Methods for Projections of Urban and Rural Populations. No. VIII, New York 2004.
12. Woods, R. Population Analysis in Geography, Longman, London 2009.
13. Sawant & Athavale: Population Geography, Mehta Publishing House, Pune.2005

**Paper Title: Basics of Regional Geography**

**Paper Code: GEG-II. C 4**

**Name of Faculty: Mr. Ashish Ashwini**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course aims to develop a basic understanding of the regions and recognizing the significance of geography in shaping region. It helps students to appreciate regional unique dimensions of regions.

**Learning outcome:** At the end of this course, student will gain sense of spatial organization and areal variation in human activities.

Unit	Title	Lectures	Marks
I	i) The Regional Approach- The Development of Regional Studies. Concepts- area, region, space. ii) Methods of Regionalization- Factors of the Division and of the Regional Organization of Space.	15	25
II	i.) Foundations of Regional Geography- Ecological, Economic, Social and Cultural Dimensions ii) Regional Consciousness and Identity. iii) The Region and-Political issues. (Two case studies)	15	25
III	Study of Regional Organization ASEAN, and EU: Their evolution, functions and interlinkages. Globalization and the New Territorial Order.	15	25

### References

1. Singh, R.L.2001 (ed): India – A Regional Geography, National Geographical Society, India
2. Cole, J. : *A Geography of the World's Major Regions*, Routledge, London,2000
3. Israel, S. Johnson, D.I. and Wood, D.: *World Geography Today*,2005
4. Jackson, R.H. and Hudman, L.E.: *Regional Geography: Issues for Today*,2007
5. *An Introduction to Regional Geography*, Paul Claval, Rawat Publication, Jaipur & Delhi,2003
6. Wheeler, J.H. Jr. and Kostbade, J.T., (1990): *World Regional Geography*, Holt Rinsort and Winston, Inc
7. Holier, G.P., 2008: Regional Development in Michael Pacione (ed), *The Geography of the 3rd World: Progress & Prospects*, Rutledge, London, New York.
8. Jackson, R.H. and Hudmar, L.E.: *Regional Geography: Issues for Today* ,2004
9. Paul Claval (2008) *An Introduction to Regional Geography*, Wiley-Blackwell, ISBN 155786733X.

**Paper Title: Practical in Regional Geography**

**Paper Code: GEG-II. C 4**

**Name of Faculty: Mr. Ashish Ashwini**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course objectives:** The course provides the basic quantitative aspects of regional Geography. It focuses on cultivating quantification and diagrammatic representation of regional data. This enables students to understand, quantify, compare of unique characteristic of different regions.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of basic quantitative techniques used in regional geography. They should be able to diagrammatically represent interpret regional data and diagrams.

Unit	Topic	Sessions	Marks
I	Methods of Regional Demarcation : Interpolation, weightage matrix analysis, Value based demarcation, Matrix and composite indexing. Gravity model, Breaking point Analysis, Threshold Analysis, Sphere of Urban Influence Population potential surfaces	08	10
II	Network Analysis Nearest Neighbor index, Regional Hierarchies of settlements, mapping of regions.	07	10
III	<b>Journal and viva</b>		05
		15	25

### References

1. Hegget Peter, Cliff A.D. et. al. (2001) Locational Methods, Locational Analysis in Human Geography, Vol.II Arnold – Heinemann Pub. (India)
2. Hegget Peter, Cliff A.D. et. al. (2000) Locational Models, Locational Analysis in Human Geography. Vol. I Arnold – Heinemann Pub. (India)
3. Chandna R.C. (2003): Regional Planning: A Comprehensive Text, Kalyani Publishers, Ludhiana

**Parvatibai Chowgule College of Arts and Science**  
(Autonomous)

**DEPARTMENT OF GEOGRAPHY**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	GEG-I.C-1: Introduction to Geography	GEG-I. C-2: Fundamentals of Physical Geography				
	GEG-I.C-1: Measurement Systems in Geography (Practical)	GEG-I. C-2: Practicals in Physical Geography (Practical)				
II	GEG-II.C-3: Basics of Human Geography	GEG-II. C-4: Basics of Regional Geography				
	GEG-II.C-3: Practicals in Human Geography (Practicals)	GEG-II. C-4: Practicals in Regional Geography (Practicals)				
III	GEG-III.C-5: Cartography		GEG-III.E-1: Socio-Economic Survey	GEG-III.E-2: Field Survey in Physical Geography	GEG-III.E-3: Participatory Rapid Appraisal Techniques	GEG-III.E-4: Applications of Computer in Geography
IV	GEG-IV.C-6: Remote Sensing and GIS		GEG-IV.E-5: Photogrammetry	GEG-IV.E-6: Spatial Analysis	GEG-IV.E-7: Open Source GIS	GEG-IV.E-8: GIS Applications
V	GEG-V. C-7: Geomorphology and Climatology		GEG-V.E-9: Coastal Geomorphology	GEG-V.E-10: Fluvial Geomorphology	GEG-V.E-11: Synoptic Climatology	GEG-V.E-12: Agro- Climatology
VI	GEG-VI. C-8: Population and Economic Geography		GEG-VI.E-13: Regional Planning	GEG-VI.E-14: Geography of Trade and Transport	GEG-VI.E- 15: Geography of Tourism	GEG-VI.E- 16: Socio- Cultural Geography

**CORE COMPULSORY****Paper Title: GEG- III-C-5 Cartography (Theory)****Name of Faculty: Mrs. Anagha Bicholcar****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course aims to provide basic cartographic concepts. This forms the basis for advanced cartographic techniques.

**Learning outcome:** After completion of the course, students will be familiar with basic cartographic concepts. This will help in developing cartographic skills taught in the practical component of this paper.

Unit	Topic	Lectures	Marks
I	<b>Introduction:</b> Cartography. Scope of Cartography. Cartography as a science and art. Growth of modern cartography. Spatial data – Data nature and data sources. <b>Mapping Organizations in India</b> – Survey of India, NATMO, NRSC, <b>Colors and Patterns</b> – Color Systems in cartography. Identification. Use of colors in maps, lettering and use of patterns. <b>Map symbolization:</b> Mapping qualitative data and quantitative data- using point, line and area symbols. Maps- Types- physical and cultural maps, SOI Conventional signs and symbols and Colour.	20	30
II	<b>Map projections:</b> General Principles: Classification, properties and choice of map projections. Merits and demerits. Cylindrical, conical and zenithal projections	15	25
III	<b>Introduction to topographical maps:</b> Indexing. Marginal information. Scales, gridding and techniques of map reading	10	20
		45	75

**References**

1. Bygott, J. (2007), An Introduction to Map work and Practical Geography,
2. Campbell, J. (2004): Introductory Cartography, Prentice Hall Inc., Englewood Cliff
3. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Publishing Company, New Delhi
4. Monkhouse, F.J. & Wilkinson, H.R., (2009): Maps & Diagrams, B.I. Publications, New Delhi
5. Robinson, A.H., et al: (2000) Elements of Cartography, John Wiley & Sons, New York ,
6. Raisz, E. ( 2004) Principles of Cartography, McGraw Hills, London ,
7. Singh, R. & Singh, R.: (2001) Map Work & Practical Geography, Central Book Depot, Allahabad.
8. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
9. Talukder, S., (2008): Introduction to Map Projections, Eastern Book House, Guwahati



**CORE COMPULSORY****Paper Title: GEG- III-C-5 Cartography (PRACTICAL)****Paper Code: Name of Faculty: Mrs. Anagha Bicholcar****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of construction of scales, projections and preparation of map.

**Learning outcome:** After the completion of this course students are expected to be familiar with map projections.

Unit	Topic	Practical Sessions	Marks
I	Cylindrical Projections. Mercators Equidistance and Equal area	5	07
II	Conical Projections: One standard parallel. 2 standard parallel and Equal area	5	07
III	Zenithal Projections: Stereographic, Gnomonic, Orthographic	5	06
IV	Journal		05

**References**

1. Bygott, J. (2007), An Introduction to Map work and Practical Geography,
2. Campbell, J.(2004): Introductory Cartography, Prentice Hall Inc., Englewood Cliff
3. Elhance, D.N.,(2002): Fundamentals of Statistics, Kitab Mahal, Allahabad
4. Gregory, S., (2003): Statistical Methods and Geographers, Longman, London
5. Hammond, R. and Mc Cullagh, P. (2005): Quantitative Techniques in Geography, Clarendon Press, Oxford Sarkar, Ashis, Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
6. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Publishing Company, New Delhi
7. Monkhouse, F.J. & Wilkinson, H.R., (2009): Maps & Diagrams, B.I. Publications, New Delhi
8. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
9. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York ,
10. Raisz, E. ( 2004) Principles of Cartography, McGraw Hills, London ,
11. Singh, R. & Singh, R.: (2001)Map Work & Practical Geography, Central Book Depot, Allahabad.
12. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
13. Talukder, S., (2008): Introduction to Map Projections, Eastern Book House, Guwahati

**CORE ELECTIVE****Paper Title: GEG-III.E-1: Socio Economic Survey (THEORY)****Name of Faculty: Dr. Nandkumar Sawant****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The primary objective is to provide basic methodology in field based socio-economic survey.

**Learning outcome:** After the completion of this course, students will be familiar with techniques of socio-economic survey.

Unit	Topic	Lectures	Marks
I	Socio-economic survey in Geography: Meaning and significance Socio-economic indicators, Sources of data, Types of data – Social, Economic, Geographical and Demographic	15	25
II	Types of surveys: Historical, Social, Descriptive and Action Surveys, Sampling Techniques, Preparation of Questionnaire, Interview, Group Discussion, Planning Strategy and Implementing of Survey.	15	25
III	Data collection, Data input using MS-Excel and MS-Access, Report writing (a) Academic report – structure, layout, reporting language (b) Comprehensive report representation – photos, sketch, maps, etc.	15	25
		45	75

**References**

1. Kothari, C.R., (2004) Research Methodology- Methods and techniques, New Age International (P) Limited, New Delhi.
2. Gosh, B N (2007) Scientific Methods and Social Research, sterling Publishers Private Limited.
3. Saravanavel, P.,( 2014), Research Methodology, Kitab Mehal, New Delhi
4. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
5. Singh, Gopal., (2010 ) Map Work and Practical Geography, Vikas Publishing House, New Dehli
6. Bagavathi, V. & Pillai R. S. N. (2005)Statistical Theory and Practice, S. Chand Publication, New Delhi.

**CORE ELECTIVE****Paper Title: GEG\_III.E-1: Socio Economic Survey (PRACTICAL)****Name of Faculty: Dr. Nandkumar Sawant****Marks:25****Credits: 1****Duration: 15 Sessions of 2 hours each**

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**Course Objective:** The objective is to enable students to prepare questionnaires and carry out socio-economic surveys.

**Learning outcome:** The students will be able to conduct field surveys and independently write survey report. They also will be able to use computer for data analysis.

Unit	Topic	Practical Sessions	Marks
I	Questionnaire Formulation: Based on the objective of the Survey. Pilot Survey, Planning for Main Survey, Pre-Survey and Post Survey Work. Safety Measures, Field Book Preparation, Literature Survey, Responsibility Sharing and Plan of Action.	04	05
II	Conducting on-field survey (Village, Market, Ward)	08	05
III	Data analysis using MS Excel and compilation	03	05
IV	Report		10

**References**

1. Kothari, C.R., (2004) Research Methodology- Methods and techniques, New Age International (P) Limited, New Delhi.
2. Gosh, B. N., (2007), Scientific Methods and Social Research, Sterling Publishers Private Limited., New Delhi
3. Saravanavel. P,( 2014), Research Methodology, Kitab Mehal, New Delhi
4. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
5. Singh, Gopal., (2010 ) Map Work and Practical Geography, Vikas Publishing House, New Dehli
6. Bagavathi, V. & Pillai R. S. N. (2005) Statistical Theory and Practice, S. Chand Publication, New Delhi.

**CORE ELECTIVE****Paper Title: GEG-III-E-2: Field Survey in Physical Geography (THEORY)****Name of Faculty: A. Ashish****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The primary aim of this paper to introduce various surveying instrument used in Physical Geography. Students will learn the operation and the application of the instruments and methods of surveying.

**Learning outcomes:** At the end of this course students will be able to understand functions and applications of dumpy level, Plane table and Global Positioning Systems (GPS) in field based studies.

Unit.	Topic	Lectures	Marks
I	Significance and Methods of Survey; Classification of Surveying; Fundamentals of Plane Table Survey: a) Radiation Method b) Intersection Method Pre survey work: Safety Measures, Field Book Preparation, Literature Survey, Sharing Responsibilities and Plan of Action Post field survey work: Data Processing Methods, Analysis, Mapping and Report Writing.	15	25
II	Dumpy level surveying : meaning, functioning elements, applications and Methods(Rise-fall and Collimation method) Profile drawing: Beach and River. Beach and River Morphology. Observation of slope, river and coastal morphology on toposheet. Pre survey and Post survey tasks.	15	25
III	GPS survey: Meaning, Space Segment, Ground Segment and GPS Receivers, Applications.	15	25
		45	75

**REFERENCES**

1. Campbell, J. (2004), Introductory Cartography, Prentice Hall, Inc Englewood
2. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher
3. Misra, R.P. and Ramesh, A. (2005), Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Monkhouse, I.J. and Wilkinson, H.R. (2009), Maps and Diagram, B.I. Publication, New Delhi
5. Singh, R.L. and Singh Rana P.B.(2008), Elements of Practical Geography, Kalyani Publishers, New Delhi
6. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata

**CORE ELECTIVE****Paper Title: GEG-III-E-2: Field Survey in Physical Geography (PRACTICAL)****Name of Faculty: A. Ashish****Marks: 25****Credits:1****Duration: 15 Sessions of 2 hours each**

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**Course Objectives:** The main objective of this course is to provide hands-on training in Plane Table, Dumpy Level and GPS survey.

**Learning outcome:** At the end of this course, students will be able to independently handle survey instruments and prepare maps and field reports.

Unit	Topic	Practical sessions	Marks
I	Plane table survey: a) Radiation Method :2 Exercises B) Intersection Method: 2 Exercises	07	10
II	Dumpy Level Survey: Rise-Fall and Collimation Method GPS Survey: Use of GPS in Mapping And Location Observation Of Slope, River and Coastal Morphology on Field	08	10
III	Journal /Field report		5
		15	25

**References**

1. Campbell J. (2004), Introductory Cartography, Printice Hall, Inc Englewood
2. Khullar.D.R (2007), Essentials of Practical Geography, New Academic Publishing Co. Jalandher
3. Misra, R.P. and Ramesh, A. (2005), Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Monkhouse, I.J. and Wilkinson, H.R.(2009), Maps and Diagram, B.I. Publication, New Delhi
5. Singh, R.L. and Singh Rana P.B.(2008), Elements of Practical Geography, Kalyani Publishers, New Delhi
6. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.

**CORE ELECTIVE****Paper Title: GEG-III-E3: Participatory Rapid Appraisal Techniques (THEORY)****Name of Faculty: Mrs. Anagha Bicholcar****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** To introduce the basics of Participatory Rapid Appraisal techniques in geographical studies. This will facilitate students in their field work and further research.

**Learning outcome:** At the end of this course, students will be familiar with the conceptual framework of PRA techniques, model mapping, and field techniques. This will also enable students to appreciate spatio-temporal perspective in geographical studies.

Unit	Topic	Lectures	Marks
I	PRA :-Meaning Nature and Scope Salient features of PRA: Participation - Flexibility –Teamwork, Optimal Ignorance –Systematic. <b>Principles of Participatory Rapid Appraisal</b> -Offsetting biases, Rapid and Progressive Learning, Reversal of Roles, Focused Learning, Seeking for Diversity and Differences, Crosscheck by using different methods (Triangulation).	10	15
II	<b>Mapping Models:</b> Creating a Community Inventory Focus Group Discussions Preference Ranking Wealth Ranking Seasonal and Historical Diagramming Institutional Mapping Venn diagrams Traditional management systems and local-resource collections Folklore, Songs, Poetry, And Dance	15	25
III	<b>PRA techniques:</b> Transect walks and guided field walks, Seasonal calendars, Daily-activity profiles, Semi structured interviewing, Sequencing and chain interviews Permanent-group interviews, Time lines, Local Histories, Local Researchers and Village Analysts, Shared presentations and analysis Villagers' attitudes toward PRA Field report writing : techniques and structure.	20	35
		45	75

**References**

1. Bartle Phil, (2003), Methods of Participatory Appraisal, CSMED
2. Mukherjee A, Chambers R, (2004), Participatory Rural Appraisal: Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi
3. Mikkelsen Britha, (2005), Methods for Development Work and Research: A New Guide for Practitioners, SAGE publications, New Delhi
4. Narayanasamy.N, (2008), Participatory Rural Appraisal: Principles, Methods and Application, SAGE publications, New Delhi
5. Pokharel Ridish, Balla Mohan, (2003), A Process for Participatory Rural Appraisal, Institute of Forestry, Pokhar.

**CORE ELECTIVE****Paper Title: GEG-III-E-3: Participatory Rapid Appraisal Techniques (Practical)****Name of Faculty: Mrs. Anagha Bicholcar****Marks: 25****Credits: 1****Duration: 15 Sessions of 2 hours each**

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**Course Objectives:** Skill development in PRA Techniques and facilitate students in field work and research.

**Learning outcome:** At the end of this course, students will be familiar with the techniques in PRA.

Unit	Topic	Practical Sessions	Marks
I	Exercise 1. Preparing a field Plan Exercise 2. Preparation of time scale. Exercise 3. Social mapping chart. Exercise 4. . Semi-structured interview. Exercise 5. Timeline (Historical Mapping).	07	10
II	Exercise 6. Time chart or Seasonal calendar. Exercise 7. Wealth ranking. Exercise 8. Venn diagram preparation. Exercise 9. Daily activity profiling. Exercise 10. Prepare questionnaire of attitude of villagers towards development.	08	10
III	Journal / Viva voce	-	05
		15	25

**Note: This practical is based on field work**

**References**

1. Bartle Phil, (2003), Methods of Participatory Appraisal, CSMED
2. Mukherjee A, Chambers R, (2004), Participatory Rural Appraisal: Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi
3. Mikkelsen Britha, (2005), Methods for Development Work and Research: A New Guide for Practitioners, SAGE publications, New Delhi
4. Narayanasamy.N, (2008), Participatory Rural Appraisal: Principles, Methods and Application, SAGE publications New Delhi
5. Pokharel Ridish, Balla Mohan, (2003), A Process for Participatory Rural Appraisal, Institute of Forestry, Pokhar.

**CORE ELECTIVE****Paper Title: GEG-III-E-4: Application of Computer in Geography (Theory)****Name of Faculty: Mr. Adrian Ferro****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course in application of computer in geography will enable student to use basic computer skills in geography to represent dimensional cartograms and data models.

**Learning outcome:** The students will be able to prepare cartograms that can be used for various geographical applications.

Unit	Topic	Lectures	Marks
I	Application of computers in cartography, Significance of Internet in Geographical studies. E sources of geographical data. (e.g. Bhuvan, IMD, easy tide, India Water Portal, portal of rural data) Fundamentals of raster and vector data models. ,	10	15
II	Introduction to Computer and Geographic data: Cartograms of one, two and three dimensions, (Graphical Representation-Histogram, Bar Graphs, Line Graphs, Multiple Line Graphs, Scatter Diagrams, Pie Diagrams, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive with the help of computers)	15	25
III	Concept and Methods of data interpolation: Introduction to kriging, IDW,	20	35
		45	75

**Reference Books**

1. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York
2. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher



**CORE ELECTIVE****Paper Title: GEG-III-E-4: Application of Computer in Geography (Practical)****Name of Faculty: Mr. Adrian Ferro****Marks: 25****Credits: 1****Duration: 15 Sessions of 2 hours each**

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**Course Objectives:** The course in application of computer in geography will enable students to use basic computer skills in geography to represent dimensional cartograms and data models.

**Learning outcome:** The students will be able to prepare cartograms that can be used for various geographical applications.

Unit	Topic	Practical Sessions	Marks
I	Use of computer application in thematic mapping – Map Layouts, choropleth, isopleth, dot density and pictograms,	08	07
II	Cartograms of one, two and three dimensions, One dimensional plot: The Dot plot, Box and Whisker Plot	09	07
III	Two and Three dimensional: Histogram, Frequency Polygon, Cumulative frequency curve or Ogive (Graphical Representation-Histogram, Bar Graphs, Line Graphs, Multiple Line Graphs, Scatter Diagrams, Pie Diagrams, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive with the help of computers)	08	06
	Journal		05

**Reference Books**

1. Robinson, A.H., et al: (2000) Elements of Cartography, John Wiley & Sons, New York
2. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher

**Pattern of Question paper for Semester End Examination**

<b>Q1 12 Marks</b>	<b>Q2 16 Marks</b>	<b>Q3 18 Marks</b>	<b>Q4 24 Marks</b>	<b>Max Marks</b>	<b>Total Marks</b>
<b>Any 3 of 4 3×3= 9 Marks</b>	<b>Any 3 of 4 3×4=12 Marks</b>	<b>Any 2 of 3 2×6=12 Marks</b>	<b>Any 1 of 2 12 Marks</b>	<b>45</b>	<b>70</b>

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF GEOGRAPHY**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	GEG-I.C-1: Introduction to Geography	GEG-I. C-2: Fundamentals of Physical Geography				
	GEG-I.C-1: Measurement Systems in Geography (Practical)	GEG-I. C-2: Practicals in Physical Geography (Practical)				
II	GEG-II.C-3: Basics of Human Geography	GEG-II. C-4: Basics of Regional Geography				
	GEG-II.C-3: Practicals in Human Geography (Practicals)	GEG-II. C-4: Practicals in Regional Geography (Practicals)				
III	GEG-III.C-5: Cartography		GEG-III.E-1: Socio-Economic Survey	GEG-III.E-2: Field Survey in Physical Geography	GEG-III.E-3: Participatory Rapid Appraisal Techniques	GEG-III.E-4: Computer Geography
IV	GEG-IV.C-6: Advanced Regional Geography And Development		GEG-IV.E-5: Regional Geography of Goa	GEG-IV.E-6: Regional Geography of India	GEG-IV.E-7: Regional Geography of South Asia (Sri Lanka)	GEG-IV.E-8: Regional Geography of USA
V	GEG-V. C-7: Geomorphology and Climatology		GEG-V.E-9: Coastal Geomorphology	GEG-V.E-10: Fluvial Geomorphology	GEG-V.E-11: Synoptic Climatology	GEG-V.E-12: Agro- Climatology
VI	GEG-VI. C-8: Population and Economic Geography		GEG-VI.E-13: Regional Planning	GEG-VI.E-14: Geography of Trade and Transport	GEG-VI.E-15: Geography of Tourism	GEG-VI.E-16: Socio- Cultural Geography

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**CORE COMPULSORY**

**Paper Title: Advanced Regional Geography and Development (THEORY)**

**Paper Code: GEG-IV.C-6**

**Name of Faculty: Dr. Nandkumar N. Sawant**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

**Course Objectives:**

This course aims to provide students with basic understanding of regional geography by focusing on a variety of cultural, environmental, social, economic, and political issues. The course will focus on specific issues unique to each region as identified by the instructor. Lastly, the course will also consider the historic and current position of traditional regional geography in the discipline by critically assessing the role of the 'region' and its implications.

**Learning outcomes:**

1. Students will have a thorough understanding, both from a historical and contemporary perspective, of regional geography and be able to identify positive and negative aspects of its framework.
2. Besides, students will gain familiarity and be able to identify and describe key physical, cultural, social, economic, and environmental characteristics across the landscape and have the ability to identify and explain the primary causal factors influencing a geographic variability

Unit	Topic	Lectures	Marks
I	Understanding regional perspective: <ul style="list-style-type: none"><li>• Methods of regionalization</li><li>• measuring levels of development</li><li>• Changing concept of regionalization in terms of economic, social and political perspective.</li></ul>	15	25
II	Regions and Regional Geography: Federalism, centre – state relationships. <ul style="list-style-type: none"><li>• Core – Periphery</li><li>• Hierarchy of regions,</li><li>• Design a representative region.</li></ul> Regions: <ul style="list-style-type: none"><li>• Thinking of Paths of Economic growth</li><li>• Indian Model of Economic Development</li></ul>	15	25
III	Regional Issues: Contemporary international relations: India – Pakistan, Kashmir Issue, Afghanistan, regional migrations and issues, <ul style="list-style-type: none"><li>• Smart cities</li><li>• Developing and Developed Economies,</li><li>• India's Mixed Economy,</li><li>• Developed and Potential regions.</li></ul>	15	25
		45	75

**References:**

1. Bergman, Renwick and Vasanth (2008), Introduction to Geography: People, Places and Environment, Pearson edtion, Inc Dorling Kindersley Pvt Ltd, New Delhi.
2. Chandna, R.C. (2015), Regional Planning and Development, Kalyani Publishers, New Delhi
3. Mahesh Chand and V. K Puri (2000): Regional Planning in India, Allied Publishers Pvt. Ltd., New Delhi

**CORE COMPULSORY****Paper Title: Advanced Regional Geography and Development (PRACTICAL)****Paper Code: GEG-IV.C-6****Name of Faculty: Dr. Nandkumar N. Sawant****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:**

The aim is to equip students with skills of demarcating regions based on certain attributes or characteristics. Students will also learn to understand the spatial aspects in geography.

**Learning outcomes:** This will provide students the confidence to demarcate the area or region and also understand their attributes

Unit	Topic	Practical Sessions	Marks
I	Temporal and Comparative time scale using GAPMINDER Basics of Regionalization Methodologies in levels of development: Point scale method in measuring regional development HDI Lorenz curve Identification of Formal Regions: (a) the fixed index method, (b) the variable index method, and (c) the cluster method Identification of Functional Regions: (a) flow analysis and (b) gravitational analysis	7	10
II	Determining hierarchy at regional levels using socio-economic indicators Gerry meandering method : Types of Gerry meandering, Maximum segregation and Maximum Integration	8	10
III	Journal		05
		<b>15</b>	<b>25</b>

**References:**

1. Bergman, Renwick and Vasantha (2008), Introduction to Geography: People, Places and Environment, Pearson edition, Inc Dorling Kindersley Pvt Ltd, New Delhi.
2. Bygot, J.: (2001) An Introduction to Map Work and Practical Geography
3. Campbell, J., (2004): Introductory Cartography, Printice Hall, Inc Englewood
4. Chandna, R.C. (2015), Regional Planning and Development, Kalyani Publishers, New Delhi
5. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
6. Monkhouse, I.J. and Wilkinson, H.R., (2001): Maps and Diagram, B.I. Publication, New Delhi

**Field Geology references**

1. Mathur, S.M. (2001) Guide to Field Geology, Prentice-Hall, New Delhi.
2. Compton, R.R. (1962) Manual of Field Geology. John Wiley and Sons, Inc.
3. Lahi, F.H. (1987) Field Geology. CBS Publishers.
4. Gokhale, N.W. (2001) A Guide to Field Geology, CBS Publishers.

**CORE ELECTIVE****Paper Title: Regional Geography of Goa****Paper Code: GEG-IV.E-5****Name of Faculty: Nandkumar Sawant****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course is aimed at presenting an integrated and empirically based profile of Goa.

**Learning outcomes:** At the end of this course, students are expected to have an understanding of the inter linkages and interaction between physical and sociocultural base of Goa.

Unit	Title	Lecture	Marks
I	Location: Absolute and relative. Physiographic divisions, soils, vegetation, water and mineral resources	15	25
II	Population and its characteristics: Spatial and temporal growth, Gender composition, Age composition, Literacy levels, Work participation rate, Religious composition, Migration and related issues	15	25
III	Industrialization, Mining, Tourism, and Related environmental issues. Trade, Transport, Communication and Health Care	15	25
		45	75

**References**

- 1) Alvares Claude (2002), Fish, Curry and Rice: A Source Book on Goa, its Ecology and Lifestyle, The Goa Foundation, Goa
- 2) Anant Kakha Priolkar (1961), The Goa Inquisition, Bombay
- 3) Jakati, D.M. (2014), Resource Geography of Goa, Scholars World
- 4) Malati Mahajan (2002), Cultural History of Maharashtra and Goa: From Place Name Inscriptions Sandeep Prakashan
- 5) Olivinho J. F. Gomes (1996), Village Goa: A Study of Goan Social Structure and Change, S.Chand (G/L) & Company Ltd; Delhi

**CORE ELECTIVE****Paper Title: Practicals in Regional Geography of Goa****Paper Code: GEG-IV.E-5****Name of Faculty: Nandkumar Sawant****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course is aimed at presenting integrated and empirically based profile of Goa.

**Learning outcomes:** At the end of this course, students are expected to have an ability to represent inter linkages and interaction between physical aspects and resource base of Goa.

Unit	Title	Practical sessions	Marks
1	Physiographic and cultural mapping of Goa using various cartographic techniques Cross Sectional Profiles, Hypsometric Curve, Isohytes, Windrose	6	
2	Population Mapping: Population Growth (Graphs) Spatio-temporal: density, age composition, literacy, urban-rural (Chorochromatic) Industrial location, mining areas beach locations (choroschematic)	9	10
3	Journal and Viva		05
		15	25

**References**

1. Bygot, J. (2001): An Introduction to Map Work and Practical Geography,
2. Campbell, J., (2004): Introductory Cartography, Printice Hall, Inc Englewood
3. Jackson, R.H. and Hudmar, L.E. (2001): Regional Geography: Issues for today ,
4. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Monkhouse, I.J. and Wilkinson, H.R., (2001): Maps and Diagram, B.I. Publication, New Delhi
6. Raisz, E. (2005): General Cartography, McGraw Hills Co., London
7. Robinson, A.H., et al, (2003): Elements of Cartography, John Wiley and Sons, New York
8. Singh, R ; Singh L.R., (2001) Mapworks in Practical Geography, Central book Depot, Allahabad
9. Singh, R.L. (2000): Elements of Practical Geography, Kalyani Publishers, New Delhi

**Note: Source of Data**

1. Socio economic survey ( 2014-15), Government of Goa, Government Printing Press Panaji, Goa.
2. Census Goa – Census of India, 2001 & 2011
3. Goa Statistical Handbook

**CORE ELECTIVE****Paper Title: Regional Geography of India (Theory)****Paper Code: GEG-IV.E-6****Name of Faculty: Mr. A. Ashish****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course is aimed at presenting an integrated and empirically based profile of India.

**Learning outcomes:** At the end of this course, students are expected to have an understanding of the inter linkages and interaction between physical aspects and resource base of India.

Unit	Title	Lecture	Marks
I	Physical bases: Location, Morphological divisions, Drainage System, Climate: Factors & Seasons	15	25
II	Resource Bases: <ul style="list-style-type: none"><li>• Natural Resources: Soil, Forest, Mineral, Power Production</li><li>• Population resources: density and distribution,</li><li>• Population Composition: Ethnic, Urban-Rural, Worker - Non-Worker</li><li>• Trends of Migration</li></ul>	15	25
III	Resource development: Indian Agriculture: New Technology and Green Revolution Achievements Trade and Transport: Golden Quadrangle, Konkan Railway Urbanization: Metropolotization and smart cities, Industrialization : IT's, SEZ Water Resource Development: River linking, multipurpose projects <ul style="list-style-type: none"><li>•</li></ul>	15	25
		45	75

**References**

1. Deshpande C.D, (1992): India-A Regional Interpretation Northern Book Centre, New Delhi
2. Khullar, D.R. (2011): "Indian-A Comprehensive Geography" Kalyani Publishers, New Delhi
3. Learmonth, A.T.A. et.al(ed): Man and Land of South Asia Concept, New Delhi.
4. Mitra, A. (1967): levels of Regional Development India Census of India, Vol.I, Part I-A (i) and (ii) New Delhi,.
5. Routray, J.K. (1993): Geography of Regional Disparity Asian Institute of technology, Bangkok
6. Shafi, M, (2000): Geography of South Asia, McMillan & Co., Calcutta
7. Singh, R.L.(ed) (1971): India: A Regional Geography. National Geographical Society. India, Varnasi
8. Spate, O.H.K. and Learmonth, A.T.A. (1967): India and Pakistan - Land, People and Economy Methuen & Co., London,
9. Tiwari, R.C. (2006): "Geography of India" Prayag Pustak Bhavan, Allahabad.
10. Valdiya, K.S. (1998): Dynamic Himalaya, University Press, Hyderabad
11. Valdiya, K.S. (2004): Geology, Environment and Society, University Press, Hyderabad
12. Wadia, D.N. (1967): Geology of India, McMillan & Co., London,



**CORE ELECTIVE****Paper Title: Practicals in Regional Geography of India****Paper Code: GEG-IV.E-6****Name of Faculty: Mr. A. Ashish****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** To understand India in terms of various regional division and to analyses the natural and human resource endowment using various cartographic techniques.

**Learning outcome:** Students are expected to learn the skills of choosing appropriate cartographic techniques to quantitatively represent regional aspects of India and infer the processes that operate through space and time in different regions of India.

Unit	Title	Practical sessions	Marks
1	Cartographic representation and mapping of physiographic division, Soil, Forest, Climatic Division, Industrial Regions	8	10
2	Calculation and graphical representation of Age-sex ratio, Child-women ratio, Dependency ratio, Infant mortality rate, Age specific mortality ,Population growth rate, Population projection(as per 2001 and 2011 census)	7	10
3	Journal and Viva		05
		15	25

**References**

1. Bygot, J.: An Introduction to Map Work and Practical Geography, 2001
2. Campbell, J., 2004: Introductory Cartography, Printice Hall, Inc Englewood
3. Khullar, D.R. (2011): "Indian-A Comprehensive Geography" Kalyani Publishers, New Delhi
4. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
6. Raisz, E.: General Cartography, McGraw Hills Co., London ,2005
7. Robinson, A.H., et al.: Elements of Cartography, John Wiley and Sons, New York, 2003
8. Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi ,2000
9. Jackson, R.H. and Hudmar, L.E.: Regional Geography: Issues for today ,2001
10. Singh, R ; Singh L.R., Mapworks in Practical Geography, Central book Depot, Allahabad, 2001
11. Singh Gopal (2000), Map Work and Practical Geography, 4th Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi
12. Tiwari, R.C. (2006): "Geography of India" Prayag Pustak Bhavan, Allahabad.
13. Valdiya, K.S. (2004): Geology, Environment and Society, University Press, Hyderabad

**CORE ELECTIVE****Paper title: Regional Geography of South Asia (Sri Lanka)****Paper Code: GEG-IV.E-7****Name of the Faculty: Nandkumar Sawant****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

**Course Objective:** The objective of this course is to acquaint students with the importance of looking at the world from a spatial perspective with a regional approach with special reference to geographical aspects of Sri Lanka.

**Learning outcomes:** At the end of this course, students are expected to have a holistic understanding of the spatial aspects of Sri Lanka.

UNIT NO.	COURSE CONTENT	TEACHING PERIODS	MARKS
I	Geographical Aspects of Sri Lanka: Physiography, Climate, Geo political significance, Resources: Forest, Soil, River and mineral	15	25
II	Evolution of Regional Entity: Ethnicity, Language and Religion, Politics of Cultural Identity and its Developments post-civil war	15	25
III	Civil society and Governance: Quality of life, Socio-Economic well being, Contemporary growth in Infrastructure, Tourism: Trade, Regional Specialization Ecology and disaster management	15	25
		45	75

**REFERENCES:**

1. Bhardwaj V and Sawant N N, (2016), South Asia: Intra-Regional Conflicts and Co-operation, GB Books, New Delhi
2. Dash Kishore, (2008), Regionalism in South Asia-Negotiating co-operation institutional structures, Routledge, London
3. Gunarathna K Locana, (2006), Spatial Concern's In Development: Sri Lanka Perspectives, Published by Atlantic Publishers and Distributors, Ansari road, New Delhi- 110027
4. Mullinga M, Nadarajah Y, (2012), Rebuilding Local Communities In The Wake of Disaster: Social Recovery in Sri Lanka and India, Published by Routledge, 912 Tolstoy House, Printed and bound in India by Avantika Printers Pvt.ltd East of Kailash, New Delhi- 110001
5. Orjuela Camilla, (2008), The Identity Politics of Peace Building, published by Vivek Mehra for SAGE publications, India Pvt.ltd, New Delhi
6. Raghavan.V.R,(2011), Conflict In Sri Lanka, Published for Centre for Security Analysis, Chennai, India
7. Wickramasinghe Nira, (2014), Sri Lanka In the Modern Age: A History, Published in India by Oxford University Press, YMCA building, New Delhi-110001

**CORE ELECTIVE****Paper title: Practicals in Regional Geography of South Asia (Sri Lanka)****Paper Code: GEG-IV.E-7****Name of the Faculty: Nandkumar Sawant****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objective:** The objective of this course is to acquaint students with the importance of looking at the world from a spatial perspective with a regional approach with special reference to the geographical perspective of Sri Lanka.

**Learning outcomes:** At the end of this course, students are expected to have a holistic understanding of the concept of the spatial perspective of Sri Lanka, utilize demographic data to show human population patterns and consequences, recognize economic factors and the influences of globalization.

UNIT NO.	COURSE CONTENT	Practical sessions	Marks
I	Physiographic and Climatic Mapping of Sri Lanka. Soil Map and Drainage Map	8	10
II	Population Mapping – Mainstream and ethnic population HDI: Calculation of Human Development Index Choroschematic Mapping for Sri Lanka	7	10
III	Journal		5
		15	25

**REFERENCES:**

1. Bhardwaj V and Sawant N N, (2016), South Asia: Intra-Regional Conflicts and Co-opertaion, GB Books, New Delhi
2. Dash Kishore, (2008), Regionalism in South Asia-Negotiating co-operation institutional structures, Routledge, London
3. Gunaratha k Locana, (2006), Spatial Concern's In Development: Sri Lanka Perspectives, Published by Atlantic Publishers and Distributors, Ansari road, new Dlehi- 110027
4. Mullinga M, Nadarajah Y, (2012), Rebuilding Local Communities In The Wake of Disaster: Social Recovery in Sri Lanka and India, Published by Routledge, 912 Tolstoy House, Printed and bound in India by Avantika Printers Pvt.ltd East of Kailash, New Delhi- 110001
5. Orjuela Camilla, (2008), The Identity Politics of Peace Building, published by Vivek Mehra for SAGE publications, India Pvt.ltd, New Delhi
6. Raghvan.V.R,(2011), Conflict In Sri Lanka, Published for Centre for Security Analysis, Chennai, India
7. Wickramasinghe Nira, (2014), Sri Lanka In the Modern Age: A History, Published in India by Oxford University Press, YMCA building, New Delhi-110001

**CORE ELECTIVE****Paper Title: Regional Geography of USA (THEORY)****Paper Code: GEG-IV.E-8****Name of Faculty: Dr. Sanjay D. Gaikwad****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** This introductory paper is intended to acquaint the students with a systematic view of physical and socio-economic dimensions of the United States of America.

**Learning outcomes:** At the end of this course, students are expected to have a holistic understanding of physical, cultural and economic landscape of USA.

UNIT NO.	COURSE CONTENT	TEACHING PERIODS	Marks
I	Physical landscape: Tectonics, Mountains, Plateaus, Plains, Deserts, Islands. Climate Region. Rivers & Water Regimes. Wetlands. Plants Animal Ecology and Ecoregions. Human imprints on landscape and Environmental: management and conservation.	15	25
II	Socio-Cultural landscape: Demographic, Cultural, Political and Economic aspects. Socializing Economic Space: Culture and the Firm, Gender Economies, Ethnic Economies. Social issues and experience of living in America.	15	25
III	Determinants of Economic landscape: Incorporations and Government Transnational Corporations, Labour Power, Consumption Dynamic Economic Space: Economic Growth and development, commodity chain technology and agglomeration.	15	25
		<b>45</b>	<b>75</b>

**REFERENCES**

1. Antony Orme (2002), Physical Geography of North America. Oxford University Press, New York
2. Chris Mayda (2013), A Regional Geography of the United States and Canada: Toward a Sustainable Theme. Rowman and littlefields Pub. UK
3. John C. Hudson (2002), Across This Land: A Regional Geography of the United States and Canada. The John Hopkins University Press, USA
4. Neil Coe, Philip Kelly & Henry W. C. Yeung (2007), Economic Geography: A Contemporary Introduction (2ed), Blackwell Publishing, USA

**CORE ELECTIVE****Paper Title: Regional Geography of USA (Practical)****Paper Code: GEG-IV.E-8****Name of Faculty: Dr. Sanjay D Gaikwad****Marks: 25****Credits: 01****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of mapping the physical and cultural attributes of the United State. It also encourages students to understand and correlate physical social and economic landscapes of USA

**Learning outcome:** After the completion of this course students are expected to be familiar with the basic cartographical skills such representation of basic physical human and economic data through thematic maps.

Unit	Title	Practical Sessions	Marks
1	Interpretation of USGS topographical Map, Indexing, Signs and symbols, colour schemes, Scales and Grids, projections Physical aspects: Relief, Drainage, Vegetation,	8	10
2	Interpretation of USGS topographical maps Cultural Aspects: Settlement, transport network, Landuse	7	10
3	Journal	-	5
		<b>15</b>	<b>25</b>

**REFERENCE BOOKS:**

1. D.S. Bhattacharya and T.C. Bagchi (1973) Elements of Geological Map Reading and Interpretation (with exercises). Orient Black Swan
2. Geological Survey and Rand McNally (2003) National Geographic Arkansas: Seamless USGS Topographic Maps. National Geographic Society.
3. Gopal Singh Map Work and Practical Geography, 4/e. Vikas Publishing.
4. Jenny Marie Johnson (2003):Geographic Information, How to Find It, How to Use It. Greenwood Press, London.
5. John B. Rowland (1955) FEATURES SHOWN ON TOPOGRAPHIC MAPS. GEOLOGICAL SURVEY CIRCULAR 368, USGS, Washington DC.
6. Nelson Petrie (2007) Analysis and Interpretation of Topographical Maps (Rev) (Getting Ahead in Social Science). Orient BlackSwan,
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9. Rachel Hewitt (2013) Map of a Nation: A Biography Of The Ordnance Survey. Granta Book.
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12. Terry Marsh (2007) Pathfinder Map Reading Skills: An Introduction to Map Reading and Basic Navigation (Pathfinder Guide) Jarrold Publishing.
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Data Source: <http://www.map-reading.com/>

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF GEOGRAPHY**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	GEG-I.C-1: Introduction to Geography	GEG-I. C-2: Fundamentals of Physical Geography				
	GEG-I.C-1: Measurement Systems in Geography (Practical)	GEG-I. C-2: Practicals in Physical Geography (Practical)				
II	GEG-II.C-3: Basics of Human Geography	GEG-II. C-4: Basics of Regional Geography				
	GEG-II.C-3: Practicals in Human Geography (Practicals)	GEG-II. C-4: Practicals in Regional Geography (Practicals)				
III	GEG-III.C-5: Cartography		GEG-III.E-1: Socio- Economic Survey	GEG-III.E-2: Field Survey in Physical Geography	GEG-III.E-3: Participatory Rapid Appraisal Techniques	GEG-III.E-4: Application of Computer in Geography
IV	GEG-IV.C-6: Advanced Regional Geography And Development		GEG-IV.E-5: Regional Geography of Goa	GEG-IV.E-6: Regional Geography of India	GEG-IV.E-7: Regional Geography of South Asia (Sri Lanka)	GEG-IV.E-8: Regional Geography of USA
V	GEG-V. C-7: Basics of Geomorphology		GEG-V.E-9: Basics of Climatology	GEG-V.E-10: Basics of Oceanography	GEG-V.E-11: Geography of Rural Settlements	GEG-V.E-12: Geography of Urban Settlements
VI	GEG-VI. C-8: Fundamentals of Population Geography		GEG-VI.E-13: Regional Planning	GEG-VI.E-14: Economic Geography	GEG-VI.E-15: Geography of Tourism	GEG-VI.E-16: Quantitative Techniques in Human Geography

**ANNEXURE - I**  
**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER V**

**CORE COMPULSORY**

**Paper Title: Basics of Geomorphology**

**Paper Code: GEG-V.C-7**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course provides the basic concepts, theories and application in geomorphology

**Learning outcomes:** this course will enable the students to understand the basic concepts ,theories and its applications in various geomorphological phenomena.

Unit	Title	Lecture	Marks
I	<b>Introduction to geomorphology</b> Nature, scope and significance of geomorphology. Fundamental concepts and approaches in geomorphology. Recent trend in Geomorphology and application (Mining, Agriculture, Environment, Road and water transport and Urban planning) <b>Theories in geomorphology</b> <ul style="list-style-type: none"> <li>Continental drift theory</li> <li>Theories of Isostasy: Airy and Pratt</li> <li>Concept of Sea floor Spreading,</li> <li>Plate tectonic and mountain building: concept, plate margins, types and movements.</li> </ul>	20	35
II	<b>Earth's movement Process and form</b> <ul style="list-style-type: none"> <li>Endogenetic and Exogenetic forces: Concepts, processes and types</li> <li>Folds, Fault, rift valleys</li> <li>Vulcanicity and landforms</li> <li>Cycle of erosion: Davis and Penck</li> <li>Theories of slope development: King and Wood</li> </ul>	15	25
III	<b>Geomorphic landforms and Processes</b> <ul style="list-style-type: none"> <li>Desert</li> <li>Karst</li> <li>Glacial</li> </ul>	10	15
		45	75

## References:

1. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
2. Bloom, Arthur L., 2004: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, N.J
3. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
4. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
5. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi.
6. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
7. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
8. Singh, S. 2005 : Geomorphology, Prayag Pustak Bhawan, Allahabad
9. Sparks, B.W., 2000: Geomorphology, Longman, London
10. Strahler, A.N. 2006: Physical Geography, 3rd Ed., Wiley
11. Thornbury, W.D., 2001: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint,
12. Wooldridge, S.W. and Morgan, R.S., 2000: The Physical Basis of Geography, Longman.
13. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.



**CORE COMPULSORY****Paper Title: Practical in Basics of Geomorphology****Paper Code: GEG-V.C-7****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills in basic geomorphological analysis**Learning outcome:** After the completion of this course, students will be able to work independently on slope and fluvial analysis and reading physical aspect of toposheet.

Unit	Title	Practical sessions	Marks
I	Slope analysis: Elements , preparation of aspect map, Isotan and Isosin methods of slope analysis. River Morphometry: Calculation of various morphometric Parameters ( ordering, area, perimeter, stream length, frequency, bifurcation ratio, density)	10	12
II	Interpretation of S.O.I topographical Maps (2 exercises of any two themes) -Mountains, Plateaus, Plains, Coastal), Association of morphological features .	5	08
	Journal		5
		15	25

**References**

1. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
2. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
3. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
4. Kale V.S. and Gupta Avijit (2000): Introduction to Geomorphology, Orient Black Swan Publications
5. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
6. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
7. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
8. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
9. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi
10. Sarkar, Ashis, 2000: Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
11. Singh, Savindra (2006): Geomorphology, Prayag Pustak Bhavan, Allahabad
12. Strahler, A.N., 2000: Physical Geography, 3rd Ed., Wiley.

**CORE ELECTIVE****Paper Title: Basics of Climatology****Paper Code: GEG-V. E-9****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The focus of this paper is to introduce key concepts of climatology in general and Indian monsoon in details.

**Learning outcomes:** On completion of this course students will be able to understand and apply the concepts in analyzing and applying climatological concepts.

Unit	Title	Lectures
I	<b>Fundamental of Atmospheric circulation</b> Basics of water cycle, Atmospheric Stability. Cloud Development and Stability. Atmospheric Disturbance, Air Masses and its types. Fronts and types. Tropical and temperate Cyclones. The Global Pattern of Climate. El-nino and la-nina.	15
II	<b>Indian Climatology: Monsoons</b>  <b>Pre monsoon:</b> Cyclonic storms, frequency, cyclone genesis, intensity, landfall and associated weather. <b>South West monsoon :</b> onset and advance of southwest monsoon, links to El Nino/Southern Oscillation, Indian Ocean Dipole and Madden Julian Oscillation Index. <b>Post monsoon:</b> withdrawal of southwest monsoon, Northeast monsoon, cyclonic storms in the Indian seas, trends in cyclonic disturbances, western disturbances, Easterly waves..	15
III	<b>The Earth's Changing Climate</b> <b>Climate change and sea level rise:</b> Ocean in relation to long changes in Monsoon, tropical cyclones and climate, Land use change and climate. Cloud burst, clouds seeding and artificial rain. Climate services: Climate and application in agriculture, water, health and disaster risk reduction and urban planning.	15
		45

**REFERENCES**

1. Barry R.G. and Chorley, R. J., 2009: Atmosphere, Weather and Climate, Routledge
2. Bunnett R.B. , 1993: Physical geography in Diagrams, Longman
3. Critchfield, H.J, 1998 : General Climatology, Prentice-Hall
4. Lal, D.S., 2011: Climatology, Sharda Pustak Bhavan
5. Monkhouse, F.J., 1975 – Principles of Physical Geography , Hodder Murray Publishers
6. P. Birot, 1966: General Physical Geography, Longman, Green & Co Strahler, A.H., 1983: Modern Physical Geography, John Wiley and Sons
7. Strahler A. M. and Strahler A.H., 1983: Elements of Physical Geography, John Wiley and Sons
8. Stringer, E.T., 1972: Foundation of Climatology: An Introduction to Physical, Dynamic, Synoptic, and Geographical Climatology, W.H. Freeman & Co. Ltd.
9. Tikka - R.N., 1998 - Physical Geography. Kedar Nath Ram Nath, Meerut
10. Trewartha, G.T., 1968: Introduction to Climate, McGraw-Hill

**CORE ELECTIVE****Paper Title: Basics of Climatology (Practical)****Paper Code: GEG-V. E-9****Marks: 25****Credits: 01****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The objective of this course is to provide basic practical tools in understanding weather and climate.

**Learning outcome:** At the end of this course, students will be able interpret and analyze weather and climatic phenomena.

Unit	Title	Practical sessions
I	Representation of weather phenomena using isolines Isohyets map Isotherm map Isobars Representation of wind data Evapotranspiration Determining atmospheric stability Preparation of weather Station Model.	05
II	<ul style="list-style-type: none"><li>Study of weather symbols and IMD weather charts. Interpretation of IMD weather charts (at least 1 map of three seasons)</li><li>Visit to IMD for hands- on- training: handling of weather instruments, taking readings, temperature, pressure, sunshine chart interpretation and forecasting. (seven Days Training in IMD</li></ul>	10
III	Journal	
		15

**References**

1. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
4. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
5. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
6. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
7. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York
8. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
9. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad

**CORE ELECTIVE****Paper Title: Basics of Oceanography (Theory)****Paper Code: GEG- V. E-10****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course provides the basic conceptual framework of oceanography, its dynamism and the contemporary issues associated with Oceans.

**Learning outcomes:** At the end of this course, students are expected to have an understanding of fundamental concepts of oceanography and issues.

Unit	Title	Lecture	Marks
I	<b>Introduction to oceanography</b> - Development of oceanography as a discipline, Significance and scope, General bottom relief features. Study of Pacific, Atlantic and Indian oceans. Heat budget of oceans.	15	25
II	<b>Properties of ocean water</b> - Salinity, Temperature, Density, and relation among them. <b>Marine Deposits:</b> Classification, sources, distribution (Atlantic and Indian ocean)	15	25
III	<b>Issues in Oceanography</b> - Sea level change, acidification, Ballast water Exclusive Economic Zones in oceans.	15	25
		45	75

**References**

1. K. Siddhartha Oceanography, 2000: A Brief Introduction, Kislaya publishers
2. Defant, A., 2001: Physical Oceanography, Vol. I, Pergamon Press
3. Gautam, Alka. 2004. Climatology and Oceanography. Rastogi Publication-Meerut, UP.
4. Sharma R. C. and Vatal M., 2003: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.
5. Lal, D.S., 2003: Oceanography, Sharda Pustak Bhavan, Allahabad

**CORE ELECTIVE****Paper Title: Basics of Oceanography (Practical)****Paper Code: GEG- V. E-10****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of field sampling and analysis of ocean water and interpretation of hypsometric curves and bathymetric charts.

**Learning outcome:** After the completion of this course, students will learn ocean water testing and reading of bathymetric and hydrographic charts.

Unit	Title	Practical sessions	Marks
1	Signs and symbols in hydrographic charts and reading of hydrographic chart. Reading of Bathymetric, reading of Naval Hydrographic Chart, and Maritime Bathymetric charts. Plotting of Bathymetric and Hypsometric curves.	10	15
2	Water analysis – salinity PH Conductivity and TDS.	05	05
3	Journal and Viva		05
		15	25

**References**

1. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Jackson, R.H. and Hudmar, L.E., 2001: Regional Geography: Issues for today
4. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
6. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
7. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York
8. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
9. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad

**CORE ELECTIVE****Paper Title: Geography of Rural Settlement****Paper code: GEG-V.E-11****Marks: 75****Credit: 3****Duration: 45 sessions of 1 hour each**

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**Objective:** To acquaint the students with the spatial and structural characteristics of rural settlements and to bring about awareness on special issues related to rural settlements.

**Learning Outcomes:**

The students will be able to appreciate the role of geography in rural landscape. They will be also equipped with the skills of rural settlement analysis, understanding the settlements types and changing landscape at local and regional level.

Unit	Course Content	No. Of Lectures	Marks
I	Introduction to settlement Geography, importance of settlement geography, Definition, Nature, approaches and scope of geography of rural settlements. Status and future of Rural Geography in India Evolution of Rural settlements and the process of settling. Role of sites in evolution of rural settlements, Functional Classification of rural Settlements.	15	25
II	Spatial organization of rural settlements: size, shape, distribution and hierarchy of settlements. Spacing of rural Settlements (Nucleated and Dispersed), Types of rural settlements.	15	25
III	Internal morphology of villages ( Any one village- Goa), Material used , house types in different regions of India and field patterns( Primitive , rectangular and Contour type ), Case Study of two villages of Goa .: Impact of urbanization on house types, pattern, functions and growth of rural settlements. Changing face of rural India.	15	25
		45	75

**References:**

1. Cloke Paul, (2013), An Introduction to Rural Settlement Planning, Published by Routledge, Milton Park, Abingdon, Oxon OX14 4SB, UK
2. Clout Hugh (2007) Contemporary Rural Geographies, Routledge, Milton Park, Abingdon, Oxon OX144RN
3. Ghosh Sumita, Introduction to Settlement Geography, Orient longman, 1998.
4. Mandal. R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.
5. Singh R.L. et al: Reading in rural settlement: Geography Tara Publications, Varanasi.
6. Singh R.Y., 1998: Geography of Settlements, Rawat publications
7. Thomas Chris (2001) Rural Geography, Routledge, London
8. Woods Michael, (2005), Rural Geography: Processes, Responses and Experiences in Rural Restructuring, SAGE Publications Ltd, University of Wales, Aberystwyth
9. Woods Michael, Holloway Lewis & Panelli Ruth (2012) Key Concepts in Rural Geography, Sage Publication, London

**CORE ELECTIVE****Paper title: Fundamentals of Rural Geography (Practical)****Paper Code: GEG-V.E-11****Marks: 25****Credits: 01****Duration: 15 Sessions of 2 hours each**

=====

**Course Objective:** The objective of this course is to familiarize the students with the characteristics of rural settlements.

**Learning outcomes:** The students are expected to know that a settlement is a place where people live, recognize that there are different sizes of settlements, recognize that each settlement serves a range of purposes or functions which have changed through time and learn the location of different-sized settlements.

Unit	Title	Practical sessions	Marks
I	<b>Methods in Rural Settlement</b> <ul style="list-style-type: none"><li>• Methods of concentration of rural settlements</li><li>• Methods for measuring spacing of settlements</li><li>• Z test for environmental factors responsible for pattern variation of settlements</li><li>• Measurement of shape (pattern) of rural settlements</li></ul>	8	10
II	<b>Village Survey: Pre-field work, Field work and Post Field work</b> <ul style="list-style-type: none"><li>• Case Study for report:<ol style="list-style-type: none"><li>1. Collection of Socio-Economic and Physical Data</li><li>2. Classification and Tabulation of Data</li><li>3. Inter-relation and Analysis of Data, Maps and Diagrams</li></ol></li></ul>	7	10
III	Journal/ Report writing		5
		<b>15</b>	<b>25</b>

**References:**

1. Cloke Paul, (2013), An Introduction to Rural Settlement Planning, Published by Routledge, Milton Park, Abingdon, Oxon OX14 4SB, UK
2. Clout Hugh (2007) Contemporary Rural Geographies, Routledge, Milton Park, Abingdon, Oxon OX144RN
3. Mandal. R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.
4. Thomas Chris (2001) Rural Geography, Routledge, London
5. Woods Michael, (2005), Rural Geography: Processes, Responses and Experiences in Rural Restructuring, SAGE Publications Ltd, University of Wales, Aberystwyth
6. Woods Michael, Holloway Lewis & Panelli Ruth (2012) Key Concepts in Rural Geography, Sage Publication, London



**CORE ELECTIVE****Paper Title: Geography of Urban Settlement****Paper code: GEG-V.E-12****Marks: 75****Credit: 3****Duration: 45 sessions of 1 hour each**

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**Course objective:** To acquaint the students with the spatial and structural characteristics of urban settlements and to bring about awareness on special issues related to urban settlements.

**Learning Outcomes:** The students will be able to appreciate the role of geography in urban landscape. They will also develop understanding of various concepts of urbanization, urban systems and will be able to address certain issues of urban development.

Unit	Course Content	No. Of Lectures	Marks
I	Nature, approach and scope of urban geography. Development of urban geography. Definition of urban places, problems of defining urban places in Indian Context. Site and situations of urban places (towns and cities) Functional classification of towns	15	25
II	Hierarchy of Urban settlements, Urban morphology, theories related to urban landuse. City- Region, concept, urban systems; rank size and Primate City Model.	15	25
III	Problems of urbanization with special reference to slums, pollution, urban climate, garbage management. Urban planning and sustainable development of cities, concept of smart cities in India.	15	25
		45	75

**References:**

1. Cater Harold (2002 )The Study of Urban Geography, Arnold, London , U K
2. Fisher W.B (2013) Urban Geography, Elsevier Science
3. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London
4. Hall Tim (2010) Urban Geography (Third Edition) Routledge, London
5. Siddhartha & Mukherjee (2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi

**CORE ELECTIVE****Paper Title: Geography of Urban Settlement (Practical)****Paper code: GEG-V.E-12****Marks: 25****Credit: 1****Duration: Session of 2 hours each**

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**Objectives:** This course aims to equip students with practical skills to understand demographic and linkages in Settlement geography.

**Learning Outcomes:** The students will be able to apply certain basic tools in demographic, urban hierarchy and ranking of urban settlement. The students will be able to confidently carry out basic research in urban geography.

Unit	Content	Practical sessions	Marks
I	<b>Demographic aspects of urban geography:</b> Time series analysis of urban growth, Applicability of Rank Size rule with settlement data (normal and log), Urban density zoning, Analysis of occupational diversity and specialisation, Calculation of CBD by Vance and Murphy. Calculation of Urban Sprawl. Urban Proportion, level of urbanization and Urban Graph.	8	10
II	<b>Mapping of Urban linkages:</b> Network analysis (Alpha, Beta and Gamma indices), Flow matrix, Connectivity mapping, Shortest path and longest path analysis. Calculation of Primate City, Hierarchy of settlements	7	10
III	<b>Journal</b>		5
		15	25

**References:**

1. Cater Harold (2002 )The Study of Urban Geography, Arnold, London , U. K
2. Fisher W.B (2013) Urban Geography, Elsevier Science
3. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London
4. Hall Tim (2010) Urban Geography (Third Edition) Routledge, London
5. Siddhartha & Mukherjee ( 2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi

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**DEPARTMENT OF GEOGRAPHY**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	GEG-I.C-1: Introduction to Geography	GEG-I. C-2: Fundamentals of Physical Geography				
	GEG-I.C-1: Measurement Systems in Geography (Practical)	GEG-I. C-2: Practicals in Physical Geography (Practical)				
II	GEG-II.C-3: Basics of Human Geography	GEG-II. C-4: Basics of Regional Geography				
	GEG-II.C-3: Practicals in Human Geography (Practicals)	GEG-II. C-4: Practicals in Regional Geography (Practicals)				
III	GEG-III.C-5: Cartography		GEG-III.E-1: Socio- Economic Survey	GEG-III.E-2: Field Survey in Physical Geography	GEG-III.E-3: Participatory Rapid Appraisal Techniques	GEG-III.E-4: Application of Computer in Geography
IV	GEG-IV.C-6: Advanced Regional Geography And Development		GEG-IV.E-5: Regional Geography of Goa	GEG-IV.E-6: Regional Geography of India	GEG-IV.E-7: Regional Geography of South Asia (Sri Lanka)	GEG-IV.E-8: Regional Geography of USA
V	GEG-V. C-7: Basics of Geomorphology		GEG-V.E-9: Basics of Climatology	GEG-V.E-10: Basics of Oceanography	GEG-V.E-11: Geography of Rural Settlements	GEG-V.E-12: Geography of Urban Settlements
VI	GEG-VI. C-8: Fundamentals of Population Geography		GEG-VI.E-13: Introduction to Regional Planning	GEG-VI.E-14: Fundamentals of Economic Geography	GEG-VI.E- 15: Geography of Tourism	GEG-VI.E-16: Quantitative Techniques in Geography

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY  
BACHELOR OF ARTS  
SEMESTER VI**

**CORE COMPULSORY**

**Paper Title: Fundamentals of Population Geography (THEORY)**

**Paper code: GEG-VI.C-8**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

**Course Objectives:** To understand and evaluate the basic concept of Population dynamics, to enable students to identify different issues related to population.

**Learning Outcomes:** After completing this course, students will have understanding of Population dynamics and be able to understand population related issues.

Unit	Topic	Lectures	Marks
I	<b>Nature and Scope:</b> Determinants of population growth Definition, Nature and Scope, Spatial Distribution of Population-factors, Measures of Population Density, World and India, Population Growth- Global Trends, Trends in India. Demographic Transition Model.	15	25
II	<b>Social - Economic Attributes:</b> Population composition - Age and Sex, Urban and Rural and Economic structure. Basic Patterns, Age-Sex Structure of Developed and Developing Countries <b>Migration:</b> Nature, Types, Classification, Determinants, Consequences.	15	25
III	<b>Population Policies and Issues:</b> Population Policies in Context of Growth- Less Developed Countries & More Developed Countries. Evolution of Family Welfare Programme in India. National Population Policies in India Gender Issues and Population Dividend in India	15	25
		45	75

**References:**

1. Bhende and Kanitkar (2011), Principles of Population Studies, Himalaya Publishing House, Delhi
2. Chandna R. C.(2000), Geography of Population:Concept, Determinants and Patterns, Kalyani Publishers, New Delhi
3. Clarke J. I (1972), Population Geography, Pergamon Press, Oxford.
4. Mitra & Kamaljit Chandra, (2005) Population Studies and Demography: Vol. 4 Concept of Population Geography, Delhi
5. Sundaram, K.V. & Nangia, Sudesh (1986), Population geography- Contributions to Indian Geography. Vol 6 , Heritage Publications

**CORE COMPULSORY****Paper Title: Practicals in Fundamentals of Population Geography (PRACTICAL)****Paper code: GEG-VI.C-8****Marks:25****Credits: 1****Duration: 15 Session of 2 hours each**  
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**Course Objectives:** The practical aims to equip student with the skills to find out the different demographic attributes.

**Learning Outcomes:** After completing this course, students will have basic understanding of population characteristics that can be statistically and cartographically presented.

Unit	Topic	Marks	Practical Session
I	a) Arithmetic Density (calculation and representation) b) Rural and urban Density Population Concentration Index Proportional Circles.	10	5
II	a) Population Pyramids. b) Calculation of Population Projection. (any one method)  Field visit to Census Department	10	10
III	Journal	5	

**\* All practicals to be done on computer**

**References:**

- 1) Beaujeu-Garnier J (1966): Geography of Population, Longmans, London
- 2) Census of India Series – 1 India Provisional Population Tables, Published by Register General and Census Commissioner, India 2001.
- 3) Chandna, R.C. (2010): Geography of Population : Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi,.
- 4) Clark, L. 1965: Population Geography, Permagon press, New York.
- 5) Monkhouse F.J. and Wilkinson H.R. (1966): Maps and Diagrams: Their Compilation and Construction, Methuen Publishing Ltd. London
- 6) Singh Gopal (1998): Map Work and Practical Geography; Vikas Publishing House
- 7) Trewartha, G.T. 1969: A Geography of Population : World Patterns, John Willey and Sons, Inc. New York

**CORE ELECTIVE****Paper Title: Introduction to Regional Planning (THEORY)****Paper code: GEG-VI.E-13****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hours each**

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**Course Objectives:** To understand and evaluate the concept of Regional Planning, its role and relevance in region planning. To identify issues relating to the development of a region. To identify the causes of regional disparities in development, perspectives and policy imperatives.

**Learning Outcomes:** At the end of this course, students are expected to understand the concept of Regional Planning and its variations across time and space. They will be able to correlate and differentiate the various types of regional planning and apply the same to the local settings.

Unit	Topic	Lectures	Marks
I	<b>Definition and Methods:</b> Planning - Definition and method, Approach, Need and Scope, Concept of Space, Area and Region and Time. Level and hierarchy of planning Areal Basis of Planning.	15	25
II	<b>Types of Planning and Approach:</b> Planning Region: Formal, Functional Regions: Land Use Planning. Delineation region: Criteria and delineation methods Regional Policy and Regional Planning, National, State, Local Planning Sectoral/Area , Physical/Perspective	15	25
III	<b>Levels of development, disparities and Case Studies:</b> Indicators of development, Planning Unit Economic, Social, Demographic and Ecological implications	15	25
		45	75

**References:**

1. Chand, Mahesh and Puri K(1983), Regional Planning in India, All Publishers, New Delhi
2. Freeman T. W.(1958), Geography and Planning, Hutchinsen University, London
3. Gadgil D.R., Planning in India, Asia Publishing house
4. Glicksen A. (1955), Regional Planning and Development, Leiden
5. John Glasson and Tim Marshall (2007): Regional Planning; Taylor and Francis
6. Mishra R.P. Regional Planning, A Reader , Concept Tools, Techniques And Case Studies, Mysore University Press.
7. Sundaram K. V. (1977), Urban and Regional Planning in India, Vikas Publishing House, New House, New Delhi.

**CORE ELECTIVE****Paper Title: Practicals in Regional Planning (PRACTICAL)****Paper code: GEG-VI.E-13****Marks:25****Credits: 1****Duration: 15 Session of 2 hours each**

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**Course Objectives:** The objective of practical is to develop skills among the students in the practical ways of planning for a region (district/mega/metro Region). The focus is to understand the scale of the problem and how to tackle them.

**Learning Outcomes:** After completing this course, the student will have substantial knowledge of basic concepts in regional planning from a geographer's perspectives.

Unit	Topic	Marks	Practical Sessions
I	<b>Delineation of planning region</b> Five functional regions	10	7
II	<b>Delineation of planning region</b> Five formal regions	10	8
III	Journal	5	

**References:**

1. Chand Mahesh & V.K. Puri, (2000), Regional Planning In India
2. Kumar, et. al., (2016): Urban and Regional Planning Education-Learning for India. Springer, Singapore
3. Matthew Dalbey, (2002): Decentralization and Regional Planning: Practical and Ideological Problems, Springer, U.S.
4. United States. National Resources Planning Board(1940), Is Planning Practical for Your Town?: New England Regional Planning Commission, Boston, Mass
5. William Ian Morrison, Peter Smith, 1977: Input-Output Methods In Urban And Regional Planning: A Practical Guide; Pergamon Press

**CORE ELECTIVE****Paper Title: Fundamentals of Economic Geography (THEORY)****Paper Code: GEG-VI. E-14****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each****Course Objectives:**

The course introduces economic geography as a dynamic, diverse and contested body of knowledge. Students will be familiar with basic concepts of economic geography.

**Learning outcomes:**

After completing the course, student will gain insights of the concepts and theoretical approaches in Economic Geography.

Unit	Topic	Lectures	Marks
I	Fundamental concept in Economic Geography- meaning, nature, scope and branches. Approaches in Economic Geography.	15	25
II	Models and Theories in Economic geography <ul style="list-style-type: none"><li>• Agricultural landuse _Vohn Thunen</li><li>• Industrial location - Weber</li><li>• Central place - Christaller</li></ul>	15	25
III	Applications of economic geography.	15	25
		45	75

**References:**

1. Combes Pierre-Philippe, Mayer Thierry and Thisse Jacques-François (2008) Economic Geography the Integration of Regions and Nations. Princeton University Press Princeton and Oxford, Princeton, New Jersey
2. Hanink Dean M. (2012) Principles and Applications of Economic Geography: Economy, Policy, Environment, John Wiley & Sons
3. Miroslav N. Jovanovic(2009) Evolutionary Economic Geography, Location of production and the European Union. Routledge, London and New York
4. M. Sokol (2011) Economic geography. Undergraduate study in Economics, Management, Finance and the Social Sciences, University of London.
5. Pachura Piotr\_(2011) The Economic Geography of Globalization, (ED) InTech Pub.
6. Sharmistha Bagchi-Sen and Helen Lawton Smith (2006) Economic Geography Past, present and future (Edited). Routledge, USA.
7. Siddhartha K. (2016) Economic Geography, Kitab Mahal



**CORE ELECTIVE****Paper Title: Practicals in Fundamentals of Economic Geography (PRACTICAL)****Paper Code: GEG-VI-E-14****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each****Course Objectives:**

The aim is to equip students with the knowledge of industrial location theories and calculation of parameters of location theory

**Learning outcomes:** This will enable students to understand and apply theories and models of economic geography in present day context.

Unit	Topic	Marks	Practical Sessions
I	Calculation of bid rent model Industrial location using Webbers Calculation of K3, K4 and K7	10	10
II	Field work: data collection, representation and report writing.	10	5
III	Journal	05	
		<b>25</b>	

**References:**

1. Combes Pierre-Philippe, Mayer Thierry and Thisse Jacques-François (2008) Economic Geography the Integration of Regions and Nations. Princeton University Press Princeton and Oxford, Princeton, New Jersey
2. Hanink Dean M. (2012) Principles and Applications of Economic Geography: Economy, Policy, Environment, John Wiley & Sons
3. Miroslav N. Jovanovic(2009) Evolutionary Economic Geography, Location of production and the European Union. Routledge, London and New York
4. M. Sokol (2011) Economic geography. Undergraduate study in Economics, Management, Finance and the Social Sciences, University of London.
5. Pachura Piotr\_(2011) The Economic Geography of Globalization, (ED) InTech Pub.
6. Sharmistha Bagchi-Sen and Helen Lawton Smith (2006) Economic Geography Past, present and future (Edited). Routledge, USA.
7. Siddhartha K. (2016) Economic Geography, Kitab Mahal

**CORE ELECTIVE****Paper Title: Geography of Tourism (THEORY)****Paper Code: GEG-VI.E-15****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course aims to understand the basics of tourism and its impact on physical and human environments.

**Learning outcomes:** This course will enable the students to understand the aspects of tourism and also be familiarized with local tourism.

Unit	Title	Lectures	Marks
I	<b>Introduction to Tourism:</b> <ul style="list-style-type: none"><li>• Meaning, definition and concept of Tourism</li><li>• Characteristics and types of Tourism</li><li>• Historical development of Tourism</li><li>• Scope and importance of Tourism</li><li>• Careers in Tourism</li><li>• Trends in Tourism Geography</li></ul>	15	25
II	<b>Geographic factors in Tourism Development:</b> <ul style="list-style-type: none"><li>• Physical factors: Relief, climate, vegetation, water bodies</li><li>• Socio-cultural factors: historical, cultural, economic, religious factors</li></ul> <b>Geographic Areas and tourism impacts:</b> <ul style="list-style-type: none"><li>• Economic, socio-cultural, environment and sustainable development of tourism</li></ul>	20	25
III	<b>Tourism resources in Goa</b> <ul style="list-style-type: none"><li>• Development of tourism in Goa</li><li>• Types of tourism in Goa</li><li>• Social Economic and Environmental issues</li><li>• Emerging careers in tourism in Goa</li></ul>	10	25
		45	75

**References:**

1. Bhatia, A.K., 2002: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd
2. Claude Alvares (2002): Fish Curry and Rice; A Goa Foundation Publication
3. Dhar Premnath, 2009: Development Of Tourism & Travel Industry: An Indian Perspective, Kanishka Publishers
4. Hall. C.M, Page Stephen, 2014: The Geography of Tourism and Recreation: Environment, Place, Space, Routledge Taylor and Francis Group, London and New York
5. Velvet Nelson, 2013: An Introduction to Geography of Tourism, Rowman & Littlefield Publishers
6. Williams Stephen, 2009: Tourism Geography: A new synthesis, Routledge Taylor and Francis Group, London and New York

**CORE ELECTIVE****Paper Title: Practicals in Geography of Tourism (PRACTICAL)****Paper Code: GEG-VI.E-15****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** This practical course aims to understand the role of Geography in Tourism.

**Learning outcomes:** This course will enable the students to achieve the knowledge and skills in tourism Geography.

Unit	Title	Marks	Practical sessions
I	Preparation and understanding of Tourist maps Preparation tourist circuit maps	10	05
II	Preparation of Information Charts of tourism sites of India and Goa Field visit, preparing a brochure and presentation	10	10
	Journal	5	
		25	

**References**

1. Bhatia, A.K., 2002: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd
2. Claude Alvares (2002): Fish Curry and Rice; A Goa Foundation Publication
3. Dhar Premnath, 2009: Development Of Tourism & Travel Industry: An Indian Perspective, Kanishka Publishers
4. Hall. C.M, Page Stephen, 2014: The Geography of Tourism and Recreation: Environment, Place, Space, Routledge Taylor and Francis Group, London and New York
5. Velvet Nelson, 2013: An Introduction to Geography of Tourism, Rowman & Littlefield Publishers
6. Williams Stephen, 2009: Tourism Geography: A new synthesis, Routledge Taylor and Francis Group, London and New York

**CORE ELECTIVE****Paper Title: Quantitative Techniques in Geography****Paper Code: GEG-VI.E-16****Marks: 100****Credit: 04****Duration: 60 hours**

**Course objectives:** To introduce statistical techniques, relevant to geographical research. To acquaints students about their potentials and applications.

**Learning outcomes:** The knowledge of drawing inferences using the geographical database. An understanding and appreciation of the mutual dependence of different techniques and their relevance.

Unit No.	Course Content	Marks	Sessions
I	<b>Non- Parametric Statistics</b> Co-relation and Regression analysis a) Scatter Diagram b) Karl Person's Co-efficient correlation c) Spearman's rank correlation d) Kendall's rank correlation regression analysis. <b>Parametric</b> Hypothesis testing a) Meaning, types of hypothesis Testing of hypothesis i) Chi-square test ii) ANOVA iii) t-test	30	15
II	Matrices & Indices a) Introduction to matrices b) Index numbers: unweighted, weighted indices and Cost of Living Index	30	15
III	Analysis of geographical dataset using the above statistical techniques, interpretation and report writing using computer.	40	30
		100	60

**REFERENCES**

1. Gregory, 1963: Statistical methods and the Geographer, Longman S. London
2. Gupta S.P.; 1979: Practical Statistics; S. Chand and Co.
3. Johnson R.J. 1980: Multivariate statistical Analysis in Geography, Longman
4. Khan Z.A 1998: Text book of practical Geography – New Delhi
5. Pal Saroj K. 1982: Statistical Techniques: A basic approach to Geography: Tata –Mc Graw Hill, New Delhi.
6. P.K. Majumdar 2002 : Statistics: A Tool for Social Sciences, Rawat Publications: Jaipur & New Delhi.
7. Rastogi R.S.(2005): Elementary Statistics: Rohit Publications – Delhi-110 006
8. Succheti D.C. and Kapoor V.K. 2002 - statistics (Theory, methods and application)
9. Zamir Alvi 2000: Statistical Geography: Method and Applications Rawat Publications, New Delhi

## INTERDISCIPLINARY

**Paper Title: Geography of Social Wellbeing**

**Course code:**

**Marks: 100**

**Credits: 4**

**Duration: 60 lectures of 1 hour each**

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Course Description: Development, in a narrow sense, was supposed to be the ultimate objective of every society across space and time. While development continues to be the buzz-word today, the understanding of what exactly constitutes the term 'development' has undergone crucial changes. Development is being taken out of an exclusivist financial economics view-point, and being given a wider perspective, involving but not limited to, good governance, health, education, environment, culture, community bonding and living standards.

Course Organization: The focus of the course would be a detailed introduction to the students about an emerging contrarian paradigm of Gross National Happiness (GNH), as an alternative to the Gross Domestic Product (GDP) based measurement of the net worth of a country. The shift is primarily necessitated by the fact that neither is the material wealth of any country equitable, and nor does it cover the wider well-being, or "happiness" in the society.

Course Objectives: In this course, the focus is on the Geographical entity of Bhutan, whose government proposed a radically different take on how to measure the sense of well-being in that country. The concept has since been pushing the frontiers of research as well as practice in social well-being beyond the confines of Bhutan. The students in the course are expected to imbibe the varied notions of well-being, critically evaluate, widen their horizons, and think out-of-the-box. While the Kingdom of Bhutan, which propounded the concept of GNH will hold a central focus, the focus is more of the conceptual notions of development, the possibility of its wider replications, relevance, tests of implementation, challenges of quantification a rather abstract notion, and most importantly, its wide array of criticism.

Course Topics: The course will be interdisciplinary in nature, in that that it is designed to provoke the postgraduate students of Geography to think holistically, and to appreciate different facets of a complex, real-life social issue. This would go towards building critical thinking skills. Some of the specific modules would be:

Unit	Title	Lectures
I	<b>Fundamental Concepts</b> <ul style="list-style-type: none"><li>• Meaning of Social Well-being</li><li>• Definition, Nature and Scope</li><li>• Social Well-being and Geography</li></ul>	15
II	<b>The traditional ideas of development and its criticism</b> <ul style="list-style-type: none"><li>• Development as natural resource exploitation</li><li>• Secondary sector, Industrialization and consumerism</li><li>• Economic output as the sole evaluation criteria for development, and the GDP based scale of ranking development</li></ul>	15
III	<b>The Bhutanese concept of Gross National Happiness as a new paradigm</b> <ul style="list-style-type: none"><li>• Bhutan: The land, society, culture and values</li><li>• Gross National Happiness (GNH): A radical departure from established norms of understanding and measuring development</li><li>• Attempts in adaptations of GNH across sectors and cultures</li></ul>	15

IV	<b>Assessing Gross National Happiness (Any four from the following)</b> <ul style="list-style-type: none"> <li>• Issues of measurement</li> <li>• Role of cultural aspects</li> <li>• Community coherence and vitality</li> <li>• Ecological diversity and resilience</li> <li>• Good governance</li> <li>• Health</li> <li>• Education</li> <li>• Living Standards</li> <li>• Criticism of GNH and the way ahead</li> </ul>	15
Total		60

The above modules would have single or multiple readings, which may be related to the abstract notion of Happiness, spatial incorporation of the ideas, as well as relevant case-studies from Bhutan and other countries from around the world.

Course Grading Plans: The course is designed for students who are at a level to appreciate and incorporate different perspectives, as well as to learn to read, question and critically analyze academic literature on the topic. Most of the classes will have pre-requisite reading (identified academic articles previously provided to students), which the students are expected to complete before attending the lecture, and the contact class would then consist of a short presentation by the instructor, followed by group discussions, debate and critical questioning. Traditional as well and newer methods of grading including written exams and continuous assessments in the form of presentations, group discussions etc would be used for grading. In short, the course will be learning oriented, and not teaching oriented. Attempt would be to introduce a different academic approach, which would have the potential to go beyond the specific course.

Readings:

1. 2015 Gross National Happiness Survey Report: A compass towards just and harmonious society: (Centre for Bhutan Studies and GNH Research)
2. Measuring Progress towards Gross National Happiness: From GNH indicators to GNH national accounts: (Ronald Colman)
3. The Analysis of Results of Research into 'the Ideal Society' in Japan, Sweden and Bhutan - Using the indicator of Human Satisfaction Measure (HSM): (Terue Ohashi)
4. The Global Project on Measuring the Progress of Societies: A global movement for a global challenge: (Jon Hall)
5. Creating National Accounts of Well-Being: A parallel process to GNH: (Nic Marks)
6. Gross Natural Happiness: Can we have both psychological and ecological wellbeing?: (George W. Burns)
7. Time Use and Happiness: (Karma Galay)
8. Internalizing the Other: A cross cultural understanding in arts and education: (Sharon Lowen)
9. Role of Meditation in Achieving Gross National Happiness: (Khenpo Phuntsok Tashi)
10. The Semantic Structure of Gross National Happiness: A view from conceptual metaphor theory: (Carl Polley)
11. Development and (Un)happiness: A case study from rural Ethiopia (Dena Freeman)
12. Religious Institution-based Community-hood and Identity of a 'Muslim Community' in a 'Remote' Rural Village in Bangladesh: (Mohammed Kamruzzaman)
13. To Think Like an Island: Three-capital model in pursuing GNH in Taiwan: (Juju Chin Shou Wang)
14. Institutional Challenges to 'Patience' in the Collective Management of Public Goods: (Mukul Ram Fishman)

15. Status Symbols, Ecosystems and Sustainability: (Arthur Fishman)
16. Good Organisational Practice and Gross National Happiness: (Anne-Marie Schreven)
17. Between Earth and Sky: Formal Organizations as Instruments in Creating Gross National Happiness: (John Nirenberg)
18. Do Information and Communication Technologies Further or Hinder Gross National Happiness?: (Kezang and Jason Whalley)
19. Lessons from ICT Pilot Projects in Rural Haïti for Sustainable Economy with Four Inferred Coefficients for the GNH Index: (Serge Miranda, Frantz Verella and Tahar Saïah)
20. Bhutanese Health Care Reform: A Paradigm Shift in Health Care to Increase Gross National Happiness: (Dr. Chenchu Dorji)
21. Nature Affinity and the Human Conditions: (Dave M. Augeri)
22. Conceptualising Education for Constitutional Monarchy System: Meiji Japan's View and Approach: (Masanori Kakutani)
23. Schools in Rural Areas and Gross National Happiness: Endogenous Actions Of Small Communities In Japan And Sweden: (Michiyo Kiwako Okuma-Nyström)
24. Shift in the Measures of Quality of Life viz-a-viz Happiness: A Study of Phongmey Gewog and Trashigang Town in Eastern Bhutan: (Vijay Kumar Shrotryia)
25. Japan's Paradigm Shift From Growth To Happiness: Slowing Down to Advance Wellbeing: (Junko Edaïro and Riichiro Oda)
26. Food Security and Gross National Happiness: (Akiko Ueda)
27. Optimal Condition of Happiness: Application of Taguchi Robust Parameter Design on Evidences from India: (Prabhat Pankaj and Roma Mitra Debnath)
28. The Future of Gross National Happiness: (Ross McDonald)
29. Critical Holism: A New Development Paradigm Inspired by Gross National Happiness?: (Hans van Willenswaard)

## INTERDISCIPLINARY

**Course Title: Geography of Sustainable Development**

**Course code:**

**Marks: 100**

**Credits: 4**

**Duration: 60 lectures of 1 hour each**

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**Course Objectives:** The basic objective of this course is to introduce the concept of sustainable development considering Norway as benchmark which has been consistently topping the Human Development Index. This course focuses on introducing the concept of resource management and maintain a balance between economic profit and environmental implications which is based on Model followed by Norway.

**Learning outcomes:** At the end of this course, students are expected to understand the concept of development in its holistic term. They would be encouraged to appreciate the Norwegian Model of Development and the possibilities and challenges of replicating such approaches.

Unit	Title	Lectures
I	<b>Development to Sustainable Development:</b> <ul style="list-style-type: none"><li>• What is development</li><li>• Concept of sustainable development</li><li>• Distinction between development and sustainable development</li><li>• Key concepts in sustainable development</li><li>• </li></ul>	15
II	<b>The Norwegian Model of Sustainable Development</b> <ul style="list-style-type: none"><li>• The post-war development model and its limits</li><li>• Norwegian Model of Sustainable Development</li></ul>	15
III	<b>Environment and sustainable development (Teach Any Five)</b> <ul style="list-style-type: none"><li>• Conservation of nature</li><li>• Encouragement of indigenous way of life</li><li>• Gender equality</li><li>• Social equity</li><li>• Immigration policy</li><li>• Renewable sources of energy and conservation</li><li>• Marine resources</li></ul>	15
IV	<b>Local Issues and Challenges in attaining Sustainable Development (Any two case studies)</b>	15
Total		60

### References:

1. Our Common Future: The Brundtland Commission Report
2. Sustainable Development in Norway on the example of government pension fund global: (Julita Fiedorczuk)
3. Norway's Strategy for Sustainable Development: (Norwegian ministry of finance)
4. The Norwegian Model of Sustainable Development: A Policy Oriented Capital Framework for Measurement and Policies: (Thorvald Moe)
5. The Global Goals for Sustainable Development: Challenges and possible implications for Norway (Arne Backer Grønningsæter and Svein Erik Stave)



6. A comprehensive resource development strategy: Norway's path to inclusive and sustainable development (Francis Dennig)
7. Sustainable Development Goals and children in Norway: A discussion paper on the SDGs indicators (Lars B. Kristofersen)
8. Norwegian development cooperation for sustainable fisheries and aquaculture: (Asmund Bjordal)

## DEPARTMENT OF GEOGRAPHY

### COURSE STRUCTURE

SEMESTER	CORE		ELECTIVE			
I	GEG-I.C1: Introduction to Geography	GEG-I.C2: Fundamentals of Physical Geography				
	GEG-I.C1: Measurement Systems in Geography (Practical)	GEG-I.C2: Practicals in Physical Geography (Practical)				
II	GEG-II.C3: Basics of Human Geography	GEG-II.C4: Basics of Regional Geography				
	GEG-II.C3: Practicals in Human Geography (Practicals)	GEG-II.C4: Practicals in Regional Geography (Practicals)				

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY  
BACHELOR OF ARTS  
SEMESTER I**

**REVISED AS ON 11<sup>TH</sup> OCTOBER 2017**

**Course Title: Introduction to Geography (THEORY)**

**Course Code: GEG-I.C1**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** This introductory Course is intended to acquaint the students with distinctiveness of Geography as a field of learning. The philosophy of the subject is to be taught in order to develop a keen interest in the subject and to pursue it for higher studies.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of fundamental concepts of geography and thereby be able to analyze the interrelationships among them.

Unit No.	Course Content	No. of Hours	Marks
I	<b>Introduction of Geography</b> Definition, Meaning, nature and scope of geography; Major divisions of geography Major themes in Geography – location, region, process, spatial interaction and time.	15	25
II	<b>Introduction to Geosphere: I</b> <b>Atmosphere:</b> Meaning & Definitions-Composition & Structure of Atmosphere, Elements of Weather & Climate and their inter-relation. <b>Biosphere &amp; Nanosphere</b> Major Natural regions of world	15	25
III	<b>Introduction to Geosphere: II</b> <b>Lithosphere:</b> Evolution of Earth, Geological Time scale. Orders of Relief (I, II, III), oceans and continents, classification of mountains, plateau and plains <b>Hydrosphere:</b> Hydrological Cycle Spatial distribution of water on earth.	15	25

**REFERENCES**

1. Dikshit R.D (2004): The Arts, Science of Geography, Integrated Readings Prentice Hall of India, New Delhi
2. Lal . D. S. (2007) : Climatology, Pushtakmahal, Allahabad
3. Goh Cheng Leong (2003): Certificate Physical and Human Geography, Oxford university press, New Delhi
4. Das Gupta and Kapoor (2013): Principles of Physical Geography, S. Chand & Company Pvt. Ltd.
5. Singh Savindra (2005) : Environmental Geography, Prayag Pustak Bhavan, Allahabad

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER I**

**Course Title: Measurement Systems in Geography (Practical)**

**Course Code: GEG-I.C1**

**Marks: 25**

**Credits: 01**

**Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of map reading and understanding. It also encourages students to understand and correlate the different measurement systems which are essential to understand the geographical concepts.

**Learning outcome:** After the completion of this course students are expected to be familiar with the basic cartographical skills such as basic elements of map and map reading. Besides, they will be acquainted with the cartographic techniques such as area measurements, time calculation, which will help in learning advanced techniques as they progress.

Unit	Title	Practical sessions	Marks
I	1. Scales and its types: a. Verbal Statement. b. Representative Fraction. 2. Linear scale- a. Simple and comparative- b. time and distance 3. Identification of location and extension based on latitude and longitudes. 4. Grid reference system. 5. Finding directions. 6. Calculation of time based on longitude 7. Calculation of area by square method	10	15
II	8. Preparation of map – Title, Scale, Legend, Direction, Signs and symbols, lettering and colour scheme.	05	05
III	Journal		5
		15	25

**References**

1. Campbell, J.(2004) Introductory Cartography, Prentice Hall, Inc Englewood
2. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Pub. Co., New Delhi
3. Monkhouse, I.J. and Wilkinson, H.R., (2009): Maps and Diagram, B.I. Publication, New Delhi
4. R. P Mishra. (2014) Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Gopal Singh. (2014), : Map Work and Practical Geography, 4<sup>th</sup> Edition, Sterling Book House Mumbai

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER I**

**Course Title: Fundamentals of Physical Geography (THEORY)**

**Course Code: GEG-I.C2**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

**Course Objectives:** The course aims to introduce fundamental concepts of physical geography. The course focuses on various spheres of the earth and their related concepts.

**Learning outcome:** After the completion of this course students are expected to be familiar with the different spheres of the earth and the interrelation amongst them.

Unit No.	Course Content	No. of Hours	Marks
I	<b>Concept and Nature:</b> Introduction to physical geography Recent developments in physical geography. <b>Layers of the Earth:</b> Lithospheric system: Interior of the earth. Layering of the earth- Mechanical layering and chemical layering. Weathering and mass movement, Rocks and its types. Soil-definition and profile.	15	25
II	<b>Basic concepts of climatology:</b> Definition and scope of climatology Insolation, factors affecting Insolation and Heat budget. Temperature, atmospheric pressure, wind, and humidity	15	25
III	<b>Dynamics of ocean water:</b> -Waves, Tides, and surface currents of Indian and Atlantic Ocean.	15	25
		45	75

**References:**

1. Bloom, Arthur L., 2008: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, New Jersey.
2. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
3. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
4. Lal.D.S , 2004: Oceanography, Prayag Pustak Bhavan, Allahabad
5. Strahler, A.N., 2005: Physical Geography, 3rd Ed., Wiley Publications
6. Singh, S. 2005: Physical Geography, Prayag Pustak Bhawan, Allahabad
7. Thornbury, W.D., 1969: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint, 2004
8. Wooldridge, S.W. and Morgan, R.S., 2008: The Physical Basis of Geography, Longman (First published in 1937)
9. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.
10. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
11. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
12. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi.
13. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
14. Sparks, B.W., 2000: Geomorphology, Longman, London, 2nd edition.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER I**

**Course Title: Practical in Physical Geography**

**Course Code: GEG-I.C2**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

**Course Objectives:** The course aims to develop skills of relief representation and Toposheet reading, climate data analysis and interpretation. This exercise demands a higher order skill of converting signs and symbols into words.

**Learning outcome:** After the completion of this course students are expected to be familiar with techniques of representing different relief features and interpretation of the characteristics and association with other relief features. Student will be able to analyze, interpret and represent climate data through graphs.

Unit	Title	Practical Sessions	Marks
I	1. Methods of Representation of Relief features a. Spot Heights, b. Bench Marks. c. Triangulation mark 2. Contours diagrams for slopes with cross sections- gentle slope, steep slope, concave and convex slope, 3. Contours diagrams for hills, plateaus, cliff, 4. Contours diagrams for V-shaped valley, waterfall, rapids, river terraces 5. Profile Drawing from contour diagram. a. Serial b. Superimposed c. composite	10	15
II	6. Calculation of mean, average, range of temperature. 7. Calculation of lapse rate and Relative Humidity.	5	05
	Journal		05

**References**

1. Chorley, Richard. J. (ed.), 2009: Water, Earth and Man, Methuen & Co., London
2. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
3. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
4. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
5. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
1. 6.Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
6. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
7. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**  
**REVISED AS ON 11<sup>TH</sup> OCTOBER 2017**

**Course Title: Basics of Human Geography (Theory)**

**Course Code: GEG-II.C3**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course provides the basic conceptual framework of Human Geography. It focuses on cultivating basic knowledge through understanding and analysis of the fundamental concepts in Human geography.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of fundamental concepts of Human Geography and thereby be able to understand human related issues.

Unit	Topic	No. of Hours	Marks
I	<b>Concept and Nature</b> : Meaning, Scope and Development of Human Geography. Basic principles-Principle of Activity or Change, Principle of Terrestrial Unity or whole. Approaches in human geography (humanistic, scientific, welfare and behavioral)	15	25
II	<b>Society and Culture</b> Evolution of man (Australopithecus, Homo Erectus, Homo sapiens. Man's spread over the earth during the Pleistocene). Culture- meaning and components. Language and religion. (Classification, distribution, issues and challenges.) Contemporary social problems: Gender disparity and related issues Ethnicity and the related issues. (Case study of India).	15	25
III	<b>Indicators of Development:</b> L.D.C. and M.D.C.-social, economic and demographic. (Distribution and Density. Concepts of under population, over population, age and gender composition. Fertility, mortality, migration, Ageing population.) Demographic transition.	15	25
		45	75

Note : The course should focus on basic conceptual aspects.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**

**References**

- 1) H.J De Blij, Alexander B. Murphy, Erin H. Fouberg. (2007) *Human Geography :people, place and culture*. John Wiley and sons. USA.
- 2) Panigrahi .P.K. (2011).*Human Geography-Landscape of Human Activities*. MurariLala and sons. New Delhi.
- 3) Sharma Y.K. (2007) *Human Geography*. Lakshmi Narain Agrawal, Agra.
- 4) Rubenstein J M (2010) *Contemporary Human Geography*. PHI learning pvt, New Delhi.
- 5) Hussain, M.(2004)*Human Geography*. Rawat Publication. New Delhi.
- 6) Chandna, R.C. (2006)*Geography of Population*.Kalyani Publishers. New Delhi
- 7) Hagget, P.(2002)*Geography: A Modern Synthesis*. Harper & Row, New York
- 8) De Blij, H.J., Human Geography, Culture, Society and Space, John Wiley, New York, 2006
- 9) Fellman, J.L. Human Geography-Landscapes of Human Activities, Brown and Bench man, Pub. U.S.A. 2007.
- 10) Arun Kumar Sharma, 2012: Principles of Human Geography, Rastogi Publications, Meerut



**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**

**Course Title: Practicals in Human Geography**

**Course Code: GEG-II.C3**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

**Course Objectives:** The course provides the basic quantitative aspects of Human Geography. It focuses on cultivating quantification and diagrammatic representation of population data. This enables students to understand, quantify and precisely represent population data.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of basic quantitative techniques used in Human geography. They should be able to diagrammatically represent population data and diagrams.

Unit.	Title	Practical sessions	Marks
1	Calculation and interpretation of: <b>1. Fertility measures:</b> Crude Birth Rate, General Fertility Rate <b>2. Mortality measures:</b> Crude Death Rate, Infant Mortality Rate. <b>3. Age data Analysis:</b> Age and gender composition <b>4. Construction of Population Pyramid</b>	8	10
2	<b>5. Literacy measures:</b> Crude Literacy Rate. Gross Enrolment Ratio. <b>6. Work Participation Ratio.</b> <b>7. Per capita income</b> <b>8. GDP</b>	7	10
3	Journal and viva		5
		15	25

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**

**References:**

1. Bogue, D. J., 2001: Principles in Demography, John Wiley, New York
2. Bose, Ashish et. al., 2004: Population in India's Development, Vikas Publishing House, New Delhi
3. Census of India, India : A State Profile, 2001.
4. Chandna, R.C. Geography of Population : Concept, Determinants and Patterns, Kalyani Publishers, New York 2000.
5. Crook, Nigel Principles of Population and Development. Pergmon Press, New York 2007.
6. Daugherty, Helen Gin, Kenneth C.W. Kammeryir, An Introduction to Population (Second Edition). The Guilford Press, New York, London 2008.
7. Mitra, Asok, India's Population. Aspects of quality and Control Vol. I & II. Abhinav Publication. New Delhi 2008.
8. Srinivasan, K. and M. Vlassoff. Population Development Nexus in India : Challenges for the New Millennium. Tata mcGraw Hill, New Delhi 2001.
9. Srinivasan, K. Basic Demographic Techniques and Applications Sage Publications, New Delhi 2008.
10. UNDP: Human Development Report Oxford University Press, Oxford 2000.
11. United Nations, Methods for Projections of Urban and Rural Populations. No. VIII, New York 2004.
12. Woods, R. Population Analysis in Geography, Longman, London 2009.
13. Sawant & Athavale: Population Geography, Mehta Publishing House, Pune.2005

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**

**Course Title: Basics of Regional Geography**

**Course Code: GEG-II.C4**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

**Course Objectives:** The course aims to develop a basic understanding of the regions and recognizing the significance of geography in shaping region. It helps students to appreciate regional unique dimensions of regions.

**Learning outcome:** At the end of this course, student will gain sense of spatial organization and areal variation in human activities.

Unit	Title	No. of hours	Marks
I	Concept of Region in Geography: Definition and characteristic The Regional Approach - area, region, space. ii) Methods of Regionalization- methods of delineation of region, types of regions,	15	25
II	i.) Foundations of Region - Ecological, Economic, Social and Cultural Dimensions ii.) Federalism-center – state relationships. iii.) Core – Periphery iv.) Hierarchy of regions, v.) Regional Consciousness and Identity. vi.) The Regional issues. (Two case studies)	15	25
III	Study of Regional Organization: Their evolution, functions and inter-linkages. Globalization and the New Territorial Order.	15	25

**References**

1. Singh, R.L. 2001 (ed): India – A Regional Geography, National Geographical Society, India
2. Cole, J. : *A Geography of the World's Major Regions*, Routledge, London, 2000
3. Israel, S. Johnson, D.I. and Wood, D.: *World Geography Today*, 2005
4. Jackson, R.H. and Hudman, L.E.: *Regional Geography: Issues for Today*, 2007
5. *An Introduction to Regional Geography*, Paul Claval, Rawat Publication, Jaipur & Delhi, 2003
6. Wheeler, J.H. Jr. and Kostbade, J.T., (1990): *World Regional Geography*, Holt Rinehart and Winston, Inc
7. Holier, G.P., 2008: Regional Development in Michael Pacione (ed), *The Geography of the 3rd World: Progress & Prospects*, Rutledge, London, New York.
8. Jackson, R.H. and Hudmar, L.E.: *Regional Geography: Issues for Today*, 2004
9. Paul Claval (2008) *An Introduction to Regional Geography*, Wiley-Blackwell, ISBN 155786733X.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**

**Course Title: Practical in Regional Geography**

**Course Code: GEG-II.C4**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course objectives:** The course provides the basic quantitative aspects of regional Geography. It focuses on cultivating quantification and diagrammatic representation of regional data. This enables students to understand, quantify, compare of unique characteristic of different regions.

**Learning outcomes:** At the end of this course students are expected to have a holistic understanding of basic quantitative techniques used in regional geography. They should be able to diagrammatically represent interpret regional data and diagrams.

Unit	Topic	Practical Sessions	Marks
I	Methods of Regional Demarcation: 1. Demarcation of agricultural regions (crop combination and diversification) 2. Gravity model, 3. Breaking point Analysis, 4. Sphere of Urban Influence 5. Population potential surfaces	08	10
II	6. Network Analysis 7. Nearest Neighbor index, 8. Centro graphic analysis	07	10
III	Journal and viva		05
		15	25

**References**

1. Hegget Peter, Cliff A.D. et. al. (2001) Locational Methods, Locational Analysis in Human Geography, Vol.II Arnold – Heinemann Pub. (India)
2. Hegget Peter, Cliff A.D. et. al. (2000) Locational Models, Locational Analysis in Human Geography. Vol. I Arnold – Heinemann Pub. (India)
3. Chandna R.C. (2003): Regional Planning: A Comprehensive Text, Kalyani Publishers, Ludhiana

**ANNEXURE - II**  
**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**

**DEPARTMENT OF GEOGRAPHY**  
**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

SEMESTER	CORE		ELECTIVE			
I	GEG-I.C1: Introduction to Geography	GEG-I.C2: Fundamentals of Physical Geography				
	GEG-I.C1: Measurement Systems in Geography (Practical)	GEG-I.C2: Practicals in Physical Geography (Practical)				
II	GEG-II.C3: Basics of Human Geography	GEG-II.C4: Basics of Regional Geography				
	GEG-II.C3: Practicals in Human Geography (Practicals)	GEG-II.C4: Practicals in Regional Geography (Practicals)				
III	GEG-III.C5: Cartography		GEG-E1: Socio- Economic Survey	GEG-E2: Field Survey in Physical Geography	GEG-E3: Participatory Rapid Appraisal Techniques	GEG-E4: Application of Computer in Geography
IV	GEG-IV.C6: Advanced Regional Geography And Development		GEG-E5: Regional Geography of Goa	GEG-E6: Regional Geography of India	GEG-E7: Regional Geography of South Asia	GEG-E8: Regional Geography of USA
V	GEG-V.C7: Basics of Geomorphology		GEG-E9: Basics of Climatology	GEG-E10: Basics of Oceanography	GEG-E11: Geography of Rural Settlements	GEG-E12: Geography of Urban Settlements
VI	GEG-VI.C8: Fundamentals of Population Geography		GEG-E13: Introduction to Regional Planning	GEG-E14: Fundamentals of Economic Geography	GEG-E15: Geography of Tourism	GEG-E16: Quantitative Techniques in Geography

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**REVISED AS ON 7<sup>TH</sup> APRIL 2018**

**CORE**

**Course Title: GEG- III.C5 Cartography (Theory)**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course aims to provide basic cartographic concepts. This forms the basis for advanced cartographic techniques.

**Learning outcome:** After completion of the course, students will be familiar with basic cartographic concepts. This will help in developing cartographic skills taught in the practical component of this Course.

Unit	Topic	No. of hours	Marks
I	<b>Introduction:</b> Cartography. Scope of Cartography. Growth of modern cartography. Spatial data – Data nature and data sources. <b>Mapping Organizations in India</b> – Survey of India, NATMO, NRSCA, Lettering and color scheme in SOI Maps <b>Map symbolization:</b> Mapping qualitative data and quantitative data- using point, line and area symbols. Maps- Types- physical and cultural maps, SOI Conventional signs and symbols and Colour.	20	30
II	<b>Map projections:</b> General Principles: Classification, properties and choice of map projections. Merits and demerits. Cylindrical, conical and zenithal projections	15	25
III	<b>Introduction to topographical maps:</b> Indexing. Marginal information. Scales and gridding.	10	20
		45	75

**References**

1. Bygott, J. (2007), An Introduction to Map work and Practical Geography,
2. Campbell, J.(2004): Introductory Cartography, Prentice Hall Inc., Englewood Cliff
3. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Publishing Company, New Delhi
4. Monkhouse, F.J. & Wilkinson, H.R., (2009): Maps & Diagrams, B.I. Publications, New Delhi
5. Robinson, A.H., et al: (2000) Elements of Cartography, John Wiley & Sons, New York ,
6. Raisz, E. ( 2004) Principles of Cartography, McGraw Hills, London ,
7. Singh, R. & Singh, R.: (2001) Map Work & Practical Geography, Central Book Depot, Allahabad.
8. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
9. Talukder, S., (2008): Introduction to Map Projections, Eastern Book House, Guwahati

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**CORE**

**Course Title: GEG-III.C5 Cartography (PRACTICAL)**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of construction of scales, projections and preparation of map.

**Learning outcome:** After the completion of this course students are expected to be familiar with map projections.

Unit	Topic	Practical Sessions	Marks
I	Cylindrical Projections. Mercators Equidistance and Equal area	5	07
II	Conical Projections: One standard parallel. 2 standard parallel and Equal area	5	07
III	Zenithal Projections: Stereographic, Gnomonic, Orthographic	5	06
IV	Journal		05

**References**

1. Bygott, J. (2007), An Introduction to Map work and Practical Geography,
2. Campbell, J.(2004): Introductory Cartography, Prentice Hall Inc., Englewood Cliff
3. Elhance, D.N.,(2002): Fundamentals of Statistics, KitabMahal, Allahabad
4. Gregory, S., (2003): Statistical Methods and Geographers, Longman, London
5. Hammond, R. and McCullagh, P. (2005): Quantitative Techniques in Geography, Clarendon Press, Oxford Sarkar, Ashis, Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
6. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Publishing Company, New Delhi
7. Monkhouse, F.J. & Wilkinson, H.R., (2009): Maps & Diagrams, B.I. Publications, New Delhi
8. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
9. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York ,
10. Raisz, E. ( 2004) Principles of Cartography, McGraw Hills, London ,
11. Singh, R. & Singh, R.: (2001)Map Work & Practical Geography, Central Book Depot, Allahabad.
12. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
13. Talukder, S., (2008): Introduction to Map Projections, Eastern Book House, Guwahati

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E1: Socio Economic Survey (THEORY)**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The primary objective is to provide basic methodology in field based socio-economic survey.

**Learning outcome:** After the completion of this course, students will be familiar with techniques of socio-economic survey.

Unit	Topic	No. of hours	Marks
I	Socio-economic survey in Geography: Meaning and significance ,indicators of development Socio-economic indicators, Sources of data, Types of data – Social, Economic, Geographical and Demographic	15	25
II	Types of surveys: Historical, Social, Descriptive and Action Surveys. Sampling Techniques. Preparation of Questionnaire, Interview, Group Discussion, Planning Strategy and Implementing of Survey.	15	25
III	Based on the objective of the Survey. Pilot Survey, Planning for Main Survey, Pre-Survey and Post Survey Work. Safety Measures, Responsibility Sharing and Plan of Action. (a) Academic report – structure, layout, reporting language (b) Comprehensive report representation – photos, sketch, maps, etc.	15	25
		45	75

**References**

1. Bagavathi, V. & Pillai R. S. N. (2005) Statistical Theory and Practice, S. Chand Publication, New Delhi.
2. Gosh, B N (2007) Scientific Methods and Social Research, sterling Publishers Private Limited.
3. Kothari, C.R., (2004) Research Methodology- Methods and techniques, New Age International (P) Limited, New Delhi.
4. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
5. Saravanavel, P.,( 2014), Research Methodology, KitabMehal, New Delhi
6. Singh, Gopal., (2010 ) Map Work and Practical Geography, Vikas Publishing House, New Delhi



**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E1: Socio Economic Survey (PRACTICAL)**

**Marks:25**

**Credits: 1**

**Duration: 15 Sessions of 2 hours each**

=====

**Course Objective:** The objective is to enable students to prepare questionnaires and carry out socio-economic surveys.

**Learning outcome:** The students will be able to conduct field surveys and independently write survey report. They also will be able to use computer for data analysis.

Unit	Topic	Practical Sessions	Marks
I	Questionnaire Formulation Field Book Preparation Literature Survey	04	05
II	Conducting on-field survey (Village, Market, Ward)	08	05
III	Data analysis using MS Excel and compilation	03	05
IV	Report		10

**References**

1. Bagavathi, V. & Pillai R. S. N. (2005) Statistical Theory and Practice, S. Chand Publication, New Delhi.
2. Gosh, B. N., (2007), Scientific Methods and Social Research, Sterling Publishers Private Limited., New Delhi
3. Kothari, C.R., (2004) Research Methodology- Methods and techniques, New Age International (P) Limited, New Delhi.
4. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
5. Saravanel. P,( 2014), Research Methodology, KitabMehal, New Delhi
6. Singh, Gopal., (2010 ) Map Work and Practical Geography, Vikas Publishing House, New Dehli

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG- E2: Field Survey in Physical Geography (THEORY)**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The primary aim of this Course to introduce various surveying instrument used in Physical Geography. Students will learn the operation and the application of the instruments and methods of surveying.

**Learning outcomes:** At the end of this course students will be able to understand functions and applications of dumpy level, Plane table and Global Positioning Systems (GPS) in field based studies.

Unit.	Topic	No. of hours	Marks
I	Significance and Methods of Survey; Classification of Surveying; Fundamentals of Plane Table and Prismatic Compass Survey: a) Radiation Method b) Intersection Method Pre survey work: Safety Measures, Field Book Preparation Post field survey work Report Writing.	15	25
II	Dumpy level surveying : meaning, functioning elements, applications and Methods: Rise-fall and Collimation method Pre survey and Post survey tasks.	15	25
III	GPS survey: Meaning, Space Segment, Ground Segment and GPS Receivers, Applications.	15	25
		45	75

**REFERENCES**

1. Campbell, J. (2004), Introductory Cartography, Prentice Hall, Inc Englewood
2. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher
3. Misra, R.P. and Ramesh, A. (2005), Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Monkhouse, I.J. and Wilkinson, H.R. (2009), Maps and Diagram, B.I. Publication, New Delhi
5. Singh, R.L. and Singh Rana P.B.(2008), Elements of Practical Geography, Kalyani Publishers, New Delhi
6. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E2: Field Survey in Physical Geography (PRACTICAL)**

**Marks: 25**

**Credits:1**

**Duration: 15 Sessions of 2 hours each**

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**Course Objectives:** The main objective of this course is to provide hands-on training in Plane Table, Dumpy Level and GPS survey.

**Learning outcome:** At the end of this course, students will be able to independently handle survey instruments and prepare maps and field reports.

Unit	Topic	Practical sessions	Marks
I	Plane table and Prismatic Compass Survey: a) Radiation Method :1 Exercises b) Intersection Method: 1 Exercises	07	10
II	Dumpy Level Survey: Rise-Fall GPS Survey: Use of GPS in Mapping And Location Observation Of Slope, River and Coastal Morphology on Field	08	10
III	Journal /Field report		5
		15	25

**References**

1. Campbell J. (2004), Introductory Cartography, Printice Hall, Inc Englewood
2. Khullar.D.R (2007), Essentials of Practical Geography, New Academic Publishing Co. Jalandher
3. Misra, R.P. and Ramesh, A. (2005), Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Monkhouse, I.J. and Wilkinson, H.R.(2009), Maps and Diagram, B.I. Publication, New Delhi
5. Singh, R.L. and Singh Rana P.B.(2008), Elements of Practical Geography, Kalyani Publishers, New Delhi
6. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E3: Participatory Rapid Appraisal Techniques (THEORY)**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

**Course Objectives:** To introduce the basics of Participatory Rapid Appraisal techniques in geographical studies. This will facilitate students in their field work and further research.

**Learning outcome:** At the end of this course, students will be familiar with the conceptual framework of PRA techniques, model mapping, and field techniques. This will also enable students to appreciate spatio-temporal perspective in geographical studies.

Unit	Topic	No. of hours	Marks
I	PRA :Meaning Nature and Scope, evolution <b>Principles of Participatory Rapid Appraisal</b> -Offsetting biases, Rapid and Progressive Learning, Reversal of Roles, Focused Learning, Seeking for Diversity and Differences, Crosscheck by using different methods (Triangulation).	15	15
II	<b>Mapping Models:</b> Creating a Community Inventory Focus Group Discussions Matrix Ranking and Scoring Wealth Ranking Trend Analysis Timeline Venn diagrams Traditional management systems and local-resource collections Folklore, Songs, Poetry, And Dance	20	25
III	<b>PRA techniques:</b> Transect walks and guided field walks, Daily-activity profiles, Semi structured interviewing, Field report writing : techniques and structure.	10	35
		45	75

**References**

1. Bartle Phil, (2003),Methods of Participatory Appraisal, CSMED
2. Mukherjee A, Chambers R,( 2004) , Participatory Rural Appraisal: Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi
3. MikkelsenBritha, (2005), Methods for Development Work and Research: A New Guide for Practitioners, SAGE publications, New Delhi
4. Narayanasamy.N, (2008) , Participatory Rural Appraisal: Principles, Methods and Application, SAGE publications, New Delhi
5. PokharelRidish, Balla Mohan, (2003), A Process for Participatory Rural Appraisal, Institute of Forestry, Pokhar.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E3:Participatory Rapid Appraisal Techniques (Practical)**

**Marks: 25**

**Credits: 1**

**Duration: 15 Sessions of 2 hours each**

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**Course Objectives:** Skill development in PRA Techniques and facilitate students in field work and research.

**Learning outcome:** At the end of this course, students will be familiar with the techniques in PRA.

Unit	Topic	Practical Sessions	Marks
I	Exercise 1. Preparing a field Plan Exercise 2. Preparation of time scale. Exercise 3. Social mapping chart. Exercise 4.Semi-structured interview. Exercise 5. Timeline	07	10
II	Exercise 6. Time chart Exercise 7. Wealth ranking. Exercise 8. Venn diagram preparation. Exercise 9. Daily activity profiling.	08	10
III	Journal / Viva voce	-	05
		15	25

**Note: This practical is based on field work**

**References**

1. Bartle Phil, (2003),Methods of Participatory Appraisal, CSMED
2. Mukherjee A, Chambers R,( 2004) , Participatory Rural Appraisal: Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi
3. MikkelsenBritha, (2005), Methods for Development Work and Research: A New Guide for Practitioners, SAGE publications, New Delhi
4. Narayanasamy.N, (2008), Participatory Rural Appraisal: Principles, Methods and Application, SAGE publications New Delhi
5. PokharelRidish, Balla Mohan, (2003), A Process for Participatory Rural Appraisal, Institute of Forestry, Pokhar.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E4: Application of Computer in Geography (Theory)**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

=====

**Course Objectives:** The course in application of computer in geography will enable student to use basic computer skills in geography to represent dimensional cartograms and data models.

**Learning outcome:** The students will be able to prepare cartograms that can be used for various geographical applications.

Unit	Topic	No. of hours	Marks
I	Application of computers in cartography, E sources of geographical data. (e.g. Census ,Bhuvan, IMD, Easy tide, India Water Portal, portal of rural data)	15	15
II	Representation of Geographic data using computer: Cartograms of one, two and three dimensions, (Graphical Representation-Histogram, Bar Graphs, Line Graphs, Multiple Line Graphs, Scatter Diagrams, Pie Diagrams, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive	20	25
III	Geographic data and GIS: Fundamentals of raster and vector data models.(sources of data)	10	35
		45	75

**Reference Books**

1. Brunn Stanley, Cutter L. Susan, Harrington. J.W,(2004), Geography and Technology, Published by Kluwer Academic Publishers, P.O.Box 17, 3300 AA Dordrecht, The Netherlands.
2. Demers N. Michael, (2008), Fundamentals of Geographic Information systems, Published by Wiley India Pvt Ltd
3. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher
4. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York
5. Sarkar Ashis, (2015), Practical Geography: A systematic Approach, Published by Orient Blackswan Pvt.Ltd., Telangana
6. Sui, Daniel & Morrill, Richard. (2004). Chapter 5 Computers And Geography: From Automated Geography To Digital Earth. 123-123. 10.1007/978-1-4020-2353-8\_5.
7. Wilbanks. J, Thomas. (2004). Geography and Technology. Pg: 3-16. 10.1007/978-1-4020-2353-8\_1.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**

**ELECTIVE**

**Course Title: GEG-E4: Application of Computer in Geography (Practical)**

**Marks: 25**

**Credits: 1**

**Duration: 15 Sessions of 2 hours each**

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**Course Objectives:** The course in application of computer in geography will enable students to use basic computer skills in geography to represent dimensional cartograms and data models.

**Learning outcome:** The students will be able to prepare cartograms that can be used for various geographical applications.

Unit	Topic	Practical Sessions	Marks
I	Use of computer application in thematic mapping – Map Layouts, choropleth, dot density	08	07
II	Cartograms of one, two and three dimensions, One dimensional plot: The Dot plot, Box and Whisker Plot	09	07
III	Two and Three dimensional: Histogram, Frequency Polygon, Cumulative frequency curve or Ogive (Graphical Representation-Histogram, Bar Graphs, Line Graphs, Multiple Line Graphs, Pie Diagrams, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive with the help of computers) Representation of point, line and polygon	08	06
	Journal		05

**Reference Books**

1. Brunn Stanley, Cutter L. Susan, Harrington. J.W,(2004), Geography and Technology, Published by Kluwer Academic Publishers, P.O.Box 17, 3300 AA Dordrecht, The Netherlands.
2. Demers N. Michael, (2008), Fundamentals of Geographic Information systems, Published by Wiley India Pvt Ltd
3. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher
4. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York
5. Sarkar Ashis, (2015), Practical Geography: A systematic Approach, Published by Orient Blackswan Pvt.Ltd., Telangana
6. Sui, Daniel & Morrill, Richard. (2004). Chapter 5 Computers And Geography: From Automated Geography To Digital Earth. 123-123. 10.1007/978-1-4020-2353-8\_5.
7. Wilbanks. J, Thomas. (2004). Geography and Technology. Pg: 3-16. 10.1007/978-1-4020-2353-8\_1.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**  
**REVISED AS ON 7<sup>TH</sup> APRIL 2018**

**CORE**

**Course Title: Advanced Regional Geography and Development (THEORY)**

**Course Code: GEG-IV.C6**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:**

This course aims to provide students with basic understanding of regional geography by focusing on a variety of cultural, environmental, social, economic, and political issues. The course will focus on specific issues unique to each region as identified by the instructor. Lastly, the course will also consider the historic and current position of traditional regional geography in the discipline by critically assessing the role of the 'region' and its implications.

**Learning outcomes:**

1. Students will have a thorough understanding, both from a historical and contemporary perspective, of regional geography and be able to identify positive and negative aspects of its framework.
2. Besides, students will gain familiarity and be able to identify and describe key physical, cultural, social, economic, and environmental characteristics across the landscape and have the ability to identify and explain the primary causal factors influencing a geographic variability.

<b>Unit</b>	<b>Topic</b>	<b>No. of hours</b>	<b>Marks</b>
I	Understanding regional perspective: <ul style="list-style-type: none"> <li>• Methods of regionalization</li> <li>• measuring levels of development</li> <li>• Changing concept of regionalization in terms of economic, social and political perspective.</li> </ul>	15	25
II	Regions and Regional Geography: Federalism, centre – state relationships. <ul style="list-style-type: none"> <li>• Core – Periphery</li> <li>• Hierarchy of regions</li> <li>• Indian Model of Economic Development</li> </ul>	15	25
III	Regional Issues: Contemporary issues amongst SAARC countries <ul style="list-style-type: none"> <li>• Developmental strategies: Smart cities</li> <li>• Developing and Developed Economies,</li> <li>• India's Economy</li> </ul>	15	25
		45	75



**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**References:**

1. Bergman, Renwick and Vasantha (2008), Introduction to Geography: People, Places and Environment, Pearson edition, Inc Dorling Kindersley Pvt Ltd, New Delhi.
2. Chandna, R.C. (2015), Regional Planning and Development, Kalyani Publishers, New Delhi
3. Mahesh Chand and V. K Puri (2000): Regional Planning in India, Allied Publishers Pvt. Ltd., New Delhi

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY  
BACHELOR OF ARTS  
SEMESTER IV**

**CORE**

**Course Title: Advanced Regional Geography and Development (PRACTICAL)**

**Course Code: GEG-IV.C6**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

**Course Objectives:**

The aim is to equip students with skills of demarcating regions based on certain attributes or characteristics. Students will also learn to understand the spatial aspects in geography.

**Learning outcomes:** This will provide students the confidence to demarcate the area or region and also understand their attributes

Unit	Topic	Practical Sessions	Marks
I	Point scale method in measuring regional development HDI Lorenz curve Identification of Formal Regions: (a) the fixed index method, (b) the variable index method, and (c) the cluster method  Identification of Functional Regions: (a) flow analysis and (b) gravitational analysis Determining hierarchy at regional levels using socio-economic indicators Gerry meandering method : Types of Gerry meandering,	15	20
II	Journal		05
		<b>15</b>	<b>25</b>

**References:**

1. Bergman, Renwick and Vasantha (2008), Introduction to Geography: People, Places and Environment, Pearson Education, Inc Dorling Kindersley Pvt Ltd, New Delhi.
2. Bygot, J.: (2001) An Introduction to Map Work and Practical Geography
3. Campbell, J., (2004): Introductory Cartography, Printice Hall, Inc Englewood
4. Chandna, R.C. (2015), Regional Planning and Development, Kalyani Publishers, New Delhi
5. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
6. Monkhouse, I.J. and Wilkinson, H.R., (2001): Maps and Diagram, B.I. Publication, New Delhi

**Field Geology references**

1. Mathur, S.M. (2001) Guide to Field Geology, Prentice-Hall, New Delhi.
2. Compton, R.R. (1962) Manual of Field Geology. John Willey and Sons, Inc.
3. Lahi, F.H. (1987) Field Geology. CBS Publishers.
4. Gokhale, N.W. (2001) A Guide to Field Geology, CBS Publishers.

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course Title: Regional Geography of Goa (Theory)**

**Course Code: GEG-E5**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course is aimed at presenting an integrated and empirically based profile of Goa.

**Learning outcomes:** At the end of this course, students are expected to have an understanding of the inter linkages and interaction between physical and sociocultural base of Goa.

Unit	Title	No. of hours	Marks
I	Location: Absolute and relative. Physiographic divisions, soils, vegetation, water and mineral resources	15	25
II	Population and its characteristics: Spatial and temporal growth, Gender composition, Age composition, Literacy levels, Work participation rate, Religious composition, Migration and related issues	15	25
III	Industrialization, Mining, Tourism, and Related environmental issues. Trade, Transport, Communication and Health Care	15	25
		45	75

**References**

- 1) Alvares Claude (2002), Fish, Curry and Rice: A Source Book on Goa, its Ecology and Lifestyle, The Goa Foundation, Goa
- 2) Anant Kakha Priolkar (1961), The Goa Inquisition, Bombay
- 3) Jakati, D.M. (2014), Resource Geography of Goa, Scholars World
- 4) Malati Mahajan (2002), Cultural History of Maharashtra and Goa: From Place Name Inscriptions Sandeep Prakashan
- 5) Olivinho J. F. Gomes (1996), Village Goa: A Study of Goan Social Structure and Change, S.Chand (G/L) & Company Ltd; Delhi

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course Title:**Practicals in Regional Geography of Goa

**Course Code:** GEG-E5

**Marks:** 25

**Credits:** 1

**Duration:** 15 sessions of 2 hours each

=====

**Course Objectives:** The course is aimed at presenting integrated and empirically based profile of Goa.

**Learning outcomes:** At the end of this course, students are expected to have an ability to represent inter linkages and interaction between physical aspects and resource base of Goa.

Unit	Title	Practical sessions	Marks
1	Physiographic and cultural mapping of Goa using various cartographic techniques Cross Sectional Profiles, Hypsometric Curve, Isohytes, Windrose	6	10
2	Population Mapping: Population Growth (Graphs) Spatio-temporal: density, age composition, literacy, urban-rural (Chorochromatic) Industrial location, mining areas ,beach locations (choroschematic)	9	10
3	Journal and Viva		05
		15	25

**References**

1. Bygot, J.(2001): An Introduction to Map Work and Practical Geography,
2. Campbell, J., (2004): Introductory Cartography, Printice Hall, Inc Englewood
3. Jackson, R.H. and Hudmar, L.E.(2001): Regional Geography: Issues for today ,
4. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Monkhouse, I.J. and Wilkinson, H.R., (2001): Maps and Diagram, B.I. Publication, New Delhi
6. Raisz, E.(2005): General Cartography, McGraw Hills Co., London
7. Robinson, A.H., et al,(2003): Elements of Cartography, John Wiley and Sons, New York
8. Singh, R ; Singh L.R.,(2001)Mapworks in Practical Geography,Central book Depot, Allahabad
9. Singh, R.L.(2000): Elements of Practical Geography, Kalyani Publishers, New Delhi

**Note: Source of Data**

1. Socio economic survey ( 2014-15), Government of Goa, Government Printing Press Panaji, Goa.
2. Census Goa – Census of India, 2001 & 2011
3. Goa Statistical Handbook

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course Title: Regional Geography of India (Theory)**

**Course Code: GEG-E6**

**Marks : 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course is aimed at presenting an integrated and empirically based profile of India.

**Learning outcomes:** At the end of this course, students are expected to have an understanding of the inter linkages and interaction between physical aspects and resource base of India.

Unit	Title	No. of hours	Marks
I	Physical bases: Location, Morphological divisions, Drainage System, Climate: Factors & Seasons	15	25
II	Resource Bases: <ul style="list-style-type: none"> <li>Natural Resources: Soil, Forest, Mineral, Power Production</li> <li>Population Composition: Age-Sex, Urban-Rural, Worker - Non-Worker</li> <li>Trends of Migration</li> </ul>	15	25
III	Resource development: <ul style="list-style-type: none"> <li>Indian Agriculture: New Technology</li> <li>Trade and Transport: Golden Quadrangle, Konkan Railway</li> <li>Urbanization: Metropolotization</li> <li>Industrialization : IT's, SEZ</li> <li>Water Resource Development: multipurpose projects inland waterways plan</li> </ul>	15	25
		45	75

**References**

- Deshpande C.D, (1992): India-A Regional Interpretation Northern Book Centre, New Delhi
- Khullar, D.R. (2011): "Indian-A Comprehensive Geography" Kalyani Publishers, New Delhi
- Learmonth, A.T.A. et.al(ed): Man and Land of South Asia Concept, New Delhi.
- Routray, J.K. (1993): Geography of Regional Disparity Asian Institute of technology, Bangkok
- Shafi, M, (2000): Geography of South Asia, McMillan & Co., Calcutta
- Singh, R.L.(ed) (1971): India: A Regional Geography. National Geographical Society. India, Varnasi
- Spate, O.H.K. and Learmonth, A.T.A. (1967): India and Pakistan - Land, People and Economy Methuen & Co., London,
- Tiwari, R.C. (2006): "Geography of India" PrayagPustakBhavan, Allahabad.
- Valdiya, K.S. (1998): Dynamic Himalaya, University Press, Hyderabad
- Valdiya, K.S. (2004): Geology, Environment and Society, University Press, Hyderabad
- Wadia, D.N. (1967): Geology of India, McMillan & Co., London,

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course Title: Practicals in Regional Geography of India**

**Course Code: GEG-E6**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

=====

**Course Objectives:** To understand India in terms of various regional division and to analyses the natural and human resource endowment using various cartographic techniques.

**Learning outcome:** Students are expected to learn the skills of choosing appropriate cartographic techniques to quantitatively represent regional aspects of India and infer the processes that operate through space and time in different regions of India.

Unit	Title	Practical sessions	Marks
1	Cartographic representation and mapping of physiographic division, Soil, Forest, Climatic Division	8	10
2	Calculation and graphical representation of Age-sex ratio, Child-women ratio, Dependency ratio, Infant mortality rate, Age specific mortality, Population growth rate, Population projection(as per 2001 and 2011 census)	7	10
3	Journal and Viva		05
		15	25

**References**

1. Bygot, J.: An Introduction to Map Work and Practical Geography, 2001
2. Campbell, J., 2004: Introductory Cartography, Printice Hall, Inc Englewood
3. Khullar, D.R. (2011): "Indian-A Comprehensive Geography" Kalyani Publishers, New Delhi
4. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
6. Raisz, E.: General Cartography, McGraw Hills Co., London, 2005
7. Robinson, A.H., et al.; Elements of Cartography, John Wiley and Sons, New York, 2003
8. Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi, 2000
9. Jackson, R.H. and Hudmar, L.E.: Regional Geography: Issues for today, 2001
10. Singh, R ; Singh L.R., Mapworks in Practical Geography, Central book Depot, Allahabad, 2001
11. Singh Gopal (2000), Map Work and Practical Geography, 4th Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi
12. Tiwari, R.C. (2006): "Geography of India" PrayagPustakBhavan, Allahabad.
13. Valdiya, K.S. (2004): Geology, Environment and Society, University Press, Hyderabad

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course title: Regional Geography of South Asia (Theory)**

**Course Code: GEG-E7**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objective:** The objective of this course is to acquaint students with the importance of looking at the world from a spatial perspective with a regional approach with special reference to geographical aspects of South Asia.

**Learning outcomes:** At the end of this course, students are expected to have a holistic understanding of the spatial aspects of South Asia.

Unit	Title	No. of hours	Marks
I	Geographical Aspects of South Asian Countries: Physiography, Climate, Resources(mineral and water) ,Geo political significance	20	35
II	Case study of any one country:Evolution of Regional Entity: Ethnicity, Language and Religion, Politics of Cultural Identity.	15	20
III	Contemporary development and issues: <ul style="list-style-type: none"><li>• Tourism</li><li>• Trade</li><li>• Ecology and disaster management</li></ul>	10	20
		45	75

**REFERENCES:**

1. Bhardwaj V and Sawant N N, (2016), South Asia: Intra-Regional Conflicts and Co-opertaion, GB Books, New Delhi
2. Dash Kishore, (2008), Regionalism in South Asia-Negotiating co-operation institutional structures, Routledge, London
3. Gunaratha k Locana, (2006), Spatial Concern's In Development: Sri Lanka Perspectives, Published by Atlantic Publishers and Distributors, Ansari road, New Delhi- 110027
4. Mullinga M, Nadarajah Y, (2012), Rebuilding Local Communities In The Wake of Disaster: Social Recovery in Sri Lanka and India, Published by Routledge, 912 Tolstoy House, Printed and bound in India by Avantika Printers Pvt.ltd East of Kailash, New Delhi- 110001
5. Orjuela Camilla, (2008), The Identity Politics of Peace Building, published by VivekMehra for SAGE publications, India Pvt.ltd, New Delhi
6. Raghvan.V.R,(2011), Conflict In Sri Lanka, Published for Centre for Security Analysis, Chennai, India
7. WickramasingheNira, (2014), Sri Lanka In the Modern Age: A History, Published in India by Oxford University Press, YMCA building, New Delhi-110001

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course title: Practicals in Regional Geography of South Asia**

**Course Code: GEG-E7**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course Objective:** The objective of this course is to acquaint students with the importance of looking at the world from a spatial perspective with a regional approach with special reference to the geographical perspective of South Asia.

**Learning outcomes:** At the end of this course, students are expected to have a holistic understanding of the concept of the spatial perspective of South Asia, utilize demographic data to show human population patterns and consequences, recognize economic factors and the influences of globalization.

Unit	Title	Practical sessions	Marks
I	Political ,Physiographic and Climatic Mapping of south Asia –Drainage Map	8	10
II	HDI: Calculation of Human Development Index Trade -Tourism map of South Asia	7	10
III	Journal		5
		15	25

**REFERENCES:**

1. Bhardwaj V and Sawant N N, (2016), South Asia: Intra-Regional Conflicts and Co-opertaion, GB Books, New Delhi
2. Dash Kishore, (2008), Regionalism in South Asia-Negotiating co-operation institutional structures, Routledge, London
3. Gunaratha k Locana, (2006), Spatial Concern's In Development: Sri Lanka Perspectives, Published by Atlantic Publishers and Distributors, Ansari road, new Dlehi- 110027
4. Mullinga M, Nadarajah Y, (2012), Rebuilding Local Communities In The Wake of Disaster: Social Recovery in Sri Lanka and India, Published by Routledge, 912 Tolstoy House, Printed and bound in India by Avantika Printers Pvt.Itd East of Kailash, New Delhi- 110001
5. Orjuela Camilla, (2008), The Identity Politics of Peace Building, published by VivekMehra for SAGE publications, India Pvt.Itd, New Delhi
6. Raghvan.V.R,(2011), Conflict In Sri Lanka, Published for Centre for Security Analysis, Chennai, India
7. WickramasingheNira, (2014), Sri Lanka In the Modern Age: A History, Published in India by Oxford University Press, YMCA building, New Delhi-110001



**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course Title: Regional Geography of USA (THEORY)**

**Course Code: GEG-E8**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

**Course Objectives:** This introductory Course is intended to acquaint the students with a systematic view of physical and socio-economic dimensions of the United States of America.

**Learning outcomes:** At the end of this course, students are expected to have a holistic understanding of physical, cultural and economic landscape of USA.

Unit	Title	No. of hours	Marks
I	Physical landscape: Tectonics, Mountains, Plateaus, Plains, Deserts, Islands. Climate Region. Rivers & Water Regimes. Wetlands. Plants Animal Ecology and Ecoregions. Human imprints on landscape and Environmental: management and conservation.	15	25
II	Socio-Cultural landscape: Demographic, Cultural, Political and Economic aspects. Socializing Economic Space: Culture and the Firm, Gender Economies, Ethnic Economies. Social issues and experience of living in America.	15	25
III	Determinants of Economic landscape: Incorporations and Government Transnational Corporations, Labour Power, Consumption Dynamic Economic Space: Economic Growth and development, commodity chain technology and agglomeration.	15	25
		<b>45</b>	<b>75</b>

**REFERENCES**

1. Antony Orme (2002), Physical Geography of North America. Oxford University Press, New York
2. Chris Mayda (2013), A Regional Geography of the United States and Canada: Toward a Sustainable Theme. Rowman and Littlefield Pub. UK
3. John C. Hudson (2002), Across This Land: A Regional Geography of the United States and Canada. The John Hopkins University Press, USA
4. Neil Coe, Philip Kelly & Henry W. C. Yeung (2007), Economic Geography: A Contemporary Introduction (2ed), Blackwell Publishing, USA

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**

**ELECTIVE**

**Course Title: Regional Geography of USA (Practical)**

**Course Code: GEG-E8**

**Marks: 25**

**Credits: 01**

**Duration: 15 sessions of 2 hours each**

**Course Objectives:** The course aims to develop skills of mapping the physical and cultural attributes of the United State. It also encourages students to understand and correlate physical social and economic landscapes of USA

**Learning outcome:** After the completion of this course students are expected to be familiar with the basic cartographical skills such representation of basic physical human and economic data through thematic maps.

Unit	Title	Practical Sessions	Marks
1	Interpretation of USGS topographical Map, Indexing, Signs and symbols, colour schemes, Scales and Grids, projections Physical aspects: Relief, Drainage, Vegetation,	8	10
2	Interpretation of USGS topographical maps Cultural Aspects: Settlement, transport network, Landuse	7	10
3	Journal	-	5
		<b>15</b>	<b>25</b>

**REFERENCE BOOKS:**

1. D.S. Bhattacharya and T.C. Bagchi (1973) Elements of Geological Map Reading and Interpretation (with exercises). Orient Black Swan
  2. Geological Survey and Rand McNally (2003) National Geographic Arkansas: Seamless USGS Topographic Maps. National Geographic Society.
  3. Gopal Singh Map Work and Practical Geography, 4/e. Vikas Publishing.
  4. Jenny Marie Johnson (2003):Geographic Information, How to Find It, How to Use It. Greenwood Press, London.
  5. John B. Rowland (1955) FEATURES SHOWN ON TOPOGRAPHIC MAPS. GEOLOGICAL SURVEY CIRCULAR 368, USGS, Washington DC.
  6. Nelson Petrie (2007) Analysis and Interpretation of Topographical Maps (Rev) (Getting Ahead in Social Science). Orient BlackSwan,
  7. Ordnance Survey (2002) Reading, Wokingham and Pangbourne (Explorer M... (Map), Ordnance Survey Southampton, UK.
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  9. Rachel Hewitt (2013) Map of a Nation: A Biography Of The Ordnance Survey. Granta Book.
  10. Richard DE Bruin and W. Hilton Johnson American Educational 100 Topographic Maps. American Packing & Gasket
  11. Robert B. Matkin( 1992)Map Reading. Dalesman Publishing Co Ltd
  12. Terry Marsh (2007) Pathfinder Map Reading Skills: An Introduction to Map Reading and Basic Navigation (Pathfinder Guide) Jarrold Publishing.
  13. Terry Marsh (2009) Pathfinder Map Reading Skills: An Introduction... Crimsons Pub. Singapore
- Data Source: <http://www.map-reading.com/>

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF GEOGRAPHY  
COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

SEMESTER	CORE		ELECTIVE			
I	GEG-I.C1: Introduction to Geography	GEG-I.C2: Fundamentals of Physical Geography				
	GEG-I.C1: Measurement Systems in Geography (Practical)	GEG-I.C2: Practicals in Physical Geography (Practical)				
II	GEG-II.C3: Basics of Human Geography	GEG-II.C4: Basics of Regional Geography				
	GEG-II.C3: Practicals in Human Geography (Practicals)	GEG-II.C4: Practicals in Regional Geography (Practicals)				
III	GEG-III.C5: Cartography		GEG-E1: Socio- Economic Survey	GEG-E2: Field Survey in Physical Geography	GEG-E3: Participatory Rapid Appraisal Techniques	GEG-E4: Application of Computer in Geography
IV	GEG-IV.C6: Advanced Regional Geography And Development		GEG-E5: Regional Geography of Goa	GEG-E6: Regional Geography of India	GEG-E7: Regional Geography of South Asia	GEG-E8: Regional Geography of USA
V	GEG-V.C7: Basics of Geomorphology		GEG-E9: Basics of Climatology	GEG-E10: Basics of Oceanography	GEG-E11: Geography of Rural Settlements	GEG-E12: Geography of Urban Settlements
VI	GEG-VI.C8: Geography of Population Growth		GEG-E13: Introduction to Regional Planning	GEG-E14: Fundamentals of Economic Geography	GEG-E15: Geography of Tourism	GEG-E16: Quantitative Techniques in Geography

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY  
BACHELOR OF ARTS  
SEMESTER V**

**CORE**

**Course Title: Basics of Geomorphology (THEORY)**

**Course Code: GEG-V.C-7**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course provides the basic concepts, theories and application in geomorphology

**Learning outcomes:** this course will enable the students to understand the basic concepts, theories and its applications in various geomorphological phenomena.

Unit	Title	No. of hours	Marks
I	<b>Introduction to geomorphology</b> Nature, scope and significance of geomorphology. Fundamental concepts and approaches in geomorphology. <b>Theories in geomorphology</b> <ul style="list-style-type: none"> <li>Continental drift theory</li> <li>Theories of Isostasy: Airy and Pratt</li> <li>Concept of Sea floor Spreading,</li> <li>Plate tectonic and mountain building: concept, plate margins, types and movements.</li> </ul>	20	35
II	<b>Earth's movement Process and form</b> <ul style="list-style-type: none"> <li>Vulcanicity and landforms</li> <li>Cycle of erosion: Davis and Penck</li> <li>Theories of slope development: King and Wood</li> </ul>	15	25
III	<b>Geomorphic landforms and Processes</b> <ul style="list-style-type: none"> <li>Desert</li> <li>Karst</li> <li>Glacial</li> </ul>	10	15
		45	75

## References:

1. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
2. Bloom, Arthur L., 2004: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, N.J
3. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
4. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
5. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi.
6. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
7. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
8. Singh, S. 2005 : Geomorphology, PrayagPustakBhawan, Allahabad
9. Sparks, B.W., 2000: Geomorphology, Longman, London
10. Strahler, A.N. 2006: Physical Geography, 3rd Ed., Wiley
11. Thornbury, W.D., 2001: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint,
12. Wooldridge, S.W. and Morgan, R.S., 2000: The Physical Basis of Geography, Longman.
13. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.

## CORE

**Course Title: Practical in Basics of Geomorphology (PRACTICAL)**

**Course Code: GEG-V.C-7**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills in basic geomorphological analysis

**Learning outcome:** After the completion of this course, students will be able to work independently on slope and fluvial analysis and reading physical aspect of toposheet.

Unit	Title	Practical sessions	Marks
I	Slope analysis: Elements , preparation of aspect map, Isotan and Isosin methods of slope analysis. River Morphometry: Calculation of various morphometric Parameters ( ordering, area, perimeter, stream length, frequency, bifurcation ratio, density)	10	12
II	Interpretation of S.O.I topographical Maps (2 exercises of any two themes) -Mountains, Plateaus, Plains, Coastal), Association of morphological features .	5	08
	Journal		5
		15	25

## References

1. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
2. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
3. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
4. Kale V.S. and Gupta Avijit (2000): Introduction to Geomorphology, Orient Black Swan Publications
5. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
6. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
7. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
8. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
9. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi
10. Sarkar, Ashis, 2000: Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
11. Singh, Savindra (2006): Geomorphology, PrayagPustakBhavan, Allahabad
12. Strahler, A.N., 2000: Physical Geography, 3rd Ed., Wiley.

**ELECTIVE****Course Title: Basics of Climatology (THEORY)****Course Code: GEG-V. E-9****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The focus of this Course is to introduce key concepts of climatology in general and Indian monsoon in details.

**Learning outcomes:** On completion of this course students will be able to understand and apply the concepts in analyzing and applying climatological concepts.

Unit	Title	No. Lectures	Marks
I	<b>Fundamental of Atmospheric circulation</b> Atmospheric Stability. Cloud Development and Stability. Clouds seeding and artificial rain, Atmospheric Disturbance, Air Masses and its types. Fronts and types. Tropical and temperate Cyclones. El-nino and la-nina.	15	25
II	<b>Indian Climatology: Monsoons</b>  <b>Pre monsoon:</b> Cyclonic storms, frequency, cyclone genesis, intensity, landfall and associated weather. <b>South West monsoon :</b> onset and advance of southwest monsoon, links to El Nino/Southern Oscillation, Indian Ocean Dipole and Madden Julian Oscillation Index. <b>Post monsoon:</b> withdrawal of southwest monsoon, Northeast monsoon, cyclonic storms in the Indian seas, trends in cyclonic disturbances, western disturbances, Easterly waves..	15	25
III	<b>Indicators of climate change</b> Ocean in relation to long range changes in Monsoon, tropical cyclones and climate, Land use change and climate. Cloud burst, Climate and its application in agriculture, health and disaster risk reduction	15	25
		45	75

## REFERENCES

1. Barry R.G. and Chorley, R. J., 2009: Atmosphere, Weather and Climate, Routledge
2. Bunnett R.B. , 1993: Physical geography in Diagrams, Longman
3. Critchfield, H.J, 1998 : General Climatology, Prentice-Hall
4. Lal, D.S., 2011: Climatology, ShardaPustakBhavan
5. Monkhouse, F.J., 1975 – Principles of Physical Geography , Hodder Murray Publishers
6. P. Birot, 1966: General Physical Geography, Longman, Green & Co Strahler, A.H., 1983: Modern Physical Geography, John Wiley and Sons
7. Strahler A. M. and Strahler A.H., 1983: Elements of Physical Geography, John Wiley and Sons
8. Stringer, E.T., 1972: Foundation of Climatology: An Introduction to Physical, Dynamic, Synoptic, and Geographical Climatology, W.H. Freeman & Co. Ltd.
9. Tikka - R.N., 1998 - Physical Geography. KedarNath Ram Nath, Meerut
10. Trewartha, G.T., 1968: Introduction to Climate, McGraw-Hill



**ELECTIVE****Course Title: Basics of Climatology (PRACTICAL)****Course Code: GEG-V. E-9****Marks: 25****Credits: 01****Duration: 15 sessions of 2 hours each**

=====

**Course Objectives:** The objective of this course is to provide basic practical tools in understanding weather and climate.

**Learning outcome:** At the end of this course, students will be able interpret and analyze weather and climatic phenomena.

Unit	Title	Practical sessions	Marks
I	Representation of weather phenomena using isolines Isohyets map Isotherm map Isobars Representation of wind data Evapotranspiration Preparation of weather Station Model.	05	8
II	<ul style="list-style-type: none"><li>Study of weather symbols and IMD weather charts. Interpretation of IMD weather charts (at least 1 map of three seasons)</li><li>Visit to IMD for hands- on- training: handling of weather instruments, taking readings, temperature, pressure, sunshine chart interpretation and forecasting</li></ul>	10	12
III	Journal		5
		15	25

**References**

1. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
4. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
5. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
6. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
7. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York
8. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
9. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad

## ELECTIVE

**Course Title: Basics of Oceanography (THEORY)**

**Course Code: GEG- V. E-10**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course provides the basic conceptual framework of oceanography, its dynamism and the contemporary issues associated with Oceans.

**Learning outcomes:** At the end of this course, students are expected to have an understanding of fundamental concepts of oceanography and issues.

Unit	Title	No. of hours	Marks
I	<b>Introduction to oceanography-</b> Development of oceanography as a discipline, Significance and scope, General bottom relief features. Study of Pacific, Atlantic and Indian oceans. Heat budget of oceans.	15	25
II	<b>Properties of ocean water-</b> Salinity, Temperature, Density and relation among them. <b>Marine Deposits:</b> Classification, sources	15	25
III	<b>Issues in Oceanography</b> - Sea level change, acidification, Ballast water, Exclusive Economic Zones, Coastal Regulation Zone.	15	25
		45	75

## References

1. K. Siddhartha Oceanography, 2000: A Brief Introduction, Kislaya publishers
2. Defant, A., 2001: Physical Oceanography, Vol. I, Pergamon Press
3. Gautam, Alka. 2004. Climatology and Oceanography. Rastogi Publication-Meerut, UP.
4. Sharma R. C. and Vatal M., 2003: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.
5. Lal, D.S., 2003: Oceanography, ShardaPustakBhavan, Allahabad

**ELECTIVE****Course Title: Basics of Oceanography (PRACTICAL)****Course Code: GEG- V. E-10****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** The course aims to develop skills of field sampling and analysis of ocean water and interpretation of hypsometric curves and bathymetric charts.

**Learning outcome:** After the completion of this course, students will learn ocean water testing and reading of bathymetric and hydrographic charts.

Unit	Title	Practical sessions	Marks
I	Signs and symbols in hydrographic charts and reading of hydrographic chart. Reading of Bathymetric chart Plotting of Bathymetric and Hypsometric curves.	10	15
II	Water analysis – salinity, PH, Conductivity and TDS.s	05	05
III	Journal and Viva		05
		15	25

**References**

1. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Jackson, R.H. and Hudmar, L.E., 2001: Regional Geography: Issues for today
4. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
5. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
6. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
7. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York
8. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
9. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad

**ELECTIVE****Course Title: Geography of Rural Settlement (THEORY)****Course code: GEG-V.E-11****Marks: 75****Credit: 3****Duration: 45 sessions of 1 hour each**

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**Objective:** To acquaint the students with the spatial and structural characteristics of rural settlements and to bring about awareness on special issues related to rural settlements.

**Learning Outcomes:**

The students will be able to appreciate the role of geography in rural landscape. They will be also equipped with the skills of rural settlement analysis, understanding the settlements types and changing landscape at local and regional level.

Unit	Course Content	No. Of hours	Marks
I	Introduction to settlement Geography, importance of settlement geography, Definition, Nature, approaches and scope of geography of rural settlements. Status and future of Rural Geography in India Evolution of Rural settlements and the process of settling. Role of sites in evolution of rural settlements, Functional Classification of rural Settlements.	15	25
II	Spatial organization of rural settlements: size, shape, distribution and hierarchy of settlements. Spacing of rural Settlements (Nucleated and Dispersed), Types of rural settlements.	15	25
III	Internal morphology of villages ( Any one village- Goa), Material used , house types in different regions of India and field patterns( Primitive , rectangular and Contour type ), Case Study of two villages of Goa .: Impact of urbanization on house types, pattern, functions and growth of rural settlements. Changing face of rural India.	15	25
		45	75

## References:

1. Cloke Paul, (2013), An Introduction to Rural Settlement Planning, Published by Routledge, MiltonPark, Abingdon, Oxon OX14 4SB, UK
2. Clout Hugh (2007) Contemporary Rural Geographies, Routledge, Milton Park, Abingdon, Oxon OX144RN
3. Ghosh Sumita,: Introduction to Settlement Geography,Orient longman,1998.
4. Mandal. R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.
5. Singh R.L. et al: Reading in rural settlement: Geography Tara Publications, Varanasi.
6. Singh R.Y., 1998: Geography of Settlements, Rawat publications
7. Thomas Chris (2001) Rural Geography,Routledge, London
8. Woods Michael, (2005), Rural Geography: Processes, Responses and Experiences in Rural Restructuring, SAGE Publications Ltd, University of Wales, Aberystwyth
9. Woods Michael, Holloway Lewis &Panelli Ruth (2012) Key Concepts in Rural Geography, Sage Publication, London

## ELECTIVE

**Course title: Fundamentals of Rural Geography (PRACTICAL)**

**Course Code: GEG-V.E-11**

**Marks: 25**

**Credits: 01**

**Duration: 15 Sessions of 2 hours each**

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**Course Objective:** The objective of this course is to familiarize the students with the characteristics of rural settlements.

**Learning outcomes:** The students are expected to know that a settlement is a place where people live, recognize that there are different sizes of settlements, recognize that each settlement serves a range of purposes or functions which have changed through time and learn the location of different-sized settlements.

Unit	Title	Practical sessions	Marks
I	<b>Methods in Rural Settlement</b> <ul style="list-style-type: none"><li>• Methods of concentration of rural settlements</li><li>• Methods for measuring spacing of settlements</li><li>• Z test for environmental factors responsible for pattern variation of settlements</li><li>• Measurement of shape (pattern) of rural settlements</li></ul>	8	10
II	<b>Village Survey: Pre-field work, Field work and Post Field work</b> <ul style="list-style-type: none"><li>• Case Study for report:<ol style="list-style-type: none"><li>1. Collection of Socio-Economic and Physical Data</li><li>2. Classification and Tabulation of Data</li><li>3. Inter-relation and Analysis of Data, Maps and Diagrams</li></ol></li></ul>	7	10
III	Journal/ Report writing		5
		<b>15</b>	<b>25</b>

## References:

1. Cloke Paul, (2013), An Introduction to Rural Settlement Planning, Published by Routledge, MiltonPark, Abingdon, Oxon OX14 4SB, UK
2. Clout Hugh (2007) Contemporary Rural Geographies, Routledge, Milton Park, Abingdon, Oxon OX144RN
3. Mandal. R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.
4. Thomas Chris (2001) Rural Geography, Routledge, London
5. Woods Michael, (2005), Rural Geography: Processes, Responses and Experiences in Rural Restructuring, SAGE Publications Ltd, University of Wales, Aberystwyth
6. Woods Michael, Holloway Lewis & Panelli Ruth (2012) Key Concepts in Rural Geography, Sage Publication, London

**ELECTIVE****Course Title: Geography of Urban Settlement (THEORY)****Course code: GEG-V.E-12****Marks: 75****Credit: 3****Duration: 45 sessions of 1 hour each**

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**Course objective:** To acquaint the students with the spatial and structural characteristics of urban settlements and to bring about awareness on special issues related to urban settlements.

**Learning Outcomes:** The students will be able to appreciate the role of geography in urban landscape. They will also develop understanding of various concepts of urbanization, urban systems and will be able to address certain issues of urban development.

Unit	Course Content	No. Of hours	Marks
I	Introduction to urban geography Nature, approach and scope of urban geography. Development of urban geography. Definition of urban places, problems of defining urban places in Indian Context. Site and situations of urban places (towns and cities) Functional classification of towns	15	25
II	Systems and Models in Urban Geography Hierarchy of Urban settlements, Urban morphology, theories related to urban land use (concentric, multi nuclei and sector theory). urban systems – suburb, rural urban fringe	15	25
III	Problems of urbanization Problems of urbanization with special reference to slums, pollution, urban climate, garbage management	15	25
		45	75

**References:**

1. Cater Harold (2002) The Study of Urban Geography, Arnold, London, U K
2. Fisher W.B (2013) Urban Geography, Elsevier Science
3. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London
4. Hall Tim (2010) Urban Geography (Third Edition) Routledge, London
5. Siddhartha & Mukherjee (2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi

**ELECTIVE****Course Title: Geography of Urban Settlement (PRACTICAL)****Course code: GEG-V.E-12****Marks: 25****Credit: 1****Duration: Session of 2 hours each**

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**Objectives:** This course aims to equip students with practical skills to understand demographic and linkages in Settlement geography.

**Learning Outcomes:** The students will be able to apply certain basic tools in demographic, urban hierarchy and ranking of urban settlement. The students will be able to confidently carry out basic research in urban geography.

Unit	Content	Practical sessions	Marks
I	<b>Demographic aspects of urban geography:</b> 1. Time series analysis of urban growth, rate of change and level of urbanization 2. Applicability of Rank Size rule and hierarchy with settlement data (normal and log), 3. Calculation of CBD by Vance and Murphy. 4. Calculation of Urban Sprawl.	8	10
II	<b>Mapping of Urban linkages:</b> 1. Network analysis (Alpha, Beta and Gamma indices), 2. Flow matrix, 3. Connectivity mapping, 4. Hierarchy of settlements based on population (using census data).	7	10
III	<b>Journal</b>		5
		15	25

**References:**

1. Cater Harold (2002 )The Study of Urban Geography, Arnold, London , U. K
2. Fisher W.B (2013) Urban Geography, Elsevier Science
3. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London
4. Hall Tim (2010) Urban Geography (Third Edition) Routledge, London
5. Siddhartha & Mukherjee ( 2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi



**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY  
BACHELOR OF ARTS  
SEMESTER VI**

**CORE**

**Course Title: Geography of Population Growth (THEORY)**

**Course code: GEG-VI.C8**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Course Objectives:** To understand and evaluate the basic concept of Population growth to enable students to identify different issues related to population growth.

**Learning Outcomes:** After completing this course, students will have understanding of Population growth and be able to understand population related issues.

Unit	Topic	No. of hours	Marks
I	<b>Determinants of population growth</b> Fertility and mortality: definition types and factors affecting Application of demographic transition: India and its States <b>Migration:</b> Nature, Types, Classification, Determinants, Consequences	15	25
II	Spatial Distribution of Population-factors, Measures of Population Density, World and India, Population Growth- Global Trends, Trends in India. Demographic Transition Model.	15	25
III	<b>Population Policies and Issues:</b> Population Policies in Context of Growth- Less Developed Countries & More Developed Countries. Evolution of Family Welfare Programme in India. National Population Policies in India Population Dividend in India	15	25
		45	75

**References:**

1. Bhende and Kanitkar (2011), Principles of Population Studies, Himalaya Publishing House, Delhi
2. Chandna R. C.(2000), Geography of Population:Concept, Determinants and Patterns, Kalyani Publishers, New Delhi
3. Clarke J. I (1972), Population Geography, Pergamon Press, Oxford.
4. Mitra&Kamaljit Chandra, (2005) Population Studies and Demography: Vol. 4 Concept of Population Geography, Delhi
5. Sundaram, K.V. &Nangia, Sudesh (1986), Population geography- Contributions to Indian Geography. Vol 6 , Heritage Publications

**CORE****Course Title: Geography of Population Growth (PRACTICAL)****Course code: GEG-VI.C-8****Marks:25****Credits: 1****Duration: 15 Session of 2 hours each**  
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**Course Objectives:** The practical aims to equip student with the skills to find out the different demographic attributes.

**Learning Outcomes:** After completing this course, students will have basic understanding of population characteristics that can be statistically and cartographically presented.

Unit	Topic	Marks	Practical Session
I	a) Calculation of Fertility and mortality b) Calculation of rate of migration c) Arithmetic Density (calculation and representation) b) Rural and urban Density c) Population Concentration Indexes d) Proportional Circles.	10	5
II	a) Calculation of Population Projection. (any one method) b) Field visit to Census Department / mini project	10	10
III	Journal	5	

\* All practicals to be done on computer

**References:**

- 1) Beaujeu-Garnier J (1966): Geography of Population, Longmans, London
- 2) Census of India Series – 1 India Provisional Population Tables, Published by Register General and Census Commissioner, India 2001.
- 3) Chandna, R.C. (2010): Geography of Population : Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi,.
- 4) Clark, L. 1965: Population Geography, Permagon press, New York.
- 5) Monkhouse F.J. and Wilkinson H.R. (1966): Maps and Diagrams: Their Compilation and Construction, Methuen Publishing Ltd. London
- 6) Singh Gopal (1998): Map Work and Practical Geography; Vikas Publishing House
- 7) Trewartha, G.T. 1969: A Geography of Population : World Patterns, John Wiley and Sons, Inc. New York

**ELECTIVE****Course Title: Introduction to Regional Planning (THEORY)****Course Code: GEG-VI.E-13****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hours each**

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**Course objectives:** to understand and evaluate the concept of regional planning, its role and relevance in region planning. To identify issues relating to the development of a region. To identify the causes of regional disparities in development, perspectives and policy imperatives.

**Learning outcomes:** at the end of this course, students are expected to understand the concept of regional planning and its variations across time and space. They will be able to correlate and differentiate the various types of regional planning and apply the same to the local settings.

Unit	Topic	No. Of hours	Marks
I	<b>Definition and methods:</b> Planning – definition, approach, Levels of planning (national, state, local planning) basis of planning.	15	25
II	<b>Types of planning</b> Concept of planning region Land use planning. Delineation of planning region Regional policy and regional planning Types of planning : sectoral /area , physical/perspective	15	25
III	<b>Levels of development, disparities and case studies:</b> Indicators of development, planning unit Economic, social, demographic and ecological implications	15	25
		45	75

**References:**

1. Chand, Mahesh And Puri K(1983), Regional Planning In India, All Publishers, New Delhi
2. Freeman T. W.(1958), Geography And Planning, Hutchinsen University, London
3. Gadgild.R., Planning In India, Asia Publishing House
4. Glicksen A. (1955), Regional Planning And Development, Leiden
5. John Glasson And Timmarshall (2007): Regional Planning; Taylor And Francis
6. Mishra R.P. Regional Planning, a Reader, Concept Tools, Techniques and Case Studies, Mysore University Press.
7. Sundaram K. V. (1977), Urban And Regional Planning In India, Vikas Publishing House, New House, New Delhi.

**ELECTIVE****Course Title: Practicals in Regional Planning (PRACTICAL)****Course Code: GEG-VI.E-13****Marks: 25****Credits: 1****Duration: 15 session of 2 hours each**

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**Course objectives:** the objective of practical is to develop skills among the students in the practical ways of planning for a region (district/mega/metro region). The focus is to understand the scale of the problem and how to tackle them.

**Learning outcomes:** after completing this course, the student will have substantial knowledge of basic concepts in regional planning from a geographer's perspectives.

Unit	Topic	Practical sessions	Marks
I	<b>Delineation of planning region</b> Five functional regions	7	10
II	<b>Delineation of planning region</b> Five formal regions	8	10
III	Journal		5

**References:**

1. Chand Mahesh & Puri, V.K. (2000), Regional Planning In India
2. Kumar, et. Al., (2016): urban and regional planning education-learning for India. Springer, Singapore
3. Matthew Dalbey, (2002): Decentralization And Regional Planning: Practical And Ideological Problems, Springer, U.S.
4. United States. National Resources Planning Board(1940), Is Planning Practical For Your Town?: New England Regional Planning Commission, Boston, Mass
5. William Ian Morrison, Peter Smith, 1977: Input-Output Methods In Urban And Regional Planning: A Practical Guide; Pergamon Press

**ELECTIVE****Course Title: Fundamentals of Economic Geography (THEORY)****Course Code: GEG-VI. E-14****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each****Course objectives:**

The course introduces economic geography as a dynamic, diverse and contested body of knowledge. Students will be familiar with basic concepts of economic geography.

**Learning outcomes:**

After completing the course, student will gain insights of the concepts and theoretical approaches in economic geography.

Unit	Topic	No. Of hours	Marks
I	Fundamental concept in economic geography Classification of economic activity (primary to quinary) Standard industrial classification world and India Approaches in economic geography: traditional and modern	15	25
II	Concepts and models in economic geography Complementarity, intervening opportunity substitute, agglomeration. Location models : hotelling, Weber, central place	15	25
III	Applications of economic geography. Agriculture Industry Trade and transport	15	25
		45	75

**References:**

1. Combespierre-Philippe, Mayerthierry and Thissejacques-François (2008) Economic Geography the Integration of Regions and Nations. Princeton University Press Princeton And Oxford, Princeton, New Jersey
2. Haninkdean M. (2012) Principles and Applications of Economic Geography: Economy, Policy, Environment, John Wiley& Sons
3. Miroslav N. Jovanovic(2009) Evolutionary Economic Geography, Location Of Production And The European union Routledge, London And New York
4. M. Sokol (2011) Economic Geography. Undergraduate Study In Economics, Management, Finance And The Social Sciences, University Of London.
5. Pachurapiotr(2011) The Economic Geography Of Globalization, (Ed) Intech Pub.
6. Sharmistha Bagchi-Sen And Helenlawton Smith (2006) Economic Geography Past, Present And Future (Edited). Routledge, USA.
7. Siddharthak. (2016) Economic Geography, Kitabmahal

**ELECTIVE****Course Title: Practicals in Fundamentals of Economic Geography (PRACTICAL)****Course Code: GEG-VI-E-14****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each****Course objectives:**

The aim is to equip students with the knowledge of industrial location theories and calculation of parameters of location theory

**Learning outcomes:** this will enable students to understand and apply theories and models of economic geography in present day context.

Unit	Topic	Practical sessions	Marks
I	Calculation of bid rent model Industrial location using Webbers Calculation of $k_3$ , $k_4$ and $k_7$	10	10
II	Field work: data collection, representation and report writing.	10	10
III	Journal		05
		<b>15</b>	<b>25</b>

**References:**

1. Combespierre-Philippe, Mayerthierry and Thissejacques-François (2008) Economic Geography the Integration of Regions and Nations. Princeton University Press Princeton And Oxford, Princeton, New Jersey
2. Haninkdean M. (2012) Principles and Applications of Economic Geography: Economy, Policy, Environment, John Wiley& Sons
3. Miroslav N. Jovanovic (2009) Evolutionary Economic Geography, Location of Production and the European Union. Routledge, London And New York
4. M. Sokol (2011) Economic Geography. Undergraduate Study in Economics, Management, Finance and the Social Sciences, University of London.
5. Pachurapiotr (2011) The Economic Geography Of Globalization, (Ed) Intech Pub.
6. Sharmistha Bagchi-Sen and Helenlawton Smith (2006) Economic Geography Past, Present and Future (Edited). Routledge, USA.
7. Siddhartha, K. (2016) Economic Geography, Kitab\_mahal

**ELECTIVE****Course Title: Geography of Tourism (THEORY)****Course Code: GEG-VI.E-15****Marks: 75****Credits: 3****Duration: 45 lectures of 1 hour each**

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**Course Objectives:** The course aims to understand the basics of tourism and its impact on physical and human environments.

**Learning outcomes:** This course will enable the students to understand the aspects of tourism and also be familiarized with local tourism.

Unit	Title	No. of hours	Marks
I	<b>Introduction to Tourism:</b> <ul style="list-style-type: none"><li>• Meaning, definition and concept of Tourism</li><li>• Characteristics and types of Tourism</li><li>• Historical development of Tourism</li><li>• Scope and importance of Tourism</li><li>• Careers in Tourism</li><li>• Trends in Tourism Geography</li></ul>	15	25
II	<b>Geographic factors in Tourism Development:</b> <ul style="list-style-type: none"><li>• Physical factors: Relief, climate, vegetation, water bodies</li><li>• Socio-cultural factors: historical, cultural, economic, religious factors</li></ul> <b>Geographic Areas and tourism impacts:</b> <ul style="list-style-type: none"><li>• Economic, socio-cultural, environment and sustainable development of tourism</li></ul>	20	25
III	<b>Tourism resources in Goa</b> <ul style="list-style-type: none"><li>• Development of tourism in Goa</li><li>• Types of tourism in Goa</li><li>• Social Economic and Environmental issues</li><li>• Emerging careers in tourism in Goa</li></ul>	10	25
		45	75

**References:**

1. Bhatia, A.K., 2002: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd
2. Claude Alvares (2002): Fish Curry and Rice; A Goa Foundation Publication
3. DharPremnath, 2009: Development Of Tourism & Travel Industry: An Indian Perspective, Kanishka Publishers
4. Hall. C.M, Page Stephen, 2014: The Geography of Tourism and Recreation: Environment, Place, Space, Routledge Taylor and Francis Group, London and New York
5. Velvet Nelson, 2013: An Introduction to Geography of Tourism, Rowman& Littlefield Publishers
6. Williams Stephen, 2009: Tourism Geography: A new synthesis, Routledge Taylor and Francis Group, London and New York

**ELECTIVE****Course Title: Practicals in Geography of Tourism (PRACTICAL)****Course Code: GEG-VI.E-15****Marks: 25****Credits: 1****Duration: 15 sessions of 2 hours each**

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**Course Objectives:** This practical course aims to understand the role of Geography in Tourism.**Learning outcomes:** This course will enable the students to achieve the knowledge and skills in tourism Geography.

Unit	Title	Practical Sessions	Marks
I	Preparation and understanding of Tourist maps Preparation tourist circuit maps	05	10
II	Preparation of Information Charts of tourism sites of India and Goa Field visit, preparing a brochure and presentation	10	10
	Journal		5
		15	25

**References**

1. Bhatia, A.K., 2002: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd
2. Claude Alvares (2002): Fish Curry and Rice; A Goa Foundation Publication
3. DharPremnath, 2009: Development Of Tourism & Travel Industry: An Indian Perspective, Kanishka Publishers
4. Hall. C.M, Page Stephen, 2014: The Geography of Tourism and Recreation: Environment, Place, Space, Routledge Taylor and Francis Group, London and New York
5. Velvet Nelson, 2013: An Introduction to Geography of Tourism, Rowman& Littlefield Publishers
6. Williams Stephen, 2009: Tourism Geography: A new synthesis, Routledge Taylor and Francis Group, London and New York



**ELECTIVE****Course Title: Quantitative Techniques in Geography****Course Code: GEG-VI.E-16****Marks: 100****Credit: 04****Duration: 60 hours**

**Course objectives:** To introduce statistical techniques, relevant to geographical research. To acquaints students about their potentials and applications.

**Learning outcomes:** The knowledge of drawing inferences using the geographical database. An understanding and appreciation of the mutual dependence of different techniques and their relevance.

Unit No.	Course Content	No. of hours	Marks
I	<b>Non- Parametric Statistics</b> Co-relation and Regression analysis a) Scatter Diagram b) Karl Person's Co-efficient correlation c) Spearman's rank correlation d) Kendall's rank correlation regression analysis. <b>Parametric</b> Hypothesis testing a) Meaning, types of hypothesis Testing of hypothesis i) Chi-square test ii) ANOVA iii) t-test	15	30
II	Index numbers Unweighted, weighted indices and Cost of Living Index	15	30
III	Analysis of geographical dataset using appropriate software, interpretation and report writing	30	40
		60	100

**REFERENCES**

1. Gregory, 1963: Statistical methods and the Geographer, Longman S. London
2. Gupta S.P.; 1979: Practical Statistics; S. Chand and Co.
3. Johnson R.J. 1980: Multivariate statistical Analysis in Geography, Longman
4. Khan Z.A 1998: Text book of practical Geography – New Delhi
5. Pal Saroj K. 1982: Statistical Techniques: A basic approach to Geography: Tata –McGraw Hill, New Delhi.
6. P.K. Majumdar 2002 : Statistics: A Tool for Social Sciences, Rawat Publications: Jaipur & New Delhi.
7. Rastogi R.S.(2005): Elementary Statistics: Rohit Publications – Delhi-110 006
8. Succheti D.C. and Kapoor V.K. 2002 - statistics (Theory, methods and application)
9. ZamirAlvi 2000: Statistical Geography: Method and Applications Rawat Publications, New Delhi

## ANNEXURE A

**(Summary of changes incorporated in the syllabus)**

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
V	Basics of Geomorphology	NA	Course Outcomes	
V	Basics of Geomorphology	I	Deletion: <ul style="list-style-type: none"> <li>Recent trend in Geomorphology and application (Mining, Agriculture, Environment, Road and water transport and Urban planning)</li> </ul>	Excessive
V	Basics of Geomorphology	II	Deletion: <ul style="list-style-type: none"> <li>Endogenetic and Exogenetic forces: Concepts, processes and types</li> <li>Folds, Fault, rift valleys</li> </ul>	Already covered in Core 1
V	Basics of Climatology	NA	Course Outcomes	
V	Basics of Climatology	I	Deletion: <ul style="list-style-type: none"> <li>Basics of water cycle</li> <li>The Global Pattern of Climate</li> </ul> Addition: <ul style="list-style-type: none"> <li>Clouds seeding and artificial rain</li> </ul>	<ul style="list-style-type: none"> <li>Already covered in Core 1</li> <li>Not appropriate</li> </ul> Shifted to Unit I from Unit III
V	Basics of Climatology	III	The Unit Title changed from The Earth's Changing Climate - Climate change and sea level rise to indicators of climate change  Deletions: <ul style="list-style-type: none"> <li>Clouds seeding and artificial rain</li> <li>Climate services</li> </ul>	Title not suitable       Shifted to unit 1 Irrelevant

			<ul style="list-style-type: none"> <li>Climate and its application in water,</li> <li>Climate and its application in urban planning</li> </ul>	Irrelevant Irrelevant
V	Basics of Climatology (Practical)	I	Deletion: <ul style="list-style-type: none"> <li>Determining atmospheric stability</li> </ul>	Excessive
V	Basics of Climatology (Practical)	III	Deletion: <ul style="list-style-type: none"> <li>Seven Days Training in IMD</li> </ul>	Insufficient time
V	Basics of Oceanography	NA	Course Outcomes	
V	Basics of Oceanography	II	Deletion: <ul style="list-style-type: none"> <li>Distribution (Atlantic and Indian ocean)</li> </ul>	Excessive
V	Basics of Oceanography	III	Addition: <ul style="list-style-type: none"> <li>Coastal Regulation Zone.</li> </ul>	Essential
V	Basics of Oceanography (Practical)	I	Deletion: <ul style="list-style-type: none"> <li>Reading of Naval Hydrographic Chart, and Maritime Bathymetric charts</li> </ul>	Repetition
V	Geography of Urban Settlement	NA	Course Outcomes	
V	Geography of Urban Settlement	I	Title added: Introduction to urban geography	Essential
V	Geography of Urban Settlement	II	Title added: Systems and Models in Urban Geography	Essential
V	Geography of Urban Settlement	II	Addition: <ul style="list-style-type: none"> <li>Specified the theories (concentric, multi nuclei and sector theory)</li> <li>urban systems – suburb, rural urban fringe</li> </ul> Deletion: <ul style="list-style-type: none"> <li>City- Region, concept, urban systems; rank size and Primate City Model.</li> </ul>	Theories were not specified earlier  Covered in practical

V	Geography of Urban Settlement	III	Title added: Problems of urbanization	Essential
V	Geography of Urban Settlement	III	Deletion: <ul style="list-style-type: none"> <li>Urban planning and sustainable development of cities</li> <li>concept of smart cities in India</li> </ul>	Excessive hence shifted to semester 6 E13
V	Geography of Urban Settlement (Practical)	I	Addition: <ul style="list-style-type: none"> <li>Rate of change and level of urbanization</li> </ul> Deletion <ul style="list-style-type: none"> <li>Urban density zoning,</li> <li>Analysis of occupational diversity and specialisation,</li> <li>Urban Proportion, level of urbanization and Urban Graph</li> </ul>	Essential       Reframed
V	Geography of Urban Settlement (Practical)	II	Deletion: <ul style="list-style-type: none"> <li>Shortest path and longest path analysis.</li> <li>Calculation of Primate City</li> </ul>	Obsolete
VI	Fundamentals of Population Geography	NA	Course Outcomes	
VI	Fundamentals of Population Geography	NA	Course Title changed to Geography of population growth	changed due to change of focus of the course
VI	Fundamentals of Population Geography	I	Entire Unit reframed to: Determinants of population growth Fertility and mortality: definition types and factors affecting Application of demographic transition: India and its States Migration: Nature, Types, Classification, Determinants, Consequences	Earlier Topic was redundant and Repeated in C3, hence reframed
VI	Fundamentals of	II	Entire Unit reframed to:	

	Population Geography		Spatial Distribution of Population-factors, Measures of Population Density, World and India, Population Growth- Global Trends, Trends in India. Demographic Transition Model.	Earlier Topic was redundant, hence reframed
VI	Fundamentals of Population Geography	III	Deletion: Gender Issues	Irrelevant
VI	Fundamentals of Population Geography (Practical)	I	Additions: <ul style="list-style-type: none"> <li>• Calculation of Fertility and mortality</li> <li>• Calculation of rate of migration</li> </ul>	Essential
VI	Fundamentals of Population Geography (Practical)	II	Deletion: <ul style="list-style-type: none"> <li>• Population Pyramids</li> </ul>	Not related to theory
VI	Introduction to Regional Planning	I	Deletion: <ul style="list-style-type: none"> <li>• Planning methods,</li> <li>• Need and Scope</li> <li>• Concept of Space, Area and Region and Time</li> <li>• Hierarchy of planning</li> </ul>	Excessive
VI	Introduction to Regional Planning	II	Deletion: <ul style="list-style-type: none"> <li>• Criteria and delineation methods</li> </ul>	
VI	Fundamentals of Economic Geography	I	Addition <ul style="list-style-type: none"> <li>• Classification of economic activity (primary to quinary)</li> <li>• Standard industrial classification world and India</li> </ul>	Essential
VI	Fundamentals of Economic Geography	II	Addition: <ul style="list-style-type: none"> <li>• Concepts and models in economic geography</li> <li>• Complementarity, intervening opportunity substitute, agglomeration.</li> <li>• Location models : hotelling, Weber, central</li> </ul>	Essential

			place Deletion: <ul style="list-style-type: none"> <li>• Models and Theories in Economic geography             <ul style="list-style-type: none"> <li>- Agricultural land use – VohnThunen</li> <li>- Industrial location - Weber</li> <li>- Central place - Christaller</li> </ul> </li> </ul>	Irrelevant
VI	Fundamentals of Economic Geography	III	Addition <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Industry</li> <li>• Trade and transport</li> </ul>	The applications of Economic Geography have been specified
VI	Quantitative Techniques in Geography	II	Deletion: <ul style="list-style-type: none"> <li>• Matrices</li> </ul>	Irrelevant
VI	Quantitative Techniques in Geography	III	Entire Unit revised as: Analysis of geographical dataset using appropriate software interpretation and report writing.	Revised and essential topics added

**Parvatibai Chowgule College of Arts and Science**

**(Autonomous)**

**DEPARTMENT OF GEOGRAPHY**

**THREE YEAR B.A. DEGREE COURSE IN GEOGRAPHY**

**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**COURSE STRUCTURE**

SEMESTER	CORE		ELECTIVE			
I	GEG-I.C1: Introduction to Geography	GEG-I.C2: Fundamentals of Physical Geography				
II	GEG-II.C3: Basics of Human Geography	GEG-II.C4: Basics of Regional Geography				
III	GEG-III.C5: Cartography		GEG-E1: Socio- Economic Survey	GEG-E2: Field Survey in Physical Geography	GEG-E3: Participatory Rapid Appraisal Techniques	GEG-E4: Application of Computer in Geography
IV	GEG-IV.C6: Basics of Geomorphology		GEG-E5: Basics of Climatology	GEG-E6: Basics of Oceanography	GEG-E7: Regional Geography of India	GEG-E8: Regional Geography of USA
V	GEG-V.C7: Geomorphology: Landforms and Processes		GEG-E9: Geography of Climate Change	GEG-E10: Oceans: Issues and Challenges	GEG-E11: Geography of Rural Settlements	GEG-E12: Geography of Urban Settlements
VI	GEG-VI.C8: Geography of Population Growth		GEG-E13: Introduction to Regional Planning	GEG-E14: Fundamentals of Economic Geography	GEG-E15: Geography of Tourism	GEG-E16: Quantitative Techniques in Geography

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER I**  
**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**CORE**

**Course Title: Introduction to Geography (Theory)**

**Course Code: GEG-I.C1**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. To acquaint the students with distinctiveness of Geography as a field of learning.
2. The philosophy of the subject is to be taught in order to develop a keen interest in the subject and to pursue it for higher studies.

**Course outcomes:** At the end of this course, students will be able to:

**CO1:** Understand fundamental concepts and dichotomies in geography

**CO2:** Analyze the interrelationships among fundamental concepts of geography

**CO3:** Acquire Basic cartographical skills such as basic elements of map and map reading, area measurements, time calculation

**CO4:** Differentiate and evaluate different domains of geography

Unit No.	Course Content	No. of hours	Marks
I	<b>Introduction of Geography</b> Definition, Meaning, nature and scope of geography; Major divisions of geography Major themes in Geography – location, region, process, spatial interaction and time.	15	25
II	<b>Introduction to Geosphere: I</b> <b>Atmosphere:</b> Meaning & Definitions-Composition & Structure of Atmosphere, Elements of Weather & Climate and their inter-relation. <b>Biosphere &amp; Nanosphere</b> Major Natural regions of world	15	25
III	<b>Introduction to Geosphere: II</b> <b>Lithosphere:</b> Evolution of Earth, Geological Time scale. Orders of Relief (I, II, III), oceans and continents, classification of mountains, plateau and plains <b>Hydrosphere:</b> Hydrological Cycle Spatial distribution of water on earth.	15	25
		45	75



**References:**

**Mandatory:**

1. Goh Cheng Leong (2003): Certificate Physical and Human Geography, Oxford university press, New Delhi

**Supplementary:**

1. Dikshit R.D (2004): The Arts, Science of Geography, Integrated Readings Prentice Hall of India, New Delhi
2. Lal. D. S. (2007): Climatology, Pushtak Mahal, Allahabad
3. Das Gupta and Kapoor (2013): Principles of Physical Geography, S. Chand & Company Pvt. Ltd.
4. Singh Savindra (2005): Environmental Geography, Prayag Pustak Bhavan, Allahabad

**Web-based:**

1. <https://player.uacdn.net/lesson-raw/7B40WVPQTFRB0H1UF10H/pdf/7647790894.pdf>
2. <https://scied.ucar.edu/atmosphere-layers>
3. [https://d43fweuh3sg51.cloudfront.net/media/assets/wgbh/tdc02/tdc02\\_doc\\_biomesummary/tdc02\\_doc\\_biomesummary.pdf](https://d43fweuh3sg51.cloudfront.net/media/assets/wgbh/tdc02/tdc02_doc_biomesummary/tdc02_doc_biomesummary.pdf)
4. [https://www.researchgate.net/publication/225491377\\_The\\_early\\_evolution\\_of\\_the\\_planet\\_earth\\_and\\_the\\_origin\\_of\\_life](https://www.researchgate.net/publication/225491377_The_early_evolution_of_the_planet_earth_and_the_origin_of_life)
5. [https://www.nap.edu/resource/12161/origin\\_and\\_evolution\\_of\\_earth\\_final.pdf](https://www.nap.edu/resource/12161/origin_and_evolution_of_earth_final.pdf)
6. [https://www.researchgate.net/publication/315125743\\_THE\\_HYDROLOGIC\\_CYCLE](https://www.researchgate.net/publication/315125743_THE_HYDROLOGIC_CYCLE)

**CORE**

**Course Title: Measurement Systems in Geography (Practical)**

**Course Code: GEG-I.C1**

**Marks: 25**

**Credits: 01**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	1. Scales and its types: a. Verbal Statement. b. Representative Fraction. 2. Linear scale- a. Simple and comparative- b. time and distance 3. Identification of location and extension based on latitude and longitudes. 4. Grid reference system. 5. Finding directions. 6. Calculation of time based on longitude 7. Calculation of area by square method	10	15
II	8. Preparation of map – Title, Scale, Legend, Direction, Signs and symbols, lettering and colour scheme.	05	05
III	Journal		5
		15	25

**References:**

**Mandatory:**

1. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Pub. Co., New Delhi

**Supplementary:**

1. Campbell, J.(2004) Introductory Cartography, Prentice Hall, Inc Englewood
2. Monkhouse, I.J. and Wilkinson, H.R., (2009): Maps and Diagram, B.I. Publication, New Delhi
3. R. P Mishra. (2014) Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Gopal Singh. (2014), : Map Work and Practical Geography, 4<sup>th</sup> Edition, Sterling Book House Mumbai

**Web-based:**

1. [http://groundwater.fullerton.edu/Maps,\\_Scale,\\_GIS\\_and\\_GPS/Guide\\_to\\_Map\\_Scale.html](http://groundwater.fullerton.edu/Maps,_Scale,_GIS_and_GPS/Guide_to_Map_Scale.html)
2. <https://www.timeanddate.com/geography/longitude-latitude.html>
3. <https://www.youtube.com/watch?v=ei5FAinKXoY>
4. <https://www.mathopenref.com/squarearea.html>
5. <http://www.fao.org/economic/the-statistics-division-ess/world-census-of-agriculture/conducting-of-agricultural-censuses-and-surveys/chapter-5-cartographic-preparation/en/>

**CORE**

**Course Title: Fundamentals of Physical Geography (Theory)**

**Course Code: GEG-I.C2**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course aims to introduce fundamental concepts of physical geography.
2. The course focuses of various spheres of the earth and their related concepts.

**Course Outcomes:** At the end of this course, students will be able to:

**CO1:** Understand fundamentals of physical geography

**CO2:** Apply techniques to represent different relief features

**CO3:** Interpret the characteristics and associate with other relief features

**CO4:** Analyze and interpret climate data

Unit No.	Course Content	No. of hours	Marks
I	<b>Concept and Nature:</b> Introduction to physical geography Recent developments in physical geography. <b>Layers of the Earth:</b> Lithospheric system: Interior of the earth. Layering of the earth- Mechanical layering and chemical layering. Weathering and mass movement, Rocks and its types. Soil- definition and profile.	15	25
II	<b>Basic concepts of climatology:</b> Definition and scope of climatology Insolation, factors affecting Insolation and Heat budget. Temperature, atmospheric pressure, wind, and humidity	15	25
III	<b>Introduction to oceanography-</b> Definition, Development of oceanography as a discipline, Significance and scope of oceanography	15	25
		45	75

**References:**

**Mandatory:**

1. Bloom, Arthur L., 2008: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, New Jersey.
2. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
3. Strahler, A.N., 2005: Physical Geography, 3rd Ed., Wiley Publications
4. Singh, S. 2005: Physical Geography, Prayag Pustak Bhawan, Allahabad
5. Lal, D.S., 2004: Oceanography, Prayag Pustak Bhavan, Allahabad

**Supplementary:**

1. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
2. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
3. Thornbury, W.D., 1969: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint, 2004
4. Wooldridge, S.W. and Morgan, R.S., 2008: The Physical Basis of Geography, Longman (First published in 1937)
5. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.
6. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
7. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi.
8. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
9. Sparks, B.W., 2000: Geomorphology, Longman, London, 2nd edition.

**Web-based:**

1. <https://www.nationalgeographic.org/media/earths-interior/>
2. <https://www.nationalgeographic.org/encyclopedia/rock-cycle/>
3. [http://www.geo.hunter.cuny.edu/~fbuon/GEOL\\_231/Lectures/Weathering%20and%20Mass%20Wasting%20Part%202.pdf](http://www.geo.hunter.cuny.edu/~fbuon/GEOL_231/Lectures/Weathering%20and%20Mass%20Wasting%20Part%202.pdf)
4. <http://ncert.nic.in/textbook/pdf/kegy209.pdf>
5. <https://www.ukessays.com/essays/geography/history-significance-oceanography-9589.php>

**CORE**

**Course Title: Fundamentals of Physical Geography (Practical)**

**Course Code: GEG-I.C2**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical Sessions	Marks
I	1. Methods of Representation of Relief features a. Spot Heights, b. Bench Marks. c. Triangulation mark 2. Contours diagrams for slopes with cross sections- gentle slope, steep slope, concave and convex slope, 3. Contours diagrams for hills, plateaus, cliff 4. Contours diagrams for V-shaped valley, waterfall, rapids, river terraces 5. Profile Drawing from contour diagram. a. Serial b. Superimposed c. composite	10	15
II	6. Calculation of mean, average, range of temperature. 7. Calculation of lapse rate and Relative Humidity.	5	05
III	Journal	15	05

**References:**

**Mandatory:**

1. Chorley, Richard. J. (ed.), 2009: Water, Earth and Man, Methuen & Co., London
2. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
3. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
4. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi

**Supplementary:**

1. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
2. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
3. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
4. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi

**Web-based:**

1. [http://www.brainkart.com/article/Methods-of-Representing-Relief-Features\\_33844/](http://www.brainkart.com/article/Methods-of-Representing-Relief-Features_33844/)
2. <https://www.slideshare.net/gauravlath1997/contour-diagrams>
3. [https://geo.libretexts.org/Bookshelves/Ancillary\\_Materials/Laboratory/Book%3A\\_Laboratory\\_Manual\\_For\\_Introductory\\_Geology\\_\(Deline%2C\\_Harris\\_and\\_Tefend\)/03%3A\\_Topographic\\_Maps/3.6%3A\\_Draw\\_ing\\_Contour\\_Lines\\_and\\_Topographic\\_Profiles](https://geo.libretexts.org/Bookshelves/Ancillary_Materials/Laboratory/Book%3A_Laboratory_Manual_For_Introductory_Geology_(Deline%2C_Harris_and_Tefend)/03%3A_Topographic_Maps/3.6%3A_Draw_ing_Contour_Lines_and_Topographic_Profiles)
4. <https://sciencing.com/calculate-mean-annual-temperature-7236109.html>
5. [https://eesc.columbia.edu/courses/ees/climate/lectures/atm\\_phys.html](https://eesc.columbia.edu/courses/ees/climate/lectures/atm_phys.html)

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER II**  
**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**CORE**

**Course Title: Basics of Human Geography (Theory)**

**Course Code: GEG-II.C3**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course provides the basic conceptual framework of Human Geography.
2. It focuses on cultivating basic knowledge through understanding and analysis of the fundamental concepts in Human geography.

**Courses Outcomes:** At the end of this course, students will be able to:

**C01:** Understanding of fundamental concepts of Human Geography

**C02:** Understand and analyze human related issues in societies

**C03:** Develop an understanding of basic quantitative techniques used in Human geography

**C04:** Collect, process and analyze socio economic data

**C05:** Visually illustrate population data

Unit	Topic	No. of hours	Marks
I	<b>Concept and Nature:</b> Meaning, Scope and Development of Human Geography. Basic principles-Principle of Activity or Change, Principle of Terrestrial Unity or whole. Approaches in human geography (humanistic, scientific, welfare and behavioral)	15	25
II	<b>Society and Culture</b> Evolution of man (Australopithecus, Homo Erectus, Homo sapiens. Man's spread over the earth during the Pleistocene). Culture- meaning and components. Language and religion. (Classification, distribution, issues and challenges.) Contemporary social problems: Gender disparity and related issues Ethnicity and the related issues. (Case study of India).	15	25
III	<b>Indicators of Development:</b> L.D.C. and M.D.C.-social, economic and demographic. (Distribution and Density. Concepts of under population, over population, age and gender composition. Fertility, mortality, migration, Ageing population.) Demographic transition.	15	25
		45	75

Note: The course should focus on basic conceptual aspects.

**References:**

**Mandatory:**

1. Hussain, M. (2004) *Human Geography*. Rawat Publication. New Delhi.
2. H.J De Blij, Alexander B. Murphy, Erin H. Fouberg (2007) *Human Geography: People, Place and Culture*. John Wiley and sons. USA.

**Supplementary:**

1. Panigrahi P.K. (2011) *Human Geography-Landscape of Human Activities*. Murari Lala and sons. New Delhi.
2. Sharma Y.K. (2007) *Human Geography*. Lakshmi Narain Agrawal, Agra.
3. Rubenstein JM (2010) *Contemporary Human Geography*. PHI learning Pvt., New Delhi.
4. Chandna, R.C. (2006) *Geography of Population*. Kalyani Publishers. New Delhi
5. Hagget, P. (2002) *Geography: A Modern Synthesis*. Harper & Row, New York
6. De Blij, H.J., *Human Geography, Culture, Society and Space*, John Wiley, New York, 2006
7. Fellman, J.L. *Human Geography-Landscapes of Human Activities*, Brown and Bench man, Pub. U.S.A. 2007.
8. Arun Kumar Sharma, 2012: *Principles of Human Geography*, Rastogi Publications, Meerut

**Web-based:**

1. [https://researchguides.dartmouth.edu/human\\_geography](https://researchguides.dartmouth.edu/human_geography)
2. <https://freegeobook.files.wordpress.com/2009/01/0761942637.pdf>
3. <https://www.britannica.com/science/human-evolution>
4. <https://ourworldindata.org/economic-inequality-by-gender>
5. <https://pages.uwc.edu/keith.montgomery/Demotrans/demtran.htm>

**CORE**

**Course Title: Basics of Human Geography (Practical)**

**Course Code: GEG-II.C3**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit.	Title	Practical sessions	Marks
I	Calculation and interpretation of: 1. Fertility measures: Crude Birth Rate, General Fertility Rate 2. Mortality measures: Crude Death Rate, Infant Mortality Rate. 3. Age data Analysis: Age and gender composition 4. Construction of Population Pyramid	8	10
II	5. Literacy measures: Crude Literacy Rate. Gross Enrolment Ratio. 6. Work Participation Ratio. 7. Per capita income 8. GDP	7	10
III	Journal and viva		5
		15	25

**References:**

**Mandatory:**

1. Bose, Ashish et. al., 2004: Population in India's Development, Vikas Publishing House, New Delhi
2. Chandna, R.C. Geography of Population: Concept, Determinants and Patterns, Kalyani Publishers, New York 2000.

**Supplementary:**

1. Bogue, D. J., 2001: Principles in Demography, John Wiley, New York
2. Census of India, 2001, India: A State Profile
3. Crook, Nigel, 2007, Principles of Population and Development. Pergmon Press, New York.
4. Daugherty, Helen Gin, Kenneth C.W. Kammerlyir (2008) An Introduction to Population (Second Edition). The Guilford Press, New York, London
5. Mitra, Asok, 2008, India's Population. Aspects of quality and Control Vol. I & II. Abhinav Publication. New Delhi.
6. Srinivasan, K. and M. Vlassoff, 2001. Population Development Nexus in India: Challenges for the New Millennium. Tata McGraw Hill, New Delhi.
7. Srinivasan, K. Basic Demographic Techniques and Applications Sage Publications, New Delhi 2008.
8. UNDP, 2000: Human Development Report Oxford University Press, Oxford.
9. United Nations, 2004, Methods for Projections of Urban and Rural Populations. No. VIII, New York.
10. Woods, R., 2009: Population Analysis in Geography, Longman, London.
11. Sawant & Athavale, 2005: Population Geography, Mehta Publishing House, Pune.

**Web-based:**

1. <https://ourworldindata.org/fertility-rate>
2. <https://www.who.int/data/gho/indicator-metadata-registry/imr-details/3130>
3. [https://censusindia.gov.in/census\\_and\\_you/gender\\_composition.aspx](https://censusindia.gov.in/census_and_you/gender_composition.aspx)
4. <https://www.britannica.com/topic/population-pyramid>
5. [https://censusindia.gov.in/Census\\_Data\\_2001/India\\_at\\_glance/workpart.aspx](https://censusindia.gov.in/Census_Data_2001/India_at_glance/workpart.aspx)



**CORE**

**Course Title: Basics of Regional Geography (Theory)**

**Course Code: GEG-II.C4**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course aims to develop a basic understanding of the regions and recognizing the significance of geography in shaping region.
2. It helps students to appreciate regional unique dimensions of regions.

**Course Outcomes:** At the end of this course, students will be able to:

**CO1:** Understand Fundamental concepts of regional geography

**CO2:** Apply techniques of regionalization

**CO3:** Differentiate among different regions spatial organization and areal variation in human activities.

**CO4:** Develop an understanding of basic quantitative techniques used in regional geography.

**CO5:** Develop the skill of calculation of different indicators of development.

**CO6:** Diagrammatically represent and interpret regional data

**CO7:** Represent and interpret characteristics of various regions.

Unit	Title	No. of hours	Marks
I	Concept of Region in Geography: Definition and characteristic The Regional Approach - area, region, space Factors of regionalization ii) Methods of Regionalization- methods of delineation of region, types of regions,	15	25
II	i.) Foundations of Region - Ecological, Economic, Social and Cultural Dimensions ii.) Federalism-center – state relationships. iii.) Core – Periphery iv.) Hierarchy of regions, v.) Regional Consciousness and Identity. vi.) The Regional issues. (Two case studies)	15	25
III	Study of Regional Organization: Their evolution, functions and inter-linkages. Globalization and the New Territorial Order.	15	25
		45	75

**References:**

**Mandatory:**

1. Singh, R.L., 2001 (ed): India – A Regional Geography, National Geographical Society, India
2. Paul Claval, 2003, *An Introduction to Regional Geography*, , Rawat Publication, Jaipur & Delhi

**Supplementary:**

1. Cole, J. 2000: *A Geography of the World's Major Regions*, Routledge, London
2. Israel, S. Johnson, D.I. and Wood, D., 2005: *World Geography Today*
3. Jackson, R.H. and Hudman, L.E, 2007: *Regional Geography: Issues for Today*.
4. Wheeler, J.H. Jr. and Kostbade, J.T., (1990): *World Regional Geography*, Holt Rinsort and Winston, Inc
5. Holier, G.P., 2008: *Regional Development* in Michael Pacione (ed), *The Geography of the 3rd World: Progress & Prospects*, Rutledge, London, New York.
6. Jackson, R.H. and Hudmar, L.E. 2004: *Regional Geography: Issues for Today*
7. Paul Claval (2008) *An Introduction to Regional Geography*, Wiley-Blackwell, ISBN 155786733X.

**Web-based:**

1. [https://shodhganga.inflibnet.ac.in/bitstream/10603/39734/12/12\\_chapter%202.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/39734/12/12_chapter%202.pdf)
2. [https://issuu.com/rengasamy/docs/regional\\_planning\\_part\\_ii\\_types\\_of\\_regions\\_\\_regio](https://issuu.com/rengasamy/docs/regional_planning_part_ii_types_of_regions__regio)
3. <https://www.insightsonindia.com/2014/11/13/regionalism-dimensions-meaning-issues/>
4. [https://link.springer.com/chapter/10.1007/978-3-319-18971-0\\_7](https://link.springer.com/chapter/10.1007/978-3-319-18971-0_7)
5. <https://www.longdom.org/open-access/from-globalization-to-regionalism-and-interregionalism-a-study-ofsaarc-2332-0761-1000279.pdf>
6. [https://institutdelors.eu/wp-content/uploads/2018/01/regionalism\\_globalgovernance\\_t.behr-jjokela\\_ne\\_july2011\\_01.pdf](https://institutdelors.eu/wp-content/uploads/2018/01/regionalism_globalgovernance_t.behr-jjokela_ne_july2011_01.pdf)

**CORE**

**Course Title: Basics of Regional Geography (Practical)**

**Course Code: GEG-II.C4**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Topic	Practical Sessions	Marks
I	Methods of Regional Demarcation: 1. Demarcation of agricultural regions (crop combination and diversification) 2. Gravity model, 3. Breaking point Analysis, 4. Sphere of Urban Influence 5. Population potential surfaces	08	10
II	6. Network Analysis 7. Nearest Neighbor index, 8. Centro graphic analysis	07	10
III	Journal and viva		05
		15	25

**References:**

**Mandatory:**

1. Hegget Peter, Cliff A.D. et. al. (2001) Locational Methods, Locational Analysis in Human Geography, Vol. II Arnold – Heinemann Pub. (India)

**Supplementary:**

1. Hegget Peter, Cliff A.D. et. al. (2000) Locational Models, Locational Analysis in Human Geography. Vol. I Arnold – Heinemann Pub. (India)
2. Chandna R.C. (2003): Regional Planning: A Comprehensive Text, Kalyani Publishers, Ludhiana

**Web-based:**

1. <https://www.thoughtco.com/reillys-law-of-retail-gravitation-1433438>
2. <https://www.geographyforyou.com/2019/09/maximum-positive-deviation-crop.html>
3. <http://www.fao.org/3/x6906e/x6906e06.htm>
4. [https://shodhganga.inflibnet.ac.in/bitstream/10603/10376/9/09\\_chapter%201.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/10376/9/09_chapter%201.pdf)
5. <https://karnataka.pscnotes.com/main-notes/paper-iii-general-studies-ii/urban-spheres-of-influence-and-rural-urban-fringe/>
6. [https://transportgeography.org/?page\\_id=623](https://transportgeography.org/?page_id=623)
7. <https://www.geoib.com/nearest-neighbor-index.html>
8. <https://rashidfaridi.com/2017/09/14/centrographic-techniques/>
9. <http://www.geodz.com/eng/d/population-potential/population-potential.htm>

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER III**  
**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**CORE**

**Course Title: Cartography (Theory)**

**Course Code: GEG-III.C5**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course aims to provide basic cartographic concepts.
2. This forms the basis for advanced cartographic techniques.

**Course Outcomes:** At the end of this course, students will be able to:

**CO1:** Understand the basic cartographic concepts

**CO2:** Develop cartographic skills taught in the practical component of this course.

**CO3:** Understand map projections construction, properties, merits – demerits and their applications

**CO4:** Understand projections by using maps

**CO5:** Develop the skill to create basic map

**CO6:** Know the mapping organizations in India

Unit	Topic	No. of hours	Marks
I	<b>Introduction:</b> Cartography, Focuses of cartography, (geometric, presentation, symbols, layout, etc.) Scope of Cartography. Growth of modern cartography. Spatial data – Data nature and data sources. <b>Mapping Organizations in India</b> – Survey of India, NATMO, NRSCA, Lettering and color scheme in SOI Maps <b>Map symbolization:</b> Mapping qualitative data and quantitative data- using point, line and area symbols. Maps- Types- physical and cultural maps, SOI Conventional signs and symbols and Colour.	20	30
II	<b>Map projections:</b> General Principles: Classification, properties and choice of map projections. Merits and demerits. Cylindrical, conical and zenithal projections	15	25
III	<b>Introduction to topographical maps:</b> Indexing. Marginal information. Scales and gridding.	10	20
		45	75

## **References**

### **Mandatory:**

1. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
2. Monkhouse, F.J. & Wilkinson, H.R., (2009): Maps & Diagrams, B.I. Publications, New Delhi

### **Supplementary:**

1. Bygott, J. (2007), An Introduction to Map work and Practical Geography,
2. Campbell, J.(2004): Introductory Cartography, Prentice Hall Inc., Englewood Cliff
3. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Publishing Company, New Delhi
4. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York ,
5. Raisz, E. ( 2004) Principles of Cartography, McGraw Hills, London ,
6. Singh, R. & Singh, R.: (2001) Map Work & Practical Geography, Central Book Depot, Allahabad.
7. Talukder, S., (2008): Introduction to Map Projections, Eastern Book House, Guwahati

### **Web-based:**

1. <https://www.edx.org/learn/cartography>
2. <https://www.coursera.org/courses?query=cartography>
3. <https://www.esri.com/training/catalog/596e584bb826875993ba4ebf/cartography./>
4. <https://www.udemy.com/topic/cartography/>
5. <https://www.classcentral.com/tag/cartography>

**CORE**

**Course Title: Cartography (Practical)**

**Course Code: GEG-III.C5**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Topic	Practical Sessions	Marks
I	Cylindrical Projections. Mercators Equidistance and Equal area Sinusoidal Projection and Mollweide's Projection	5	07
II	Conical Projections: One standard parallel. 2 standard parallel and Equal area(Bonne's Projection)	5	07
III	Zenithal Projections: Stereographic, Gnomonic, Orthographic	5	06
IV	Journal		05
		15	25

**References**

**Mandatory:**

1. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
2. Monkhouse, F.J. & Wilkinson, H.R., (2009): Maps & Diagrams, B.I. Publications, New Delhi

**Supplementary:**

1. Bygott, J. (2007), An Introduction to Map work and Practical Geography,
2. Campbell, J.(2004): Introductory Cartography, Prentice Hall Inc., Englewood Cliff
3. Elhance, D.N.,(2002): Fundamentals of Statistics, Kitab Mahal, Allahabad
4. Gregory, S., (2003): Statistical Methods and Geographers, Longman, London
5. Hammond, R. and McCullagh, P. (2005): Quantitative Techniques in Geography, Clarendon Press, Oxford Sarkar, Ashis, Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
6. Misra, R.P. and Ramesh, A., (2005): Fundamentals of Cartography, Concept Publishing Company, New Delhi
7. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
8. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York ,
9. Raisz, E. ( 2004) Principles of Cartography, McGraw Hills, London ,
10. Singh, R. & Singh, R.: (2001)Map Work & Practical Geography, Central Book Depot, Allahabad.
11. Talukder, S., (2008): Introduction to Map Projections, Eastern Book House, Guwahati

**Web-based:**

1. <http://ncert.nic.in/textbook/pdf/kegy304.pdf>
2. <https://www.geographyrealm.com/types-map-projections/>
3. <https://www.axismaps.com/guide/general/map-projections/>
4. <https://www.e-education.psu.edu/geog160/node/1918>
5. <https://web.csulb.edu/~rodrigue/geog140/lectures/projections.html>
6. <https://gisgeography.com/map-projections/>

**ELECTIVE**

**Course Title: Socio Economic Survey in Human Geography (Theory)**

**Course Code: GEG-E1**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The primary objective is to provide basic methodology in field based socio-economic survey.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand basic concepts of Socio Economic Surveying

**CO2:** Develop the skill of questionnaire formulation

**CO3:** Independently collect data from field using online apps and manually

**CO4:** Process, analyze, graphically represent and interpret data

Unit	Topic	No. of hours	Marks
I	Socio-economic survey in Geography: Meaning and significance indicators of development Socio-economic indicators, Sources of data, Types of data – Social, Economic, Geographical and Demographic	15	25
II	Types of surveys: Historical, Social, Descriptive and Action Surveys. Sampling Techniques. Preparation of Questionnaire, Interview, Group Discussion, Planning Strategy and Implementing of Survey.	15	25
III	Based on the objective of the Survey. Pilot Survey, Planning for Main Survey, Pre-Survey and Post Survey Work. E- Survey-Introduction to e-surveying and various sites. Safety Measures, Responsibility Sharing and Plan of Action. (a) Academic report – Literature Survey, structure, layout, reporting language (b) Comprehensive report representation – photos, sketch, maps, etc.	15	25
		45	75

**References:**

**Mandatory:**

1. Bagavathi, V. & Pillai R. S. N. (2005) Statistical Theory and Practice, S. Chand Publication, New Delhi.
2. Kothari, C.R., (2004) Research Methodology- Methods and techniques, New Age International (P) Limited, New Delhi.

**Supplementary:**

1. Gosh, B N (2007) Scientific Methods and Social Research, sterling Publishers Private Limited.
2. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
3. Saravanel, P., (2014), Research Methodology, Kitab Mahal, New Delhi
4. Singh, Gopal., (2010 ) Map Work and Practical Geography, Vikas Publishing House, New Delhi

**Web-based:**

1. <https://www.um.es/empafish/files/Deliverable%209.pdf>
2. [https://openjicareport.jica.go.jp/pdf/11810140\\_03.pdf](https://openjicareport.jica.go.jp/pdf/11810140_03.pdf)
3. <https://www.jk.gov.in/jammukashmir/sites/default/files/Socio%20Economic%20Survey%20of%20Village.pdf>
4. <https://stattrek.com/survey-research/sampling-methods.aspx>
5. <https://medcraveonline.com/BBIJ/sampling-and-sampling-methods.html>
6. <https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-9-survey-research/>
7. <http://www.tools4dev.org/resources/how-to-pretest-and-pilot-a-survey-questionnaire/>



**ELECTIVE**

**Course Title: Socio Economic Survey in Human Geography (Practical)**

**Course Code: GEG-E1**

**Marks: 25**

**Credits: 1**

**Duration: 15 Sessions of 2 hours each**

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Unit	Topic	Practical Sessions	Marks
I	Questionnaire Formulation Field Book Preparation Literature Survey (Cataloging)	04	05
II	Conducting on-field survey (Village, Market, Ward) E- surveying – web mapping	08	05
III	Data analysis using MS Excel and compilation	03	05
IV	Report		10
		15	25

**References:**

**Mandatory:**

1. Bagavathi, V. & Pillai R. S. N. (2005) Statistical Theory and Practice, S. Chand Publication, New Delhi.
2. Kothari, C.R., (2004) Research Methodology- Methods and techniques, New Age International (P) Limited, New Delhi.

**Supplementary:**

1. Gosh, B. N., (2007), Scientific Methods and Social Research, Sterling Publishers Private Limited., New Delhi
2. Mahmood, A., (2009): Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
3. Saravanel, P., (2014), Research Methodology, Kitab Mahal, New Delhi
4. Singh, Gopal, (2010) Map Work and Practical Geography, Vikas Publishing House, New Delhi

**Web-based:**

1. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1025&context=geographyfacpub>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/168485/15/15\\_chapter%207.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/168485/15/15_chapter%207.pdf)
3. <https://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC1491888&blobtype=pdf>
4. <https://www.analyticsvidhya.com/blog/2020/04/excel-tips-tricks-data-analysis/>
5. <https://www.excel-easy.com/data-analysis.html>
6. <https://people.umass.edu/evagold/excel.html>
7. <http://data-analysis-reports.blogspot.com/2020/03/945108-anilgiri702-do-data-analysis-forecasting-compilation-reports-with-ms-excel.html>

**ELECTIVE**

**Course Title: Field Survey in Physical Geography (Theory)**

**Course Code: GEG- E2**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The primary aim of this Course to introduce various surveying instrument used in Physical Geography.
2. Students will learn the operation and the application of the instruments and methods of surveying.

**Course Outcomes:** At the end of this course, students will be able to:

- CO1:** Understand functions and applications of dumpy level, Plane table and Global Positioning Systems (GPS) in field based studies.
- CO2:** Independently handle survey instruments and prepare maps and field reports.
- CO3:** Have hands-on training on using survey instruments in final year project work
- CO4:** Detect the change in the spatial extension of area, locality and region.

Unit.	Topic	No. of hours	Marks
I	Significance and Methods of Survey; Classification of Surveying; Fundamentals of Plane Table and Prismatic Compass Survey: a) Radiation Method b) Intersection Method Pre survey work: Safety Measures, Field Book Preparation Post field survey work Report Writing.	15	25
II	Dumpy level surveying : meaning, functioning elements, applications and Methods: Rise-fall and Collimation method Pre survey and Post survey tasks.	15	25
III	GPS survey: Meaning, Space Segment, Ground Segment and GPS Receivers, Applications.	15	25
		45	75

**References:**

**Mandatory:**

1. Khullar, D.R. (2007), Essentials of Practical Geography, New Academic Publishing
2. Monkhouse, I.J. and Wilkinson, H.R. (2009), Maps and Diagram, B.I. Publication, New Delhi
3. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata

**Supplementary:**

1. Campbell, J. (2004), Introductory Cartography, Prentice Hall, Inc Englewood
2. Co.,Jalandher
3. Misra, R.P. and Ramesh, A. (2005), Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Singh, R.L. and Singh Rana P.B.(2008), Elements of Practical Geography, Kalyani Publishers, New Delhi

**Web-based:**

1. <https://explorable.com/types-of-survey>
2. <https://www.slideshare.net/gauravhtandon1/plane-table-survey-27614680>
3. <https://libguides.usc.edu/writingguide/fieldreport>
4. <https://theconstructor.org/surveying/dumpy-level-surveying-components-procedure-advantages/20456/>
5. <https://www.gps.gov/systems/gps/>

**ELECTIVE**

**Course Title: Field Survey in Physical Geography (Practical)**

**Course Code: GEG-E2**

**Marks: 25**

**Credits:1**

**Duration: 15 Sessions of 2 hours each**

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Unit	Topic	Practical sessions	Marks
I	Plane table and Prismatic Compass Survey: a) Radiation Method :1 Exercises b) Intersection Method: 1 Exercises	07	10
II	Dumpy Level Survey: Rise-Fall GPS Survey: Use of GPS in Mapping And Location Observation Of Slope, River and Coastal Morphology on Field	08	10
III	Journal /Field report		5
		15	25

**References:**

**Mandatory:**

1. Khullar, D.R. (2007), Essentials of Practical Geography, New Academic Publishing
2. Monkhouse, I.J. and Wilkinson, H.R. (2009), Maps and Diagram, B.I. Publication, New Delhi
3. Sarkar, Ashis (2000), Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata

**Supplementary:**

1. Campbell J. (2004), Introductory Cartography, Printice Hall, Inc Englewood
2. Misra, R.P. and Ramesh, A. (2005), Fundamentals of Cartography, Concept Pub. Co., New Delhi
3. Singh, R.L. and Singh Rana P.B.(2008), Elements of Practical Geography, Kalyani Publishers, New Delhi

**Web-based:**

1. <https://explorable.com/types-of-survey>
2. <https://www.slideshare.net/gauravhtandon1/plane-table-survey-27614680>
3. <https://libguides.usc.edu/writingguide/fieldreport>
4. <https://theconstructor.org/surveying/dumpy-level-surveying-components-procedure-advantages/20456/>
5. <https://www.gps.gov/systems/gps/>

**ELECTIVE**

**Course Title: Participatory Rapid Appraisal Techniques (Theory)**

**Course Code: GEG-E3**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. To introduce the basics of Participatory Rapid Appraisal techniques in geographical studies.
2. This will facilitate students in their field work and further research.

**Course Outcomes:** At the end of this course, students will be able to:

**CO1:** Be familiar with the basic concepts of PRA techniques

**CO2:** Develop the skill to prepare questionnaires and Schedules for different PRA techniques.

**CO3:** Understand the application of PRA techniques in geographical studies

**CO4:** Accurately analyze and interpret the data collected using PRA techniques

Unit	Topic	No. of hours	Marks
I	PRA :Meaning Nature and Scope, evolution <b>Principles of Participatory Rapid Appraisal</b> -Offsetting biases, Rapid and Progressive Learning, Reversal of Roles, Focused Learning, Seeking for Diversity and Differences, Crosscheck by using different methods (Triangulation).	15	15
II	<b>Mapping Models:</b> Creating a Community Inventory Focus Group Discussions Matrix Ranking and Scoring Wealth Ranking Trend Analysis Timeline Venn diagrams Traditional management systems and local-resource collections Folklore, Songs, Poetry, And Dance	20	25
III	<b>PRA techniques:</b> Transect walks and guided field walks, Daily-activity profiles, Semi structured interviewing, Field report writing: techniques and structure.	10	35
		45	75

**References:**

**Mandatory:**

1. Mukherjee A, Chambers R, ( 2004), Participatory Rural Appraisal: Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi
2. Narayanaswamy, N., (2008), Participatory Rural Appraisal: Principles, Methods and Application, SAGE publications, New Delhi

**Supplementary:**

1. Bartle Phil, (2003), Methods of Participatory Appraisal, CSMED
2. Mikkelsen Britha, (2005), Methods for Development Work and Research: A New Guide for Practitioners, SAGE publications, New Delhi
3. Pokharel Ridish, Balla Mohan, (2003), A Process for Participatory Rural Appraisal, Institute of Forestry, Pokhar.

**Web-based:**

1. <http://www.fao.org/3/i2495e/i2495e06.pdf>
2. <https://www.participatorymethods.org/resource/participatory-rapid-appraisal-community-development-training-manual-based-experiences>
3. <https://www.nccmt.ca/knowledge-repositories/search/289>
4. <https://www.crs.org/sites/default/files/tools-research/rapid-rural-appraisal-and-participatory-rural-appraisal.pdf>
5. [https://getd.libs.uga.edu/pdfs/wolfgang\\_stephanie\\_l\\_201205\\_mla.pdf](https://getd.libs.uga.edu/pdfs/wolfgang_stephanie_l_201205_mla.pdf)

**ELECTIVE**

**Course Title: Participatory Rapid Appraisal Techniques (Practical)**

**Course Code: GEG-E3**

**Marks: 25**

**Credits: 1**

**Duration: 15 Sessions of 2 hours each**

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Unit	Topic	Practical Sessions	Marks
I	Exercise 1. Preparing a field Plan Exercise 2. Preparation of time scale. Exercise 3. Social mapping chart. Exercise 4. Semi-structured interview. Exercise 5. Timeline	07	10
II	Exercise 6. Time chart Exercise 7. Wealth ranking. Exercise 8. Venn diagram preparation. Exercise 9. Daily activity profiling.	08	10
III	Journal / Viva voce		05
		15	25

**Note: This practical is based on field work**

**References:**

**Mandatory:**

1. Mukherjee A, Chambers R, (2004), Participatory Rural Appraisal: Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi
2. Narayanasamy. N, (2008), Participatory Rural Appraisal: Principles, Methods and Application, SAGE publications New Delhi

**Supplementary:**

1. Bartle Phil, (2003), Methods of Participatory Appraisal, CSMED
2. Mikkelsen Britha, (2005), Methods for Development Work and Research: A New Guide for Practitioners, SAGE publications, New Delhi
3. Pokharel Ridish, Balla Mohan, (2003), A Process for Participatory Rural Appraisal, Institute of Forestry, Pokhar.

**Web-based:**

1. <http://www.fao.org/3/i2495e/i2495e06.pdf>
2. <https://www.participatorymethods.org/resource/participatory-rapid-appraisal-community-development-training-manual-based-experiences>
3. <https://www.nccmt.ca/knowledge-repositories/search/289>
4. <https://www.crs.org/sites/default/files/tools-research/rapid-rural-appraisal-and-participatory-rural-appraisal.pdf>
5. [https://getd.libs.uga.edu/pdfs/wolfgang\\_stephanie\\_I\\_201205\\_mla.pdf](https://getd.libs.uga.edu/pdfs/wolfgang_stephanie_I_201205_mla.pdf)

**ELECTIVE**

**Course Title: Application of Computer in Geography (Theory)**

**Course Code: GEG-E4**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course in application of computer in geography will enable student to use basic computer skills in geography to represent dimensional cartograms and data models.

**Course Outcomes:** At the end of this course, students will be able to:

**CO1:** Understand functioning of different e-sources of geographical data

**CO2:** Understand and its binary coding

**CO3:** Prepare cartograms that can be used for various geographical applications using computers

**CO4:** Represent geo-data using excel

**CO5:** Identify and apply appropriate cartograms for given data set

Unit	Topic	No. of hours	Marks
I	Application of computers in cartography, E sources of geographical data. (e.g. Census ,Bhuvan, IMD, Easy tide, India Water Portal, portal of rural data)	15	15
II	Representation of Geographic data using computer: Cartograms of one, two and three dimensions, (Graphical Representation-Histogram, Bar Graphs, Line Graphs, Multiple Line Graphs, Scatter Diagrams, Pie Diagrams, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive	20	25
III	Geographic data and GIS: Fundamentals of raster and vector data models.(sources of data)	10	35
		45	75

**References:**

**Mandatory:**

1. Wilbanks. J, Thomas. (2004). Geography and Technology. Pg: 3-16. 10.1007/978-1-4020-2353-8\_1.



**Supplementary:**

1. Brunn Stanley, Cutter L. Susan, Harrington. J.W,(2004), Geography and Technology, Published by Kluwer Academic Publishers, P.O.Box 17, 3300 AA Dordrecht, The Netherlands.
2. Demers N. Michael, (2008), Fundamentals of Geographic Information systems, Published by Wiley India Pvt Ltd
3. Khullar, D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher
4. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York
5. Sarkar Ashis, (2015), Practical Geography: A systematic Approach, Published by Orient Blackswan Pvt. Ltd., Telangana
6. Sui, Daniel & Morrill, Richard. (2004). Chapter 5 Computers And Geography: From Automated Geography To Digital Earth. 123-123. 10.1007/978-1-4020-2353-8\_5.

**Web-based:**

1. <https://www.loc.gov/rr/geogmap/guide/gmllldma.html>
2. <https://censusindia.gov.in/>
3. [http://mowr.gov.in/sites/default/files/AR2015-16\\_2.pdf](http://mowr.gov.in/sites/default/files/AR2015-16_2.pdf)
4. <https://mausam.imd.gov.in/>
5. <http://eagri.org/eagri50/STAM101/pdf/lec03.pdf>
6. <https://www.easybiologyclass.com/graphical-representation-of-data-frequency-polygon-frequency-curve-ogive-and-pie-diagram/>
7. [http://www.geo.umass.edu/courses/geo494a/Chapter2\\_GIS\\_Fundamentals.pdf](http://www.geo.umass.edu/courses/geo494a/Chapter2_GIS_Fundamentals.pdf)

**ELECTIVE**

**Course Title: Application of Computer in Geography (Practical)**

**Course Code: GEG-E4**

**Marks: 25**

**Credits: 1**

**Duration: 15 Sessions of 2 hours each**

Unit	Topic	Practical Sessions	Marks
I	Use of computer application in thematic mapping – Map Layouts, choropleth, dot density Cartograms of one, two and three dimensions, One dimensional plot: The Dot plot, Box and Whisker Plot	08	06
II	Two and Three dimensional: Histogram, Frequency Polygon, Cumulative frequency curve or Ogive (Graphical Representation-Histogram, Bar Graphs, Line Graphs, Multiple Line Graphs, Pie Diagrams, Frequency polygon, Frequency curve, Cumulative frequency curve or Ogive with the help of computers) Representation of point, line and polygon	09	14
IV	Journal		05
		15	25

**References:**

**Mandatory:**

1. Wilbanks. J, Thomas. (2004). Geography and Technology. Pg: 3-16. 10.1007/978-1-4020-2353-8\_1.

**Supplementary:**

1. Brunn Stanley, Cutter L. Susan, Harrington. J.W,(2004), Geography and Technology, Published by Kluwer Academic Publishers, P.O.Box 17, 3300 AA Dordrecht, The Netherlands.
2. Demers N. Michael, (2008), Fundamentals of Geographic Information systems, Published by Wiley India Pvt Ltd
3. Khullar.D.R. (2007), Essentials of Practical Geography, New Academic Publishing Co.,Jalandher
4. Robinson, A.H., et al: (2000)Elements of Cartography, John Wiley & Sons, New York
5. Sarkar Ashis, (2015), Practical Geography: A systematic Approach, Published by Orient BlackswanPvt.Ltd., Telangana
6. Sui, Daniel & Morrill, Richard. (2004). Chapter 5 Computers And Geography: From Automated Geography To Digital Earth. 123-123. 10.1007/978-1-4020-2353-8\_5.

**Web Based:**

1. [https://www.researchgate.net/publication/280112742\\_CHAPTER\\_5\\_COMPUTERS\\_AND\\_GEOGRAPHY\\_FROM\\_AUTOMATED\\_GEOGRAPHY\\_TO\\_DIGITAL\\_EARTH](https://www.researchgate.net/publication/280112742_CHAPTER_5_COMPUTERS_AND_GEOGRAPHY_FROM_AUTOMATED_GEOGRAPHY_TO_DIGITAL_EARTH)
2. <https://www.gislounge.com/whats-in-a-map/>
3. <https://datavizcatalogue.com/methods/choropleth.html>
4. <https://www.axismaps.com/guide/univariate/dot-density/>
5. <http://egyankosh.ac.in/bitstream/123456789/20422/1/Unit-14.pdf>
6. <https://www.statisticshowto.com/ogive-graph/>
7. <https://www.easybiologyclass.com/graphical-representation-of-data-frequency-polygon-frequency-curve-ogive-and-pie-diagram/>
8. <https://www.mathsisfun.com/data/data-graph.php>
9. <https://www.igismap.com/gis-tutorial-basic-spatial-elements-points-lines-and-polygons/>

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER IV**  
**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**SEMESTER IV**

**ELECTIVE**

**Course Title: Basics of Geomorphology (Theory)**

**Course Code: GEG-IV.C6**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course objectives:**

1. To provide the basic concepts, theories and application in geomorphology

**Course outcomes:**

At the end of this course, students will be able to:

- CO1:** Understand basic concepts of Geomorphology.
- CO2:** Understand theories of continental drifts, Isostasy sea floor spreading,
- CO3:** Analyze different types of slopes using contouring method.
- CO4:** Identify and distinguish geomorphic processes and landforms created by winds, underground water.
- CO5:** Analyze river basin based on morphometric parameters.  
Identify and independently interpret relief features and their associations on SOI toposheets.

Unit	Topic	No. of hours	Marks
I	• Fundamental concepts in geomorphology- detail study of all nine fundamental concepts and their relevance in understanding Geomorphological processes.	15	25
II	Selected Theories in geomorphology • Tetrahedral theory. • Plate tectonics and mountain building. • Theories of slope development. • Slope- their stability and failures. • Drainage systems and patterns.	15	25
III	Agents, processes and landforms: erosional, transportation and depositional. • Fluvial landforms • Glacial landforms	15	25
		45	75

**References:**

**Mandatory:**

1. Singh, S. 2005 : Geomorphology, PrayagPustakBhawan, Allahabad
2. Thornbury, W.D., 2001: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint,
3. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi
4. Wooldridge, S.W. and Morgan, R.S., 2000: The Physical Basis of Geography, Longman.
5. Sparks, B.W., 2000: Geomorphology, Longman, London

**Supplementary:**

1. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
2. Bloom, Arthur L., 2004: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, N.J
3. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
4. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
5. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
6. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
7. Strahler, A.N. 2006: Physical Geography, 3rd Ed., Wiley
8. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.

**Web-Based:**

1. <http://shaileshchaure.com/Notes/GEOMCON.pdf>
2. <https://www.kean.edu/~csmart/Observing/05.%20Plate%20tectonics.pdf>
3. [https://www.researchgate.net/publication/272510857\\_Main\\_Drainage\\_Systems](https://www.researchgate.net/publication/272510857_Main_Drainage_Systems)
4. [https://www.researchgate.net/publication/309630899\\_FLUVIAL\\_PROCESSES\\_AND\\_LANDFORMS](https://www.researchgate.net/publication/309630899_FLUVIAL_PROCESSES_AND_LANDFORMS)
5. <https://people.wou.edu/~taylor/g322/glacial.pdf>

**ELECTIVE**

**Course Title: Basics of Geomorphology (Practical)**

**Course Code: GEG-IV.C6**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	Slope analysis – Aspect map and Isotan map Identification of river patterns from SOI toposheet and Satellite Image	6	10
II	Preparation and interpretation of drainage map using SOI toposheet (at least one for humid/tropical and arid/dry region)	9	10
III	Journal and Viva		05
		15	25

**References:**

**Mandatory:**

1. Sarkar, Ashis, 2000: Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
2. Kale V.S. and Gupta Avijit (2000): Introduction to Geomorphology, Orient Black Swan Publications
3. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
4. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi
5. Singh, Savindra (2006): Geomorphology, PrayagPustakBhavan, Allahabad

**Supplementary**

1. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
2. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
3. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
4. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
5. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
6. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
7. Strahler, A.N., 2000: Physical Geography, 3rd Ed., Wiley.

**Web-Based:**

1. <https://shodhganga.inflibnet.ac.in/bitstream/10603/160201/3/chapter%204.pdf>
2. <http://www.wvca.us/envirothon/pdf/Drainage%20Patterns.pdf>
3. [https://www.soilandwater.nyc/uploads/7/7/6/5/7765286/watershed\\_delineation.pdf](https://www.soilandwater.nyc/uploads/7/7/6/5/7765286/watershed_delineation.pdf)
4. <https://www.nrcs.usda.gov/wps/portal/nrcs/detailfull/national/water/manage/?cid=stelprd1046651>
5. <http://www.ncert.nic.in/ncerts/l/iess103.pdf>

**Semester IV**

**ELECTIVE**

**Course Title: Basics of Climatology (Theory)**

**Course Code: GEG-E5**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objective:**

1. To introduce key concepts of climatology in general and Indian monsoon in details

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand and analyze the concepts in atmospheric stability.

**CO2:** Distinguish different mechanisms of Indian monsoon.

**CO3:** Associate the indicators of changing climate to the day to day weather dynamics.

**CO4:** Apply climatic concepts in issues related to agriculture, health and disasters.

**CO5:** Represent weather phenomenon using weather station model.

**CO6:** Have hands on experience of handling weather instruments, calibrating, reading, interpretation and forecasting.

Unit	Title	No. of hours	Marks
I	<b>Fundamental of Atmospheric circulation</b> Atmospheric Stability. Cloud Development and Stability. Clouds seeding and artificial rain, Atmospheric Disturbance, Air Masses and its types. Fronts and types. Tropical and temperate Cyclones. El-nino and la-nina.	15	25
II	<b>Indian Climatology:</b> <b>Pre monsoon:</b> Cyclonic storms, frequency, cyclone genesis, intensity, landfall and associated weather.	15	25
III	<b>Indian Climatology:</b> <b>South West monsoon :</b> onset and advance of southwest monsoon, links to El Nino/Southern Oscillation, Indian Ocean Dipole and Madden Julian Oscillation Index. <b>Post monsoon:</b> withdrawal of southwest monsoon, Northeast monsoon, cyclonic storms in the Indian seas, trends in cyclonic disturbances, western disturbances, Easterly waves..	15	25
		45	75

**References:**

**Mandatory:**

1. Lal, D.S., 2011: Climatology, ShardaPustakBhavan
2. Monkhouse, F.J., 1975 – Principles of Physical Geography , Hodder Murray Publishers
3. Barry R.G. and Chorley, R. J., 2009: Atmosphere, Weather and Climate, Routledge
4. Tikka - R.N., 1998 - Physical Geography. KedarNath Ram Nath, Meerut
5. Trewartha, G.T., 1968: Introduction to Climate, McGraw-Hill

**Supplementary:**

1. Bunnett R.B. , 1993: Physical geography in Diagrams, Longman
2. Critchfield, H.J, 1998 : General Climatology, Prentice-Hall
3. P. Birot, 1966: General Physical Geography, Longman, Green & Co Strahler, A.H., 1983: Modern Physical Geography, John Wiley and Sons
4. Strahler A. M. and Strahler A.H., 1983: Elements of Physical Geography, John Wiley and Sons
5. Stringer, E.T., 1972: Foundation of Climatology: An Introduction to Physical, Dynamic, Synoptic, and Geographical Climatology, W.H. Freeman & Co. Ltd.

**Web-Based:**

1. <https://www.ess.uci.edu/~yu/class/ess5/Chapter.9.airmass.all.pdf>
2. [https://www.weather.gov/media/owlie/2018\\_ENSO.pdf](https://www.weather.gov/media/owlie/2018_ENSO.pdf)
3. [http://www.wmo.int/pages/prog/wcp/wcasp/documents/JN142122\\_WMO1145\\_EN\\_web.pdf](http://www.wmo.int/pages/prog/wcp/wcasp/documents/JN142122_WMO1145_EN_web.pdf)
4. <http://www.fao.org/3/ca3758en/ca3758en.pdf>
5. <https://www.ias.ac.in/article/fulltext/reso/012/05/0004-0020>

**ELECTIVE**

**Course Title: Basics of Climatology (Practical)**

**Course Code: GEG-E5**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	Representation and interpretation of weather phenomena using isolines Isohyets map Isotherm map Isobars Wind rose and their types Evapotranspiration(Annual variability) Preparation of weather Station Model.	05	8
II	<ul style="list-style-type: none"><li>Study of weather symbols and IMD weather charts. Interpretation of IMD weather charts (at least 1 map of three seasons)</li><li>Visit to IMD for hands- on- training: handling of weather instruments, taking readings, temperature, pressure, sunshine chart interpretation and forecasting</li></ul>	2 + 8=10	12
III	Journal		5
		15	25

**References**

**Mandatory:**

1. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
2. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
3. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography,Central book Depot, Allahabad
4. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
5. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood

**Supplementary**

1. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
2. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
3. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
4. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York

**Web-Based:**

1. <https://www.ntschoools.org/cms/lib/NY19000908/Centricity/Domain/112/Drawing%20Isotherms.Isobars.pdf>
2. <http://www.huskersk12.org/vimages/shared/vnews/stories/521b6ab5ac56b/isobarandisothermmaplab.pdf>
3. [https://www.lakeheadu.ca/sites/default/files/uploads/53/outlines/2017-18/GEOG2331/2331\\_Manual\\_W18\\_forStudents.pdf](https://www.lakeheadu.ca/sites/default/files/uploads/53/outlines/2017-18/GEOG2331/2331_Manual_W18_forStudents.pdf)
4. <http://ncert.nic.in/textbook/pdf/kegy308.pdf>
5. [https://www.imdtvm.gov.in/index.php?option=com\\_content&task=view&id=21&Itemid=35](https://www.imdtvm.gov.in/index.php?option=com_content&task=view&id=21&Itemid=35)



**Semester IV**

**ELECTIVE**

**Course Title: Basics of Oceanography (Theory)**

**Course Code: GEG- E6**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objective:**

1. To provide the basic conceptual framework of oceanography, its dynamism and the contemporary issues associated with Oceans.

**Course outcomes:**

At the end of this course, students will be able to:

- CO1:** Develop an understanding of the ocean bottom relief features of Indian, Atlantic and Pacific ocean
- CO2:** Understand and test the physical properties of ocean water using scientific instruments.
- CO3:** Understanding the types of marine deposition and its relation with man
- CO4:** Read and interpret bathymetric and hydrographic charts
- CO5:** Prepare bathymetric chart using interpolation method.

Unit	Title	No. of hours	Marks
I	<b>Comparative Study of bottom relief of Indian, Atlantic and pacific ocean</b> <b>Properties of ocean water-</b> Salinity, Temperature, Density and relation among them.	15	25
II	<b>Dynamics of ocean water:</b> -Waves, Tides, and surface currents of Indian and Atlantic Ocean.	15	25
III	<b>Marine Deposits:</b> Classification and sources <b>Man and marine resources</b>	15	25
		45	75

**References**

**Mandatory:**

1. K. Siddhartha Oceanography, 2000: A Brief Introduction, Kislaya publishers
2. Defant, A., 2001: Physical Oceanography, Vol. I, Pergamon Press
3. Gautam, Alka. 2004. Climatology and Oceanography. Rastogi Publication-Meerut, UP.
4. Sharma R. C. and Vatal M., 2003: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.
5. Lal, D.S., 2003: Oceanography, ShardaPustakBhavan, Allahabad

**Supplementary:**

1. Singh, S. 2005 : Geomorphology, PrayagPustakBhawan, Allahabad
2. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
3. Bloom, Arthur L., 2004: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, N.J
4. Kale V.S. and Gupta Avijit (2000): Introduction to Geomorphology, Orient Black Swan Publications
5. Strahler, A.N., 2000: Physical Geography, 3rd Ed., Wiley

**Web-Based:**

1. [https://sweethaven02.com/PDF\\_Lifelong/Oceanography.pdf](https://sweethaven02.com/PDF_Lifelong/Oceanography.pdf)
2. [http://msi.ttu.ee/~elken/IntroOcean\\_Tomczak.pdf](http://msi.ttu.ee/~elken/IntroOcean_Tomczak.pdf)
3. <http://www.geographynotes.com/oceanography/bottom-reliefs-of-various-oceans-oceanography-geography/2592>
4. <https://www.mt-oceanography.info/regoc/pdf/colour/single/14P-Atlantic.pdf>
5. [https://www.researchgate.net/publication/315191645\\_Marine\\_Sediments](https://www.researchgate.net/publication/315191645_Marine_Sediments)

**ELECTIVE**

**Course Title: Basics of Oceanography (Practical)**

**Course Code: GEG- E6**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	Signs and symbols in hydrographic charts and reading of hydrographic chart. Reading of Bathymetric chart Plotting of Bathymetric and Hypsometric curves.	10	15
II	Water analysis – salinity, PH, Conductivity and TDS	05	05
III	Journal and Viva		05
		15	25

**References:**

**Mandatory:**

1. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
2. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
3. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad
4. Sarkar, Ashis, 2000: Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
5. Khullar, D. R. (2000: Essentials Of Practical Geography, New Academic Publishing Co., Jalandar

**Supplementary**

1. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Jackson, R.H. and Hudmar, L.E., 2001: Regional Geography: Issues for today
4. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
5. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
6. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York

**Web-based:**

1. [https://www.researchgate.net/publication/281410339\\_Bathymetry\\_History\\_of\\_Seafloor\\_Mapping](https://www.researchgate.net/publication/281410339_Bathymetry_History_of_Seafloor_Mapping)
2. [http://aquaticcommons.org/14702/4/nycmsp\\_ch2\\_bathymetry.pdf](http://aquaticcommons.org/14702/4/nycmsp_ch2_bathymetry.pdf)
3. <https://pubs.usgs.gov/of/2015/1180/ofr20151180.pdf>
4. [http://www.scpscience.com/Company%20Literature/Pdf/Catalogs/wateranalysis%20vol2\(Oct%207\).pdf](http://www.scpscience.com/Company%20Literature/Pdf/Catalogs/wateranalysis%20vol2(Oct%207).pdf)
5. [https://www.who.int/water\\_sanitation\\_health/dwq/2edvol3d.pdf](https://www.who.int/water_sanitation_health/dwq/2edvol3d.pdf)

## SEMESTER IV

### ELECTIVE

**Course Title: Regional Geography of India (Theory)**

**Course Code: GEG-E7**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Pre-requisite Courses:** Nil

### Course Objectives:

1. The course is aimed at presenting an integrated and empirically based profile of India and Goa

### Course Outcomes:

At the end of this course, students will be able to:

- CO1:** Have an understanding of the inter linkages and interaction between physical aspects and resource base of India and Goa
- CO2:** Learn the skills of choosing appropriate cartographic techniques to quantitatively represent regional aspects of India and Goa
- CO3:** Infer the processes that operate through space and time in different regions of India and Goa
- CO4:** Understand the recent development and changes in context of India.

Unit	Title	No. of hours	Marks
I	India: Location, Geology, Morphological divisions, Drainage System, Soil, Forest	15	25
II	Resource development: Indian Agriculture: New Technology Water Resource Development: multipurpose projects inland waterways plan. Industrialization : IT's, SEZ Trade and Transport: Golden Quadrangle, Konkan Railway	15	25
III	Goa: Location: Absolute and relative. Physiographic divisions, soils, vegetation, mineral resources, Mining and water resources, population, Tourism, Industrialization Trade, Transport and Communication	15	25
		45	75

### References:

#### Mandatory:

1. Deshpande C.D, (1992): India-A Regional Interpretation Northern Book Centre, New Delhi
2. Khullar, D.R. (2011): "Indian-A Comprehensive Geography" Kalyani Publishers, New Delhi
3. Tiwari, R.C. (2006): "Geography of India" PrayagPustakBhavan, Allahabad.
4. Singh, R.L.(ed) (1971): India: A Regional Geography. National Geographical Society. India, Varnasi
5. Alvares Claude (2002), Fish, Curry and Rice: A Source Book on Goa, its Ecology and Lifestyle, The Goa Foundation, Goa

**Supplementary:**

1. Routray, J.K. (1993): Geography of Regional Disparity Asian Institute of technology, Bangkok
2. Learmonth, A.T.A. et.al (ed): Man and Land of South Asia Concept, New Delhi.
3. Shafi, M, (2000): Geography of South Asia, McMillan & Co., Calcutta
4. Spate, O.H.K. and Learmonth, A.T.A. (1967): India and Pakistan - Land, People and Economy Methuen & Co., London,
5. Valdiya, K.S. (1998): Dynamic Himalaya, University Press, Hyderabad
6. Valdiya, K.S. (2004): Geology, Environment and Society, University Press, Hyderabad
7. Wadia, D.N. (1967): Geology of India, McMillan & Co., London,

**Web-Based:**

1. [https://www.researchgate.net/publication/39728980\\_Agricultural\\_Development\\_in\\_India\\_since\\_Independence\\_A\\_Study\\_on\\_Progress\\_Performance\\_and\\_Determinants](https://www.researchgate.net/publication/39728980_Agricultural_Development_in_India_since_Independence_A_Study_on_Progress_Performance_and_Determinants)
2. <http://ncert.nic.in/ncerts/l/iess102.pdf>
3. [https://www.researchgate.net/publication/316644891\\_Physiographic\\_Divisions\\_of\\_India](https://www.researchgate.net/publication/316644891_Physiographic_Divisions_of_India)
4. [https://www.researchgate.net/publication/271829967\\_India's\\_Golden\\_Quadrilateral\\_A](https://www.researchgate.net/publication/271829967_India's_Golden_Quadrilateral_A)
5. [https://www.researchgate.net/publication/283721221\\_WESTERN\\_GHATS\\_OF\\_GOA\\_STATE\\_A\\_GEOGRAPHICAL\\_DIAGNOSIS](https://www.researchgate.net/publication/283721221_WESTERN_GHATS_OF_GOA_STATE_A_GEOGRAPHICAL_DIAGNOSIS)

## ELECTIVE

**Course Title: Regional Geography of India (Practical)**

**Course Code: GEG-E7**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	Cartographic representation and mapping of physiographic division, Soil, Forest, Climatic Division- examples of India and Goa	8	10
II	Calculation and graphical representation of by using Goa's census data: Age-sex ratio, Child-women ratio, Dependency ratio, Infant mortality rate, Age specific mortality, Population growth rate, Population projection (as per 2001 and 2011 census) Preparation of choroschematic map of Goa	7	10
III	Journal and Viva		05
		15	25

### References:

#### Mandatory:

1. Singh, R.L.: Elements of Practical Geography, Kalyani Publishers, New Delhi, 2000
2. Khullar, D.R. (2011): "Indian-A Comprehensive Geography" Kalyani Publishers, New Delhi
3. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
4. Singh, R ; Singh L.R., Mapworks in Practical Geography, Central book Depot, Allahabad, 2001
5. Singh Gopal (2000), Map Work and Practical Geography, 4th Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi

#### Supplementary:

1. Bygot, J.: An Introduction to Map Work and Practical Geography, 2001
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
4. Raisz, E.: General Cartography, McGraw Hills Co., London, 2005
5. Robinson, A.H., et al., Elements of Cartography, John Wiley and Sons, New York, 2003
6. Jackson, R.H. and Hudmar, L.E.: Regional Geography: Issues for today, 2001
7. Tiwari, R.C. (2006): "Geography of India" PrayagPustakBhavan, Allahabad.
8. Valdiya, K.S. (2004): Geology, Environment and Society, University Press, Hyderabad

#### Web-Based:

1. <http://ncert.nic.in/ncerts/l/kegy106.pdf>
2. <http://fsi.nic.in/isfr-2015/isfr-2015-important-characteristics-of-indian-forest-types.pdf>
3. [http://censusindia.gov.in/Data\\_Products/Library/Provisional\\_Population\\_Total\\_Link/PDF\\_Links/chapter6.pdf](http://censusindia.gov.in/Data_Products/Library/Provisional_Population_Total_Link/PDF_Links/chapter6.pdf)
4. <https://www.demographic-research.org/volumes/vol4/8/4-8.pdf>
5. <https://www.ifo.de/DocDL/dicereport3-03-database-6.pdf>

**ELECTIVE**

**Course Title: Regional Geography of USA (Theory)**

**Course Code: GEG-E8**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. This introductory Course is intended to acquaint the students with a systematic view of physical and socio-economic dimensions of the United States of America.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand the physical landscape of USA.

**CO2:** Understand the Socio-Cultural, Demographic, Political and Economic aspects of USA

**CO3:** Infer the processes that operate through space and time in different regions of USA

**CO4:** Understand the recent transnational developments in USA and their impacts on India

Unit	Title	No. of hours	Marks
I	Physical landscape: Tectonics, Mountains, Plateaus, Plains, Deserts, Islands. Climate Region. Rivers & Water Regimes. Wetlands. Plants Animal Ecology and Ecoregions. Human imprints on landscape and Environmental: management and conservation.	15	25
II	Socio-Cultural landscape: Demographic, Cultural, Political and Economic aspects. Socializing Economic Space: Culture and the Firm, Gender Economies, Ethnic Economies. Social issues and experience of living in America.	15	25
III	Determinants of Economic landscape: Incorporations and Government Transnational Corporations, Labour Power, Consumption Dynamic Economic Space: Economic Growth and development, commodity chain technology and agglomeration.	15	25
		45	75

**References:**

**Mandatory:**

1. Antony Orme (2002), Physical Geography of North America. Oxford University Press, New York

**Supplementary:**

1. Chris Mayda (2013), A Regional Geography of the United States and Canada: Toward a Sustainable Theme. Rowman and Littlefield Pub. UK
2. John C. Hudson (2002), Across This Land: A Regional Geography of the United States and Canada. The John Hopkins University Press, USA
3. Neil Coe, Philip Kelly & Henry W. C. Yeung (2007), Economic Geography: A Contemporary Introduction (2ed), Blackwell Publishing, USA

**Web-based:**

1. <https://www.infoplease.com/encyclopedia/places/north-america/us/united-states/physical-geography>
2. <https://study.com/academy/lesson/overview-of-the-geography-of-the-united-states.html>
3. <https://www.worldtravelguide.net/guides/north-america/united-states-of-america/weather-climate-geography/>
4. <https://www.nps.gov/subjects/culturallandscapes/understand-cl.htm>
5. <https://www.canyonspringshighschool.org/ourpages/auto/2015/11/6/54748438/Geography%206.pdf>
6. <https://www.nederland.k12.tx.us/view/2819.pdf>



**ELECTIVE**

**Course Title: Regional Geography of USA (Practical)**

**Course Code: GEG-E8**

**Marks: 25**

**Credits: 01**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical Sessions	Marks
I	Interpretation of USGS topographical Map, Indexing, Signs and symbols, colour schemes, Scales and Grids, projections Physical aspects: Relief, Drainage, Vegetation,	8	10
II	Interpretation of USGS topographical maps Cultural Aspects: Settlement, transport network, Landuse	7	10
III	Journal		5
		15	25

**References:**

**Mandatory:**

1. Nelson Petrie (2007) Analysis and Interpretation of Topographical Maps (Rev) (Getting Ahead in Social Science). Orient BlackSwan,
2. Terry Marsh (2007) Pathfinder Map Reading Skills: An Introduction to Map Reading and Basic Navigation (Pathfinder Guide) Jarrold Publishing.

**Supplementary:**

1. D.S. Bhattacharya and T.C. Bagchi (1973) Elements of Geological Map Reading and Interpretation (with exercises). Orient Black Swan
2. Geological Survey and Rand McNally (2003) National Geographic Arkansas: Seamless USGS Topographic Maps. National Geographic Society.
3. Gopal Singh Map Work and Practical Geography, 4/e. Vikas Publishing.
4. Jenny Marie Johnson (2003):Geographic Information, How to Find It, How to Use It. Greenwood Press, London.
5. John B. Rowland (1955) FEATURES SHOWN ON TOPOGRAPHIC MAPS. GEOLOGICAL SURVEY CIRCULAR 368, USGS, Washington DC.
6. Ordnance Survey (2002) Reading, Wokingham and Pangbourne (Explorer M... (Map), Ordnance Survey Southampton, UK.
7. Pentagon U.S. Military (1999) Map Reading and Land Navigation. Pentagon US.
8. Rachel Hewitt (2013) Map of a Nation: A Biography Of The Ordnance Survey. Granta Book.
9. Richard DE Bruin and W. Hilton Johnson American Educational 100 Topographic Maps. American Packing & Gasket
10. Robert B. Matkin (1992)Map Reading. Dalesman Publishing Co Ltd

**Web-based:**

1. Data Source: <http://www.map-reading.com/>
2. <https://pubs.usgs.gov/gip/TopographicMapSymbols/topomapsymbols.pdf>
3. <https://www.usgs.gov/science-support/osqi/yes/resources-teachers/interpreting-topographic-maps-and-aerial-photographs>
4. <https://www.honolulu.hawaii.edu/instruct/natsci/geology/brill2/TopoMaps.pdf>
5. <https://pubs.usgs.gov/circ/1955/0368/report.pdf>
6. <https://mapasyst.extension.org/topography-and-understanding-topographic-maps/>
7. <https://www.honolulu.hawaii.edu/instruct/natsci/geology/brill2/TopoMaps.pdf>

**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER V**  
**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**CORE**

**Course Title: Geomorphology: Landforms and Processes (Theory)**

**Course Code: GEG-V.C7**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses:**

Nil

**Course objective:**

1. To provide the basic concepts, theories and applications in geomorphology

**Course outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand the nine fundamental concepts of Geomorphology.

**CO2:** Understand theories of plate tectonics, mountain building, drainage systems and patterns.

**CO3:** Identify and distinguish geomorphic processes and landforms created by rivers.

**CO4:** Identify and distinguish geomorphic processes and landforms created by glaciers.

**CO5:** Prepare Slope map using aspect map and isotan map.

**CO6:** Independently prepare a drainage map.

Unit	Topic	No. of hours	Marks
I	<ul style="list-style-type: none"><li>• Meaning, Nature, Scope and significance of geomorphology</li><li>• Geological timescale.</li><li>• Continental Drift Theory</li><li>• Theory of Isostasy – Airy's &amp; Pratt.</li><li>• Concept of seafloor spreading.</li></ul>	15	25
II	<ul style="list-style-type: none"><li>• Vulcanicity and the related landforms</li><li>• Cycle of erosion – Davis and Penck</li><li>• Concept of rejuvenation.</li></ul>	15	25
III	<ul style="list-style-type: none"><li>• Geomorphic processes and landforms</li><li>• Study of Aeolian processes and the resultant landforms-erosional, transportational and depositional.</li><li>• Study of Karst processes and the resultant landforms-erosional, transportational and depositional.</li></ul>	15	25
		45	75

**References:**

**Mandatory:**

1. Singh, S. 2005 : Geomorphology, PrayagPustakBhawan, Allahabad
2. Thornbury, W.D., 2001: Principles of Geomorphology, 2nd Ed., Wiley International Edition, Wiley Eastern Reprint,
3. Sharma, H.S. (ed), 2002: Perspective in Geomorphology, Vol. I & IV, Concept, New Delhi
4. Wooldridge, S.W. and Morgan, R.S., 2000: The Physical Basis of Geography, Longman.
5. Sparks, B.W., 2000: Geomorphology, Longman, London

**Supplementary:**

1. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
2. Bloom, Arthur L., 2004: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, N.J
3. Chorley, Richard J., 2002: Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
4. Dayal, P. (2nd edition) 2006: A Textbook of Geomorphology, Shukla Book Depot, Patna
5. Sharma, V.K., 2006: Geomorphology, Earth Surface Processes and Forms, Tata Mc. Graw Hill, New Delhi.
6. Sharma, V.K., 2006: Geomorphology, Earth Surface, Process and forms, Tata McGraw Hill, New York
7. Strahler, A.N. 2006: Physical Geography, 3rd Ed., Wiley
8. Worcestor, P.G., 2005: A Textbook of Geomorphology, Van Nostrand, 2nd Ed., East West Edition, New Delhi.

**Web-Based:**

1. [http://www.geo.hunter.cuny.edu/~fbuon/GEOL\\_231/Lectures/Intro%20Basic%20Concepts.pdf](http://www.geo.hunter.cuny.edu/~fbuon/GEOL_231/Lectures/Intro%20Basic%20Concepts.pdf)
2. [https://courses.ess.washington.edu/ess-306/links/Goudie\\_Encyclopedia\\_of\\_Geomorphology.pdf](https://courses.ess.washington.edu/ess-306/links/Goudie_Encyclopedia_of_Geomorphology.pdf)
3. [https://bgc.org.in/pdf/OPEN-EDUCATIONAL-RESOURCES/GEOGRAPHY/Cycle-of-erosion\\_%20UG\\_I\\_AI\\_1.pdf](https://bgc.org.in/pdf/OPEN-EDUCATIONAL-RESOURCES/GEOGRAPHY/Cycle-of-erosion_%20UG_I_AI_1.pdf)
4. <https://www.slideshare.net/pramodgpramod/davis-cycle-of-erosion>
5. [https://www.researchgate.net/publication/314395551\\_Karst\\_Processes\\_and\\_Landforms](https://www.researchgate.net/publication/314395551_Karst_Processes_and_Landforms)

## SEMESTER V

### CORE

**Course Title: Geomorphology: Landforms and Processes (Practical)**

**Course Code: GEG-V.C7**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Topic	Practical Sessions	Marks
I	River morphometry Calculation of linear properties of river. Calculation of Aerial properties of river. Calculation of Relief properties of river.	6	10
II	Interpretation of 42 SOI toposheets- physical aspect (relief, vegetation, river)	9	15
III	Journal	15	25

### References:

#### Mandatory:

1. Sarkar, Ashis, 2000: Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
2. Kale V.S. and Gupta Avijit (2000): Introduction to Geomorphology, Orient Black Swan Publications
3. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
4. Singh, R.L. and Singh Rana P.B., 2008, Elements of Practical Geography, Kalyani Publishers, New Delhi
5. Singh, Savindra (2006): Geomorphology, PrayagPustakBhavan, Allahabad

#### Supplementary

1. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
2. Goudie, Andrew, et al. (eds), 2001: Geomorphological Technique, George Allen & Unwin, London
3. Gregory, K.J. and Walling, D.E., 2003: Drainage Basin – Form and Process, Edward Arnold, London
4. King, C.A.M., 2006: Techniques in Geomorphology, Edward Arnold, London
5. Leopold, L.B, Wolman, M.G. and Miller, J.P., 2004: Fluvial Processes in Geomorphology, Freeman, San Francisco
6. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
7. Strahler, A.N., 2000: Physical Geography, 3rd Ed., Wiley.

#### Web-Based:

1. [https://www.researchgate.net/publication/235990109\\_Morphometric\\_analysis\\_of\\_Morar\\_River\\_Basin\\_Madhya\\_Pradesh\\_India\\_using\\_remote\\_sensing\\_and\\_GIS\\_techniques](https://www.researchgate.net/publication/235990109_Morphometric_analysis_of_Morar_River_Basin_Madhya_Pradesh_India_using_remote_sensing_and_GIS_techniques)
2. <https://www.tandfonline.com/doi/full/10.1080/24749508.2018.1563750>
3. <http://ncert.nic.in/ncerts/l/kegy305.pdf>
4. [https://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/topo101/pdf/mapping\\_basic\\_s\\_e.pdf](https://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/topo101/pdf/mapping_basic_s_e.pdf)
5. [https://www.wvgs.wvnet.edu/www/maps/topomapsymbols\\_MapX1B.pdf](https://www.wvgs.wvnet.edu/www/maps/topomapsymbols_MapX1B.pdf)

**Semester V**

**ELECTIVE**

**Course Title: Geography of Climate Change (Theory)**

**Course Code: GEG-E9**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objective:**

1. To introduce key concepts of climatology in general and Indian monsoon in details.

**Course outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand and analyze the concepts in urban climate.

**CO2:** Distinguish different mechanisms of city weather modifications.

**CO3:** Associate the indicators of changing climate to the day to day weather dynamics.

**CO4:** Apply climatic concepts in issues related to agriculture, health and disasters.

**CO5:** Understand the working of weather instruments

**CO6:** Set up, calibrate weather instruments, collect readings and interpret weather data

Unit	Title	No. of hours	Marks
I	Urban Climate – introduction, modification of atmospheric composition Modification of heat budget Modifications in city weather conditions	15	25
II	Changing climate – climate system Climate change detection Natural causes of climate change Human impact on global climate	15	25
III	Climate and its applications – agriculture, health and disaster reduction	15	25
		45	75

**References:**

**Mandatory:**

1. Lal, D.S., 2011: Climatology, ShardaPustakBhavan
2. Monkhouse, F.J., 1975 – Principles of Physical Geography, Hodder Murray Publishers
3. Barry R.G. and Chorley, R. J., 2009: Atmosphere, Weather and Climate, Routledge
4. Tikka - R.N., 1998 - Physical Geography. KedarNath Ram Nath, Meerut
5. Trewartha, G.T., 1968: Introduction to Climate, McGraw-Hill

**Supplementary:**

1. Bunnett R.B. , 1993: Physical geography in Diagrams, Longman
2. Critchfield, H.J, 1998 : General Climatology, Prentice-Hall
3. P. Birot, 1966: General Physical Geography, Longman, Green & Co Strahler, A.H., 1983: Modern Physical Geography, John Wiley and Sons
4. Strahler A. M. and Strahler A.H., 1983: Elements of Physical Geography, John Wiley and Sons
5. Stringer, E.T., 1972: Foundation of Climatology: An Introduction to Physical, Dynamic, Synoptic, and Geographical Climatology, W.H. Freeman & Co. Ltd.

**Web-Based:**

1. <http://uccrn.org/files/2014/02/ARC3-Chapter-3.pdf>
2. <https://www.epa.gov/sites/production/files/2014-6/documents/basicscompndium.pdf>
3. [http://www.cengage.com/resource\\_uploads/downloads/0495555061\\_137181.pdf](http://www.cengage.com/resource_uploads/downloads/0495555061_137181.pdf)
4. <https://unfccc.int/resource/docs/publications/impacts.pdf>
5. <http://dels.nas.edu/resources/static-assets/exec-office-other/climate-change-full.pdf>

**ELECTIVE**

**Course Title: Geography of Climate Change (Practical)**

**Course Code: GEG-E9**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	Study of weather instruments – Barometer, Maximum & Minimum Thermometer, Wind Vane Collection and analysis of data from automatic weather station	05	8
II	Visit to IMD for hands-on training	10	12
III	Journal		5
		15	25

**References**

**Mandatory:**

1. Misra, R.P. and Ramesh, A., 2009: Fundamentals of Cartography, Concept Publishing Co., New Delhi
2. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
3. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad
4. Bygott, J., 2001: An Introduction to Map Work and Practical Geography
5. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood

**Supplementary**

1. Chorley, Richard. J. (ed.), 2001: Water, Earth and Man, Methuen & Co., London
2. Monkhouse, F.J. and Wilkinson, H.R., 2009: Maps and Diagrams, B.I. Publications Pvt. Ltd., New Delhi
3. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
4. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York

**Web-Based:**

1. <https://mausam.imd.gov.in/>
2. <http://ncert.nic.in/textbook/pdf/kegy308.pdf>
3. <https://www.indiawaterportal.org/>
4. <https://www.weather.gov/media/epz/mesonet/CWOP-WM08.pdf>
5. [https://nvlpubs.nist.gov/nistpubs/jres/25/jresv25n2p133\\_A1b.pdf](https://nvlpubs.nist.gov/nistpubs/jres/25/jresv25n2p133_A1b.pdf)

**Semester V**

**ELECTIVE**

**Course Title: Oceans: Issues and Challenges (Theory)**

**Course Code: GEG-E10**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. To provide the basic conceptual framework of oceanography, its dynamism and the contemporary issues associated with Oceans.

**Course outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand causes, effects and remedial measures for issues related to ocean.

**CO2:** Understand causes and effects of sea level changes and global warming

**CO3:** Understand the concept of CRZ

**CO4:** Understand the concept of coral formation, distribution and threats

Unit	Title	No. of hours	Marks
I	<b>Issues related to oceans</b> Exclusive Economic Zone (EEZ) Case study of Indian and Atlantic ocean Sea level change Coastal regulation zone	15	25
II	Ocean acidification – causes, effects and remedies Ballast water Coral reefs	15	25
III	Global warming and oceans	15	25
		45	75

**References**

**Mandatory:**

1. K. Siddhartha Oceanography, 2000: A Brief Introduction, Kislava publishers
2. Defant, A., 2001: Physical Oceanography, Vol. I, Pergamon Press
3. Gautam, Alka. 2004. Climatology and Oceanography. Rastogi Publication-Meerut, UP.
4. Sharma R. C. and Vatal M., 2003: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.
5. Lal, D.S., 2003: Oceanography, ShardaPustakBhavan, Allahabad



**Supplementary:**

1. Singh, S. 2005 : Geomorphology, PrayagPustakBhawan, Allahabad
2. Ahmed, E., 2005: Geomorphology, Kalyani Publishers, New Delhi
3. Bloom, Arthur L., 2004: Geomorphology – A Systematic Analysis of Late Cenozoic Landforms, Prentice Hall, Engle Wood Cliff, N.J
4. Kale V.S. and Gupta Avijit (2000): Introduction to Geomorphology, Orient Black Swan Publications
5. Strahler, A.N., 2000: Physical Geography, 3rd Ed., Wiley

**Web-Based:**

1. <https://pubs.usgs.gov/gip/7000049/report.pdf>
2. [https://www.ipcc.ch/site/assets/uploads/2018/02/WG1AR5\\_Chapter13\\_FINAL.pdf](https://www.ipcc.ch/site/assets/uploads/2018/02/WG1AR5_Chapter13_FINAL.pdf)
3. [http://curry.eas.gatech.edu/Courses/6140/ency/Chapter10/Ency\\_Oceans/Sea\\_Level\\_Change.pdf](http://curry.eas.gatech.edu/Courses/6140/ency/Chapter10/Ency_Oceans/Sea_Level_Change.pdf)
4. [http://keralaczma.gov.in/pdfs/Coastal\\_Zones\\_of\\_India.pdf](http://keralaczma.gov.in/pdfs/Coastal_Zones_of_India.pdf)
5. [https://oceana.org/sites/default/files/reports/Ocean\\_Acidification\\_The\\_Untold\\_Stories.pdf](https://oceana.org/sites/default/files/reports/Ocean_Acidification_The_Untold_Stories.pdf)

**Semester V**

**ELECTIVE**

**Course Title: Oceans: Issues and Challenges (Practical)**

**Course Code: GEG-E10**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	Demarcating CRZ (using SOI Toposheet) Bathymetric studies using Eco sounder	10	15
II	Lab work in NIO - sea water analysis Sea sediment analysis, Sea surface temperature	05	05
III	Journal and Viva		05
		15	25

**References**

**Mandatory:**

1. Misra, R.P. and Ramesh, A., 2005: Fundamentals of Cartography, Concept Pub. Co., New Delhi
2. Singh, R.L., 2000: Elements of Practical Geography, Kalyani Publishers, New Delhi
3. Singh, R ; Singh L.R., 2001: Mapworks in Practical Geography, Central book Depot, Allahabad
4. Sarkar, Ashis, 2000: Practical Geography: A Systematic Approach, Orient Longman Pvt. Ltd., Kolkata.
5. Khullar, D. R. (2000: Essentials Of Practical Geography, New Academic Publishing Co., Jalandar

**Supplementary**

1. Bygot, J., 2001: An Introduction to Map Work and Practical Geography
2. Campbell, J., 2004: Introductory Cartography, Prentice Hall, Inc Englewood
3. Jackson, R.H. and Hudmar, L.E., 2001: Regional Geography: Issues for today
4. Monkhouse, I.J. and Wilkinson, H.R., 2001: Maps and Diagram, B.I. Publication, New Delhi
5. Raisz, E., 2005: General Cartography, McGraw Hills Co., London
6. Robinson, A.H., et al, 2003: Elements of Cartography, John Wiley and Sons, New York

**Web-based:**

1. <https://teara.govt.nz/files/d11801enz.pdf>
2. <http://www.mpcb.gov.in/sites/default/files/water-quality/reports/LSD-NEERI-%20Water%20Quality%20Analysis.pdf>
3. [https://www.who.int/water\\_sanitation\\_health/dwq/2edvol3d.pdf](https://www.who.int/water_sanitation_health/dwq/2edvol3d.pdf)
4. <https://sednet.org/download/wg-282-inf-5-rev-1.pdf>
5. <https://www.nio.org/>

**ELECTIVE**

**Course Title: Geography of Rural Settlement (Theory)**

**Course code: GEG-E11**

**Marks: 75**

**Credit: 3**

**Duration: 45 sessions of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objective:**

1. To acquaint the students with the spatial and structural characteristics of rural settlements and to bring about awareness on special issues related to rural settlements.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Appreciate the role of topography and climate in shaping rural landscape

**CO2:** Understand the dynamics of fringe settlements

**CO3:** Evaluate the spatial organization of rural settlements

**CO4:** Analyze the impact of urbanization on rural settlements (any two case studies)

**CO5:** Infer the internal morphology of villages (any two case studies)

Unit	Course Content	No. Of hours	Marks
I	Introduction to settlement Geography, importance of settlement geography, Definition, Nature, approaches and scope of geography of rural settlements. Status and future of Rural Geography in India Evolution of Rural settlements and the process of settling. Role of sites in evolution of rural settlements, Functional Classification of rural Settlements.	15	25
II	Spatial organization of rural settlements: size, shape, distribution and hierarchy of settlements. Spacing of rural Settlements (Nucleated and Dispersed), Types of rural settlements.	15	25
III	Internal morphology of villages ( Any one village- Goa), Material used , house types in different regions of India and field patterns( Primitive , rectangular and Contour type ) , Case Study of two villages of Goa .: Impact of urbanization on house types, pattern, functions and growth of rural settlements. Changing face of rural India.	15	25
		45	75

**References:**

**Mandatory:**

1. Singh R.L. et al: Reading in rural settlement: Geography Tara Publications, Varanasi.
2. Ghosh Sumita, 1998: Introduction to Settlement Geography, Orient Longman.
3. Cloke Paul, (2013), An Introduction to Rural Settlement Planning, Published by Routledge, Milton Park, Abingdon, Oxon OX14 4SB, UK
4. Mandal, R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.

**Supplementary:**

1. Clout Hugh (2007) Contemporary Rural Geographies, Routledge, Milton Park, Abingdon, Oxon OX144RN
2. Singh R.Y., 1998: Geography of Settlements, Rawat publications
3. Thomas Chris (2001) Rural Geography, Routledge, London
4. Woods Michael, (2005), Rural Geography: Processes, Responses and Experiences in Rural Restructuring, SAGE Publications Ltd, University of Wales, Aberystwyth
5. Woods Michael, Holloway Lewis & Panelli Ruth (2012) Key Concepts in Rural Geography, Sage Publication, London

**Web-based:**

1. [https://www.kcesmjcollege.in/ICT/Geography/Settlement%20Geography 1.pdf](https://www.kcesmjcollege.in/ICT/Geography/Settlement%20Geography%201.pdf)
2. <http://geography.learnontheinternet.co.uk/topics/characteristicsofsettlements.html>
3. [https://shodhganga.inflibnet.ac.in/bitstream/10603/108046/12/12 chapter%201.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/108046/12/12%20chapter%201.pdf)
4. [https://shodhganga.inflibnet.ac.in/bitstream/10603/107916/10/10 chapter%202.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/107916/10/10%20chapter%202.pdf)
5. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.682.7010&rep=rep1&type=pdf>
6. [https://socialsci.libretexts.org/Bookshelves/Geography \(Human\)/Book%3A Introduction to Human Geography \(Dorrell and Henderson\)/12%3A Human Settlements/12.02%3A Rural Settlement Patterns](https://socialsci.libretexts.org/Bookshelves/Geography_(Human)/Book%3A_Introduction_to_Human_Geography_(Dorrell_and_Henderson)/12%3A_Human_Settlements/12.02%3A_Rural_Settlement_Patterns)
7. <https://www.jagranjosh.com/general-knowledge/rural-settlement-1448456206-1>
8. <https://www.yourarticlelibrary.com/geography/rural-settlement-of-people-types-and-patterns/12721>
9. <https://www.slideshare.net/PrvMkt/morphology-of-rural-settlements>
10. [https://shodhganga.inflibnet.ac.in/bitstream/10603/113008/13/13 chapter%205.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/113008/13/13%20chapter%205.pdf)
11. <https://www.indiatoday.in/magazine/cover-story/story/20100215-changing-face-of-rural-india-741950-2010-02-04>
12. <http://inclusion.skoch.in/story/375/the-changing-face-of-rural-india-675.html>

**ELECTIVE**

**Course title: Geography of Rural Settlement (Practical)**

**Course Code: GEG-E11**

**Marks: 25**

**Credits: 01**

**Duration: 15 Sessions of 2 hours each**

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Unit	Title	Practical sessions	Marks
I	<b>Methods in Rural Settlement</b> <ul style="list-style-type: none"><li>• Methods of concentration of rural settlements</li><li>• Methods for measuring spacing of settlements</li><li>• Z test for environmental factors responsible for pattern variation of settlements</li><li>• Measurement of shape (pattern) of rural settlements</li></ul>	8	10
II	<b>Village Survey: Pre-field work, Field work and Post Field work</b> <ul style="list-style-type: none"><li>• Case Study for report:<ol style="list-style-type: none"><li>1. Collection of Socio-Economic and Physical Data</li><li>2. Classification and Tabulation of Data</li><li>3. Inter-relation and Analysis of Data, Maps and Diagrams</li></ol></li></ul>	7	10
III	Journal/ Report writing		5
		15	25

**References:**

**Mandatory:**

1. Singh R.L. et al: Reading in rural settlement: Geography Tara Publications, Varanasi.
2. Ghosh Sumita, 1998: Introduction to Settlement Geography, Orient Longman
3. Cloke Paul, (2013), An Introduction to Rural Settlement Planning, Published by Routledge, Milton Park, Abingdon, Oxon OX14 4SB, UK
4. Mandal, R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.

**Supplementary:**

1. Clout Hugh (2007) Contemporary Rural Geographies, Routledge, Milton Park, Abingdon, Oxon OX144RN
2. Mandal. R. B, (2001), Introduction to Rural Settlement, Concept Publishing Company, New Delhi.
3. Thomas Chris (2001) Rural Geography, Routledge, London
4. Woods Michael, (2005), Rural Geography: Processes, Responses and Experiences in Rural Restructuring, SAGE Publications Ltd, University of Wales, Aberystwyth
5. Woods Michael, Holloway Lewis & Panelli Ruth (2012) Key Concepts in Rural Geography, Sage Publication, London

**Web Based:**

1. <https://rashidfaridi.com/2019/09/16/characteristics-of-rural-settlements/>
2. <https://sites.google.com/site/projectjhabua/areas-of-study/ideas-and-solutions/survey-questionnaire/draft-1---questionnaire>
3. <http://ncert.nic.in/textbook/pdf/legy305.pdf>
4. <https://smallbusiness.chron.com/tabulate-survey-results-55613.html>
5. [https://shodhganga.inflibnet.ac.in/bitstream/10603/54430/14/14\\_chapter%20-iii.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/54430/14/14_chapter%20-iii.pdf)
6. [https://shodhganga.inflibnet.ac.in/bitstream/10603/140390/14/14\\_chapter%205.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/140390/14/14_chapter%205.pdf)

**ELECTIVE**

**Course Title: Geography of Urban Settlement (Theory)**

**Course code: GEG-E12**

**Marks: 75**

**Credit: 3**

**Duration: 45 sessions of 1 hour each**

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**Prerequisite Courses: Nil**

**Course objective:**

1. To acquaint the students with the spatial and structural characteristics of urban settlements and to bring about awareness on special issues related to urban settlements.

**Course Outcomes:**

At the end of this course, students will be able to:

- CO1:** Understand the various concepts of urbanization, urban systems, functions of urban places, site and situation
- CO2:** Understand certain issues of urban development.
- CO3:** Apply urban theories and models in the present day context.
- CO4:** Apply basic tools in demographic, urban hierarchy and ranking of urban settlement
- CO5:** Using tools of urban geography, conduct mini research of town or city.
- CO6:** Demonstrate urban network using  $\alpha$ ,  $\beta$ ,  $\gamma$  index.
- CO7:** Create graphical representations of hierarchy of settlements using rank size rule and primate city concept.

Unit	Course Content	No. Of hours	Marks
I	Introduction to urban geography Nature, approach and scope of urban geography. Development of urban geography. Definition of urban places, problems of defining urban places in Indian Context. Site and situations of urban places (towns and cities) Functional classification of towns	15	25
II	Systems and Models in Urban Geography Hierarchy of Urban settlements, Urban morphology, theories related to urban landuse (concentric, multi nuclei and sector theory). urban systems – suburb, rural urban fringe	15	25
III	Problems of urbanization Problems of urbanization with special reference to slums, pollution, urban climate, garbage management	15	25
		45	75

**References:**

**Mandatory:**

1. Siddhartha & Mukherjee (2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi
2. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London

**Supplementary:**

1. Cater Harold (2002 )The Study of Urban Geography, Arnold, London , U K
2. Fisher W.B (2013) Urban Geography, Elsevier Science
3. Hall Tim (2010) Urban Geography (Third Edition) Routledge, London

**Web-based:**

1. <https://www.thoughtco.com/overview-of-urban-geography-1435803>
2. <https://ibis.geog.ubc.ca/~ewyly/g350.html>
3. <https://www.yourarticlelibrary.com/geography/urban-geography-meaning-scope-and-concepts-with-statistics/39922>
4. [http://www.yorku.ca/anderson/Intro%20Urban%20Studies/Unit1/what is urban.htm](http://www.yorku.ca/anderson/Intro%20Urban%20Studies/Unit1/what%20is%20urban.htm)
5. <https://www.thoughtco.com/site-and-situation-1435797>
6. <https://www.jagranjosh.com/general-knowledge/functional-classification-of-towns-1448687516-1>
7. <https://www.thoughtco.com/urban-geography-models-1435764>
8. <https://www.tutor2u.net/geography/reference/7-characteristics-of-the-rural-urban-fringe>
9. <https://www.yourarticlelibrary.com/urbanisation/11-major-problems-of-urbanisation-in-india/19880>
10. <https://www.habitatforhumanity.org.uk/blog/2018/09/urbanisation-slum-housing/>
11. <https://greentumble.com/environmental-problems-of-urbanization/>
12. <https://climatekids.nasa.gov/heat-islands/>
13. <https://www.opengeography.org/ch-9-urban-geography.html>

**ELECTIVE**

**Course Title: Geography of Urban Settlement (Practical)**

**Course code: GEG-E12**

**Marks: 25**

**Credit: 1**

**Duration: Session of 2 hours each**

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Unit	Content	Practical sessions	Marks
I	<b>Demographic aspects of urban geography:</b> 1. Time series analysis of urban growth, rate of change and level of urbanization 2. Applicability of Rank Size rule and hierarchy with settlement data (normal and log), 3. Calculation of CBD by Vance and Murphy. 4. Calculation of Urban Sprawl.	8	10
II	<b>Mapping of Urban linkages:</b> 1. Network analysis (Alpha, Beta and Gamma indices), 2. Flow matrix, 3. Connectivity mapping, 4. Hierarchy of settlements based on population (using census data).	7	10
III	<b>Journal</b>		5
		15	25

**References:**

**Mandatory:**

1. Siddhartha & Mukherjee (2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi
2. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London

**Supplementary:**

1. Cater Harold (2002) The Study of Urban Geography, Arnold, London, U. K
2. Fisher W.B (2013) Urban Geography, Elsevier Science
3. Hall T. & Barret L.H (2012) Urban Geography, Routledge, London
4. Hall Tim (2010) Urban Geography (Third Edition) Routledge, London
5. Siddhartha & Mukherjee (2007) Cities, Urbanisation and Urban Systems, Kishalay Publications, New Delhi

**Web Based:**

1. [https://www.e-education.psu.edu/geog597i\\_02/node/688](https://www.e-education.psu.edu/geog597i_02/node/688)
2. <https://population.un.org/wup/General/GlossaryDemographicTerms.aspx>
3. [https://transportgeography.org/?page\\_id=5981](https://transportgeography.org/?page_id=5981)
4. <https://rashidfaridi.com/2019/02/10/urban-primacythe-primate-city-and-rank-size-rule/>
5. [http://www.mrtredinnick.com/uploads/7/2/1/5/7215292/prime\\_cities\\_and\\_the\\_rank-size\\_rule.pdf](http://www.mrtredinnick.com/uploads/7/2/1/5/7215292/prime_cities_and_the_rank-size_rule.pdf)



**SYLLABUS FOR AUTONOMOUS COURSES IN GEOGRAPHY**  
**BACHELOR OF ARTS**  
**SEMESTER VI**  
**UPDATED ON 16<sup>TH</sup> MARCH 2020**

**CORE**

**Course Title: Geography of Population Growth (Theory)**

**Course code: GEG-VI.C8**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. To understand and evaluate the basic concept of Population growth to enable students to identify different issues related to population growth.

**Course Outcomes:**

At the end of this course, students will be able to:

- CO1:** Understand the determinants of population growth
- CO2:** Analyze world population patterns of distribution and growth trends.
- CO3:** Calculate fertility, mortality, density of population.
- CO4:** Correlate population characteristics among LDC and MDC.
- CO5:** Evaluate family welfare programmes in India.
- CO6:** Graphically represent population trends and projections in LDC & MDC

Unit	Topic	No. of hours	Marks
I	<b>Determinants of population growth</b> Fertility and mortality: definition types and factors affecting Application of demographic transition: India and its States <b>Migration:</b> Nature, Types, Classification, Determinants, Consequences	15	25
II	Spatial Distribution of Population-factors, Measures of Population Density, World and India, Population Growth- Global Trends, Trends in India. Demographic Transition Model.	15	25
III	<b>Population Policies and Issues:</b> Population Policies in Context of Growth- Less Developed Countries & More Developed Countries. Evolution of Family Welfare Programme in India. National Population Policies in India Population Dividend in India	15	25
		45	75

**References:**

**Mandatory:**

1. Chandna R. C. (2000), Geography of Population: Concept, Determinants and Patterns, Kalyani Publishers, New Delhi
2. Bhende and Kanitkar (2011), Principles of Population Studies, Himalaya Publishing House, Delhi
3. Sundaram, K.V. & Nangia, Sudesh (1986), Population geography- Contributions to Indian Geography. Vol 6, Heritage Publications

**Supplementary:**

1. Clarke J. I (1972), Population Geography, Pergamon Press, Oxford.
2. Mitra & Kamaljit Chandra, (2005) Population Studies and Demography: Vol. 4 Concept of Population Geography, Delhi

**Web-based:**

1. <http://www.businessdictionary.com/definition/population-growth.html>
2. <https://humangeography.pressbooks.com/chapter/2-1/>
3. <https://www.bbc.co.uk/bitesize/guides/zpgjk2p/revision/1>
4. <https://www.britannica.com/science/population-biology-and-anthropology/Natural-increase-and-population-growth>
5. <https://www.toppr.com/guides/geography/population/population-of-india/>
6. <https://www.nature.com/scitable/knowledge/library/an-introduction-to-population-growth-84225544/>

**CORE**

**Course Title: Geography of Population Growth (Practical)**

**Course code: GEG-VI.C-8**

**Marks: 25**

**Credits: 1**

**Duration: 15 Session of 2 hours each**

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Unit	Topic	Practical Session	Marks
I	a) Calculation of Fertility and mortality b) Calculation of rate of migration c) Arithmetic Density (calculation and representation) b) Rural and urban Density c) Population Concentration Indexes d) Proportional Circles.	5	10
II	a) Calculation of Population Projection. (any one method) b) Field visit to Census Department / mini project	10	10
III	Journal		5
		15	25

\* All practicals to be done on computer

**References:**

**Mandatory:**

1. Chandna, R.C. (2010): Geography of Population : Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi,.
2. Monkhouse F.J. and Wilkinson H.R. (1966): Maps and Diagrams: Their Compilation and Construction, Methuen Publishing Ltd. London
3. Census of India Series – 1 India Provisional Population Tables, Published by Register General and Census Commissioner, India 2001.

**Supplementary:**

1. Beaujeu-Garnier J (1966): Geography of Population, Longmans, London
2. Clark, L. 1965: Population Geography, Permagon press, New York.
3. Singh Gopal (1998): Map Work and Practical Geography; Vikas Publishing House
4. Trewartha, G.T. 1969: A Geography of Population : World Patterns, John Willey and Sons, Inc. New York

**Web Based:**

1. <http://ocw.jhsph.edu/courses/PopulationChange/PDFs/Lecture4.pdf>
2. <https://study.com/academy/lesson/net-migration-rate-definition-formula-statistics.html>
3. <https://www.cdc.gov/csels/dsepd/ss1978/lesson3/section3.html>
4. [https://www.medindia.net/health\\_statistics/general/birth-rate-death-rate-india-statistics.asp#](https://www.medindia.net/health_statistics/general/birth-rate-death-rate-india-statistics.asp#)
5. <https://www.statisticshowto.com/population-density-definition/>
6. <https://www.ibrc.indiana.edu/ibr/2006/summer/article1.html>
7. <https://sites.google.com/site/skillsa229/proportional-circles>
8. [http://maps.unomaha.edu/Peterson/geog1000/PopulationProjections/Population\\_Projections\\_GEOG1000-Answers.pdf](http://maps.unomaha.edu/Peterson/geog1000/PopulationProjections/Population_Projections_GEOG1000-Answers.pdf)
9. <https://sciencing.com/calculate-population-projections-8473012.html>
10. <https://owlcation.com/academia/How-to-Plan-a-Field-Trip>

**ELECTIVE**

**Course Title: Introduction to Regional Planning (Theory)**

**Course Code: GEG-E13**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. To understand and evaluate the concept of regional planning, its role and relevance in region planning. To identify issues relating to the development of a region.
2. To identify the causes of regional disparities in development, perspectives and policy imperatives.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Gain knowledge of basic concepts in regional planning from a geographer's perspectives

**CO2:** Understand the concept of Regional Planning and its variations across time and space

**CO3:** Correlate and distinguish various types of regional planning and apply the same to the local settings.

**CO4:** Delineate formal, functional and planning regions

Unit	Topic	No. Of hours	Marks
I	<b>Definition and methods:</b> Planning – definition, approach, Levels of planning (national, state, local planning) basis of planning.	15	25
II	<b>Types of planning</b> Concept of planning region Land use planning. Delineation of planning region Regional policy and regional planning Types of planning : sectoral /area , physical/perspective	15	25
III	<b>Levels of development, disparities and case studies:</b> Indicators of development, planning unit Economic, social, demographic and ecological implications	15	25
		45	75

**References:**

**Mandatory:**

1. Mishra R.P. Regional Planning, a Reader, Concept Tools, Techniques and Case Studies, Mysore University Press.
2. Sundaram K. V. (1977), Urban And Regional Planning In India, Vikas Publishing House, New House, New Delhi.

**Supplementary:**

1. Chand, Mahesh And Puri K(1983), Regional Planning In India, All Publishers, New Delhi
2. Freeman T. W.(1958), Geography And Planning, Hutchinsen University, London
3. Gadgild.R., Planning In India, Asia Publishing House
4. Glicksen A. (1955), Regional Planning And Development, Leiden
5. John Glasson And Timmarshall (2007): Regional Planning; Taylor And Francis

**Web Based:**

1. [https://shodhganga.inflibnet.ac.in/bitstream/10603/47404/6/06\\_chapter%201.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/47404/6/06_chapter%201.pdf)
2. <https://www.arl-net.de/de/commin/belarus/3-planning-levels-and-specific-aspects>
3. <https://www.drishtias.org.in/multi-level-planning.html>
4. <http://egyankosh.ac.in/bitstream/123456789/31790/1/Unit-3.pdf>
5. <https://www.measureevaluation.org/resources/training/online-courses-and-resources/non-certificate-courses-and-mini-tutorials/population-analysis-for-planners/lesson-1>
6. <http://www.ncert.nic.in/ncerts/l/lebs104.pdf>
7. <https://planningtank.com/development-plan/land-use-planning>
8. <https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/5681>
9. <https://www.tutor2u.net/geography/reference/the-8-key-gap-indicators-of-development>

**ELECTIVE**

**Course Title: Introduction to Regional Planning (Practical)**

**Course Code: GEG-E13**

**Marks: 25**

**Credits: 1**

**Duration: 15 session of 2 hours each**

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Unit	Topic	Practical sessions	Marks
I	<b>Delineation of planning region</b> Five functional regions	7	10
II	<b>Delineation of planning region</b> Five formal regions	8	10
III	Journal		5
		15	25

**References:**

**Mandatory:**

1. William Ian Morrison, Peter Smith, 1977: Input-Output Methods In Urban And Regional Planning: A Practical Guide; Pergamon Press
2. Chand Mahesh & Puri, V.K. (2000), Regional Planning In India

**Supplementary:**

1. Kumar, et. Al., (2016): urban and regional planning education-learning for India. Springer, Singapore
2. Matthew Dalbey, (2002): Decentralization And Regional Planning: Practical And Ideological Problems, Springer, U.S.
3. United States. National Resources Planning Board(1940), Is Planning Practical For Your Town?: New England Regional Planning Commission, Boston, Mass

**Web Based:**

1. <https://planningtank.com/regional-planning/delineation-of-formal-regions>
2. <https://www.coursehero.com/file/31907522/REGIONALISATION-AND-THE-DELINEATION-OF-REGIONSdocx/>
3. <https://planningtank.com/regional-planning/delineation-of-functional-regions>
4. <https://rashidfaridi.com/2017/04/04/planning-regions-of-india-conceptclassification-and-delineation/>
5. <https://unacademy.com/lesson/regionalisation-and-delineation-of-formal-and-functional-regions/DAY7U2XX>

**ELECTIVE**

**Course Title: Fundamentals of Economic Geography (Theory)**

**Course Code: GEG-E14**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course introduces economic geography as a dynamic, diverse and contested body of knowledge.
2. Students will be familiar with basic concepts of economic geography.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Gain insights into the concepts and theoretical approaches in Economic Geography.

**CO2:** Understand and apply theories and models of economic geography in present day context

**CO3:** Apply and compare the global economic patterns with local economic scenarios

**CO4:** Collect and analyze the spatial data of economic and commercial establishments to determine spatio-temporal changes.

Unit	Topic	No. Of hours	Marks
I	Fundamental concept in economic geography Classification of economic activity (primary to quinary) Standard industrial classification world and India Approaches in economic geography: traditional and modern	15	25
II	Concepts and models in economic geography Complementarity, intervening opportunity substitute, agglomeration. Location models : hotelling, Weber, central place	15	25
III	Applications of economic geography. Agriculture Industry Trade and transport	15	25
		45	75

**References:**

**Mandatory:**

1. Siddhartha K. (2016) Economic Geography, Kitabmahal
2. Combespierre-Philippe, Mayerthierry and Thissejacques-François (2008) Economic Geography the Integration of Regions and Nations. Princeton University Press Princeton And Oxford, Princeton, New Jersey

**Supplementary:**

1. Haninkdean M. (2012) Principles and Applications of Economic Geography: Economy, Policy, Environment, John Wiley & Sons
2. Miroslav N. Jovanovic (2009) Evolutionary Economic Geography, Location Of Production And The European Union Routledge, London And New York
3. M. Sokol (2011) Economic Geography. Undergraduate Study In Economics, Management, Finance And The Social Sciences, University Of London.
4. Pachurapiotr (2011) The Economic Geography Of Globalization, (Ed) Intech Pub.
5. Sharmistha Bagchi-Sen And Helen Lawton Smith (2006) Economic Geography Past, Present And Future (Edited). Routledge, USA.

**Web Based:**

1. [https://www.e-education.psu.edu/geog597i\\_02/node/788](https://www.e-education.psu.edu/geog597i_02/node/788)
2. [http://dl.booktolearn.com/ebooks2/science/economy/9781138924512\\_An\\_Introduction\\_to\\_Economic\\_Geography\\_0868.pdf](http://dl.booktolearn.com/ebooks2/science/economy/9781138924512_An_Introduction_to_Economic_Geography_0868.pdf)
3. <https://london.ac.uk/sites/default/files/uploads/gy2164-economic-geography-study-guide.pdf>
4. <https://www.economicdiscussion.net/economics-2/classification-of-economic-activities/2149>
5. <https://www.yourarticlelibrary.com/economics/economic-activities-and-its-classifications/25429>
6. <http://mospi.nic.in/classification/national-industrial-classification>
7. [https://unstats.un.org/unsd/publication/seriesM/seriesm\\_4rev4e.pdf](https://unstats.un.org/unsd/publication/seriesM/seriesm_4rev4e.pdf)
8. [https://www.e-education.psu.edu/geog597i\\_02/node/768](https://www.e-education.psu.edu/geog597i_02/node/768)
9. [https://link.springer.com/chapter/10.1007/978-3-030-26626-4\\_7](https://link.springer.com/chapter/10.1007/978-3-030-26626-4_7)
10. [https://transportgeography.org/?page\\_id=5260](https://transportgeography.org/?page_id=5260)



**ELECTIVE**

**Course Title: Fundamentals of Economic Geography (Practical)**

**Course Code: GEG-E14**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Topic	Practical sessions	Marks
I	Calculation of bid rent model Industrial location using Webbers Calculation of $k_3$ , $k_4$ and $k_7$	10	10
II	Field work: data collection, representation and report writing.	10	10
III	Journal		05
		15	25

**References:**

**Mandatory:**

1. Siddhartha K. (2016) Economic Geography, Kitabmahal
2. Combespierre-Philippe, Mayerthierry and Thissejacques-François (2008) Economic Geography the Integration of Regions and Nations. Princeton University Press Princeton And Oxford, Princeton, New Jersey

**Supplementary:**

1. Haninkdean M. (2012) Principles and Applications of Economic Geography: Economy, Policy, Environment, John Wiley& Sons
2. Miroslav N. Jovanovic (2009) Evolutionary Economic Geography, Location of Production and the European Union. Routledge, London And New York
3. M. Sokol (2011) Economic Geography. Undergraduate Study in Economics, Management, Finance and the Social Sciences, University of London.
4. Pachurapiotr (2011) The Economic Geography Of Globalization, (Ed) Intech Pub.
5. Sharmistha Bagchi-Sen and Helenlawton Smith (2006) Economic Geography Past, Present and Future (Edited). Routledge, USA.

**Web Based:**

1. [https://www.e-education.psu.edu/geog597i\\_02/node/788](https://www.e-education.psu.edu/geog597i_02/node/788)
2. <http://economics-files.pomona.edu/cconrad/LandRent.pdf>
3. <https://planningtank.com/settlement-geography/central-place-theory-walter-christaller>
4. [https://www.e-education.psu.edu/geog597i\\_02/node/681](https://www.e-education.psu.edu/geog597i_02/node/681)
5. <http://uprav.ff.cuni.cz/?q=system/files/christaller.pdf>
6. <https://libguides.usc.edu/writingguide/fieldreport>
7. <http://visionpointnios.co.in/courses/316/E-JHA-31-10A.pdf>

**ELECTIVE**

**Course Title: Geography of Tourism (Theory)**

**Course Code: GEG-E15**

**Marks: 75**

**Credits: 3**

**Duration: 45 lectures of 1 hour each**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. The course aims to understand the basics of tourism and its impact on physical and human environments.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Understand the concepts of travel and tourism.

**CO2:** Analyze the role of geographic factors in tourism development

**CO3:** Evaluate the socio-cultural, economic and environmental factors and their impacts on tourism (any two case studies)

**CO4:** Evaluate the tourism development in Goa (historical to present)

**CO5:** Analyze the challenges of tourism industry in Goa

Unit	Title	No. of hours	Marks
I	<b>Introduction to Tourism:</b> <ul style="list-style-type: none"><li>• Meaning, definition and concept of Tourism</li><li>• Characteristics and types of Tourism</li><li>• Historical development of Tourism</li><li>• Scope and importance of Tourism</li><li>• Careers in Tourism</li><li>• Trends in Tourism Geography</li></ul>	15	25
II	<b>Geographic factors in Tourism Development:</b> <ul style="list-style-type: none"><li>• Physical factors: Relief, climate, vegetation, water bodies</li><li>• Socio-cultural factors: historical, cultural, economic, religious factors</li></ul> <b>Geographic Areas and tourism impacts:</b> <ul style="list-style-type: none"><li>• Economic, socio-cultural, environment and sustainable development of tourism</li></ul>	20	25
III	<b>Tourism resources in Goa</b> <ul style="list-style-type: none"><li>• Development of tourism in Goa</li><li>• Types of tourism in Goa</li><li>• Social Economic and Environmental issues</li><li>• Emerging careers in tourism in Goa</li></ul>	10	25
		45	75

**References:**

**Mandatory:**

1. Bhatia, A.K., 2002: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd
2. Williams Stephen, 2009: Tourism Geography: A new synthesis, Routledge Taylor and Francis Group, London and New York

**Supplementary:**

1. Claude Alvares (2002): Fish Curry and Rice; A Goa Foundation Publication
2. Dhar Premnath, 2009: Development Of Tourism & Travel Industry: An Indian Perspective, Kanishka Publishers
3. Hall. C.M, Page Stephen, 2014: The Geography of Tourism and Recreation: Environment, Place, Space, Routledge Taylor and Francis Group, London and New York
4. Velvet Nelson, 2013: An Introduction to Geography of Tourism, Rowman & Littlefield Publishers

**Web based:**

1. <https://www.economy.gov.ae/Publications/An%20Introduction%20to%20Tourism%200750619562.pdf>
2. <https://opentextbc.ca/introtourism/chapter/chapter-1-history-and-overview/>
3. <https://www.tandfonline.com/doi/full/10.1080/14616688.2017.1307442>
4. <https://www.diva-portal.org/smash/get/diva2:16436/FULLTEXT01.pdf>
5. [https://www.researchgate.net/publication/283487046\\_SUSTAINABLE\\_TOURISM\\_PLANNING\\_IN\\_GOA](https://www.researchgate.net/publication/283487046_SUSTAINABLE_TOURISM_PLANNING_IN_GOA)
6. [https://shodhganga.inflibnet.ac.in/bitstream/10603/33015/11/11\\_chapter%2004.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/33015/11/11_chapter%2004.pdf)

**ELECTIVE**

**Course Title: Geography of Tourism (Practical)**

**Course Code: GEG-E15**

**Marks: 25**

**Credits: 1**

**Duration: 15 sessions of 2 hours each**

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Unit	Title	Practical Sessions	Marks
I	Preparation and understanding of Tourist maps Preparation tourist circuit maps	05	10
II	Preparation of Information Charts of tourism sites of India and Goa Field visit, preparing a brochure and presentation	10	10
	Journal		5
		15	25

**References:**

**Mandatory:**

1. Bhatia, A.K., 2002: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd
2. Williams Stephen, 2009: Tourism Geography: A new synthesis, Routledge Taylor and Francis Group, London and New York

**Supplementary:**

1. Claude Alvares (2002): Fish Curry and Rice; A Goa Foundation Publication
2. Dhar Premnath, 2009: Development Of Tourism & Travel Industry: An Indian Perspective, Kanishka Publishers
3. Hall. C.M, Page Stephen, 2014: The Geography of Tourism and Recreation: Environment, Place, Space, Routledge Taylor and Francis Group, London and New York
4. Velvet Nelson, 2013: An Introduction to Geography of Tourism, Rowman & Littlefield Publishers

**Web Based:**

1. [https://www.researchgate.net/publication/317032762\\_Tourist\\_maps\\_-\\_definition\\_types\\_and\\_contents](https://www.researchgate.net/publication/317032762_Tourist_maps_-_definition_types_and_contents)
2. <http://www.kaleyann.com/create-custom-travel-map/>
3. <https://www.tourismcouncilwa.com.au/guide-planning-tour-itinerary>
4. [http://tourism.gov.in/sites/default/files/chapter/PIDCC\\_scheme.pdf](http://tourism.gov.in/sites/default/files/chapter/PIDCC_scheme.pdf)
5. <https://www.india-tourism.net/maps.htm>
6. <https://www.kevinandamanda.com/create-a-custom-travel-map-with-google-maps/>

**ELECTIVE**

**Course Title: Quantitative Techniques in Geography**

**Course Code: GEG-E16**

**Marks: 100**

**Credit: 04**

**Duration: 60 hours**

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**Prerequisite Courses: Nil**

**Course Objectives:**

1. To introduce statistical techniques, relevant to geographical research.
2. To acquaint students about the potentials and applications of statistical techniques.

**Course Outcomes:**

At the end of this course, students will be able to:

**CO1:** Acquire knowledge of drawing inferences using the geographical database

**CO2:** Develop an understanding and appreciation of the mutual dependence of different techniques and their relevance.

**CO3:** Formulate and test the hypothesis

**CO4:** Use of open source software for Statistical analysis

**CO5:** Estimate and predict trends and patterns of geographical phenomena.

Unit No.	Course Content	No. of hours	Marks
I	<b>Non- Parametric Statistics</b> Co-relation and Regression analysis a) Scatter Diagram b) Karl Person's Co-efficient correlation c) Spearman's rank correlation d) Kendall's rank correlation regression analysis. <b>Parametric</b> Hypothesis testing a) Meaning, types of hypothesis Testing of hypothesis i) Chi-square test ii) ANOVA iii) t-test	15	30
II	Index numbers Unweighted, weighted indices and Cost of Living Index	15	30
III	Analysis of geographical dataset using appropriate software, interpretation and report writing	30	40
		60	100

**References:**

**Mandatory:**

1. Zamir Alvi 2000: Statistical Geography: Method and Applications Rawat Publications, New Delhi
2. Gregory, 1963: Statistical methods and the Geographer, Longman S. London
3. Rastogi R.S.(2005): Elementary Statistics: Rohit Publications – Delhi-110 006
4. Johnson R.J. 1980: Multivariate statistical Analysis in Geography, Longman

**Supplementary:**

1. Gupta S.P.; 1979: Practical Statistics; S. Chand and Co.
2. Khan Z.A 1998: Text book of practical Geography – New Delhi
3. Pal Saroj K. 1982: Statistical Techniques: A basic approach to Geography: Tata –McGraw Hill, New Delhi.
4. P.K. Majumdar 2002: Statistics: A Tool for Social Sciences, Rawat Publications: Jaipur & New Delhi.
5. Succheti D.C. and Kapoor V.K. 2002 - statistics (Theory, methods and application)

**Web Based:**

1. <https://www.statisticssolutions.com/correlation-pearson-kendall-spearman/>
2. <https://www.statisticssolutions.com/kendalls-tau-and-spearman-rank-correlation-coefficient/>
3. <https://www.toppr.com/guides/economics/index-numbers/index-numbers-in-general/>
4. [https://wps.prenhall.com/wps/media/objects/9431/9657451/Ch\\_16/levine-smume6\\_topic\\_16-08.pdf](https://wps.prenhall.com/wps/media/objects/9431/9657451/Ch_16/levine-smume6_topic_16-08.pdf)
5. <https://www.nap.edu/read/4913/chapter/6>
6. <https://www.who.int/entity/chp/steps/Part4.pdf?ua=1>

### **Annexure 3**

#### **Approval for Online Course in Environment Studies**

The BoS unanimously approved Online Swayam Course in Environmental Studies to be taken by FYBA/BSc students.

The students need to register for the course.

The students need to answer offline exams (Continuous Assessment and Semester End Examination) conducted by the college.

**ANNEXURE A**

**B.A. GEOGRAPHY**

**(Summary of changes incorporated in the syllabus)**

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
I	Fundamentals of Physical Geography (Theory)	III	Deletion: Dynamics of ocean water: -Waves, Tides, and surface currents of Indian and Atlantic Ocean.  Addition: Introduction to oceanography- Definition, Development of oceanography as a discipline, Significance and scope of oceanography	Topic repeated  Essential topic
II	Basics of Regional Geography (Theory)	I	Addition: Factors of regionalization	Essential topic
III	Cartography (Theory)	I	Addition: Focuses of cartography, (geometric, presentation, symbols, layout, etc.)	Essential topic
III	Cartography (Practical)	I	Addition: Sinusoidal Projection and Mollweide's Projection	Essential topic
III	Cartography (Practical)	II	Addition (Bonne's Projection)	It was suggested that the Projection be specified
III	Socio Economic Survey in Human Geography (Theory)	NA	Course Title Changed from Socio Economic Survey to Socio Economic Survey in Human Geography	Suitable title as per content
III	Socio Economic Survey in Human Geography (Theory)	III	Additions: E- Survey-Introduction to e-surveying and various sites.	Added considering recent advances



III	Socio Economic Survey in Human Geography (Practical)	II	Additions: E- surveying – web mapping	Added considering recent advances
IV	Basics of Geomorphology (Theory & Practical)	II	Additions: Selected Theories in Geomorphology • Tetrahedral theory	Essential topic
IV	Basics of Climatology (Practical)	I	Topic changed from Representation of wind data To Wind rose and their types	More relevant title
IV	Basics of Oceanography (Theory)	II	Addition: <b>Dynamics of ocean water:</b> -Waves, Tides, and surface currents of Indian and Atlantic Ocean.  Deletion: <b>Introduction to oceanography-</b> Development of oceanography as a discipline, Significance and scope of oceanography, Morphology of ocean bottom	More relevant  Already covered in Semester I
IV	Regional Geography of India (Theory)	I	Entire syllabus reframed	As per suggestions of BoS
V	Geomorphology: Landforms and Processes (Theory & Practical)	NA	Course introduced at Semester V	As per suggestions of BoS
V	Geography of Climate Change (Theory & Practical)	NA	Course introduced at Semester V	As per suggestions of BoS
V	Oceans: Issues and Challenges (Theory & Practical)	NA	Course introduced at Semester V	As per suggestions of BoS

**HINDI**

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF HINDI  
SYLLABUS OF B.A**

**SYLLABI OF SEMESTER I AND SEMESTER II FOR THE ACADEMIC YEAR 2015-16**

**F.Y.B.A - (Semester – I)**

**Core Paper**

**Paper Title:** हिन्दी कहानी एवं शब्द साधन

**Paper Code:** HIN -I.C-1

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। साथ ही विद्यार्थियों को व्याकरण का ज्ञान कराना है।

**Syllabus: कहानी संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कहानी संग्रह )

**अध्याय एक :** बड़े भाई साहब (प्रेमचंद), ममता (जयशंकर प्रसाद), परदा (यशपाल), मलबे का मालिक (मोहन राकेश), गोपाल को किसने मारा (मन्नू भण्डारी), सितंबर की एक शाम (निर्मल वर्मा), कील (महीप सिंह), अपनी वापसी (चित्रा मुदगल) (45 Lectures)

**अध्याय दो :** शब्द साधन- (शब्द के भेद, वर्तनी एवं शुद्धलेखन, शब्दयुग्म, मुहावरे, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द, कारक आदि का सामान्य परिचय) (15 Lectures)

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद छात्रों को अब तक की कहानियों एवं कहानीकारों की जानकारी तो प्राप्त होगी ही, साथ ही छात्र हिन्दी लेखन में भी प्रवीण होंगे।

## संदर्भ ग्रंथ

1. कथा कुसुम – संतोष कुमार चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2012
2. मानक कहानियाँ – सं. मार्कण्डेय, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2014
3. कथा - रश्मि – सं. चक्रधर, सुमित्र प्रकाशन, इलाहाबाद, वर्ष 2013
4. अभिनव कथा संचय – सं. चक्रधर, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2013
5. प्रतिनिधि कथामाला – सं. मार्कण्डेय, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2013
6. हिन्दी व्याकरण – कामताप्रसाद गुरु, हिन्दी – मराठी प्रकाशन, नागपुर, वर्ष 2011

**Paper Title:** हिन्दी कविता एवं काव्य सौंदर्य

**Paper Code:** HIN-I.C-2

**Name of the Faculty:** Dr. Omprakash Tripathi (H.O.D)

**Marks: 100**

**Credits: 04** (60 Lectures)

**Course Objective:**

मध्ययुगीन एवं आधुनिक कवियों एवं कविताओं की विद्यार्थियों को जानकारी देना। साथ ही काव्य सौंदर्य के अंतर्गत अलंकार, छंद एवं समास की जानकारी देना।

**Syllabus: कविता संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कविता संग्रह)

**अध्याय एक :** कबीर, सूरदास, तुलसीदास, रहीम, निराला, अज्ञेय, धूमिल, कीर्ति चौधरी (45 Lectures)

**अध्याय दो :** काव्यसौंदर्य-शब्दालंकार(अनुप्रास, यमक, श्लेष) (15 Lectures)

अर्थालंकार(उपमा, रूपक, उत्प्रेक्षा)

मात्रिक छंद (दोहा, सोरठा, चोपाई)

वर्णिक छंद (इंद्रवज्रा, उपेन्द्रवज्रा, सवैया)

समास(सभी समास)

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी अब तक की कविताओं एवं कवियों की जानकारी प्राप्त करेंगे। साथ ही विद्यार्थी अलंकार, छंद और समास से भी परिचित होंगे।

**संदर्भ ग्रंथ**

1. काव्य सरगम – सन्तोष कुमार चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2013
2. काव्य मंजूषा – सं. डॉ. सत्यप्रकाश मिश्र, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2003
3. काव्य –वैभव – सं. दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2014
4. काव्य – वाटिका – सं. डॉ. मत्स्येन्द्र नाथ शुक्ल, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2005
5. काव्यशास्त्र - भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी, वर्ष 1999
6. हिन्दी व्याकरण-डॉ. ब्रजकिशोर प्रसाद सिंह, नमन प्रकाशन, नई दिल्ली, वर्ष 2009

**F.Y.B.A - (Semester – II)**

**Core Paper**

**Paper Title:** हिन्दी नाटक:वृत्तचित्र एवं फीचर फिल्म (सैद्धांतिक पक्ष)

**Paper Code:** HIN-II.C-3

**Name of Faculty:** Dr. Omprakash Tripathi (H.O.D)

**Marks:** 100

**Credit:** 4 (60 Lectures)

**Course Objective**

शंकर शेष का नाटक 'एक और द्रोणाचार्य' के माध्यम से नाटक का परिचय कराते हुए विद्यार्थियों को आज की शिक्षा व्यवस्था की वास्तविकता का परिचय कराना। साथ ही वृत्तचित्र एवं फीचर फिल्म लेखन के सैद्धांतिक पक्ष की जानकारी देना।

**Syllabus:** एक और द्रोणाचार्य-शंकर शेष

**अध्याय एक:** 'एक और द्रोणाचार्य' की पृष्ठभूमि, लेखक परिचय, नाटक का उद्देश्य, देशकाल

वातावरण, पात्र, संवाद, भाषा-शैली आदि पर विचार। (45 Lectures)

**अध्याय दो:** वृत्तचित्र लेखन एवं फीचर लेखन का सैद्धांतिक पक्ष (15 Lectures)

**Learning Outcome:**

'एक और द्रोणाचार्य' पढ़ने के बाद विद्यार्थियों को अभिनय कौशल के प्रति अभिरुचि पैदा होगी। अभिनय के माध्यम से वे समाज का रूप ज्यादा अच्छी तरह समझेंगे। साथ ही वे वृत्तचित्र लेखन एवं फीचर लेखन के सैद्धांतिक पक्ष से परिचित होंगे।

**संदर्भ ग्रंथ**

1. एक और द्रोणाचार्य – डॉ. शंकर शेष, पराग प्रकाशन, दिल्ली
2. हिन्दी साहित्य : युग और प्रवृत्तियाँ – डॉ. शिवकुमार शर्मा, अशोक प्रकाशन, वर्ष 1970
3. साठोत्तर हिन्दी नाटक-के. वी. नारायण कुरूप लोकभरती प्रकाशन, इलाहाबाद, वर्ष 2007
4. समकालीन फिल्मों के आईने में समाज-सत्यदेव त्रिपाठी शिल्पायन प्रकाशन, दिल्ली, वर्ष 2013
5. साहित्य और सिनेमा -सं.डॉ.शैलजा भारद्वाज, चिंतन प्रकाशन, कानपुर वर्ष 2013

6. सिनेमा और साहित्य- हरीश कुमार संजय प्रकाशन,दिल्ली,वर्ष 2010

**F.Y.B.A - (Semester – II)**

**Core Paper**

**Paper Title:** हास्य - व्यंग्य निबंध एवं पत्रकारिता

**Paper Code:** HIN-II.C-4

**Name of Faculty:** Mr.Pradeep jatal

**Marks:** 100

**Credit:** 4 (60 Lectures)

**Course Objectives:**

भारतेन्दु युग से लेकर अब तक के हास्य- व्यंग्य निबंधों से विद्यार्थियों का परिचय कराना, ताकि वे हास्य-व्यंग्य निबंधों की गंभीरता एवं वैचारिकता को समझ सकें। साथ ही पत्रकारिता की जानकारी से विद्यार्थी रोजगार से जुड़ सकेंगे।

**Syllabus:** निबंध संग्रह हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव,गोवा  
(बी.ओ.एस की सहमति के अनुसार संकलित निबंध संग्रह)

**अध्याय एक:** स्वर्ग में विचार सभा आयोजन (भारतेन्दु हरिश्चंद्र) नया साल (अमृतराय), अपना मकान (इंद्रनाथ मदान), पगडंडियों का जमाना (हरिशंकर परसाई), अध्यक्ष महोदय (शरद जोशी), अंगद का पाँव (श्रीलाल शुक्ल) घूस एक चिकनाई है (रवींद्र कालिया), धमाका (अभिमन्यु अनंत)  
(45 Lectures)

**अध्याय दो:** पत्रकारिता (सामान्य परिचय, भेद, उपयोगिता एवं महत्व) (15 Lectures)

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी यह समझ जाएंगे कि गद्य की अन्य विधाओं की तुलना में हास्य-व्यंग्य किस प्रकार अलग और चुटीला है। पत्रकारिता की जानकारी से उनके लिए रोजगार के अनेक रास्ते खुलेंगे।

**संदर्भ ग्रंथ**

1. नवीन हास्य –व्यंग्य –सं. सुरेश आचार्य, लोकभारती प्रकाशन, इलाहाबाद, वर्ष 2009
2. मेरे श्रेष्ठ दलित व्यंग्य –रामअवतार यादव, अमन प्रकाशन, कानपुर, वर्ष 2010
3. प्रयोजनमूलक हिन्दी – विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली, वर्ष 2007



4. निबंधकार आचार्य हजारी प्रसाद द्विवेदी – डॉ. विजयबहादुर सिंह, संजय बुक सेंटर, वाराणसी, वर्ष 1985
5. हिन्दी हास्य व्यंग निबंध :रूप यात्रा -डॉ. संसार चन्द्र,किताब महल,इलाहाबाद ,वर्ष 1986
6. पत्रकारिता और पत्रकारिता-डॉ. अरुण जैन हिन्दी बूक सेंटर, दिल्ली
7. पत्रकारिता: विविध विधाएँ -डॉ. राजकूमारी रानी,जय भारती प्रकाशन,इलाहाबाद

**F.Y.B.A - (Semester – I)**

**Optional Paper**

**Paper Title:** व्यावहारिक हिन्दी

**Paper Code:**

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks: 100**

**Credits: 04** (60 Lectures)

**Course Objective:**

आज साहित्यिक हिन्दी के साथ – साथ उसका व्यावहारिक रूप उभरकर सामने आ रहा है। उदाहरण के रूप में बैंक के क्षेत्र में, रेल विभाग में, रेडियो, दूरदर्शन तथा विभिन्न जनसंचार माध्यमों में हिन्दी के व्यावहारिक रूप से विद्यार्थियों को परिचित कराना।

**Syllabus:**

**अध्याय एक :** व्यावहारिक हिन्दी का सामान्य परिचय, स्वरूप एवं व्याप्ति (16 Lectures)

**अध्याय दो :** व्यावहारिक हिन्दी के विविध क्षेत्र (28 Lectures)

**अध्याय तीन :** व्यावहारिक एवं साहित्यिक हिन्दी में अंतर (16 Lectures)

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी इस स्थिति में पहुँचेंगे कि वे पारंपारिक शिक्षा से आगे बढ़कर व्यावहारिक हिन्दी के माध्यम से नये एवं तकनीकी क्षेत्रों में रोजगार प्राप्त कर सकें।

**संदर्भ ग्रंथ**

1. प्रयोजनमूलक हिन्दी अधुनातन आयाम – डॉ. अंबादास देशमुख, शैलजा प्रकाशन, कानपुर, वर्ष 2006
2. प्रयोजनमूलक हिन्दी – विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली, वर्ष 2007
3. प्रयोगात्मक और प्रयोजनमूलक हिन्दी – डॉ. रामप्रकाश, डॉ. दिनेश गुप्त, राधाकृष्ण प्रकाशन, नई दिल्ली, वर्ष 1994

**F.Y.B.A - (Semester – II)**

**Optional Paper**

**Paper Title:** वाचन – लेखन कौशल

**Paper Code:**

**Name of the Faculty:** Dr. Omprakash Tripathi (H.O.D)

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में वाचन एवं लेखन कौशल की वृद्धि कराना है। संगणक युग में भी वाचन – लेखन कौशल बना रहें, इस दिशा में प्रयत्न कराना है। उन्हें क्रमशः इन दो कौशलों के माध्यम से उस सोपान तक ले जाना है, जहाँ वे हिन्दी भाषा का प्रयोग एवं लेखन सही ढंग से कर सकें।

**Syllabus:**

**अध्याय एक :** भाषा – कौशल और उसका क्रमिक विकास (28 Lectures)

**अध्याय दो :** वाचन एवं लेखन –कौशल का स्वरूप (16 Lectures)

**अध्याय तीन :** वाचन – लेखन में योग्यता प्राप्ति के विविध सोपान (16 Lectures)

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी निश्चित रूप से हिन्दी भाषा पर अधिकार प्राप्त कर सकेंगे। विशेष रूप से विद्यार्थियों का वाचन – लेखन कौशल पुष्ट होगा। वे भाषण की कला में और सर्जनात्मक कला में निपुण होंगे।

**संदर्भ ग्रंथ**

1. हिन्दी का सही प्रयोग – नीलम मान, तक्षशिला प्रकाशन, नई दिल्ली, वर्ष 2005
2. हिंदी भाषाशिक्षण के आयाम – मनोरमा गुप्त
3. भाषाशिक्षण – रवीन्द्रनाथ श्रीवास्तव

**नोट :** इस प्रश्न पत्र पर विद्यार्थियों से प्रैक्टिकल कराया जाएगा।

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF HINDI**

**SYLLABUS**

**SEMESTER III FOR THE ACADEMIC YEAR**

**2016-2017**

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF HINDI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN HINDI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIN-I.C-1</b> हिन्दी कहानी एवं शब्द साधन	<b>HIN-I. C-2</b> हिन्दी कविता एवं काव्य सौंदर्य	-	-	-	-
II	<b>HIN-II. C-3</b> हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म (सैद्धांतिक पक्ष)	<b>HIN-II. C-4</b> हास्य-व्यंग्य निबंध एवं पत्रकारिता	-	-	-	-
✓ III	<b>HIN-III. C-5</b> प्रयोजनमूलक हिन्दी:अनुवाद एवं पत्रलेखन	-	<b>HIN-III.E-1</b> हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	<b>HIN-III .E-2</b> मध्यकालीन काव्य (चयनित कविताएँ)	<b>HIN-III .E-3</b> हिन्दी महिला लेखन	<b>HIN-III .E-4</b> हिन्दी दलित लेखन
IV	<b>HIN-IV. C-6</b> हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	-	<b>HIN-IV .E-5</b> आधुनिक हिन्दी कविता(इतिहास एवं काव्य संग्रह)	<b>HIN-IV .E-6</b> विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	<b>HIN-IV .E-7</b> आधुनिक हिन्दी कथा साहित्य (उपन्यास एवं	



					कहानी)	
V	HIN-V. C-7 मीडिया लेखन और हिन्दी (फीचर लेखन एवं विज्ञापन लेखन)	-	HIN-V .E-9 कथेतर गद्य साहित्य (संस्मरण, यात्रा, आत्मकथा एवं जीवनी का अध्ययन, किसी विधा की एक पाठ्य पुस्तक)	HIN-V .E-10 विशेष अध्ययन: उपन्यास	HIN-V .E-11 काव्यशास्त्र (भारतीय एवं पाश्चात्य)	
VI	HIN-VI. C-8 अनुवाद एवं पत्र लेखन	-	HIN-VI .E-13 आधुनिक हिन्दी नाटक एवं निबंध	HIN-VI .E-14 भाषाविज्ञान एवं हिन्दी व्याकरण	HIN-VI .E-15 हिन्दी का वैश्विक स्वरूप एवं साहित्य	-

SEMESTER	OPTIONAL PAPER
I	व्यावहारिक हिन्दी
II	वाचन - लेखन कौशल

SEMESTER	INTER DISCIPLINARY PAPER
✓ III	हिन्दी एकांकी और पथनाट्य
IV	एकांकी और पथनाट्य : प्रस्तुतीकरण

**S.Y.B.A - (Semester – III)**

**Core Course**

**Course Title:** प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्रलेखन

**Course Code:** HIN-III C-5

**Name of the Faculty:** Pradeep Rangrao Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

आज का युग आधुनिकीकरण, निजीकरण और भूमंडलीकरण की प्रक्रिया से गुजर रहा है। ऐसी स्थिति में हिन्दी की भूमिका केवल साहित्यिक हिन्दी तक सीमित न रहकर नए ज्ञान विज्ञान एवं तकनीकी क्षेत्रों से गुजर रही है। इन क्षेत्रों में प्रयोजनमूलक हिन्दी की अहम भूमिका है। अनुवाद और पत्रलेखन का महत्व तथा उसकी आवश्यकता को ध्यान में रखकर इन क्षेत्रों में बढ़ते अवसरों से विद्यार्थियों को परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी इस स्थिति में पहुँचेंगे कि वे पारंपरिक शिक्षा से आगे बढ़कर प्रयोजनमूलक हिन्दी के माध्यम से अनुवाद के क्षेत्रों में रोजगार प्राप्त करने तथा पत्र लेखन में सक्षम होंगे।

**Syllabus:**

अध्याय एक : प्रयोजनमूलक हिन्दी का सामान्य परिचय (24 Lectures)

प्रयोजनमूलक हिन्दी के विविध क्षेत्र

राष्ट्रभाषा, राजभाषा के रूप में हिंदी का विकास

राजभाषा संबंधी प्रमुख प्रावधान

अध्याय दो : अनुवाद: अवधारणा एवं स्वरूप (18 Lectures)

कार्यालयीन अनुवाद

व्यावसायिक अनुवाद

व्यावहारिक अनुवाद का अभ्यास

अनौपचारिक पत्रलेखन

व्यावसायिक पत्रलेखन

कार्यालयीन पत्रलेखन

#### संदर्भ ग्रंथ

1. डॉ. रामप्रकाश, डॉ. दिनेश गुप्त, *प्रयोगात्मक और प्रयोजनमूलक हिन्दी* - राधाकृष्ण प्रकाशन, नई दिल्ली
2. डॉ. अंबादास देशमुख, *प्रयोजनमूलक हिन्दी: अधुनातन आयाम* - शैलजा प्रकाशन, कानपुर
3. विनोद गोदरे, *प्रयोजनमूलक हिन्दी* - वाणी प्रकाशन, नई दिल्ली
4. डॉ. कैलाश नाथ पाण्डेय *प्रयोजनमूलक हिन्दी की नई भूमिका* - लोकभारती प्रकाशन, इलाहाबाद- नई दिल्ली



**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

**Course Code:** HIN-III E-1

**Name of the Faculty:** Dr. O. P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

प्रारंभ से लेकर रीतिकाल तक हिन्दी साहित्य के इतिहास की विद्यार्थियों को जानकारी देना। इससे विद्यार्थियों को ज्ञात होगा कि आज हिन्दी का जो स्वरूप है, उसका प्रारंभिक रूप किस प्रकार का था। वे प्राचीन हिन्दी भाषा और विशेष रूप से प्राचीन एवं मध्यकालीन साहित्य से परिचित होंगे।

**Learning Outcome :**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी साहित्य के आदिकाल, भक्तिकाल और रीतिकाल के साहित्य से परिचित होंगे। साथ ही इनसे संबन्धित प्रमुख कवियों का संक्षेप में उन्हें परिचय भी प्राप्त होगा।

**Syllabus:**

अध्याय एक: आदिकालीन साहित्य की पृष्ठभूमि और रासो, सिद्ध, जैन, नाथ काव्य परंपरा का सामान्य परिचय एवं प्रमुख कवि परिचय। (चंदबरदाई और विद्यापति) (20 Lectures)

अध्याय दो: भक्तिकालीन साहित्य की पृष्ठभूमि और संत, सूफी, राम, कृष्ण काव्य धाराओं का सामान्य परिचय एवं प्रमुख कवि परिचय । (कबीर और मीराबाई) (20 Lectures)

अध्याय तीन : रीतिकालीन साहित्य की पृष्ठभूमि और रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य धाराओं का सामान्य परिचय एवं प्रमुख कवि परिचय। (20 Lectures)  
(बिहारी और घनानन्द )

संदर्भ ग्रंथ:

- 1) डॉ. बच्चन सिंह, *हिन्दी साहित्य का दूसरा इतिहास*, राधाकृष्ण प्रकाशन, नयी दिल्ली
- 2) डॉ. वासुदेव सिंह, *हिन्दी साहित्य का समीक्षात्मक इतिहास*, संजय बूक सेंटर वाराणसी
- 3) डॉ. रामकुमार वर्मा, *हिन्दी साहित्य का आलोचनात्मक इतिहास*, रामनारायण लाल प्रकाशन, इलाहाबाद-उ.प्र.
- 4) डॉ. फणीश सिंह, *हिन्दी साहित्य: एक परिचय*, राजकमल प्रकाशन, नयी दिल्ली
- 5) डॉ. रामस्वरूप चतुर्वेदी, *हिन्दी साहित्य और संवेदना*, लोकभारती प्रकाशन, इलाहाबाद
- 6) डॉ. शिवकुमार शर्मा, *हिन्दी साहित्य: युग और प्रवृत्तियाँ*, अशोक प्रकाशन, नई सड़क, दिल्ली

S.Y.B.A - (Semester – III)

Elective Course

Course Title: मध्यकालीन काव्य (चयनित कविताएँ)

Course Code: HIN-III E-2

Name of the Faculty: Pradeep Rangrao Jatal

Marks: 100

Credits: 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को मध्यकालीन परिस्थितियों से अवगत कराते हुए तत्कालीन कविताओं से परिचित कराना। साथ ही रीतिकाल की कुछ प्रमुख शृंगारिक रचनाओं के माध्यम से यह बताना कि रीतिकालीन कविताएँ किस प्रकार दरबारी संस्कृति से जुड़ गई।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी मध्यकालीन कवि तथा कविताओं की जानकारी प्राप्त करेंगे। इससे उन्हें ज्ञात होगा कि आदिकालीन कविता किस प्रकार मध्यकाल से होती हुई रीतिकाल की दरबारी संस्कृति से जुड़ गई।

**Syllabus:**

अध्याय एक: कबीर, रविदास, और जायसी	(20 Lectures)
अध्याय दो: सूरदास, तुलसीदास और मीराबाई	(20 Lectures)
अध्याय तीन: बिहारी, देव और घनानन्द	(20 Lectures)
(प्रत्येक का 10 दोहे एवं 6 पदों की व्याख्या)	

**संदर्भ ग्रंथ-**

- 1) विश्वंभर 'मानव', प्राचीन कवि- लोकभारती प्रकाशन, इलाहाबाद नयी दिल्ली पटना
- 2) सं. आचार्य रामचन्द्र शुक्ल, जायसी ग्रंथावली- विनय प्रकाशन, कानपुर-2
- 3) विश्वनाथ त्रिपाठी, मीरा का काव्य- वाणी प्रकाशन-21-ए, दरियागंज, नयी दिल्ली
- 4) श्री. जगन्नाथदास 'रत्नाकर', बिहारी रत्नाकर- लोकभारती प्रकाशन, इलाहाबाद नयी दिल्ली पटना
- 5) डॉ. शिवकुमार शर्मा, हिन्दी साहित्य: युग और प्रवृत्तियाँ- अशोक प्रकाशन, नयी सड़क, दिल्ली-6

S.Y.B.A - (Semester – III)

**Elective Course**

**Course Title:** हिन्दी महिला लेखन

**Course Code:** HIN-III E-3

**Name of the Faculty:** Dr.O.P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

हिन्दी में महिला लेखन अपने से पूर्व के साहित्य से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी के अधुनातन साहित्य से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि प्राचीन एवं परंपरागत साहित्य से महिला लेखन किस अर्थ में अलग एवं विशिष्ट है।

**Syllabus :**

अध्याय एक: महिला लेखन की अवधारणा, पृष्ठभूमि, स्वरूप एवं विकास (08 Lects.)

अध्याय दो: महिलाओं द्वारा लिखित प्रमुख कहानियाँ (आठ कहानियाँ ) (32 Lects.)

(मन्नू भण्डारी, सुधा अरोड़ा, उषा प्रियंवदा, चित्रा मुद्गल, मैत्रयी पुष्पा, जया जाधवानी,  
ममता कालिया, सूर्यबाला )

अध्याय तीन: महिलाओं द्वारा लिखित प्रमुख कविताएँ (आठ कविताएँ ) (20 Lects.)

(अनामिका, निलेश रघुवंशी, सुशीला टाकभोरे, कात्यायनी, सविता सिंह, रमा सिंह,  
प्रभा खेतान, जयश्री राय)

(चयनित प्रमुख महिला कहानियाँ एवं कविताएँ )

संदर्भ ग्रंथ:

- 1) सरला माहेश्वरी, *नारी प्रश्न*, राधाकृष्ण प्रकाशन, नयी दिल्ली
- 2) क्षमा शर्मा, *स्त्री विमर्श: समाज और साहित्य*, राजकमल प्रकाशन, नयी दिल्ली
- 3) वीरेंद्र मोहन, *कविता और मानवीय मुक्ति*, शिल्पायन, शाहदरा, दिल्ली



S.Y.B.A - (Semester – III)

Elective Course

**Course Title:** हिंदी दलित लेखन

**Course Code:** HIN-III E-4

**Name of the Faculty:** Dr. O. P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

हिन्दी में दलित लेखन साहित्य की मुख्य धारा से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Course Outcome :**

विद्यार्थियों को ज्ञात होगा कि प्राचीन एवं परंपरागत साहित्य से दलित लेखन किस अर्थ में अलग एवं विशिष्ट है और यह लेखन अपने यथार्थ को किस बेबाकी और सच्चाई के साथ स्वानुभूति को व्यक्त कर रहा है।

**Syllabus:**

अध्याय एक: दलित लेखन की अवधारणा एवं उसका विकास	(08 Lects.)
अध्याय दो: दलित कहानियाँ (आठ कहानियाँ )	(32 Lects.)
अध्याय तीन: दलित कविताएँ (आठ कविताएँ)	(20 Lects.)
(चयनित दलित कहानियाँ एवं कविताएँ )	

**संदर्भ ग्रंथ-**

- 1) तेज सिंह, *आज का दलित साहित्य*, अप्रतिम प्रकाशन, हरि नगर, नयी दिल्ली
- 2) तेज सिंह, *दलित समाज और संस्कृति*, आधार प्रकाशन, पंचकुला, हरियाणा
- 3) तेज सिंह, *अंबेडकरवादी साहित्य का समाजशास्त्र*, किताबघर, दरियागंज, नयी दिल्ली

**S.Y.B.A - (Semester – III)**  
**Inter Disciplinary Course**

**Course Title:** हिन्दी एकांकी और पथनाट्य

**Course Code:** HIN-III ID-1

**Name of the Faculty:** Pradeep Rangrao Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को एकांकी और पथनाट्य का परिचय कराना, ताकि विद्यार्थी एकांकी और पथनाट्य की आवश्यकता को समझ सकें। इसके माध्यम से विद्यार्थी एकांकी तथा पथनाट्य को प्रस्तुत करने का तंत्र समझेंगे।

**Course Outcome:**

विद्यार्थी एकांकी एवं पथनाट्य का गहन अध्ययन करके उससे परिचित होंगे और वाचन कला में निपुण होंगे। साथ ही पथनाट्य का प्रस्तुतीकरण करके अभिनय के क्षेत्र में प्रारम्भिक दक्षता प्राप्त करेंगे, जिसकी आज बहुत जरूरत है।

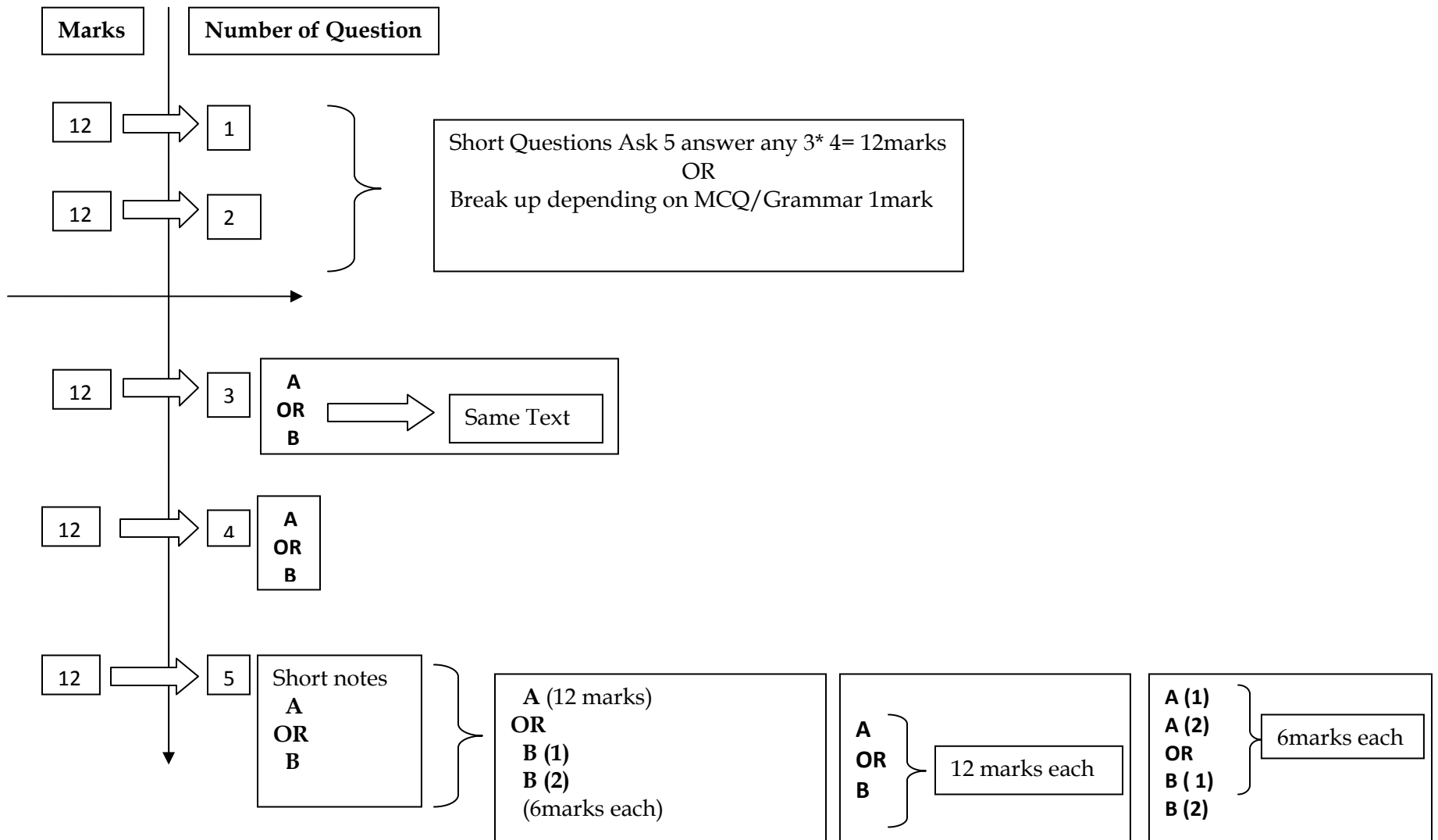
**Syllabus:**

अध्याय एक : एकांकी: अवधारणा, स्वरूप एवं विकास	(15 Lects.)
एकांकी के तत्व, रंगमंचीयता एवं उसका क्रमिक विकास	
अध्याय दो: किन्हीं पाँच एकांकी का अध्ययन	(25 Lects.)
अध्याय तीन: पथनाट्य की अवधारणा, स्वरूप एवं विकास	(20 Lects.)
पथनाट्य के तत्व, प्रस्तुतीकरण एवं सरोकार	

**संदर्भ ग्रंथ-**

1. गिरीश रस्तोगी, *हिन्दी नाटक का उद्भव और विकास*, राजकमल प्रकाशन, नई दिल्ली
2. दशरथ ओझा, *हिन्दी नाटक: उद्भव और विकास*, दिल्ली राजपाल एण्ड सन्स, दिल्ली
3. डॉ. रामशरण महेन्द्र, *एकांकी और एकांकीकार*, वाणी प्रकाशन, नयी दिल्ली,
4. भारतेन्दु हरिश्चंद्र, *अंधेर नगरी*, विश्वभारती प्रकाशन, नागपुर
5. ममता कालिया, *आप न बदलेंगे*, लोकभारती प्रकाशन, इलाहाबाद
6. डॉ. दिनेश गुप्त, *एकांकी रत्नाकर*, राधाकृष्ण प्रकाशन, दरियागंज दिल्ली

# Final Exam Framework For Language Department





**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**  
**DEPARTMENT OF HINDI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN HINDI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIN-I.C-1</b> हिन्दी कहानी एवं शब्द साधन	<b>HIN-I. C-2</b> हिन्दी कविता एवं काव्य सौंदर्य	-	-	-	-
II	<b>HIN-II. C-3</b> हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म (सैद्धांतिक पक्ष)	<b>HIN-II. C-4</b> हास्य-व्यंग्य निबंध एवं पत्रकारिता	-	-	-	-
III	<b>HIN-III. C-5</b> प्रयोजनमूलक हिन्दी:अनुवाद एवं पत्रलेखन	-	<b>HIN-III.E-1</b> हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	<b>HIN-III .E-2</b> मध्यकालीन काव्य (चयनित कविताएँ)	<b>HIN-III .E-3</b> हिन्दी महिला लेखन	<b>HIN-III .E-4</b> हिन्दी दलित लेखन
✓ IV	<b>HIN-IV. C-6</b> हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	-	<b>HIN-IV .E-5</b> आधुनिक हिन्दी कविता(इतिहास एवं काव्य संग्रह)	<b>HIN-IV .E-6</b> विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	<b>HIN-IV.E-7</b> विशेष अध्ययन: हिन्दी कहानी	<b>HIN-VI. E-8</b> हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

V	<b>HIN-V. C-7</b> मीडिया लेखन और हिन्दी (फीचर लेखन एवं विज्ञापन लेखन)	-	<b>HIN-V.E-9</b> कथेतर गद्य साहित्य (संस्मरण, यात्रा, आत्मकथा एवं जीवनी का अध्ययन, किसी विधा की एक पाठ्य पुस्तक)	<b>HIN-V.E-10</b> विशेष अध्ययन: उपन्यास	<b>HIN-V.E-11</b> काव्यशास्त्र (भारतीय एवं पश्चात्त्य)	
VI	<b>HIN-VI. C-8</b> अनुवाद एवं पत्र लेखन	-	<b>HIN-VI .E-13</b> आधुनिक हिन्दी नाटक एवं निबंध	<b>HIN-VI .E-14</b> भाषाविज्ञान एवं हिन्दी व्याकरण	<b>HIN-VI .E-15</b> हिन्दी का वैश्विक स्वरूप एवं साहित्य	-

SEMESTER	OPTIONAL PAPER
I	व्यावहारिक हिन्दी
II	वाचन - लेखन कौशल

SEMESTER	INTER DISCIPLINARY PAPER
III	हिन्दी एकांकी और पथनाट्य
✓ IV	एकांकी और पथनाट्य : प्रस्तुतीकरण

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF HINDI**

**SYLLABUS**

**SEMESTER IV FOR THE ACADEMIC  
YEAR 2016-2017**

**S.Y.B.A - (Semester – IV)**

**Core Course**

**Course Title:** हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक

**Course Code:** HIN-IV.C-6

**Name of the Faculty:** P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) हिन्दी पत्रकारिता के इतिहास से विद्यार्थियों को अवगत कराना।
- 2) मुद्रित माध्यमों में रोजगार के अवसरों की विद्यार्थियों को जानकारी देना।
- 3) इलेक्ट्रॉनिक माध्यमों की बढ़ती व्याप्ति को समझते हुए उसमें प्राप्त रोजगार संबंधी जानकारी विद्यार्थियों को देना।

**Learning Outcome:**

- 1) इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी हिन्दी पत्रकारिता के इतिहास से अवगत होंगे।
- 2) पारंपरिक शिक्षा से आगे बढ़कर पत्रकारिता के क्षेत्र में रोजगार प्राप्त करने में सक्षम होंगे।

**Syllabus:**

**अध्याय एक - i.पत्रकारिता का सामान्य परिचय, स्वरूप एवं विकासक्रम** (20 Lectures)

ii.पत्रकारिता के विविध प्रकार (खेल पत्रकारिता, मनोरंजन पत्रकारिता, खोजी पत्रकारिता, आर्थिक पत्रकारिता, बाल पत्रकारिता, महिला पत्रकारिता)

iii.पत्रकारिता का महत्त्व

iv.पत्रकारिता संबंधी कानून

**अध्याय दो- हिन्दी मुद्रित पत्रकारिता का उद्भव और विकास** (20 Lectures)

i. स्वतंत्रता पूर्व हिन्दी पत्रकारिता

ii. स्वातंत्र्योत्तर हिन्दी पत्रकारिता

iii. प्रमुख साहित्यिक पत्र-पत्रिकाएँ

(साप्ताहिक, मासिक, त्रैमासिक पत्रिकाएँ)

**अध्याय तीन -हिन्दी की इलेक्ट्रॉनिक पत्रकारिता: संक्षिप्त विकास क्रम**

(20 Lectures)

क) रेडियो पत्रकारिता

ख) टी. वी. पत्रकारिता

घ) इंटरनेट पत्रकारिता

**संदर्भ ग्रंथ-**

1. कैलाशनाथ पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
2. डॉ.अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी के अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
3. डॉ.रामप्रकाश, डॉ. दिनेशगुप्त, 'प्रयोगात्मक और प्रयोजनमूलक हिन्दी', राधाकृष्ण प्रकाशन, नईदिल्ली, 2014
3. एन. सी. पंत, 'पत्रकारिता का इतिहास' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली, 2002
4. सविता चड्ढा, 'हिन्दी पत्रकारिता: सिद्धान्त और स्वरूप' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली, 1995
5. डॉ. अजय प्रकाश, डॉ. रमेश वर्मा, 'प्रयोजनमूलक हिन्दी' समवेत प्रकाशन, रामबाग, कानपुर, 2005

**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** आधुनिक हिन्दी कविता (इतिहास एवं काव्य संग्रह)

**Course Code:** HIN-IV.E-5

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को आधुनिक हिन्दी कविता के इतिहास से परिचित कराना। उन्हें यह बताना कि अपनी किन विशिष्टताओं के कारण आधुनिक काल की कविता और उसके कवि सीधे समाज और राष्ट्र प्रेम से जुड़े।

**Learning Outcome:**

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी आधुनिक काल की कविताओं से और उनके कवियों से परिचित होंगे। उन्हें आधुनिक कालीन कविताओं की विभिन्न प्रवृत्तियों को भी जानने का अवसर मिलेगा।

**Syllabus:**

**अध्याय एक:**

भारतेन्दुयुगीन कविता, द्विवेदी युगीन कविता, छायावादी कविता, प्रगतिवादी कविता, प्रयोगवादी कविता: सामान्य प्रवृत्तियाँ एवं प्रतिनिधि कवियों का सामान्य परिचय।

(भारतेन्दु हरिश्चंद्र, मैथिलीशरण गुप्त, जयशंकर प्रसाद, नागार्जुन, अज्ञेय ) (20 Lectures)

**अध्याय दो:**

राष्ट्रीय सांस्कृतिक काव्यधारा, नई कविता, नवगीत, हिन्दी गजल एवं समकालीन कविता: सामान्य परिचय एवं प्रतिनिधि कवियों का सामान्य परिचय।

(माखनलाल चतुर्वेदी, मुक्तिबोध, शंभुनाथ सिंह, दुष्यंतकुमार, राजेश जोशी) (20 Lectures)

**अध्याय तीन:**

द्रौपदी (नरेन्द्र शर्मा) खण्ड काव्य का अध्ययन।

(व्याख्या के लिए निर्धारित अंश) (20 Lectures)

### संदर्भ ग्रंथ

1. डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1970
2. आचार्य रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास' प्रकाशन संस्थान, नई दिल्ली, 2003
3. डॉ. रमेश चंद्र शर्मा, 'हिन्दी साहित्य का इतिहास' विद्या प्रकाशन, गुजैनी, कानपुर, 2002
4. डॉ. गणपति चन्द्र गुप्त, 'हिन्दी साहित्येतिहास' अटलांटिक प्रकाशन एंड डिस्ट्रीब्यूटर्स, दिल्ली, 1989
5. राजनाथ शर्मा, 'हिन्दी साहित्य का विवेचनात्मक इतिहास' विनोद पुस्तक मंदिर, आग्रा, 1978
6. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला

**Course Code:** HIN-IV.E-6

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को सूर्यकांत त्रिपाठी निराला के समग्र जीवनवृत्त एवं साहित्य से परिचित कराना। विद्यार्थियों को यह बताना कि निराला किस प्रकार छायावादी अन्य कवियों से अलग और महत्वपूर्ण थे।

**Learning Outcome:**

इस पाठ्यक्रम के अध्ययन के पश्चात विद्यार्थी निराला के समग्र साहित्य से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि अपनी किन विशिष्टताओं के कारण छायावादी कवियों में निराला आज सबसे अधिक प्रासंगिक हैं।

**Syllabus:**

**अध्याय एक:** निराला का जीवन वृत्त, निराला की काव्य दृष्टि, निराला का गद्य साहित्य।

(20 Lectures)

**अध्याय दो:** वह तोड़ती पत्थर, स्नेह निर्झर बह गया है, कुकुरमुत्ता, दान, जागो फिर एक बार, विधवा, वसंत आया, बादल राग, मरा हूँ हजार मरण, सरोज स्मृति(दस कविताओं का अध्ययन) (20 Lectures)

**अध्याय तीन:** बिल्लेसुर बकरिहा रेखाचित्र का अध्ययन।

(20 Lectures)

**संदर्भ ग्रंथ**

1. नंदकिशोर नवल, 'निराला रचनावली-1' राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
2. नंदकिशोर नवल, 'निराला रचनावली-2' राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
3. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2007
4. प्रो. सूर्यप्रसाद दीक्षित, 'निराला समग्र', उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 2015
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य-एक परिचय', राजकमल प्रकाशन, नयी दिल्ली, 2006



**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** विशेष अध्ययन: हिन्दी कहानी

**Course Code:** HIN-IV.E-7

**Name of the Faculty:** P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) आधुनिक हिन्दी कहानी साहित्य से विद्यार्थियों को अवगत कराना।
- 2) विद्यार्थियों को कहानी एवं उसके इतिहास से परिचित कराना।
- 3) विद्यार्थियों को हिन्दी के प्रमुख कहानीकारों का परिचय कराना।

**Learning Outcomes:**

- 1) इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी के कहानी साहित्य से अवगत होंगे।
- 2) विद्यार्थी कहानी विधा से परिचित होंगे।
- 3) छात्र हिन्दी के प्रमुख कहानीकारों से परिचय प्राप्त करेंगे।

**Syllabus:**

**अध्याय एक - कहानी: स्वरूप एवं तत्त्व** (10 Lectures)

**अध्याय दो- हिन्दी कहानी का उद्भव और विकास** (20 Lectures)

i. प्रेमचंद पूर्व कहानी

ii. प्रेमचंद युगीन कहानी

iii. प्रेमचंदोत्तर कहानी

iv. नई कहानी एवं प्रमुख आंदोलन

(समांतर कहानी, सचेतन कहानी एवं जनवादी कहानी)

**अध्याय तीन- हिन्दी कहानी संग्रह - पार्टिशन तथा अन्य कहानियाँ – स्वयंप्रकाश** (30 Lectures)

### संदर्भ ग्रंथ-

1. गोपाल राय, 'हिन्दी कहानी का इतिहास,' राजकमल प्रकाशन, इलाहाबाद, 2008
2. बच्चन सिंह, 'हिन्दी साहित्य का दूसरा इतिहास' , राजकमल प्रकाशन, नयी दिल्ली, 2004
3. रामस्वरूप चतुर्वेदी, 'हिन्दी साहित्य और संवेदना का विकास', लोकभारती प्रकाशन, इलाहाबाद, 2005
4. डॉ. फणीश सिंह, 'हिन्दी साहित्य: एक परिचय, राजकमल प्रकाशन, इलाहाबाद, 2006
5. डॉ. नगेन्द्र, 'हिन्दी साहित्य का इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

**S.Y.B.A - (Semester - IV)**

**Elective Course**

**Paper Title:** हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

**Paper Code:** HIN-IV.E-8

**Name of the Faculty:** Dr. O. P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) चयनित हिन्दी साहित्य का संकलन एवं विश्लेषण कराना।
- 2) हिन्दी साहित्यिक परंपरा का अभ्यास कराना।
- 3) हिन्दी साहित्य पर प्रपत्र बनाने का अभ्यास कराना।
- 4) हिन्दी साहित्य का आस्वादन, समीक्षा और शोध कार्य हेतु प्रवृत्त कराना।

**Learning Outcomes:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थी शोधकार्य की प्रक्रिया को समझेंगे और उसमें प्रवृत्त होंगे, जिससे विद्यार्थियों को भविष्य में शोध कार्य करने में सुविधा और मदद मिलेगी।
- 2) इससे नए समीक्षक और शोधार्थी तैयार होंगे।

**Syllabus:**

**अध्याय एक - समीक्षा का अर्थ, स्वरूप एवं आधार** (20 Lectures)

**अध्याय दो - काव्य आस्वादन और समीक्षा (निर्धारित कृति का आस्वादन एवं समीक्षा)** (20 Lectures)

**अध्याय तीन - कथा आस्वादन और समीक्षा (निर्धारित कृति का आस्वादन एवं समीक्षा)** (20 Lectures)

**संदर्भ ग्रंथ:**

1. डॉ. ओमप्रकाश त्रिपाठी, 'समीक्षा के विविध रंग', विद्या प्रकाशन, कानपुर, 2014
2. डॉ. मधु खराटे, डॉ. शिवाजी देवरे, 'अनुसंधान प्रविधि और प्रक्रिया' विद्या प्रकाशन, कानपुर, 2013
3. अभिलाषा दिवाकर, 'शोध कैसे करें', मार्क पब्लिशर, जयपुर, 2014

**S.Y.B.A - (Semester – IV)**  
**Inter Disciplinary Course**

**Course Title:** एकांकी और पथनाट्य: प्रस्तुतीकरण

**Course Code:** HIN-IV.ID-2

**Name of the Faculty:** P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थियों को एकांकी और पथनाट्य लेखन हेतु प्रवृत्त करना।
- 2) एकांकी और पथनाट्य के माध्यम से विद्यार्थियों के अभिनय कौशल को विकसित करना।
- 3) विद्यार्थी एकांकी तथा पथनाट्य को प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes:**

- 1) विद्यार्थी एकांकी एवं पथनाट्य लेखन में दक्ष प्राप्त करेंगे।
- 2) एकांकी वाचन कला में निपुण होंगे।
- 3) एकांकी और पथनाट्य के प्रस्तुतीकरण से छात्रों में अभिनय कौशल विकसित होगा।
- 4) विद्यार्थियों में अभिनय के साथ-साथ अन्य कौशलों का भी विकास होगा।

**Syllabus:**

- अध्याय एक - एकांकी : प्राथमिक लेखन, प्रकट वाचन, समूह चर्चा, पुनर्लेखन (15 Lectures)
- अध्याय दो - पथनाट्य : प्राथमिक लेखन, प्रकट वाचन, समूह चर्चा, पुनर्लेखन (15 Lectures)
- अध्याय तीन - एकांकी : समूह में प्रस्तुतीकरण एवं मूल्यांकन (15 Lectures)
- अध्याय चार - पथनाट्य: समूह में प्रस्तुतीकरण एवं मूल्यांकन (15 Lectures)

**संदर्भ ग्रंथ-**

1. डॉ. रामशरण महेन्द्र, 'एकांकी और एकांकीकार', वाणी प्रकाशन, नई दिल्ली, 2001
2. सं. अखिलेश कुमार मिश्र, 'अंधेर-नगरी, भारत दुर्दशा', प्रयाग प्रकाशन, इलाहाबाद, 1985
3. ममता कालिया, 'आप न बदलेंगे', लोकभारती प्रकाशन, इलाहाबाद, 2013
4. दया प्रकाश सिन्हा, 'हास्य एकांकी', वाणी प्रकाशन, दिल्ली, 2015

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF HINDI**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN HINDI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIN-I.C-1</b> हिन्दी कहानी एवं शब्द साधन	<b>HIN-I. C-2</b> हिन्दी कविता एवं काव्य सौंदर्य	-	-	-	-
II	<b>HIN-II. C-3</b> हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म (सैद्धांतिक पक्ष)	<b>HIN-II. C-4</b> हास्य-व्यंग्य निबंध एवं पत्रकारिता	-	-	-	-
III	<b>HIN-III. C-5</b> प्रयोजनमूलक हिन्दी:अनुवाद एवं पत्रलेखन	-	<b>HIN-III.E-1</b> हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	<b>HIN-III .E-2</b> मध्यकालीन काव्य (चयनित कविताएँ)	<b>HIN-III .E-3</b> हिन्दी महिला लेखन	<b>HIN-III .E-4</b> हिन्दी दलित लेखन
IV	<b>HIN-IV. C-6</b> हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	-	<b>HIN-IV .E-5</b> आधुनिक हिन्दी कविता(इतिहास एवं काव्य संग्रह)	<b>HIN-IV .E-6</b> विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	<b>HIN-IV.E-7</b> विशेष अध्ययन: हिन्दी कहानी	<b>HIN-VI. E-8</b> हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

✓ V	<b>HIN-V.C-7</b> मीडिया लेखन: रेडियो एवं टेलीविजन	-	<b>HIN-V.E-9</b> कथेतर गद्य साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी (किसी विधा की एक पाठ्य पुस्तक)	<b>HIN-V.E-10</b> विशेष अध्ययन: हिन्दी उपन्यास	<b>HIN-V.E-11</b> भारतीय काव्यशास्त्र	<b>HIN-V.E-12</b> हिंदी नाटक
✓ VI	<b>HIN-VI. C-8</b> हिंदी भाषा, लिपि एवं व्याकरण	-	<b>HIN-VI .E-13</b> हिंदी निबंध	<b>HIN-VI .E-14</b> भाषाविज्ञान	<b>HIN-VI .E-15</b> पाश्चात्य काव्यशास्त्र	<b>HIN-VI .E-16</b> साहित्य का अंतरानुशास नात्मक अध्ययन

SEMESTER	OPTIONAL PAPER
I	व्यावहारिक हिन्दी
II	वाचन - लेखन कौशल

SEMESTER	INTER DISCIPLINARY PAPER
III	हिन्दी एकांकी और पथनाट्य
IV	एकांकी और पथनाट्य : प्रस्तुतीकरण

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF HINDI**

**SYLLABUS**

**SEMESTER V & VI FOR THE ACADEMIC  
YEAR 2017-2018**

**Course Title:** मीडिया लेखन: रेडियो एवं टेलीविजन

**Course Code:** HIN-V.C-7

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को मीडिया लेखन की जानकारी देना। विशेष रूप से रेडियो एवं टेलीविजन से संबंधित लेखन से उन्हें अवगत कराना, क्योंकि आज रेडियो एवं टेलीविजन मीडिया का सशक्त माध्यम बन गए हैं।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी मीडिया लेखन से अच्छी तरह परिचित होंगे। रेडियो एवं दूरदर्शन से संबंधित लेखन में प्रवृत्त होंगे। साथ ही रोजगार की दिशा में विद्यार्थियों का मार्ग प्रशस्त होगा।

**Syllabus:**

**अध्याय एक-** रेडियो लेखन के सिद्धान्त, रेडियो लेखन के प्रकार- समाचार लेखन, रेडियो वार्ता, भेंट वार्ता, चर्चा - परिचर्चा, रेडियो नाटक, रेडियो की भाषा। 20 Lects.

**अध्याय दो-** टेलीविजन लेखन के सिद्धान्त, टेलीविजन लेखन के प्रकार- समाचार लेखन, साक्षात्कार, धारावाहिक लेखन, टेलीविजन की भाषा। 20 Lects.

**अध्याय तीन-** रेडियो और टेलीविजन लेखन के व्यावहारिक रूप का अध्ययन: रेडियो वार्ता लेखन, संवाद लेखन, दृश्य रूपान्तरण, भेंट वार्ता, रेडियो-समाचार लेखन, रेडियो विज्ञापन लेखन, टेलीविजन विज्ञापन लेखन 20 Lects.

**संदर्भ ग्रंथ-**

1. सं. डॉ. सुभाष तलेकर, 'रोजगाराभिमुख हिन्दी :दिशाएँ एवं संभावनाएँ', नंदादीप प्रकाशन, पुणे, 2010
2. डॉ. सुजाता वर्मा, 'पत्रकारिता और मीडिया,' विकास प्रकाशन, कानपुर, 2016
3. रामशरन जोशी, 'मीडिया विमर्श', सामयिक प्रकाशन, दरियागंज, नई दिल्ली, 2002
4. डॉ. अजय प्रकाश, डॉ.रमेश वर्मा, 'प्रयोजनमूलक हिन्दी', समवेत प्रकाशन, रामबाग, कानपुर, 2005
5. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी:अधुनातन आयाम' , शैलजा प्रकाशन, कानपुर, 2006



**T.Y.B.A - (Semester – V)**

**Core Course**

**Course Title:** कथेतर गद्य साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी

(किसी विधा की एक पाठ्य पुस्तक)

**Course Code:** HIN-V.E-9

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम से हिन्दी गद्य की मुख्य विधा के अलावा विद्यार्थियों को अन्य विधाओं की जानकारी देना। इनमें मुख्य विधाएँ हैं- संस्मरण साहित्य, यात्रा वृत्तांत, आत्मकथा साहित्य एवं जीवनी साहित्य। इन विधाओं में आज काफी लेखन कार्य हो रहा है, इनकी उन्हें जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम के द्वारा विद्यार्थी हिन्दी गद्य की मुख्य विधा के अलावा अन्य विधाओं से परिचित होंगे। वे संस्मरण, यात्रा, आत्मकथा एवं जीवनी साहित्य के उद्भव एवं विकास की जानकारी प्राप्त करेंगे। साथ ही इन विधाओं के लेखकों का साहित्य में क्या योगदान है, इसकी जानकारी प्राप्त करेंगे।

**Syllabus:**

**अध्याय एक - संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: अवधारणा**

एवं स्वरूप

20 Lects.

**अध्याय दो - संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: उद्भव एवं विकास**

20 Lects.

**अध्याय तीन - किसी विधा की एक पाठ्यपुस्तक: याद हो कि न याद हो- काशीनाथ सिंह**

(चयनित)

20Lects.

**संदर्भ ग्रंथ-**

1. डॉ. शांति खन्ना, 'आधुनिक हिन्दी का जीवनीपरक साहित्य', सन्मार्ग प्रकाशन, बैंगलो रोड, दिल्ली, 1973
2. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
3. डॉ. रमेशचन्द्र शर्मा, 'हिन्दी साहित्य का इतिहास', विद्या प्रकाशन, कानपुर, 2002
4. डॉ. लक्ष्मीसागर वाष्णेय, 'हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 1981
5. डॉ. सुधाकर कलवडे, 'साहित्यशास्त्र परिचय', पुस्तक संस्थान नेहरू नगर, कानपुर, 1985

**Course Title:** विशेष अध्ययन: हिन्दी उपन्यास

**Course Code:** HIN-V.E-10

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी उपन्यास के विकासक्रम की जानकारी देना। साथ ही उपन्यासकारों के उद्देश्य को उन तक पहुँचाना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी प्राप्त होगी। साथ ही वे हिन्दी उपन्यास के विकासक्रम से परिचित होंगे। उपन्यासों का समाज से क्या संबंध है, इसकी जानकारी उन्हें प्राप्त होगी।

**Syllabus:**

अध्याय एक- उपन्यास: स्वरूप एवं तत्व, हिन्दी उपन्यास का उद्भव (प्रेमचंद पूर्व, प्रेमचंद युग)	20 Lects.
अध्याय दो- हिन्दी उपन्यास का विकास (प्रेमचंदोत्तर युग, साठोत्तरी युग, विमर्श केन्द्रित )	20 Lects.
अध्याय तीन- एक उपन्यास का अध्ययन: मोहनदास - उदयप्रकाश	20 Lects.

**संदर्भ ग्रंथ-**

1. डॉ. रामलखन शुक्ल, 'हिन्दी उपन्यास कला', सन्मार्ग प्रकाशन, बेंगलौ रोड, दिल्ली, 1972
2. डॉ. शांतिस्वरूप गुप्त, 'हिन्दी साहित्य: प्रकीर्ण विचार', शोक प्रकाशन, नई सड़क, दिल्ली, 1967
3. डॉ. रामनारायण सिंह, 'मधुर हिन्दी के ऐतिहासिक उपन्यास', ग्रंथम, रामबाग, कानपुर, 1971
4. डॉ. ज्ञान अस्थाना, 'हिन्दी उपन्यासों में ग्राम समस्याएँ', जवाहर पुस्तकालय, मथुरा, 1979
5. पदुमलाल पुन्नलाल बख्शी, 'हिन्दी कथा साहित्य', हिन्दी ग्रंथ-रत्नाकर कार्यालय, बंबई, 1954

**Course Title:** भारतीय काव्यशास्त्र

**Course Code:** HIN-V.E-11

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भारतीय काव्यशास्त्र की जानकारी देना। भारतीय आचार्यों के चिंतन का ज्ञान प्राप्त कराना। साथ ही हिन्दी के आधुनिक आचार्यों के काव्यशास्त्रीय चिंतन की जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भारतीय काव्यशास्त्र से परिचित होंगे। वे भारतीय आचार्यों के काव्यशास्त्रीय सिद्धांतों को समझेंगे और इसके साथ ही आधुनिक हिन्दी आचार्यों ने काव्यशास्त्र के विषय में क्या कहा है, इससे भी विद्यार्थी परिचित होंगे।

**Syllabus:**

- |  |           |
|--|-----------|
| <b>अध्याय एक</b> - काव्य की परिभाषा स्वरूप एवं भेद<br>- काव्य के तत्त्व, हेतु एवं प्रयोजन  | 20 Lects. |
| <b>अध्याय दो</b> - रस सिद्धान्त- स्वरूप, अवयव और उसके भेद<br>- अलंकार सिद्धान्त- सामान्य परिचय<br>- ध्वनि सिद्धान्त- सामान्य परिचय (शब्दशक्ति)                         | 20 Lects. |
| <b>अध्याय तीन</b> -- रीति सिद्धान्त- सामान्य परिचय<br>- वक्रोक्ति सिद्धान्त- सामान्य परिचय<br>- औचित्य सिद्धान्त- सामान्य परिचय<br>- शुक्ल एवं द्विवेदी का काव्य चिंतन | 20 Lects. |

**संदर्भ ग्रंथ-**

1. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
2. जयचंद्र राय, 'आचार्य रामचन्द्र शुक्ल: सिद्धान्त और साहित्य', भारती साहित्य मंदिर, दिल्ली, 1963
3. डॉ. आनंद प्रकाश दीक्षित, 'रस सिद्धान्त: स्वरूप-विश्लेषण', राजकमल प्रकाशन, दिल्ली, 1972
4. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
5. बलदेव उपाध्याय, 'भारतीय साहित्यशास्त्र', प्रसाद परिषद, काशी, 1955

**T.Y.B.A - (Semester – V)**

**Core Course**

**Course Title:** हिंदी नाटक

**Course Code:** HIN-V.E-12

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी नाटक, स्वरूप एवं तत्व से परिचित कराना। उन्हें नाटक के उद्भव एवं विकास की जानकारी देना। साथ ही एक नाटक का अध्ययन कराना।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी नाटक स्वरूप एवं तत्व से परिचित होंगे। उन्हें नाटक के उद्भव एवं विकास की जानकारी प्राप्त होगी। साथ ही एक नाट्य रचना का अध्ययन करके नाट्य विधा को समझेंगे।

**Syllabus:**

**अध्याय एक - नाटक: स्वरूप एवं तत्व, भारतीय नाट्य परंपरा(शास्त्रीय एवं लोक नाट्य)** 20 Lects.

**अध्याय दो - हिन्दी नाटक: उद्भव एवं विकास** 20 Lects.

**अध्याय तीन - किसी एक नाटक का अध्ययन-**  
आषाढ का एक दिन- मोहन राकेश 20 Lects.

**संदर्भ ग्रंथ-**

1. डॉ. पशुपतिनाथ उपाध्याय, 'हिन्दी नाटक एवं रंगमंच', जवाहर पुस्तकालय, मथुरा, 2009
2. डॉ. सविता चौधरी, 'साठोत्तरी हिन्दी नाटक', विद्या प्रकाशन गुजैनी, कानपुर, 2012
3. नेमिचन्द्र जैन, 'रंगदर्शन', राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
4. डॉ. बच्चन सिंह, 'हिन्दी नाटक', साहित्य भवन प्रा.लि., इलाहाबाद, 1958
5. डॉ. भोलानाथ, 'हिन्दी साहित्य', हिन्दी परिषद, प्रयाग, 1971

**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** हिंदी भाषा, लिपि एवं व्याकरण

**Course Code:** HIN-VI.C-8

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी भाषा की जानकारी देना। भाषा परिवर्तन के कारणों का पता लगाना। देवनागरी लिपि से परिचित कराना एवं उसकी वैज्ञानिकता पर प्रकाश डालना और साथ ही विद्यार्थियों को हिन्दी व्याकरण से अवगत कराना।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी भाषा की जानकारी प्राप्त करेंगे। उसमें आनेवाले परिवर्तन को समझेंगे। विद्यार्थियों को देवनागरी लिपि का ज्ञान प्राप्त होगा। इसके साथ ही हिन्दी व्याकरण से पूर्णतया परिचित होंगे।

**Syllabus:**

**अध्याय एक – हिन्दी भाषा-प्राचीन एवं मध्यकालीन आर्यभाषा**

हिन्दी भाषा का उद्भव और विकास

20 Lects.

**अध्याय दो - लिपि- देवनागरी लिपि का उद्भव एवं विकास, देवनागरी लिपि की विशेषताएँ**

देवनागरी लिपि का मानकीकरण

20 Lects.

**अध्याय तीन - व्याकरण: वर्ण विचार- स्वर, व्यंजन, वर्तनी की समस्या।**

20 Lects.

शब्दसाधन- विकारी एवं अविकारी शब्दों का सामान्य परिचय।

हिंदी की रूप रचना- उपसर्ग, प्रत्यय एवं समास के आधार पर।

संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण ।

संदर्भ ग्रंथ-

1. डॉ. ब्रज किशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, दरियागंज, दिल्ली, 2009
2. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
3. डॉ. हरदेव बाहरी, 'व्यावहारिक हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 1997
4. श्री शरण, 'हिन्दी-अशुद्धियाँ संदर्भ शोधन', प्रेम प्रकाशन मंदिर, दिल्ली, 1997
5. डॉ. विजय लक्ष्मण वर्धे, अत्यावश्यक हिन्दी व्याकरण, फडके बुकसेलर्स, कोल्हापुर, 1993

**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** हिंदी निबंध

**Course Code:** HIN-VI.E-13

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी निबंध के स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी निबंध के क्रमिक विकास से परिचित कराना। साथ ही एक निबंध संग्रह के अध्ययन के माध्यम से निबंध विधा की जानकारी देना।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी निबंध के स्वरूप एवं तत्व से परिचित होंगे। उन्हें हिन्दी निबंध के उद्भव एवं विकास की जानकारी प्राप्त होगी। एक निबंध संग्रह के अध्ययन के बाद निबंध विधा को अच्छी तरह से समझेंगे।

**Syllabus:**

अध्याय एक - निबंध: स्वरूप, तत्व एवं भेद	20 Lects.
अध्याय दो - हिन्दी निबंध: उद्भव एवं विकास	20 Lects.
अध्याय तीन - किसी एक निबंध संग्रह का अध्ययन जिंदगी मुस्कुराई- कन्हैयालाल मिश्र 'प्रभाकर'	20 Lects.

**संदर्भ ग्रंथ-**

1. डॉ. गणपतिचन्द्र गुप्त, 'साहित्यिक निबंध', लोकभारती प्रकाशन, इलाहाबाद, 1981
2. डॉ. भोलानाथ, 'हिन्दी साहित्य' हिन्दी परिषद, प्रकाशन प्रयाग, 1971
3. रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास', नागरी प्रचारिणी सभा, काशी, 1961
4. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. नगेन्द्र, डॉ. हरदयाल, 'हिन्दी साहित्य का इतिहास', मयूर पेपरबैक्स, 2014

**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** भाषाविज्ञान

**Course Code:** HIN-VI.E-14

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भाषाविज्ञान की जानकारी देना। उसके अध्ययन क्षेत्र एवं दिशाओं का ज्ञान प्राप्त कराना। साथ ही ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान की जानकारी देना।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी भाषाविज्ञान की जानकारी प्राप्त करेंगे। उसके अध्ययन के विभिन्न क्षेत्रों एवं दिशाओं का ज्ञान प्राप्त करेंगे। इसके आलावा ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान से भी भली भांति परिचित होंगे।

**Syllabus:**

**अध्याय एक-** भाषा: परिभाषा, भाषा की विशेषताएँ एवं भाषा परिवर्तन के कारण

भाषाविज्ञान: परिभाषा और अध्ययन की दिशाएँ।

20 Lects.

**अध्याय दो-** ध्वनि विज्ञान: ध्वनि का स्वरूप, ध्वनियों का वर्गीकरण, ध्वनि परिवर्तन के कारण।

- रूप विज्ञान: स्वरूप, अर्थतत्त्व एवं संबंध तत्त्व, रूप परिवर्तन के कारण एवं दिशाएँ।

20 Lects.

**अध्याय तीन -** वाक्य विज्ञान : वाक्य की परिभाषा, स्वरूप एवं वाक्य के भेद।

- अर्थ विज्ञान: स्वरूप, अर्थ बोध के साधन, अर्थ परिवर्तन के कारण एवं दिशाएँ। 20 Lects.



संदर्भ ग्रंथ-

1. डॉ. भोलानाथ तिवारी, 'भाषाविज्ञान', किताबमहल इलाहाबाद, 1991
2. डॉ. हनुमंतराव पाटील, 'भाषा विज्ञान एवं हिन्दी भाषा', विद्या प्रकाशन, गुजैनी, कानपुर, 2009
3. डॉ. राजमणि शर्मा, 'आधुनिक भाषाविज्ञान', महाशक्ति साहित्य मंदिर, वाराणसी, 1983
4. डॉ. भोलानाथ तिवारी, 'शब्द विज्ञान', शब्दकार, तुर्कमार गेट, दिल्ली, 1982
5. डॉ. जितेंद्र वत्स, डॉ. देवेंद्र प्रसाद सिंह, 'भाषाविज्ञान एवं हिन्दी भाषा', निर्मल पब्लिकेशन, दिल्ली, 2009

**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** पाश्चात्य काव्यशास्त्र

**Course Code:** HIN-VI.E-15

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम से विद्यार्थियों को प्रमुख पाश्चात्य विचारकों से परिचित कराना। विद्यार्थियों को पाश्चात्य विचारकों के सिद्धांतों और वादों की जानकारी देना और साथ ही उन्हें आधुनिक समीक्षा की प्रवृत्तियों से परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी प्रमुख पाश्चात्य विचारकों से परिचित होंगे। उनके सिद्धांतों और वादों की जानकारी प्राप्त करेंगे। विद्यार्थी आधुनिक समीक्षा की प्रवृत्ति को भी समझेंगे।

**Syllabus:**

**अध्याय एक - प्रमुख पाश्चात्य विचारक- प्लेटो, अरस्तू, मैथ्यू आरनाल्ड, टी.एस. इलियट का परिचय।**

20 Lects.

**अध्याय दो – प्रमुख पाश्चात्य सिद्धान्त : अभिजात्यवाद, स्वच्छंदतावाद, मार्क्सवाद का परिचय।**

20 Lects.

**अध्याय तीन – आधुनिक समीक्षा सिद्धान्त: संरचनावाद, उत्तर संरचनावाद, उत्तर आधुनिकतावाद।**

20 Lects.

**संदर्भ सूची-**

1. सं. डॉ.नगेन्द्र, डॉ.सावित्री सिन्हा, 'पाश्चात्य काव्यशास्त्र की परंपरा', दिल्ली विश्वविद्यालय, दिल्ली, 1966
2. डॉ. शिव कुमार मिश्र, 'नया हिन्दी-काव्य', अनुसंधान प्रकाशन, आचार्यनगर, कानपुर, 1962
3. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
4. नन्ददुलारे वाजपेयी, 'नया साहित्य नए प्रश्न' विद्यामन्दिर प्रेस, मानमंदिर, वाराणसी, 1959
5. मुद्रारक्षस, 'साहित्य समीक्षा', नेशनल पब्लिशिंग हाउस, दिल्ली, 1963

**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** साहित्य का अंतरानुशासनात्मक अध्ययन

**Course Code:** HIN-VLE-16

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी देना। उनके अंतःसंबंध का ज्ञान प्राप्त कराना। साथ ही साहित्येतर विद्या शाखाओं का हिन्दी साहित्य पर प्रभाव बताना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी प्राप्त करेंगे। उनके अंतःसंबंध से परिचित होंगे। साथ ही साहित्येतर विद्या शाखाओं का प्रभाव हिन्दी साहित्य पर किस प्रकार पड़ा, इससे परिचित होंगे।

**Syllabus:**

- अध्याय एक** - साहित्य एवं अन्य विद्या शाखाओं का संबंध : साहित्य एवं इतिहास,  
साहित्य एवं दर्शन, साहित्य एवं मनोविज्ञान 20 Lects
- अध्याय दो** – साहित्य का समाजशास्त्रीय अध्ययन - लिंग, वर्ण, वर्ग एवं संप्रदाय  
के आधार पर 20 Lects.
- अध्याय तीन** – व्यावहारिक अध्ययन के लिए निर्धारित कृति : ग्लोबल गाँव का  
देवता - रणेन्द्र (समाजशास्त्र, अर्थशास्त्र, इतिहास, वैश्वीकरण के संदर्भ में) 20Lects.

**संदर्भ ग्रंथ-**

1. डॉ. राधाकृष्णन, 'भारतीय दर्शन-भाग एक', राजपाल एण्ड सन्स, दिल्ली, 2012
2. डॉ. राधाकृष्णन, 'भारतीय दर्शन भाग दो', राजपाल एण्ड सन्स, दिल्ली, 2013
3. श्रीनलिन विलोचन शर्मा, 'साहित्य का इतिहास-दर्शन', बिहार राष्ट्रभाषा परिषद, पटना. 1959
4. डॉ. सुरिंदरकौर गौड़, 'सौंदर्यशास्त्र' अभय प्रकाशन, कानपुर, 2015
5. डॉ. धीरेन्द्र वर्मा, 'हिन्दी साहित्य कोश, भाग-1', ज्ञान मंडल, लिमिटेड, वाराणसी, 2007

**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**  
**DEPARTMENT OF HINDI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN HINDI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIN-I.C-1</b> हिन्दी कहानी एवं शब्द साधन	<b>HIN-I. C-2</b> हिन्दी कविता एवं काव्य सौंदर्य	-	-	-	-
II	<b>HIN-II. C-3</b> हिन्दी नाटक : वृत्तचित्र एवं फीचर फिल्म	<b>HIN-II. C-4</b> हास्य-व्यंग्य निबंध एवं पत्रकारिता	-	-	-	-
III	<b>HIN-III. C-5</b> प्रयोजनमूलक हिन्दी:अनुवाद एवं पत्रलेखन	-	<b>HIN-III.E-1</b> हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	<b>HIN-III .E-2</b> मध्यकालीन काव्य (चयनित कविताएँ)	<b>HIN-III .E-3</b> हिन्दी महिला लेखन	<b>HIN-III .E-4</b> हिन्दी दलित लेखन
IV	<b>HIN-IV. C-6</b> हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	-	<b>HIN-IV .E-5</b> आधुनिक हिन्दी कविता(इतिहास एवं काव्य संग्रह)	<b>HIN-IV .E-6</b> विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	<b>HIN-IV.E-7</b> विशेष अध्ययन: हिन्दी कहानी	<b>HIN-VI. E-8</b> हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)
V	<b>HIN-V.C-7</b> मीडिया	-	<b>HIN-V.E-9</b> कथेतर गद्य	<b>HIN-V.E-10</b> विशेष अध्ययन:	<b>HIN-V.E-11</b> भारतीय	<b>HIN-V.E-12</b> हिंदी नाटक

	लेखन: रेडियो एवं टेलीविजन		साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी (किसी विधा की एक पाठ्य पुस्तक)	हिन्दी उपन्यास	काव्यशास्त्र	
VI	<b>HIN-VI. C-8</b> हिंदी भाषा, लिपि एवं व्याकरण	-	<b>HIN-VI .E-13</b> हिंदी निबंध	<b>HIN-VI .E-14</b> भाषाविज्ञान	<b>HIN-VI .E-15</b> पार्श्वगत काव्यशास्त्र	<b>HIN-VI .E-16</b> साहित्य का अंतरानुशास नात्मक अध्ययन

SEMESTER	OPTIONAL COURSES
I	व्यावहारिक हिन्दी
II	भाषा कौशल

SEMESTER	INTER DISCIPLINARY COURSES
V	HIN-V.ID-1 हिन्दी एकांकी
VI	HIN-VI.ID-2 हिन्दी पथनाट्य (नुक्कड़ नाटक)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**UNDERGRADUATE DEPARTMENT OF HINDI**

**REVISED SYLLABUS OF B.A. HINDI**

**F.Y.B.A (Semester-I)**

**Course Title:** हिन्दी कहानी एवं शब्द साधन

**Course Code:** HIN-I.C-1

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। साथ ही विद्यार्थियों को व्याकरण का ज्ञान कराना है।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद छात्रों को अब तक की कहानियों एवं कहानीकारों की जानकारी तो प्राप्त होगी ही, साथ ही छात्र हिन्दी लेखन में भी प्रवीण होंगे।

**Syllabus:**

**कहानी संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव,गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कहानी संग्रह)

**अध्याय एक :**उसने कहा था(चंद्रधर शर्मा 'गुलेरी'), बड़े भाई साहब (प्रेमचंद), परदा(यशपाल), मलबे का मालिक (मोहन राकेश), गोपाल को किसने मारा (मन्नू भण्डारी), चीफ की दावत(भीष्म साहनी), दिल्ली में एक मौत (कमलेश्वर), अपनी वापसी(चित्रा मुदगल) (45 Hours)

**अध्याय दो :** शब्दसाधन-(शब्द के भेद, वर्तनी एवं शुद्धलेखन, शब्दयुग्म, मुहावरे, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द, कारक आदि का सामान्य परिचय) (15 Hours)

## संदर्भ ग्रंथ

1. डॉ. नामवर सिंह, 'कहानी नयी कहानी', लोकभारती प्रकाशन, इलाहाबाद, 2016
2. मधुरेश, 'हिन्दी कहानी का इतिहास' लोकभारती प्रकाशन, इलाहाबाद, 2014
3. गोपालराय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, दिल्ली, 2016
4. रामचंद्र तिवारी, 'हिन्दी का गद्य साहित्य', विश्वविद्यालय प्रकाशन, 2016
5. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

**Course Title:** हिन्दी कविता एवं काव्य सौंदर्य

**Course Code:** HIN-I.C-2

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। साथ ही विद्यार्थियों को व्याकरण का ज्ञान कराना है।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद छात्रों को अब तक की कहानियों एवं कहानीकारों की जानकारी तो प्राप्त होगी ही, साथ ही छात्र हिन्दी लेखन में भी प्रवीण होंगे।

**Syllabus:**

**कविता संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कविता संग्रह)

**अध्याय एक :** कबीर बानी (कबीर), सूर के पर (सूरदास), राम राज्य वर्णन (तुलसीदास), रहीम के दोहे (रहीम), जुही की कली (सूर्यकांत त्रिपाठी 'निराला'), सवेरे उठा तो धूप खिली थी (सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'), बीस साल बाद (धूमिल), बेजगह (अनामिका) **(45 Hours)**

**अध्याय दो :** काव्यसौंदर्य **(15 Hours)**

शब्दालंकार (अनुप्रास, यमक, श्लेष)

अर्थालंकार (उपमा, रूपक, उत्प्रेक्षा)

मात्रिक छंद (दोहा, सोरठा, चोपाई)

वर्णिक छंद (इंद्रवज्रा, उपेन्द्रवज्रा, सवैया)

समास (सभी समास)



### संदर्भ ग्रंथ

1. रामस्वरूप चतुर्वेदी, 'हिन्दी कवि का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2012
2. देवेन्द्रनाथ शर्मा, 'काव्य के तत्त्व', लोकभारती प्रकाशन, इलाहाबाद, 2013
3. हजारीप्रसाद द्विवेदी, 'मध्यकालीन बोध का स्वरूप', राजकमल प्रकाशन, 2003
4. रामबहोरी शुक्ल, 'हिन्दी प्रदीप' हिन्दी भवन, इलाहाबाद, 2010
5. भगीरथ मिश्र, 'काव्यशास्त्र', विश्वविद्यालय प्रकाशन, वाराणसी, 1999
6. डॉ. ब्रजकिशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

**Course Title:** व्यावहारिक हिन्दी

**Course Code:**

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

आज साहित्यिक हिन्दी के साथ – साथ उसका व्यावहारिक रूप उभरकर सामने आ रहा है। उदाहरण के रूप में बैंक के क्षेत्र में, रेल विभाग में, रेडियो, दूरदर्शन तथा विभिन्न जनसंचार माध्यमों में हिन्दी के व्यावहारिक रूप से विद्यार्थियों को परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी इस स्थिति में पहुँचेंगे कि वे पारंपारिक शिक्षा से आगे बढ़कर व्यावहारिक हिन्दी के माध्यम से नये एवं तकनीकी क्षेत्रों में रोजगार प्राप्त कर सकें।

**Syllabus:**

**अध्याय एक :व्यावहारिक हिन्दी का सामान्य परिचय, स्वरूप एवं व्याप्ति (16 Hours)**

व्यावहारिक एवं साहित्यिक हिंदी: सामान्य परिचय एवं विशेषताएँ  
हिंदी भाषा का उद्भव और विकास  
राष्ट्रभाषा, राजभाषा एवं संपर्क भाषा (सामान्य परिचय)  
देवनागरी लिपि का सामान्य परिचय

**अध्याय दो :व्यावहारिक हिन्दी के विविध क्षेत्र (28 Hours)**

व्यापार एवं वाणिज्य क्षेत्र में हिंदी  
संचार माध्यमों में हिन्दी  
सरकारी कार्यालयों में हिंदी

**अध्याय तीन :अनुवाद, पत्राचार एवं हिंदी व्याकरण (16 Hours)**

अनुवाद: अवधारणा, स्वरूप, प्रक्रिया, प्रकार और उपयोगिता  
कार्यालयीन पत्राचार- कार्यालय ज्ञापन, कार्यालय आदेश, आवेदन पत्र, अनुस्मारक,  
शिकायती पत्र, बधाई पत्र  
हिन्दी व्याकरण-मानक वर्तनी लेखन, वाक्य विन्यास, लिंग, वचन, कारक, उपसर्ग,  
प्रत्यय का सामान्य परिचय एवं प्रयोग।

### संदर्भ ग्रंथ

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## **F.Y.B.A - (Semester – II)**

**Course Title:** हिन्दी नाटक : वृत्तचित्र एवं फीचर फिल्म

**Course Code:** HIN-II.C-3

**Marks:** 100

**Credit:** 4 (60 Lectures)

### **Course Objective:**

शंकर शेष का नाटक 'एक और द्रोणाचार्य' के माध्यम से नाटक का परिचय कराते हुए विद्यार्थियों को आज की शिक्षा व्यवस्था की वास्तविकता का परिचय कराना। साथ ही वृत्तचित्र एवं फीचर फिल्म लेखन के सैद्धांतिक पक्ष की जानकारी देना।

### **Learning Outcome:**

'एक और द्रोणाचार्य' पढ़ने के बाद विद्यार्थियों को अभिनय कौशल के प्रति अभिरुचि पैदा होगी। अभिनय के माध्यम से वे समाज का रूप ज्यादा अच्छी तरह समझेंगे। साथ ही वे वृत्तचित्र लेखन एवं फीचर लेखन के सैद्धांतिक पक्ष से परिचित होंगे।

### **Syllabus:**

एक और द्रोणाचार्य - शंकर शेष

**अध्याय एक:** 'एक और द्रोणाचार्य' की पृष्ठभूमि, लेखक परिचय, नाटक का उद्देश्य, देशकाल वातावरण, पात्र, संवाद, भाषा-शैली आदि पर विचार। **(40 Hours)**

**अध्याय दो:** वृत्तचित्र लेखन एवं फीचर फिल्म लेखन का सैद्धांतिक पक्ष **(20 Hours)**

वृत्तचित्र लेखन की अवधारणा एवं विशेषताएँ

वृत्तचित्र लेखन का ऐतिहासिक विकास

फीचर फिल्म लेखन की अवधारणा एवं विशेषताएँ

फीचर फिल्म लेखन का संक्षिप्त विकास

वृत्तचित्र एवं फीचर फिल्म में अंतर

## संदर्भ ग्रंथ

1. दशरथ ओझा, 'हिन्दी नाटक का विकास', राजपाल एण्ड सन्स, नयी दिल्ली, 2003
2. के. वी. नारायण कुरूप, 'साठोत्तर हिन्दी नाटक', लोकभारती प्रकाशन, इलाहाबाद, 2007
3. सत्यदेव त्रिपाठी, 'समकालीन फिल्मों के आईने में समाज', शिल्पायन प्रकाशन, दिल्ली, 2013
4. सं.डॉ.शैलजा भारद्वाज, 'साहित्य और सिनेमा', चिंतन प्रकाशन, कानपुर, 2013
5. हरीश कुमार, 'सिनेमा और साहित्य', संजय प्रकाशन, दिल्ली, 2010
6. मनोहर श्याम जोशी, 'पटकथा लेखन', राजकमल प्रकाशन, दिल्ली, 2002

**Course Title:** हास्य-व्यंग्य निबंध एवं पत्रकारिता

**Course Code:** HIN-II.C-4

**Marks:** 100

**Credit:** 4 (60 Lectures)

**Course Objectives:**

भारतेन्दु युग से लेकर अब तक के हास्य- व्यंग्य निबंधों से विद्यार्थियों का परिचय कराना, ताकि वे हास्य-व्यंग्य निबंधों की गंभीरता एवं वैचारिकता को समझ सकें। साथ ही पत्रकारिता की जानकारी से विद्यार्थी रोजगार से जुड़ सकेंगे।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी यह समझ जाएंगे कि गद्य की अन्य विधाओं की तुलना में हास्य-व्यंग्य किस प्रकार अलग और चुटीला है। पत्रकारिता की जानकारी से उनके लिए रोजगार के अनेक रास्ते खुलेंगे।

**Syllabus:**

**हिंदी हास्य-व्यंग्य निबंध**

**निबंध संग्रह** -हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव,गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित निबंध संग्रह)

**अध्याय एक:** विदाई संभाषण (बालमुकुंद गुप्त) नया साल (अमृतराय), अपना मकान (इंद्रनाथ मदान), पगडंडियों का जमाना (हरिशंकर परसाई), अध्यक्ष महोदय(शरदजोशी), एक दीक्षांत भाषण (रवीन्द्रनाथ त्यागी) घूस एक चिकनाई है (रवींद्र कालिया), धमाका (अभिमन्यु अनंत) **(45 Hours)**

**अध्याय दो:** पत्रकारिता(सामान्य परिचय, भेद, उपयोगिता एवं महत्व) **(15 Hours)**

**संदर्भ ग्रंथ**

1. डॉ.बालेन्दु शेखर तिवारी, 'हिन्दी का स्वातंत्र्योत्तर हास्य और व्यंग्य', अन्नपूर्णा प्रकाशन, कानपुर, 1978
2. डॉ. प्रेमनारायण टंडन, 'हिन्दी साहित्य में हास्य-व्यंग्य', हिन्दी साहित्य भंडार, लखनऊ, 1975
3. डॉ. उषा शर्मा, 'हिन्दी निबंध साहित्य में व्यंग्य', आत्माराम एण्ड .सन्स कश्मीरीगेट, दिल्ली, 1985
4. विनोदगोदरे, 'प्रयोजनमूलक हिन्दी', वाणीप्रकाशन, नई दिल्ली, वर्ष 2007
5. डॉ.माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
6. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007

**Course Title:** भाषा कौशल

**Course Code:**

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में भाषा कौशल की वृद्धि कराना है। संगणक युग में भी भाषण, लेखन वाचन, लेखन कौशल बना रहें, इस दिशा में प्रयत्न कराना है। उन्हें क्रमशः इन चार कौशलों के माध्यम से उस सोपान तक ले जाना है, जहाँ वे हिन्दी भाषा का प्रयोग एवं लेखन सही ढंग से कर सकें।

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी निश्चित रूप से हिन्दी भाषा पर अधिकार प्राप्त कर सकेंगे। विशेष रूप से विद्यार्थियों का भाषा कौशल पुष्ट होगा। वे भाषण की कला में और सर्जनात्मक कला में निपुण होंगे।

**Syllabus:**

अध्याय एक : भाषा – कौशल: भाषण, श्रवण, वाचन, लेखन का सामान्य परिचय	(20 Hours)
अध्याय दो : भाषण एवं श्रवण कौशल	(20 Hours)
अध्याय तीन : वाचन एवं लेखन कौशल	(20 Hours)

**संदर्भ ग्रंथ**

1. नीलममान, 'हिन्दी का सही प्रयोग' तक्षशिला प्रकाशन, नई दिल्ली, 2005
2. भानुशंकर मेहता, 'बोलने की कला', विश्वविद्यालय प्रकाशन, वाराणसी, 2013
3. ईश्वरचंद राही, 'लेखन कला का इतिहास', उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1983
4. रामचंद्र वर्मा, 'अच्छी हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
5. शशिबाला, 'हिन्दी शिक्षण विधियाँ', डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली, 2006

नोट : इस प्रश्नपत्र पर विद्यार्थियों से प्रैक्टिकल कराया जाएगा।

## **S.Y.B.A - (Semester – III)**

**Course Title:** प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्रलेखन

**Course Code:** HIN-III C-5

**Marks:** 100

**Credits:** 04 (60 Lectures)

### **Course Objective:**

आजका युग आधुनिकीकरण, निजीकरण और भूमंडलीकरण की प्रक्रिया से गुजर रहा है। ऐसी स्थिति में हिन्दी की भूमिका केवल साहित्यिक हिन्दी तक सीमित न रहकर नए ज्ञान विज्ञान एवं तकनीकी क्षेत्रों से गुजर रही है। इन क्षेत्रों में प्रयोजनमूलक हिन्दी की अहम भूमिका है। अनुवाद और पत्रलेखन का महत्व तथा उसकी आवश्यकता को ध्यान में रखकर इन क्षेत्रों में बढ़ते अवसरों से विद्यार्थियों को परिचित कराना।

### **Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी इस स्थिति में पहुँचेंगे कि वे पारंपरिक शिक्षा से आगे बढ़कर प्रयोजनमूलक हिन्दी के माध्यम से अनुवाद के क्षेत्रों में रोजगार प्राप्त करने तथा पत्र लेखन में सक्षम होंगे।

### **Syllabus:**

**अध्याय एक:** प्रयोजनमूलक हिन्दी का सामान्य परिचय (22 Hours)  
प्रयोजनमूलक हिन्दी के विविध क्षेत्र  
राष्ट्रभाषा, राजभाषा के रूप में हिन्दी का विकास  
राजभाषा संबंधी प्रमुख प्रावधान

**अध्याय दो:** अनुवाद लेखन (20 Hours)  
अनुवाद: अवधारणा एवं स्वरूप  
कार्यालयीन अनुवाद  
व्यावसायिक एवं वाणिज्यिक अनुवाद  
साहित्यिक अनुवाद  
व्यावहारिक अनुवाद का अभ्यास



**अध्याय तीन : पत्रलेखन : व्यावसायिक पत्रलेखन-पूछताछ, क्रयादेश, अनुस्मारक (18 Hours)**  
कार्यालयीन पत्र लेखन-कार्यालय ज्ञापन, कार्यालय आदेश, अर्धसरकारी पत्र,  
परिपत्र, कार्यवृत्त, प्रेसविज्ञप्ति ।

### संदर्भ ग्रंथ

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. अर्जुन चव्हाण, 'मीडिया कालीन हिन्दी: स्वरूप और संभावनाएँ', राधाकृष्ण प्रकाशन, दिल्ली, 2005
6. जितेंद्र गुप्त, 'पत्रकारिता में अनुवाद', राधाकृष्ण प्रकाशन, दिल्ली, 2006

**Course Title:** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

**Course Code:** HIN-III.E-1

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

प्रारंभ से लेकर रीतिकाल तक हिन्दी साहित्य के इतिहास की विद्यार्थियों को जानकारी देना। इससे विद्यार्थियों को ज्ञात होगा कि आज हिन्दी का जो स्वरूप है, उसका प्रारंभिक रूप किस प्रकार का था। वे प्राचीन हिन्दी भाषा और विशेष रूप से प्राचीन एवं मध्यकालीन साहित्य से परिचित होंगे।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी साहित्य के आदिकाल, भक्तिकाल और रीतिकाल के साहित्य से परिचित होंगे। साथ ही इनसे संबन्धित प्रमुख कवियों का संक्षेप में उन्हें परिचय भी प्राप्त होगा।

**Syllabus:**

**अध्याय एक:** आदिकालीन साहित्य की पृष्ठभूमि और रासो, सिद्ध, जैन, नाथ काव्य परंपरा का सामान्य परिचय एवं प्रमुख कवि परिचय। (चंदबरदाई और विद्यापति) (20 Hours)

**अध्याय दो:** भक्तिकालीन साहित्य की पृष्ठभूमि और संत, सूफी, राम, कृष्ण काव्य धाराओं का सामान्य परिचय एवं प्रमुख कवि परिचय। (कबीर और मीराबाई) (20 Hours)

**अध्याय तीन:** रीतिकालीन साहित्य की पृष्ठभूमि और रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य धाराओं का सामान्य परिचय एवं प्रमुख कवि परिचय। (बिहारी और घनानन्द) (20 Hours)

**संदर्भ ग्रंथ**

- 1) डॉ. बच्चनसिंह, 'हिन्दी साहित्य का दूसरा इतिहास', राधाकृष्ण प्रकाशन, नयी दिल्ली, 2015
- 2) डॉ. विजयपाल सिंह, 'हिन्दी साहित्यका समीक्षात्मक इतिहास', राधाकृष्ण प्रकाशन, नयी दिल्ली, 2011
- 3) डॉ. रामकुमार वर्मा, 'हिन्दी साहित्य का आलोचनात्मक इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2010
- 4) डॉ. नगेन्द्र, 'हिन्दी साहित्य का इतिहास', नेशनल पब्लिशिंग हाऊस, दिल्ली, 2014
- 5) आचार्य रामचंद्र शुक्ल, 'हिन्दी साहित्य का इतिहास', प्रभात प्रकाशन, दिल्ली, 2006
- 6) डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नई सड़क, दिल्ली, 1986

**Course Title:** मध्यकालीन काव्य (चयनित कविताएँ)

**Course Code:** HIN-III.E-2

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को मध्यकालीन परिस्थितियों से अवगत कराते हुए तत्कालीन कविताओं से परिचित कराना। साथ ही रीतिकाल की कुछ प्रमुख शृंगारिक रचनाओं के माध्यम से यह बताना कि रीतिकालीन कविताएँ किस प्रकार दरबारी संस्कृति से जुड़ गई।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी मध्यकालीन कवि तथा कविताओं की जानकारी प्राप्त करेंगे। इससे उन्हें ज्ञात होगा कि आदिकालीन कविता किस प्रकार मध्यकाल से होती हुई रीतिकाल की दरबारी संस्कृति से जुड़ गई।

**Syllabus:**

**अध्याय एक:** कबीर, रविदास और जायसी (20 Hours)

**अध्याय दो:** सूरदास, तुलसीदास और मीराबाई (20 Hours)

**अध्याय तीन:** बिहारी, देव और घनानन्द (20 Hours)

(प्रत्येक का 10 दोहे एवं 6 पदों की व्याख्या)

**संदर्भ ग्रंथ**

- 1) विश्वंभर 'मानव', 'प्राचीन कवि', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2009
- 2) सं. आचार्य रामचन्द्र शुक्ल, 'जायसी ग्रंथावली' ना.प्र.स., वाराणसी, 1995
- 3) विश्वनाथ त्रिपाठी, 'मीरा का काव्य', वाणी प्रकाशन-21-ए, दरियागंज, नयी दिल्ली, 2010
- 4) श्री. जगन्नाथदास 'रत्नाकर', 'बिहारी रत्नाकर', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2015
- 5) डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1986

**Course Title:** हिन्दी महिला लेखन

**Course Code:** HIN-III.E-3

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

हिन्दी में महिला लेखन अपने से पूर्व के साहित्य से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी के अधुनातन साहित्य से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि प्राचीन एवं परंपरागत साहित्य से महिला लेखन किस अर्थ में अलग एवं विशिष्ट है।

**Syllabus:**

**अध्याय एक:** महिला लेखन की अवधारणा, पृष्ठभूमि, स्वरूप एवं विकास (08 Hours)

**अध्याय दो:** महिलाओं द्वारा लिखित प्रमुख कहानियाँ (आठ कहानियाँ) (32 Hours)

तीसरा हिस्सा-मन्नू भण्डारी, महानगर की मैथिली-सुधा अरोड़ा, वापसी-उषा प्रियंवदा, आपकी छोटी लड़की-ममता कालिया, मामला आगे बढ़ेगा अभी -चित्रा मुद्गल, सुनंदा छोकरी का डायरी- सूर्यबाला, फैसला -मैत्रेयी पुष्पा, हुस्न बानों का आठवा सवाल- शरद सिंह

**अध्याय तीन:** महिलाओं द्वारा लिखित प्रमुख कविताएँ (आठ कविताएँ) (20 Hours)

स्त्रियाँ -अनामिका, चिड़ियाँ की आँख से- निलेश रघुवंशी, घर की चौखट से बाहर-सुशीला टाकभोरे, सात भाइयों के बीच चंपा-कात्यायनी, मैं किसकी औरत हूँ-सविता सिंह, रमाँ सिंह की दो कविताएँ -रमा सिंह, अहल्या-प्रभा खेतान, मुझे रो लेने दो-जयश्री राय

**संदर्भ ग्रंथ**

- 1) सरला माहेश्वरी, 'नारी प्रश्न', राधाकृष्ण प्रकाशन, नयी दिल्ली, 2007
- 2) क्षमा शर्मा, 'स्त्रीत्ववादी विमर्श: समाज और साहित्य', राजकमल प्रकाशन, नयी दिल्ली, 2008
- 3) माधुरी छेड़ा, 'आधुनिक कथा साहित्य में नारी: स्वरूप और प्रतिमा', अरविंद प्रकाशन, बंबई, 1994
- 4) कुमार राधा, 'स्त्री संघर्ष का इतिहास', नई दिल्ली, वाणी प्रकाशन, 2002
- 5) आशारानी व्होरा नारी शोषण : आइने और आयाम, नेशनल पब्लिशिंग हाऊस, नई दिल्ली, 1982

**Course Title:** हिंदी दलित लेखन

**Course Code:** HIN-III.E-4

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

हिन्दी में दलित लेखन साहित्य की मुख्य धारा से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Course Outcome:**

विद्यार्थियों को ज्ञात होगा कि प्राचीन एवं परंपरागत साहित्य से दलित लेखन किस अर्थ में अलग एवं विशिष्ट है और यह लेखन अपने यथार्थ को किस बेबाकी और सच्चाई के साथ स्वानुभूति को व्यक्त कर रहा है।

**Syllabus:**

अध्याय एक: दलित लेखन की अवधारणा एवं उसका विकास	(08 Hours)
अध्याय दो: दलित कहानियाँ (आठ कहानियाँ)	(32 Hours)
अध्याय तीन: दलित कविताएँ (आठ कविताएँ) (चयनित दलित कहानियाँ एवं कविताएँ)	(20 Hours)

**संदर्भ ग्रंथ**

- 1) तेज सिंह, 'आज का दलित साहित्य', अतिश प्रकाशन, हरि नगर, दिल्ली, 2002
- 2) डॉ. श्यौराज सिंह बेचैन, 'चिंतन की परंपरा और दलित साहित्य', नवलेखन प्रकाशन, बिहार, 2001
- 3) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य सृजन के संदर्भ में', कामना प्रकाशन दिल्ली, 1999
- 4) डॉ. जयप्रकाश कर्दम 'दलित साहित्य', अतिश प्रकाशन, हरि नगर, दिल्ली, 2003
- 5) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य रचना और विचार', अतिश प्रकाशन, हरि नगर, दिल्ली, 2001

## **S.Y.B.A - (Semester – IV)**

**Course Title:** हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक

**Course Code:** HIN-IV.C-6

**Marks:** 100

**Credits:** 04(60 Lectures)

### **Course Objective:**

- 1) हिन्दी पत्रकारिता के इतिहास से विद्यार्थियों को अवगत कराना।
- 2) मुद्रित माध्यमों में रोजगार के अवसरों की विद्यार्थियों को जानकारी देना।
- 3) इलेक्ट्रॉनिक माध्यमों की बढ़ती व्याप्ति को समझते हुए उसमें प्राप्त रोजगार संबंधी जानकारी विद्यार्थियों को देना।

### **Learning Outcome:**

- 1) इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी हिन्दी पत्रकारिता के इतिहास से अवगत होंगे।
- 2) पारंपरिक शिक्षा से आगे बढ़कर पत्रकारिता के क्षेत्र में रोजगार प्राप्त करने में सक्षम होंगे।

### **Syllabus:**

**अध्याय एक :** 1. पत्रकारिता का सामान्य परिचय, स्वरूप एवं विकासक्रम **(20 Hours)**

2. पत्रकारिता के विविध प्रकार (खेल पत्रकारिता, मनोरंजन पत्रकारिता, खोजी पत्रकारिता, आर्थिक पत्रकारिता, बाल पत्रकारिता, महिला पत्रकारिता)
3. पत्रकारिता का महत्व
4. पत्रकारिता संबंधी कानून

**अध्याय दो :** हिन्दी मुद्रित पत्रकारिता का उद्भव और विकास **(20 Hours)**

1. स्वतंत्रतापूर्व हिन्दी पत्रकारिता
2. स्वातंत्र्योत्तर हिन्दी पत्रकारिता
3. प्रमुख साहित्यिक पत्र-पत्रिकाएँ  
(साप्ताहिक, मासिक, त्रैमासिक पत्रिकाएँ)

- क) रेडियो पत्रकारिता
- ख) टी. वी. पत्रकारिता
- घ) इंटरनेट पत्रकारिता

**संदर्भ ग्रंथ**

1. कैलाशनाथ पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
2. डॉ.अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी के अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
3. डॉ.रामप्रकाश, डॉ. दिनेशगुप्त, 'प्रयोगात्मक और प्रयोजन मूलक हिन्दी', राधाकृष्ण प्रकाशन, नई दिल्ली, 2014
3. एन. सी. पंत, 'पत्रकारिता का इतिहास' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली, 2002
4. सविता चड्ढा, 'हिन्दी पत्रकारिता: सिद्धान्त और स्वरूप' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, दिल्ली, 1995
5. डॉ. अजय प्रकाश, डॉ. रमेश वर्मा, 'प्रयोजनमूलक हिन्दी' समवेत प्रकाशन, रामबाग ,कानपुर, 2005

**Course Title:** आधुनिक हिन्दी कविता (इतिहास एवं काव्य संग्रह)

**Course Code:** HIN-IV.E-5

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

विद्यार्थियों को आधुनिक हिन्दी कविता के इतिहास से परिचित कराना। उन्हें यह बताना कि अपनी किन विशिष्टताओं के कारण आधुनिक काल की कविता और उसके कवि सीधे समाज और राष्ट्र प्रेम से जुड़े।

**Learning Outcome:**

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी आधुनिक काल की कविताओं से और उनके कवियों से परिचित होंगे। उन्हें आधुनिक कालीन कविताओं की विभिन्न प्रवृत्तियों को भी जानने का अवसर मिलेगा।

**Syllabus:**

**अध्याय एक :**

भारतेन्दुयुगीन कविता, द्विवेदी युगीन कविता, छायावादी कविता, प्रगतिवादी कविता, प्रयोगवादी कविता: सामान्य प्रवृत्तियाँ एवं प्रतिनिधि कवियों का सामान्य परिचय।

(भारतेन्दु हरिश्चंद्र, मैथिलीशरण गुप्त, जयशंकर प्रसाद, नागार्जुन, अज्ञेय)

**(20 Hours)**

**अध्याय दो :**

राष्ट्रीय सांस्कृतिक काव्यधारा, नई कविता, नवगीत, हिन्दी गजल एवं समकालीन कविता: सामान्य परिचय एवं प्रतिनिधि कवियों का सामान्य परिचय।

(माखनलाल चतुर्वेदी, मुक्तिबोध, शंभुनाथ सिंह, दुष्यंतकुमार, राजेश जोशी)

**(20 Hours)**

**अध्याय तीन:**

द्रौपदी (नरेन्द्र शर्मा) खण्ड काव्य का अध्ययन।

(व्याख्या के लिए निर्धारित अंश)

**(20 Hours)**



### सदर्थ ग्रंथ

1. डॉ.शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1970
2. आचार्य रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास' प्रकाशन संस्थान, नई दिल्ली, 2003
3. डॉ. रमेश चंद्र शर्मा, 'हिन्दी साहित्य का इतिहास' विद्या प्रकाशन, गुजैनी, कानपुर, 2002
4. डॉ. गणपति चन्द्र गुप्त, 'हिन्दी साहित्येतिहास' अटलांटिक प्रकाशन एंड डिस्ट्रीब्यूटर्स, दिल्ली, 1989
5. राजनाथ शर्मा, 'हिन्दी साहित्य का विवेचनात्मक इतिहास' विनोद पुस्तक मंदिर, आग्रा, 1978
6. डॉ. नगेन्द्र, 'हिन्दी साहित्य का इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

**Course Title:** विशेष अध्ययन:सूर्यकांत त्रिपाठी निराला

**Course Code:** HIN-IV.E-6

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

विद्यार्थियों को सूर्यकांत त्रिपाठी निराला के समग्र जीवनवृत्त एवं साहित्य से परिचित कराना। विद्यार्थियों को यह बताना कि निराला किस प्रकार छायावादी अन्य कवियों से अलग और महत्वपूर्ण थे।

**Learning Outcome:**

इस पाठ्यक्रम के अध्ययन के पश्चात विद्यार्थी निराला के समग्र साहित्य से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि अपनी किन विशिष्टताओं के कारण छायावादी कवियों में निराला आज सबसे अधिक प्रासंगिक हैं।

**Syllabus:**

**अध्याय एक:**निराला का जीवन वृत्त,निराला की काव्य दृष्टि, निराला का गद्य साहित्य। (20 Hours)

**अध्याय दो:** तोड़ती पत्थर, स्नेह निर्झर बह गया है, कुकुरमुत्ता, दान, जागो फिर एक बार, विधवा, वसंत आया, बादल राग, मरा हूँ हजार मरण, सरोज स्मृति (दस कविताओं का अध्ययन) (20 Hours)

**अध्याय तीन:** 'बिल्लेसुर बकरिहा' रेखाचित्र का अध्ययन। (20 Hours)

**संदर्भ ग्रंथ**

1. नंदकिशोर नवल, 'निराला रचनावली-1' राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
2. नंदकिशोर नवल, 'निराला रचनावली-2' राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
3. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2007
4. प्रो. सूर्यप्रसाद दीक्षित, 'निराला समग्र', उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 2015
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य-एक परिचय', राजकमल प्रकाशन, नयी दिल्ली, 2006

**Course Title:** विशेष अध्ययन: हिन्दी कहानी

**Course Code:** HIN-IV.E-7

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

- 1) आधुनिक हिन्दी कहानी साहित्य से विद्यार्थियों को अवगत कराना।
- 2) विद्यार्थियों को कहानी एवं उसके इतिहास से परिचित कराना।
- 3) विद्यार्थियों को हिन्दी के प्रमुख कहानीकारों का परिचय कराना।

**Learning Outcomes:**

- 1) इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी के कहानी साहित्य से अवगत होंगे।
- 2) विद्यार्थी कहानी विधा से परिचित होंगे।
- 3) छात्र हिन्दी के प्रमुख कहानीकारों से परिचय प्राप्त करेंगे।

**Syllabus:**

**अध्याय एक :** कहानी: स्वरूप एवं तत्व

**(10 Hours)**

**अध्याय दो :** हिन्दी कहानी का उद्भव और विकास

**(20 Hours)**

1. प्रेमचंद पूर्व कहानी
2. प्रेमचंद युगीन कहानी
3. प्रेमचंदोत्तर कहानी
4. नई कहानी एवं प्रमुख आंदोलन  
(समांतर कहानी, सचेतन कहानी एवं जनवादी कहानी)

**अध्याय तीन :** हिन्दी कहानी संग्रह- डॉ.सूर्यबाला-प्रतिनिधि कहानियाँ  
(चयनित आठ कहानियाँ)

**(30 Hours)**

## संदर्भ ग्रंथ

1. गोपाल राय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, इलाहाबाद, 2008
2. बच्चन सिंह, 'हिन्दी साहित्य का दूसरा इतिहास', राजकमल प्रकाशन, नयी दिल्ली, 2004
3. रामस्वरूप चतुर्वेदी, 'हिन्दी साहित्य और संवेदना का विकास', लोकभारती प्रकाशन, इलाहाबाद, 2005
4. डॉ. सूर्यबाला की 21 श्रेष्ठ कहानियाँ, डायमंड पब्लिकेशन, दिल्ली
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य: एक परिचय', राजकमल प्रकाशन, इलाहाबाद, 2006
6. डॉ. नगेन्द्र, 'हिन्दी साहित्य का इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

**Course Title:** हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

**Course Code:** HIN-IV.E-8

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

- 1) चयनित हिन्दी साहित्य का संकलन एवं विश्लेषण कराना।
- 2) हिन्दी साहित्यिक परंपरा का अभ्यास कराना।
- 3) हिन्दी साहित्य पर प्रपत्र बनाने का अभ्यास कराना।
- 4) हिन्दी साहित्य का आस्वादन, समीक्षा और शोध कार्य हेतु प्रवृत्त कराना।

**Learning Outcomes:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थी शोधकार्य की प्रक्रिया को समझेंगे और उसमें प्रवृत्त होंगे, जिससे विद्यार्थियों को भविष्य में शोध कार्य करने में सुविधा और मदद मिलेगी।
- 2) इससे नए समीक्षक और शोधार्थी तैयार होंगे।

**Syllabus:**

**अध्याय एक :** समीक्षा का अर्थ, स्वरूप एवं आधार (20 Hours)

**अध्याय दो :** काव्य आस्वादन और समीक्षा (निर्धारित कृति का आस्वादन एवं समीक्षा) (20 Hours)

**अध्याय तीन :** कथा आस्वादन और समीक्षा (निर्धारित कृति का आस्वादन एवं समीक्षा) (20 Hours)

**संदर्भ ग्रंथ**

1. डॉ. ओमप्रकाश त्रिपाठी, 'समीक्षा के विविध रंग', विद्या प्रकाशन, कानपुर, 2014
2. डॉ. मधु खराटे, डॉ. शिवाजी देवरे, 'अनुसंधान प्रविधि और प्रक्रिया' विद्या प्रकाशन, कानपुर, 2013
3. अभिलाषा दिवाकर, 'शोध कैसे करें', मार्क पब्लिशर, जयपुर, 2014

## **T.Y.B.A - (Semester – V)**

**Course Title:** मीडिया लेखन: रेडियो एवं टेलीविजन

**Course Code:** HIN-V.C-7

**Marks:** 100

**Credits:** 04(60 Lectures)

### **Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को मीडिया लेखन की जानकारी देना। विशेष रूप से रेडियो एवं टेलीविजन से संबंधित लेखन से उन्हें अवगत कराना, क्योंकि आज रेडियो एवं टेलीविजन मीडिया का सशक्त माध्यम बन गया है।

### **Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी मीडिया लेखन से अच्छी तरह परिचित होंगे। रेडियो एवं दूरदर्शन से संबंधित लेखन में प्रवृत्त होंगे। साथ ही रोजगार की दिशा में विद्यार्थियों का मार्ग प्रशस्त होगा।

### **Syllabus:**

**अध्याय एक :** रेडियो लेखन के सिद्धान्त, रेडियो लेखन के प्रकार - समाचार लेखन, रेडियो वार्ता, भेंट वार्ता, चर्चा परिचर्चा, रेडियो नाटक, रेडियो की भाषा। (20 Hours)

**अध्याय दो :** टेलीविजन लेखन के सिद्धान्त, टेलीविजन लेखन के प्रकार- समाचार लेखन, साक्षात्कार, धारावाहिक लेखन, टेलीविजन की भाषा। (20 Hours)

**अध्याय तीन :** रेडियो और टेलीविजन लेखन के व्यावहारिक रूप का अध्ययन  
रेडियो वार्ता लेखन, संवाद लेखन, दृश्य रूपान्तरण, भेंट वार्ता, रेडियो-समाचार लेखन,  
रेडियो विज्ञापन लेखन, टेलीविजन विज्ञापन लेखन। (20 Hours)

### **संदर्भ ग्रंथ**

1. सं. डॉ. सुभाष तलेकर, 'रोजगाराभिमुख हिन्दी : दिशाएँ एवं संभावनाएँ', नंदादीप प्रकाशन, पुणे, 2010
2. डॉ. सुजाता वर्मा, 'पत्रकारिता और मीडिया', विकास प्रकाशन, कानपुर, 2016
3. रामशरन जोशी, 'मीडिया विमर्श', सामयिक प्रकाशन, दरियागंज, नई दिल्ली, 2002
4. डॉ. अजय प्रकाश, डॉ. रमेश वर्मा, 'प्रयोजनमूलक हिन्दी', समवेत, रामबाग, कानपुर, 2005
5. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी: अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006

**Course Title:** कथेतर गद्य साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी  
(किसी विधा की एक पाठ्य पुस्तक)

**Course Code:** HIN-V.E-9

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम से हिन्दी गद्य की मुख्य विधा के अलावा विद्यार्थियों को अन्य विधाओं की जानकारी देना। इनमें मुख्य विधाएँ हैं- संस्मरण साहित्य, यात्रा साहित्य, आत्मकथा साहित्य एवं जीवनी साहित्य। इन विधाओं में आज काफी लेखन कार्य हो रहा है, इसकी उन्हें जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम के द्वारा विद्यार्थी हिन्दी गद्य की मुख्य विधा के अलावा अन्य विधाओं से परिचित होंगे। वे संस्मरण, यात्रा, आत्मकथा एवं जीवनी साहित्य के उद्भव एवं विकास की जानकारी प्राप्त करेंगे। साथ ही इन विधाओं के लेखकों का साहित्य में क्या योगदान है, इसकी जानकारी प्राप्त करेंगे।

**Syllabus:**

**अध्याय एक :** संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: अवधारणा एवं स्वरूप (15 Hours)

**अध्याय दो :** संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: उद्भव एवं विकास (15 Hours)

**अध्याय तीन :** किसी विधा की एक पाठ्यपुस्तक: माटी की मूरतें-रामवृक्ष बेनीपुरी(चयनित) (30 Hours)

**संदर्भ ग्रंथ**

1. डॉ. शांति खन्ना, 'आधुनिक हिन्दी का जीवनीपरक साहित्य', सन्मार्ग प्रकाशन, बैंगलो रोड, दिल्ली, 1973
2. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
3. डॉ. रमेशचन्द्र शर्मा, 'हिन्दी साहित्य का इतिहास', विद्या प्रकाशन, कानपुर, 2002
4. डॉ. लक्ष्मीसागर वाष्णीय, 'हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 1981
5. डॉ. सुधाकर कलवडे, 'साहित्यशास्त्र परिचय', पुस्तक संस्थान नेहरू नगर, कानपुर, 1985

**Course Title:** विशेष अध्ययन: हिन्दी उपन्यास

**Course Code:** HIN-V.E-10

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी उपन्यास के विकासक्रम की जानकारी देना। साथ ही उपन्यासकारों के उद्देश्य को उन तक पहुँचाना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी प्राप्त होगी। साथ ही वे हिन्दी उपन्यास के विकासक्रम से परिचित होंगे। उपन्यासों का समाज से क्या संबंध है, इसकी जानकारी उन्हें प्राप्त होगी।

**Syllabus:**

**अध्याय एक :** उपन्यास: स्वरूप एवं तत्व, हिन्दी उपन्यास का उद्भव (20 Hours)  
(प्रेमचंद पूर्व, प्रेमचंद युग)

**अध्याय दो :** हिन्दी उपन्यास का विकास (20 Hours)  
(प्रेमचंदोत्तर युग, साठोत्तरी युग, विमर्श केन्द्रित )

**अध्याय तीन :** एक उपन्यास का अध्ययन: मोहनदास- उदयप्रकाश (20 Hours)

**संदर्भ ग्रंथ**

1. डॉ. रामलखन शुक्ल, 'हिन्दी उपन्यास कला', सन्मार्ग प्रकाशन, बैंगलौ रोड, दिल्ली, 1972
2. डॉ. शांतिस्वरूप गुप्त, 'हिन्दी साहित्य: प्रकीर्ण विचार', शोक प्रकाशन, नई सड़क, दिल्ली, 1967
3. डॉ. रामनारायण सिंह, 'मधुर हिन्दी के ऐतिहासिक उपन्यास', ग्रंथम, रामबाग, कानपुर, 1971
4. डॉ. ज्ञान अस्थाना, 'हिन्दी उपन्यासों में ग्राम समस्याएँ', जवाहर पुस्तकालय, मथुरा, 1979
5. पदुमलाल पुन्नालाल बखशी, 'हिन्दी कथा साहित्य', हिन्दी ग्रंथ-रत्नाकर कार्यालय, बंबई, 1954



**Course Title:** भारतीय काव्यशास्त्र

**Course Code:** HIN-V.E-11

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भारतीय काव्यशास्त्र की जानकारी देना। भारतीय आचार्यों के चिंतन का ज्ञान प्राप्त कराना। साथ ही हिन्दी के आधुनिक आचार्यों के काव्यशास्त्रीय चिंतन की जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भारतीय काव्यशास्त्र से परिचित होंगे। वे भारतीय आचार्यों के काव्यशास्त्रीय सिद्धांतों को समझेंगे और इसके साथ ही आधुनिक हिन्दी आचार्यों ने काव्यशास्त्र के विषय में क्या कहा है, इससे भी विद्यार्थी परिचित होंगे।

**Syllabus:**

**अध्याय एक :** काव्य की परिभाषा स्वरूप एवं भेद (20 Hours)  
- काव्य के तत्त्व, हेतु एवं प्रयोजन

**अध्याय दो :** रस सिद्धान्त- स्वरूप, अवयव और उसके भेद (20 Hours)  
- अलंकार सिद्धान्त- सामान्य परिचय  
- ध्वनि सिद्धान्त- सामान्य परिचय (शब्दशक्ति)

**अध्याय तीन :** रीति सिद्धान्त - सामान्य परिचय (20 Hours)  
- वक्रोक्ति सिद्धान्त - सामान्य परिचय  
- औचित्य सिद्धान्त- सामान्य परिचय  
- शुक्ल एवं द्विवेदी का काव्य चिंतन

**संदर्भ ग्रंथ**

1. डॉ. भगीरथ मिश्र, 'काव्यशास्त्र' विश्वविद्यालय प्रकाशन, वाराणसी, 1970
2. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
3. जयचंद्र राय, 'आचार्य रामचन्द्र शुक्ल: सिद्धान्त और साहित्य', भारती साहित्य मंदिर, दिल्ली, 1963
4. डॉ. आनंद प्रकाश दीक्षित, 'रस सिद्धान्त: स्वरूप-विश्लेषण', राजकमल प्रकाशन, दिल्ली, 1972
5. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
6. बलदेव उपाध्याय, 'भारतीय साहित्यशास्त्र', प्रसाद परिषद, काशी, 1955

**Course Title:** हिंदी नाटक

**Course Code:** HIN-V.E-12

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी नाटक, स्वरूप एवं तत्व से परिचित कराना। उन्हें नाटक के उद्भव एवं विकास की जानकारी देना। साथ ही एक नाटक का अध्ययन कराना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी नाटक स्वरूप एवं तत्व से परिचित होंगे। उन्हें नाटक के उद्भव एवं विकास की जानकारी प्राप्त होगी। साथ ही एक नाट्य रचना का अध्ययन करके नाट्य विधा को समझेंगे।

**Syllabus:**

**अध्याय एक :** नाटक: स्वरूप एवं तत्व, भारतीय नाट्य परंपरा(शास्त्रीय एवं लोक नाट्य) (20 Hours)

**अध्याय दो :** हिन्दी नाटक: उद्भव एवं विकास (20 Hours)

**अध्याय तीन :** किसी एक नाटक का अध्ययन-

आषाढ का एक दिन- मोहन राकेश (20 Hours)

**संदर्भ ग्रंथ**

1. गिरीश रस्तोगी, 'हिन्दी नाटक और रंगमंच की नई दिशाएँ', ग्रंथम प्रकाशन, कानपुर, 1966
2. दशरथ ओझा, 'हिन्दी नाटक: उद्भव और विकास', दिल्ली राजपाल एण्ड सन्स, दिल्ली
3. डॉ. पशुपतिनाथ उपाध्याय, 'हिन्दी नाटक एवं रंगमंच', जवाहर पुस्तकालय, मथुरा, 2009
4. डॉ. सविता चौधरी, 'साठोत्तरी हिन्दी नाटक', विद्या प्रकाशन गुजैनी, कानपुर, 2012
5. नेमिचन्द्र जैन, 'रंगदर्शन', राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
6. डॉ. बच्चन सिंह, 'हिन्दी नाटक', साहित्य भवन प्रा.लि., इलाहाबाद, 1958

**Course Title:** हिन्दी एकांकी

**Course Code:** HIN-V.ID-1

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

- 1) विद्यार्थियों को एकांकी का परिचय कराना।
- 2) विद्यार्थी एकांकीकी आवश्यकता को समझ सकें।
- 3) इसके माध्यम से विद्यार्थी एकांकीको प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes:**

- 1) विद्यार्थी एकांकी का गहन अध्ययन करके उससे परिचित होंगे।
- 2) विद्यार्थी वाचन एवं संवाद कला में निपुण होंगे।
- 3) विद्यार्थी एकांकी प्रस्तुतीकरण से अभिनय के क्षेत्र में प्रारम्भिक दक्षता प्राप्त करेंगे।

**Syllabus:**

**अध्याय एक :** एकांकी: अवधारणा, स्वरूप एवं विकास (15 Hours)

एकांकी के तत्त्व, रंगमंचीयता एवं उसका क्रमिक विकास

**अध्याय दो:** किन्हीं पाँच एकांकी का अध्ययन (25 Hours)

(अभियोग- डॉ. रामकुमार वर्मा, भोर का तारा- जगदीश चंद्र माथुर, धीरे बहो गंगा- लक्ष्मी नारायण लाल, नींद क्यों रातभर नहीं आती- सुरेन्द्र वर्मा, जुलूस- कणाद ऋषि भटनागर)

**अध्याय तीन:** एकांकी: प्राथमिक लेखन, प्रकट वाचन समूह चर्चा, पुनर्लेखन (20 Hours)

एकांकी: समूह में प्रस्तुतीकरण एवं मूल्यांकन

### संदर्भ ग्रंथ

1. गिरीश रस्तोगी, *हिन्दी नाटक और रंगमंच की नई दिशाएँ*, ग्रंथम प्रकाशन, कानपुर, 1966
2. दशरथ ओझा, *हिन्दी नाटक: उद्भव और विकास*, दिल्ली राजपाल एण्ड सन्स, दिल्ली, 2003
3. डॉ. पशुपतिनाथ उपाध्याय, *‘हिन्दी नाटक एवं रंगमंच’*, जवाहर पुस्तकालय, मथुरा, 2009
4. नेमिचन्द्र जैन, *‘रंगदर्शन’*, राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
5. डॉ. रामशरण महेन्द्र, *‘एकांकी और एकांकीकार’*, वाणी प्रकाशन, नई दिल्ली, 2001
6. सं. अखिलेश कुमार मिश्र, *‘अंधेर-नगरी, भारत दुर्दशा’*, प्रयाग प्रकाशन, इलाहाबाद, 1985
7. डॉ. सुरेन्द्र यादव, *‘एकांकी और एकांकी’*, राजकमल प्रकाशन, नई दिल्ली, 2001

## **T.Y.B.A - (Semester – VI)**

**Course Title:** हिंदी भाषा, लिपि एवं व्याकरण

**Course Code:** HIN-VI.C-8

**Marks:** 100

**Credits:** 04(60 Lectures)

### **Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी भाषा की जानकारी देना। भाषा परिवर्तन के कारणों का पता लगाना। देवनागरी लिपि से परिचित कराना एवं उसकी वैज्ञानिकता पर प्रकाश डालना और साथ ही विद्यार्थियों को हिन्दी व्याकरण से अवगत कराना।

### **Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी भाषा की जानकारी प्राप्त करेंगे। उसमें आनेवाले परिवर्तन को समझेंगे। विद्यार्थियों को देवनागरी लिपि का ज्ञान प्राप्त होगा। इसके साथ ही हिन्दी व्याकरण से पूर्णतया परिचित होंगे।

### **Syllabus:**

**अध्याय एक :** भाषा-प्राचीन एवं मध्यकालीन आर्यभाषा

हिन्दी भाषा का उद्भव और विकास (20 Hours)

**अध्याय दो :** लिपि- देवनागरी लिपि का उद्भव एवं विकास, देवनागरी लिपि की विशेषताएँ

देवनागरी लिपि का मानकीकरण (20 Hours)

**अध्याय तीन :** व्याकरण: वर्ण विचार- स्वर, व्यंजन, वर्तनी की समस्या।

(20 Hours)

शब्दसाधन- विकारी एवं अविकारी शब्दों का सामान्य परिचय।

हिन्दी की रूप रचना- उपसर्ग, प्रत्यय एवं समास के आधार पर।

संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण ।

### **संदर्भ ग्रंथ**

1. डॉ. ब्रज किशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, दरियागंज, दिल्ली, 2009
2. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
3. डॉ. हरदेव बाहरी, 'व्यावहारिक हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 1997
4. श्री शरण, 'हिन्दी-अशुद्धियाँ संदर्भ शोधन', प्रेम प्रकाशन मंदिर, दिल्ली, 1997
5. डॉ. विजय लक्ष्मण वर्धे, 'अत्यावश्यक हिन्दी व्याकरण', फडके बुकसेलर्स, कोल्हापुर, 1993

**Course Title:** हिंदी निबंध

**Course Code:** HIN-VI.E-13

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी निबंध के स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी निबंध के क्रमिक विकास से परिचित कराना। साथ ही एक निबंध संग्रह के अध्ययन के माध्यम से निबंध विधा की जानकारी देना।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी निबंध के स्वरूप एवं तत्व से परिचित होंगे। उन्हें हिन्दी निबंध के उद्भव एवं विकास की जानकारी प्राप्त होगी। एक निबंध संग्रह के अध्ययन के बाद निबंध विधा को अच्छी तरह से समझेंगे।

**Syllabus:**

**अध्याय एक :** निबंध: स्वरूप, तत्व एवं भेद (20 Hours)

**अध्याय दो :** हिन्दी निबंध: उद्भव एवं विकास (20 Hours)

शुक्ल पूर्व, शुक्ल युग, शुक्लोत्तर

**अध्याय तीन :** किसी एक निबंध संग्रह का अध्ययन

जिंदगी मुस्कुराई- कन्हैयालाल मिश्र 'प्रभाकर' (कोई पाँच) (20 Hours)

**संदर्भ ग्रंथ**

1. डॉ. गणपतिचन्द्र गुप्त, 'साहित्यिक निबंध', लोकभारती प्रकाशन, इलाहाबाद, 1981
2. डॉ. भोलानाथ, 'हिन्दी साहित्य' हिन्दी परिषद, प्रकाशन प्रयाग, 1971
3. रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास', नागरी प्रचारिणी सभा, काशी, 1961
4. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. नगेन्द्र, डॉ. हरदयाल, 'हिन्दी साहित्य का इतिहास', मयूर पेपरबैक्स, 2014

**Course Title:** भाषाविज्ञान

**Course Code:** HIN-VI.E-14

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भाषाविज्ञान की जानकारी देना। उसके अध्ययन क्षेत्र एवं दिशाओं का ज्ञान प्राप्त कराना। साथ ही ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान की जानकारी देना।

**Learning Outcome**

इस पाठ्यक्रम के माध्यम से विद्यार्थी भाषाविज्ञान की जानकारी प्राप्त करेंगे। उसके अध्ययन के विभिन्न क्षेत्र एवं दिशाओं का ज्ञान प्राप्त करेंगे। इसके आलावा ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान से भी भली भांति परिचित होंगे।

**Syllabus:**

**अध्याय एक :** भाषा: परिभाषा, भाषा की विशेषताएँ एवं भाषा परिवर्तन के कारण

भाषाविज्ञान: परिभाषा और अध्ययन की दिशाएँ। (20 Hours)

**अध्याय दो :** ध्वनि विज्ञान: ध्वनि का स्वरूप, ध्वनियों का वर्गीकरण, ध्वनि परिवर्तन के कारण।

- रूप विज्ञान: स्वरूप, अर्थतत्त्व एवं संबंध तत्त्व, रूप परिवर्तन के कारण एवं दिशाएँ। (20 Hours)

**अध्याय तीन :** वाक्य विज्ञान : वाक्य की परिभाषा, स्वरूप एवं वाक्य के भेद।

- अर्थ विज्ञान: स्वरूप, अर्थ बोध के साधन, अर्थ परिवर्तन के कारण एवं दिशाएँ। (20 Hours)

**संदर्भ ग्रंथ**

1. डॉ. भोलानाथ तिवारी, 'भाषाविज्ञान', किताबमहल इलाहाबाद, 1991
2. डॉ. हनुमंतराव पाटील, 'भाषा विज्ञान एवं हिन्दी भाषा', विद्या प्रकाशन, गुजैनी, कानपुर, 2009
3. डॉ. राजमणि शर्मा, 'आधुनिक भाषाविज्ञान', महाशक्ति साहित्य मंदिर, वाराणसी, 1983
4. डॉ. भोलानाथ तिवारी, 'शब्द विज्ञान', शब्दकार, तुर्कमार गेट, दिल्ली, 1982
5. डॉ. जितेंद्र वत्स, डॉ. देवेंद्र प्रसाद सिंह, 'भाषाविज्ञान एवं हिन्दी भाषा', निर्मल पब्लिकेशन, दिल्ली, 2009

**Course Title:** पाश्चात्य काव्यशास्त्र

**Course Code:** HIN-VI.E-15

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम से विद्यार्थियों को प्रमुख पाश्चात्य विचारकों से परिचित कराना। विद्यार्थियों को पाश्चात्य विचारकों के सिद्धांतों और वादों की जानकारी देना और साथ ही उन्हें आधुनिक समीक्षा की प्रवृत्तियों से परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी प्रमुख पाश्चात्यविचारकों से परिचित होंगे। उनके सिद्धांतों और वादों की जानकारी प्राप्त करेंगे। विद्यार्थी आधुनिक समीक्षा की प्रवृत्ति को भी समझेंगे।

**Syllabus:**

**अध्याय एक :** प्रमुख पाश्चात्य विचारक-प्लेटो, अरस्तू, मैथ्यू आरनाल्ड, टी.एस. इलियट का परिचय।

(20 Hours)

**अध्याय दो :** प्रमुख पाश्चात्य सिद्धान्त : अभिजात्यवाद, स्वच्छंदतावाद, मार्क्सवाद का परिचय।

(20 Hours)

**अध्याय तीन :** आधुनिक समीक्षा सिद्धान्त : संरचनावाद, उत्तरसंरचनावाद, उत्तर आधुनिकतावाद।

(20 Hours)

**संदर्भ ग्रंथ**

1. सं. डॉ. नगेन्द्र, डॉ. सावित्री सिन्हा, 'पाश्चात्य काव्यशास्त्र की परंपरा', दिल्ली विश्वविद्यालय, दिल्ली, 1966
2. डॉ. शिव कुमार मिश्र, 'नया हिन्दी-काव्य', अनुसंधान प्रकाशन, आचार्यनगर, कानपुर, 1962
3. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
4. नन्ददुलारे वाजपेयी, 'नया साहित्य नए प्रश्न' विद्यामन्दिर प्रेस, मानमंदिर, वाराणसी, 1959
5. मुद्रारक्षस, 'साहित्य समीक्षा', नेशनल पब्लिशिंग हाउस, दिल्ली, 1963



**Course Title:** साहित्य का अंतरानुशासनात्मक अध्ययन

**Course Code:** HIN-VI.E-16

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी देना। उनके अंतःसंबंध का ज्ञान प्राप्त कराना। साथ ही साहित्येतर विद्या शाखाओं का हिन्दी साहित्य पर प्रभाव बताना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी प्राप्त करेंगे। उनके अंतःसंबंध से परिचित होंगे। साथ ही साहित्येतर विद्या शाखाओं का प्रभाव हिन्दी साहित्य पर किस प्रकार पड़ा, इससे परिचित होंगे।

**Syllabus:**

**अध्याय एक :** साहित्य एवं अन्य विद्या सहाखाओं का संबंध

साहित्य एवं इतिहास, साहित्य या एवं दर्शन, साहित्य एवं मनोविज्ञान (20 Hours)

**अध्याय दो :** साहित्यका समाजशास्त्रीय अध्ययन-लिंग, वर्ण, वर्ग एवं संप्रदाय

(20 Hours)

**अध्याय तीन :** व्यावहारिक अध्ययन के लिए निर्धारित कृति

ग्लोबल गाँव का देवता- रणेन्द्र

(20 Hours)

**संदर्भ ग्रंथ**

1. डॉ. राधाकृष्णन, 'भारतीय दर्शन-भाग एक', राजपाल एण्ड सन्स, दिल्ली, 2012
2. डॉ. राधाकृष्णन, 'भारतीय दर्शन भाग दो', राजपाल एण्ड सन्स, दिल्ली, 2013
3. श्रीनलिन विलोचन शर्मा, 'साहित्य का इतिहास-दर्शन', बिहार राष्ट्रभाषा परिषद, पटना. 1959
4. डॉ. सुरिंदरकौर गौड़, 'सौंदर्यशास्त्र' अभय प्रकाशन, कानपुर, 2015
5. डॉ. धीरेन्द्र वर्मा, 'हिन्दी साहित्य कोश, भाग-1', ज्ञान मंडल, लिमिटेड, वाराणसी, 2007

**Course Title:** हिन्दी पथनाट्य (नुक्कड़ नाटक)

**Course Code:** HIN-VI. ID-2

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थियों को पथनाट्यलेखन हेतु प्रवृत्त करना।
- 2) पथनाट्यके माध्यम से विद्यार्थियों के अभिनय कौशल को विकसित करना।
- 3) विद्यार्थी पथनाट्य को प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes:**

- 1) विद्यार्थी पथनाट्य लेखन में दक्षता प्राप्त करेंगे।
- 2) पथनाट्य प्रस्तुतीकरण कला में निपुण होंगे।
- 3) पथनाट्य के प्रस्तुतीकरण से छात्रों में अभिनय कौशल विकसित होगा।
- 4) विद्यार्थियों में अभिनय के साथ-साथ अन्य कौशलों का भी विकास होगा।

**Syllabus:**

**अध्याय एक :** पथनाट्य की अवधारणा, स्वरूप एवं विकास **(15 Hours)**

पथनाट्य के तत्त्व, प्रस्तुतीकरण एवं सरोकार

**अध्याय दो :** किन्हीं पाँच पथनाट्य(नुक्कड़ नाटक) का अध्ययन **(25 Hours)**

(अंधेर नगरी-भारतेन्दु हरिश्चंद्र, सवाशेर गेहूँ-राजेश कुमार, जनता पागल हो गई है-शिवराम, सबसे सस्ता गोश्त-असगर वजाहत, देखो, वोट, बटोरे अन्धा-असगर वजाहत)

**अध्याय तीन :** पथनाट्य : प्राथमिक लेखन, प्रकट वाचन, समूह चर्चा, पुनर्लेखन

पथनाट्य: समूह में प्रस्तुतीकरण एवं मूल्यांकन **(20 Hours)**

## संदर्भ ग्रंथ

1. कुसुम त्रिपाठी, 'नुक्कड़ नाटक कैसे खेले', आह्वान नाट्य मंच प्रकाशन, बम्बई 1995
2. निदेशालय, प्रौढ शिक्षा, नुक्कड़ भाग- 1, 2 जामनगर हाऊस, हटमेंटस, नई दिल्ली 1995
3. सं. अखिलेश कुमार मिश्र, 'अंधेर-नगरी, भारत दुर्दशा', प्रयाग प्रकाशन, इलाहाबाद, 1985
4. जयदेव तनेजा, 'हिंदी रंगकर्म : दशा और दिशा', तक्षशिला प्रकाशन, दिल्ली, 1988
5. चन्द्रेश, 'नुक्कड़ नाटक', राधाकृष्ण प्रकाशन नई दिल्ली, 1983
6. असगर वजाहत, 'सबसे सस्ता गोश्त', राजपाल एंड सन्स, कश्मीरी गेट, दिल्ली, 2015

**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**  
**DEPARTMENT OF HINDI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN HINDI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIN-I.C-1</b> हिन्दी कहानी एवं शब्द साधन	<b>HIN-I. C-2</b> हिन्दी कविता एवं काव्य सौंदर्य	-	-	-	-
II	<b>HIN-II. C-3</b> हिन्दी नाटक : वृत्तचित्र एवं फीचर फिल्म	<b>HIN-II. C-4</b> हास्य-व्यंग्य निबंध एवं पत्रकारिता	-	-	-	-
III	<b>HIN-III. C-5</b> प्रयोजनमूलक हिन्दी:अनुवाद एवं पत्रलेखन	-	<b>HIN-III.E-1</b> हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	<b>HIN-III .E-2</b> मध्यकालीन काव्य (चयनित कविताएँ)	<b>HIN-III .E-3</b> हिन्दी महिला लेखन	<b>HIN-III .E-4</b> हिन्दी दलित लेखन
IV	<b>HIN-IV. C-6</b> हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	-	<b>HIN-IV .E-5</b> हिन्दी साहित्य का इतिहास (आधुनिक काल)	<b>HIN-IV .E-6</b> विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	<b>HIN-IV.E-7</b> विशेष अध्ययन: हिन्दी कहानी	<b>HIN-VI. E-8</b> हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

V	<b>HIN-V.C-7</b> मीडिया लेखन: रेडियो एवं टेलीविजन	-	<b>HIN-V.E-9</b> कथेतर गद्य साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी (किसी विधा की एक पाठ्य पुस्तक)	<b>HIN-V.E-10</b> विशेष अध्ययन: हिन्दी उपन्यास	<b>HIN-V.E-11</b> भारतीय काव्यशास्त्र	<b>HIN-V.E-12</b> हिंदी नाटक
VI	<b>HIN-VI. C-8</b> हिंदी भाषा, लिपि एवं व्याकरण	-	<b>HIN-VI .E-13</b> हिंदी निबंध	<b>HIN-VI .E-14</b> भाषाविज्ञान	<b>HIN-VI .E-15</b> पाश्चात्य काव्यशास्त्र	<b>HIN-VI .E-16</b> साहित्य का अंतरानुशास नात्मक अध्ययन

SEMESTER	OPTIONAL PAPER
I	व्यावहारिक हिन्दी
II	भाषा कौशल

SEMESTER	INTER DISCIPLINARY PAPER
V	HIN-V.ID-1 हिन्दी एकांकी
VI	HIN-VI.ID-2 हिन्दी पथनाट्य (नुक्कड़ नाटक)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**UNDERGRADUATE DEPARTMENT OF HINDI  
REVISED SYLLABUS OF B.A. HINDI (2018-2019)**

**F.Y.B.A - (Semester – I)**

**Course Title:** हिन्दी कहानी एवं शब्द साधन

**Course Code:** HIN-I.C-1

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। साथ ही विद्यार्थियों को व्याकरण का ज्ञान कराना है।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद छात्रों को अब तक की कहानियों एवं कहानीकारों की जानकारी तो प्राप्त होगी ही, साथ ही छात्र हिन्दी लेखन में भी प्रवीण होंगे।

**Syllabus:**

**कहानी संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कहानी संग्रह)

**व्याकरण:** शब्द के भेद, वर्तनी एवं शुद्धलेखन, शब्दयुग्म, मुहावरे, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द, कारक का सामान्य परिचय।

## इकाई विभाजन:

### इकाई एक

(15 Hours)

1. उसने कहा था- चंद्रधर शर्मा 'गुलेरी'।
2. बड़े भाई साहब- प्रेमचंद।
3. परदा- यशपाल।

### इकाई दो

(15 Hours)

1. मलबे का मालिक- मोहन राकेश।
2. गोपाल को किसने मारा- मन्नू भण्डारी।

### इकाई तीन

(15 Hours)

1. चीफ़ की दावत- भीष्म साहनी।
2. दिल्ली में एक मौत- कमलेश्वर।
3. अपनी वापसी- चित्रा मुद्गल।

### इकाई चार: शब्द साधन

(15 Hours)

1. शब्द के भेद।
2. वर्तनी एवं शुद्धलेखन।
3. शब्दयुग्म।
4. मुहावरे।
5. पर्यायवाची शब्द।
6. वाक्यांश के लिए एक शब्द।
7. कारक का सामान्य परिचय।

### संदर्भ ग्रंथ

1. डॉ. नामवर सिंह, 'कहानी नयी कहानी', लोकभारती प्रकाशन, इलाहाबाद, 2016
2. मधुरेश, 'हिन्दी कहानी का इतिहास' लोकभारती प्रकाशन, इलाहाबाद, 2014
3. गोपालराय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, दिल्ली, 2018
4. रामचंद्र तिवारी, 'हिन्दी का गद्य साहित्य', विश्वविद्यालय प्रकाशन 2016
5. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## प्रश्नपत्र का प्रारूप

### Examination Pattern of F.Y. B.A. Hindi

आंतरिक मूल्यांकन (Internal Assessment )

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. परियोजना/ (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या/निबंध लेखन/पत्रलेखन (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** हिन्दी कविता एवं काव्य सौंदर्य

**Course Code:** HIN-I.C-2

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। साथ ही विद्यार्थियों को व्याकरण का ज्ञान कराना है।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद छात्रों को अब तक की कहानियों एवं कहानीकारों की जानकारी तो प्राप्त होगी ही, साथ ही छात्र हिन्दी लेखन में भी प्रवीण होंगे।

**Syllabus:**

**कविता संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कविता संग्रह)

**काव्य सौंदर्य:** अलंकार, छंद एवं समास

**इकाई विभाजन**

**इकाई एक**

**(15 Hours)**

1. कबीर बानी। (10 दोहे)
2. सूर के पद। (5 पद)
3. रामराज्य वर्णन। (तुलसीदास, आरंभ के 5 दोहे एवं चौपाइयां)

**इकाई दो**

**(15 Hours)**

1. रहीम के दोहे- रहीम।
2. जूही की कली- सूर्यकांत त्रिपाठी 'निराला'।
3. सवेरे उठा तो धूप खिली थी- सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'।

### इकाई तीन

(15 Hours)

1. बीस साल बाद- सुदामा पाण्डेय 'धूमिल'।
2. बेजगह- अनामिका।
3. समास।

### इकाई चार - काव्यसौंदर्य।

(15 Hours)

1. शब्दालंकार- अनुप्रास, यमक, श्लेष।
2. अर्थालंकार- उपमा, रूपक, उत्प्रेक्षा।
3. मात्रिक छंद- दोहा, सोरठा, चौपाई।
4. वर्णिक छंद- इंद्रवज्रा, उपेन्द्रवज्रा, सवैया।

### संदर्भ ग्रंथ

1. रामस्वरूप चतुर्वेदी, 'हिन्दी कवि का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2012
2. देवेन्द्रनाथ शर्मा, 'काव्य के तत्त्व', लोकभारती प्रकाशन, इलाहाबाद, 2013
3. हजारीप्रसाद द्विवेदी, 'मध्यकालीन बोध का स्वरूप', राजकमल प्रकाशन, 2003
4. रामबहोरी शुक्ल, 'हिन्दी प्रदीप' हिन्दी भवन, इलाहाबाद, 2010
5. भगीरथ मिश्र, 'काव्यशास्त्र', विश्वविद्यालय प्रकाशन, वाराणसी, 1999
6. डॉ. ब्रजकिशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment )**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                             | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                             | (12) |
| प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या/निबंध लेखन                        | (12) |

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title: व्यावहारिक हिन्दी**

**Course Code:**

**Marks: 100**

**Credits: 04 (60 Hours)**

**Course Objective:**

आज साहित्यिक हिन्दी के साथ – साथ उसका व्यावहारिक रूप उभरकर सामने आ रहा है। उदाहरण के रूप में बैंक के क्षेत्र में, रेल विभाग में, रेडियो, दूरदर्शन तथा विभिन्न जनसंचार माध्यमों में हिन्दी के व्यावहारिक रूप से विद्यार्थियों को परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी इस स्थिति में पहुँचेंगे कि वे पारंपारिक शिक्षा से आगे बढ़कर व्यावहारिक हिन्दी के माध्यम से नये एवं तकनीकी क्षेत्रों में रोजगार प्राप्त कर सकें।

**पाठ्यक्रम**

**इकाई एक : व्यावहारिक हिन्दी का सामान्य परिचय, स्वरूप एवं व्याप्ति (15 Hours)**

1. व्यावहारिक एवं साहित्यिक हिन्दी: सामान्य परिचय एवं विशेषताएँ।
2. हिन्दी भाषा का उद्भव और विकास।
3. राष्ट्रभाषा, राजभाषा एवं संपर्क भाषा (सामान्य परिचय)।

**इकाई दो : व्यावहारिक हिन्दी के विविध क्षेत्र :सामान्य परिचय (15 Hours)**

- कार्यालयीन पत्राचार - 1.आवेदन पत्र।
2. अनुस्मारक।
  3. शिकायती पत्र।
  4. बधाई पत्र।

**इकाई तीन : अनुवाद (15 Hours)**

1. अनुवाद: अवधारणा एवं स्वरूप।
2. अनुवाद की प्रक्रिया।
3. अनुवाद के प्रकार।
4. अनुवाद की उपयोगिता।

1. मानक वर्तनी लेखन।
2. वाक्य विन्यास।
3. लिंग।
4. वचन।
5. कारक।
6. उपसर्ग।
7. प्रत्यय।

(सामान्य परिचय एवं प्रयोग)

#### संदर्भ ग्रंथ

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A./B.Sc. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment )**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ/ अनुवाद/ पत्रलेखन                                     | (12) |

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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## **F.Y.B.A - (Semester – II)**

**Course Title:** हिन्दी नाटक: वृत्तचित्र एवं फीचर फिल्म

**Course Code:** HIN-II.C-3

**Marks:** 100

**Credit:** 4 (60 Hours)

### **Course Objective:**

शंकर शेष का नाटक 'एक और द्रोणाचार्य' के माध्यम से नाटक का परिचय कराते हुए विद्यार्थियों को आज की शिक्षा व्यवस्था की वास्तविकता का परिचय कराना। साथ ही वृत्तचित्र एवं फीचर फिल्म लेखन के सैद्धांतिक पक्ष की जानकारी देना।

### **Learning Outcome:**

'एक और द्रोणाचार्य' पढ़ने के बाद विद्यार्थियों को अभिनय कौशल के प्रति अभिरुचि पैदा होगी। अभिनय के माध्यम से वे समाज का रूप ज्यादा अच्छी तरह समझेंगे। साथ ही वे वृत्तचित्र लेखन एवं फीचर लेखन के सैद्धांतिक पक्ष से परिचित होंगे।

### **Syllabus:**

1. एक और द्रोणाचार्य- शंकर शेष
2. वृत्तचित्र एवं फीचर फिल्म।

### **इकाई विभाजन**

#### **इकाई एक**

**(15 Hours)**

1. नाटक की अवधारणा।
2. नाटक का स्वरूप।
3. नाटक के तत्व।

#### **इकाई दो - 'एक और द्रोणाचार्य' का पाठ्यालोचन।**

**(15 Hours)**

#### **इकाई तीन - 'एक और द्रोणाचार्य' का समीक्षात्मक अध्ययन।**

**(15 Hours)**

1. वृत्तचित्र की अवधारणा एवं विशेषताएँ।
2. फीचर फिल्म की अवधारणा एवं विशेषताएँ।
3. वृत्तचित्र एवं फीचर फिल्म में अंतर।

**संदर्भ ग्रंथ**

1. दशरथ ओझा, 'हिन्दी नाटक का विकास', राजपाल एण्ड सन्स, नयी दिल्ली, 2003
2. के. वी. नारायण कुरूप, 'साठोत्तर हिन्दी नाटक', लोकभारती प्रकाशन, इलाहाबाद, 2007
3. सत्यदेव त्रिपाठी, 'समकालीन फिल्मों के आईने में समाज', शिल्पायन प्रकाशन, दिल्ली, 2013
4. सं.डॉ.शैलजा भारद्वाज, 'साहित्य और सिनेमा', चिंतन प्रकाशन, कानपुर, 2013
5. हरीश कुमार, 'सिनेमा और साहित्य', संजय प्रकाशन, दिल्ली, 2010
6. मनोहर श्याम जोशी, 'पटकथा लेखन', राजकमल प्रकाशन, दिल्ली, 2002



## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment)**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. परियोजना / (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

('अ' अथवा 'ब' में कोई एक खंड)

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**Course Title:** हास्य - व्यंग्य निबंध एवं पत्रकारिता

**Course Code:** HIN-II.C-4

**Marks:** 100

**Credit:** 4 (60 Hours)

**Course Objectives:**

भारतेन्दु युग से लेकर अब तक के हास्य- व्यंग्य निबंधों से विद्यार्थियों का परिचय कराना, ताकि वे हास्य-व्यंग्य निबंधों की गंभीरता एवं वैचारिकता को समझ सकें। साथ ही पत्रकारिता की जानकारी से विद्यार्थी रोजगार से जुड़ सकेंगे।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी यह समझ जाएंगे कि गद्य की अन्य विधाओं की तुलना में हास्य-व्यंग्य किस प्रकार अलग और चुटीला है। पत्रकारिता की जानकारी से उनके लिए रोजगार के अनेक रास्ते खुलेंगे।

**Syllabus:**

हिंदी हास्य-व्यंग्य निबंध संग्रह - हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव,गोवा  
(बी.ओ.एस की सहमति के अनुसार संकलित निबंध संग्रह)  
पत्रकारिता : सामान्य परिचय, भेद, उपयोगिता और महत्त्व।

**इकाई एक**

**(15 Hours)**

1. हास्य एवं व्यंग्य की अवधारणा एवं स्वरूप।
2. हास्य एवं व्यंग्य के तत्त्व।
3. हास्य एवं व्यंग्य में अंतरसंबंध।

**इकाई दो**

**(15 Hours)**

1. नया साल- अमृतराय।
2. अपना मकान- इंद्रनाथ मदान।
3. पगडंडियों का जमाना- हरिशंकर परसाई।

### इकाई तीन

(15 Hours)

1. अध्यक्ष महोदय- शरद जोशी ।
2. घूस एक चिकनाई है- रवींद्र कालिया।
3. धमाका- अभिमन्यु अनंत।

### इकाई चार

(15 Hours)

1. पत्रकारिता का सामान्य परिचय।
2. पत्रकारिता के भेद।
3. पत्रकारिता की उपयोगिता एवं महत्त्व।

### संदर्भ ग्रंथ

1. डॉ.बालेन्दु शेखर तिवारी, 'हिन्दी का स्वातंत्र्योत्तर हास्य और व्यंग्य',अन्नपूर्णा प्रकाशन, कानपुर,1978
2. डॉ. प्रेमनारायण टंडन, 'हिन्दी साहित्य में हास्य-व्यंग्य',हिन्दी साहित्य भंडार,लखनऊ,1975
3. डॉ. उषा शर्मा, 'हिन्दी निबंध साहित्य में व्यंग्य', आत्माराम एण्ड .सन्स कश्मीरी गेट, दिल्ली, 1985
4. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, वर्ष 2007
5. डॉ.माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
6. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन,इलाहाबाद, 2007

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment )**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या                                 | (12) |

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title: भाषा कौशल**

**Course Code:**

**Marks: 100**

**Credits: 04 (60 Hours)**

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में भाषा कौशल की वृद्धि कराना है। संगणक युग में भी भाषण, लेखन वाचन, लेखन कौशल बना रहें, इस दिशा में प्रयत्न कराना है। उन्हें क्रमशः इन चार कौशलों के माध्यम से उस सोपान तक ले जाना है, जहाँ वे हिन्दी भाषा का प्रयोग एवं लेखन सही ढंग से कर सकें।

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी निश्चित रूप से हिन्दी भाषा पर अधिकार प्राप्त कर सकेंगे। विशेष रूप से विद्यार्थियों का भाषा कौशल पुष्ट होगा। वे भाषण की कला में और सर्जनात्मक कला में निपुण होंगे।

**Syllabus:**

**इकाई एक - भाषा-कौशल: सामान्य परिचय एवं भाषा-कौशल का महत्व** (15 Hours)

**इकाई दो - भाषण एवं श्रवण कौशल।** (15 Hours)

1. भाषण एवं श्रवण कौशल का स्वरूप।
2. भाषण एवं श्रवण कौशल का महत्व।
3. भाषण एवं श्रवण कौशल के उद्देश्य।
4. भाषण एवं श्रवण कौशल की विशेषताएँ।
5. भाषण एवं श्रवण कौशल को बेहतर करने के उपाय।

**इकाई तीन - वाचन कौशल।** (15Hours)

1. वाचन कौशल का स्वरूप।
2. वाचन कौशल का महत्व।
3. वाचन कौशल के उद्देश्य।
4. वाचन कौशल की विशेषताएँ।
5. वाचन कौशल को बेहतर करने के उपाय।

1. लेखन कौशल का स्वरूप।
2. लेखन कौशल का महत्व।
3. लेखन कौशल के उद्देश्य।
4. लेखन कौशल की विशेषताएँ।
5. लेखन कौशल को बेहतर करने के उपाय।

#### संदर्भ ग्रंथ

1. नीलम मान, 'हिन्दी का सही प्रयोग', तक्षशिला प्रकाशन, नई दिल्ली, 2005
2. भानुशंकर मेहता, 'बोलने की कला', विश्वविद्यालय प्रकाशन, वाराणसी, 2013
3. ईश्वरचंद राही, 'लेखन कला का इतिहास', उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1983
4. रामचंद्र वर्मा, 'अच्छी हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
5. शशिबाला, 'हिन्दी शिक्षण विधियाँ', डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली, 2006

**नोट :** इस प्रश्नपत्र पर विद्यार्थियों से व्यावहारिक कार्य कराया जाएगा।

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A./B.Sc. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment)**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. परियोजना / साक्षात्कार (Assignment/Interview) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा कहानी लेखन  
(MCQ/ Written Test/Story Writing) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ निबंध (12)

('अ' अथवा 'ब' में कोई एक खंड)

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**Course Title:** प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्रलेखन

**Course Code:** HIN-III C-5

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

आजका युग आधुनिकीकरण, निजीकरण और भूमंडलीकरण की प्रक्रिया से गुजर रहा है। ऐसी स्थिति में हिन्दी की भूमिका केवल साहित्यिक हिन्दी तक सीमित न रहकर नए ज्ञान विज्ञान एवं तकनीकी क्षेत्रों से गुजर रही है। इन क्षेत्रों में प्रयोजनमूलक हिन्दी की अहम भूमिका है। अनुवाद और पत्रलेखन का महत्व तथा उसकी आवश्यकता को ध्यान में रखकर इन क्षेत्रों में बढ़ते अवसरों से विद्यार्थियों को परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी इस स्थिति में पहुँचेंगे कि वे पारंपरिक शिक्षा से आगे बढ़कर प्रयोजनमूलक हिन्दी के माध्यम से अनुवाद के क्षेत्रों में रोजगार प्राप्त करने तथा पत्र लेखन में सक्षम होंगे।

**Syllabus:**

**इकाई एक (15 Hours)**

1. प्रयोजनमूलक हिन्दी का सामान्य परिचय।
2. प्रयोजनमूलक हिन्दी के विविध क्षेत्र

**इकाई दो (15Hours)**

1. राजभाषा के रूप में हिंदी का विकास।
2. राजभाषा संबंधी प्रमुख प्रावधान

**इकाई तिन- अनुवाद लेखन (15 Hours)**

1. अनुवाद: अवधारणा एवं स्वरूप
2. अनुवाद के प्रकार।
3. कार्यालयीन अनुवाद
4. व्यावसायिक एवं वाणिज्यिक अनुवाद
5. साहित्यिक अनुवाद



## इकाई चार- पत्र-लेखन

(15 Hours)

1. व्यावसायिक पत्र-लेखन: पूछताछ, क्रयादेश, अनुस्मारक।
2. कार्यालयीन पत्रलेखन: कार्यालय ज्ञापन, कार्यालय आदेश, परिपत्र, कार्यवृत्त।

## संदर्भ ग्रंथ

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. अर्जुन चव्हाण, 'मीडिया कालीन हिन्दी: स्वरूप और संभावनाएँ', राधाकृष्ण प्रकाशन, दिल्ली, 2005
6. जितेंद्र गुप्त, 'पत्रकारिता में अनुवाद', राधाकृष्ण प्रकाशन, दिल्ली, 2006

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

**आंतरिक मूल्यांकन (Internal Assessment )**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

**सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घातरी प्रश्न (दो में से कोई एक )                             | (12) |
| प्रश्न 4 : दीर्घातरी प्रश्न (दो में से कोई एक )                             | (12) |
| प्रश्न 5 : टिप्पणियाँ/पत्रलेखन/अनुवाद                                       | (12) |

('अ' अथवा 'ब' में कोई एक खंड)

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**Course Title:** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

**Course Code:** HIN-III E-1

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

प्रारंभ से लेकर रीतिकाल तक हिन्दी साहित्य के इतिहास की विद्यार्थियों को जानकारी देना। इससे विद्यार्थियों को ज्ञात होगा कि आज हिन्दी का जो स्वरूप है, उसका प्रारंभिक रूप किस प्रकार का था। वे प्राचीन हिन्दी भाषा और विशेष रूप से प्राचीन एवं मध्यकालीन साहित्य से परिचित होंगे।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी साहित्य के आदिकाल, भक्तिकाल और रीतिकाल के साहित्य से परिचित होंगे। साथ ही इनसे संबन्धित प्रमुख कवियों का संक्षेप में उन्हें परिचय भी प्राप्त होगा।

**Syllabus**

**इकाई एक - आदिकाल**

**(15 Hours)**

आदिकालीन साहित्य की पृष्ठभूमि, रासो काव्य परंपरा, सिद्ध, जैन एवं नाथ काव्य परंपरा का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई दो - निर्गुण भक्तिधारा**

**(15 Hours)**

भक्तिकालीन साहित्य की पृष्ठभूमि और संत एवं सूफी धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई तीन - सगुण भक्तिधारा**

**(15 Hours)**

राम एवं कृष्ण काव्य धारा का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई चार - रीति काल**

**(15 Hours)**

रीतिकालीन साहित्य की पृष्ठभूमि और रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

## संदर्भ ग्रंथ

- 1) डॉ. बच्चनसिंह, 'हिन्दी साहित्य का दूसरा इतिहास', राधाकृष्ण प्रकाशन, नयी दिल्ली, 2015
- 2) डॉ. विजयपाल सिंह, 'हिन्दी साहित्यका समीक्षात्मक इतिहास', राधाकृष्ण प्रकाशन, नयी दिल्ली, 2011
- 3) डॉ. रामकुमार वर्मा, 'हिन्दी साहित्य का आलोचनात्मक इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2010
- 4) डॉ. नगेन्द्र, 'हिन्दी साहित्य का इतिहास', नेशनल पब्लिशिंग हाऊस, दिल्ली, 2014
- 5) आचार्य रामचंद्र शुक्ल, 'हिन्दी साहित्य का इतिहास', प्रभात प्रकाशन, दिल्ली, 2006
- 6) डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नई सड़क, दिल्ली, 1986

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

आंतरिक मूल्यांकन (Internal Assessment )

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंकों का 40% लिया जाएगा।

1. परियोजना / (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घातरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घातरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title: मध्यकालीन काव्य (चयनित कविताएँ)**

**Course Code: HIN-III.E-2**

**Marks: 100**

**Credits: 04 (60 Hours)**

**Course Objective:**

विद्यार्थियों को मध्यकालीन परिस्थितियों से अवगत कराते हुए तत्कालीन कवियों से परिचित कराना। साथ ही रीतिकाल की कुछ प्रमुख शृंगारिक रचनाओं के माध्यम से यह बताना कि रीतिकालीन कविताएँ किस प्रकार दरबारी संस्कृति से जुड़ गईं।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी मध्यकालीन कवि तथा कविताओं की जानकारी प्राप्त करेंगे। इससे उन्हें ज्ञात होगा कि आदिकालीन कविता किस प्रकार मध्यकाल से होती हुई रीतिकाल की दरबारी संस्कृति से जुड़ गईं।

**Syllabus:**

इकाई एक - कबीर और जायसी। (15 Hours)

इकाई दो - सूरदास और तुलसीदास। (15 Hours)

इकाई तीन - रविदास और मीराबाई। (15 Hours)

इकाई चार - बिहारी और घनानन्द। (15 Hours)

(प्रत्येक के 10 दोहे एवं 5 पदों की व्याख्या)

**संदर्भ ग्रंथ**

- 1) विश्वंभर 'मानव', 'प्राचीन कवि', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2009
- 2) सं. आचार्य रामचन्द्र शुक्ल, 'जायसी ग्रंथावली' ना.प्र.स., वाराणसी, 1995
- 3) विश्वनाथ त्रिपाठी, 'मीरा का काव्य', वाणी प्रकाशन-21-ए, दरियागंज, नयी दिल्ली, 2010
- 4) श्री. जगन्नाथदास 'रत्नाकर', 'बिहारी रत्नाकर', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2015
- 5) डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1986

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन (Internal Assessment )**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

**सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या।                                 | (12) |

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Course Title:** हिन्दी महिला लेखन

**Course Code:** HIN-III E-3

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

हिन्दी में महिला लेखन अपने से पूर्व के साहित्य से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी के अधुनातन साहित्य से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि प्राचीन एवं परंपरागत साहित्य से महिला लेखन किस अर्थ में अलग एवं विशिष्ट है।

**Syllabus:**

**इकाई एक - महिला लेखन की अवधारणा, पृष्ठभूमि, स्वरूप एवं विकास।** (15 Hours)

**इकाई दो - तीन चयनित कहानियाँ।** (15 Hours)

1. तीसरा हिस्सा- मन्नू भण्डारी।
2. महानगर की मैथिली-सुधा अरोड़ा।
3. वापसी-उषा प्रियंवदा।

**इकाई तीन - तीन चयनित कहानियाँ।** (15 Hours)

1. मामला आगे बढ़ेगा अभी- चित्रा मुद्गल।
2. फैसला -मैत्रेयी पुष्पा।
3. हुस्नबानों का आठवां सवाल- शरद सिंह यादव

**इकाई चार - छह चयनित कविताएँ।** (15 Hours)

1. स्त्रियाँ –अनामिका।
2. चिड़ियाँ की आँख से- निलेश रघुवंशी।
3. घर की चौखट से बाहर- सुशीला टाकभोरे।



4. सात भाइयों के बीच चंपा- कात्यायनी।
5. अहल्या- प्रभा खेतान।
6. मुझे रो लेने दो- जयश्री राय।

#### संदर्भ ग्रंथ

- 1) सरला माहेश्वरी, 'नारी प्रश्न' , राधाकृष्ण प्रकाशन, नयी दिल्ली, 2007
- 2) क्षमा शर्मा, 'स्त्रीत्ववादी विमर्श: समाज और साहित्य', राजकमल प्रकाशन, नयी दिल्ली, 2008
- 3) माधुरी छेड़ा, 'आधुनिक कथा साहित्य में नारी:स्वरूप और प्रतिमा', अरविंद प्रकाशन, बंबई, 1994
- 4) कुमार राधा, 'स्त्री संघर्ष का इतिहास', नई दिल्ली, वाणी प्रकाशन, 2002
- 5) आशारानी व्होरा नारी शोषण : आइने और आयाम, नेशनल पब्लिशिंग हाऊस, नई दिल्ली, 1982

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment )

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक)                            | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक)                            | (12) |
| प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या।                                 | (12) |

('अ' अथवा 'ब' में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Course Title:** हिंदी दलित लेखन

**Course Code:** HIN-III E-4

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

हिन्दी में दलित लेखन साहित्य की मुख्य धारा से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Course Outcome:**

विद्यार्थियों को ज्ञात होगा कि प्राचीन एवं परंपरागत साहित्य से दलित लेखन किस अर्थ में अलग एवं विशिष्ट है और यह लेखन अपने यथार्थ को किस बेबाकी और सच्चाई के साथ स्वानुभूति को व्यक्त कर रहा है।

**Syllabus:**

- |  |            |
|--|------------|
| इकाई एक - दलित लेखन की अवधारणा, स्वरूप, पृष्ठभूमि एवं विकास। | (15 Hours) |
| इकाई दो - तीन चयनित दलित कहानियाँ।                           | (15 Hours) |
| इकाई तीन - तीन चयनित दलित कहानियाँ।                          | (15 Hours) |
| इकाई चार - छह चयनित दलित कविताएँ।                            | (15 Hours) |

**संदर्भ ग्रंथ**

- 1) तेज सिंह, 'आज का दलित साहित्य', अतिश प्रकाशन, हरि नगर, दिल्ली, 2002
- 2) डॉ. श्यौराज सिंह बेचैन, 'चिंतन की परंपरा और दलित साहित्य', नवलेखन प्रकाशन, बिहार, 2001
- 3) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य सृजन के संदर्भ में', कामना प्रकाशन दिल्ली, 1999
- 4) डॉ. जयप्रकाश कर्दम 'दलित साहित्य', अतिश प्रकाशन, हरि नगर, दिल्ली, 2003
- 5) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य रचना और विचार', अतिश प्रकाशन, हरि नगर, दिल्ली, 2001

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या।                                 | (12) |

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Course Title:** हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक

**Course Code:** HIN-IV.C-6

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) हिन्दी पत्रकारिता के इतिहास से विद्यार्थियों को अवगत कराना।
- 2) मुद्रित माध्यमों में रोजगार के अवसरों की विद्यार्थियों को जानकारी देना।
- 3) इलेक्ट्रॉनिक माध्यमों की बढ़ती व्याप्ति को समझते हुए उसमें प्राप्त रोजगार संबंधी जानकारी विद्यार्थियों को देना।

**Learning Outcome:**

- 1) इस पाठ्यक्रम के पूरा होने के बाद विद्यार्थी हिन्दी पत्रकारिता के इतिहास से अवगत होंगे।
- 2) पारंपरिक शिक्षा से आगे बढ़कर पत्रकारिता के क्षेत्र में रोजगार प्राप्त करने में सक्षम होंगे।

**Syllabus:**

**इकाई एक - पत्रकारिता का सामान्य परिचय, स्वरूप।** (15 Hours)

**इकाई दो -** (15 Hours)

1. पत्रकारिता के विविध प्रकार (खेल पत्रकारिता, मनोरंजन पत्रकारिता, खोजी पत्रकारिता, आर्थिक पत्रकारिता, बाल पत्रकारिता, महिला पत्रकारिता)।
2. पत्रकारिता का महत्त्व।
3. पत्रकारिता संबंधी कानून।

**इकाई तीन - हिन्दी मुद्रित पत्रकारिता का उद्भव और विकास** (15 Hours)

1. स्वतंत्रतापूर्व हिन्दी पत्रकारिता।
2. स्वातंत्र्योत्तर हिन्दी पत्रकारिता।

**इकाई चार - हिन्दी की इलेक्ट्रॉनिक पत्रकारिता।** (15 Hours)

क) रेडियो पत्रकारिता

ख) टी. वी. पत्रकारिता

घ) इंटरनेट पत्रकारिता

### संदर्भ ग्रंथ

1. कैलाशनाथ पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
2. डॉ.अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी के अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
3. डॉ.रामप्रकाश, डॉ. दिनेशगुप्त, 'प्रयोगात्मक और प्रयोजन मूलक हिन्दी', राधाकृष्ण प्रकाशन, नई दिल्ली, 2014
3. एन. सी. पंत, 'पत्रकारिता का इतिहास' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली, 2002
4. सविता चड्ढा, 'हिन्दी पत्रकारिता: सिद्धान्त और स्वरूप' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, दिल्ली, 1995
5. डॉ. अजय प्रकाश, डॉ. रमेश वर्मा, 'प्रयोजनमूलक हिन्दी' समवेत प्रकाशन, रामबाग ,कानपुर, 2005

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment)**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ।  | (12) |

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Course Title:** हिन्दी साहित्य का इतिहास (आधुनिक काल)

**Course Code:** HIN-IV.E-5

**Marks:** 100

**Credits:** 04(60 Hours)

**Course Objective:**

विद्यार्थियों को आधुनिक हिन्दी कविता के इतिहास से परिचित कराना। उन्हें यह बताना कि अपनी किन विशिष्टताओं के कारण आधुनिक काल की कविता और उसके कवि सीधे समाज और राष्ट्र प्रेम से जुड़े।

**Learning Outcome:**

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी आधुनिक काल की कविताओं से और उनके कवियों से परिचित होंगे। उन्हें आधुनिक कालीन कविताओं की विभिन्न प्रवृत्तियों को भी जानने का अवसर मिलेगा।

**Syllabus:**

**इकाई एक**

**(15 Hours)**

1. भारतेन्दुयुगीन कविता।
2. द्विवेदी युगीन कविता।
3. छायावादी कविता।

**इकाई दो**

**(15 Hours)**

1. प्रगतिवादी कविता।
2. प्रयोगवादी कविता।
3. नई कविता।

**इकाई तीन**

**(15 Hours)**

1. हिन्दी कहानी का विकास।
2. हिन्दी उपन्यास का विकास।

**इकाई चार**

**(15 Hours)**

1. हिन्दी नाटक का विकास।
2. हिन्दी निबंध का विकास।

(उपरोक्त धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ)



## संदर्भ

1. डॉ.शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1970
2. आचार्य रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास' प्रकाशन संस्थान, नई दिल्ली, 2003
3. डॉ. रमेश चंद्र शर्मा, 'हिन्दी साहित्य का इतिहास' विद्या प्रकाशन, गुजैनी, कानपुर, 2002
4. डॉ. गणपति चन्द्र गुप्त, 'हिन्दी साहित्येतिहास' अटलांटिक प्रकाशन एंड डिस्ट्रीब्यूटर्स, दिल्ली, 1989
5. राजनाथ शर्मा, 'हिन्दी साहित्य का विवेचनात्मक इतिहास' विनोद पुस्तक मंदिर, आगरा, 1978
6. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ।  | (12) |

('अ' अथवा 'ब' में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Course Title:** विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला

**Course Code:** HIN-IV.E-6

**Marks:** 100

**Credits:** 04(60 Hours)

**Course Objective:**

विद्यार्थियों को सूर्यकांत त्रिपाठी निराला के समग्र जीवनवृत्त एवं साहित्य से परिचित कराना। विद्यार्थियों को यह बताना कि निराला किस प्रकार छायावादी अन्य कवियों से अलग और महत्वपूर्ण थे।

**Learning Outcome:**

इस पाठ्यक्रम के अध्ययन के पश्चात विद्यार्थी निराला के समग्र साहित्य से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि अपनी किन विशिष्टताओं के कारण छायावादी कवियों में निराला आज सबसे अधिक प्रासंगिक हैं।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. निराला का जीवन वृत्त।
2. निराला की काव्य दृष्टि।
3. निराला का गद्य साहित्य।

**इकाई दो -**

**(15 Hours)**

1. तोड़ती पत्थर।
2. विधवा।
3. जागो फिर एक बार।
4. वसंत आया।

**इकाई तीन -**

**(15 Hours)**

1. दान।
2. स्नेह निर्झर बह गया है।
3. बादल राग।
4. मरा हूँ हजार मरण।

इकाई चार -

(15 Hours)

‘बिल्लेसुर बकरिहा’ रेखाचित्र का अध्ययन।

#### संदर्भ ग्रंथ

1. नंदकिशोर नवल, ‘निराला रचनावली-1’ राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
2. नंदकिशोर नवल, ‘निराला रचनावली-2’ राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
3. बच्चन सिंह, ‘आधुनिक हिन्दी साहित्य का इतिहास’, लोकभारती प्रकाशन, इलाहाबाद, 2007
4. प्रो. सूर्यप्रसाद दीक्षित, ‘निराला समग्र’, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 2015
5. डॉ. फणीश सिंह, ‘हिन्दी साहित्य-एक परिचय’, राजकमल प्रकाशन, नयी दिल्ली, 2006

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या।                                 | (12) |

('अ' अथवा 'ब' में कोई एक खंड)

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**Course Title:** विशेष अध्ययन: हिन्दी कहानी

**Course Code:** HIN-IV.E-7

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) आधुनिक हिन्दी कहानी साहित्य से विद्यार्थियों को अवगत कराना।
- 2) विद्यार्थियों को कहानी एवं उसके इतिहास से परिचित कराना।
- 3) विद्यार्थियों को हिन्दी के प्रमुख कहानीकारों का परिचय कराना।

**Learning Outcomes:**

- 1) इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी के कहानी साहित्य से अवगत होंगे।
- 2) विद्यार्थी कहानी विधा से परिचित होंगे।
- 3) छात्र हिन्दी के प्रमुख कहानीकारों से परिचय प्राप्त करेंगे।

**Syllabus:**

**इकाई एक - (15 Hours)**

कहानी: स्वरूप एवं तत्त्व।

**इकाई दो - मुंशी प्रेमचंद की तीन कहानियाँ। (15 Hours)**

1. ईदगाह।
2. रामलीला।
3. सद्गति।

**इकाई तीन - फणीश्वरनाथ रेणु की तीन कहानियाँ। (15 Hours)**

1. पंचलाइट।
2. लालपान की बेगम।
3. ठेस।

**इकाई चार - सूर्यबाला की तीन कहानियाँ। (15 Hours)**

1. आखिरी विदा।
2. बाऊजी और बंदर।
3. होगी जय, होगी जय...हे पुरुषोत्तम नवीन!

### संदर्भ ग्रंथ-

1. गोपाल राय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, इलाहाबाद, 2008
2. बच्चन सिंह, 'हिन्दी साहित्य का दूसरा इतिहास', राजकमल प्रकाशन, नयी दिल्ली, 2004
3. रामस्वरूप चतुर्वेदी, 'हिन्दी साहित्य और संवेदना का विकास', लोकभारती प्रकाशन, इलाहाबाद, 2005
4. डॉ. सूर्यबाला की 21 श्रेष्ठ कहानियाँ, डायमंड पब्लिकेशन, दिल्ली
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य: एक परिचय', राजकमल प्रकाशन, इलाहाबाद, 2006
6. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

- |   |      |
|---|------|
| 1. परियोजना / (Assignment)                                  | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक )                           | (12) |
| प्रश्न 5 : टिप्पणियाँ/संदर्भ साहित्य व्याख्या।                              | (12) |

('अ' अथवा 'ब' में कोई एक खंड)

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**Course Title:** हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

**Course Code:** HIN-IV.E-8

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) चयनित हिन्दी साहित्यका संकलन एवं विश्लेषण कराना।
- 2) हिन्दी साहित्यिक परंपरा का अभ्यास कराना।
- 3) हिन्दी साहित्य पर प्रपत्र बनाने का अभ्यास कराना।
- 4) हिन्दी साहित्य का आस्वादन, समीक्षा और शोध कार्य हेतु प्रवृत्त कराना।

**Learning Outcomes:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थी शोधकार्य की प्रक्रिया को समझेंगे और उसमें प्रवृत्त होंगे, जिससे विद्यार्थियों को भविष्य में शोध कार्य करने में सुविधा और मदद मिलेगी।
- 2) इससे नए समीक्षक और शोधार्थी तैयार होंगे।

**Syllabus:**

**इकाई एक - (15 Hours)**

समीक्षा का अर्थ, स्वरूप एवं आधार.

**इकाई दो - कविता (15 Hours)**

कैदी और कोकिला – माखनलाल चतुर्वेदी।

**इकाई तीन - कहानी (15 Hours)**

यही सच है – मन्मू भंडारी।

**इकाई चार - उपन्यास (15 Hours)**

त्यागपत्र - जैनेन्द्र।

**संदर्भ ग्रंथ**

1. डॉ. ओमप्रकाश त्रिपाठी, 'समीक्षा के विविध रंग', विद्या प्रकाशन, कानपुर, 2014
2. डॉ. मधु खराटे, डॉ. शिवाजी देवरे, 'अनुसंधान प्रविधि और प्रक्रिया' विद्या प्रकाशन, कानपुर, 2013
3. अभिलाषा दिवाकर, 'शोध कैसे करें', मार्क पब्लिशर, जयपुर, 2014

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना / (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या। (12)  
(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**

**Course Title: मीडिया लेखन: रेडियो एवं टेलीविजन**

**Course Code: HIN-V.C-7**

**Marks: 100**

**Credits: 04 (60 Hours)**

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को मीडिया लेखन की जानकारी देना। विशेष रूप से रेडियो एवं टेलीविजन से संबंधित लेखन से उन्हें अवगत कराना, क्योंकि आज रेडियो एवं टेलीविजन मीडिया का सशक्त माध्यम बन गया है।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी मीडिया लेखन से अच्छी तरह परिचित होंगे। रेडियो एवं दूरदर्शन से संबंधित लेखन में प्रवृत्त होंगे। साथ ही रोजगार की दिशा में विद्यार्थियों का मार्ग प्रशस्त होगा।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

मीडिया लेखन : स्वरूप, सिद्धान्त एवं महत्त्व।

**इकाई दो -**

**(15 Hours)**

1. रेडियो लेखन के सिद्धान्त।
2. रेडियो लेखन के प्रकार: समाचार लेखन, रेडियो वार्ता, भेंट वार्ता, चर्चा-परिचर्चा, रेडियो नाटक।

**इकाई तीन -**

**(15 Hours)**

1. टेलीविजन लेखन के सिद्धान्त।
2. टेलीविजन लेखन के प्रकार: समाचार लेखन, साक्षात्कार, धारावाहिक लेखन।

**इकाई चार - रेडियो और टेलीविजन लेखन के व्यावहारिक रूप का अध्ययन**

**(15 Hours)**

1. रेडियो वार्ता लेखन।
2. संवाद लेखन।
3. दृश्य रूपान्तरण।
4. भेंट-वार्ता।
5. रेडियो समाचार लेखन।
6. रेडियो विज्ञापन लेखन।

## 7. टेलीविज़न विज्ञापन लेखन।

### संदर्भ ग्रंथ-

1. सं. डॉ. सुभाष तलेकर, 'रोजगाराभिमुख हिन्दी :दिशाएँ एवं संभावनाएँ', नंदादीप प्रकाशन, पुणे, 2010
2. डॉ. सुजाता वर्मा, 'पत्रकारिता और मीडिया,' विकास प्रकाशन, कानपुर, 2016
3. रामशरन जोशी, 'मीडिया विमर्श', सामयिक प्रकाशन, दरियागंज, नई दिल्ली, 2002
4. डॉ. अजय प्रकाश, डॉ.रमेश वर्मा, 'प्रयोजनमूलक हिन्दी', समवेत, रामबाग, कानपुर, 2005
5. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी:अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना कार्य (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** कथेतर गद्य साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी

(किसी विधा की एक पाठ्य पुस्तक)

**Course Code:** HIN-V.E-9

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम से हिन्दी गद्य की मुख्य विधा के अलावा विद्यार्थियों को अन्य विधाओं की जानकारी देना। इनमें मुख्य विधाएँ हैं- संस्मरण साहित्य, यात्रा साहित्य, आत्मकथा साहित्य एवं जीवनी साहित्य। इन विधाओं में आज काफी लेखन कार्य हो रहा है, इसकी उन्हें जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम के द्वारा विद्यार्थी हिन्दी गद्य की मुख्य विधा के अलावा अन्य विधाओं से परिचित होंगे। वे संस्मरण, यात्रा, आत्मकथा एवं जीवनी साहित्य के उद्भव एवं विकास की जानकारी प्राप्त करेंगे। साथ ही इन विधाओं के लेखकों का साहित्य में क्या योगदान है, इसकी जानकारी प्राप्त करेंगे।

**Syllabus:**

**इकाई एक -** (15 Hours)

संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: अवधारणा एवं स्वरूप।

**इकाई दो -** (15 Hours)

संस्मरण एवं यात्रा वृत्तांत का उद्भव एवं विकास।

**इकाई तीन -** (15 Hours)

आत्मकथा एवं जीवनी साहित्य का उद्भव एवं विकास।

**इकाई चार -** (15 Hours)

किसी विधा की एक पाठ्यपुस्तक: माटी की मूर्तें- रामवृक्ष बेनीपुरी (चयनित)।

### संदर्भ ग्रंथ-

1. डॉ. शांति खन्ना, 'आधुनिक हिन्दी का जीवनीपरक साहित्य', सन्मार्ग प्रकाशन, बैंगलो रोड, दिल्ली, 1973
2. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
3. डॉ. रमेशचन्द्र शर्मा, 'हिन्दी साहित्य का इतिहास', विद्या प्रकाशन, कानपुर, 2002
4. डॉ. लक्ष्मीसागर वाष्णेय, 'हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 1981
5. डॉ. सुधाकर कलवडे, 'साहित्यशास्त्र परिचय', पुस्तक संस्थान नेहरू नगर, कानपुर, 1985

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment)**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना कार्य (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** विशेष अध्ययन: हिन्दी उपन्यास

**Course Code:** HIN-V.E-10

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी उपन्यास के विकासक्रम की जानकारी देना। साथ ही उपन्यासकारों के उद्देश्य को उन तक पहुँचाना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी प्राप्त होगी। साथ ही वे हिन्दी उपन्यास के विकासक्रम से परिचित होंगे। उपन्यासों का समाज से क्या संबंध है, इसकी जानकारी उन्हें प्राप्त होगी।

**Syllabus:**

**इकाई एक - (15 Hours)**

उपन्यास: स्वरूप एवं तत्व।

**इकाई दो - (15 Hours)**

निर्मला – मुंशी प्रेमचंद।

**इकाई तिन - (15 Hours)**

मोहनदास – उदयप्रकाश।

**इकाई चार - (15Hours)**

निर्धारित उपन्यासों का आलोचनात्मक अध्ययन।

### संदर्भ ग्रंथ-

1. डॉ. रामलखन शुक्ल, 'हिन्दी उपन्यास कला', सन्मार्ग प्रकाशन, बैंगलौ रोड, दिल्ली, 1972
2. डॉ. शांतिस्वरूप गुप्त, 'हिन्दी साहित्य: प्रकीर्ण विचार', शोक प्रकाशन, नई सड़क, दिल्ली, 1967
3. डॉ. रामनारायण सिंह, 'मधुर हिन्दी के ऐतिहासिक उपन्यास', ग्रंथम, रामबाग, कानपुर, 1971
4. डॉ. ज्ञान अस्थाना, 'हिन्दी उपन्यासों में ग्राम समस्याएँ', जवाहर पुस्तकालय, मथुरा, 1979
5. पदुमलाल पुन्नालाल बख्शी, 'हिन्दी कथा साहित्य', हिन्दी ग्रंथ-रत्नाकर कार्यालय, बंबई, 1954

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना कार्य (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** भारतीय काव्यशास्त्र

**Course Code:** HIN-V.E-11

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भारतीय काव्यशास्त्र की जानकारी देना। भारतीय आचार्यों के चिंतन का ज्ञान प्राप्त कराना।

**Learning Outcome:**

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भारतीय काव्यशास्त्र से परिचित होंगे। वे भारतीय आचार्यों के काव्यशास्त्रीय सिद्धांतों को समझेंगे और कविता में उसकी उपयोगिता से परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. काव्य की परिभाषा एवं स्वरूप।
2. काव्य के भेद।
3. काव्य के तत्त्व।
4. काव्य के हेतु।
5. काव्य प्रयोजन।

**इकाई दो -**

**(15 Hours)**

1. रस सिद्धान्त- स्वरूप, अवयव और उसके भेद।
2. अलंकार सिद्धान्त- सामान्य परिचय।

**इकाई तीन -**

**(15 Hours)**

1. ध्वनि सिद्धान्त- सामान्य परिचय।
2. रीति सिद्धान्त- सामान्य परिचय।

इकाई चार -

(15 Hours)

1. वक्रोक्ति सिद्धान्त- सामान्य परिचय।
2. औचित्य सिद्धान्त- सामान्य परिचय।

संदर्भ ग्रंथ-

1. डॉ. भगीरथ मिश्र, 'काव्यशास्त्र' विश्वविद्यालय प्रकाशन, वाराणसी, 1970
2. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
3. जयचंद्र राय, 'आचार्य रामचन्द्र शुक्लः सिद्धान्त और साहित्य', भारती साहित्य मंदिर, दिल्ली, 1963
4. डॉ. आनंद प्रकाश दीक्षित, 'रस सिद्धान्तः स्वरूप-विश्लेषण', राजकमल प्रकाशन, दिल्ली, 1972
5. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
6. बलदेव उपाध्याय, 'भारतीय साहित्यशास्त्र', प्रसाद परिषद, काशी, 1955

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना कार्य (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** हिंदी नाटक

**Course Code:** HIN-V.E-12

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी नाटक, स्वरूप एवं तत्व से परिचित कराना। उन्हें नाटक के उद्भव एवं विकास की जानकारी देना। साथ ही एक नाटक का अध्ययन कराना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी नाटक स्वरूप एवं तत्व से परिचित होंगे। उन्हें नाटक के उद्भव एवं विकास की जानकारी प्राप्त होगी। साथ ही एक नाट्य रचना का अध्ययन करके नाट्य विधा को समझेंगे।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. नाटक: स्वरूप एवं तत्व।
2. भारतीय नाट्य परंपरा।

**इकाई दो -**

**(15 Hours)**

1. हिन्दी रंगमंच का विकास।

**इकाई तीन -**

**(15 Hours)**

1. आषाढ़ का एक दिन – मोहन राकेश (पाठालोचन)

**इकाई चार -**

**(15 Hours)**

1. आषाढ़ का एक दिन का तात्त्विक विवेचन।

### संदर्भ ग्रंथ-

1. गिरीश रस्तोगी, *हिन्दी नाटक और रंगमंच की नई दिशाएँ*, ग्रंथम प्रकाशन, कानपुर, 1966
2. दशरथ ओझा, *हिन्दी नाटक: उद्भव और विकास*, दिल्ली राजपाल एण्ड सन्स, दिल्ली
3. डॉ. पशुपतिनाथ उपाध्याय, *‘हिन्दी नाटक एवं रंगमंच’*, जवाहर पुस्तकालय, मथुरा, 2009
4. डॉ. सविता चौधरी, *‘साठोत्तरी हिन्दी नाटक’*, विद्या प्रकाशन गुजैनी, कानपुर, 2012
5. नेमिचन्द्र जैन, *‘रंगदर्शन’*, राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
6. डॉ. बच्चन सिंह, *‘हिन्दी नाटक’*, साहित्य भवन प्रा.लि., इलाहाबाद, 1958



## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment)**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना कार्य (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुत्तरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** हिन्दी एकांकी

**Course Code:** HIN-V.ID-1

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) विद्यार्थियों को एकांकी का परिचय कराना।
- 2) विद्यार्थी एकांकी की आवश्यकता को समझ सकें।
- 3) इसके माध्यम से विद्यार्थी एकांकी को प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes**

- 1) विद्यार्थी एकांकी का गहन अध्ययन करके उससे परिचित होंगे।
- 2) विद्यार्थी वाचन एवं संवाद कला में निपुण होंगे।
- 3) विद्यार्थी एकांकी प्रस्तुतीकरण से अभिनय के क्षेत्र में प्रारम्भिक दक्षता प्राप्त करेंगे।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. एकांकी: अवधारणा, स्वरूप एवं विकास।
2. एकांकी के तत्त्व।
3. रंगमंचीयता एवं उसका विकास।

**इकाई दो -**

**(15 Hours)**

1. भोर का तारा- जगदीश चंद्र माथुर।(पाठ विवेचन)
2. धीरे बहो गंगा-लक्ष्मी नारायण लाल।(पाठ विवेचन)

**इकाई तीन -**

**(15 Hours)**

1. नींद क्यों रातभर नहीं आती- सुरेन्द्र वर्मा। (पाठ विवेचन)
2. जुलूस- कणाद ऋषि भटनागर। (पाठ विवेचन)

1. अभिनेयता।
2. रंगमंचीयता।
3. संवाद योजना।
4. निर्देश।

संदर्भ ग्रंथ -

1. गिरीश रस्तोगी, *हिन्दी नाटक और रंगमंच की नई दिशाएँ*, ग्रंथम प्रकाशन, कानपुर, 1966
2. दशरथ ओझा, *हिन्दी नाटक: उद्भव और विकास*, दिल्ली राजपाल एण्ड सन्स, दिल्ली, 2003
3. डॉ. पशुपतिनाथ उपाध्याय, *‘हिन्दी नाटक एवं रंगमंच’*, जवाहर पुस्तकालय, मथुरा, 2009
4. नेमिचन्द्र जैन, *‘रंगदर्शन’*, राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
5. डॉ. रामशरण महेंद्र, *‘एकांकी और एकांकीकार’*, वाणी प्रकाशन, नई दिल्ली, 2001
6. सं. अखिलेश कुमार मिश्र, *‘अंधेर-नगरी, भारत दुर्दशा’*, प्रयाग प्रकाशन, इलाहाबाद, 1985
7. डॉ. सुरेन्द्र यादव, *‘एकांकी और एकांकी’*, राजकमल प्रकाशन, नई दिल्ली, 2001

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A./B.Sc. Hindi-ID

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों में से सर्वश्रेष्ठ दो के अंक लिए जाएँगे।

1. परियोजना (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. एकांकी प्रस्तुतीकरण ( Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** हिंदी भाषा, लिपि एवं व्याकरण

**Course Code:** HIN-VI.C-8

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी भाषा की जानकारी देना। भाषा परिवर्तन के कारणों का पता लगाना। देवनागरी लिपि से परिचित कराना एवं उसकी वैज्ञानिकता पर प्रकाश डालना और साथ ही विद्यार्थियों को हिन्दी व्याकरण से अवगत कराना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी भाषा की जानकारी प्राप्त करेंगे। उसमें आने वाले परिवर्तन को समझेंगे। विद्यार्थियों को देवनागरी लिपि का ज्ञान प्राप्त होगा। इसके साथ ही हिन्दी व्याकरण से पूर्णतया परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. भाषा : प्राचीन एवं मध्यकालीन आर्यभाषा।
2. हिन्दी भाषा का उद्भव और विकास।

**इकाई दो -**

**(15 Hours)**

1. लिपि- देवनागरी लिपि का उद्भव एवं विकास।
2. देवनागरी लिपि की विशेषताएँ।
3. देवनागरी लिपि का मानकीकरण

**इकाई तीन -**

**(15 Hours)**

1. व्याकरण: वर्ण विचार- स्वर, व्यंजन।
2. शब्दसाधन- विकारी एवं अविकारी शब्दों का सामान्य परिचय।

**इकाई चार -**

**(15 Hours)**

संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण ।

## संदर्भ ग्रंथ

1. डॉ. ब्रज किशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, दरियागंज, दिल्ली, 2009
2. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
3. डॉ. हरदेव बाहरी, 'व्यावहारिक हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 1997
4. श्री शरण, 'हिन्दी-अशुद्धियाँ संदर्भ शोधन', प्रेम प्रकाशन मंदिर, दिल्ली, 1997
5. डॉ. विजय लक्ष्मण वर्धे, 'अत्यावश्यक हिन्दी व्याकरण,' फडके बुकसेलर्स, कोल्हापुर, 1993

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंकों का 40% लिया जाएगा।

1. परियोजना (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** हिंदी निबंध

**Course Code:** HIN-VI.E-13

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी निबंध के स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी निबंध के क्रमिक विकास से परिचित कराना। साथ ही एक निबंध संग्रह के अध्ययन के माध्यम से निबंध विधा की जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी हिन्दी निबंध के स्वरूप एवं तत्व से परिचित होंगे। उन्हें हिन्दी निबंध के उद्भव एवं विकास की जानकारी प्राप्त होगी। एक निबंध संग्रह के अध्ययन के बाद निबंध विधा को अच्छी तरह से समझेंगे।

**Syllabus:**

**इकाई एक - (15 Hours)**

निबंध: स्वरूप, तत्व एवं भेद।

**इकाई दो - (15 Hours)**

जिंदगी मुस्कुराई- कन्हैयालाल मिश्र 'प्रभाकर' (कोई पाँच)

**इकाई तिन - (15 Hours)**

जिंदगी मुस्कुराई- कन्हैयालाल मिश्र 'प्रभाकर' (कोई पाँच)

**इकाई चार - (15 Hours)**

निर्धारित निबंधों का समीक्षात्मक विवेचन।



### संदर्भ ग्रंथ-

1. डॉ. गणपतिचन्द्र गुप्त, 'साहित्यिक निबंध', लोकभारती प्रकाशन, इलाहाबाद, 1981
2. डॉ. भोलानाथ, 'हिन्दी साहित्य' हिन्दी परिषद, प्रकाशन प्रयाग, 1971
3. रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास', नागरी प्रचारिणी सभा, काशी, 1961
4. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. नगेन्द्र, डॉ. हरदयाल, 'हिन्दी साहित्य का इतिहास', मयूर पेपरबैक्स, 2014

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंकों का 40% लिया जाएगा।

1. परियोजना (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title: भाषाविज्ञान**

**Course Code: HIN-VI.E-14**

**Marks: 100**

**Credits: 04 (60 Hours)**

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भाषाविज्ञान की जानकारी देना। उसके अध्ययन क्षेत्र एवं दिशाओं का ज्ञान प्राप्त कराना। साथ ही ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान की जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी भाषाविज्ञान की जानकारी प्राप्त करेंगे। उसके अध्ययन के विभिन्न क्षेत्र एवं दिशाओं का ज्ञान प्राप्त करेंगे। इसके आलावा ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान से भी भली भांति परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. भाषा: परिभाषा एवं विशेषताएँ।
2. भाषा परिवर्तन के कारण
3. भाषाविज्ञान: परिभाषा और अध्ययन की दिशाएँ।

**इकाई दो - ध्वनि विज्ञान:**

**(15 Hours)**

1. ध्वनि का स्वरूप।
2. ध्वनियों का वर्गीकरण।
3. ध्वनि परिवर्तन के कारण।

**इकाई तीन - रूप विज्ञान एवं वाक्य विज्ञान।**

**(15 Hours)**

1. रूप विज्ञान: स्वरूप।
2. अर्थतत्त्व एवं संबंध तत्त्व।
3. रूप परिवर्तन के कारण एवं दिशाएँ।
4. वाक्य विज्ञान: वाक्य की परिभाषा एवं स्वरूप।
5. वाक्य के भेद।

#### इकाई चार -

(15 Hours)

1. अर्थ विज्ञान: स्वरूप।
2. अर्थ बोध के साधन।
3. अर्थ परिवर्तन के कारण एवं दिशाएँ।

#### संदर्भ ग्रंथ-

1. डॉ. भोलानाथ तिवारी, 'भाषाविज्ञान', किताबमहल इलाहाबाद, 1991
2. डॉ. हनुमंतराव पाटील, 'भाषा विज्ञान एवं हिन्दी भाषा', विद्या प्रकाशन, गुजैनी, कानपुर, 2009
3. डॉ. राजमणि शर्मा, 'आधुनिक भाषाविज्ञान', महाशक्ति साहित्य मंदिर, वाराणसी, 1983
4. डॉ. भोलानाथ तिवारी, 'शब्द विज्ञान', शब्दकार, तुर्कमार गेट, दिल्ली, 1982
5. डॉ. जितेंद्र वत्स, डॉ. देवेंद्र प्रसाद सिंह, 'भाषाविज्ञान एवं हिन्दी भाषा', निर्मल पब्लिकेशन, दिल्ली, 2009

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

#### **आंतरिक मूल्यांकन (Internal Assessment)**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंक का 40% लिया जाएगा।

1. परियोजना (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### **सत्रांत परीक्षा (Semester End Exam)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ । (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** पाश्चात्य काव्यशास्त्र

**Course Code:** HIN-VI.E-15

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम से विद्यार्थियों को प्रमुख पाश्चात्य विचारकों से परिचित कराना। विद्यार्थियों को पाश्चात्य विचारकों के सिद्धांतों और वादों की जानकारी देना और साथ ही उन्हें आधुनिक समीक्षा की प्रवृत्तियों से परिचित कराना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी प्रमुख पाश्चात्य विचारकों से परिचित होंगे। उनके सिद्धांतों और वादों की जानकारी प्राप्त करेंगे। विद्यार्थी आधुनिक समीक्षा की प्रवृत्ति को भी समझेंगे।

**Syllabus:**

**इकाई एक - प्रमुख पाश्चात्य विचारक** (15 Hours)

1. प्लेटो।
2. अरस्तू।

**इकाई दो - प्रमुख पाश्चात्य विचारक** (15 Hours)

1. मैथ्यू आरनाल्ड।
2. टी.एस. इलियट।

**इकाई तीन - प्रमुख पाश्चात्य सिद्धान्त** (15 Hours)

1. अभिजात्यवाद।
2. मार्क्सवाद।

**इकाई चार - आधुनिक समीक्षा सिद्धान्त** (15 Hours)

1. संरचनावाद।
2. उत्तर संरचनावाद।

**संदर्भ ग्रंथ:**

1. देवेन्द्रनाथ शर्मा, *पाश्चात्य काव्य शास्त्र*, मयूर पेपरबैक्स, ए95-, सेक्टर5-, नोएडा- 201301
2. डॉ. करुणाशंकर उपाध्याय, *पाश्चात्य काव्य चिंतन*, राधाकृष्ण प्रकाशन प्रा. लि., नई दिल्ली।
3. शांतिस्वरूप गुप्त, *पाश्चात्य काव्यशास्त्र के सिद्धांत*, अशोक प्रकाशन, दिल्ली, संस्करण 1997
4. सं. डॉ.नगेन्द्र, डॉ.सावित्री सिन्हा, '*पाश्चात्य काव्यशास्त्र की परंपरा*', दिल्ली विश्वविद्यालय, दिल्ली, 1966
5. डॉ. शिव कुमार मिश्र, '*नया हिन्दी-काव्य*', अनुसंधान प्रकाशन, आचार्यनगर, कानपुर, 1962
6. डॉ. कन्हैयालाल अवस्थी, '*काव्यशास्त्र भारतीय एवं पाश्चात्य*', आशीष प्रकाशन, कानपुर, 2012
7. नन्ददुलारे वाजपेयी, '*नया साहित्य नए प्रश्न*' विद्यामन्दिर प्रेस, मानमंदिर, वाराणसी, 1959
8. मुद्रारक्षस, '*साहित्य समीक्षा*', नेशनल पब्लिशिंग हाउस, दिल्ली, 1963

## प्रश्नपत्र का प्रारूप Examination Pattern of T.Y. B.A. Hindi

### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंकों का 40% लिया जाएगा।

1. परियोजना (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ । (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** साहित्य का अंतरानुशासनात्मक अध्ययन

**Course Code:** HIN-VI.E-16

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी देना। उनके अंतःसंबंध का ज्ञान प्राप्त कराना। साथ ही साहित्येतर विद्या शाखाओं का हिन्दी साहित्य पर प्रभाव बताना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से विद्यार्थी साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी प्राप्त करेंगे। उनके अंतःसंबंध से परिचित होंगे। साथ ही साहित्येतर विद्या शाखाओं का प्रभाव हिन्दी साहित्य पर किस प्रकार पड़ा, इससे परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. साहित्य एवं अन्य विद्या शाखाओं का संबंध।
2. साहित्य एवं इतिहास।
3. साहित्य एवं दर्शन।
4. साहित्य एवं मनोविज्ञान।

**इकाई दो -**

**(15 Hours)**

साहित्य का समाजशास्त्रीय अध्ययन - लिंग, वर्ण, वर्ग एवं संप्रदाय।

**इकाई तीन -**

**(15 Hours)**

व्यावहारिक अध्ययन के लिए निर्धारित कृति ग्लोबल गाँव का देवता- रणेन्द्र

**इकाई चार -**

**(15 Hours)**

निर्धारित कृति का तात्त्विक विवेचन।

### संदर्भ ग्रंथ-

1. डॉ. राधाकृष्णन, 'भारतीय दर्शन-भाग एक', राजपाल एण्ड सन्स, दिल्ली, 2012
2. डॉ. राधाकृष्णन, 'भारतीय दर्शन भाग दो', राजपाल एण्ड सन्स, दिल्ली, 2013
3. श्रीनलिन विलोचन शर्मा, 'साहित्य का इतिहास-दर्शन', बिहार राष्ट्रभाषा परिषद, पटना. 1959
4. डॉ. सुरिंदरकौर गौड़, 'सौंदर्यशास्त्र' अभय प्रकाशन, कानपुर, 2015
5. डॉ. धीरेन्द्र वर्मा, 'हिन्दी साहित्य कोश, भाग-1', ज्ञान मंडल, लिमिटेड, वाराणसी, 2007

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों के प्राप्त अंकों का 40% लिया जाएगा।

1. परियोजना (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ । (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**Course Title:** हिन्दी पथनाट्य (नुक्कड़ नाटक)

**Course Code:** HIN-VI.ID-2

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थियों को पथनाट्य लेखन हेतु प्रवृत्त करना।
- 2) पथनाट्य के माध्यम से विद्यार्थियों के अभिनय कौशल को विकसित करना।
- 3) विद्यार्थी पथनाट्य को प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes:**

- 1) विद्यार्थी पथनाट्य लेखन में दक्षता प्राप्त करेंगे।
- 2) पथनाट्य प्रस्तुतीकरण कला में निपुण होंगे।
- 3) पथनाट्य के प्रस्तुतीकरण से छात्रों में अभिनय कौशल विकसित होगा।
- 4) विद्यार्थियों में अभिनय के साथ-साथ अन्य कौशलों का भी विकास होगा।

**Syllabus:**

**इकाई एक -**

**(15 Hours)**

1. पथनाट्य की अवधारणा एवं स्वरूप।
2. पथनाट्य का विकास।
3. पथनाट्य के तत्व एवं सरोकार

**इकाई दो -**

**(15 Hours)**

1. सवाशेर गेहूँ- मुंशी प्रेमचंद (अनुवाद-राजेश कुमार)
2. जनता पागल हो गई है-शिवराम।

**इकाई तीन -**

**(15 Hours)**

1. सबसे सस्ता गोश्त- असगर वजाहत।
2. देखो, वोट, बटोरे अन्धा-असगर वजाहत।

उपर्युक्त नाटकों का तात्त्विक विवेचन।

(व्यावहारिक कार्य: पथनाट्य : प्राथमिक लेखन, प्रकट वाचन, समूह चर्चा, पुनर्लेखन

पथनाट्य: समूह में प्रस्तुतीकरण एवं मूल्यांकन।)

संदर्भ ग्रंथ-

1. कुसुम त्रिपाठी, 'नुक्कड़ नाटक कैसे खेलें', आह्वान नाट्य मंच प्रकाशन, बम्बई 1995
2. निदेशालय, प्रौढ शिक्षा, नुक्कड़ भाग- 1, 2 जामनगर हाऊस, हटमेंटस, नई दिल्ली 1995
3. सं. अखिलेश कुमार मिश्र, 'अंधेर-नगरी, भारत दुर्दशा', प्रयाग प्रकाशन, इलाहाबाद, 1985
4. जयदेव तनेजा, 'हिंदी रंगकर्म : दशा और दिशा', तक्षशिला प्रकाशन, दिल्ली, 1988
5. चन्द्रेश, 'नुक्कड़ नाटक', राधाकृष्ण प्रकाशन नई दिल्ली, 1983
6. असगर वजाहत, 'सबसे सस्ता गोश्त', राजपाल एंड सन्स, कश्मीरी गेट, दिल्ली, 2015

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A./B.Sc. Hindi-ID

#### आंतरिक मूल्यांकन (Internal Assessment)

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी। तीनों में से सर्वश्रेष्ठ दो के अंक लिए जाएँगे।

1. परियोजना- नुक्कड़ नाटक लेखन(Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा।  
(MCQ/ Written Test) (20)
3. नुक्कड़ नाटक प्रस्तुतीकरण ( Presentation) (20)

#### सत्रांत परीक्षा (Semester End Exam)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 2 : लघुतरी प्रश्न पाँच में से किन्हीं तीन के 4-5 पंक्तियों में उत्तर (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (दो में से कोई एक ) (12)
- प्रश्न 5 : टिप्पणियाँ/संदर्भ सहित व्याख्या। (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF HINDI  
SYLLABUS OF B.A**

**SYLLABI OF SEMESTER I AND SEMESTER II FOR THE ACADEMIC YEAR 2018-19**

**F.Y.B.A - (Semester – I)**

**Core Paper**

**Paper Title:** हिन्दी कहानी एवं शब्द साधन

**Paper Code:** HIN -I.C-1

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। इसके साथ ही विद्यार्थियों को व्याकरण की भी जानकारी देनी है।

**Learning Outcome:**

- 1) छात्रों को कहानी एवं कहानीकारों की जानकारी प्राप्त होगी।
- 2) कहानियों के माध्यम से छात्र जीवन मूल्यों से परिचित एवं प्रभावित होंगे तथा उनमें संघर्ष भावना एवं आत्मविश्वास पैदा होगा।
- 3) छात्र व्याकरण को समझने में सक्षम होंगे और व्याकरणिक दृष्टि से शुद्ध हिन्दी लेखन में भी प्रवीण होंगे।

**Syllabus:**

**कहानी संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

( बी.ओ.एस की सहमति के अनुसार संकलित कहानी संग्रह)

**व्याकरण:** शब्द के भेद, वर्तनी एवं शुद्धलेखन, शब्दयुग्म, मुहावरे, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द, कारक का सामान्य परिचय।

### **इकाई विभाजन:**

#### **इकाई -1 :**

**(15 Hours)**

1. उसने कहा था- चंद्रधर शर्मा 'गुलेरी'।
2. बड़े भाई साहब- प्रेमचंद।
3. परदा- यशपाल।

#### **इकाई - 2 :**

**(15 Hours)**

1. मलबे का मालिक- मोहन राकेश।
2. गोपाल को किसने मारा- मन्नू भण्डारी।

#### **इकाई - 3 :**

**(15 Hours)**

1. चीफ़ की दावत- भीष्म साहनी।
2. दिल्ली में एक मौत- कमलेश्वर।
3. अपनी वापसी- चित्रा मुद्गल।

#### **इकाई- 4 : शब्द साधन**

**(15 Hours)**

1. शब्द के भेद।
2. वर्तनी एवं शुद्धलेखन।
3. शब्दयुग्म।
4. मुहावरे।
5. पर्यायवाची शब्द।
6. वाक्यांश के लिए एक शब्द।
7. कारक का सामान्य परिचय।

**संदर्भ ग्रंथ**



1. डॉ. नामवर सिंह, 'कहानी नयी कहानी', लोकभारती प्रकाशन, इलाहाबाद, 2016
2. मधुरेश, 'हिन्दी कहानी का इतिहास' लोकभारती प्रकाशन, इलाहाबाद, 2014
3. गोपालराय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, दिल्ली, 2018
4. रामचंद्र तिवारी, 'हिन्दी का गद्य साहित्य', विश्वविद्यालय प्रकाशन 2016
5. कामताप्रसाद गुरु- 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह – 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा

प्रकल्प (Assignment) (20)

1. बहुविकल्पीय प्रश्न/ लिखित परीक्षा

(MCQ/ Written Test) (20)

2. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या/निबंध लेखन (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**F.Y.B.A - (Semester – I)**

**Core Paper**

**Paper Title:** हिन्दी कविता एवं काव्य सौंदर्य

**Paper Code:** HIN-I.C-2

**Marks:** 100

**Credits:** 04 (60 hours)

**Course Objective:**

मध्ययुगीन एवं आधुनिक कवियों एवं कविताओं की विद्यार्थियों को जानकारी देना। साथ ही काव्य सौंदर्य के अंतर्गत अलंकार, छंद एवं समास की जानकारी देना।

**Learning Outcome:**

इस पाठ्यक्रम के माध्यम से -

- 1) विद्यार्थी मध्ययुगीन एवं आधुनिक कवियों और उनकी कविताओं की जानकारी प्राप्त करेंगे।
- 2) मध्ययुगीन समाज और जीवन दृष्टि से आधुनिक जीवन दृष्टि की तुलनात्मक क्षमता विकसित होगी।
- 3) विद्यार्थी काव्य रचना की ओर प्रेरित होंगे।
- 4) विद्यार्थियों में काव्य सौंदर्य की दृष्टि विकसित होगी।

**Syllabus:**

**कविता संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

( बी.ओ.एस की सहमति के अनुसार संकलित कविता संग्रह)

**काव्य सौंदर्य:** अलंकार, छंद एवं समास

**इकाई विभाजन:**

**इकाई -1 :**

**(15Hours)**

1. कबीर बानी। (10 दोहे)
2. सूर के पद। (5 पद)
3. रामराज्य वर्णन। (तुलसीदास, आरंभ के 5 दोहे एवं चौपाइयां)

## इकाई -2 :

1. रहीम के दोहे- रहीम।
2. जूही की कली- सूर्यकांत त्रिपाठी 'निराला'।
3. सवेरे उठा तो धूप खिली थी- सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'।

## इकाई -3 :

(15Hours)

1. बीस साल बाद- सुदामा पाण्डेय 'धूमिल'।
2. बेजगह- अनामिका।
3. समास।

## इकाई -4 : काव्यसौंदर्य।

(15Hours)

1. शब्दालंकार- अनुप्रास, यमक, श्लेष।
2. अर्थालंकार- उपमा, रूपक, उत्प्रेक्षा।
3. मात्रिक छंद- दोहा, सोरठा, चौपाई।
4. वर्णिक छंद- इंद्रवज्रा, उपेन्द्रवज्रा, सवैया।

## संदर्भ ग्रंथ

1. रामस्वरूप चतुर्वेदी, 'हिन्दी कवि का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2012
2. देवेन्द्रनाथ शर्मा, 'काव्य के तत्व', लोकभारती प्रकाशन, इलाहाबाद, 2013
3. हजारीप्रसाद द्विवेदी, 'मध्यकालीन बोध का स्वरूप', राजकमल प्रकाशन, 2003
4. रामबहोरी शुक्ल, 'हिन्दी प्रदीप' हिन्दी भवन, इलाहाबाद, 2010
5. भगीरथ मिश्र- 'काव्यशास्त्र', विश्वविद्यालय प्रकाशन, वाराणसी, 1999
6. डॉ. ब्रजकिशोर प्रसाद सिंह - 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

- |   |      |
|---|------|
| 3. प्रकल्प (Assignment)                                     | (20) |
| 4. बहुविकल्पीय प्रश्न/ लिखित परीक्षा<br>(MCQ/ Written Test) | (20) |
| 5. प्रपत्र प्रस्तुतीकरण (Paper Presentation)                | (20) |

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए।     | (12) |
| प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए।     | (12) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक)  | (12) |
| प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक)  | (12) |
| प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या/निबंध लेखन<br>(‘अ’ अथवा ‘ब’ में कोई एक खंड) | (12) |

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**F.Y.B.A - (Semester – II)**

**Core Paper**

**Paper Title:** हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म

**Paper Code:** HIN-II.C-3

**Marks:** 100

**Credit:** 4 (60 Hours)

**Course Objective**

शंकर शेष का नाटक 'एक और द्रोणाचार्य' के माध्यम से नाटक का परिचय कराते हुए विद्यार्थियों को आज की शिक्षा व्यवस्था की वास्तविकता का परिचय कराना। साथ ही वृत्तचित्र एवं फीचर फिल्म लेखन के सैद्धांतिक पक्ष की जानकारी देना।

**Learning Outcome:**

- 1) विद्यार्थी नाट्य परंपरा से परिचित होंगे।
- 2) 'एक और द्रोणाचार्य' नाटक एवं नाटककार शंकर शेष के रचना संसार से परिचित होंगे।
- 3) विद्यार्थियों में अभिनय कौशल के प्रति अभिरुचि पैदा होगी।
- 4) वर्तमान शिक्षा व्यवस्था की वास्तविकता का परिचय होगा।
- 5) वृत्तचित्र एवं फीचर लेखन के सैद्धांतिक पक्ष से परिचित होंगे।

**Syllabus:**

1. एक और द्रोणाचार्य- शंकर शेष
2. वृत्तचित्र एवं फीचर फिल्म।

**इकाई विभाजन:**

**इकाई - 1. :**

**(15 Hours)**

1. नाटक की अवधारणा।
2. नाटक का स्वरूप।
3. नाटक के तत्व।

**इकाई - 2. 'एक और द्रोणाचार्य' का पाठ्यालोचन।**

**(15 Hours)**

**इकाई - 3. 'एक और द्रोणाचार्य' का समीक्षात्मक अध्ययन।**

**(15 Hours)**

**इकाई - 4. वृत्तचित्र एवं फीचर फिल्म।**

**(15 Hours)**

1. वृत्तचित्र की अवधारणा एवं विशेषताएँ।

2. फीचर फिल्म की अवधारणा एवं विशेषताएँ।
3. वृत्तचित्र एवं फीचर फिल्म में अंतर।

#### **संदर्भ ग्रंथ**

1. दशरथ ओझा, 'हिन्दी नाटक का विकास', राजपाल एण्ड सन्स, नयी दिल्ली, 2003
2. साठोत्तर हिन्दी नाटक-के. वी. नारायण कुरूप लोकभारती प्रकाशन, इलाहाबाद, 2007
3. समकालीन फिल्मों के आईने में समाज-सत्यदेव त्रिपाठी शिल्पायन प्रकाशन, दिल्ली, 2013
4. साहित्य और सिनेमा -सं.डॉ.शैलजा भारद्वाज, चिंतन प्रकाशन, कानपुर, 2013
5. सिनेमा और साहित्य- हरीश कुमार संजय प्रकाशन, दिल्ली, 2010
6. मनोहर श्याम जोशी, 'पटकथा लेखन', राजकमल प्रकाशन, दिल्ली, 2002

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या/निबंध लेखन (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**F.Y.B.A - (Semester – II)**

**Core Paper**

**Paper Title:** हास्य - व्यंग्य निबंध एवं पत्रकारिता

**Paper Code:** HIN-II.C-4

**Marks:** 100

**Credit:** 4 (60 Hours)

**Course Objectives:**

भारतेन्दु युग से लेकर अब तक के हास्य- व्यंग्य निबंधों से विद्यार्थियों का परिचय कराना, ताकि वे हास्य-व्यंग्य निबंधों की गंभीरता एवं वैचारिकता को समझ सकें। साथ ही पत्रकारिता की जानकारी से विद्यार्थी रोजगार से जुड़ सकेंगे।

**Learning Outcome:**

- 1) विद्यार्थी निबंध विधा से परिचित होंगे।
- 2) हास्य एवं व्यंग्य की अवधारणा तथा स्वरूप को समझेंगे।
- 3) पत्रकारिता का सामान्य परिचय प्राप्त करेंगे।
- 4) पत्रकारिता की उपयोगिता एवं महत्व समझेंगे।

**Syllabus:** हिंदी हास्य-व्यंग्य निबंध संग्रह- हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज  
मडगांव,गोवा

( बी.ओ.एस की सहमति के अनुसार संकलित निबंध संग्रह)  
**पत्रकारिता:** सामान्य परिचय, भेद, उपयोगिता और महत्व।

**(15 Hours)**

**इकाई - 1.**

4. हास्य एवं व्यंग्य की अवधारणा एवं स्वरूप।
5. हास्य एवं व्यंग्य के तत्व।
6. हास्य एवं व्यंग्य में अंतरसंबंध।

## इकाई - 2.

(15 Hours)

1. नया साल- अमृतराय।
2. अपना मकान- इंद्रनाथ मदान।
3. पगडंडियों का जमाना- हरिशंकर परसाई।

## इकाई - 3.

(15 Hours)

1. अध्यक्ष महोदय- शरद जोशी ।
2. घूस एक चिकनाई है- रवींद्र कालिया।
3. धमाका- अभिमन्यु अनंत।

## इकाई - 4.

(15 Hours)

1. पत्रकारिता का सामान्य परिचय।
2. पत्रकारिता के भेद।
3. पत्रकारिता की उपयोगिता एवं महत्त्व।

(15 Hours)

## संदर्भ ग्रंथ

1. डॉ.बालेन्दु शेखर तिवारी, 'हिन्दी का स्वातंत्र्योत्तर हास्य और व्यंग्य', अन्नपूर्णा प्रकाशन, कानपुर, 1978
2. डॉ. प्रेमनारायण टंडन, 'हिन्दी साहित्य में हास्य-व्यंग्य', हिन्दी साहित्य भंडार, लखनऊ, 1975
3. डॉ. उषा शर्मा, 'हिन्दी निबंध साहित्य में व्यंग्य', आत्माराम एण्ड .सन्स कश्मीरी गेट, दिल्ली, 1985
4. प्रयोजनमूलक हिन्दी – विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली, वर्ष 2007
5. डॉ.माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
6. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या/निबंध लेखन (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**F.Y.B.A - (Semester – I)**

**Optional Paper**

**Paper Title:** व्यावहारिक हिन्दी

**Paper Code:**

**Marks: 100**

**Credits: 04** (60 Hours)

**Course Objective:**

आज साहित्यिक हिन्दी के साथ – साथ उसका व्यावहारिक रूप उभरकर सामने आ रहा है। उदाहरण के रूप में बैंक के क्षेत्र में, रेल विभाग में, रेडियो, दूरदर्शन तथा विभिन्न जनसंचार माध्यमों में हिन्दी के व्यावहारिक रूप से विद्यार्थियों को परिचित कराना।

**Learning Outcome:**

- 1) विद्यार्थी व्यावहारिक हिन्दी का परिचय प्राप्त करेंगे।
- 2) विविध क्षेत्रों में व्यावहारिक हिन्दी के प्रयोग से परिचित होंगे।
- 3) कार्यालयीन पत्राचार से परिचित होंगे।
- 4) अनुवाद-प्रक्रिया और उसके महत्व को समझेंगे।
- 5) विद्यार्थियों में मानक वर्तनी लेखन की क्षमता विकसित होगी।

**पाठ्यक्रम एवं इकाई विभाजन**

**इकाई - 1 : व्यावहारिक हिन्दी का सामान्य परिचय, स्वरूप एवं व्याप्ति** (15 Hours)

1. व्यावहारिक एवं साहित्यिक हिंदी: सामान्य परिचय एवं विशेषताएँ।
2. हिंदी भाषा का उद्भव और विकास।
3. राष्ट्रभाषा, राजभाषा एवं संपर्क भाषा (सामान्य परिचय)।

**इकाई - 2 : व्यावहारिक हिन्दी के विविध क्षेत्र : सामान्य परिचय** (15 Hours)

**कार्यालयीन पत्राचार-** 1. आवेदन पत्र।

2. अनुस्मारक।
3. शिकायती पत्र।
4. बधाई पत्र।

### इकाई - 3 : अनुवाद

(15Hours)

1. अनुवाद: अवधारणा एवं स्वरूप।
2. अनुवाद की प्रक्रिया।
3. अनुवाद के प्रकार।
4. अनुवाद की उपयोगिता।

### इकाई - 4: हिन्दी व्याकरण

(15 hours)

Lectures)

1. मानक वर्तनी लेखन।
2. वाक्य विन्यास।
3. लिंग।
4. वचन।
5. कारक।
6. उपसर्ग।
7. प्रत्यय।

(सामान्य परिचय एवं प्रयोग)

### संदर्भ ग्रंथ

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. कामताप्रसाद गुरु- 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह – 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

## प्रश्नपत्र का प्रारूप

### Examination Pattern of F.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 5 : टिप्पणियाँ/ निबंध लेखन/पत्रलेखन (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**F.Y.B.A - (Semester – II)**

**Optional Paper**

**Paper Title:** भाषा कौशल

**Paper Code:**

**Marks:** 100

**Credits:** 04 (60 hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में भाषा कौशल की वृद्धि कराना है। संगणक युग में भी भाषण, लेखन वाचन, लेखन कौशल बना रहे, इस दिशा में प्रयत्न कराना है। उन्हें क्रमशः इन चार कौशलों के माध्यम से उस सोपान तक ले जाना है, जहाँ वे हिन्दी भाषा का प्रयोग एवं लेखन सही ढंग से कर सकें।

**Learning Outcome:**

- 1) भाषण-कला विकसित होगी।
- 2) श्रवण-क्षमता का विकास होगा।
- 3) वाचन-कौशल पैदा होगा।
- 4) लेखन-कला विकसित होगी।
- 5) हिन्दी भाषा के व्यवहार में दक्ष होंगे।

**Syllabus:**

**इकाई - 1 भाषा-कौशल: सामान्य परिचय एवं भाषा-कौशल का महत्व** (15 Hours)

**इकाई- 2 भाषण एवं श्रवण कौशल।** (15 Hours)

1. भाषण एवं श्रवण कौशल का स्वरूप।
2. भाषण एवं श्रवण कौशल का महत्व।
3. भाषण एवं श्रवण कौशल के उद्देश्य।
4. भाषण एवं श्रवण कौशल की विशेषताएँ।
5. भाषण एवं श्रवण कौशल को बेहतर करने के उपाय।

**इकाई - 3 वाचन कौशल।** (15Hours)

1. वाचन कौशल का स्वरूप।
2. वाचन कौशल का महत्त्व।
3. वाचन कौशल के उद्देश्य।
4. वाचन कौशल की विशेषताएँ।
5. वाचन कौशल को बेहतर करने के उपाय।

**इकाई - 4 : लेखन कौशल।**

**(15Hours)**

1. लेखन कौशल का स्वरूप।
2. लेखन कौशल का महत्त्व।
3. लेखन कौशल के उद्देश्य।
4. लेखन कौशल की विशेषताएँ।
5. लेखन कौशल को बेहतर करने के उपाय।

**संदर्भ ग्रंथ**

1. हिन्दी का सही प्रयोग – नीलम मान, तक्षशिला प्रकाशन, नई दिल्ली, वर्ष 2005
2. भानुशंकर मेहता, 'बोलने की कला', विश्वविद्यालय प्रकाशन, वाराणसी, 2013
3. ईश्वरचंद राही, 'लेखन कला का इतिहास', उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 1983
4. रामचंद्र वर्मा, 'अच्छी हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
5. शशिबाला- 'हिन्दी शिक्षण विधियाँ', डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली, 2006

**नोट :** इस प्रश्न पत्र पर विद्यार्थियों से व्यावहारिक कार्य कराया जाएगा।



## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of F.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ निबंध लेखन (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

**Course Code:** HIN-III E-1

**Name of the Faculty:** Dr.O.P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

प्रारंभ से लेकर रीतिकाल तक हिन्दी साहित्य के इतिहास की विद्यार्थियों को जानकारी देना। इससे विद्यार्थियों को ज्ञात होगा कि आज हिन्दी का जो स्वरूप है, उसका प्रारंभिक रूप किस प्रकार का था। वे प्राचीन हिन्दी भाषा और विशेष रूप से प्राचीन एवं मध्यकालीन साहित्य से परिचित होंगे।

**Learning Outcome:**

- 1) हिन्दी साहित्य की आदिकालीन परिस्थितियों एवं विभिन्न काव्य-प्रवृत्तियों से परिचित होंगे।
- 2) भक्ति आंदोलन के पृष्ठभूमि एवं परिवेश से परिचित होंगे।
- 3) रीतिकालीन परिवेश एवं प्रवृत्तियों का ज्ञान होगा।
- 4) प्राचीन भाषाओं के साथ विभिन्न काव्य धाराओं परिचय प्राप्त होगा।

**Syllabus:**

**इकाई 1. आदिकाल (15 Hours)**  
**Lectures)**

आदिकालीन साहित्य की पृष्ठभूमि, रासो काव्य परंपरा, सिद्ध, जैन एवं नाथ काव्य परंपरा का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई 2. निर्गुण भक्तिधारा (15Hours)**  
**Lectures)**

भक्तिकालीन साहित्य की पृष्ठभूमि और संत एवं सूफी धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

### इकाई 3. सगुण भक्तिधारा

(

15 Hours)

#### Lectures)

राम एवं कृष्ण काव्य धारा का सामान्य परिचय एवं प्रवृत्तियाँ।

### इकाई 4. रीति काल

(

15Hours)

#### Lectures)

रीतिकालीन साहित्य की पृष्ठभूमि और रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

संदर्भ ग्रंथ:

- 1) डॉ. बच्चन सिंह, हिन्दी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2015
- 2) डॉ. विजयपाल सिंह, हिन्दी साहित्य का समीक्षात्मक इतिहास, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2011
- 3) डॉ. रामकुमार वर्मा, हिन्दी साहित्य का आलोचनात्मक इतिहास, लोकभारती प्रकाशन, इलाहाबाद, 2010
- 4) डॉ. नगेन्द्र, हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाऊस, दिल्ली, 2014
- 5) आचार्य रामचंद्र शुक्ल, हिन्दी साहित्य का इतिहास, प्रभात प्रकाशन, दिल्ली, 2006
- 6) डॉ. शिवकुमार शर्मा, हिन्दी साहित्य: युग और प्रवृत्तियाँ, अशोक प्रकाशन, नई सड़क, दिल्ली, 1986

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** मध्यकालीन काव्य (चयनित कविताएँ)

**Course Code:** HIN-III E-2

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को मध्यकालीन परिस्थितियों से अवगत कराते हुए तत्कालीन कवियों से परिचित कराना। साथ ही रीतिकाल की कुछ प्रमुख शृंगारिक रचनाओं के माध्यम से यह बताना कि रीतिकालीन कविताएँ किस प्रकार दरबारी संस्कृति से जुड़ गई।

**Learning Outcome:**

- 1) मध्यकालीन काव्य की प्रासंगिकता से परिचित होंगे।
- 2) सगुण भक्ति काव्य परंपरा और उनकी दार्शनिक मान्यताओं से अवगत होंगे।
- 3) मीरा के माध्यम से मध्यकालीन नारी जीवन और सामंती व्यवस्था से उसके प्रतिरोध के स्वर को समझेंगे।
- 4) रीतिकालीन शृंगारिक काव्य एवं अभिव्यंजना कौशल को समझेंगे।

**Syllabus:**

इकाई 1.	कबीर और जायसी।	(15 hours)
इकाई 2.	सूरदास और तुलसीदास।	(15 hours)
इकाई 3.	रविदास और मीराबाई।	(15 hours)
इकाई 4.	बिहारी और घनानन्द।	(15 hours)

(प्रत्येक के 10 दोहे एवं 5 पदों की व्याख्या)

**संदर्भग्रंथ-**

- 1) विश्वंभर 'मानव', 'प्राचीन कवि', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2009

- 2) सं. आचार्य रामचन्द्र शुक्ल, *जायसी ग्रंथावली*- ना.प्र.स., वाराणसी, 1995
- 3) विश्वनाथ त्रिपाठी, 'मीरा का काव्य,' वाणी प्रकाशन-21-ए, दरियागंज, नयी दिल्ली, 2010
- 4) श्री. जगन्नाथदास 'रत्नाकर', 'बिहारी रत्नाकर,' लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2015
- 5) डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1986

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** हिन्दी महिला लेखन

**Course Code:** HIN-III E-3

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

हिन्दी में महिला लेखन अपने से पूर्व के साहित्य से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Learning Outcome:**

- 1) इसके माध्यम से स्त्रीवादी चेतना का स्वरूप एवं महत्व से परिचित होंगे।
- 2) परंपरागत साहित्य लेखन एवं महिला लेखन के अंतर को समझेंगे।
- 3) महिला रचनाकारों एवं उनकी रचनाओं से अवगत होंगे।
- 4) महिलाओं की सामाजिक समस्याओं एवं नारी चेतना का ज्ञान होगा।

**Syllabus :**

इकाई 1. महिला लेखन की अवधारणा, पृष्ठभूमि, स्वरूप एवं विकास। (15 Hours)

इकाई 2 तीन चयनित कहानियाँ। (15 Hours)

1. तीसरा हिस्सा- मन्नू भण्डारी।
2. महानगर की मैथिली-सुधा अरोड़ा।
3. वापसी-उषा प्रियंवदा।

इकाई 3. तीन चयनित कहानियाँ। (15 Hours)

1. मामला आगे बढ़ेगा अभी- चित्रा मुद्गल।
2. फैसला -मैत्रेयी पुष्पा।
3. हुस्नबानों का आठवां सवाल- शरद सिंह यादव

इकाई 4. छह चयनित कविताएँ। (15 Hours)



1. स्त्रियाँ -अनामिका।
2. चिड़ियाँ की आँख से- निलेश रघुवंशी।
3. घर की चौखट से बाहर- सुशीला टाकभोरे।
4. सात भाइयों के बीच चंपा- कात्यायनी।
5. अहल्या- प्रभा खेतान।
6. मुझे रो लेने दो- जयश्री राय।

संदर्भ ग्रंथ:

- 1) सरला माहेश्वरी, *नारी प्रश्न*, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2007
- 2) क्षमा शर्मा, 'स्त्रीत्ववादी विमर्श: समाज और साहित्य', राजकमल प्रकाशन, नयी दिल्ली, 2008
- 3) माधुरी छेड़ा, 'आधुनिक कथा साहित्य में नारी: स्वरूप और प्रतिमा', अरविंद प्रकाशन, बंबई, 1994
- 4) कुमार राधा, 'स्त्री संघर्ष का इतिहास', नई दिल्ली, वाणी प्रकाशन, 2002

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** हिंदी दलित लेखन

**Course Code:** HIN-III E-4

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

हिन्दी में दलित लेखन साहित्य की मुख्य धारा से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Course Outcome:**

- 1) दलित चेतना के स्वरूप एवं महत्व से अवगत होंगे।
- 2) परंपरागत साहित्य लेखन एवं दलित लेखन के अंतर को समझेंगे।
- 3) विद्यार्थी दलित लेखक एवं उनकी कहानियों से अवगत होंगे।
- 4) दलितों की सामाजिक स्थिति एवं अपने अस्तित्व के प्रति उनकी जागरूकता को समझने का प्रयास करेंगे।

**Syllabus:**

इकाई 1. दलित लेखन की अवधारणा, स्वरूप, पृष्ठभूमि एवं विकास। (15 Hours)

इकाई 2. तीन चयनित दलित कहानियाँ। (15 Hours)

इकाई 3. तीन चयनित दलित कहानियाँ। (15 Hours)

इकाई 4. छह चयनित दलित कविताएँ। (15 Hours)

**संदर्भ ग्रंथ-**

- 1) तेज सिंह, *आज का दलित साहित्य*, अतिश प्रकाशन, हरि नगर, दिल्ली, 2002
- 2) डॉ. श्यौराज सिंह बेचैन, 'चिंतन की परंपरा और दलित साहित्य', नवलेखन प्रकाशन, बिहार, 2001
- 3) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य सृजन के संदर्भ में', कामना प्रकाशन दिल्ली, 1999

- 4) डॉ. जयप्रकाश कर्दम 'दलित साहित्य', अतिश प्रकाशन, हरि नगर, दिल्ली, 2003
- 5) डॉ. पुरुषोत्तम सत्यप्रेमी., 'दलित साहित्य रचना और विचार', अतिश प्रकाशन, हरि नगर, दिल्ली, 2001

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – III)**

**Core Course**

**Course Title:** प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्रलेखन

**Course Code:** HIN-III C-5

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

आजका युग आधुनिकीकरण, निजीकरण और भूमंडलीकरण की प्रक्रिया से गुजर रहा है। ऐसी स्थिति में हिन्दी की भूमिका केवल साहित्यिक हिन्दी तक सीमित न रहकर नए ज्ञान विज्ञान एवं तकनीकी क्षेत्रों से गुजर रही है। इन क्षेत्रों में प्रयोजनमूलक हिन्दी की अहम भूमिका है। अनुवाद और पत्रलेखन का महत्व तथा उसकी आवश्यकता को ध्यान में रखकर इन क्षेत्रों में बढ़ते अवसरों से विद्यार्थियों को परिचित कराना।

**Learning Outcome:**

- 1) विद्यार्थी प्रयोजनमूलक हिन्दी का परिचय प्राप्त करेंगे।
- 2) राजभाषा संबंधी प्रमुख प्रावधानों की जानकारी प्राप्त करेंगे।
- 3) विद्यार्थी अनुवाद कार्य में निपुण होंगे।
- 4) विद्यार्थी व्यावसायिक एवं कार्यालयीन पत्र लेखन में सक्षम होंगे।

**Syllabus:**

इकाई 1. (15 Hours)

1. प्रयोजनमूलक हिन्दी का सामान्य परिचय।
2. प्रयोजनमूलक हिन्दी के विविध क्षेत्र

इकाई 2. (15 Hours)

1. राजभाषा के रूप में हिंदी का विकास।
2. राजभाषा संबंधी प्रमुख प्रावधान

इकाई 3. अनुवाद लेखन (15Hours)

1. अनुवाद: अवधारणा एवं स्वरूप
2. अनुवाद के प्रकार।

3. कार्यालयीन अनुवाद
4. व्यावसायिक एवं वाणिज्यिक अनुवाद
5. साहित्यिक अनुवाद

इकाई 3 पत्र-लेखन

(15 Hours)

1. व्यावसायिक पत्र-लेखन: पूछताछ, क्रयादेश, अनुस्मारक।
2. कार्यालयीन पत्रलेखन: कार्यालय ज्ञापन, कार्यालय आदेश, परिपत्र, कार्यवृत्त।

### संदर्भग्रंथ

7. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
8. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
9. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
10. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
11. डॉ. अर्जुन चव्हाण, 'मीडिया कालीन हिन्दी: स्वरूप और संभावनाएँ', राधाकृष्ण प्रकाशन, दिल्ली, 2005
12. जितेंद्र गुप्त, पत्रकारिता में अनुवाद, राधाकृष्ण प्रकाशन, दिल्ली, 2006

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ अनुवाद /पत्रलेखन (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Core Course**

**Course Title:** हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक

**Course Code:** HIN-IV.C-6

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) हिन्दी पत्रकारिता के इतिहास से विद्यार्थियों को अवगत कराना।
- 2) मुद्रित माध्यमों में रोजगार के अवसरों की विद्यार्थियों को जानकारी देना।
- 3) इलेक्ट्रॉनिक माध्यमों की बढ़ती व्याप्ति को समझते हुए उसमें प्राप्त रोजगार संबंधी जानकारी विद्यार्थियों को देना।

**Course Outcome:**

- 1) विद्यार्थी स्वाधीनता आंदोलन में हिन्दी पत्रकारिता के योगदान और स्वातंत्र्योत्तर पत्रकारिता के विकास से अवगत होंगे।
- 2) पत्रकारिता के विविध प्रकारों को समझेंगे।
- 3) पत्रकार के गुण एवं पत्रकारिता संबंधी कानून का ज्ञान होगा।
- 4) विद्यार्थियों में रेडियो पत्रकारिता, टेलीविजन पत्रकारिता एवं इंटरनेट पत्रकारिता का कौशल विकसित होगा।

**Syllabus :**

इकाई 1. पत्रकारिता का सामान्य परिचय, स्वरूप। (15 Hours)

इकाई 2. (15 Hours)

1. पत्रकारिता के विविध प्रकार (खेल पत्रकारिता, मनोरंजन पत्रकारिता, खोजी पत्रकारिता, आर्थिक पत्रकारिता, बाल पत्रकारिता, महिला पत्रकारिता)।
2. पत्रकारिता का महत्व।
3. पत्रकारिता संबंधी कानून।

इकाई 3. हिन्दी मुद्रित पत्रकारिता का उद्भव और विकास (15 Hours)

1. स्वतंत्रतापूर्व हिन्दी पत्रकारिता।

## 2. स्वातंत्र्योत्तर हिन्दी पत्रकारिता।

इकाई 4. हिन्दी की इलेक्ट्रॉनिक पत्रकारिता।

(15 Hours)

क) रेडियो पत्रकारिता

ख) टी. वी. पत्रकारिता

घ) इंटरनेट पत्रकारिता

### संदर्भ ग्रंथ-

1. कैलाशनाथ पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
2. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी के अधुनातन आयाम', शैलजा प्रकाशन, कानपुर, 2006
3. डॉ. रामप्रकाश, डॉ. दिनेशगुप्त, 'प्रयोगात्मक और प्रयोजनमूलक हिन्दी', राधाकृष्णप्रकाशन, नई दिल्ली, 2014
3. एन. सी. पंत, 'पत्रकारिता का इतिहास' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली, 2002
4. सविता चड्ढा, 'हिन्दी पत्रकारिता: सिद्धान्त और स्वरूप' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, दिल्ली, 1995
4. डॉ. अजय प्रकाश, डॉ. रमेश वर्मा, 'प्रयोजनमूलक हिन्दी' समवेत प्रकाशन, रामबाग, कानपुर, 2005

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** हिन्दी साहित्य का इतिहास (आधुनिक काल)

**Course Code:** HIN-IV.E-5

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

विद्यार्थियों को आधुनिक हिन्दी कविता के इतिहास से परिचित कराना। उन्हें यह बताना कि अपनी किन विशिष्टताओं के कारण आधुनिक काल की कविता और उसके कवि सीधे समाज और राष्ट्र प्रेम से जुड़े।

**Course Outcome:**

- 1) आधुनिक हिन्दी साहित्य के परिवेश से परिचित होंगे।
- 2) आधुनिक काल की काव्य प्रवृत्तियों से अवगत होंगे।
- 3) हिन्दी कहानी एवं उपन्यास के उद्भव और विकास का परिचय प्राप्त करेंगे।
- 4) निबंध एवं नाटक विधा के विकासक्रम से परिचित होंगे।

**Syllabus:**

**इकाई 1.** (15 Hours)

1. भारतेन्दुयुगीन कविता।
2. द्विवेदी युगीन कविता।
3. छायावादी कविता।

**इकाई 2.** (15 Hours)

1. प्रगतिवादी कविता।
2. प्रयोगवादी कविता।
3. नई कविता।

**इकाई 3.** (15 Hours)

1. हिन्दी कहानी का विकास।
2. हिन्दी उपन्यास का विकास।

#### इकाई 4.

(15 Hours)

1. हिन्दी नाटक का विकास।
2. हिन्दी निबंध का विकास।  
(उपरोक्त धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ)

#### संदर्भ

1. डॉ.शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1970
2. आचार्य रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास' प्रकाशन संस्थान, नई दिल्ली, 2003
3. डॉ. रमेश चंद्र शर्मा, 'हिन्दी साहित्य का इतिहास' विद्या प्रकाशन, गुजैनी, कानपुर, 2002
4. डॉ. गणपति चन्द्र गुप्त, 'हिन्दी साहित्येतिहास' अटलांटिक प्रकाशन एंड डिस्ट्रीब्यूटर्स, दिल्ली, 1989
5. राजनाथ शर्मा, 'हिन्दी साहित्य का विवेचनात्मक इतिहास' विनोद पुस्तक मंदिर, आगरा, 1978
6. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला

**Course Code:** HIN-IV.E-6

**Marks:** 100

**Credits:** 04(60 Hours)

**Course Objective:**

विद्यार्थियों को सूर्यकांत त्रिपाठी निराला के समग्र जीवनवृत्त एवं साहित्य से परिचित कराना।  
विद्यार्थियों को यह बताना कि निराला किस प्रकार छायावादी अन्य कवियों से अलग और महत्वपूर्ण थे।

**Course Outcome:**

- 1) विद्यार्थी निराला के व्यक्तित्व एवं कृतित्व से परिचित होंगे।
- 2) विद्यार्थी छायावादी काव्य में निराला के प्रदेय से अवगत होंगे।
- 3) काव्येतर विधाओं में निराला के योगदान को समझेंगे।
- 4) निराला के साहित्य में प्रगतिशील अवधारणा को समझेंगे।

**Syllabus:**

**इकाई 1.** (15 Hours)

1. निराला का जीवन वृत्त।
2. निराला की काव्य दृष्टि।
3. निराला का गद्य साहित्य।

**इकाई 2.** (15 Hours)

1. तोड़ती पत्थर।
2. विधवा।
3. जागो फिर एक बार।
4. वसंत आया।

**इकाई 3.** (15 Hours)

1. दान।
2. स्नेह निर्झर बह गया है।
3. बादल राग।

4. मरा हूँ हजार मरण।

इकाई 4.

(15 Hours)

‘बिल्लेसुर बकरिहा’ रेखाचित्र का अध्ययन।

संदर्भ ग्रंथ

1. नंदकिशोर नवल , ‘निराला रचनावली-1 ’ राजकमल प्रकाशन ,नेताजी सुभाष मार्ग ,नई दिल्ली,1983
2. नंदकिशोर नवल , ‘निराला रचनावली-2 ’ राजकमल प्रकाशन ,नेताजी सुभाष मार्ग ,नई दिल्ली,1983
3. बच्चन सिंह, ‘आधुनिक हिन्दी साहित्य का इतिहास’, लोकभारती प्रकाशन, इलाहाबाद,2007
4. प्रो. सूर्यप्रसाद दीक्षित, ‘निराला समग्र’, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ,2015
5. डॉ. फणीश सिंह, ‘हिन्दी साहित्य-एक परिचय’, राजकमल प्रकाशन, नयी दिल्ली,2006



## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** विशेष अध्ययन: हिन्दी कहानी

**Course Code:** HIN-IV.E-7

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) आधुनिक हिन्दी कहानी साहित्य से विद्यार्थियों को अवगत कराना।
- 2) विद्यार्थियों को कहानी एवं उसके इतिहास से परिचित कराना।
- 3) विद्यार्थियों को हिन्दी के प्रमुख कहानिकारों का परिचय कराना।

**Course Outcomes:**

- 1) विद्यार्थी हिन्दी कहानी की विकासयात्रा से अवगत होंगे।
- 2) प्रेमचंद की कहानी कला परिचित होंगे।
- 3) हिन्दी कहानी में सूर्यबाला के योगदान का परिचय प्राप्त करेंगे।

**Syllabus:**

**इकाई 1.** (15 Hours)

कहानी: स्वरूप एवं तत्त्व।

**इकाई 2.** मुंशी प्रेमचंद की तीन कहानियाँ। (15 Hours)

1. ईदगाह।
2. रामलीला।
3. सद्गति।

**इकाई 3.** फणीश्वरनाथ रेणु की तीन कहानियाँ।

1. पंचलाइट।
2. लालपान की बेगम।
3. ठेस।

**इकाई 4.** सूर्यबाला की तीन कहानियाँ। (15 Hours)

1. आखिरी विदा।
2. बाऊजी और बंदर।
3. होगी जय, होगी जय...हे पुरुषोत्तम नवीन!

**संदर्भ ग्रंथ-**

1. गोपाल राय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, इलाहाबाद, 2008
2. बच्चन सिंह, 'हिन्दी साहित्य का दूसरा इतिहास', राजकमल प्रकाशन, नयी दिल्ली, 2004
3. रामस्वरूप चतुर्वेदी, 'हिन्दी साहित्य और संवेदना का विकास', लोकभारती प्रकाशन, इलाहाबाद, 2005
4. डॉ. सूर्यबाला की 21 श्रेष्ठ कहानियाँ, डायमंड पब्लिकेशन, दिल्ली
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य: एक परिचय', राजकमल प्रकाशन, इलाहाबाद, 2006
6. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**S.Y.B.A - (Semester - IV)**

**Elective Course**

**Paper Title:** हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

**Paper Code:** HIN-IV.E-8

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) चयनित हिन्दी साहित्यका संकलन एवं विश्लेषण कराना।
- 2) हिन्दी साहित्यिक परंपरा का अभ्यास कराना।
- 3) हिन्दी साहित्य पर प्रपत्र बनाने का अभ्यास कराना।
- 4) हिन्दी साहित्य का आस्वादन, समीक्षा और शोध कार्य हेतु प्रवृत्त कराना।

**Course Outcomes:**

- 1) विद्यार्थी साहित्य के आस्वादन की कला से परिचित होंगे।
- 2) विद्यार्थी शोध एवं समीक्षा प्रक्रिया से अवगत होंगे।
- 3) कविता के आस्वादन एवं काव्य-समीक्षा के तत्त्वों से परिचित होंगे।
- 4) कहानी एवं उपन्यास की समीक्षा के विविध आधारों से अवगत होंगे।
- 5) शोध सामग्री का संकलन एवं विश्लेषण की क्षमता विकसित होगी।

**Syllabus:**

**इकाई 1:** (15 Hours)

समीक्षा का अर्थ, स्वरूप एवं आधार.

**इकाई 2: कविता** (15 Hours)

कैदी और कोकिला - माखनलाल चतुर्वेदी।

**इकाई 3: कहानी** (15 Hours)

यही सच है - मन्नू भंडारी।

**इकाई 4: उपन्यास** (15 Hours)

त्यागपत्र - जैनेन्द्र।

**संदर्भ ग्रंथ:**

1. हिन्दी कहानी का इतिहास, गोपाल राय, राजकमल प्रकाशन , नई दिल्ली। संस्करण-2016
2. हिन्दी कहानी का विकास, मधुरेश, लोकभारती प्रकाशन, इलाहाबाद। संस्करण-2014
3. डॉ. ओमप्रकाश त्रिपाठी, 'समीक्षा के विविध रंग, विद्या प्रकाशन, कानपुर,2014
4. डॉ. मधु खराटे , डॉ. शिवाजी देवरे , 'अनुसंधान प्रविधि और प्रक्रिया विद्या प्रकाशन , कानपुर,2013
5. अभिलाषा दिवाकर, 'शोध कैसे करें, मार्क पब्लिशर, जयपुर,2014

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of S.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**

**Core Course**

**Course Title:** मीडिया लेखन: रेडियो एवं टेलीविजन

**Course Code:** HIN-V.C-7

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को मीडिया लेखन की जानकारी देना। विशेष रूप से रेडियो एवं टेलीविजन से संबंधित लेखन से उन्हें अवगत कराना , क्योंकि आज रेडियो एवं टेलीविजन मीडिया का सशक्त माध्यम बन गया है।

**Course Outcome**

- 1) विद्यार्थियों को मीडिया लेखन के सैद्धान्तिक एवं व्यावहारिक पक्ष का ज्ञान होगा।
- 2) रेडियो के विविध कौशल की ओर प्रवृत्त होंगे।
- 3) विद्यार्थियों को टेलीविजन समाचार या धारावाहिक लेखन संबंधी व्यावहारिक अनुभव होगा।
- 4) इलेक्ट्रॉनिक मीडिया में रोजगार का मार्ग प्रशस्त होगा।

**Syllabus:**

**इकाई 1:** (15 Hours)

मीडिया लेखन : स्वरूप, सिद्धान्त एवं महत्व।

**इकाई 2:** (15 Hours)

1. रेडियो लेखन के सिद्धान्त।
2. रेडियो लेखन के प्रकार: समाचार लेखन, रेडियो वार्ता, भेंट वार्ता, चर्चा-परिचर्चा, रेडियो नाटक।

**इकाई 3:** (15 Hours)

**lectures)**

1. टेलीविजन लेखन के सिद्धान्त।
2. टेलीविजन लेखन के प्रकार: समाचार लेखन, साक्षात्कार, धारावाहिक लेखन।

**इकाई 4:** रेडियो और टेलीविजन लेखन के व्यावहारिक रूप का अध्ययन (15 Hours)

1. रेडियो वार्ता लेखन।



2. संवाद लेखन।
3. दृश्य रूपान्तरण।
4. भेंट-वार्ता।
5. रेडियो समाचार लेखन।
6. रेडियो विज्ञापन लेखन।
7. टेलीविज़न विज्ञापन लेखन।

#### संदर्भ ग्रंथ-

1. सं. डॉ. सुभाष तलेकर, 'रोजगाराभिमुख हिन्दी :दिशाएँ एवं संभावनाएँ', नंदादीप प्रकाशन, पुणे, 2010
2. डॉ. सुजाता वर्मा, 'पत्रकारिता और मीडिया,' विकास प्रकाशन, कानपुर, 2016
3. रामशरन जोशी, 'मीडिया विमर्श', सामयिक प्रकाशन, दरियागंज, नई दिल्ली, 2002
4. डॉ. अजय प्रकाश, डॉ.रमेश वर्मा, 'प्रयोजनमूलक हिन्दी', समवेत, रामबाग, कानपुर, 2005
5. डॉ. अंबादास देशमुख , 'प्रयोजनमूलक हिन्दी:अधुनातन आयाम ' , शैलजा प्रकाशन, कानपुर, 2006

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 5 : टिप्पणियाँ (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** कथेतर गद्य साहित्य: संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी

(किसी विधा की एक पाठ्य पुस्तक)

**Course Code:** HIN-V.E-9

**Marks: 100**

**Credits: 04** (60Hours)

**Course Objective:**

इस पाठ्यक्रम से हिन्दी गद्य की मुख्य विधा के अलावा विद्यार्थियों को अन्य विधाओं की जानकारी देना। इनमें मुख्य विधाएँ हैं- संस्मरण साहित्य, यात्रा साहित्य, आत्मकथा साहित्य एवं जीवनी साहित्य। इन विधाओं में आज काफी लेखन कार्य हो रहा है, इसकी उन्हें जानकारी देना।

**Course Outcome:**

- 1) विद्यार्थी कथेतर अन्य विधाओं से परिचित होंगे।
- 2) संस्मरण और यात्रा-वृत्तांत लेखन के मूलभूत अंतर की जानकारी प्राप्त करेंगे।
- 3) आत्मकथा एवं जीवनी विधाओं का अंतर एवं उनके विकास-क्रम को समझेंगे।
- 4) रेखाचित्र विधा के विकास में रामवृक्ष बेनीपुरी के योगदान से परिचित होंगे।

**Syllabus:**

**इकाई 1:** (15 Hours)

संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: अवधारणा एवं स्वरूप।

**इकाई 2:** (15 Hours)

संस्मरण एवं यात्रा वृत्तांत का उद्भव एवं विकास।

**इकाई 3:** (15 Hours)

आत्मकथा एवं जीवनी साहित्य का उद्भव एवं विकास।

**इकाई 4:** (15 Hours)

किसी विधा की एक पाठ्यपुस्तक: माटी की मूरतें- रामवृक्ष बेनीपुरी (चयनित)।

### संदर्भ ग्रंथ-

1. डॉ. शांति खन्ना, 'आधुनिक हिन्दी का जीवनीपरक साहित्य', सन्मार्ग प्रकाशन, बैंगलो रोड, दिल्ली, 1973
2. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
3. डॉ. रमेशचन्द्र शर्मा, 'हिन्दी साहित्य का इतिहास', विद्या प्रकाशन, कानपुर, 2002
4. डॉ. लक्ष्मीसागर वाष्णेय, 'हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 1981
5. डॉ. सुधाकर कलवडे, 'साहित्यशास्त्र परिचय', पुस्तक संस्थान नेहरू नगर, कानपुर, 1985

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** विशेष अध्ययन: हिन्दी उपन्यास

**Course Code:** HIN-V.E-10

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी उपन्यास के विकासक्रम की जानकारी देना। साथ ही उपन्यासकारों के उद्देश्य को उन तक पहुँचाना।

**Course Outcome:**

- 1) उपन्यास के स्वरूप एवं तत्व को समझेंगे।
- 2) उपन्यास के विकासक्रम से परिचित होंगे।
- 3) 'निर्मला' उपन्यास के माध्यम से स्त्री जीवन की विडंबनाओं को समझेंगे।
- 4) 'मोहनदास' की मूल संवेदना से परिचित होंगे।
- 5) निर्धारित उपन्यासों की आलोचना कर सकेंगे।

**Syllabus:**

**इकाई 1:** (15 Hours))

उपन्यास: स्वरूप एवं तत्व।

**इकाई 2:** (15 Hours))

निर्मला - मुंशी प्रेमचंद।

**इकाई 3:** (15 Hours))

मोहनदास - उदयप्रकाश।

#### इकाई 4:

(15 Hours))

निर्धारित उपन्यासों का आलोचनात्मक अध्ययन।

#### संदर्भ ग्रंथ-

1. डॉ. रामलखन शुक्ल, 'हिन्दी उपन्यास कला', सन्मार्ग प्रकाशन, बेंगलौ रोड, दिल्ली, 1972
2. डॉ. शांतिस्वरूप गुप्त, 'हिन्दी साहित्य: प्रकीर्ण विचार', शोक प्रकाशन, नई सड़क, दिल्ली, 1967
3. डॉ. रामनारायण सिंह, 'मधुर हिन्दी के ऐतिहासिक उपन्यास', ग्रंथम, रामबाग, कानपुर, 1971
4. डॉ. ज्ञान अस्थाना, 'हिन्दी उपन्यासों में ग्राम समस्याएँ', जवाहर पुस्तकालय, मथुरा, 1979
5. पदुमलाल पुन्नालाल बख्शी, 'हिन्दी कथा साहित्य', हिन्दी ग्रंथ-रत्नाकर कार्यालय, बंबई, 1954

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** भारतीय काव्यशास्त्र

**Course Code:** HIN-V.E-11

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भारतीय काव्यशास्त्र की जानकारी देना। भारतीय आचार्यों के चिंतन का ज्ञान प्राप्त कराना। साथ ही हिन्दी के आधुनिक आचार्यों के काव्यशास्त्रीय चिंतन की जानकारी देना।

**Course Outcome:**

- 1) विद्यार्थी भारतीय काव्यशास्त्र की परंपरा से परिचित होंगे।
- 2) काव्यशास्त्रीय सिद्धांतों का सामान्य ज्ञान प्राप्त करेंगे।
- 3) साहित्य-सृजन एवं समीक्षा में काव्यशास्त्र की उपयोगिता को समझेंगे।
- 4) भारतीय आचार्यों के साहित्य संबंधी चिंतन से परिचित होंगे।

**Syllabus:**

**इकाई 1:**

**(15 Hours)**

1. काव्य की परिभाषा एवं स्वरूप।
2. काव्य के भेद।
3. काव्य के तत्व।
4. काव्य के हेतु।
5. काव्य प्रयोजन।

**इकाई 2:**

**(15 Hours)**

1. रस सिद्धान्त- स्वरूप, अवयव और उसके भेद।
2. अलंकार सिद्धान्त- सामान्य परिचय।

**इकाई 3:**

**(15 Hours)**

1. ध्वनि सिद्धान्त- सामान्य परिचय।

2. रीति सिद्धान्त- सामान्य परिचय।

इकाई 4:

(15 Hours)

1. वक्रोक्ति सिद्धान्त- सामान्य परिचय।

2. औचित्य सिद्धान्त- सामान्य परिचय।

संदर्भ ग्रंथ-

1. डॉ. भगीरथ मिश्र, 'काव्यशास्त्र' विश्वविद्यालय प्रकाशन, वाराणसी, 1970
2. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
3. जयचंद्र राय, 'आचार्य रामचन्द्र शुक्ल: सिद्धान्त और साहित्य', भारती साहित्य मंदिर, दिल्ली, 1963
4. डॉ. आनंद प्रकाश दीक्षित, 'रस सिद्धान्त: स्वरूप-विश्लेषण', राजकमल प्रकाशन, दिल्ली, 1972
5. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
6. बलदेव उपाध्याय, 'भारतीय साहित्यशास्त्र', प्रसाद परिषद, काशी, 1955

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** हिंदी नाटक

**Course Code:** HIN-V.E-12

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी नाटक, स्वरूप एवं तत्व से परिचित कराना।  
उन्हें नाटक के उद्भव एवं विकास की जानकारी देना। साथ ही एक नाटक का अध्ययन कराना।

**Learning Outcome**

- 1) विद्यार्थी नाटक के स्वरूप एवं तत्वों से परिचित होंगे।
- 2) भारतीय नाट्य परंपरा से अवगत होंगे।
- 3) अभिनय कौशल का विकास होगा।
- 4) हिन्दी रंगमंच की जानकारी प्राप्त होगी।
- 5) नाट्य रचना का तात्त्विक विवेचन करेंगे।

**Syllabus:**

**इकाई 1:** (15 Hours)

1. नाटक: स्वरूप एवं तत्व।
2. भारतीय नाट्य परंपरा।

**इकाई2:** (15 Hours)

हिन्दी रंगमंच का विकास।

**इकाई 3:** (15 Hours)

आषाढ़ का एक दिन - मोहन राकेश (पाठालोचन)

**इकाई 4:** (15 Hours)

आषाढ़ का एक दिन का तात्त्विक विवेचन।

संदर्भ ग्रंथ-

1. गिरीश रस्तोगी, हिन्दी नाटक और रंगमंच की नई दिशाएँ, ग्रंथम प्रकाशन, कानपुर, 1966
2. दशरथ ओझा, हिन्दी नाटक: उद्भव और विकास, दिल्ली राजपाल एण्ड सन्स, दिल्ली
3. डॉ. पशुपतिनाथ उपाध्याय, 'हिन्दी नाटक एवं रंगमंच', जवाहर पुस्तकालय, मथुरा, 2009
4. डॉ. सविता चौधरी, 'साठोत्तरी हिन्दी नाटक', विद्या प्रकाशन गुजैनी, कानपुर, 2012
5. नेमिचन्द्र जैन, 'रंगदर्शन', राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
6. डॉ. बच्चन सिंह, 'हिन्दी नाटक', साहित्य भवन प्रा.लि., इलाहाबाद, 1958

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – V)**  
**Inter Disciplinary Course**

**Course Title:** हिन्दी एकांकी

**Course Code:** HIN-V ID-1

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) विद्यार्थियों को एकांकी का परिचय कराना।
- 2) विद्यार्थी एकांकी की आवश्यकता को समझ सकें।
- 3) इसके माध्यम से विद्यार्थी एकांकी को प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes**

- 1) विद्यार्थी एकांकी का गहन अध्ययन करके उससे परिचित होंगे।
- 2) विद्यार्थी वाचन एवं संवाद कला में निपुण होंगे।
- 3) विद्यार्थी एकांकी प्रस्तुतीकरण से अभिनय के क्षेत्र में प्रारम्भिक दक्षता प्राप्त करेंगे।

**Syllabus:**

**इकाई 1. (15 Hours)**

1. एकांकी: अवधारणा, स्वरूप एवं विकास।
2. एकांकी के तत्व।
3. रंगमंचीयता एवं उसका विकास।

**इकाई 2. (15 Hours)**

1. भोर का तारा- जगदीश चंद्र माथुर।(पाठ विवेचन)
2. धीरे बहो गंगा- लक्ष्मी नारायण लाल।(पाठ विवेचन)

**इकाई 3. (15 Hours)**

1. नींद क्यों रातभर नहीं आती- सुरेन्द्र वर्मा। (पाठ विवेचन)
2. जुलूस- कणाद ऋषि भटनागर। (पाठ विवेचन)

**इकाई 4. निर्धारित रचनाओं का समीक्षात्मक अध्ययन। (15 Hours)**

1. अभिनेयता।
2. रंगमंचीयता।

3. संवाद योजना।
4. निर्देश।

संदर्भ ग्रंथ-

7. गिरीश रस्तोगी, हिन्दी नाटक और रंगमंच की नई दिशाएँ, ग्रंथम प्रकाशन, कानपुर, 1966
8. दशरथ ओझा, हिन्दी नाटक: उद्भव और विकास, दिल्ली राजपाल एण्ड सन्स, दिल्ली, 2003
9. डॉ. पशुपतिनाथ उपाध्याय, 'हिन्दी नाटक एवं रंगमंच', जवाहर पुस्तकालय, मथुरा, 2009
10. नेमिचन्द्र जैन, 'रंगदर्शन', राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
11. डॉ. रामशरण महेन्द्र, 'एकांकी और एकांकीकार', वाणी प्रकाशन, नई दिल्ली, 2001
12. सं. अखिलेश कुमार मिश्र, 'अंधेर-नगरी, भारत दुर्दशा', प्रयाग प्रकाशन, इलाहाबाद, 1985
13. डॉ. सुरेन्द्र यादव, 'एकांकी और एकांकी', राजकमल प्रकाशन, नई दिल्ली, 2001



## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** हिंदी भाषा, लिपि एवं व्याकरण

**Course Code:** HIN-VI.C-8

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी भाषा की जानकारी देना। भाषा परिवर्तन के कारणों का पता लगाना। देवनागरी लिपि से परिचित कराना एवं उसकी वैज्ञानिकता पर प्रकाश डालना और साथ ही विद्यार्थियों को हिन्दी व्याकरण से अवगत कराना।

**Course Outcome**

- 1) विद्यार्थी हिन्दी भाषा की पृष्ठभूमि एवं उसके विकास से परिचित होंगे।
- 2) देवनागरी लिपि के विकास एवं मानकीकरण का ज्ञान प्राप्त होगा।
- 3) हिन्दी की वर्ण-व्यवस्था एवं रूप-रचना से परिचित होंगे।

**Syllabus:**

**इकाई 1: (15 hours)**

1. भाषा : प्राचीन एवं मध्यकालीन आर्यभाषा।
2. हिन्दी भाषा का उद्भव और विकास।

**इकाई 2: (15 Hours)**

1. लिपि- देवनागरी लिपि का उद्भव एवं विकास।
2. देवनागरी लिपि की विशेषताएँ।
3. देवनागरी लिपि का मानकीकरण

**इकाई 3: (15 Hours)**

1. व्याकरण: वर्ण विचार- स्वर, व्यंजन।
2. शब्दसाधन- विकारी एवं अविकारी शब्दों का सामान्य परिचय।

**इकाई 4: संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण । (15 Hours)**

### संदर्भ ग्रंथ

1. डॉ. ब्रज किशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, दरियागंज, दिल्ली, 2009
2. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
3. डॉ. हरदेव बाहरी, 'व्यावहारिक हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 1997
4. श्री शरण, 'हिन्दी-अशुद्धियाँ संदर्भ शोधन', प्रेम प्रकाशन मंदिर, दिल्ली, 1997
5. डॉ. विजय लक्ष्मण वर्धे, अत्यावश्यक हिन्दी व्याकरण, फडके बुकसेलर्स, कोल्हापुर, 1993

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियां (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** हिंदी निबंध

**Course Code:** HIN-VLE-13

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी निबंध के स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी निबंध के क्रमिक विकास से परिचित कराना। साथ ही एक निबंध संग्रह के अध्ययन के माध्यम से निबंध विधा की जानकारी देना।

**Learning Outcome**

- 1) विद्यार्थी निबंध के स्वरूप एवं तत्व को समझेंगे।
- 2) हिंदी निबंध के उद्भव एवं विकास की जानकारी होगी।
- 3) निबंध लेखन की ओर प्रवृत्त होंगे।

**Syllabus:**

**इकाई 1:** (15 Hours)

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निबंध: स्वरूप, तत्व एवं भेद।

**इकाई 2:** (15 Hours)

जिंदगी मुस्कुराई- कन्हैयालाल मिश्र 'प्रभाकर' (कोई पाँच)

**इकाई 3:** (15 Hours)

जिंदगी मुस्कुराई- कन्हैयालाल मिश्र 'प्रभाकर' (कोई पाँच)

**इकाई 4:** (15 Hours)

निर्धारित निबंधों का समीक्षात्मक विवेचन।

संदर्भ ग्रंथ-

1. डॉ. गणपतिचन्द्र गुप्त, 'साहित्यिक निबंध', लोकभारती प्रकाशन, इलाहाबाद, 1981
2. डॉ. भोलानाथ, 'हिन्दी साहित्य' हिन्दी परिषद, प्रकाशन प्रयाग, 1971
3. रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास', नागरी प्रचारिणी सभा, काशी, 1961
4. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. नगेन्द्र, डॉ. हरदयाल, 'हिन्दी साहित्य का इतिहास', मयूर पेपरबैक्स, 2014

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** भाषाविज्ञान

**Course Code:** HIN-VLE-14

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भाषाविज्ञान की जानकारी देना। उसके अध्ययन क्षेत्र एवं दिशाओं का ज्ञान प्राप्त कराना। साथ ही ध्वनि विज्ञान , रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान की जानकारी देना।

**Course Outcome**

- 1) भाषा एवं भाषाविज्ञान के स्वरूप एवं अध्ययन की विविध दिशाओं से परिचित होंगे।
- 2) ध्वनि की भाषा वैज्ञानिक जानकारी प्राप्त होगी।
- 3) रूप रचना, वाक्य रचना संबंधी विविध स्थितियों का ज्ञान होगा।
- 4) अर्थबोध के साधन एवं अर्थ परिवर्तन के कारणों और दिशाओं का ज्ञान होगा।

**Syllabus:**

**इकाई 1:**

**(15 Hours)**

1. भाषा: परिभाषा एवं विशेषताएँ।
2. भाषा परिवर्तन के कारण
3. भाषाविज्ञान: परिभाषा और अध्ययन की दिशाएँ।

**इकाई 2: ध्वनि विज्ञान:**

**(15 Hours)**

1. ध्वनि का स्वरूप।
2. ध्वनियों का वर्गीकरण।
3. ध्वनि परिवर्तन के कारण।



### इकाई 3: रूप विज्ञान एवं वाक्य विज्ञान।

(15 Hours)

1. रूप विज्ञान: स्वरूप।(15 Hours)
2. अर्थतत्त्व एवं संबंध तत्त्व।
3. रूप परिवर्तन के कारण एवं दिशाएँ।
4. वाक्य विज्ञान: वाक्य की परिभाषा एवं स्वरूप।
5. वाक्य के भेद।

### इकाई 4:

(15 Hours)

1. अर्थ विज्ञान: स्वरूप।
2. अर्थ बोध के साधन।
3. अर्थ परिवर्तन के कारण एवं दिशाएँ।

### संदर्भ ग्रंथ-

1. डॉ. भोलानाथ तिवारी, 'भाषाविज्ञान', किताबमहल इलाहाबाद, 1991
2. डॉ. हनुमंतराव पाटील, 'भाषा विज्ञान एवं हिन्दी भाषा', विद्या प्रकाशन, गुजैनी, कानपुर, 2009
3. डॉ. राजमणि शर्मा, 'आधुनिक भाषाविज्ञान', महाशक्ति साहित्य मंदिर, वाराणसी, 1983
4. डॉ. भोलानाथ तिवारी, 'शब्द विज्ञान', शब्दकार, तुर्कमार गेट, दिल्ली, 1982
5. डॉ. जितेंद्र वत्स, डॉ. देवेंद्र प्रसाद सिंह, 'भाषाविज्ञान एवं हिन्दी भाषा', निर्मल पब्लिकेशन, दिल्ली, 2009

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 5 : टिप्पणियाँ (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** पाश्चात्य काव्यशास्त्र

**Course Code:** HIN-VLE-15

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

इस पाठ्यक्रम से विद्यार्थियों को प्रमुख पाश्चात्य विचारकों से परिचित कराना। विद्यार्थियों को पाश्चात्य विचारकों के सिद्धांतों और वादों की जानकारी देना और साथ ही उन्हें आधुनिक समीक्षा की प्रवृत्तियों से परिचित कराना।

**Learning Outcome:**

- 1) पाश्चात्य काव्यशास्त्र की परंपरा से परिचित होंगे।
- 2) पाश्चात्य विचारकों के काव्य संबंधी चिंतन की जानकारी होगी।
- 3) पाश्चात्य काव्य सिद्धांतों एवं विविध वादों के आधार पर काव्य समीक्षा की विविध प्रवृत्तियों को समझ सकेंगे।
- 4) भारतीय एवं पाश्चात्य काव्यशास्त्र के व्यावहारिक अंतर को समझेंगे।

**Syllabus:**

**इकाई 1:** प्रमुख पाश्चात्य विचारक

**(15Hours)**

1. प्लेटो।

2. अरस्तू।

**(15 Hours)**

**इकाई 2:** प्रमुख पाश्चात्य विचारक

1. मैथ्यू आरनाल्ड।

2. टी.एस. इलियट।

**इकाई 3:** प्रमुख पाश्चात्य सिद्धान्त

**(15 Hours)**

1. अभिजात्यवाद।

2. मार्क्सवाद।

#### इकाई 4: आधुनिक समीक्षा सिद्धान्त

(15 Hours)

1. संरचनावाद।
2. उत्तर संरचनावाद।

#### संदर्भ ग्रंथ:

1. पाश्चात्य काव्य शास्त्र, देवेन्द्रनाथ शर्मा, मयूर पेपरबैक्स, ए95-, सेक्टर5-, नोएडा201301-
2. पाश्चात्य काव्य चिंतन, डॉ. करुणाशंकर उपाध्याय, राधाकृष्ण प्रकाशन प्रा. लि., नई दिल्ली।
3. *पाश्चात्य काव्यशास्त्र की परंपरा*, सं डॉ.नगेन्द्र ., डॉ सावित्री सिन्हा., दिल्ली विश्वविद्यालय , दिल्ली,1966
4. *पाश्चात्य काव्यशास्त्र अधुनातन संदर्भ* :, सत्यदेव मिश्र , लोकभारती प्रकाशन , इलाहाबाद , उत्तरप्रदेश , संस्करण2003-
5. *नया हिन्दीकाव्य-*, डॉशिव कुमार मिश्र ., अनुसंधान प्रकाशन, आचार्यनगर, कानपुर, 1962
6. *काव्यशास्त्र : भारतीय एवं पाश्चात्य*, डॉकन्हैयालाल अवस्थी ., आशीष प्रकाशन, कानपुर, 2012
7. *नया साहित्य नए प्रश्न*, नन्ददुलारे वाजपेयी, विद्यामन्दिर प्रेस, मानमंदिर, वाराणसी, 1959
8. *साहित्य समीक्षा*, मुद्रारक्षस, नेशनल पब्लिशिंग हाउस, दिल्ली, 1963
9. *पाश्चात्य काव्यशास्त्र के सिद्धांत*, शांतिस्वरूप गुप्त, अशोक प्रकाशन, दिल्ली, संस्करण1997-।

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## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ (12)
- (‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** साहित्य का अंतरानुशासनात्मक अध्ययन

**Course Code:** HIN-VI.E-16

**Marks:** 100

**Credits:** 04 (60 hours)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी देना। उनके अंतःसंबंध का ज्ञान प्राप्त कराना। साथ ही साहित्येतर विद्या शाखाओं का हिन्दी साहित्य पर प्रभाव बताना।

**Learning Outcome:**

- 1) साहित्य तथा साहित्येतर ज्ञान की अन्य शाखाओं को समझ समझेंगे।
- 2) साहित्य के अनुशीलन में अन्य अनुशासनों के प्रभाव से परिचित होंगे।
- 3) साहित्य की अन्य शाखाओं के अंतः संबंध को समझेंगे।
- 4) अन्य साहित्य का हिन्दी साहित्य पर पड़े प्रभाव से परिचित होंगे।
- 5) साहित्य का समाजशास्त्रीय अध्ययन करने में सक्षम होंगे।

**Syllabus:**

**इकाई 1:**

**(15 Hours)**

1. साहित्य एवं अन्य विद्या शाखाओं का संबंध।
2. साहित्य एवं इतिहास।
3. साहित्य एवं दर्शन।
4. साहित्य एवं मनोविज्ञान।

**इकाई 2:**

**(15 Hours)**

साहित्य का समाजशास्त्रीय अध्ययन - लिंग, वर्ण, वर्ग एवं संप्रदाय।

**इकाई 3:**

**(15 Hours)**

व्यावहारिक अध्ययन के लिए निर्धारित कृति ग्लोबल गाँव का देवता- रणेन्द्र

**इकाई 4:**

**(15 Hours)**

निर्धारित कृति का तात्त्विक विवेचन।

**संदर्भ ग्रंथ-**

1. डॉ. राधाकृष्णन, 'भारतीय दर्शन-भाग एक', राजपाल एण्ड सन्स, दिल्ली, 2012
2. डॉ. राधाकृष्णन, 'भारतीय दर्शन भाग दो', राजपाल एण्ड सन्स, दिल्ली, 2013
3. श्रीनलिन विलोचन शर्मा, 'साहित्य का इतिहास-दर्शन', बिहार राष्ट्रभाषा परिषद, पटना.  
1959
4. डॉ. सुरिंदरकौर गौड़, 'सौंदर्यशास्त्र' अभय प्रकाशन, कानपुर, 2015
5. डॉ. धीरेन्द्र वर्मा, 'हिन्दी साहित्य कोश, भाग-1', ज्ञान मंडल, लिमिटेड, वाराणसी, 2007

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

आंतरिक मूल्यांकन:

पूर्णांक: 40

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांत परीक्षा (EES)

पूर्णांक: 60

समय: 2 घंटे

प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)

प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)

प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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**T.Y.B.A - (Semester – VI)**  
**Inter Disciplinary Course**

**Course Title:** हिन्दी पथनाट्य (नुक्कड़ नाटक)

**Course Code:** HIN-VI. ID-2

**Marks:** 100

**Credits:** 04 (60 Hours)

**Course Objective:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थियों को पथनाट्य लेखन हेतु प्रवृत्त करना।
- 2) पथनाट्य के माध्यम से विद्यार्थियों के अभिनय कौशल को विकसित करना।
- 3) विद्यार्थी पथनाट्य को प्रस्तुत करने का तंत्र समझेंगे।

**Learning Outcomes:**

- 1) विद्यार्थी पथनाट्य लेखन में दक्षता प्राप्त करेंगे।
- 2) पथनाट्य प्रस्तुतीकरण कला में निपुण होंगे।
- 3) पथनाट्य के प्रस्तुतीकरण से छात्रों में अभिनय कौशल विकसित होगा।
- 4) विद्यार्थियों में अभिनय के साथ-साथ अन्य कौशलों का भी विकास होगा।

**Syllabus:**

**इकाई एक:**

**(15 Hours)**

1. पथनाट्य की अवधारणा एवं स्वरूप।
2. पथनाट्य का विकास।
3. पथनाट्य के तत्व एवं सरोकार

**इकाई दो:** (15

**Hours)**

**Lectures)**

1. सवाशेर गेहूँ- मुंशी प्रेमचंद (अनुवाद-राजेश कुमार)
2. जनता पागल हो गई है-शिवराम।

**इकाई तीन:** (15 **Hours)**  
**Lectures)**

1. सबसे सस्ता गोश्त- असगर वजाहत।
2. देखो, वोट, बटोरे अन्धा-असगर वजाहत।

**इकाई चार:** (15 **Hours)**  
**Lectures)**

उपर्युक्त नाटकों का तात्त्विक विवेचन।

(व्यावहारिक कार्य: पथनाट्य : प्राथमिक लेखन, प्रकट वाचन, समूह चर्चा, पुनर्लेखन  
पथनाट्य: समूह में प्रस्तुतीकरण एवं मूल्यांकन।)

**संदर्भ ग्रंथ-**

1. कुसुम त्रिपाठी, 'नुक्कड़ नाटक कैसे खेले', आह्वान नाट्य मंच प्रकाशन, बम्बई 1995
2. निदेशालय, प्रौढ़ शिक्षा, नुक्कड़ भाग- 1, 2 जामनगर हाऊस, हटमेंटस, नई दिल्ली 1995
3. सं. अखिलेश कुमार मिश्र, 'अंधेर-नगरी, भारत दुर्दशा', प्रयाग प्रकाशन, इलाहाबाद, 1985
4. हिंदी रंगकर्म : दशा और दिशा, जयदेव तनेजा, तक्षशिला प्रकाशन, दिल्ली, 1988
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6. असगर वजाहत, 'सबसे सस्ता गोश्त', राजपाल एंड सन्स, कश्मीरी गेट, दिल्ली, 2015

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 40**

आंतरिक मूल्यांकन के अंतर्गत 20-20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी, जिनमें से सर्वश्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।

1. प्रकल्प (Assignment) (20)
2. बहुविकल्पीय प्रश्न/ लिखित परीक्षा  
(MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### **सत्रांत परीक्षा (EES)**

**पूर्णांक: 60**

**समय: 2 घंटे**

- प्रश्न 1 : लघुतरी प्रश्न- पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 2 : लघुतरी प्रश्न -पाँच में से किन्हीं तीन के उत्तर 4-5 पंक्तियों में लिखिए। (12)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 4 : दीर्घोत्तरी प्रश्न (कोई एक) (12)
- प्रश्न 5 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (12)

(‘अ’ अथवा ‘ब’ में कोई एक खंड)

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## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

#### B.A. DEGREE COURSE IN HINDI

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
Semester I	हिन्दी कहानी एवं शब्द साधन	NIL	NIL	NIL
Semester I	हिन्दी कविता एवं काव्य सौंदर्य	NIL	NIL	NIL
Semester I	भाषा कौशल	NIL	NIL	NIL
Semester II	हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म	NIL	NIL	NIL
Semester II	हास्य –व्यंग्य निबंध एवं पत्रकारिता	NIL	NIL	NIL
Semester II	व्यावहारिक हिन्दी	NIL	NIL	NIL
Semester III	प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्र लेखन	NIL	NIL	NIL
Semester III	हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	NIL	NIL	NIL
Semester III	मध्यकालीन काव्य (चयनित कविताएँ)	NIL	NIL	NIL
Semester III	हिन्दी महिला लेखन	NIL	NIL	NIL
Semester III	हिन्दी दलित लेखन	NIL	NIL	NIL

Semester IV	हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	NIL	NIL	NIL
Semester IV	हिन्दी साहित्य का इतिहास (आधुनिक काल)	NIL	NIL	NIL
Semester IV	विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	NIL	NIL	NIL
Semester IV	विशेष अध्ययन: हिन्दी कहानी	NIL	NIL	NIL
Semester IV	हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)	NIL	NIL	NIL
Semester V	मीडिया लेखन: रेडियो एवं टेलीविजन	NIL	NIL	NIL
Semester V	कथेतर गद्य साहित्य : संस्मरण, यात्रावृत्तांत, आत्मकथा एवं जीवनी )किसी विधा की एक पाठ्यपुस्तक(	NIL	NIL	NIL
Semester V	विशेष अध्ययन: हिन्दी उपन्यास	NIL	NIL	NIL
Semester V	भारतीय काव्यशास्त्र	NIL	NIL	NIL
Semester V	हिंदी नाटक	NIL	NIL	NIL
Semester VI	हिंदी भाषा, लिपि एवं व्याकरण	NIL	NIL	NIL
Semester VI	हिंदी निबंध	NIL	NIL	NIL
Semester VI	भाषाविज्ञान	NIL	NIL	NIL
Semester VI	पाश्चात्य काव्यशास्त्र	NIL	NIL	NIL

Semester VI	साहित्य का अंतरानुशासनात्मक अध्ययन	NIL	NIL	NIL
Semester- V	हिन्दी एकांकी	NIL	NIL	NIL
Semester- VI	हिन्दी पथनाट्य (नुक्कड़ नाटक)	NIL	NIL	NIL

**Parvatibai Chowgule College of Arts and Science**  
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**UNDER GRADUATE DEPARTMENT OF HINDI**

**COURSE STRUCTURE**

SEMESTR	CORE COMPULSORY		CORE ELECTIVE			
<b>Semester I</b>	<b>HIN -I.C-1</b> हिन्दी कहानी एवं शब्दसाधन (Hindi story and Shabda Sadhan)	<b>HIN -I.C-2</b> हिन्दी कविता एवं काव्यसौंदर्य ( Hindi poetry and kavya Soundarya)	-	-	-	-
<b>Semester II</b>	<b>HIN -II.C-3</b> हिन्दी नाटक:वृत्तचित्र एवं फीचर फिल्म (study of Hindi drama, Documentary and Feature film)	<b>HIN -II.C-4</b> हास्य-व्यंग्य निबंध एवं पत्रकारिता (Haasya – Vyangya Essay and journalism)	-	-	-	-
<b>Semester III</b>	<b>HIN-III C-5</b> हिन्दी साहित्य का इतिहास (आदिकाल,भक्ति काल एवं रीतिकाल) (History of Hindi literature Adi,Bhakti & Ritikaal)	-	<b>HIN-III E-1</b> प्रयोजनमूलक हिन्दी:अनुवाद एवं पत्रलेखन (Functional Hindi : Translation and Letter Writing)	<b>HIN-III E-2</b> मध्यकालीन काव्य (चयनित कविताएँ) (Medieval Poetry-selective poems)	<b>HIN-III E-3</b> हिन्दी महिला लेखन (Hindi Mahila Lekhan)	<b>HIN-III E-4</b> हिन्दी दलित लेखन (study of Hindi Dalit lekhan)
<b>Semester IV</b>	<b>HIN-IV.C-6</b> हिन्दी साहित्य का इतिहास (आधुनिक काल) (History of Hindi literature – modern era)	-	<b>HIN-IV.E-5</b> हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रोनिक (Hindi Journalism- Print and Electronic Media)	<b>HIN-IV.E-6</b> विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला ( special study of poet – Suryakant Tripathi Nirala)	<b>HIN-IV.E-7</b> विशेष अध्ययन: हिन्दी कहानी (Special study of Hindi Story)	<b>HIN-IV.E-8</b> हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता,कहानी एवंउपन्यास) (Appreciation of Hindi Literature and review of

						poems, stories and novels )
Semester V	HIN-V.C-7 भारतीय काव्यशास्त्र (Indian poetics)	–	HIN-V. E-9 कथेतर गद्य साहित्य: रेखाचित्र संस्मरण,यात्रावृत्त , आत्मकथा एवं जीवनी (किसी विधा की एक पाठ्यपुस्तक) Kathetar gadya sahitya : Rekhachitr Sansmaran , yatravrutt , evam jivni	HIN-V.E-10 विशेष अध्ययन:हिन्दी उपन्यास (A study of Hindi Novel)	HIN-V.E-11 मीडिया लेखन: रेडियो एवं टेलीविजन Media writing – Radio and Television	HIN-V.E-12 हिंदी नाटक (Hindi Drama)
Semester VI	HIN-VI.C-8 पाश्चात्य काव्यशास्त्र ( western poetics)	–	HIN-VI.E-13 हिंदी निबंध (Hindi essay)	HIN-VI.E-14 भाषाविज्ञान (linguistics)	HIN-VI.E-15 हिंदी भाषा,लिपि एवं व्याकरण (Hindi language, script and grammar)	HIN-VI.E-16 साहित्य का अंतरानुशासनात्मक अध्ययन ( Sahitya ka Antaranushas natmak Adhayayn)
OPOTIONAL PAPER						
Semester I	FC-HIN.1 भाषा कौशल (Skills of language)					
Semester II	FC-HIN.2 व्यावहारिक हिन्दी (Functional/ Vyavaharik Hindi)					
SKILL ENHANCEMENT COURSE						
Semester-III	HIN-III.SEC-1 हिन्दी पथनाट्य (नुक्कड़ नाटक) (Hindi Street Play)					
Semester-IV	HIN-IV.SEC-2 हिन्दी एकांकी (Hindi One act Play)					



**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF HINDI**

**REVISED SYLLABUS OF B.A  
SYLLABI OF SEMESTER I TO VI -ACADEMIC YEAR- 2020-2021**

**F.Y.B.A - (Semester – I)**

**Core Paper**

**Paper Title:** हिन्दी कहानी एवं शब्द साधन

**Paper Code:** HIN -I.C-1

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

प्रारंभिक कहानियों से लेकर वर्तमान समय तक लिखी जाने वाली कहानियों की विद्यार्थियों को जानकारी देना। ये कहानियाँ वर्तमान एवं सामाजिक सरोकारों से जुड़ी होने के साथ ही मूल्यनिष्ठ कहानियाँ हैं। इसके साथ ही विद्यार्थियों को व्याकरण की भी जानकारी देनी है।

**Course Outcome:**

- 1) कहानी की अवधारणा एवं स्वरूप से परिचित होंगे।
- 2) हिन्दी कहानी एवं कहानीकारों की जानकारी प्राप्त होगी।
- 3) कहानियों के माध्यम से जीवन मूल्यों से परिचित एवं प्रभावित होंगे
- 4) उनमें आत्मविश्वास पैदा होगा और संघर्ष भावना निर्माण होगी।
- 5) व्याकरण को समझने में सक्षम होंगे तथा व्याकरणिक दृष्टि से शुद्ध हिन्दी लेखन में भी प्रवीण होंगे।

**Syllabus:**

**कहानी संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव, गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कहानी संग्रह)

**व्याकरण:** शब्द के भेद, वर्तनी एवं शुद्धलेखन, शब्दयुग्म, मुहावरे, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द, कारक का सामान्य परिचय।

**इकाई विभाजन:**

**इकाई एक :**

(15 Lectures)

1. उसने कहा था- चंद्रधर शर्मा 'गुलेरी'।
2. बड़े भाई साहब- प्रेमचंद।
3. परदा- यशपाल।

**इकाई दो :**

(15 Lectures)

4. मलबे का मालिक- मोहन राकेश।
5. गोपाल को किसने मारा- मन्नू भण्डारी।
6. मुखौटा - ममता कालिया

**इकाई तीन :**

(15 Lectures)

7. चीफ की दावतभीष्म साहनी। -
8. दिल्ली में एक मौत कमलेश्वर। -
9. अपनी वापसी- चित्रा मुद्गल।

**इकाई चार : शब्द साधन**

(15 Lectures)

1. शब्द के भेद।
2. वर्तनी एवं शुद्धलेखन।
3. शब्दयुग्म।
4. मुहावरे।
5. पर्यायवाची शब्द।
6. वाक्यांश के लिए एक शब्द।
7. कारक का सामान्य परिचय।

### संदर्भ ग्रंथ

1. डॉ. नामवर सिंह, 'कहानी नयी कहानी', लोकभारती प्रकाशन, इलाहाबाद, 2016
2. मधुरेश, 'हिन्दी कहानी का इतिहास' लोकभारती प्रकाशन, इलाहाबाद, 2014
3. गोपालराय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, दिल्ली, 2018
4. रामचंद्र तिवारी, 'हिन्दी का गद्य साहित्य', विश्वविद्यालय प्रकाशन 2016
5. कामताप्रसाद गुरु- 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह – 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

### प्रश्नपत्र का प्रारूप

#### Examination Pattern of F.Y. B.A. Hindi

#### हिन्दी कहानी एवं शब्द साधन

#### आंतरिक मूल्यांकन:

पूर्णांक: 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना(Assignment) (20)
2. बहु विकल्पीयप्रश्न/ लिखित परीक्षा (MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

#### सत्रांत परीक्षा (SEE)

पूर्णांक: 40

समय: 1:30 घंटे

- प्रश्न 1 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 : दीर्घोत्तरी प्रश्न (एक कोई) (10)
- प्रश्न 3 : टिप्पणियाँ/ संदर्भ सहित व्याख्या (10)
- प्रश्न 4. व्याकरण (10)

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**F.Y.B.A - (Semester – I)**

**Core Paper**

**Paper Title:** हिन्दी कविता एवं काव्य सौंदर्य

**Paper Code:** HIN-I.C-2

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks: 100**

**Credits: 04** (60 Lectures)

**Course Objective:**

मध्ययुगीन एवं आधुनिक कवियों एवं कविताओं की विद्यार्थियों को जानकारी देना। साथ ही काव्य सौंदर्य के अंतर्गत अलंकार, छंद एवं समास की जानकारी देना।

**Course Outcome:**

इस पाठ्यक्रम के माध्यम से -

- 1) विद्यार्थी मध्ययुगीन तथा आधुनिक कवियों और उनकी कविताओं की जानकारी प्राप्त करेंगे।
- 2) मध्ययुगीन समाज और जीवन दृष्टि से आधुनिक जीवन दृष्टि की तुलनात्मक क्षमता विकसित होगी।
- 3) विद्यार्थी काव्य रचना की ओर प्रेरित होंगे।
- 4) विद्यार्थियों में काव्य सौंदर्य की दृष्टि विकसित होगी।
- 5) काव्यसौंदर्य में अलंकार छंद एवं समास से का ज्ञान प्राप्त होगा।

**Syllabus:**

**कविता संग्रह:** हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज मडगांव,गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित कविता संग्रह)

**काव्य सौंदर्य:** अलंकार, छंद एवं समास

**इकाई विभाजन:**

**इकाई एक :**

**Lectures)**

**(15**

1. कबीर बानी। (10 दोहे)
2. सूर के पद । (5 पद)
3. रामराज्य वर्णन। (तुलसीदास, आरंभ के 5 दोहे एवं चौपाइयां)

### इकाई दो :

(15 Lectures)

1. रहीम के दोहे- रहीम।
2. जूही की कली- सूर्यकांत त्रिपाठी 'निराला'।
3. सवेरे उठा तो धूप खिली थी- सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'।

### इकाई तीन :

(15 Lectures)

1. बीस साल बाद- सुदामा पाण्डेय 'धूमिल'।
2. बेजगह- अनामिका।
3. प्रेत का बयान- नागार्जुन

### इकाई चार : काव्यसौंदर्य।

(15 Lectures)

- क) अलंकार - i) शब्दालंकार - अनुप्रास, यमक, श्लेष।  
 ii) अर्थालंकार- उपमा, रूपक, उत्प्रेक्षा।
- ख) छंद- i) मात्रिक छंद- दोहा, सोरठा, चौपाई।  
 ii) वर्णिक छंद- इंद्रवज्रा, उपेन्द्रवज्रा, सवैया।
- ग) समास।

### संदर्भ ग्रंथ

1. रामस्वरूप चतुर्वेदी, 'हिन्दी कवि का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2012
2. देवेन्द्रनाथ शर्मा, 'काव्य के तत्व', लोकभारती प्रकाशन, इलाहाबाद, 2013
3. हजारीप्रसाद द्विवेदी, 'मध्यकालीन बोध का स्वरूप', राजकमल प्रकाशन, 2003
4. रामबहोरी शुक्ल, 'हिन्दी प्रदीप' हिन्दी भवन, इलाहाबाद, 2010
5. भगीरथ मिश्र- 'काव्यशास्त्र', विश्वविद्यालय प्रकाशन, वाराणसी, 1999
6. डॉ. ब्रजकिशोर प्रसाद सिंह - 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of F.Y. B.A. Hindi**  
**हिन्दी कविता एवं काव्य सौन्दर्य**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना(Assignment)                            | (20) |
| 2. बहु विकल्पीयप्रश्न/ लिखित परीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)             | 20)  |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- |   |      |
|---|------|
| प्रश्न 1 : लघुत्तरी प्रश्न (4 में से कोई 2) | (10) |
| प्रश्न 2 : दीर्घोत्तरी प्रश्न (एक कोई)      | (10) |
| प्रश्न 3: संदर्भ सहित व्याख्या              | (10) |
| प्रश्न 4 : व्याकरण                          | (10) |

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**F.Y.B.A - (Semester – II)**

**Core Paper**

**Paper Title:** हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म

**Paper Code:** HIN-II.C-3

**Name of Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credit:** 4 (60 Lectures)

**Course Objective**

असगर वजाहत का नाटक 'जिस लाहौर नई देख्या ओ जम्याइ नई' के माध्यम से नाटक का परिचय कराते हुए विद्यार्थियों को सांप्रदायिक सद्भाव एवं मानवी मूल्यों का परिचय कराना। साथ ही वृत्तचित्र एवं फीचर फिल्म लेखन के सैद्धांतिक पक्ष की जानकारी देना।

**Course Outcome :**

- 1) विद्यार्थी नाट्य परंपरा से परिचित होंगे।
- 2) नाटक की अवधारणा, स्वरूप एवं तत्वों से परिचित होंगे।
- 3) जिस लाहौर नई देख्या ओ जम्याइ नई' नाटक एवं नाटककार असगर वजाहत के रचना संसार से परिचित होंगे।
- 4) सांप्रदायिक सद्भाव एवं मानवी मूल्यों का परिचय प्राप्त होगा।
- 5) विद्यार्थियों में अभिनय कौशल के प्रति अभिरुचि पैदा होगी।
- 6) वृत्तचित्र एवं फीचर लेखन के सैद्धांतिक पक्ष से परिचित होंगे।

**Syllabus:**

1. जिस लाहौर नई देख्या ओ जम्याइ नई - असगर वजाहत
2. वृत्तचित्र एवं फीचर फिल्म।

**इकाई विभाजन:**

**इकाई - 1. :**

**(15**

**Lectures)**

1. नाटक की अवधारणा।
2. नाटक का स्वरूप।
3. नाटक के तत्व।

**इकाई - 2. 'जिस लाहौर नई देख्या वो जम्याइ नई' का पाठ्यालोचन। (15 Lectures)**

**इकाई - 3. 'जिस लाहौर नई देख्या वो जम्याइ नई' का समीक्षात्मक अध्ययन। (15 Lectures)**

**इकाई - 4. वृत्तचित्र एवं फ़ीचर फ़िल्म। (15 Lectures)**

1. वृत्तचित्र की अवधारणा एवं विशेषताएँ।
2. फीचर फिल्म की अवधारणा एवं विशेषताएँ।
3. वृत्तचित्र एवं फीचर फिल्म में अंतर।

#### **संदर्भ ग्रंथ**

1. दशरथ ओझा, 'हिन्दी नाटक का विकास', राजपाल एण्ड सन्स, नयी दिल्ली, 2003
2. साठोत्तर हिन्दी नाटक-के. वी. नारायण कुरूप लोकभारती प्रकाशन, इलाहाबाद, 2007
3. समकालीन फिल्मों के आईने में समाज-सत्यदेव त्रिपाठी शिल्पायन प्रकाशन, दिल्ली, 2013
4. साहित्य और सिनेमा -सं.डॉ.शैलजा भारद्वाज, चिंतन प्रकाशन, कानपुर, 2013
5. सिनेमा और साहित्य- हरीश कुमार संजय प्रकाशन, दिल्ली, 2010
6. मनोहर श्याम जोशी, 'पटकथा लेखन', राजकमल प्रकाशन, दिल्ली, 2002



**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of F.Y. B.A. Hindi**  
**हिन्दी नाटक: वृत्तचित्र एवं फीचर लेखन**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना(Assignment) (20)
2. बहु विकल्पीयप्रश्न/ लिखित परीक्षा (MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण/ नाट्य प्रस्तुतीकरण (Paper/Drama Presentation) (20)

**सत्रांत परीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- प्रश्न 1 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 : संदर्भ सहित व्याख्या/ (10)

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**F.Y.B.A - (Semester – II)**

**Core Paper**

**Paper Title:** हास्य - व्यंग्य निबंध एवं पत्रकारिता

**Paper Code:** HIN-II.C-4

**Name of Faculty:** Mr.Pradeep jatal

**Marks:** 100

**Credit:** 4 (60 Lectures)

**Course Objectives:**

भारतेन्दु युग से लेकर अब तक के हास्य- व्यंग्य निबंधों से विद्यार्थियों का परिचय कराना, ताकि वे हास्य-व्यंग्य निबंधों की गंभीरता एवं वैचारिकता को समझ सकें। साथ ही पत्रकारिता की जानकारी से विद्यार्थी रोजगार से जुड़ सकेंगे।

**Course Outcome:**

- 1) विद्यार्थी निबंध विधा से परिचित होंगे।
- 2) हास्य एवं व्यंग्य की अवधारणा तथा स्वरूप को समझेंगे।
- 3) हास्य व्यंग्य निबंध एवं निबंधकारों से अवगत होंगे।-
- 4) पत्रकारिता का सामान्य परिचय प्राप्त करेंगे।
- 5) पत्रकारिता की उपयोगिता एवं महत्त्व समझेंगे।

**Syllabus:** हिंदी हास्य-व्यंग्य निबंध संग्रह- हिन्दी विभाग-पार्वतीबाई चौगुले कॉलेज  
मडगांव,गोवा

(बी.ओ.एस की सहमति के अनुसार संकलित निबंध संग्रह)

**पत्रकारिता:** सामान्य परिचय, भेद, उपयोगिता और महत्त्व।

**इकाई एक -**

**(15 Lectures)**

4. हास्य एवं व्यंग्य की अवधारणा एवं स्वरूप।
5. हास्य एवं व्यंग्य के तत्त्व।
6. हास्य एवं व्यंग्य में अंतरसंबंध।

**इकाई दो -**

**(15 Lectures)**

1. नया साल- अमृतराय।

2. अपना मकान- इंद्रनाथ मदान।
3. पगडंडियों का जमाना- हरिशंकर परसाई।
4. मोची भया उदास -प्रेम जनमेजय

### इकाई तीन -

(15 Lectures)

5. अध्यक्ष महोदय -शरद जोशी ।
6. घूस एक चिकनाई है- रवींद्र कालिया।
7. धमाका- अभिमन्यु अनत।
8. अच्छी हिन्दी - रवीन्द्र नाथ त्यागी

### इकाई चार -

(15 Lectures)

1. पत्रकारिता का सामान्य परिचय।
2. पत्रकारिता के भेद।
3. पत्रकारिता की उपयोगिता एवं महत्त्व।

(15 Lectures)

### संदर्भ ग्रंथ

1. डॉ.बालेन्दु शेखर तिवारी, 'हिन्दी का स्वातंत्र्योत्तर हास्य और व्यंग्य', अन्नपूर्णा प्रकाशन, कानपुर, 1978
2. डॉ. प्रेमनारायण टंडन, 'हिन्दी साहित्य में हास्य-व्यंग्य', हिन्दी साहित्य भंडार, लखनऊ, 1975
3. डॉ. उषा शर्मा, 'हिन्दी निबंध साहित्य में व्यंग्य', आत्माराम एण्ड सन्स कश्मीरी गेट, दिल्ली, 1985
4. प्रयोजनमूलक हिन्दी – विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली, वर्ष 2007
5. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
6. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of F.Y. B.A. Hindi**  
**हास्य-व्यंग्य निबंध एवं पत्रकारिता**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना (Assignment) (20)
2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण/ (PaperPresentation) (20)

**सत्रांत परीक्षा (SEC)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- प्रश्न1 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 : संदर्भ सहित व्याख्या (10)

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**F.Y.B.A - (Semester – I)**

**Optional Paper**

**Paper Title:** व्यावहारिक हिन्दी

**Paper Code:**

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks: 100**

**Credits: 04** (60 Lectures)

**Course Objective:**

आज साहित्यिक हिन्दी के साथ – साथ उसका व्यावहारिक रूप उभरकर सामने आ रहा है। उदाहरण के रूप में बैंक के क्षेत्र में, रेल विभाग में, रेडियो, दूरदर्शन तथा विभिन्न जनसंचार माध्यमों में हिन्दी के व्यावहारिक रूप से विद्यार्थियों को परिचित कराना।

**Course Outcome:**

- 1) विद्यार्थी व्यावहारिक हिन्दी का परिचय प्राप्त करेंगे।
- 2) विविध क्षेत्रों में व्यावहारिक हिन्दी के प्रयोग से परिचित होंगे।
- 3) कार्यालयीन पत्राचार से परिचित होंगे।
- 4) अनुवादप्रक्रिया और उसके महत्त्व को समझेंगे।
- 5) विद्यार्थियों में मानक वर्तनी लेखन की क्षमता विकसित होगी।

**पाठ्यक्रम एवं इकाई विभाजन**

**इकाई एक : व्यावहारिक हिन्दी का सामान्य परिचय, स्वरूप एवं व्याप्ति** (15 Lectures)

1. व्यावहारिक एवं साहित्यिक हिंदी: सामान्य परिचय एवं विशेषताएँ।
2. हिंदी भाषा का उद्भव और विकास।
3. राष्ट्रभाषा, राजभाषा एवं संपर्क भाषा (सामान्य परिचय)।

**इकाई दो : व्यावहारिक हिन्दी के विविध क्षेत्र : सामान्य परिचय** (15 Lectures)

- कार्यालयीन पत्राचार-**
1. आवेदन पत्र।
  2. अनुस्मारक।

3. शिकायती पत्र।

4. बधाई पत्र।

### **इकाई तीन : अनुवाद**

(15 Lectures)

1. अनुवाद: अवधारणा एवं स्वरूप।
2. अनुवाद की प्रक्रिया।
3. अनुवाद के प्रकार।
4. अनुवाद की उपयोगिता।

### **इकाई चार : हिन्दी व्याकरण**

(15 Lectures)

1. मानक वर्तनी लेखन।
2. वाक्य विन्यास।
3. लिंग।
4. वचन।
5. कारक।
6. उपसर्ग।
7. प्रत्यय।

(सामान्य परिचय एवं प्रयोग)

### **संदर्भ ग्रंथ**

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम, शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. कामताप्रसाद गुरु- 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह – 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of F.Y. B.A. Hindi**  
**व्यावहारिक हिन्दी**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना/साक्षात्कार (Assignment/interview) (20)
2. बहु विकल्पीय प्रश्न (MCQ) (20)
3. लिखित परीक्षा (Written Test) (20)

**सत्रांत परीक्षा (SEC)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- प्रश्न1 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 : दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 : संदर्भ सहित व्याख्या (10)

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**F.Y.B.A - (Semester – II)**

**Optional Paper**

**Paper Title:** भाषा कौशल

**Paper Code:**

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में भाषा कौशल की वृद्धि कराना है। संगणक युग में भी भाषण, लेखन वाचन, लेखन कौशल बना रहे, इस दिशा में प्रयत्न कराना है। उन्हें क्रमशः इन चार कौशलों के माध्यम से उस सोपान तक ले जाना है, जहाँ वे हिन्दी भाषा का प्रयोग एवं लेखन सही ढंग से कर सकें।

**Course Outcome:**

- 1) विद्यार्थियों में भाषण-कला विकसित होगी।
- 2) विद्यार्थियों में श्रवण-क्षमता का विकास होगा।
- 3) विद्यार्थियों में वाचन-कौशल निर्माण होगा होगा।
- 4) विद्यार्थियों में लेखन-कला विकसित होगी।
- 5) विद्यार्थी हिन्दी भाषा के व्यवहार में दक्ष होंगे।

**Syllabus:**

**इकाई एक -भाषा-कौशल: सामान्य परिचय एवं भाषा-कौशल का महत्त्व** (15 Lectures)

**इकाई दो- भाषण एवं श्रवण कौशल।** (15 Lectures)

1. भाषण एवं श्रवण कौशल का स्वरूप।
2. भाषण एवं श्रवण कौशल का महत्त्व।
3. भाषण एवं श्रवण कौशल के उद्देश्य।
4. भाषण एवं श्रवण कौशल की विशेषताएँ।
5. भाषण एवं श्रवण कौशल को बेहतर करने के उपाय।

**इकाई तीन- वाचन कौशल।** (15 Lectures)

1. वाचन कौशल का स्वरूप।



2. वाचन कौशल का महत्त्व।
3. वाचन कौशल के उद्देश्य।
4. वाचन कौशल की विशेषताएँ।
5. वाचन कौशल को बेहतर करने के उपाय।

#### **इकाई चार- लेखन कौशल।**

(15 Lectures)

1. लेखन कौशल का स्वरूप।
2. लेखन कौशल का महत्त्व।
3. लेखन कौशल के उद्देश्य।
4. लेखन कौशल की विशेषताएँ।
5. लेखन कौशल को बेहतर करने के उपाय।

#### **संदर्भ ग्रंथ**

1. हिन्दी का सही प्रयोग – नीलम मान, तक्षशिला प्रकाशन, नई दिल्ली, वर्ष 2005
2. भानुशंकर मेहता, 'बोलने की कला', विश्वविद्यालय प्रकाशन, वाराणसी, 2013
3. ईश्वरचंद राही, 'लेखन कला का इतिहास', उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 1983
4. रामचंद्र वर्मा, 'अच्छी हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
5. शशिबाला- 'हिन्दी शिक्षण विधियाँ', डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली, 2006

**नोट :** इस प्रश्न पत्र पर विद्यार्थियों से व्यावहारिक कार्य कराया जाएगा

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of F.Y. B.A. Hindi**  
**भाषा कौशल**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |                                |      |
|--------------------------------|------|
| 1. साक्षात्कार (Interview)     | (20) |
| 2. बहु विकल्पीय प्रश्न (MCQ)   | (20) |
| 3. कहानी लेखन (Story writing ) | (20) |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 : लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 : लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 : दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 : निबंध लेखन                          | (10) |

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**S.Y.B.A - (Semester – III)**

**Core Course**

**Course Title:** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

**Course Code:** HIN-III C.5

**Name of the Faculty:** Dr.O.P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

प्रारंभ से लेकर रीतिकाल तक हिन्दी साहित्य के इतिहास की विद्यार्थियों को जानकारी देना। इससे विद्यार्थियों को ज्ञात होगा कि आज हिन्दी का जो स्वरूप है, उसका प्रारंभिक रूप किस प्रकार का था। वे प्राचीन हिन्दी भाषा और विशेष रूप से प्राचीन एवं मध्यकालीन साहित्य से परिचित होंगे।

**Course Outcome:**

- 1) हिन्दी साहित्य की आदिकालीन परिस्थितियों एवं विभिन्न काव्य प्रवृत्तियों से-परिचित होंगे।
- 2) हिन्दी साहित्य के कालविभाजन से अवगत होंगे।
- 3) भक्ति आंदोलन के पृष्ठभूमि एवं परिवेश से परिचित होंगे।
- 4) रीतिकालीन परिवेश एवं प्रवृत्तियों का ज्ञान होगा।
- 5) प्राचीन भाषाओं के साथ विभिन्न काव्य धाराओं परिचय प्राप्त होगा।

**Syllabus:**

**इकाई एक -आदिकाल**

**(15**

**Lectures)**

आदिकालीन साहित्य की पृष्ठभूमि, रासो काव्य परंपरा, सिद्ध, जैन एवं नाथ काव्य परंपरा का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई दो- निर्गुण भक्तिधारा**

**(15 Lectures)**

भक्तिकालीन साहित्य की पृष्ठभूमि और संत एवं सूफी धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

### इकाई तीन- सगुण भक्तिधारा

(15 Lectures)

राम एवं कृष्ण भक्ति काव्य धारा का सामान्य परिचय एवं प्रवृत्तियाँ।

### इकाई चार - रीति काल

(15 Lectures)

रीतिकालीन साहित्य की पृष्ठभूमि और रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

संदर्भ ग्रंथ:

- 1) डॉ. बच्चन सिंह, हिन्दी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2015
- 2) डॉ. विजयपाल सिंह, हिन्दी साहित्य का समीक्षात्मक इतिहास, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2011
- 3) डॉ. रामकुमार वर्मा, हिन्दी साहित्य का आलोचनात्मक इतिहास, लोकभारती प्रकाशन, इलाहाबाद, 2010
- 4) डॉ. नगेन्द्र, हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाऊस, दिल्ली, 2014
- 5) आचार्य रामचंद्र शुक्ल, हिन्दी साहित्य का इतिहास, प्रभात प्रकाशन, दिल्ली, 2006
- 6) डॉ. शिवकुमार शर्मा, हिन्दी साहित्य: युग और प्रवृत्तियाँ, अशोक प्रकाशन, नई सड़क, दिल्ली, 1986

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

हिन्दी साहित्य का इतिहास (आदिकाल,भक्तिकाल एवं रीतिकाल)

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना(Assignment) (20)
2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा (MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

### सत्रांतपरीक्षा (SEE)

**पूर्णांक:** 40

**समय:**1:30 घंटे

- प्रश्न 1 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 : लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 : टिप्पणी (10)

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्रलेखन

**Course Code:** HIN-III. E-1

**Name of the Faculty:** Mr. Pradeep Rangrao Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

आजका युग आधुनिकीकरण, निजीकरण और भूमंडलीकरण की प्रक्रिया से गुजर रहा है। ऐसी स्थिति में हिन्दी की भूमिका केवल साहित्यिक हिन्दी तक सीमित न रहकर नए ज्ञान विज्ञान एवं तकनीकी क्षेत्रों से गुजर रही है। इन क्षेत्रों में प्रयोजनमूलक हिन्दी की अहम भूमिका है। अनुवाद और पत्रलेखन का महत्व तथा उसकी आवश्यकता को ध्यान में रखकर इन क्षेत्रों में बढ़ते अवसरों से विद्यार्थियों को परिचित कराना।

**Course Outcome:**

- 1) विद्यार्थी प्रयोजनमूलक हिन्दी का परिचय प्राप्त करेंगे।
- 2) राजभाषा संबंधी प्रमुख प्रावधानों की जानकारी प्राप्त करेंगे।
- 3) अनुवाद के प्रकारों से अवगत होंगे।
- 4) अनुवाद कला में निपुण होंगे।
- 5) विद्यार्थी व्यावसायिक एवं कार्यालयीन पत्र लेखन में सक्षम होंगे

**Syllabus:**

इकाई एक-

(15 Lectures)

1. प्रयोजनमूलक हिन्दी का सामान्य परिचय।
2. प्रयोजनमूलक हिन्दी के विविध क्षेत्र
3. प्रयोजनमूलक हिन्दी और रोजगार के अवसर

इकाई दो -

(15 Lectures)

1. राजभाषा के रूप में हिंदी का विकास।
2. राजभाषा संबंधी प्रमुख प्रावधान

### इकाई तीन - अनुवाद लेखन

(15 Lectures)

1. अनुवाद: अवधारणा एवं स्वरूप
2. अनुवाद के प्रकार।
3. कार्यालयीन अनुवाद
4. व्यावसायिक एवं वाणिज्यिक अनुवाद
5. साहित्यिक अनुवाद
6. ई अनुवाद
7. अनुवाद का व्यावहारिक पक्ष

### इकाई चार- पत्र-लेखन

(15 Lectures)

1. व्यावसायिक पत्र-लेखन: पूछताछ, क्रयादेश, अनुस्मारक।
2. कार्यालयीन पत्रलेखन: कार्यालय ज्ञापन, कार्यालय आदेश, परिपत्र, कार्यवृत्त।

### संदर्भग्रंथ

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी अधुनातन आयाम, शैलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे, 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. अर्जुन चव्हाण, मीडिया कालीन हिन्दी: स्वरूप और संभावनाएँ, राधाकृष्ण प्रकाशन, दिल्ली, 2005
6. जितेंद्र गुप्त, पत्रकारिता में अनुवाद, राधाकृष्ण प्रकाशन, दिल्ली, 2006

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of F.Y. B.A. Hindi**

प्रयोजनमूलक हिन्दी : अनुवाद एवं पत्रलेखन

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |                                   |      |
|-----------------------------------|------|
| 1. कार्य परियोजना (Assignment)    | (20) |
| 2. बहु विकल्पीय प्रश्न (MCQ)      | (20) |
| 3. लिखित परीक्षा ( written Test ) | (20) |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 3 अनुवाद लेखन                         | (10) |
| प्रश्न 4 पत्रलेखन                            | (10) |

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** मध्यकालीन काव्य (चयनित कविताएँ)

**Course Code:** HIN-III E-2

**Name of the Faculty:** Pradeep Rangrao Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को मध्यकालीन परिस्थितियों से अवगत कराते हुए तत्कालीन कवियों से परिचित कराना। साथ ही रीतिकाल की कुछ प्रमुख शृंगारिक रचनाओं के माध्यम से यह बताना कि रीतिकालीन कविताएँ किस प्रकार दरबारी संस्कृति से जुड़ गई।

**Course Outcome:**

- 1) सगुण भक्ति काव्य परंपरा और उनकी दार्शनिक मान्यताओं से अवगत होंगे।
- 2) सगुण एवं निर्गुण काव्य से परिचित होंगे।
- 3) मध्यकालीन काव्य की प्रासंगिकता से परिचित होंगे।
- 4) मीरा के माध्यम से मध्यकालीन नारी जीवन और सामंती व्यवस्था से उसके प्रतिरोध के स्वर को समझेंगे।
- 5) रीतिकालीन शृंगारिक काव्य एवं अभिव्यंजना कौशल को समझेंगे।

**Syllabus:**

इकाई 1. कबीर और जायसी। (15 Lectures)

इकाई 2. सूरदास और तुलसीदास। (15 Lectures)

इकाई 3. रसखान और मीराबाई। (15 Lectures)

इकाई 4. बिहारी और घनानन्द। (15 Lectures)

(प्रत्येक के 10 दोहे एवं 5 पदों की व्याख्या)

**संदर्भ ग्रंथ-**

- 1) विश्वंभर 'मानव', 'प्राचीन कवि', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2009
- 2) सं. आचार्य रामचन्द्र शुक्ल, 'जायसी ग्रंथावली'- ना.प्र.स., वाराणसी, 1995
- 3) विश्वनाथ त्रिपाठी, 'मीरा का काव्य', वाणी प्रकाशन-21-ए, दरियागंज, नयी दिल्ली, 2010
- 4) श्री. जगन्नाथदास 'रत्नाकर', 'बिहारी रत्नाकर', लोकभारती प्रकाशन, इलाहाबाद, नयी दिल्ली, 2015
- 5) डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1986

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

मध्यकालीन काव्य (चयनित कविताएं)

#### आंतरिक मूल्यांकन:

पूर्णांक: 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना (Assignment) (20)
2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा (MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण/ (Paper Presentation) (20)

#### सत्रांत परीक्षा (SEE)

पूर्णांक: 40

समय: 1:30 घंटे

- प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 संदर्भ सहित व्याख्या (10)

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**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** हिन्दी महिला लेखन

**Course Code:** HIN-III E-3

**Name of the Faculty:** Dr.O.P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

हिन्दी में महिला लेखन अपने से पूर्व के साहित्य से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Course Outcome:**

- 1) महिला लेखन की अवधारणा एवं स्वरूप को समझेंगे।
- 2) इसके माध्यम से स्त्रीवादी चेतना का स्वरूप एवं महत्त्व से परिचित होंगे।
- 3) परंपरागत साहित्य लेखन एवं महिला लेखन के अंतर को समझेंगे।
- 4) महिला रचनाकारों एवं उनकी रचनाओं से अवगत होंगे।
- 5) महिलाओं की सामाजिक समस्याओं एवं नारी चेतना का ज्ञान होगा।

**Syllabus :**

इकाई एक - महिला लेखन की अवधारणा, पृष्ठभूमि, स्वरूप एवं विकास। (15 Lectures)

इकाई दो - तीन चयनित कहानियाँ। (15 Lectures)

1. तीसरा हिस्सा- मन्नू भण्डारी।
2. महानगर की मैथिली- सुधा अरोड़ा।
3. वापसी- उषा प्रियंवदा।

इकाई तीन - तीन चयनित कहानियाँ। (15 Lectures)

4. मामला आगे बढ़ेगा अभी - चित्रा मुद्गल।
5. फैसला - मैत्रयी पुष्पा।

6. देशांतर – सुदर्शन प्रियदर्शिनी

इकाई चार- छह चयनित कविताएँ।

(15 Lectures)

1. स्त्रियाँ -अनामिका।
2. चिड़ियाँ की आँख से- निलेश रघुवंशी।
3. घर की चौखट से बाहर- सुशीला टाकभोरे।
4. सात भाइयों के बीच चंपा- कात्यायनी।
5. अहल्या- प्रभा खेतान।
6. क्या तुम जानते हो - निर्मला पुतुल

संदर्भ ग्रंथ:

- 1) सरला माहेश्वरी, *नारी प्रश्न*, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2007
- 2) क्षमा शर्मा, 'स्त्रीत्ववादी विमर्श: समाज और साहित्य', राजकमल प्रकाशन, नयी दिल्ली, 2008
- 3) माधुरी छेड़ा, 'आधुनिक कथा साहित्य में नारी: स्वरूप और प्रतिमा', अरविंद प्रकाशन, बंबई, 1994
- 4) कुमार राधा, 'स्त्री संघर्ष का इतिहास', नई दिल्ली, वाणी प्रकाशन, 2002

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of S.Y. B.A. Hindi**  
हिन्दी महिला लेखन

**आंतरिक मूल्यांकन:**

**पूर्णांक :60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण/ (PaperPresentation)             | (20) |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक 40**

**समय:1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

**S.Y.B.A - (Semester – III)**

**Elective Course**

**Course Title:** हिंदी दलित लेखन

**Course Code:** HIN-III E-4

**Name of the Faculty:** Dr.O. P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

हिन्दी में दलित लेखन साहित्य की मुख्य धारा से किस प्रकार अलग है, इसकी जानकारी विद्यार्थियों को देना। साथ ही इस लेखन का उद्देश्य क्या है, इसका भी विद्यार्थियों को ज्ञान कराना।

**Course Outcome:**

- 1) दलित चेतना के स्वरूप एवं महत्त्व से अवगत होंगे।
- 2) परंपरागत साहित्य लेखन एवं दलित लेखन के अंतर को समझेंगे।
- 3) विद्यार्थी दलित लेखक एवं उनकी कहानियों से अवगत होंगे।
- 4) दलितों की सामाजिक स्थिति एवं अपने अस्तित्व के प्रति उनकी जागरूकता को समझने का प्रयास करेंगे।
- 5) दलित लेखन के माध्यम से दलित विमर्श और उसकी आवश्यकता को समझेंगे।

**Syllabus:**

इकाई 1. दलित लेखन की अवधारणा, स्वरूप, पृष्ठभूमि एवं विकास। (15 Lectures)

इकाई 2. तीन चयनित दलित कहानियाँ। (15 Lectures)

कंवल भारती,  
सुशीला टाकभोरे,  
रमणिका गुप्ता

इकाई 3. तीन चयनित दलित कहानियाँ। (15 Lectures)

ओमप्रकाश वाल्मीकि

मोहनदास नैमिषराय

जयप्रकाश कर्दम

इकाई 4. छह चयनित दलित कविताएँ।

(15 Lectures)

अदम गोंडवी

हीरा डोम

सुरजपाल चौहान

ओमप्रकाश वाल्मीकि

रमणिका गुप्ता

जयप्रकाश कर्दम

संदर्भ ग्रंथ-

- 1) तेज सिंह, *आज का दलित साहित्य*, अतिश प्रकाशन, हरि नगर, दिल्ली, 2002
- 2) डॉ. श्यौराज सिंह बेचैन, 'चिंतन की परंपरा और दलित साहित्य', नवलेखन प्रकाशन, बिहार, 2001
- 3) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य सृजन के संदर्भ में', कामना प्रकाशन दिल्ली, 1999
- 4) डॉ. जयप्रकाश कर्दम 'दलित साहित्य', अतिश प्रकाशन, हरि नगर, दिल्ली, 2003
- 5) डॉ. पुरुषोत्तम सत्यप्रेमी, 'दलित साहित्य रचना और विचार', अतिश प्रकाशन, हरि नगर, दिल्ली, 2001

## प्रश्नपत्र का प्रारूप

### Examination Pattern of S.Y. B.A. Hindi

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना (Assignment) (20)
2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा (MCQ/ Written Test) (20)
3. प्रपत्र प्रस्तुतीकरण (Paper Presentation) (20)

**सत्रांत परीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 संदर्भ सहित व्याख्या (10)



**S.Y.B.A - (Semester – IV)**

**Core Course**

**Course Title:** हिन्दी साहित्य का इतिहास (आधुनिक काल)

**Course Code:** HIN-IV.C-6

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04(60 Lectures)

**Course Objective:**

विद्यार्थियों को आधुनिक हिन्दी कविता के इतिहास से परिचित कराना। उन्हें यह बताना कि अपनी किन विशिष्टताओं के कारण आधुनिक काल की कविता और उसके कवि सीधे समाज और राष्ट्र प्रेम से जुड़े।

**Course Outcome:**

- 1) आधुनिक हिन्दी साहित्य के परिवेश एवं परिस्थितियों से परिचित होंगे।
- 2) आधुनिक काल के काल विभाजन का ज्ञान प्राप्त होगा।
- 3) आधुनिक काल की काव्य प्रवृत्तियों से अवगत होंगे।
- 4) हिंदी कहानी एवं उपन्यास के उद्भव और विकास का परिचय प्राप्त करेंगे।
- 5) निबंध एवं नाटक विधा के विकासक्रम से परिचित होंगे।

**Syllabus:**

**इकाई एक -**

(15 Lectures)

1. भारतेन्दुयुगीन कविता।
2. द्विवेदी युगीन कविता।
3. छायावादी कविता।
4. राष्ट्रीय सांस्कृतिक कविता

**इकाई दो -**

(15 Lectures)

1. प्रगतिवादी कविता।
2. प्रयोगवादी कविता।
3. नई कविता।

#### 4. साठोत्तरी एवं समकालीन कविता

#### इकाई तीन -

(15 Lectures)

1. हिन्दी कहानी का विकास।
2. हिन्दी उपन्यास का विकास।

#### इकाई चार -

(15 Lectures)

1. हिन्दी नाटक का विकास।
2. हिन्दी निबंध का विकास।

(उपरोक्त काव्य धाराओं/ विधाओं का सामान्य परिचय एवं प्रवृत्तियाँ)

#### संदर्भ

1. आचार्य रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास' प्रकाशन संस्थान, नई दिल्ली, 2003
2. डॉ. रमेश चंद्र शर्मा, 'हिन्दी साहित्य का इतिहास' विद्या प्रकाशन, गुजैनी, कानपुर, 2002
3. डॉ. गणपति चन्द्र गुप्त, 'हिन्दी साहित्येतिहास' अटलांटिक प्रकाशन एंड डिस्ट्रीब्यूटर्स, दिल्ली, 1989
4. राजनाथ शर्मा, 'हिन्दी साहित्य का विवेचनात्मक इतिहास' विनोद पुस्तक मंदिर, आगरा, 1978
5. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973
6. डॉ. शिवकुमार शर्मा, 'हिन्दी साहित्य: युग और प्रवृत्तियाँ', अशोक प्रकाशन, नयी सड़क, दिल्ली, 1970

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of S.Y. B.A. Hindi**  
हिन्दी साहित्य का इतिहास (आधुनिक काल)

**आंतरिकमूल्यांकन:**

**पूर्णांक :60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|---|------|
| 1. कार्य परियोजना (Assignment)                          | (20) |
| 2. बहुविकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)            | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक: 40**

**समय:1:30 घंटे**

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 टिप्पणी                             | (10) |

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**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक

**Course Code:** HIN-IV.E-5

**Name of the Faculty:** P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) हिन्दी पत्रकारिता के इतिहास से विद्यार्थियों को अवगत कराना।
- 2) मुद्रित माध्यमों में रोजगार के अवसरों की विद्यार्थियों को जानकारी देना।
- 3) इलेक्ट्रॉनिक माध्यमों की बढ़ती व्याप्ति को समझते हुए उसमें प्राप्त रोजगार संबंधी जानकारी विद्यार्थियों को देना।

**Course Outcome:**

- 1) विद्यार्थी स्वाधीनता आंदोलन में हिन्दी पत्रकारिता के योगदान और स्वातंत्र्योत्तर पत्रकारिता के विकास से अवगत होंगे।
- 2) पत्रकारिता के विविध प्रकारों को समझेंगे।
- 3) पत्रकार के गुण एवं पत्रकारिता संबंधी कानून का ज्ञान होगा।
- 4) मुद्रित पत्रकारिता का परिचय प्राप्त होगा।
- 5) इलेक्ट्रॉनिक पत्रकारिता में रेडियो, टेलीविजन एवं इंटरनेट पत्रकारिता का कौशल विकसित होगा।

**Syllabus :**

इकाई एक- पत्रकारिता का सामान्य परिचय, स्वरूप एवं महत्त्व (15 Lectures)

इकाई दो - (15 Lectures)

1. पत्रकारिता के विविध प्रकार (खेल पत्रकारिता, मनोरंजन पत्रकारिता, खोजी पत्रकारिता, आर्थिक पत्रकारिता, बाल पत्रकारिता, महिला पत्रकारिता)।
2. माध्यम के आधार पर प्रकार (प्रिंट एवं इलेक्ट्रॉनिक)

### 3. पत्रकारिता संबंधी कानून।

इकाई तीन- हिन्दी मुद्रित पत्रकारिता का उद्भव और विकास

(15 Lectures)

1. स्वतंत्रतापूर्व हिन्दी पत्रकारिता।
2. स्वातंत्र्योत्तर हिन्दी पत्रकारिता।
3. संचार क्रांति के बाद की पत्रकारिता।

इकाई चार - हिन्दी की इलेक्ट्रॉनिक पत्रकारिता।

(15 Lectures)

- क) रेडियो पत्रकारिता
- ख) टी. वी. पत्रकारिता
- ग) इंटरनेट पत्रकारिता
- घ) सोशल मीडिया (फेसबुक, ट्विटर, वाट्सएप, ब्लॉग, यूट्यूब)

### संदर्भ ग्रंथ-

1. कैलाशनाथ पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका, लोकभारती प्रकाशन, इलाहाबाद, 2007
2. डॉ.अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी के अधुनातन आयाम, शैलजा प्रकाशन, कानपुर, 2006
3. डॉ. रामप्रकाश, डॉ. दिनेशगुप्त, 'प्रयोगात्मक और प्रयोजनमूलक हिन्दी', राधाकृष्णप्रकाशन, नई दिल्ली, 2014
3. एन. सी. पंत, 'पत्रकारिता का इतिहास' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली, 2002
4. सविता चड्ढा, 'हिन्दी पत्रकारिता: सिद्धान्त और स्वरूप' तक्षशिला प्रकाशन, अंसारी रोड, दरियागंज, दिल्ली, 1995
4. डॉ. अजय प्रकाश, डॉ. रमेश वर्मा, 'प्रयोजनमूलक हिन्दी' समवेत प्रकाशन, रामबाग, कानपुर, 2005

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of S.Y. B.A. Hindi**

हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण/ (PaperPresentation)             | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 टिप्पणी                             | (10) |

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**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला

**Course Code:** HIN-IV.E-6

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

विद्यार्थियों को सूर्यकांत त्रिपाठी निराला के समग्र जीवनवृत्त एवं साहित्य से परिचित कराना।  
विद्यार्थियों को यह बताना कि निराला किस प्रकार छायावादी अन्य कवियों से अलग और महत्वपूर्ण थे।

**Course Outcome:**

- 1) विद्यार्थी निराला के व्यक्तित्व एवं कृतित्व से परिचित होंगे।
- 2) विद्यार्थी छायावादी काव्य में निराला के प्रदेय से अवगत होंगे।
- 3) काव्येतर विधाओं में निराला के योगदान को समझेंगे।
- 4) निराला की कविताओं का अर्थ एवं प्रासंगिकता से अवगत होंगे।
- 5) निराला के साहित्य में प्रगतिशील अवधारणा को समझेंगे।

**Syllabus:**

**इकाई एक -**

(15 Lectures)

1. निराला का जीवन वृत्त।
2. निराला की काव्य दृष्टि।
3. निराला का गद्य साहित्य।

**इकाई दो -**

(15 Lectures)

1. गीतिका के पद
2. बाँधो न नाव इस ठाव
3. जागो फिर एक बार। (कोई एक खंड)

4. सखी, वसंत आया।

#### इकाई तीन -

(15 Lectures)

1. दान।
2. स्नेह निर्झर बह गया है।
3. बादल राग।(कोई एक खंड )
4. संध्या सुंदरी

#### इकाई चार-

(15 Lectures)

'बिल्लेसुर बकरिहा' रेखाचित्र का अध्ययन।

#### संदर्भ ग्रंथ

1. नंदकिशोर नवल, 'निराला रचनावली-1' राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
2. नंदकिशोर नवल, 'निराला रचनावली-2' राजकमल प्रकाशन, नेताजी सुभाष मार्ग, नई दिल्ली, 1983
3. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2007
4. प्रो. सूर्यप्रसाद दीक्षित, 'निराला समग्र', उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 2015
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य-एक परिचय', राजकमल प्रकाशन, नयी दिल्ली, 2006



**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of S.Y. B.A. Hindi**

विशेष अध्ययन : सूर्यकांत त्रिपाठी निराला

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|---|------|
| 1. कार्य परियोजना (Assignment)                            | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण/ (Paper Presentation)             | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक:** 40

**समय:** 1:30 घंटे

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

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**S.Y.B.A - (Semester – IV)**

**Elective Course**

**Course Title:** विशेष अध्ययन: हिन्दी कहानी

**Course Code:** HIN-IV.E-7

**Name of the Faculty:** P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) आधुनिक हिन्दी कहानी साहित्य से विद्यार्थियों को अवगत कराना।
- 2) विद्यार्थियों को कहानी एवं उसके इतिहास से परिचित कराना।
- 3) विद्यार्थियों को हिन्दी के प्रमुख कहानिकारों का परिचय कराना।

**Course Outcomes:**

- 6) हिन्दी कहानी की अवधारणा एवं स्वरूप समझेंगे।
- 7) हिन्दी कहानी की विकासयात्रा से अवगत होंगे।
- 8) प्रेमचंद की कहानी कला परिचित होंगे।
- 9) फणीश्वर रेणु की कहानियों की आंचलिकता से परिचित होंगे।

हिन्दी कहानी में सूर्यबाला के योगदान का परिचय प्राप्त करेंगे।

**Syllabus:**

**इकाई एक -**

(15 Lectures)

कहानी: स्वरूप एवं तत्त्व।

**इकाई दो -** मुंशी प्रेमचंद की तीन कहानियाँ

(15 Lectures)

1. ईदगाह
2. रामलीला
3. सद्गति

**इकाई तीन-** फणीश्वरनाथ रेणु की तीन कहानियाँ

(15 Lectures)

1. पंचलाइट
2. लालपान की बेगम

### 3. ठेस

इकाई चार- सूर्यबाला की तीन कहानियाँ

(15 Lectures)

1. आखिरी विदा
2. बाऊजी और बंदर
3. होगी जय, होगी जय...हे पुरुषोत्तम नवीन!

### संदर्भ ग्रंथ-

1. गोपाल राय, 'हिन्दी कहानी का इतिहास', राजकमल प्रकाशन, इलाहाबाद, 2008
2. बच्चन सिंह, 'हिन्दी साहित्य का दूसरा इतिहास', राजकमल प्रकाशन, नयी दिल्ली, 2004
3. रामस्वरूप चतुर्वेदी, 'हिन्दी साहित्य और संवेदना का विकास', लोकभारती प्रकाशन, इलाहाबाद, 2005
4. डॉ. सूर्यबाला की 21 श्रेष्ठ कहानियाँ, डायमंड पब्लिकेशन, दिल्ली
5. डॉ. फणीश सिंह, 'हिन्दी साहित्य: एक परिचय', राजकमल प्रकाशन, इलाहाबाद, 2006
6. डॉ. नगेन्द्र, 'हिन्दी साहित्यका इतिहास', नेशनल पब्लिशिंग हाउस, दरियागंज, दिल्ली, 1973

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of S.Y. B.A. Hindi**  
विशेष अध्ययन: हिन्दी कहानी

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|--|------|
| 1. कार्यपरियोजना (Assignment)                            | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण/ (Paper Presentation)            | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक:** 40

**समय:** 1:30 घंटे

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

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**S.Y.B.A - (Semester - IV)**

**Elective Course**

**Paper Title:** हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)

**Paper Code:** HIN-IV.E-8

**Name of the Faculty:** Dr.O. P. Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) चयनित हिन्दी साहित्यका संकलन एवं विश्लेषण कराना।
- 2) हिन्दी साहित्यिक परंपरा का अभ्यास कराना।
- 3) हिन्दी साहित्य पर प्रपत्र बनाने का अभ्यास कराना।
- 4) हिन्दी साहित्य का आस्वादन, समीक्षा और शोध कार्य हेतु प्रवृत्त कराना।

**Course Outcomes:**

- 1) विद्यार्थी साहित्य के आस्वादन की कला से परिचित होंगे।
- 2) विद्यार्थी शोध एवं समीक्षा प्रक्रिया से अवगत होंगे।
- 3) कविता के आस्वादन एवं काव्य-समीक्षा के तत्त्वों से परिचित होंगे।
- 4) कहानी एवं उपन्यास की समीक्षा के विविध आधारों से अवगत होंगे।
- 5) शोध सामग्री का संकलन एवं विश्लेषण की क्षमता विकसित होगी।

**Syllabus:**

**इकाई एक -**

(15 Lectures)

समीक्षा का अर्थ, स्वरूप एवं आधार.

**इकाई दो -कविता**

(15 Lectures)

कैदी और कोकिला – माखनलाल चतुर्वेदी।

यशोधरा (कुछ अंश)- मैथिलीशरण गुप्त

**इकाई तीन- कहानी**

(15 Lectures)

पुरस्कार- जयशंकर प्रसाद

यही सच है – मन्नू भंडारी।

कर्मनाशा की हार- शिवप्रसाद सिंह

**संदर्भ ग्रंथ:**

1. हिन्दी कहानी का इतिहास, गोपाल राय, राजकमल प्रकाशन , नई दिल्ली। संस्करण-2016
2. हिन्दी कहानी का विकास, मधुरेश, लोकभारती प्रकाशन, इलाहाबाद। संस्करण-2014
3. डॉ. ओमप्रकाश त्रिपाठी, 'समीक्षा के विविध रंग', विद्या प्रकाशन, कानपुर, 2014
4. डॉ. मधु खराटे, डॉ. शिवाजी देवरे, 'अनुसंधान प्रविधि और प्रक्रिया' विद्या प्रकाशन, कानपुर, 2013
5. अभिलाषा दिवाकर, 'शोध कैसे करें', मार्क पब्लिशर, जयपुर, 2014

**प्रश्नपत्र का प्रारूप**

**Examination Pattern of S.Y. B.A. Hindi**

हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी, एवं उपन्यास)

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण/ (PaperPresentation)             | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक:** 40

**समय:** 1:30 घंटे

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

**T.Y.B.A - (Semester – V)**

**Core Course**

**Course Title:** भारतीय काव्यशास्त्र

**Course Code:** HIN-V.C-7

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भारतीय काव्यशास्त्र की जानकारी देना। भारतीय आचार्यों के चिंतन का ज्ञान प्राप्त कराना। साथ ही हिन्दी के आधुनिक आचार्यों के काव्यशास्त्रीय चिंतन की जानकारी देना।

**Course Outcome:**

- 1) काव्य की अवधारणा एवं लक्षणों से अवगत होंगे।
- 2) विद्यार्थी भारतीय काव्यशास्त्र की परंपरा से परिचित होंगे।
- 3) काव्यशास्त्रीय सिद्धांतों का सामान्य ज्ञान प्राप्त करेंगे।
- 4) साहित्यसमीक्षा में काव्यशास्त्र की उपयोगिता को समझेंगे। सृजन एवं-
- 5) भारतीय आचार्यों के साहित्य संबंधी चिंतन से परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

1. काव्य की परिभाषा एवं स्वरूप।
2. काव्य के भेद।
3. काव्य के तत्व।
4. काव्य के हेतु।
5. काव्य प्रयोजन।

**इकाई दो -**

**(15 Lectures)**

1. रस सिद्धान्त- स्वरूप, अवयव और उसके भेद।
2. अलंकार सिद्धान्त- सामान्य परिचय।

### इकाई तीन -

(15 Lectures)

1. ध्वनि सिद्धान्त- सामान्य परिचय।
2. रीति सिद्धान्त- सामान्य परिचय।

### इकाई चार-

(15 Lectures)

1. वक्रोक्ति सिद्धान्त- सामान्य परिचय।
2. औचित्य सिद्धान्त- सामान्य परिचय।

### संदर्भ ग्रंथ-

1. डॉ. भगीरथ मिश्र, ' काव्यशास्त्र' विश्वविद्यालय प्रकाशन ,वाराणसी, 1970
2. डॉ. कन्हैयालाल अवस्थी, 'काव्यशास्त्र भारतीय एवं पाश्चात्य', आशीष प्रकाशन, कानपुर, 2012
3. जयचंद्र राय, 'आचार्य रामचन्द्र शुक्लः सिद्धान्त और साहित्य', भारती साहित्य मंदिर, दिल्ली, 1963
4. डॉ. आनंद प्रकाश दीक्षित, 'रस सिद्धान्तः स्वरूप-विश्लेषण', राजकमल प्रकाशन, दिल्ली, 1972
5. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
6. बलदेव उपाध्याय, 'भारतीय साहित्यशास्त्र', प्रसाद परिषद, काशी, 1955



**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of T.Y. B.A. Hindi**  
भारतीय काव्यशास्त्र

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)             | (20) |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक 40**

**समय: 1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 : लघुत्तरी प्रश्न (4 में से कोई 2)  | (10) |
| प्रश्न 2 : लघुत्तरी प्रश्न (4 में से कोई 2)  | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 टिप्पणी                             | (10) |

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** कथेतर गद्य साहित्य: रेखाचित्र, संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी

(किसी विधा की एक पाठ्य पुस्तक)

**Course Code:** HIN-V.E-9

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम से हिन्दी गद्य की मुख्य विधा के अलावा विद्यार्थियों को अन्य विधाओं की जानकारी देना। इनमें मुख्य विधाएँ हैं- संस्मरण साहित्य, यात्रा साहित्य, आत्मकथा साहित्य एवं जीवनी साहित्य। इन विधाओं में आज काफी लेखन कार्य हो रहा है, इसकी उन्हें जानकारी देना।

**Course Outcome:**

- 1) विद्यार्थी कथेतर अन्य विधाओं से परिचित होंगे।
- 2) रेखाचित्र, संस्मरण लेखन के मूलभूत अंतर की जानकारी प्राप्त करेंगे।
- 3) साहित्य यात्रावृत्त का महत्व एवं आवश्यकता को समझेंगे।
- 4) आत्मकथा एवं जीवनी विधाओं का अंतर एवं उनके विकासक्रम को समझेंगे।-
- 5) रेखाचित्र विधा के विकास में रामवृक्ष बेनीपुरी के योगदान से परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

रेखाचित्र, संस्मरण, यात्रा वृत्तांत, आत्मकथा एवं जीवनी साहित्य: अवधारणा, स्वरूप एवं विशेषताएँ।

**इकाई दो -**

**(15 Lectures)**

संस्मरण एवं यात्रा वृत्तांत का उद्भव एवं विकास।

**इकाई तीन -**

**(15 Lectures)**

आत्मकथा एवं जीवनी साहित्य का उद्भव एवं विकास।

**इकाई चार -**

**(15 Lectures)**

किसी विधा की एक पाठ्यपुस्तक: माटी की मूरतें- रामवृक्ष बेनीपुरी (चयनित)।

**संदर्भ ग्रंथ-**

1. डॉ. शांति खन्ना, 'आधुनिक हिन्दी का जीवनीपरक साहित्य', सन्मार्ग प्रकाशन, बैंगलो रोड, दिल्ली, 1973
2. डॉ. संजय नवले, 'साहित्यशास्त्र', दिव्य डिस्ट्रीब्यूटर्स, कानपुर, 2009
3. डॉ. रमेशचन्द्र शर्मा, 'हिन्दी साहित्य का इतिहास', विद्या प्रकाशन, कानपुर, 2002
4. डॉ. लक्ष्मीसागर वाष्णीय, 'हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 1981
5. डॉ. सुधाकर कलवडे, 'साहित्यशास्त्र परिचय', पुस्तक संस्थान नेहरू नगर, कानपुर, 1985

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

कथेतर गद्य साहित्य: रेखाचित्र, संस्मरण, यात्रा, वृत्तांत, आत्मकथा एवं जीवनी  
(किसी विधा की एक पाठ्य पुस्तक)

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)             | (20) |

### **सत्रांत परीक्षा (SEE)**

**पूर्णांक: 40**

**समय: 1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** विशेष अध्ययन: हिन्दी उपन्यास

**Course Code:** HIN-V.E-10

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी उपन्यास का स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी उपन्यास के विकासक्रम की जानकारी देना। साथ ही उपन्यासकारों के उद्देश्य को उन तक पहुँचाना।

**Course Outcome:**

- 1) उपन्यास के स्वरूप एवं तत्व को समझेंगे।
- 2) उपन्यास के विकासक्रम से परिचित होंगे।
- 3) 'निर्मला' उपन्यास के माध्यम से स्त्री जीवन की विडंबनाओं को समझेंगे।
- 4) 'दौड़' उपन्यास के माध्यम से उसकी की मूल संवेदना से परिचित होंगे।
- 5) विद्यार्थी 'दौड़' उपन्यास के माध्यम से भूमंडलीकरण की अवधारणा से ज्ञात होंगे।
- 6) निर्धारित उपन्यासों की आलोचना कर सकेंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

उपन्यास: स्वरूप एवं तत्व।

**इकाई दो -**

**(15 Lectures)**

निर्मला – मुंशी प्रेमचंद।

**इकाई तीन -**

**(15 Lectures)**

दौड़ – ममता कालिया

## इकाई चार-

(15 Lectures)

निर्धारित उपन्यासों का आलोचनात्मक अध्ययन।

### संदर्भ ग्रंथ-

1. डॉ. रामलखन शुक्ल, 'हिन्दी उपन्यास कला', सन्मार्ग प्रकाशन, बैंगलौ रोड, दिल्ली, 1972
2. डॉ. शांतिस्वरूप गुप्त, 'हिन्दी साहित्य: प्रकीर्ण विचार', शोक प्रकाशन, नई सड़क, दिल्ली, 1967
3. डॉ. रामनारायण सिंह, 'मधुर हिन्दी के ऐतिहासिक उपन्यास', ग्रंथम, रामबाग, कानपुर, 1971
4. डॉ. ज्ञान अस्थाना, 'हिन्दी उपन्यासों में ग्राम समस्याएँ', जवाहर पुस्तकालय, मथुरा, 1979
5. पदुमलाल पुन्नालाल बखशी, 'हिन्दी कथा साहित्य', हिन्दी ग्रंथ-रत्नाकर कार्यालय, बंबई, 1954

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

विशेष अध्ययन: हिन्दी उपन्यास

### आंतरिक मूल्यांकन:

पूर्णांक: 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper Presentation)             | (20) |

### सत्रांत परीक्षा (SEE)

पूर्णांक 40

समय: 1:30 घंटे

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** मीडिया लेखन: रेडियो एवं टेलीविजन

**Course Code:** HIN-V.E-11

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को मीडिया लेखन की जानकारी देना। विशेष रूप से रेडियो एवं टेलीविज़न से संबंधित लेखन से उन्हें अवगत कराना, क्योंकि आज रेडियो एवं टेलीविज़न मीडिया का सशक्त माध्यम बन गया है।

**Course Outcome**

- 1) विद्यार्थियों को मीडिया लेखन के सैद्धान्तिक एवं व्यावहारिक पक्ष का ज्ञान होगा।
- 2) रेडियो एवं टेलीविज़न पत्रकारिता से अवगत होंगे।
- 3) रेडियो के विविध कौशल की ओर प्रवृत्त होंगे।
- 4) विद्यार्थियों को टेलीविज़न समाचार या धारावाहिक लेखन संबंधी व्यावहारिक अनुभव होगा।
- 5) इलेक्ट्रॉनिक मीडिया में रोजगार का मार्ग प्रशस्त होगा।

**Syllabus:**

**इकाई एक -**

**(15 lectures)**

मीडिया लेखन : स्वरूप, सिद्धान्त एवं महत्त्व।

**इकाई दो -**

**(15 lectures)**

1. रेडियो लेखन के सिद्धान्त।
2. रेडियो लेखन के प्रकार: समाचार लेखन, रेडियो वार्ता, भेंट वार्ता, चर्चा-परिचर्चा, रेडियो नाटक, संचालन कला (रेडियो जॉकी )

**इकाई तीन -**

**(15 lectures)**

1. टेलीविज़न लेखन के सिद्धान्त।
2. टेलीविज़न लेखन के प्रकार: समाचार लेखन, साक्षात्कार, धारावाहिक, वेबसीरीज लेखन।

## इकाई चार - रेडियो और टेलीविज़न लेखन के व्यावहारिक रूप का अध्ययन

(15 lectures)

1. रेडियो वार्ता लेखन।
2. संवाद लेखन।
3. दृश्य रूपान्तरण।
4. भेंट-वार्ता।
5. रेडियो समाचार लेखन।
6. रेडियो विज्ञापन लेखन।
7. टेलीविज़न विज्ञापन लेखन।

### संदर्भ ग्रंथ-

1. डॉ. अंबादास देशमुख, 'प्रयोजनमूलक हिन्दी:अधुनातन आयाम' , शैलजा प्रकाशन, कानपुर, 2006
2. सं. डॉ. सुभाष तलेकर, 'रोजगाराभिमुख हिन्दी :दिशाएँ एवं संभावनाएँ', नंदादीप प्रकाशन, पुणे, 2010
3. डॉ. सुजाता वर्मा, 'पत्रकारिता और मीडिया,' विकास प्रकाशन, कानपुर, 2016
4. रामशरन जोशी, 'मीडिया विमर्श', सामयिक प्रकाशन, दरियागंज, नई दिल्ली, 2002
5. डॉ. अजय प्रकाश, डॉ.रमेश वर्मा, 'प्रयोजनमूलक हिन्दी', समवेत, रामबाग, कानपुर, 2005

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of T.Y. B.A. Hindi**

मीडिया लेखन: रेडियो एवं टेलीविज़न

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

1. कार्य परियोजना (Assignment) (20)
2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा (MCQ/ Written Test) (20)
3. फिल्म/विज्ञापन /प्रपत्र प्रस्तुतीकरण (Film/Advertisement/Paper Presentation) (20)

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक :** 40

**समय:**1:30 घंटे

- प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2) (10)
- प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) (10)
- प्रश्न 4 टिप्पणी (10)

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**T.Y.B.A - (Semester – V)**

**Elective Course**

**Course Title:** हिंदी नाटक

**Course Code:** HIN-V.E-12

**Name of the Faculty:** Dr. Omprakash Tripathi

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी नाटक, स्वरूप एवं तत्व से परिचित कराना।  
उन्हें नाटक के उद्भव एवं विकास की जानकारी देना। साथ ही एक नाटक का अध्ययन कराना।

**Course Outcome**

- 1) विद्यार्थी नाटक के स्वरूप एवं तत्वों से परिचित होंगे।
- 2) भारतीय नाट्य परंपरा से अवगत होंगे।
- 3) अभिनय कौशल का विकास होगा।
- 4) हिन्दी रंगमंच की जानकारी प्राप्त होगी।
- 5) नाट्य रचना का तात्त्विक विवेचन करेंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

1. नाटक: स्वरूप एवं तत्त्व।
2. भारतीय नाट्य परंपरा।

**इकाई दो -**

**(15 Lectures)**

हिन्दी रंगमंच का विकास।

**इकाई तीन-**

**(15 Lectures)**

आषाढ़ का एक दिन – मोहन राकेश (पाठालोचन)

**इकाई चार-**

**(15 Lectures)**

आषाढ़ का एक दिन का तात्त्विक विवेचन।

संदर्भ ग्रंथ-

1. गिरीश रस्तोगी, हिन्दी नाटक और रंगमंच की नई दिशाएँ, ग्रंथम प्रकाशन, कानपुर, 1966
2. दशरथ ओझा, हिन्दी नाटक: उद्भव और विकास, दिल्ली राजपाल एण्ड सन्स, दिल्ली
3. डॉ. पशुपतिनाथ उपाध्याय, 'हिन्दी नाटक एवं रंगमंच', जवाहर पुस्तकालय, मथुरा, 2009
4. डॉ. सविता चौधरी, 'साठोत्तरी हिन्दी नाटक', विद्या प्रकाशन गुजैनी, कानपुर, 2012
5. नेमिचन्द्र जैन, 'रंगदर्शन', राधाकृष्ण प्रकाशन, नई दिल्ली, 2008
6. डॉ. बच्चन सिंह, 'हिन्दी नाटक', साहित्य भवन प्रा.लि., इलाहाबाद, 1958

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

#### हिन्दी नाटक

आंतरिक मूल्यांकन:

पूर्णांक: 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |   |      |
|---|------|
| 1. कार्य परियोजना (Assignment)                            | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा (MCQ/ Written Test) | (20) |
| 3. नाट्य/प्रपत्र प्रस्तुतीकरण (Drama /Paper Presentation) | (20) |

#### सत्रांत परीक्षा (SEE)

पूर्णांक: 40

समय: 1:30 घंटे

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

**T.Y.B.A - (Semester – VI)**

**Core Course**

**Course Title:** पाश्चात्य काव्यशास्त्र

**Course Code:** HIN-VI.C-8

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम से विद्यार्थियों को प्रमुख पाश्चात्य विचारकों से परिचित कराना। विद्यार्थियों को पाश्चात्य विचारकों के सिद्धांतों और वादों की जानकारी देना और साथ ही उन्हें आधुनिक समीक्षा की प्रवृत्तियों से परिचित कराना।

**Course Outcome:**

- 1) पाश्चात्य काव्यशास्त्र की परंपरा से परिचित होंगे।
- 2) पाश्चात्य विचारकों के काव्य संबंधी चिंतन की जानकारी होगी।
- 3) पाश्चात्य काव्य सिद्धांतों एवं विविध वादों के आधार पर काव्य समीक्षा को समझेंगे।
- 4) आधुनिक समीक्षा सिद्धान्त एवं उसकी विविध प्रवृत्तियों को समझेंगे।
- 5) भारतीय एवं पाश्चात्य काव्यशास्त्र के व्यावहारिक अंतर को समझेंगे।

**Syllabus:**

**इकाई एक - प्रमुख पाश्चात्य विचारक** (15 Lectures)

1. प्लेटो।
2. अरस्तू।

**इकाई दो - प्रमुख पाश्चात्य विचारक** (15 Lectures)

1. मैथ्यू आरनाल्ड।
2. टी.एस. इलियट।

**इकाई तीन- प्रमुख पाश्चात्य सिद्धान्त** (15 Lectures)

1. अभिजात्यवाद।
2. मार्क्सवाद।

1. संरचनावाद।
2. उत्तर संरचनावाद।

संदर्भ ग्रंथ:

1. पाश्चात्य काव्य शास्त्र, देवेन्द्रनाथ शर्मा, मयूर पेपरबैक्स, ए95-, सेक्टर5-, नोएडा201301-
2. पाश्चात्य काव्य चिंतन, डॉ. करुणाशंकर उपाध्याय, राधाकृष्ण प्रकाशन प्रा. लि., नई दिल्ली।
3. पाश्चात्य काव्यशास्त्र की परंपरा, संनगेन्द्र.डॉ ., डॉसावित्री सिन्हा., दिल्ली विश्वविद्यालय, दिल्ली,1966
4. पाश्चात्य काव्यशास्त्रअधुनातन संदर्भ :, सत्यदेव मिश्र, लोकभारती प्रकाशन, इलाहाबाद, उत्तरप्रदेश, संस्करण2003-
5. नया हिन्दीकाव्य-, डॉशिव कुमार मिश्र ., अनुसंधान प्रकाशन, आचार्यनगर, कानपुर, 1962
6. काव्यशास्त्र :भारतीय एवं पाश्चात्य, डॉकन्हैयालाल अवस्थी ., आशीष प्रकाशन, कानपुर, 2012
7. नया साहित्य नए प्रश्न, नन्ददुलारे वाजपेयी, विद्यामन्दिर प्रेस, मानमंदिर, वाराणसी, 1959
8. साहित्य समीक्षा, मुद्रारक्षस, नेशनल पब्लिशिंग हाउस, दिल्ली, 1963
9. पाश्चात्य काव्यशास्त्र के सिद्धांत, शांतिस्वरूप गुप्त, अशोक प्रकाशन, दिल्ली, संस्करण1997-।

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**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of T.Y. B.A. Hindi**  
पाश्चात्य काव्यशास्त्र

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper/Presentation)             | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक:**40

**समय:**1:30 घंटे

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 टिप्पणी                             | (10) |

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** हिंदी निबंध

**Course Code:** HIN-VI.E-13

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी निबंध के स्वरूप एवं तत्व की जानकारी देना। उन्हें हिन्दी निबंध के क्रमिक विकास से परिचित कराना। साथ ही एक निबंध संग्रह के अध्ययन के माध्यम से निबंध विधा की जानकारी देना।

**Course Outcome**

- 1) विद्यार्थी निबंध के स्वरूप एवं तत्त्व को समझेंगे।
- 2) हिंदी निबंध के उद्भव एवं विकास की जानकारी होगी।
- 3) हिन्दी के प्रमुख निबंधकार एवं उनके निबंधों से अवगत होंगे।
- 4) कन्हैयालाल मिश्र प्रभाकर एवं उनके मार्मिक निबंधों से परिचित होंगे।
- 5) निबंध लेखन की ओर प्रवृत्त होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

निबंध: स्वरूप, तत्व एवं भेद।

**इकाई दो -**

**(15 Lectures)**

- 1) भारत वर्षोन्नति - भारतेन्दु हरिश्चंद्र -
- 2) आचरण की सभ्यता - सरदार पूर्ण सिंह
- 3) उत्साह - रामचन्द्र शुक्ल
- 4) नाखून क्यों बढ़ते हैं? - हजारी प्रसाद द्विवेदी
- 5) मेरे राम का मुकुट भीग रहा है- विद्यानिवास मिश्र

**इकाई तीन-**

**(15 Lectures)**

जिंदगी मुस्कुराई कन्हैयालाल मिश्र 'प्रभाकर' (कोई पाँच)

**इकाई चार -**

**(15 Lectures)**

निर्धारित निबंधों का समीक्षात्मक विवेचन।

संदर्भ ग्रंथ-

1. डॉ. गणपतिचन्द्र गुप्त, 'साहित्यिक निबंध', लोकभारती प्रकाशन, इलाहाबाद, 1981
2. डॉ. भोलानाथ, 'हिन्दी साहित्य' हिन्दी परिषद, प्रकाशन प्रयाग, 1971
3. रामचन्द्र शुक्ल, 'हिन्दी साहित्य का इतिहास', नागरी प्रचारिणी सभा, काशी, 1961
4. बच्चन सिंह, 'आधुनिक हिन्दी साहित्य का इतिहास', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. नगेन्द्र, डॉ. हरदयाल, 'हिन्दी साहित्य का इतिहास', मयूर पेपरबैक्स, 2014

## **प्रश्नपत्र का प्रारूप**

### **Examination Pattern of T.Y. B.A. Hindi**

#### **हिन्दी निबंध**

**आंतरिक मूल्यांकन:**

**पूर्णांक 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper/Presentation)             | (20) |

### **सत्रांतपरीक्षा (SEE)**

**पूर्णांक :40**

**समय:1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** भाषाविज्ञान

**Course Code:** HIN-VI.E-14

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को भाषाविज्ञान की जानकारी देना। उसके अध्ययन क्षेत्र एवं दिशाओं का ज्ञान प्राप्त कराना। साथ ही ध्वनि विज्ञान, रूप विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान की जानकारी देना।

**Course Outcome**

- 1) भाषा का अर्थ एवं स्वरूप एवं विशेषताओं से परिचित होंगे।
- 2) भाषाविज्ञान की अवधारणा, स्वरूप एवं प्रकारों की जानकारी प्राप्त होगी।
- 3) भाषाविज्ञान के अध्ययन की विविध दिशाओं से परिचित होंगे।
- 4) ध्वनि की भाषा वैज्ञानिक जानकारी प्राप्त होगी।
- 5) रूप रचना, वाक्य रचना संबंधी विविध स्थितियों का ज्ञान होगा।
- 6) अर्थविज्ञान में अर्थबोध के साधन एवं अर्थ परिवर्तन के कारणों और दिशाओं का ज्ञान होगा।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

1. भाषा: परिभाषा एवं विशेषताएँ।
2. भाषा परिवर्तन के कारण
3. भाषाविज्ञान: परिभाषा और अध्ययन की दिशाएँ।

**इकाई दो - ध्वनि विज्ञान:**

**(15 Lectures)**

1. ध्वनि का स्वरूप।



2. ध्वनियों का वर्गीकरण।
3. ध्वनि परिवर्तन के कारण।

### **इकाई तीन - रूप विज्ञान एवं वाक्य विज्ञान।**

**(15 Lectures)**

1. रूप विज्ञान: स्वरूप।
2. अर्थतत्त्व एवं संबंध तत्त्व।
3. रूप परिवर्तन के कारण एवं दिशाएँ।
4. वाक्य विज्ञान: वाक्य की परिभाषा एवं स्वरूप।
5. वाक्य के भेद।

### **इकाई चार-**

**(15 Lectures)**

1. अर्थ विज्ञान: स्वरूप।
2. अर्थ बोध के साधन।
3. अर्थ परिवर्तन के कारण एवं दिशाएँ।

### **संदर्भ ग्रंथ-**

1. डॉ. भोलानाथ तिवारी, 'भाषाविज्ञान', किताबमहल इलाहाबाद, 1991
2. डॉ. हनुमंतराव पाटील, 'भाषा विज्ञान एवं हिन्दी भाषा', विद्या प्रकाशन, गुजैनी, कानपुर, 2009
3. डॉ. राजमणि शर्मा, 'आधुनिक भाषाविज्ञान', महाशक्ति साहित्य मंदिर, वाराणसी, 1983
4. डॉ. भोलानाथ तिवारी, 'शब्द विज्ञान', शब्दकार, तुर्कमार गेट, दिल्ली, 1982
5. डॉ. जितेंद्र वत्स, डॉ. देवेंद्र प्रसाद सिंह, 'भाषाविज्ञान एवं हिन्दी भाषा', निर्मल पब्लिकेशन, दिल्ली, 2009

**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of T.Y. B.A. Hindi**  
**भाषाविज्ञान**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper/Presentation)             | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक : 40**

**समय: 1:30 घंटे**

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 टिप्पणी                             | (10) |

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** हिंदी भाषा, लिपि एवं व्याकरण

**Course Code:** HIN-VI.E-15

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को हिन्दी भाषा की जानकारी देना। भाषा परिवर्तन के कारणों का पता लगाना। देवनागरी लिपि से परिचित कराना एवं उसकी वैज्ञानिकता पर प्रकाश डालना और साथ ही विद्यार्थियों को हिन्दी व्याकरण से अवगत कराना।

**Course Outcome**

- 1) विद्यार्थी हिन्दी भाषा की पृष्ठभूमि एवं उसके विकास से परिचित होंगे।
- 2) देवनागरी लिपि का स्वरूप एवं नामकरण से परिचित होंगे।
- 3) देवनागरी लिपि विकास एवं मानकीकरण का ज्ञान प्राप्त होगा।
- 4) हिन्दी की वर्णसे परिचित होंगे। रचना-व्यवस्था एवं रूप-
- 5) विकारी एवं अविकारी शब्दों से परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

1. भाषा : प्राचीन एवं मध्यकालीन आर्यभाषा।
2. हिन्दी भाषा का उद्भव और विकास।

**इकाई दो -**

**(15 Lectures)**

1. लिपि- देवनागरी लिपि का उद्भव एवं विकास।
2. देवनागरी लिपि की विशेषताएँ।
3. देवनागरी लिपि का मानकीकरण

**इकाई तीन-**

**(15 Lectures)**

1. व्याकरण: वर्ण विचार- स्वर, व्यंजन।
2. शब्दसाधन- विकारी एवं अविकारी शब्दों का सामान्य परिचय।

इकाई चार -

(15 Lectures)

संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण ।

संदर्भ ग्रंथ

1. डॉ. ब्रज किशोर प्रसाद सिंह, 'हिन्दी व्याकरण', नमन प्रकाशन, दरियागंज, दिल्ली, 2009
2. कामताप्रसाद गुरु, 'हिन्दी व्याकरण', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
3. डॉ. हरदेव बाहरी, 'व्यावहारिक हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 1997
4. श्री शरण, 'हिन्दी-अशुद्धियाँ संदर्भ शोधन', प्रेम प्रकाशन मंदिर, दिल्ली, 1997
5. डॉ. विजय लक्ष्मण वर्धे, अत्यावश्यक हिन्दी व्याकरण, फडके बुकसेलर्स, कोल्हापुर, 1993

## प्रश्नपत्र का प्रारूप

### Examination Pattern of T.Y. B.A. Hindi

हिन्दी भाषा, लिपि एवं व्याकरण

आंतरिक मूल्यांकन:

पूर्णांक: 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना (Assignment)                           | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper/ Presentation)            | (20) |

सत्रांत परीक्षा (SEE)

पूर्णांक: 40

समय: 1:30 घंटे

- |  |      |
|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरीप्रश्न (4 में से कोई 2)     | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 टिप्पणी                             | (10) |

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**T.Y.B.A - (Semester – VI)**

**Elective Course**

**Course Title:** साहित्य का अंतरानुशासनात्मक अध्ययन

**Course Code:** HIN-VI.E-16

**Name of the Faculty:** Mr. Pradeep Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को साहित्य तथा साहित्येतर विद्या शाखाओं की जानकारी देना। उनके अंतःसंबंध का ज्ञान प्राप्त कराना। साथ ही साहित्येतर विद्या शाखाओं का हिन्दी साहित्य पर प्रभाव बताना।

**Course Outcome:**

- 1) साहित्य तथा साहित्येतर ज्ञान की अन्य शाखाओं को समझ समझेंगे।
- 2) साहित्य के अनुशीलन में अन्य अनुशासनों के प्रभाव से परिचित होंगे।
- 3) साहित्य की अन्य शाखाओं के अंतः संबंध को समझेंगे।
- 4) अन्य साहित्य का हिन्दी साहित्य पर पड़े प्रभाव से परिचित होंगे।
- 5) साहित्य का समाजशास्त्रीय अध्ययन करने में सक्षम होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

1. साहित्य एवं अन्य विद्या शाखाओं का संबंध।
2. साहित्य एवं इतिहास।
3. साहित्य एवं दर्शन।
4. साहित्य एवं मनोविज्ञान।

**इकाई दो -**

**(15 Lectures)**

साहित्य का समाजशास्त्रीय अध्ययन - लिंग, वर्ण, वर्ग एवं संप्रदाय।

**इकाई तीन -**

**(15 Lectures)**

व्यावहारिक अध्ययन के लिए निर्धारित कृति ग्लोबल गाँव का देवता- रणेन्द्र

**इकाई चार -**

**(15 Lectures)**

निर्धारित कृति का तात्विक विवेचन।

**संदर्भ ग्रंथ-**

1. डॉ. राधाकृष्णन, 'भारतीय दर्शन-भाग एक', राजपाल एण्ड सन्स, दिल्ली, 2012
2. डॉ. राधाकृष्णन, 'भारतीय दर्शन भाग दो', राजपाल एण्ड सन्स, दिल्ली, 2013
3. श्रीनलिन विलोचन शर्मा, 'साहित्य का इतिहास-दर्शन', बिहार राष्ट्रभाषा परिषद, पटना. 1959
4. डॉ. सुरिंदरकौर गौड़, 'सौंदर्यशास्त्र' अभय प्रकाशन, कानपुर, 2015
5. डॉ. धीरेन्द्र वर्मा, 'हिन्दी साहित्य कोश, भाग-1', ज्ञान मंडल, लिमिटेड, वाराणसी, 2007

**प्रश्नपत्र का प्रारूप**

**Examination Pattern of T.Y. B.A. Hindi**

साहित्य का अंतरानुशासनात्मक अध्ययन

**आंतरिक मूल्यांकन:**

**पूर्णांक:** 60

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

- |  |      |
|--|------|
| 1. कार्य परियोजना(Assignment)                            | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा (MCQ/ Written Test) | (20) |
| 3. प्रपत्र प्रस्तुतीकरण (Paper/Presentation)             | (20) |

**सत्रांतपरीक्षा (SEE)**

**पूर्णांक:** 40

**समय:**1:30 घंटे

- |   |      |
|---|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)   | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)   | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न(2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या               | (10) |

**S.Y.B.A - (Semester – III)**  
**Skill Enhancement Course**

**Course Title:** हिन्दी पथनाट्य (नुक्कड़ नाटक)

**Course Code:** HIN-II. SEC-1

**Name of the Faculty:** Mr. P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) इस पाठ्यक्रम के माध्यम से विद्यार्थियों को पथनाट्य लेखन हेतु प्रवृत्त करना।
- 2) पथनाट्य के माध्यम से विद्यार्थियों के अभिनय कौशल को विकसित करना।
- 3) विद्यार्थी पथनाट्य को प्रस्तुत करने का तंत्र समझेंगे।

**Course Outcomes :**

- 1) पथनाट्य की अवधारणा, स्वरूप एवं विकास से परिचित होंगे।
- 2) पथनाट्य के तत्व एवं सरोकार का ज्ञान प्राप्त होगा।
- 3) प्रमुख नुक्कड़ नाटकों की प्रासंगिकता से अवगत होंगे।
- 4) पथनाट्य प्रस्तुतीकरण कला में निपुण होंगे।
- 5) अभिनय के साथ अन्य कौशलों का भी विकास होगा।
- 6) पथनाट्य लेखन में दक्षता प्राप्त करेंगे।

**Syllabus:**

**इकाई एक:**

(15 Lectures)

1. पथनाट्य की अवधारणा एवं स्वरूप।
2. पथनाट्य का विकास।
3. पथनाट्य के तत्व एवं सरोकार

**इकाई दो:**

(15 Lectures)

1. - बादल सरकार
2. जनता पागल हो गई है-शिवराम।

**इकाई तीन:**

(15 Lectures)

1. सबसे सस्ता गोश्त- असगर वजाहत।

2. देखो, वोट, बटोरे अन्धा-असगर वजाहत।

**इकाई चार:**

(15 Lectures)

उपर्युक्त नाटकों का तात्त्विक विवेचन।

(व्यावहारिक कार्य: पथनाट्य : प्राथमिक लेखन, प्रकट वाचन, समूह चर्चा, पुनर्लेखन

पथनाट्य: समूह में प्रस्तुतीकरण एवं मूल्यांकन।)

**संदर्भ ग्रंथ-**

1. कुसुम त्रिपाठी, 'नुक्कड़ नाटक कैसे खेले', आहवान नाट्य मंच प्रकाशन, बम्बई 1995
2. निदेशालय, प्रौढ़ शिक्षा, नुक्कड़ भाग- 1, 2 जामनगर हाऊस, हटमेंटस, नई दिल्ली 1995
3. सं. अखिलेश कुमार मिश्र, 'अंधेर-नगरी, भारत दुर्दशा', प्रयाग प्रकाशन, इलाहाबाद, 1985
4. हिंदी रंगकर्म : दशा और दिशा, जयदेव तनेजा, तक्षशिला प्रकाशन, दिल्ली, 1988
5. चन्द्रेश, 'नुक्कड़ नाटक', राधाकृष्ण प्रकाशन नई दिल्ली, 1983
6. असगर वजाहत, 'सबसे सस्ता गोश्त', राजपाल एंड सन्स, कश्मीरी गेट, दिल्ली, 2015



**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of T.Y. B.A. Hindi**  
हिन्दी पथनाट्य (नुक्कड़ नाटक)

**आंतरिक मूल्यांकन:**

**पूर्णांक :60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|---|------|
| 1. कार्य परियोजना (Assignment)                          | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखितपरीक्षा(MCQ/ Written Test) | (20) |
| 3. पथनाट्य प्रस्तुतीकरण (street play Presentation)      | (20) |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक:40**

**समय:1:30 घंटे**

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

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**S.Y.B.A - (Semester –IV)**

**Course Title:** हिन्दी एकांकी

**Course Code:** HIN-IV. SEC-2

**Name of the Faculty:** Mr. P. R. Jatal

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

- 1) विद्यार्थियों को एकांकी का परिचय कराना।
- 2) विद्यार्थी एकांकी की आवश्यकता को समझ सकें।
- 3) इसके माध्यम से विद्यार्थी एकांकी को प्रस्तुत करने का तंत्र समझेंगे।

**Course Outcomes :**

- 1) एकांकी की अवधारणा,स्वरूप एवं तत्वों का ज्ञान प्राप्त होगा।
- 2) प्रमुख एकांकी एवं एकांकीकारों का परिचय प्राप्त होगा।
- 3) रंगमंचीयता एवं उसके विकास से परिचित होंगे।
- 4) प्रमुख एकांकियों का अध्ययन कर उद्देश्य से अवगत होंगे।
- 5) विद्यार्थी अभिनय,एवं संवाद कला में निपुण होंगे।
- 6) विद्यार्थी एकांकी प्रस्तुतीकरण में दक्षता प्राप्त करेंगे।
- 7) एकांकी का गहन अध्ययन करके एकांकी लेखनकला से परिचित होंगे।

**Syllabus:**

**इकाई एक -**

**(15 Lectures)**

1. एकांकी: अवधारणा, स्वरूप एवं विकास।
2. एकांकी के तत्त्व।
3. रंगमंचीयता एवं उसका विकास।

**इकाई दो -**

**(15 Lectures)**

1. भोर का तारा- जगदीश चंद्र माथुर।(पाठ विवेचन)
2. धीरे बहो गंगा- लक्ष्मी नारायण लाल।(पाठ विवेचन)

**इकाई तीन -**

**(15 Lectures)**

1. आवाज नीलाम - धर्मवीर भारती (पाठ विवेचन)

## 2. जुलूस कणाद ऋषि भटनागर (पाठ विवेचन)

**इकाई चार - निर्धारित रचनाओं का समीक्षात्मक अध्ययन**

**(15 Lectures)**

1. अभिनेयता
2. रंगमंचीयता
3. संवाद योजना
4. निर्देश

संदर्भ ग्रंथ-

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**प्रश्नपत्र का प्रारूप**  
**Examination Pattern of T.Y. B.A. Hindi**

**हिन्दी एकांकी**

**आंतरिक मूल्यांकन:**

**पूर्णांक: 60**

आंतरिक मूल्यांकन के अंतर्गत प्रत्येकी 20 अंकों की निम्नलिखित तीन परीक्षाएँ होंगी।

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|--|------|
| 1. कार्य परियोजना/एकांकी लेखन (Assignment)               | (20) |
| 2. बहु विकल्पीय प्रश्न/ लिखित परीक्षा(MCQ/ Written Test) | (20) |
| 3. एकांकी /प्रपत्र प्रस्तुतीकरण (Paper/PptPresentation)  | (20) |

**सत्रांत परीक्षा (SEE)**

**पूर्णांक 40**

**समय:1:30 घंटे**

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|--|------|
| प्रश्न 1 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 2 लघुत्तरी प्रश्न (4 में से कोई 2)    | (10) |
| प्रश्न 3 दीर्घोत्तरी प्रश्न (2 में से कोई 1) | (10) |
| प्रश्न 4 संदर्भ सहित व्याख्या                | (10) |

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## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

#### B.A. DEGREE COURSE IN HINDI

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
Semester I	हिन्दी कहानी एवं शब्द साधन	इकाई दो	<ul style="list-style-type: none"> <li>ममता कालिया की 'मुखौटा' कहानी</li> </ul>	<ul style="list-style-type: none"> <li>इकाई दो में केवल दो कहानियाँ होने के कारण एक और कहानी को उसमें जोड़ा गया।</li> </ul>
Semester I	हिन्दी कविता एवं काव्य सौंदर्य	इकाई तीन इकाई चार	<ul style="list-style-type: none"> <li>नागार्जुन की कविता 'प्रेत का बयान' को जोड़ा गया।</li> <li>समास को जोड़ा गया।</li> <li>काव्य सौन्दर्य के चार उपशीर्षकों के स्थान पर तीन उपशीर्षकों को रखा गया।</li> </ul>	<ul style="list-style-type: none"> <li>सभी इकाइयों में समानता लाने के लिए एक नई कविता जोड़ी गई।</li> <li>साथ ही व्याकरण, छंद अलंकारों को एक इकाई में कर दिया।</li> </ul>
Semester I	भाषा कौशल	NIL	NIL	NIL
Semester II	हिन्दी नाटक, वृत्तचित्र एवं फीचर फिल्म	इकाई दो इकाई तीन	<ul style="list-style-type: none"> <li>असगर वजाहत का नाटक 'जिस लाहौर नहीं देख्या ओ जम्याइ नई'</li> </ul>	<ul style="list-style-type: none"> <li>पाठ्यक्रम को अद्यतन करने हेतु नाटक में परिवर्तन किया गया। (पिछले पाँच साल से नाटक नहीं बदला था। )</li> </ul>

Semester II	हास्य-व्यंग्य निबंध एवं पत्रकारिता	इकाई दो इकाई तीन	<ul style="list-style-type: none"> <li>• प्रेम जनमेजय का निबंध 'मोची भया उदास'</li> <li>• रवीन्द्रनाथ त्यागी का निबंध 'अच्छी हिन्दी' को जोड़ा गया।</li> </ul>	<ul style="list-style-type: none"> <li>• पाठ्यक्रम को अद्यतन करने और छात्रों की दृष्टि से नए निबंधों को जोड़ा गया।</li> </ul>
Semester II	व्यावहारिक हिन्दी	NIL	NIL	NIL
Semester III	प्रयोजनमूलक हिन्दी: अनुवाद एवं पत्रलेखन	इकाई एक इकाई तीन	<ul style="list-style-type: none"> <li>• HIN-III.C-5 को HIN-III.E-1 बनाया गया।</li> <li>• 'प्रयोजनमूलक हिन्दी और रोजगार के अवसर'</li> <li>• 'ई अनुवाद'</li> <li>• 'अनुवाद का व्यावहारिक पक्ष'</li> </ul>	<ul style="list-style-type: none"> <li>• इस पाठ्यक्रम का लाभ G.EC के छात्रों को हो सके।</li> <li>• छात्र को इस विषय में व्यावहारिक जानकारी प्राप्त होगी।</li> </ul>
Semester III	हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	इकाई तीन	<ul style="list-style-type: none"> <li>• HIN-III.E-1 को HIN-III.C-5 बनाया गया।</li> <li>• 'राम एवं कृष्ण भक्ति काव्यधारा का सामान्य परिचय एवं प्रवृत्तियाँ'</li> </ul>	<ul style="list-style-type: none"> <li>• इस पाठ्यक्रम का लाभ CORE के सभी छात्रों को हो सके।</li> </ul>
Semester III	मध्यकालीन काव्य (चयनित कविताएँ)	इकाई तीन	<ul style="list-style-type: none"> <li>• 'रसखान' के पद</li> </ul>	<ul style="list-style-type: none"> <li>• पाठ्यक्रम में परिवर्तन करने हेतु और तीन वर्ष होने के कारण रविदास को निकालकर रसखान को जोड़ दिया।</li> </ul>
Semester III	हिन्दी महिला लेखन	इकाई तीन इकाई चार	<ul style="list-style-type: none"> <li>• सुदर्शन प्रियदर्शिनी की कहानी 'देशांतर'</li> </ul>	<ul style="list-style-type: none"> <li>• पाठ्यक्रम को अद्यतन करे के लिए अंतर्गत परिवर्तन किया गया।</li> </ul>

			<ul style="list-style-type: none"> <li>• निर्मला पुतुल की कविता 'क्या तुम जानते हो'</li> </ul>	<ul style="list-style-type: none"> <li>• साथही छात्र प्रवासी और आदिवासी साहित्य का परिचय प्राप्त कर सके।</li> </ul>
Semester III	हिन्दी दलित लेखन	इकाई दो इकाई तीन इकाई चार	<ul style="list-style-type: none"> <li>• तीन चयनित दलित कहानियाँ - कंवल भारती, सुशीला टाकभोरे, रमणिका गुप्ता</li> <li>• तीन चयनित दलित कहानियाँ -  ओमप्रकाश वाल्मीकि, मोहनदास नैमिषराय, जयप्रकाश कर्दम।</li> <li>• छह चयनित दलित कविताएँ- अदम गोंडवी, हीरा डोम, सुरजपाल चौहान ओमप्रकाश वाल्मीकि, रमणिका गुप्ता, जयप्रकाश कर्दम</li> </ul>	<ul style="list-style-type: none"> <li>• तीन साल के बाद पाठ्यक्रम को अद्यतन करने हेतु</li> <li>• और छात्रों को नए साहित्यकारों की रचनाओं से अवगत कराने हेतु परिवर्तन किया गया।</li> </ul>
Semester IV	हिन्दी पत्रकारिता: मुद्रित एवं इलेक्ट्रॉनिक	इकाई एक इकाई दो इकाई तीन इकाई चार	<ul style="list-style-type: none"> <li>• HIN-IV.C-6 को HIN-IV.E-5 बनाया गया। 'पत्रकारिता का महत्त्व' को निकालकर उसे इकाई एक में जोड़ा गया।</li> </ul>	<ul style="list-style-type: none"> <li>• इस पाठ्यक्रम का लाभ G.EC के छात्रों को हो सके।</li> <li>• छात्र को इस विषय की व्यावहारिक और रोजगारपरक जानकारी प्राप्त हो इसलिए परिवर्तन</li> </ul>

			<ul style="list-style-type: none"> <li>• 'संचार क्रान्ति के बाद की पत्रकारिता' और 'सोशल मीडिया (ट्विटर, ब्लॉग, व्हाट्सअप, यूट्यूब, फेसबुक) रखने का सुझाव दिया।</li> </ul>	<p>किया गया। ।</p>
Semester IV	हिन्दी साहित्य का इतिहास (आधुनिक काल)	इकाई एक इकाई दो इकाई चार	<ul style="list-style-type: none"> <li>• HIN-IV.E-5को HIN-IV.C-6 बनाया गया।</li> <li>• राष्ट्रीय सांस्कृतिक काव्यधारा को तथा 'साठोत्तरी एवं समकालीन कविता' को रखने का सुझाव रखा।</li> <li>• कोष्ठक में दिए हुए शब्दों को बदलकर उपरोक्त काव्यधाराओं/विधाओं का सामान्य परिचय एवं प्रवृत्तियों को रखने का सुझाव रखा गया।</li> </ul>	<ul style="list-style-type: none"> <li>• इस पाठ्यक्रम का लाभ CORE के सभी छात्रों को हो सके।</li> <li>• पाठ्यक्रम में कुछ उपशीर्षकों को जोड़ा गया ताकि छात्र सभी काव्यधाराओं का अध्ययन कर सकें।</li> </ul>
Semester IV	विशेष अध्ययन: सूर्यकांत त्रिपाठी निराला	इकाई दो इकाई तीन	<ul style="list-style-type: none"> <li>• 'गीतिका के पद',</li> <li>• 'बांधो न नाँव इस ठाँव' कविता</li> <li>• 'सखी वसंत आया' कविता</li> <li>• 'जागो फिर एक</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र 'निराला जी' के अन्य कवितों से भी अवगत हो इसलिए परिवर्तन किया गया।</li> </ul>



			बार' कविता का कोई एक खंड <ul style="list-style-type: none"> <li>• 'बादल राग' के कोई एक खंड</li> <li>• 'संध्या सुंदरी'</li> </ul>	
Semester IV	विशेष अध्ययन: हिन्दी कहानी	NIL	NIL	NIL
Semester IV	हिन्दी साहित्य का आस्वादन एवं समीक्षा (कविता, कहानी एवं उपन्यास)	इकाई दो इकाई तीन	<ul style="list-style-type: none"> <li>• 'यशोधरा' के कुछ अंश रखने का सुझाव।</li> <li>• प्रसाद की कहानी 'पुरस्कार' तथा शिवप्रसाद सिंह की कहानी 'कर्मनाशा की हार' को रखने का सुझाव रखा।</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र अन्य साहित्यकारों की कहानियों तथा कविताओं से अवगत हो सके।</li> </ul>
Semester V	मीडिया लेखन: रेडियो एवं टेलीविजन	इकाई दो इकाई तीन	<ul style="list-style-type: none"> <li>• HIN-V.C -7 को HIN-V.E-11 बनाने का सुझाव दिया गया।</li> <li>• 'संचालन कला' (रेडियो जॉकी) को रखने का सुझाव।</li> <li>• 'वेब सिरीज़'</li> </ul>	<ul style="list-style-type: none"> <li>• इस पाठ्यक्रम का लाभ G.EC के छात्रों को हो सके।</li> <li>• छात्रों के मन में विषय के प्रति रुचि उत्पन्न करने और रोजगार से जोड़ने हेतु पाठ्यक्रम में परिवर्तन किया गया।</li> </ul>
Semester V	कथेतर गद्य साहित्य :संस्मरण, यात्रावृत्तांत, आत्मकथा एवं जीवनी (किसी विधा की एक पाठ्यपुस्तक)	इकाई एक इकाई दो	<ul style="list-style-type: none"> <li>• शीर्षक में परिवर्तन करते हुए 'कथेतर गद्य साहित्य: रेखाचित्र, संस्मरण, यात्रावृत्तांत, आत्मकथा एवं जीवनी' रखने का सुझाव।</li> </ul>	<ul style="list-style-type: none"> <li>• पाठ्यक्रम में रेखाचित्र को जोड़ा गया ताकि छात्र अन्य विधाओं के साथ इस विधा का भी ज्ञान प्राप्त कर सके।</li> </ul>

			<ul style="list-style-type: none"> <li>• 'रेखाचित्र' को रखते हुए विशेषताओं को जोड़ने का सुझाव</li> </ul>	
Semester V	विशेष अध्ययन हिन्दी उपन्यास	इकाई तीन इकाई चार	<ul style="list-style-type: none"> <li>• ममता कालिया का 'दौड़' उपन्यास रखने का सुझाव</li> </ul>	<ul style="list-style-type: none"> <li>• इस उपन्यास के माध्यम से विद्यार्थी वर्तमान आवश्यकतानुरूप भूमंडलीकरण तथा औद्योगीकरण को समझ सकेंगे।</li> </ul>
Semester V	भारतीय काव्यशास्त्र	NIL	<ul style="list-style-type: none"> <li>• HIN-V.E-11 को HIN-V.C-7 बनाया गया।</li> </ul>	<ul style="list-style-type: none"> <li>• मुख्य और महत्त्वपूर्ण विषय होने के कारण इसे CORE में सभी रखा गया।</li> </ul>
Semester V	हिंदी नाटक	NIL	NIL	NIL
Semester VI	हिंदी भाषा, लिपि एवं व्याकरण	NIL	<ul style="list-style-type: none"> <li>• HIN- VI.C-8 को HIN-VI.E-15 बनाया गया।</li> </ul>	<ul style="list-style-type: none"> <li>• इस पाठ्यक्रम का लाभ G.EC के छात्र उठा सकें।</li> </ul>
Semester VI	हिंदी निबंध	इकाई दो इकाई चार	<ul style="list-style-type: none"> <li>• भारत वर्षोन्नति- भारतेन्दु हरिश्चंद्र</li> <li>• आचरण की सभ्यता- सरदार पूर्ण सिंह</li> <li>• उत्साह - रामचंद्र शुक्ल</li> <li>• नाखून क्यों बढ़ते हैं- हजारी प्रसाद द्विवेदी</li> <li>• मेरे राम का मुकुट भीग रहा है- विद्यानिवास मिश्र</li> <li>• आलोचनात्मक</li> </ul>	<ul style="list-style-type: none"> <li>• भारतेन्दु , द्विवेदी, शुक्ल एवं शुक्लोत्तर युगीन निबंधकारों के निबंधों से परिचित हो सके।</li> </ul>

			अध्ययन	
Semester VI	भाषाविज्ञान	NIL	NIL	NIL
Semester VI	पाश्चात्य काव्यशास्त्र	NIL	<ul style="list-style-type: none"> <li>• HIN-VI.E-15 को बदलकर HIN- VI.C-8 बनाया गया।</li> </ul>	<ul style="list-style-type: none"> <li>• मुख्य और महत्वपूर्ण विषय होने के कारण इसे CORE में रखा गया।</li> </ul>
Semester VI	साहित्य का अंतरानुशासनात्मक अध्ययन	NIL	NIL	NIL
Semester-V	हिन्दी एकांकी	इकाई तीन	<ul style="list-style-type: none"> <li>• HIN-V.ID-1 को बदलकर उसके स्थान पर HIN-III.SEC-1</li> <li>• (Skill Enhancement Course)</li> <li>• बनाने का सुझाव।</li> <li>• धर्मवीर भारती की 'आवाज का नीलाम' एकांकी को रखने का सुझाव।</li> </ul>	<ul style="list-style-type: none"> <li>• Skill Enhancement Course के सभी छात्र इस पाठ्यक्रम से लाभ हो सके।</li> <li>• छात्र नाटक एवं नुक्कड़ नाटक का बेड समझेंगे और उनमें अभिनय कला का विकास होगा।</li> </ul>
Semester-VI	हिन्दी पथनाट्य (नुक्कड़ नाटक)	इकाई दो	<ul style="list-style-type: none"> <li>• HIN-V.ID-2 को बदलकर HIN-IV.SEC-2 को (Skill Enhancement Course) बनाया गया।</li> <li>• 'बादल सरकार' का एक 'नुक्कड़ नाटक'</li> </ul>	<ul style="list-style-type: none"> <li>• Skill Enhancement Course के सभी छात्र इस पाठ्यक्रम से लाभ हो सके।</li> <li>• छात्र नाटक एवं रंगमंच से अवगत हो सके और उनमें अभिनय कला का विकास होगा।</li> </ul>

# HISTORY

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF HISTORY  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN HISTORY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				
I	HIS- I.C-1 History of Goa: Political History From Earliest Times to 1987 - I.	HIS- I.C-2 World Civilizations: Persia, India, Greece and Rome. (Earliest Times to 500 A.D.)-I					
II	HIS II.C-3 History of Goa: Economic, Social and Cultural History From Earliest Times to 1987 - II	HIS II.C-4 World Civilizations: Egypt, Mesopotamia, China and Maya. (Earliest Times to 1500 AD)- II					
III	HIS III.C-5 Ancient India From Earliest Times to 1206 A.D.		HIS III.E-1 History of South India: From Earliest Times to C. 1250	HIS III.E-2 Indian Art and Architecture upto 1757 A.D.	HIS III.E-3 Introduction to Archaeology	HIS III.E-4 World History (500A.D. to 1400 A.D.)- I	HIS III.E-5 Portuguese Language Level - I
IV	HIS IV.C-6 Medieval India (1206-1757 A.D.)		HIS IV.E-6 Goan Heritage and Culture	HIS IV.E-7 History of Marathas	HIS IV.E-8 Indian Archaeology	HIS IV.E-9 World History (Renaissance to French Revolution) - II	HIS IV.E-10 Portuguese Language Level - II
V	HIS V.C-7 Modern India (1757-1950)		HIS V.E-11 History of Modern China and Japan (1839-1949)	HIS V.E-12 History of South East Asia	HIS V.E-13 Introduction to Constitution of India	HIS V.E-14 Introduction to Historical Method and Indian Historiography	
VI	HIS VI.C-8 Modern World (1789 - 1945)		HIS VI.E-15 History of U.S.A (1776 - 1963)	HIS VI.E-16 India after Independence (1950 - 1996)	HIS VI.E-17 History of West Asia	HIS VI.E-18 Modern World (1945 -1990)	

**APPROVED SYLLABI OF SEMESTER I AND SEMESTER II FOR THE  
ACADEMIC YEAR 2015- 2016**

**PAPER TITLE:** History of Goa: Political History From Earliest Times to 1987-I

**Paper Code:** HIS-I. C-1

**Name of Faculty:** Ms. Sarita Naik Tari

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

- Develop an understanding of the major historical events in the history of Goa.
- Critically evaluate the response of the Goans to the colonial rule.
- Analyse the contribution of various governments to the political structure of Goa since Liberation.

**Learning outcome:** At the end of the course the student will be able to:

- Identify the unique characteristics of various historical periods and analyse the change over time.
- Compare and contrast the political structure and policies of various governments in Goa.
- Develop critical thinking skills through debates, discussions and assignment writing.

**Course duration:** Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

**1. Unit 1: Goa upto 1510 A.D.**

- 1.1. Sources for the study of History of Goa.
- 1.2. Early Dynasties
- 1.3. Kadambas
- 1.4. Goa from 1352 to 1510

**2. Unit 2: Goa from 1510 to 1910**

- 2.1. Portuguese conquest of Goa: Old Conquests, New Conquests.
- 2.2. Nature of Portuguese administrative system: civil, military, judicial, revenue.
- 2.3. Pombaline Reforms
- 2.4. Reaction to the Portuguese rule: Khola, Cuncolim, Mateus de Castro, Pinto Conspiracy, Rane Revolts.

**3. Unit 3: Goa from 1910-1961**

- 3.1. Republican administration.
- 3.2. Salazarist dictatorship
- 3.3. Satyagraha Movements
- 3.4. Operation Vijay and Liberation of Goa

**4. Unit 4: Goa from 1961 to 1987**

- 4.1. Military rule to Democracy
- 4.2. Government and politics (1963-1979)
- 4.3. Government and politics (1979 – 1987)
- 4.4. Opinion poll, Language issue and Statehood

## **BOOKS FOR REFERENCE:**

1. Ali, B. Sheikh, ed. *Goa Wins Freedom Reflections and Reminiscences*. Taleigao-Goa: Goa University Publication, 1986.
2. Bhandari, Romesh. *Goa*. New Delhi: The Lotus Collection, 1999.
3. Bhatt, S. C, ed. *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications, 2006.
4. Borges, Charles J. and Others, ed. *Goa and Portugal: History and Development*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
5. Boxer, C.R. *The Portuguese Seaborne Empire 1415-1825*. London: Hutchinson, 1969.
6. Correia, Luis de Assis. *Goa through the mists of History from 10000 B.C.-A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd., 2006.
7. Cunha, T.B. *Goa's Freedom Struggle*. Bombay: Dr. T.B. Cunha Memorial Committee, 1961.
8. Dhume, Anant Ramakrishna Sinai. *The Cultural History of Goa; From 10000 B.C.-1352 A.D.* Panaji- Goa: Broadway Book Centre, 1986.
9. Esteves, Sarto. *Politics and Political Leadership in Goa*. New Delhi: Sterling, 1986.
10. Fernandes, Aureliano. *Cabinet Government in Goa*. New Delhi: Sterling, 1986.
11. Gantzer, Hugh, *Discovering Goa*, New Delhi: Media Trans-asia India Ltd., 2006.
12. Gomes, Olivinho J.F. *Village Goa: A Study of Goan Social Structure and Change*. New Delhi: S. Chand And Company Ltd., 1996.
13. Gomes, Olivinho J.F. *Goa*. New Delhi: National Book Trust, 2002.
14. Gune, V.T, ed. *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer*. Part I. Goa: Panaji Government Press, 1971.
15. Hall, Maurice. *Window on Goa: A History and Guide*. London: Quiller Press, 1992.
16. Kamat, Pratima P. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza, 1999.
17. Kamat, Pratima P. *Goa: Its tryst with trade*. Panaji: Goa Chamber Of Commerce And Industry, 2009.
18. Larsen, Karin. *Faces of Goa*. New Delhi: Gyan Publishing House, 1998.
19. Malekandathil, Pius and Remy Dias, eds. *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza, 2008.
20. Mendonca, Delio, de. *Conversions and Citizenry: Goa under Portugal- 1510-1610*. New Delhi: Concept Publishing Company Pvt. Ltd., 2002.
21. Mhamai, S. K, ed. *Goa in the Indian Sub-Continent*. Panaji: Government of Goa, 2001.
22. Mitragotri, V. R. *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik Institute of Menezes Braganza, 1999.
23. Moraes G.M. *Kadamba Kula*. New Delhi: Asian Educational Services, 1989.
24. Narayan, Rajan. *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd., 2011.
25. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.
26. Priolkar, A.K. *The Goa Inquisition*. Panaji: Rajhauns Vitaran, 1961.
27. Sa, Cabral e, ed. *Redefining Horizons Goa: Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa, 2002.
28. Shastry, B.S. *Goa-Kanara Portuguese Relations 1498-1763*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
29. Shirodkar, P.P. *Goa's Struggle for Freedom*. Bardez-Goa: 'Vatsalya', 1988.
30. Souza, Teotonio R. de. *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556, 1979.
31. Souza, Teotonio R. de, ed. *Goa through the Ages: Economic History*. Vol. II. New Delhi: Concept Publishing Company Pvt. Ltd., 1990.

**Paper Title:** World Civilizations: Persia, India, Greece and Rome. (Earliest Times to 500A.D.)-  
I

**Paper Code:** HIS-1.C-2

**Name of Faculty:** Vanessa M. A. Barros Colaço

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

- Define major world civilizations and comprehend their developments and contributions.
- Explore the rise and fall of major empires in the world.

**Learning outcome:** At the end of the course the student will be able to:

- Understand the significance and contributions of the major world civilizations and their cultural influences.
- Formulate their ideas and interpretations of the past through assignments and presentations.
- Develop critical thinking skills by engaging in discussions and arguments.

**Course duration:** Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

**1. Unit 1: Persian Civilization.**

- 1.1. Location
- 1.2. Main Rulers: Cyrus the Great, Darius the Great and Xerxes-I
- 1.3. Science, Religion, Literature, Art and Architecture.

**2. Unit 2: Harappan Civilization.**

- 2.1. Location
- 2.2. Economy: Craft Production, Trade and Commerce
- 2.3. Society, Religion, Town Planning and Script.

**3. Unit 3: Greek Civilization.**

- 3.1. Location
- 3.2. Athenian Democracy and Spartan Militarism
- 3.3. Philosophy, Religion, Science, Literature, Art and Architecture.

**4. Unit 4: Roman Civilization.**

- 4.1. Location
- 4.2. Main Rulers: Julius Caesar, Augustus Caesar
- 4.3. Law, Religion, Literature, Art and Architecture



## **BOOKS FOR REFERENCE:**

1. Allchin, Bridget and Raymond. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 1982.
2. Bahn, Paul, ed. *A complete illustrated world encyclopedia of Archaeology*. London: Hermes House, 2008.
3. Beatty, J.L. and Johnson, O.A. *Heritage of Western Civilization*. New Jersey: Prentice-Hall, 1966.
4. Boardman, Griffin, and Murray, eds. *The Oxford History of the Classical World, Vol. I: Greece and the Hellenistic World*. Oxford: Oxford University Press, 1986.
5. Boardman, Griffin, and Murray, eds. *The Oxford History of the Classical World, Vol. II: The Roman World*. Oxford: Oxford University Press, 1986.
6. Breasted J. H. *A Brief history of the World, Ancient Times*. London: Ginn and Company, 1947.
7. Brinton, Crane & others. *Civilization in the West*. New Jersey: Prentice-Hall, 1960.
8. Buddha, Prakash. *Studies in Indian History & Civilization*. California: University of California, 1962.
9. Burns, Edward McNall and Ralph Philip Lee. *World Civilisation, From Ancient to Contemporary*, Vol. I. New York: Norton, 1969.
10. Burns, Edward McNall. *Western Civilizations: Their History and their Cultures*. New York: W.W. Norton, 1963.
11. Cantor, N.F. *Western civilization*. Vol. I. Glenview: Scott, Foresman, 1969.
12. Cantor, N.F. *Western civilization*. Vol. II. Glenview: Scott, Foresman, 1969.
13. Childe, Gordon V. *The Dawn of European Civilization*. New York: Routledge, 1996.
14. Davies, H.A. *An Outline of the History of the World*. London: Oxford University Press, 1959.
15. Durant, Will and Ariel. *The Story of Civilization, Our Oriental Heritage*. Vol.1. New York: Simon and Schuster, 1935.
16. Durant, Will and Ariel. *Life of Greece*, New York: Simon and Schuster, 1939.
17. Durant, Will and Ariel. *The Story of Civilization, Caesar and Christ*. New York: Simon and Schuster, 1944.
18. Gibbon, Edward. *Decline and Fall of the Roman Empire*. London: Strahan & Cadell, 1960.
19. Hayes, C.J.H. *History of the Western Civilization*. New York: The Macmillan Company, 1962.
20. Kosambi, D.D. *Culture and Civilization of Ancient India in historical outline*. New Delhi: Vikas Publishing House Pvt. Ltd., 1997.
21. Possehl, G.L, ed. *Harappan Civilization*. New Delhi: Vikas Publishing House Pvt. Ltd., 1979.
22. Rodgers, Nigel. *A complete history and wars of Ancient Greece*. London: Hermes House, 2009.
23. Rodgers, Nigel. *Ancient Rome*. London: Hermes House, 2010.
24. Schneider, Hermann. *History of World Civilization*. Vol.I. London: George Routledge and Sons, 1931.
25. Schneider, Hermann. *History of World Civilization*. Vol.II. London: George Routledge and Sons, 1931.
26. Sharmad, H.C, ed. *Encyclopedia of World Civilizations, Vol.I: Ancient and Modern Civilizations*. New Delhi: Dharam Singh publications, 2008.
27. Singhal, D.P. *India and World Civilization*. Vol. I. Michigan: Michigan State Univ Pr. Publication, 1969.

28. Singhal, D.P. *India and World Civilization*. Vol. II. Michigan: Michigan State Univ Pr. *Publication*, 1969.
29. Storm, Rachel. *Legends and Myths of India, Egypt, China and Japan*. Lorenz books, 2008.
30. Swain, J.E. *History of World Civilization*. New Delhi: Eurasia publishing house, 1983.
31. Wolf, J. B. *Emergence of European Civilization*. New York: Harper and Row, 1962.

**PAPER TITLE:** History of Goa: Economic, Social and Cultural History From Earliest Times to 1987 - II

**Paper Code:** HIS-II. C-3

**Name of Faculty:** Ms. Sarita Naik Tari

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

- Formulate an understanding of the forces that have influenced the social, economic and cultural changes in Goa through the ages.
- Appreciate Goa's rich and unique heritage.
- Analyze the progress that Goa has made since liberation.

**Learning Outcome:** At the end of the course the student will be able to:

- Identify colonial impact on Goa's economic and socio-cultural profile.
- Understand the diverse characteristics of Goa's heritage.
- Develop critical thinking skills through debates, discussions, assignment writing and field work.

**Course duration:** Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **COURSE CONTENT**

### **1. Unit 1 : Society**

- 1.1. Early settlers, Tribes
- 1.2. Caste, Religion
- 1.3. Lusitanization

### **2. Unit 2: Economy**

- 2.1. Trade and Commerce.
- 2.2. Transition from *Gaunkari* to *Comunidade*
- 2.3. Economic progress since Liberation: industry, tenancy reforms, tourism, mining and urbanization.

### **3. Unit 3: Culture**

- 3.1. Food, Dance and Music, Festivals.
- 3.2. Pre-historic rock art and historical monuments.
- 3.3. Heritage conservation: Role of Government and NGOs

### **4. Unit 4: Human Development**

- 4.1. Education, Language and Literature
- 4.2. Health
- 4.3. Status of Women
- 4.4. Demography and Migration.

## **BOOKS FOR REFERENCE:**

1. Abreu, Savio and Rudolf E. Heredia, eds. *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company Pvt. Ltd., 2014.
2. Alvares, Claude. *Fish, Curry and Rice: A Citizen's Report on the Goan Environment*. Mapusa: The Other India Book Press, 2001.
3. Bhandari, Romesh. *Goa*. New Delhi: The Lotus Collection, 1999.
4. Bhatt, S. C, ed. *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications, 2006.
5. Borges, Charles J. and Helmut Feldmann, ed. *Goa and Portugal: Their Cultural Links*. New Delhi: Concept Publishing Company Pvt. Ltd., 1997.
6. Borges, Charles J. and Others, ed. *Goa and Portugal: History and Development*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
7. Carita, Halder. *Palaces of Goa*. Portugal: Cartago London, 1997.
8. Correia, Luis de Assis. *Goa through the mists of History from 10000 B.C.-A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd., 2006.
9. Cunha, Gerard. da. *Houses of Goa*. Bardez-Goa: Architecture Autonomous, 1999.
10. Dhume, Anant Ramakrishna Sinai. *The Cultural History of Goa; From 10000 B.C.-1352 A.D.* Panaji- Goa: Broadway Book Centre, 1986.
11. Fernandes, Aureliano. *Cabinet Government in Goa*. New Delhi: Sterling, 1986.
12. Gantzer, Hugh, *Discovering Goa*, New Delhi: Media Trans-asia India Ltd., 2006.
13. Gomes, Olivinho J.F. *Village Goa: A Study of Goan Social Structure and Change*. New Delhi: S. Chand And Company Ltd., 1996.
14. Gomes, Olivinho J.F. *Goa*. New Delhi: National Book Trust, 2002.
15. Gune, V.T, ed. *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer*, Part I. Goa: Panaji Government Press, 1971.
16. Hall, Maurice. *Window on Goa: A History and Guide*. London: Quiller Press, 1992.
17. Issar, T. P, *Goa Dourada: The Indo- Portuguese Bouuquet*,
18. Kamat, Pratima P. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza, 1999.
19. Kamat, Pratima P. *Goa: Its tryst with trade*. Panaji: Goa Chamber Of Commerce and Industry, 2009.
20. Larsen, Karin. *Faces of Goa*. New Delhi: Gyan Publishing House, 1998.
21. Lobo, Patrick. J. *Magnificent Monuments of Old Goa*.
22. Mathew, K.S., Souza, Teotonio R. De, Malekandathil, Pius. *The Portuguese and the Socio-Cultural Changes in India*. Kerala: Institute for Research in Social Sciences and Humanities, MESHAAR, 2001.
23. Mendonca, Delio, de. *Conversions and Citizenry: Goa under Portugal- 1510-1610*. New Delhi: Concept Publishing Company Pvt. Ltd., 2002.
24. Mhamai, S.K, ed. *Goa: Educational Institutions through the Ages*. Panaji: Government of Goa, 2002.
25. Moraes G.M. *Kadamba Kula*. New Delhi: Asian Educational Services, 1989.
26. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.
27. Pandit, Heta. *In and around Old Goa*. Mumbai-India: Marg Publications, 2004.
28. Pereira, Jose. *Churches of Goa*. New Delhi: Oxford University Press, 2002.
29. Pereira, Jose, Micael Martins and Antonio Da Costa, *Song of Goa Crown of Mandos*. Saligao-Goa: Broadway Publishing House, 2010.
30. Pinto, Celsa, *Goa Images and Perceptions: Studies in Goan History*. Panaji: Rajhauns Vitaran, 1996.
31. Phaldesai, Pandurang. *Kaleidoscope Goa: A Cultural Atlas*. Panaji: Vasantrao Dempo Education and Research Foundation, 2004.
32. Priolkar, A.K. *The Goa Inquisition*. Panaji: Rajhauns Vitaran, 1961.

33. Malekandathil, Pius and Remy Dias, eds. *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza, 2008.
34. Malgonkar, Manohar. *Inside Goa*. Bardez-Goa: Architecture Autonomous, 1982.
35. Mhamai, S. K, ed. *Goa in the Indian Sub-Continent*. Panaji: Government of Goa, 2001.
36. Mitragotri, V. R. *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik Institute of Menezes Braganza, 1999.
37. Narayan, Rajan. *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd., 2011.
38. Rodricks, Wendell. *Moda Goa: History and Styles*. Uttar Pradesh- India: Harper and Collins, 2012.
39. Sa, Cabral e, ed. *Redefining Horizons Goa: Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa, 2002.
40. Shastri, B.S. *Goa-Kanara Portuguese Relations 1498-1763*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
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42. Silva, Fatima Gracias, da. *Health and Hygiene in Colonial Goa 1510-1961*. New Delhi: Concept Publishing Company Pvt. Ltd.,1994.
43. Silva, Fatima Gracias, da. *Cozinha De Goa: History and Tradition of Goan Food*. New Delhi: Concept Publishing Company Pvt. Ltd.
44. Souza, Teotonio R. de. *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556, 1979.
45. Souza, Teotonio R. de, ed. *Goa through the Ages: Economic History* .Vol. II. New Delhi: Concept Publishing Company Pvt. Ltd., 1990.
46. Xavier, P.D. *Goa: A Social History (1510-1640)*. Panaji-Goa: Rajhauns Vitaran, 1993.

**Paper Title:** World Civilizations: Egypt, Mesopotamia, China and Maya. (Earliest Times to 1500 AD)- II

**Paper Code:** HIS-2.C-4

**Name of Faculty:** Vanessa M. A. Barros *Colaço*

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

- Define major world civilizations and comprehend their developments and contributions.
- Explore the rise and fall of major empires in the world.

**Learning outcome:** At the end of the course the student will be able to:

- Understand the significance and contributions of the major world civilizations and their cultural influences.
- Formulate their ideas and interpretations of the past through assignments and presentations.
- Develop critical thinking skills by engaging in discussions and arguments.

**Course duration:** Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **COURSE CONTENT:**

### **1. Unit 1: Egyptian Civilization.**

- 1.1. Location
- 1.2. Main Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses-II,
- 1.3. Religion, Science, Script, Art and Architecture.

### **2. Unit 2: Mesopotamian Civilization.**

- 2.1. Location
- 2.2. Main Rulers: Gilgamesh, Sargon of Akkad
- 2.3. Religion, Science, Script, Hammurabi's Code, Art and Architecture.

### **3. Unit 3: Chinese Civilization.**

- 3.1. Location
- 3.2. Main Dynasties- Chin: Shih Hwang- Ti, Han: Wu- Ti.
- 3.3. Economy, Science, Philosophy, Art and Architecture.

### **4. Unit 4: Mayan Civilization.**

- 4.1. Location
- 4.2. Polity
- 4.3. Society, Religion, Economy, Science, Art and Architecture

## **BOOKS FOR REFERENCE:**

1. Bahn, Paul, ed. *A complete illustrated world encyclopedia of Archaeology*. London: Hermes House, 2008.
2. Beatty, J.L. and Johnson, O.A. *Heritage of Western Civilization*. New Jersey: Prentice-Hall, 1966.
3. Boardman, Griffin, and Murray, eds. *The Oxford History of the Classical World, Vol. I: Greece and the Hellenistic World*. Oxford: Oxford University Press, 1986.
4. Breasted J. H. *A Brief history of the World, Ancient Times*. London: Ginn and Company, 1947.
5. Brinton, Crane & others. *Civilization in the West*. New Jersey: Prentice-Hall, 1960.
6. Burns, Edward McNall and Ralph Philip Lee. *World Civilisation, From Ancient to Contemporary*, Vol. I. New York: Norton, 1969.
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9. Cantor, N.F. *Western civilization*. Vol. II. Glenview: Scott, Foresman, 1969.
10. Childe, Gordon V. *The Dawn of European Civilization*. New York: Routledge, 1996.
11. Davies, H.A, *An Outline of the History of the World*. London: Oxford University Press, 1959.
12. Durant, Will and Ariel. *The story of civilization, Our Oriental Heritage*. Vol.1. New York: Simon and Schuster, 1935.
13. Hayes, C.J.H, *History of the Western Civilization*. New York: The Macmillan Company, 1962.
14. Oaks, Lorna and Lucia Gahlin. *Ancient Egypt*. London: Hermes House, 2002.
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16. Rodgers, Nigel. *Ancient Rome*. London: Hermes House, 2010.
17. Schneider, Hermann. *History of World Civilization*. Vol.I. London: George Routledge and Sons , 1931.
18. Schneider, Hermann. *History of World Civilization*. Vol.II. London: George Routledge and Sons , 1931.
19. Sharmad, H.C, ed. *Encyclopedia of World Civilizations*. Vol.I: Ancient and Modern Civilizations. New Delhi: Dharam Singh publications, 2008.
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21. Singhal, D.P. *India and World Civilization*. Vol. II. Michigan: Michigan State Univ Pr. *Publication*, 1969.
22. Storm, Rachel. *Legends and Myths of India, Egypt, China and Japan*. Lorenz books, 2008.
23. Swain, J.E. *History of World Civilization*. New Delhi: Eurasia publishing house, 1983.

# Parvatibai Chowgule College of Arts and Science Autonomous

## Department of History

### Proposed List of Core and Elective Courses

SN	Semester - I		Semester - II					
	Core Papers	Paper Code	Core Papers	Paper Code				
1	History of Goa: Political History From Earliest Times to 1987 - I.	HIS- I.C-1	History of Goa: Economic, Social and Cultural History From Earliest Times to 1987 - II	HIS II.C-3				
2	World Civilizations: Persia, India, Greece and Rome. (Earliest times to 500 A.D.)-I	HIS- I.C-2	World Civilizations: Egypt, Mesopotamia, China and Maya. (Earliest times to 1500 AD)- II	HIS II.C-4				
Semester - III					Semester - IV			
	Core Paper	Paper Code	Elective Papers	Paper Code	Core Paper	Paper Code	Elective Paper	Paper Code
1	Ancient India From Vedic Age to 1206 A.D.	HIS III.C-5	History of South India From Earliest Times to C. 1250	HIS III.E-1	Medieval India (1206-1757 A.D.)	HIS IV.C-6	Goan Heritage and Culture	HIS IV.E-6
			History of the Marathas	HIS III.E-2			Indian Art and Architecture upto 1757 A.D.	HIS IV.E-7
			Introduction to Archaeology	HIS III.E-3			Indian Archaeology	HIS IV.E-8
			Socio-Economic History of Europe (c.800 A.D.-1700)	HIS III.E-4			World History (Renaissance to French Revolution) - II	HIS IV.E-9
			Portuguese Language A1.1	HIS III.E-5			Portuguese Language A1.2	HIS IV.E-10
Semester V								
SN	Core Paper	Paper Code	Elective papers	Paper Code	Core Paper		Paper Code	
1	Modern India (1757-1950)	HIS V.C-7	History of Modern China and Japan (1839-1949)	HIS V.E-11	Modern World (1789 - 1945)		HIS VI.C-8	
			History of South East Asia	HIS V.E-12				
			Introduction to Constitution of India	HIS V.E-13				
			Introduction to Historical Method and Indian Historiography	HIS V.E-14				



**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMY)**

**SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN HISTORY**

**SEMESTER III**

**CORE PAPER**

**Paper Title:** ANCIENT INDIA FROM VEDIC AGE TO 1206 A.D.

**Paper Code:** HIS III.C-5

**Name of Faculty:** Vanessa M. A. Barros Colaço

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Understand and analyse the course of Ancient Indian history.
2. Evaluate the contributions made by the significant ruling dynasties of ancient India.

**Learning outcome:** At the end of the course the student will be able to:

1. Understand the significance and contributions of the major dynasties of ancient India.
2. Formulate their ideas and interpretations of the past through assignments and presentations.
3. Assess the contributions of the ancient Indian dynasties and evaluate the impact of their rule on Indian history.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

**Unit 1: Vedic and Post Vedic Period (15 Lectures)**

- 1.1. Vedic Age- society, economy, religion
- 1.2. Emergence of heterodox religions and their impact
- 1.3. Polity, Mahajanapadas and State formation

**Unit 2: The Mauryan Empire (15 Lectures)**

- 2.1 Emergence
- 2.2 Mauryan administration- policy of *dhamma*
- 2.3 Society and economy

### **Unit 3: Post-Mauryan India**

**(20 Lectures)**

- 3.1 The Indo-Greeks; Sangam polity
- 3.2 Samundragupta, Chandragupta-II
- 3.3 Economy, society, religion
- 3.4 Learning and literature, science, art and architecture

### **Unit 4: Post- Gupta Period**

**(10 Lectures)**

- 4.1 Harshavardhana, Rajputs, Arab invasions
- 4.2 Society and economy

#### **Essential Books:**

1. Basham, A.L. *The Wonder that was India*. London: Sidgwick & Jackson, 1954.
2. Majumdar, R.C. *Ancient India*. Delhi: Motilal Banarsidass Publ., 1977.
3. Majumdar, R.C. and others. *An Advanced History of India*. London: Macmillan and Co. Ltd., 1960.
4. Sharma, R.S. *India's Ancient Past*. New Delhi: Oxford University Press, 2005.
5. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Education India, 2008.
6. Thapar, Romila. *Early India from the Origins to AD 1300*. Berkeley: University of California Press, 2002.

#### **Additional Books:**

1. Dutt, R.C., *Ancient India. 2000 B.C-800 AD*. London: Longmans, Green & Co., 1893.
2. Gokhale, B.G. *Ancient India: History and culture*. Bombay: Asia Publishing House, 1952.
3. Kosambi, D. D. *The Culture and Civilization of Ancient India in Historical Outline*. London: Routledge and K. Paul, 1965.
4. Rapson, Edward James. *The Cambridge History of India: Ancient India (Vol. 1)*. Cambridge University Press, 1922.
5. Sharma, R S. *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Motilal Banarsidass, 2005.
6. Thapar, Romila. *Ancient Indian social history: Some interpretations*. New Delhi: Orient Blackswan, 1978.

## **ELECTIVE PAPERS**

**Paper Title:** HISTORY OF SOUTH INDIA FROM EARLIEST TIMES TO C. 1250

**Paper Code:** HIS III.E-1

**Name of Faculty:** Ms. Clarinda Fernandes

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of the political, economic, social, cultural and intellectual history of South India.
2. Evaluate the contribution of various south Indian dynasties to art, architecture, economy and culture.

**Learning outcome:** At the end of the course the student will be able to:

1. Analyse the process of rise and fall of different dynasties of south India.
2. Appreciate the contribution of the south Indian dynasties to the cultural history of India.
3. Develop critical thinking skills through debates, discussions and assignment writing.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **COURSE CONTENT:**

1. **Unit I: Introduction** (8 Lectures)
  - 1.1. Topography
  - 1.2. Sources
2. **Unit II: Political History** (16 Lectures)
  - 2.1. Sangam age: Cholas and Pallavas
  - 2.2. Satavahanas, Kadambas, Chalukyas, Rashtrakutas and Hoysalas
3. **Unit III: Economic History** (18 Lectures)
  - 3.1. Agriculture
  - 3.2. Craft production
  - 3.3. Trade
4. **Unit IV: Society and Culture** (18 Lectures)
  - 4.1. The Varna System
  - 4.2. Religions
  - 4.3. Literature, art and architecture

### **Essential books:**

1. Karashima, Noboru. *A Concise History of South India: Issues and Interpretation*. New Delhi: Oxford University Press, 2014.
2. Majumdar, R.C, ed. *History and Culture of Indian People*. Vol. VI, VII. Mumbai: Bharatiya Vidya Bhavan. 2006.
3. Sastri, K.A.N. *A History of South Indian History from the earliest Times to the fall of the Vijayanagaras*. New Delhi: Oxford University Press. 1971.
4. Sharma, R.S. *History of Ancient India*. New Delhi: Oxford University Press, 2007.
5. Stein, Burton. *A History of India*. New Delhi. Oxford University Press, 2002
6. Thapar, Romila. *Early India from the Origins to AD 1300*. Berkeley: University of California Press, 2002

### **Additional books**

1. Adiga, Malini. *The Making of Southern Karnataka: Society, Polity and Culture in the Early Medieval Period*. Karnataka, India: Orient BlackSwan, 2006.
2. Altekar, A. S. *The Rashtrakutas and their Times*. Poona: Oriental Book Company, 1967.
3. Basavaraja, K. R. *History and Culture of Karnataka: Early Times to Unification*. Karnataka: Chalukya Publication, 1984.
4. Champakalakahmi, R. *Trade, Ideology and Urbanization: South India 200 B.C. to 1300 A.D.* Delhi: OUP, 1996.
5. Derrett, John Duncan Martin. *The Hoysalas: A Medieval Indian Royal Family*. Delhi: OUP, 1957.
6. Desai. P. B. *A History of Karnataka: From Pre-history to Unification*. Dharwad: Kannada Research Institute, Karnataka University, 1970.
7. Kosambi, D. D. *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan, 1975.
8. Kulke, Hermann and Dietmar Rothermund. *A History of India*. U.K: Psychology Press, 2004.
9. Moraes, George. *The Kadamba Kula: A History of Ancient and Medieval Karnataka*. Bombay: B.X. Furtado, 1931.
10. Stein, Burton. *Peasants, State and Society in Medieval South India*. Delhi: OUP, 1980.
11. Veluthat, Kesavan. *The Early Medieval in South India*. New Delhi: Oxford University Press, 2010
12. Yazdani, G., ed. *The Early History of the Deccan*. London: Oxford University Press, 1960.

**Paper Title:** HISTORY OF THE MARATHAS

**Paper Code:** HIS-III.E-2

**Name of Faculty:** Ms. Sarita Naik Tari

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of the various forces that led to the rise of the Marathas and role played by Shivaji as founder of *Swarajya*.
2. Assess the role of Peshwas in the expansion of the Maratha power.
3. Evaluate the contribution of Marathas to the socio-economic and cultural aspects.

**Learning outcome:** At the end of the course the student will be able to:

1. Understand the forces behind the power conflicts in the western and central India during the 17<sup>th</sup> and the 18<sup>th</sup> centuries.
2. Analyse the role played by the rulers in consolidating the Maratha power.
3. Appreciate Maratha contribution to culture.
4. Develop critical thinking skills through debates, discussions and assignment writing.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

- 1. Unit I: Rise of the Marathas (15 Lectures)**
  - 1.1. Establishment of Swarajya: Factors leading to the rise of the Marathas, relations with Adilshah of Bijapur, Mughals and the Portuguese, coronation
  - 1.2. Maratha- Mughal conflict: Sambhaji, Rajaram, Tarabai
  - 1.3. Maratha administration: Civil, military, judicial and revenue
- 2. Unit II: Expansion and consolidation of the Maratha power under the Peshwas (15 Lectures)**
  - 2.1. Balaji Vishwanath
  - 2.2. Bajirao I
  - 2.3. Balaji Bajirao - Third battle of Panipat
- 3. Unit III: Revival and decline of the Maratha Power (15 Lectures)**
  - 3.1. Madhav Rao I
  - 3.2. Barabhai Council, Bajirao II
  - 3.3. Factors leading to the decline of the Marathas
- 4. Unit IV: Socio-Economic and Cultural developments (15 Lectures)**
  - 4.1. Society: Religion, gender and caste
  - 4.2. Economy: Agriculture, industries, trade and commerce
  - 4.3. Culture: Learning, literature, art and architecture

**Essential References:**

1. Chitnis, K.N. *Socio-Economic Aspects of Medieval India*. Pune: Atlantic Publishers and Distributors, 2002.
2. Chitnis, KN. *Glimpses of Medieval Indian Ideas and Institutions*. Poona: 1981.
3. Gordon, Stewart. *The New Cambridge History of India. II.4: The Marathas 1600-1818*. New York: CUP, 1993.
4. Kulkarni, A.R. *Maharashtra in the Age of Shivaji*. Poona: Deshmukh and Co., 1969.
5. Kulkarni, A. R. *Marathas and the Maratha Country*. 3 Vols. New Delhi: Books & Books, 1996.  
Vol. I: *Medieval Maharashtra*  
Vol. II: *Maratha Country*  
Vol. III: *The Marathas(1600-1648)*
6. Majumdar, R.C, ed. *The History and Culture of the Indian People*. Vol. VIII. Bombay: Bharatiya Vidya Bhavan, 1977.
7. Nilkant, S. *History of the Great Maratha Empire*. Dehradun (India): Rishabh Publishers & Distributors, 1992.
8. Sarkar, Jadunath. *The House of Shivaji*. Bombay: Orient Longman, 1978.

**Additional References**

1. Duff, Grant J.A *History of the Marathas*. Vol. I& II. New Delhi: Cosmo Publications, 1999.
2. Pagdi, S.M. *Chatrapati Shivaji*. Poona: Continental Prakashan, 1974.
3. Ranade, M.G. *Rise of the Maratha Power*. New Delhi: Publication Division, Govt. of India, 1974.
4. Sardesai, G.S. *New History of Marathas*. 3 Vols. Bombay: Phoenix Publications, 1968.  
Vol. I: *Shivaji and His Times (1600-1700)*, Third Impression, 1971  
Vol. II: *The Expansion of the Maratha Power, (1707-1772)*, 1958.  
Vol. III: *Sunset Over Maharashtra, (1772-1848)*. Second Impression, 1968.
5. Sen, S.N. *Administrative System of the Marathas*. Calcutta: R.P. Bagchi, 1976.
6. Sen, S.N. *Military System of the Marathas*. Bombay: Orient Longmans, 1958.

**Paper Title:** INTRODUCTION TO ARCHAEOLOGY

**Paper Code:** HIS-III. E-3

**Name of Faculty:** Ms. Sarita Naik Tari / Ms. Jerilee Vas

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Understand the theoretical issues involved in the study of archaeology.
2. Gain knowledge of 'Field Archaeology' by focussing on the methods involved in the collection, analysis and interpretation of archaeological records.

**Learning Outcome:** A successful completion of this course will enable the student to:

1. Acquire basic knowledge about the theoretical aspects of archaeological studies.
2. To be aware of significance of archaeology as a discipline and take up further studies in field archaeology.
3. Develop critical thinking skills through debates, discussions, assignment writing and visits to archaeological sites.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **COURSE CONTENT**

- 1. Unit I: Definition, Aim and Scope of Archaeology (15 Lectures)**
  - 1.1. Definition and aims
  - 1.2. Relation of Archaeology with natural and social sciences
  - 1.3. History and development of Archaeology in Europe and America
- 2. Unit II: Methods in Archaeology (15 Lectures)**
  - 2.1. Exploration
  - 2.2. Excavation
  - 2.3. Dating Techniques
- 3. Unit III: Archaeological Records (15 Lectures)**
  - 3.1. Archaeological site
  - 3.2. Types of records
  - 3.3. Usefulness of records in reconstructing the past
- 4. Unit IV: History and development of Indian Archaeology (15 Lectures)**
  - 4.1. Pre-history
  - 4.2. Proto-history
  - 4.3. Historical period

## **Essential References:**

1. Binford, L.R. *In Pursuit of the Past: Decoding the Archaeological Record*. London: Thames and Hudson, 1983.
2. Childe, V.G. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul, 1956.
3. Fagan, B. *In the Beginning: An Introduction to Archaeology*. Glenview (Illinois): Scott, Foresman and Company, 1988.
4. Hodder, I. *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 1986.
5. Renfrew, C. and P. Bahn. *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson, 1991.

6. Sankalia, H. D. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College, 1974.
7. Wheeler, R.E.M. *Archaeology from the Earth*. London: Penguin Books, 1961.

**Additional References:**

1. Chakrabarty, D. K. *A History of Indian Archaeology: From Beginning to 1947*. Delhi: Munshiram Manoharlal, 1988.
2. Dhavalikar, M.K. *Historical Archaeology of India*. New Delhi: Books and Books, 1997.
3. Paddayya, K. *Recent Studies in Indian Archaeology*. Delhi: Munshiram Manoharlal Pvt. Ltd., 2002.
4. Rajan, K. *Archaeology: Principles and Methods*. Thanjavur: Pathippakam Publication, 2002.
5. Raman, K.V. *Principles and Methods in Archaeology*. Madras: Parthajan Publication, 1991.

**Paper Title:** SOCIO-ECONOMIC HISTORY OF EUROPE (C. 800 A.D. -1700 )

**Paper Code:** HIS III.E-4

**Name of Faculty:** Vanessa M. A. Barros Colaço

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Understand and analyse the course of the history of Europe.
2. Analyze the major socio-economic events that transformed Europe.

**Learning outcome:** At the end of the course the student will be able to:

1. Interpret the socio-economic transformation in Europe.
2. Formulate their ideas and interpretations through assignments and presentations.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

**UNIT 1: Feudalism**

**(10 Lectures)**

- 1.1 Feudalism- Origin and features
- 1.2 Manorialism
- 1.3 Slavery and serfdom

**UNIT 2: Religion**

**(15 Lectures)**

- 2.1 Cluniac Reform Movements, Investiture Contest
- 2.2 Crusades and their impact
- 2.3 Twelfth century renaissance



**UNIT 3: Socio-economic Transition****(18 Lectures)**

- 3.1 Fifteenth century crisis
- 3.2 Black Death and urban decay
- 3.3 Decline of feudalism
- 3.4 Emergence of towns, trade and commerce

**UNIT 4: Socio-economic Transformation****(17 Lectures)**

- 4.1 Black slavery and slave trade
- 4.2 Price Revolution
- 4.3 Towards a global economy-origins of Capitalism and Mercantilism

**Essential Books:**

1. Burns, Edward McNall and Philip Lee Ralph. *World Civilizations From Ancient to Contemporary. Vol.I.* New York: Norton and Company, 1969.
2. Cambridge Medieval History. Vol. VIII. *Close of the Middle Ages.* Cambridge: Cambridge University Press, 1936.
3. Durant, Will. *The Story of Civilization. Volume IV: The Age of Faith.* New York: Simon & Schuster, 1950.
4. Fisher, H.A.L. *History of Europe. Vol. I: From Earliest times to 1713.* London: Fontana Press, 1969.
5. Hayes, C. J. H. and Moon, P. T. *Ancient and Medieval History.* Cambridge: The Macmillan Company, 1929.
6. Phukan, M. *Rise of the Modern West: Social and Economic History of Modern Europe.* Cambridge: The Macmillan Company, 1998.

**Additional Books:**

1. Becker, C.L. & Cooper, K.S. *Modern history: Europe since 1600.* London: Burke Publishing, 1970.
2. Bury, J.B. et al. *Cambridge Medieval History. Vol. V: Contest of Empire and Papacy.* New York: The Macmillan Company, 1926.
3. Rich, E. E, C.H. Wilson, ed. *The Cambridge Economic History of Europe. Vols. IV: The Economy of Expanding Europe in the Sixteenth and seventeenth Centuries.* New York: CUP, 1967.
4. Thompson, J.W., E.N. Jonson. *An Introduction to Medieval Europe.* New York: W. W. Norton & company, inc., 1937.
5. Wolf, J B. *Emergence of European civilization.* New York: Harper & Brothers Publishers, 1962.

**Paper Title:** PORTUGUESE LANGUAGE A1.1

**Paper Code:** HIS-III.E-5

**Name of Faculty:** Gilda Maria Seara Machado

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To acquire the basics of phonology, morphology and lexicon.
3. To prepare students to experience the culture of the Portuguese country in the context of language immersion.

**Learning Outcomes:** At the end of the course, students will be able to:

1. Establish basic social contact by using everyday expressions like: greetings; farewells, thank you, etc;
2. To be able to introduce himself/herself and others;
3. Ask and answer simple questions in areas such as: eating and drinking, directions and shopping;
4. To initiate and respond to simple statements in areas of immediate need: making appointments, leisure activities and plans.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

**UNIT 1:** (10 Lectures)

- 1.1 Competências: Apresentar(-se), cumprimentar, despedir-se, dar informações de carácter pessoal.
- 1.2 Vocabulário: Nome, morada, estado civil, nacionalidades, países/cidades, profissões, números (até 20), adjetivos.
- 1.3 Gramática: Pronomes pessoais, Ser/ser de, artigos definidos e indefinidos, frases afirmativas/interrogativas, interrogativos, preposições.

**UNIT 2:** (10 Lectures)

- 1.1 Competências: localizar, descrever lugares, pedir informações sobre lugares, reservar um quarto no hotel.
- 1.2 Vocabulário: cidade, lojas, casa, mobília, escola, hotel, números (até 100)
- 1.3 Gramática: ser/estar, presente do indicativo: verbo ser -ar, artigos indefinidos, verbo haver, preposições, locuções de lugar, adjetivos, interrogativos, demonstrativos.

**UNIT 3:****(10 Lectures)**

- 3.1 Competências: perguntar e dizer as horas, pedir no café/restaurante e noutras lojas, falar de ações da vida quotidiana, falar de ações que decorrem no momento, expressar preferência.
- 3.2 Vocabulário: horas, partes do dia, dias da semana, refeições, comidas e bebidas, a ementa, na papelaria, números (101-1000).
- 3.3 Gramática: Presente do indicativo dos verbos regulares, verbos reflexos, interrogativos, preposições de tempo, advérbios, estar a + infinitivo.

**UNIT 4:****(10 Lectures)**

- 1.1 Competências: Convidar / aceitar / recusar, pedir desculpa, falar de atividades do tempo livre, concordar/discordar, escrever uma carta
- 1.2 Vocabulário: ações do dia a dia, meios de transporte, passatempos, convites, países/cidades, ao telefone.
- 1.3 Gramática: Presente do indicativo dos verbos irregulares, há/desde, preposições de movimento, pronomes pessoais de complemento indireto, ter de, ir + infinitivo.

**UNIT 5:****(10 Lectures)**

- 5.1 Competências: fazer planos, falar de passatempos e das férias, sugerir, falar sobre o tempo, aconselhar, comparar países e hábitos.
- 5.2 Vocabulário: meses, estações do ano, épocas festivas, o tempo, vestuário, cores, férias, tempos livres e passatempos, ordinais.
- 5.3 Gramática: Presente do indicativo dos verbos irregulares, preposições de tempo, com + pronome, comparativos e superlativos, possessivos.

**UNIT 6:****(10 Lectures)**

- 6.1 Competências: fazer compras, perguntar preços, pedir artigos em lojas, ir ao médico, descrever pessoas, aconselhar e dar instruções.
- 6.2 Vocabulário: nos correios/ no pronto a vestir / no banco / na farmácia / no médico, especialidades médicas, sintomas, a família, preços, telefone, descrições físicas e psicológicas.
- 6.3 Gramática: Presente do indicativo dos verbos irregulares, precisar de/ dever, imperativo, demonstrativos, para/ por.

**Essential Books:**

- Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 1. Nível A1, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Livro do Aluno 1. Nível A1, Lisboa: Lidel.

**Paper Title:** **PORTUGUESE LANGUAGE A1.2**

**Paper Code:** HIS-III.E-10

**Name of Faculty:** Gilda Maria Seara Machado

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To acquire the basics of phonology, morphology and lexicon;
3. To prepare students to experience the culture of the Portuguese country in the context of language immersion.

**Learning Outcomes:** At the end of the course, students will be able to:

1. To socialize effectively using everyday expressions for greeting and address people;
2. To ask and answer questions about personal details and daily life;
3. To write short and simple texts and fill in forms with personal details.

**Course duration:** Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:****UNIT 1:****(10 Lectures)**

- 1.1 Competências: aconselhar, indicar direções, reconhecer instruções, seguir um mapa, descrever uma cidade.
- 1.2 Vocabulário: intruções, publicidade, indicação de direções.
- 1.3 Gramática: imperativo dos verbos irregulares, indefinidos, preposições + pronomes

**UNIT 2:****(10 Lectures)**

- 2.1 Competências: falar de festas populares e de tradições, falar sobre acontecimentos passados, defender pontos de vista, argumentar, desenvolver a compreensão oral
- 2.2 Vocabulário: festas e tradições, hábitos, a tourada, ações relacionadas com o passado, opiniões.
- 2.3 Gramática: pretérito perfeito simples (ser, estar, ir e ter), P.P.S. dos verbos regulares, advérbios, haver de + infinitivo.

**UNIT 3:****(10 Lectures)**

- 3.1 Competências: falar de ações passadas, utilizar expressões de cortesia adequadas, planificar uma festa, enviar convites.
- 3.2 Vocabulário: festas, utensílios domésticos, fórmulas de cortesia, convites.
- 3.3 Gramática: P.P.S. dos verbos irregulares, conseguir/ saber / poder

**UNIT 4:****(10 Lectures)**

- 4.1 Competências: escrever uma carta, relatar fatos presentes, passados e futuros, falar de experiências.
- 4.2 Vocabulário: relato de ações no passado, experiências de vida, viagens, relatos biográficos.
- 4.3 Gramática: P.P.S. dos verbos irregulares, pronomes pessoais de complemento direto.

**UNIT 5:****(10 Lectures)**

- 5.1 Competências: apresentar características profissionais, falar dos objetivos e dos interesses profissionais, falar da experiência profissional, enfrentar uma entrevista, fazer e responder a inquéritos de rua.
- 5.2 Vocabulário: características profissionais, o Curriculum Vitae, perfil profissional, uma entrevista, inquéritos.
- 5.3 Gramática: andar a + infinitivo, costumar + infinitivo, partícula apassivante, pronomes relativos, advérbios em -mente, pronomes pessoais de complemento direto.

**UNIT 6:****(10 Lectures)**

- 6.1 Competências: falar de ações habituais no passado, expressar agrado ou desagrado, analisar as dificuldades de adaptação a uma nova cultura.
- 6.2 Vocabulário: ações habituais no passado, problemas de adaptação a um novo país ou cultura, palavras que podem provocar confusão.
- 6.3 Gramática: pretérito imperfeito: ações habituais no passado, advérbios.

**Essential Books:**

- Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 1. Nível A1, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Livro do Aluno 1. Nível A1, Lisboa: Lidel.

# Faculty of Social Sciences

## Semester End Assessment

### General Guidelines for Setting Question Papers

As the outcome of the Workshop/Meeting on framing the Question Paper held on September 3, 2015 and attended by all the faculty members of the Social Sciences departments, the following general guidelines have been prepared for setting the question papers for the Semester End Assessments (SEA) at the undergraduate level. These guidelines are for papers with no laboratory component.

For papers with no laboratory components the total marks at the SEA are 60 and the duration of the exam is 2 hours.

1. Question paper (QP) shall cover all the modules / units of the syllabus.
2. Paper-setters may opt to follow one of the two choice patterns: (i) QP providing overall choice to candidates, or (ii) QP providing internal choice to candidates.
3. All main questions will carry 12 marks each.
  - a. The main questions may be split into sub-questions.
  - b. No sub-question will carry less than 4 marks.
  - c. Aggregate marks of all the sub-questions of the main question shall not exceed 12.
4. One of the main questions shall be a compulsory question. This question could be used for comprehensive evaluation of the subject and to test the student's overall learning in the subject using Bloom's taxonomy of higher order learning.
5. Question paper with overall choice:
  - a. Will have 7 main questions of 12 marks each
  - b. One main question will be compulsory.
  - c. Overall choice pertains to the remaining 6 questions out of which students will have to answer any 4 questions.
6. Question paper with internal choice:
  - a. Will have 5 main questions of 12 marks each
  - b. One main question will be compulsory and have no internal choice.
  - c. Internal choice pertains to the remaining 4 questions; each of these main questions will have internal choice.

E Mericio Travassos

Dean, Faculty of Social Sciences

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)**  
**SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN HISTORY**  
**SEMESTER IV**  
**CORE PAPER**

**Paper Title:** MEDIEVAL INDIA: POLITICAL AND ADMINISTRATIVE HISTORY (1206-1757 A.D.)

**Paper Code:** HIS-IV. C-4

**Name of Faculty:** Ms. Sarita Naik Tari

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Acquire an understanding of the major political developments of medieval India.
2. Study continuity and change in the administrative system of the period.

**Learning outcome:** At the end of the course the student will be able to:

1. Analyse the forces behind the rise and fall of various dynasties.
2. Assess the contribution of major dynasties to the political history of India.
3. Develop critical thinking skills through debates, discussions and assignment writing.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**COURSE CONTENT:**

**1. Unit 1: The Delhi Sultanate** **(15 Lectures)**

- 1.1. Foundation and consolidation: Qutubuddin Aibak, Iltutmish, Razia and Balban
- 1.2. Expansion and decline: Allauddin Khilji, Mohammad Bin Tughlaq, Lodhis
- 1.3. Administrative system of the Delhi Sultanate

**2. Unit 2: The Mughals** **(20 Lectures)**

- 2.1. Foundation and struggle: Babur, Humayun, Suri interlude
- 2.2. Expansion and consolidation: Akbar, Jahangir, Shah Jahan

- 2.3. Aurangzeb, the decline of the Mughal empire
- 2.4. Administrative system of the Mughals: Central and provincial, Mansabdari system

### **3. Unit 3: Peninsular India**

**(15 Lectures)**

- 3.1. Emergence of provincial dynasties: Hoysalas, Bahamani and Vijayanagara
- 3.2. Rise of the Marathas: Factors, role of Shivaji
- 3.3. Administration

### **4. Unit 4: Advent of Europeans**

**(10 Lectures)**

- 4.1. Portuguese, Dutch, French, English: Trade and politics
- 4.2. Anglo-French rivalry
- 4.3. Battle of Plassey

#### **Essential Books:**

1. Chandra, Satish. *Medieval India: From Sultanate to the Mughals*. Vol. I & II. New Delhi: Har-Anand Publications Pvt. Ltd., 2005
2. Kulkarni, A. R. *Marathas and the Maratha Country*. Vol.III. New Delhi: Books & Books, 1996.
3. Majumdar, R. C. and others. *An Advanced History of India*. Delhi: Macmillan India, 1973.
4. Majumdar, R.C, ed. *The History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan.  
Vol. VI: *Delhi Sultanate* (1300-1526), 1960  
Vol. VII: *Mughal Empire* (1526-1707), 1974  
Vol. VIII: *Maratha Supremacy* (1707-1818), 1977
5. Mehta, J.L. *Advanced Study in the History of Medieval India*, Vol.1 & 2. New Delhi: Sterling Publishers Pvt. Ltd, 1984.
6. Richards, J. F. *The New Cambridge History of India: The Mughal Empire*. Cambridge University Press, 1995.
7. Srivastava, A. L. *The Sultanate of Delhi (711 – 1526 A.D)*. Agra: S. L Agarwala, 1974.
8. Srivastava, A.L. *The Mughal Empire, 1526-1803*. Agra: Agrawal & Co., 1969.

#### **Additional Books:**

1. Chopra, P.N. and others. *A Comprehensive History of India: Medieval India*. New Delhi: Sterling Publishers Private Limited, 2003.



2. Kulke, Hermann and Dietmar Rothermund. *A History of India*. U.K: Psychology Press, 2004.
3. Nurul Hasan, S. *Religion, State, and Society in Medieval India*. New Delhi: Oxford University Press, 2005.
4. Pearson, M. N. *The New Cambridge History of India: The Portuguese in India*. Cambridge University Press, 2006.
5. Sarkar, Jadunath. *Shivaji and His Times*. New Delhi: Longmans, Green and Company, 1973.
6. Sharma, S. R. *Mughal Empire in India*. 3 Vols. Agra: Atlantic Publishers and Distributors, 1999.
7. Stein, Burton. *Peasants, State and Society in Medieval South India*. Delhi: OUP, 1980.

## **ELECTIVE PAPERS**

**Paper Title:** **GOAN HERITAGE AND CULTURE**

**Paper Code:** HIS IV.E-6

**Name of Faculty:** Ms. Vanessa M. A. Barros Colaço/Ms. Clarinda Fernandes

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Understand and analyse the myriad aspects of Goa's rich cultural heritage.
2. Explore how various influences have shaped Goan culture in the past and present.
3. Analyse various themes, issues and problems of the past and present.

**Learning outcome:** At the end of the course the student will be able to:

1. Examine the numerous influences and transformations that have taken place in Goa.
2. Appreciate the diverse nature of Goan heritage.
3. Identify themes, issues and problems pertaining to Goan heritage and culture.
4. Formulate ideas and interpretations through assignments and presentations.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **COURSE CONTENT:**

### **UNIT 1: Conceptualizing Goan culture and heritage (10 Lectures)**

1.1 Meaning and scope

1.2 Sources

1.3 Significance

### **UNIT 2: Political Culture and Heritage (14 Lectures)**

2.1 *Goa Indica*

2.2 *Goa Dourada*

2.3 Portuguese Civil Code of 1867 and its significance

### **UNIT 3: Culture of the Mind: Intellectual Tradition (18 Lectures)**

3.1 Literary and linguistic traditions; Art, Archaeology and Architecture; Music and Dance

3.2 Religion and Society: Rituals and Ceremonies; Festivals, Folk Deities

3.3 Popular culture: Folklore; Food and Dress

### **UNIT 4: Material Culture (18 Lectures)**

4.1 Natural Heritage: Sub-Ghat, Riverine and Coastal, Sacred Groves

4.2 The Dudhsagar-Kushavati-Mhadei Culture and Heritage

4.3 Traditional knowledge system: Folk Medicine; *Gaunkari-Comunidade*; Salt pans and Khazans;  
Artisanal activities

4.4 Mining and Tourism

## **Essential Books:**

1. Alvares, Claude, ed. *Fish, Curry and Rice A Sourcebook on Goa, its Ecology and Life-style*. Mapusa: The Goa Foundation, 2002.
2. Gomes, Olivinho. *Goa*. New Delhi: National Book Trust, 2005.
3. Gune V.T., ed. *Gazetteer of Goa, Daman and Diu*. Vol. I. Panaji: Gazetteer Department, 1979.
4. Mitragotri, V. R. *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik. Institute of Menezes Braganza, 1999.
5. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.

6. Phaldesai, Pandurang. *Kaleidoscopic Goa: A Cultural Atlas*. Panaji: Vasant Rao Dempo Education and Research Foundation, 2004.
7. Souza, T. R. de, ed. *Indo-Portuguese History: Old Issues, New Questions*. New Delhi: Concept Publishing Co., 1985.

#### **Additional Books:**

1. D'Souza, B.G. *Goan Society in Transition*. Bombay: Popular Prakashan, 1975.
2. Kamat, Pratima. *'Tarini' and 'Tar-Vir': The Unique Boat Deities of Goa*. Panaji: GOINCARH, 2008.
3. Kamat, Pratima. *Goa: Its Tryst with Trade*. Panaji: GCCI, 2009.
4. Larsen, Karin. *Faces of Goa*. New Delhi: Gyan Publishing House, 1998.
5. Lourenço, José. *The Parish Churches of Goa: A Study of Façade Architecture*. Margao: Amazing Goa Publications, 2005.
6. Pandit, Heta. *In And Around Old Goa*. Mumbai-India: Marg Publications, 2004.
7. Parobo, Parag, D. *India's First Democratic Revolution: Dayanand Bandodkar and the Rise of the Bahujan in Goa*. Hyderabad: Orient Blackswan Pvt. Ltd., 2015.
8. Pereira, José, Micael Martins, and António da Costa. *Song of Goa: Crown of Mandos*. Goa: Goa, 1556 and Broadway Publishing House, 2010.
9. Pereira, Jose, Micael Martins, and Antonio da Costa. *Undra Muja Mama Folk Songs of Goa: An Anthology of Dulpods*. Goa: Goa 1556, 2011.
10. Pereira, Jose. *Churches of Goa*. New Delhi: Oxford University Press, 2002.
11. Perez, Rosa Maria. *The Tulsi and the Cross: Anthropology and the Colonial Encounter in Goa*. Hyderabad: Orient Blackswan Private Limited, 2012.
12. Rodricks, Wendell. *Moda Goa: History and Styles*. Uttar Pradesh: Harper and Collins, 2012.
13. Shirodkar, P.P. *Goa: Cultural Trends: Seminar Papers*. Goa: Directorate of Archives, Archaeology and Museum, Government of Goa, 1988.
14. Silva, Fatima Gracias, da. *Cozinha da Goa: History and Tradition of Goan Food*. New Delhi: Concept Publishing Company Pvt. Ltd., 1994.
15. Sinha, Arun. *Goa Indica. A Critical Portrait of Postcolonial Goa*. Delhi: Promilla Publications, 2002.
16. Souza, T.R. de. *Goa to Me*. New Delhi: Concept Publishing Company, 1994.

**Paper Title:** MEDIEVAL INDIA: ECONOMY, SOCIETY AND CULTURE (1206-1757)

**Paper Code:** HIS IV.E-7

**Name of Faculty:** Ms. Clarinda Fernandes

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Analyse the correlation between culture, economy and society of medieval India.
2. Understand the contribution of the medieval dynasties to the economic, social and cultural development of India.
3. Comprehend the trends of continuity and change that took place in India during the medieval period in the field of society, economy and culture.

**Learning outcome:** At the end of the course the student will be able to:

1. Acknowledge the contribution of the different dynasties to the socio-economic and cultural fabric of India.
2. Develop a critical appreciation of evolution of India's diverse cultural heritage.
3. Gain critical thinking skills through debates, discussions and assignment writing.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Course Content:**

**1. Unit 1: Society** (15 Lectures)

- 1.1 Social structure
- 1.2 Status of women
- 1.3 Slavery

**2. Unit 2: Economy** (15 Lectures)

- 2.1 Agriculture and Industry
- 2.2 Trade, commerce, monetary system and urbanization
- 2.3 State Revenue Policy

### 3. Unit 3: Religion

(15 Lectures)

3.1 Bhakti: Vaishnavism, Shaivism, Shaktism, Veershaivism

3.2 Islam, Sufism

3.3 Jainism, Christianity, Zoroastrianism, Sikhism

### 4. Unit 4: Culture

(15 Lectures)

4.1 Food, dress, festivals

4.2 Art and architecture

4.3 Education, learning and literature

#### Essential References:

1. Chitnis, K.N. *Socio-Economic Aspects of Medieval India*, Poona: R. K. Chitnis, 1979.
2. Majumdar, R.C., ed. *The History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan.  
Vol. VI: *Delhi Sultanate (1300-1526)*, 1960  
Vol. VII: *Mughal Empire (1526-1707)*, 1974  
Vol. VIII: *Maratha Supremacy (1707-1818)*, 1977
3. Rizvi, S.A.A. *The Wonder that was India, 1200-1700 (part II)*. New Delhi: Rupa and CO., 1987.
4. Srivastava, A. L. *The Sultanate of Delhi (711 – 1526 AD)*. Agra: S. L Agarwala 1974.
5. Srivastava, A.L. *The Mughal Empire, 1526-1803*. Agra: Agrawal & Co., 1969.

#### Additional References:

1. Chopra, P. N. and others. *A Social, Cultural and Economic History of India*. Vol. II. Delhi: Macmillan India, 1974.
2. Eaton, Richard M. *A Social History of the Deccan 1300-1761*. Cambridge University Press, 2005.
3. Habib, Irfan. *Economic History of Medieval India: A Survey 1200-1500*. New Delhi: Tulika Books, 2001.
4. Kulkarni, A. R. *Marathas and the Maratha Country*. Vol.III. New Delhi: Books & Books, 1996.
5. Lunia, B.N. *Life and Culture in Medieval India*. Indore: Kamal Prakashan, 1978.
6. Mehta, J.L. *Advanced Study in the History of Medieval India*. Vol.2: *The Mongol Empire: 1526-1707*. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
7. Prakash, Om. *Bullion for Goods: European and Indian Merchants in the Indian Ocean Trade, 1500-1800*. New Delhi: Manohar, 2004.

8. Raychaudhuri, Tapan and Irfan Habib, eds. *Cambridge Economic History of India*. Vol. I. c. 1200- c. 1750. Cambridge University Press, 1982.
9. Subrahmanyam, Sanjay. *The Political Economy of Commerce: Southern India 1500-1650*. Cambridge University Press, 2002.

**Paper Title:** INDIAN ARCHAEOLOGY

**Paper Code:** HIS IV.E-8

**Name of Faculty:** Ms. Jerelee Vas/ Ms. Sarita Naik Tari

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Understand the initial stages of archaeology in India.
2. Gain knowledge of pre-historic, proto-historic and historical sites in India.
3. Identify the scope of epigraphy and numismatics as sources of archaeological studies.

**Learning outcome:** At the end of the course the student will be able to:

1. Appreciate the rich archaeological heritage of India.
2. Acknowledge the significance of archaeological sources for the study of history of India.
3. Assess the contributions of the ancient Indian dynasties and evaluate the impact of their rule on Indian history.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **COURSE CONTENT:**

### **Unit 1: Development of Archaeology in India (15 Lectures)**

- 1.1 Antiquarian Phase
- 1.2 Path breaking discoveries
- 1.3 Formation of ASI and Provincial units
- 1.4 Development in the 20<sup>th</sup> century

### **Unit 2: Pre-historic and Proto-historic Archaeology (15 Lectures)**

- 2.1 Pre-historic Age- Isampur, Attirampakkam, Bhimbetka
- 2.2 Proto-historic Age- Harappa, Inamgao, Gilund
- 2.3 Megalithic Age- Mahurjhari, Brahmagiri
- 2.4 Chalcolithic Age – Daimabad, Ahar, Jorwe

### **Unit 3: Historical Archaeology of India (15 Lectures)**

- 3.1 Early India- Hastinapur, Shirshupalgarh, Arikamedu and Taxila
- 3.2 Early Medieval India- Banavasi, Halashi
- 3.3 Medieval India- Hampi, Daulatabad

### **Unit 4: Indian Epigraphy and Numismatics (15 Lectures)**

- 4.1 Epigraphy: scope, origin of writing, writing materials
- 4.2 Numismatics: scope, origin of coins, types of coins

## **Essential Books:**

1. Agarwal, D. P. *The Archaeology of India*. New Delhi: Select book Service Syndicate, 1984.
2. Bhandarkar, D.R. *Ancient Indian Numismatics*. Carmichael lectures, Calcutta: Calcutta.
3. Chakrabarty, D. K. *A History of Indian Archaeology: From Beginning to 1947*. Delhi: Munshiram Manoharlal, 1988.
4. Dhavalikar, M.K. *Indian Proto-history*. New Delhi: Books & Books, 1997.
5. Hodder, I. *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed. Cambridge: Cambridge University Press, 1986.
6. Paddayya, K. *Recent Studies in Indian Archaeology*. Delhi: Munshiram Manoharlal Pvt. Ltd., 2002.
7. Sankalia, H. D. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College, 1974.

**Additional References:**

1. Bhattacharya, D. K. *Prehistoric Archaeology: A Comparative Study of Human Succession*. Delhi: Hindustan Publishing Corporation, 1987.
2. Buhler, G. *Indian Palaeography; Indian Studies Past and Present*. Montana (USA): Kessinger Publishing, 2009.
3. Cunningham, A. *Coins of Ancient India: From the Earliest Times Down to the Seventh Century A. D.* New Delhi: Asian Educational Services, 1996.
4. Dhavalikar, M.K. *Historical Archaeology of India*. New Delhi: Books and Books, 1997.
5. Jam, K.C. *Pre-history and Proto-history of India*. New Delhi: Again Kala Prakashan, 1979.
6. Rajan, K. *Archaeology: Principles and Methods*. Thanjavur: Pathippakam Publication, 2002.
7. Wheeler, R.E.M. *Archaeology from the Earth*. London: Penguin Books, 1961.

**Paper Title:** WESTERN CIVILIZATION (RENAISSANCE TO FRENCH REVOLUTION)

**Paper Code:** HIS IV.E-9

**Name of Faculty:** Vanessa M. A. Barros Colaço

**Marks:** 100

**Credits:** 4

**Course Objectives:** This course will enable the student to:

1. Understand and analyze the significant aspects of Europe's political, social and cultural history from the Renaissance to the French Revolution.

**Learning outcome:** At the end of the course the student will be able to:

1. Examine the transformations that ushered in modern Europe.
2. Formulate ideas and interpretations through assignments and presentations.

**Course duration:** This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.



## **COURSE CONTENT:**

### **UNIT 1: Renaissance**

**(15 Lectures)**

- 1.1 Meaning, Italian humanism
- 1.2 Revival of antiquity
- 1.3 Visual art

### **UNIT 2: Reformation**

**(15 Lectures)**

- 2.1 Origin
- 2.2 Martin Luther, Ulrich Zwingli, John Calvin
- 2.3 Counter-reformation

### **UNIT 3: The Glorious Revolution**

**(15 Lectures)**

- 3.1 Introduction- Tudors and Stuarts
- 3.2 Charles-I and the Civil War
- 3.3 The Glorious Revolution, its significance

### **UNIT 4: The French Revolution**

**(15 Lectures)**

- 4.1 Ancien Regime
- 4.2 Factors, Main events
- 4.3 Rise of Napoleon Bonaparte

## **Essential Books:**

1. Elton, G. R. *Reformation Europe, 1517-1559*. New York: Harper & Row, 1963.
2. Fisher, H.A.L. *History of Europe. Vol. I: From Earliest times to 1713*. London: Fontana Press, 1969.
3. Gilmore, M. P. *The World of Humanism, 1453-1517*. New York: Harper, 1952.
4. Hale, J. R. *Renaissance Europe*. New York: Harper & Row, 1972.
5. Hill, Christopher. *A Century of Revolutions*. New York: W. W. Norton, 1982.
6. Phukan, M. *Rise of the Modern West: Social and Economic History of Modern Europe*. Macmillan, 1998.
7. Rice, F. *The Foundations of Early Modern Europe*. London: Weidenfield and Nicolson, 1970.
8. Sinha, Arvind. *Europe in Transition: From Feudalism to Industrialization*. New Delhi: Manohar Publishers & Distributors, 2010.

**Additional Books:**

1. Anderson, M. S. *Europe in the Eighteenth Century*. London: Longmans, 1976.
2. Anderson, Perry. *The Lineages of the Absolutist State*. London: New Left Books, 1974.
3. Becker, C.L. & Cooper, K.S. *Modern History: Europe since 1600*. London: Burke Publishing, 1970.
4. Bury, J.B. et al. *Cambridge Medieval History*. Vol. V: *Contest of Empire and Papacy*. New York: The Macmillan Company, 1926.
5. Bury, J. B. *Cambridge Medieval History*. Vol. VIII. *Close of the Middle Ages*. Edited by C.W. Previte-Orton and Z. N. Brooke. Cambridge: Cambridge University Press, 1936.
6. Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
7. Durant, Will. *The Story of Civilization*. Volume IV: *The Age of Faith*. New York: Simon & Schuster, 1950.
8. Durant, Will. *The Story of Civilization*. Volume V: *The Renaissance: A History of Civilization in Italy from 1304-1576*. New York: Simon & Schuster, 1980.
9. Durant, Will. *The Story of Civilization*. Volume VI: *The Reformation*. New York: Simon & Schuster, 2011.
10. Koenigsberger, H. G. and Mosse, G. L. *Europe in the Sixteenth Century*. London: Longman, 1971.

## COURSE STRUCTURE

S.N.	Semester - I		Semester - II					
	Core Papers	Paper Code	Core Papers	Paper Code				
1	History of Goa: Political History From Earliest Times to 1987 - I.	HIS- I.C-1	History of Goa: Economic, Social and Cultural History From Earliest Times to 1987 - II	HIS II.C-3				
2	World Civilizations: Persia, India, Greece and Rome. (Earliest times to 500 A.D.)-I	HIS- I.C-2	World Civilizations: Egypt, Mesopotamia, China and Maya. (Earliest times to 1500 AD)- II	HIS II.C-4				
<b>Semester - III</b>					<b>Semester - IV</b>			
	Core Paper	Paper Code	Elective Papers	Paper Code	Core Paper	Paper Code	Elective Papers	Paper Code
1	Ancient India From Vedic Age to 1206 A.D.	HIS III.C-5	History of South India From Earliest Times to C. 1250	HIS III.E-1	Medieval India: Political and Administrative History(1206-1757 A.D.)	HIS IV.C-6	Goan Heritage and Culture	HIS IV.E-6
			History of the Marathas	HIS III.E-2			Medieval India: Economy, Society and Culture (1206-1757 A.D.)	HIS IV.E-7
			Introduction to Archaeology	HIS III.E-3			Indian Archaeology	HIS IV.E-8
			Socio-Economic History of Europe (c.800 A.D.-1700)	HIS III.E-4			World History (Renaissance to French Revolution)	HIS IV.E-9
			Portuguese Language A1.1	HIS III.E-5			Portuguese Language A1.2	HIS IV.E-10
<b>Semester V</b>					<b>Semester - VI</b>			
S. N.	Core Paper	Paper Code	Elective papers	Paper Code	Core Paper	Paper Code	Elective papers	Paper Code
1	Modern India (1757-1950)	HIS V.C-7	History of Modern China and Japan (1839-1949)	HIS V.E-11	Modern World (1789 - 1945)	HIS VI.C-8	History of U.S.A (1776 - 1963)	HIS VI.E-15
			World Revolutions	HIS V.E-12			India after Independence (1950 - 1996)	HIS VI.E-16
			Introduction to Constitution of India	HIS V.E-13			History of West Asia	HIS VI.E-17
			Introduction to Historical Method and Indian Historiography	HIS V.E-14			Modern World (1945 - 1990)	HIS VI.E-18

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)**

**SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN HISTORY  
SEMESTER V**

**Paper Title:** Modern India (1757-1947)

**Paper Code:** HIS V.C-7

**Marks:** 100

**Credits:** 4

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:** This course will enable the students to:

1. Develop an understanding of the establishment of British power in India and the nature of its expansion and consolidation.
2. Comprehend the impact of colonial policies on India's polity, economy and society.
3. Evaluate the emergence and development of Indian nationalism as a response to British exploitative and discriminatory policies.
4. Assess the contribution of the various national leaders to Indian National Movement.

**Learning Outcome:** At the end of the course the students will be able to:

1. Understand the true nature of British colonialism in India.
2. Analyse the British policies and ideologies and how they led to the birth of nationalism in India.
3. Appreciate and respect national leaders and imbibe values like patriotism and nationalism.
4. Develop critical thinking skills, through debates, discussions and assignment writing.

## **Course Content:**

### **Unit 1: India in the 18<sup>th</sup> century (15 Hours)**

- 1.1 Factors responsible for the decline of Mughal Empire and its impact
- 1.2 Rise of British power: Anglo-French rivalry, Battle of Plassey, Buxar and impact
- 1.3 Regulating Act of 1773, Administrative and Judicial reforms

### **Unit 2: Consolidation of English Power in India- upto 1857 (15 Hours)**

- 2.1 The colonial state and administration, Subsidiary Alliance, Doctrine of Lapse
- 2.2 Permanent Settlement, Ryotwari and Mahalwari, Education, Social legislations
- 2.3 Socio-religious reform movements, Revolt of 1857- Causes, nature and consequences

### **Unit 3: Early phase of the Indian Freedom Struggle- upto 1920 (15 Hours)**

- 3.1 Rise of Indian nationalism, Foundation of Indian National Congress
- 3.2 Moderates and Extremists: Ideology and programmes, Partition of Bengal, Foundation of Muslim League
- 3.3 Home Rule Leagues, Revolutionaries

### **Unit 4: Towards Freedom (15 Hours)**

- 4.1 Advent of Gandhiji- Ahimsa and Satyagraha, Non- Cooperation Movement, Civil Disobedience Movement, Quit India Movement
- 4.2 Subhash Chandra Bose and the INA
- 4.3 Diplomatic maneuvering: Cripps' Mission, Wavell Plan, Cabinet Mission Plan, Mountbatten Plan, Indian Independence Act, Partition and its aftermath

## **Basic References:**

1. Bandyopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, 2004.
2. Chandra, Bipan and others. *India's Struggle for Independence*. New Delhi: Penguin Books, 1989.

3. Majumdar, R.C., ed. *British Paramountcy and Indian Renaissance and Struggle for Freedom (1818-1905)* Vol. IX. Bombay: Bharatiya Vidya Bhavan, 1969.
4. Sarkar, Sumit. *Modern India 1885-1947*. New Delhi: Macmillan, 1983.

**Additional References:**

1. Chandra, Bipan. *Nationalism and Colonialism in Modern India*. New Delhi: Orient Longman, 1979.
2. Chand, Tara. *History of the Freedom Movement in India*. 4 vols. New Delhi: Govt. of India, 1983.
3. Desai, A.R. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan, 1982.
4. Seal, Anil. *The Emergence of Indian Nationalism*. Cambridge University Press, 1968.

**Paper Title: History of Modern China and Japan (1839- 1949)**

**Paper Code: HIS V.E-11**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:** This course will enable the student to:

1. Understand the Chinese response to the western imperialism and the rise and growth of nationalism and the triumph of communism in China.
2. Study the main events in the history of Japan that contributed to her rise as an Asiatic power.

**Learning Outcome:** At the end of the course the student will be able to:

1. Critically analyse the forces which transformed Japan and China into Asiatic powers.
2. Develop critical thinking skills, through debates, discussions and assignment writing.

**Course Content:**

**Unit 1: Imperialism in China and Reaction (15 Hours)**

- 1.1 The Opium Wars, Scramble for concessions, Open Door policy
- 1.2 Emergence of nationalism in China- Boxer Rebellion, Revolution of 1911- Causes and significance, Dr. Sun Yat Sen and his contribution

**Unit 2: Nationalism and Rise of Communism in China (15 Hours)**

- 2.1 Formation of Republic, Yuan Shi Kai, Warlordism, May 4<sup>th</sup> Movement
- 2.2 Foundation of CCP and KMT, Rise of Mao Zedong, United Front, Revolution of 1949

**Unit 3: Japan: Transition from Feudalism to Capitalism (15 Hours)**

- 3.1 Opening of Japan to the West, Meiji Restoration, Meiji Constitution

3.2 Socio-cultural reforms, Educational reforms, Financial reforms, development in the Meiji Era

**Unit 4: Emergence of Japan as an imperial power**

**(15 Hours)**

4.1 Sino-Japanese War, Russo-Japanese War, Manchurian Crisis of 1931-32

4.2 Second Sino-Japanese War, World War II, American Occupation

**Basic References:**

1. Clyde P.H. and Beers B.F. *The East: A History of Western Impact and Eastern Response 1830-1965*. 6<sup>th</sup> ed. New Delhi: Prentice Hall of India, 1976.
2. Hsu, Immanuel C.Y. *The Rise Modern China*. London: O.U.P., 2000.
3. Latourette, K.S. *The History of Japan*. New York: American Institute of Pacific Relations, 1962.
4. Mason, R. H. P. *A History of Japan*. U.S.A.: Tuttle Publishing, 1997.
5. Menton, Linda K. *The Rise of Modern Japan*. Honolulu: University of Hawaii Press, 2003.
6. Vinacke, Harold M. *History of the Far East*. New York: Appleton-Century-Crofts, 1959.

**Additional References:**

1. Bailey, Paul. *Postwar Japan: 1945 to the Present*. Hoboken, New Jersey: Blackwell, 1996.
2. James, L. McClain. *Japan: A Modern History*. New York: W W Norton & Company, 2002.
3. Latourette, K.S. *A Short History of the Far East*. 3<sup>rd</sup> ed. New York: Macmillan and Co., 1957.
4. Perez, Louis G. *A History of Japan*. London: Greenwood Press, 1998.
5. Totman, Conrad. *A History of Japan*. Hoboken, New Jersey: John Wiley & Sons, 2014.



**Paper Title: World Revolutions**

**Paper Code: HIS V.E- 12**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the student to:

1. Understand the significant aspects of the English, American, French and Russian revolutions and analyze how these transformations have shaped the world we live in today.

**Learning outcome:** At the end of the course the student will be able to:

1. Examine the causes and impact of these profound transformations.
2. Formulate ideas and interpretations through assignments and presentations.

**COURSE CONTENT:**

**Unit 1: The Glorious Revolution (15 Hours)**

- 1.1 Historical background: *Magna Carta*, Growth of parliament
- 1.2 Rise of Stuart dynasty, Conflict with parliament
- 1.3 The Glorious Revolution, Significance

**Unit 2: The American Revolution (15 Hours)**

- 2.1 The formation of colonies
- 2.2 Events leading to the Declaration of Independence
- 2.3 The American Revolution, Significance

**Unit 3: The French Revolution (15 Hours)**

- 3.1 The *Ancien* regime, Causes of the revolution

**3.2** Main events of French Revolution and its significance

**3.3** Rise of Napoleon Bonaparte

#### **Unit 4: The Russian Revolution**

**(15 Hours)**

**4.1** Revolt of 1905, February-March Revolution, Causes and consequences

**4.2** Role of Lenin - April Theses, July Crisis.

**4.3** October-November Revolution and its impact on Russia and the world

#### **Basic References:**

1. Carr, E.H. *The Bolshevik Revolution 1917-1923*. USA: W. W. Norton & Company, 1985.
2. Durant, Will and Ariel. *The Story of Civilization. Volume X: Rousseau and Revolution*. New York: Simon & Schuster, 1967.
3. Goodwin, A., ed. *New Cambridge Modern History. Vol. VIII: American and French Revolutions 1763-93*. Cambridge University Press, 1968.
4. Trevelyan, G.M. *The English Revolution 1688-1689*. USA: Oxford University Press, 1965.

#### **Additional References:**

1. Becker, C.L. & Cooper, K.S. *Modern History: Europe since 1600*. London: Burke Publishing, 1970.
2. Fisher, H. A. L. *History of Europe. Vol. I: From Earliest Times to 1713*. London: Fontana Press, 1969.
3. Parkes, Henry Bamford. *The United States of America: A History*. New York: Knopf, 1953.
4. Phukan, M. *Rise of the Modern West: Social and Economic History of Modern Europe*. Macmillan, 1998.
5. Sinha, Arvind. *Europe in Transition: From Feudalism to Industrialization*. New Delhi: Manohar Publishers & Distributors, 2010.
6. Toynbee, Arnold J. *The Impact of the Russian Revolution 1917-1967: The Influence of Bolshevism on the World Outside Russia*. London: Oxford University Press, 1967.

**Paper Title: Introduction to Constitution of India**

**Paper Code: HIS V. E-13**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce the students to the Constitution of India, highlighting its salient features.
2. To familiarise the students with their fundamental rights and fundamental duties.
3. To provide knowledge of functioning of the chief organs of the government.

**Learning Outcome:** At the end of the course the student will be able to:

1. Appreciate the role of the Constitution and its salient features in preserving unity and diversity of India.
2. Understand the legislative process of the government.
3. Understand their responsibilities as enlightened citizens of India and as members of a civil society.
4. Develop critical thinking skills, through debates, discussions and assignment writing.

**Course Content**

**Unit 1: Introduction**

**(15 Hours)**

**1.1** Making of the Indian Constitution, Preamble and salient features

**1.2** Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

**Unit 2: Union Executive and Legislature**

**(15 Hours)**

**2.1** President, Prime Minister, Council of Ministers

**2.2** Indian Parliament and important legislations

**Unit 3: Judiciary****(15 Hours)****3.1** Composition of Supreme Court, High Courts**3.2** Jurisdiction and functions, Judicial Review, PIL**Unit 4: State Government****(15 Hours)****4.1** Governor, Chief Minister, State Legislature**4.2** Local self Government- 73<sup>rd</sup> and 74<sup>th</sup> Amendments**Basic References:**

1. Austin, G. *The Indian Constitution: Corner Stone of a Nation*. Oxford University Press, 1996.
2. Basu, D. D. *An Introduction to the Constitution of India*. New Delhi: Prentice Hall, 1995.
3. Pylee, M.V. *An Introduction to the Constitution of India*. New Delhi: Vikas, 1996.
4. Sharma, B. K. *Introduction to the Constitution of India*. New Delhi: Prentice Hall, 2002.

**Additional References:**

1. Bhagwan, Vishnoo and Vidya Bhushan. *World Constitutions*. New Delhi: Sterling Publishers, Pvt. Ltd., 1998.
2. Chandra, Bipan and others. *India After Independence*. New Delhi: Viking 1999.
3. Gokhale, B. K. *Constitution of India and Its Working*. Bombay: A. R. Seth & Co., 1972.
4. Krishna Iyer, V. R. *Fundamental Rights and Directive Principles*. New Delhi: Deep and Deep Publications Pvt. Ltd., 1992.
5. Rai, B. C. *The World Constitution: A Comparative Study*. Lucknow: Prakashan Kendra, 2001.
6. Shukla, V. N. *Constitution of India*. Lucknow: Eastern Book Company, 2008.

**Paper Title: Introduction to Historical Method and Indian Historiography**

**Paper Code: HIS V. E-14**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the student to:

1. Understand the basic concepts and categories of history.
2. Understand the art of writing history.
3. Understand the different approaches to Indian historiography.

**Learning outcome:** At the end of the course the student will be able to:

1. Analyse the basic concepts and categories of history.
2. Appreciate the nature and scope of history and the art of writing history.
3. Assess the different approaches to Indian historiography.
4. Formulate ideas and interpretations through assignments and presentations.

### **COURSE CONTENT:**

#### **Unit 1: Meaning and Scope of History (15 Hours)**

**1.1** What is History? – Definitions

**1.2** Nature and Scope of History, History and Allied Subjects

#### **Unit 2: Historical Method (15 Hours)**

**2.1** Sources, their Classification and Collection

**2.2** Issues of Subjectivity and Objectivity, Analysis of Data, History Writing,  
References and Bibliography

#### **Unit 3: Indian Historiography (15 Hours)**

**3.1** Historiography: Meaning and Trends

**3.2** Approaches to History in Ancient and Medieval India

**Unit 4: Approaches to Indian History**

**(15 Hours)**

**4.1** Orientalist, Imperialist and Nationalist schools of thought

**4.2** Marxist, Cambridge and Subaltern approaches

**Basic References:**

1. Ali, B. Sheik, B. *History: Its Theory and Method*. Mumbai: Macmillan India Ltd., 1984.
2. Carr, E.H. *What is History?* New Delhi: Penguin Books, 1990.
3. Chitnis, K.N. *Research Methodology in History*. New Delhi: Atlantic Publishers Ltd., 2001.
4. Collingwood, R.G. *The Idea of History*. USA: O.U.P., 1994.
5. Majumdar, R.C. *Historiography in Modern India*. Bombay: Asia Publishing House, 1970.
6. Nizami, K.A. *On History and Historians of Medieval India*. New Delhi: Munshiram Manoharlal, 1983.
7. Pathak, V. S. *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House, 1966.
8. Sreedharan, E. *A Textbook of Historiography 500BC to AD 2000*. New Delhi: Orient Longman, 2004.
9. Raychaudhuri, Tapan. "Indian Nationalism as Animal Politics", in *The Historical Journal*, Vol.22. No.3 (Sept. 1979). pp.747-763.

**Additional References:**

1. Black, Jeremy, Donald M. MacRaild. *Studying History*. New York: Palgrave Macmillan, 2007.
2. Elton, G.R. *The Practice of History*. Oxford: Blackwell Publishers, 2002.
3. Gopal, S. and R. Thapar. *Problems of Historical Writing in India*. New Delhi: India International Center, 1968.
4. Iggers, George G., et, al. *A Global History of Modern Historiography*. England: Pearson Education, 2008.
5. Wader, A. K. *An Introduction to Indian Historiography*. Bombay: Popular Prakashan, 1975.

## COURSE STRUCTURE

S.N.	Semester - I		Semester - II					
	Core Papers	Paper Code	Core Papers	Paper Code				
1	History of Goa: Political History From Earliest Times to 1987 - I.	HIS- I.C-1	History of Goa: Economic, Social and Cultural History From Earliest Times to 1987 - II	HIS II.C-3				
2	World Civilizations: Persia, India, Greece and Rome. (Earliest times to 500 A.D.)-I	HIS- I.C-2	World Civilizations: Egypt, Mesopotamia, China and Maya. (Earliest times to 1500 AD)- II	HIS II.C-4				
<b>Semester - III</b>					<b>Semester - IV</b>			
	Core Paper	Paper Code	Elective Papers	Paper Code	Core Paper	Paper Code	Elective Papers	Paper Code
1	Ancient India From Vedic Age to 1206 A.D.	HIS III.C-5	History of South India From Earliest Times to C. 1250	HIS III.E-1	Medieval India: Political and Administrative History(1206-1757 A.D.)	HIS IV.C-6	Goan Heritage and Culture	HIS IV.E-6
			History of the Marathas	HIS III.E-2			Medieval India: Economy, Society and Culture (1206-1757 A.D.)	HIS IV.E-7
			Introduction to Archaeology	HIS III.E-3			Indian Archaeology	HIS IV.E-8
			Socio-Economic History of Europe (c.800 A.D.-1700)	HIS III.E-4			World History (Renaissance to French Revolution)	HIS IV.E-9
			Portuguese Language A1.1	HIS III.E-5			Portuguese Language A1.2	HIS IV.E-10
<b>Semester V</b>					<b>Semester - VI</b>			
S. N.	Core Paper	Paper Code	Elective papers	Paper Code	Core Paper	Paper Code	Elective papers	Paper Code
1	History of India from 1757 to 1857	HIS V.C-7	History of Modern China and Japan (1839-1949)	HIS.E-11	Indian National Movement from 1857 to 1947	HIS VI.C-8	History of USA (1776 – 1963)	HIS.E-15
			World Revolutions	HIS.E-12			India After Independence (1947 – 1996)	HIS.E-16
			Introduction to Constitution of India	HIS.E-13			Introduction to History of West Asia (1900-2000)	HIS.E-17
			Introduction to Historical Method and Indian Historiography	HIS V.E-14			Modern World (1945 - 1990)	HIS VI.E-18

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN HISTORY**

**Paper Title: HISTORY OF INDIA FROM 1757 TO 1857**

**Paper Code: HIS V.C-7**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the students to:

1. Develop an understanding of the establishment of British power in India and the nature of its expansion and consolidation.
2. Comprehend the impact of colonial policies on India's polity, economy and society.

**Learning Outcome:** At the end of the course the students will be able to:

1. Understand the true nature of British colonialism in India.
2. Gain knowledge on the early response of the Indian people to British colonialism.
3. Develop critical thinking skills, through debates, discussions and assignment writing.

**COURSE CONTENT:**

**Unit 1: India on the eve of 19<sup>th</sup> century (20 Hours)**

- 1.1 Decline of Mughal Empire and its impact on Indian polity
- 1.2 Rise of British power: Carnatic Wars, Battle of Plassey, Buxar and their impact
- 1.3 Anglo-Maratha Wars, Anglo-Mysore Wars, Anglo-Sikh Wars

**Unit 2: Strengthening of English power (10 Hours)**

- 2.1 Regulating Act of 1773
- 2.2 Administrative and judicial reforms: Law, Police, Army, Indian Civil Service

**Unit 3: Consolidation of English Power in India- Schemes and Strategies (10 Hours)**

- 3.1 Subsidiary Alliance System and Doctrine of Lapse
- 3.2 Permanent Settlement, Ryotwari and Mahalwari systems
- 3.3 Introduction of Western Education- Charter Act of 1813, Macaulay's Minute and Woods's Despatch



#### Unit 4: Early response to British policies

(20 Hours)

##### 4.1 Socio-Religious Reform Movements: Brahmo Samaj, Prarthana Samaj

Ramakrishna Mission, Arya Samaj and Social legislations

##### 4.2 Revolt of 1857- Causes, course, consequences and nature

#### **REFERENCES:**

1. Ali, A. M. (1966). *The Passing of Empire: The Mughal Case*. Asia Publishing House, Bombay.
2. Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. Orient Longman, New Delhi.
3. Desai, A. R. (1982). *Social Background of Indian Nationalism*. Popular Prakashan, Bombay.
4. Grover, B. L. (1977). *A New Look on Modern Indian History*. S. Chand Co., Delhi.
5. Guha, R. (1982). *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*. Orient Blackswan, New Delhi.
6. Majumdar, R.C., ed., (1969). *British Paramountcy and Indian Renaissance and Struggle for Freedom (1818-1905)* Vol. IX. Bharatiya Vidya Bhavan, Bombay.
7. Mukherjee, N. (1962). *The Ryotwari System in Madras 1792-1827*. Firma K. L. Mukhopadhyay, Calcutta.
8. Panikkar, K. N. (1995). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*. Tulika, New Delhi.
9. Prakash, O. (1988). *The Dutch East India Company and the Economy of Bengal, 1630-1720*. Oxford University Press, Delhi.
10. Sarkar, S. (1983). *Modern India 1885-1947*. Macmillan, New Delhi.
11. Stokes, E. and Bayly C. A. (1986). *The Peasant Armed: The Indian Rebellion of 1857*. Clarendon Press, Oxford.

**Paper Title: INDIAN NATIONAL MOVEMENT FROM 1857 TO 1947**

**Paper Code: HIS VI.C-8**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the students to:

1. Evaluate the emergence and development of Indian nationalism as a response to British exploitative and discriminatory policies.
2. Assess the contribution of the various national leaders to Indian National Movement.

**Learning Outcome:** At the end of the course the students will be able to:

1. Analyse the British policies and ideologies and how they led to the birth of nationalism in India.
2. Appreciate and respect national leaders and imbibe values like patriotism and nationalism.
3. Develop critical thinking skills, through debates, discussions and assignment writing.

### **COURSE CONTENT:**

#### **Unit 1: Early phase upto 1920 (15 Hours)**

- 1.1 Major political developments from 1858 to 1885
- 1.2 Rise of Indian nationalism, Foundation of Indian National Congress
- 1.3 Moderate and Extremist phases
- 1.4 Partition of Bengal, Foundation of Muslim League, Home Rule Leagues
- 1.5 Montague – Chelmsford Reforms (1919)

#### **Unit 2: Gandhian Phase -I (15 Hours)**

- 2.1 Ahimsa and Satyagraha
- 2.2 Non-Cooperation Movement
- 2.3 Revolutionary movement in India and abroad
- 2.4 Civil Disobedience Movement; Government of India Act (1935)

#### **Unit 3: Gandhian Phase -II (15 Hours)**

- 3.1 World War II and INC response
- 3.2 August Offer, Cripps' Proposals
- 3.3 Demand for Pakistan
- 3.4 Quit India Movement

#### Unit 4: Final Phase

(15 Hours)

4.1 Subhash Chandra Bose and the INA

4.2 Diplomatic maneuvering: Wavell Plan, Cabinet Mission Plan, Mountbatten Plan, Indian Independence Act

4.3 Partition of India and its aftermath

4.4 Integration of Princely states

#### REFERENCES:

1. Ahluwalia, M. M. (1968). *Freedom Struggle in India 1858-1909*. Ranjit Printers and Publishers, Delhi.
2. Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. Orient Longman, New Delhi.
3. Chand, T. (1983). *History of the Freedom Movement in India*. 4 vols. Govt. of India, New Delhi.
4. Chandra, B. (1979). *Nationalism and Colonialism in Modern India*. Orient Longman, New Delhi.
5. Chandra, B., Mukherjee, M. And Mukherjee, A., eds., (1989). *India's Struggle for Independence*. Penguin Books, New Delhi.
6. Chopra, P.N., Puri, B., Das, M. and Pradhan, A., eds., (2005). *A Comprehensive History of Modern India*. Sterling Publishers Pvt. Ltd., New Delhi.
7. Desai, A.R. (1982). *Social Background of Indian Nationalism*. Popular Prakashan, Bombay.
8. Majumdar, R.C., ed., (1969). *British Paramountcy and Indian Renaissance and Struggle for Freedom (1818-1905)* Vol. IX. Bharatiya Vidya Bhavan, Bombay.
9. Pannikar, K.N., ed., (1980). *National and Left Movement in India*. Vikas Publishing House Pvt. Ltd., New Delhi.
10. Sarkar, S. (1983). *Modern India 1885-1947*. Macmillan, New Delhi.
11. Seal, A. (1971). *The Emergence of Indian Nationalism*. Cambridge University Press.

**Paper Title: HISTORY OF U.S.A (1776-1963)**

**Paper Code: HIS. E-15**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the student to:

1. Understand the events that led to the rise and development of U.S.A. as a global power.

**Learning outcome:** At the end of the course the student will be able to:

1. Examine the events, circumstances, policies and reforms that raised the U.S. to the level of a world power.
2. Formulate ideas and interpretations through assignments and presentations.

### **COURSE CONTENT:**

#### **Unit 1: Formation of U.S.A**

**(15 Hours)**

- 1.1 Historical background- Geographical explorations, Establishment of Thirteen Colonies
- 1.2 American War of Independence: Causes, course and consequences
- 1.3 Making of the Constitution: Its features

#### **Unit 2: Slavery and the Civil War**

**(15 Hours)**

- 2.1 Westward Movement, Slave trade
- 2.2 Civil War: Causes, course and consequences
- 2.3 Abraham Lincoln, Emancipation Proclamation

#### **Unit 3: Economic and Social Reforms**

**(15 Hours)**

- 3.1 The Great Depression- Causes, impact
- 3.2 The New Deal
- 3.3 Civil Rights Movement- Martin Luther King Jr., Movement for Women's Rights

#### **Unit 4: Rise of U.S.A as a World Power**

**(15 Hours)**

- 4.1 Programmes and policies of William McKinley and Theodore Roosevelt
- 4.2 World War I, Woodrow Wilson and his Fourteen Points
- 4.3 U. S. A. in World War II
- 4.4 The Cold War- Strategy of 'Containment,' Truman Doctrine

## **REFERENCES:**

- 1 Bailyn, B., Wood, D., Thomas, J., et.al. (2000). *The Great Republic, A History of the American People*. D. C. Heath & Company, Massachusetts.
- 2 Carnes, M. and Garraty, J. (2006). *The American Nation, A History of the United States*. 12<sup>th</sup>ed. Pearson Longman, New York.
- 3 Current, R., Williams, H. and Freidel, F. (1965). *American History: A Survey*. Random House of Canada, New York.
- 4 Donaid, D., ed., (1965). *The Making of America, 1607- 1763*. Macmillan, New York.
- 5 Faulkner, H. (1952). *American Political and Social History*. Appleton-Century-Crofts, New York.
- 6 Grob, G. and Billias, G., (2000). *Interpretations of American History: Patterns and Perspectives*. Vol.1. The Free Press, New York.
- 7 Morison, S. (1965). *The Oxford History of the American People*. Oxford University Press, New York.
- 8 Parkes, H. (1953). *The United States of America: A History*. Knopf, New York.
- 9 Wade, R., Wilder, H. and Wade, L. (1966). *A History of the United States*. Houghton Mifflin Company, Boston.
- 10 Zinn, H. (2003). *A Peoples History of the United States, 1492- Present*. Harper Collins, New York.

**Paper Title: INDIA AFTER INDEPENDENCE (1947-1996)**

**Paper Code: HIS. E-16**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the students to:

1. Examine the political and constitutional developments in India since independence.
2. Study the role of government in building the social and economic foundations of modern India.
3. Make a study of India's foreign policy with emphasis on her relations with her neighbours.

**Learning outcome:** At the end of the course the students will be able to:

1. Understand the forces that have influenced political, constitutional, economic and social changes in post independent India.

2. Get insights into the national and international challenges India faced after independence and the strategy employed by her to overcome them.
3. Appreciate the three D's that make India a great nation – Diversity, Democracy and Demography.

## **COURSE CONTENT:**

### **Unit 1: Nehru Era (1947 – 1964) (15 Hours)**

- 1.1 Indian Constitution, Important Legislations
- 1.2 Linguistic Reorganization of States
- 1.3 Integration of Portuguese and French Colonies

### **Unit 2: Political Developments (1966-1996) (15 Hours)**

- 2.1 Lal Bahadur Shastri and Tashkent agreement (1964-1966)
- 2.2 Indira Gandhi, J. P Movement and Emergency (1966-1977)
- 2.3 Janata Government (1977-1979)
- 2.4 Revival of Congress, Coalition Governments (1980-1996)

### **Unit 3: Economy and Society (15 Hours)**

- 3.1 Five Year Plans: Objectives, programmes and achievements
- 3.2 Reservation policy, Social welfare legislations on women and children
- 3.3 Liberalization, Privatization and Globalization
- 3.4 Major strides in education, science and technology

### **Unit 4: Foreign Policy (15 Hours)**

- 4.1 Non Aligned Movement: Objectives and principles
- 4.2 India- China relations
- 4.3 India- Pakistan relations
- 4.4 SAARC: Objectives and principles

## **REFERENCES:**

- 1 Basu, D. (2012). *Introduction to the Constitution of India*. Lexis Nexis, New Delhi.
- 2 Brass, P. (1994). *The Politics of India Since Independence*. Cambridge University Press, Cambridge.
- 3 Chandra, B., Mukherjee, M. and Mukherjee, A., eds., (1999). *India after Independence*. Penguin Books, New Delhi.
- 4 Chatterjee, P., ed., (1994). *State and Politics in India*. OUP, New Delhi.
- 5 Chaube, S. (2009). *The Making and Working of the Indian Constitution*. National Book Trust, Delhi.

- 6 Damodaran, V. and Kumar, M., eds., (2000). *Post Colonial India: History, Politics, and Culture*. Manohar Publishers, New Delhi.
- 7 Guha, R. C. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Picador, New Delhi.
- 8 Khilnani, S. (2004). *The Idea of India*. Penguin Books, New Delhi.
- 9 Vinaik, A. R. B. (2010). *Understanding Contemporary India*. Orient Black Swan, Hyderabad.

**Paper Title: INTRODUCTION TO HISTORY OF WEST ASIA (1900-2000)**

**Paper Code: HIS. E-17**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the students to:

1. Understand the nature of European colonization in West Asia.
2. To comprehend the circumstances leading to emergence of nationalism in West Asia.
3. To study the major conflicts in West Asia in the Post-Colonial period.

**Learning Outcome:** At the end of the course the students will be able to:

1. Understand the forces that led to the birth of nation states in West Asia
2. Analyze the causes and impact of conflicts in West Asia.

### **COURSE CONTENT:**

#### **Unit 1: Consolidation of European powers in West Asia (15 Hours)**

- 1.1 World War I and fall of the Ottoman Empire
- 1.2 Treaty of Sevres (1920)
- 1.3 Mandate System

#### **Unit 2: Emergence of Nationalism (15 Hours)**

- 2.1 Reforms of Kemal Pasha and Turkey
- 2.2 Independence of Iraq
- 2.3. Iranian Revolutions of 1952 and 1979

- 2.4 Zionism- Balfour Declarations (1917), Birth of Israel (1948)
- 2.5 Establishment of Arab League (1945): Its objectives and principles

**Unit 3: Conflicts in West Asia (15 Hours)**

- 3.1 Arab- Israel conflict, Foundation of PLO (1964)
- 3.2 Iran –Iraq Wars (1980-88)
- 3.5 Gulf War (1990-1991)

**Unit 4: Oil politics in West Asia ( 15 Hours)**

- 4.1 Crude oil and power politics
- 4.2 Nationalization of oil companies and balance of power
- 4.3 OPEC

**REFERENCES:**

- 1 Clarke J. I. and Bowen-Jones, H., eds., (2013). *Change and development in the Middle East*. Routledge, Abingdon, England.
- 2 Cleveland, W. L. and Bunton, M. (2016). *A History of the Modern Middle East*. Westview Press, U.S.A.
- 3 Cobban, H. (1984). *The Palestinian Liberation Organization: People, Power and Politics*. Cambridge University Press.
- 4 Goldschmidt, A. and Boum, A. (2015). *A Concise History of the Middle East*. Hachette, U. K.
- 5 Hourani, A. (2013). *A History of Arab Peoples*. Faber & Faber, U. K.
- 6 Kirk, G. E. (2017). *A Short History of the Middle East: From the Rise of Islam to Modern Times*. Routledge, Abingdon, England.
- 7 Ochsenswald, W. and Fisher, S. N. (2010). *The Middle East: A History*. 7<sup>th</sup> ed. McGraw-Hill Education, Pennsylvania.
- 8 Rao, B.V. (2005). *History of Asia: From Early Times to 2000 A.D.* New Dawn Press Inc., U.K.
- 9 Stenford, J.S. (1977). *History of Ottoman Empire and Modern Turki*. Vol I and II. Cambridge University Press, London.
- 10 Yahya, A. and Ricks, T. M. (1986). *Middle East: Past and Present*. Prentice-Hall, New Jersey.



**Paper Title: HISTORY OF MODERN EUROPE (1815-1945)**

**Paper Code: HIS. E-18**

**Marks: 100**

**Credits: 4**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course will enable the student to:

1. Understand the political changes that determined the course of European history in the nineteenth and twentieth centuries and analyze how these changes had a major impact on other parts of the world.

**Learning outcome:** At the end of the course the student will be able to:

1. Examine the significant problems, ideologies and events and explain their consequences.
2. Formulate ideas and interpretations through assignments and presentations.

### **COURSE CONTENT:**

#### **Unit1: Age of Metternich (15 Hours)**

**1.1** Fall of Napoleon, Congress of Vienna- Objectives, achievements and Metternich System

**1.2** Greek War of Independence, July Revolution of 1830 and 1848 Revolutions

#### **Unit 2: Birth of New Nation States (15 Hours)**

**2.1** Italian unification- The Carbonari, Mazzini, Cavour, Garibaldi and Victor Emmanuel II

**2.2** German unification- Zollverein, Frankfurt Parliament, Otto Von Bismarck- Policy of 'blood and iron', System of alliances

#### **Unit 3: Rise of Imperialism and World War I (15 Hours)**

**3.1** Industrial Revolution and its impact on economy- Colonial expansion, scramble for colonies

**3.2** World War I- Causes and consequences

**3.3** Treaty of Versailles, Establishment of League of Nations- Structure, organizations achievements and failure

## Unit 4: Rise of Totalitarian Regimes and World War II

(15Hours)

4.1 Fascism- Its features

4.2 Nazism- Its features

4.3 World War II- Causes and consequences

4.4 Establishment of U.N.O: Structure, principles, objectives and functions

4.5 Beginnings of Cold War

### **REFERENCES:**

1. Becker, C. and Cooper, K. (1970). *Modern History: Europe since 1600*. Burke Publishing, London.
2. Berger, S., ed., (2006). *Companion to Nineteenth Century Europe. 1789-1914*. Blackwell Publishing, Oxford.
3. Blanning, T. (2000). *The Oxford History of Modern Europe*. Oxford University Press.
4. Craig, G. (1962). *Europe since 1815*. Holt, Rinehart and Winston, New York.
5. Davies, N. (1998). *Europe: A History*. Harper Perennial, New York.
6. **Fisher, H. (1973). *A History of Europe. Vol. II: From the Early 18<sup>th</sup> century to 1935*. Fontana Press, London.**
7. Grant, A. and Temperley, H. (1952). *Europe in the Nineteenth and Twentieth Centuries 1789-1950*. Longmans Green and Co., London.
8. Hayes, C. and Cole, C. (1960). *History of Europe. Volume II: Since 1648*. The Macmillan Company, New York.
9. Hazen, C. (1963). *Modern Europe up to 1945*. S. Chand, New Delhi.
10. James, J. (1990). *Europe since 1870: An International History*. 4<sup>th</sup> ed. Penguin Books Ltd., London.

## COURSE STRUCTURE

S.N.	Semester - I		Semester - II					
	Core Papers	Paper Code	Core Papers	Paper Code				
1	Political History of Goa From Earliest Times to 1987 - I.	HIS- I.C-1	Economic, Social and Cultural History of Goa From Earliest Times to 1987 - II	HIS II.C-3				
2	History of Ancient India	HIS- I.C-2	History of India from Gupta Age to 1206 A.D.	HIS II.C-4				
Semester - III					Semester - IV			
	Core Paper	Paper Code	Elective Papers	Paper Code	Core Paper	Paper Code	Elective Papers	Paper Code
1	Ancient India From Vedic Age to 1206 A.D.	HIS III.C-5	History of South India From Earliest Times to C. 1250	HIS III.E-1	Medieval India: Political and Administrative History (1206-1757 A.D.)	HIS IV.C-6	Goan Heritage and Culture	HIS IV.E-6
			History of the Marathas	HIS III.E-2			Medieval India: Economy, Society and Culture (1206-1757 A.D.)	HIS IV.E-7
			Introduction to Archaeology	HIS III.E-3			Indian Archaeology	HIS IV.E-8
			Socio-Economic History of Europe (c.800 A.D.-1700)	HIS III.E-4			World History (Renaissance to French Revolution)	HIS IV.E-9
			Portuguese Language A1.1	HIS III.E-5			Portuguese Language A1.2	HIS IV.E-10
Semester V					Semester - VI			
S. N.	Core Paper	Paper Code	Elective papers	Paper Code	Core Paper	Paper Code	Elective papers	Paper Code
1	History of India from 1757 to 1857	HIS V.C-7	History of Modern China and Japan (1839-1949)	HIS.E-11	Indian National Movement from 1857 to 1947	HIS VI.C-8	History of USA (1776 – 1963)	HIS.E-15
			World Revolutions	HIS.E-12			India After Independence (1947 – 1996)	HIS.E-16
			Introduction to Constitution of India	HIS.E-13			Introduction to History of West Asia (1900-2000)	HIS.E-17
			Introduction to Historical Method and Indian Historiography	HIS V.E-14			Modern World (1945 - 1990)	HIS VI.E-18

## **SEMESTER I**

### **CORE PAPER**

**Course Title: POLITICAL HISTORY OF GOA FROM EARLIEST TIMES TO 1987**

**Course Code:** HIS-I. C-1

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of the major historical events in the history of Goa.
2. Critically evaluate the response of the Goans to the colonial rule.
3. Analyse the contribution of various governments to the political structure of Goa since liberation.

**Learning outcome:** At the end of the course the student will be able to:

1. Identify the unique characteristics of various historical periods and analyse the change over time.
2. Compare and contrast the political structure and policies of various governments in Goa.
3. Develop critical thinking skills through debates, discussions and assignment writing.

### **COURSE CONTENT**

#### **Unit 1: Goa upto 1510 A.D. (15 hours)**

- 1.1. Sources for the study of History of Goa.
- 1.2. Pre - History and Early Dynasties
- 1.3. Kadambas
- 1.4. Goa from 1352 to 1510

#### **Unit 2: Goa from 1510 to 1910 (15 hours)**

- 2.1. Portuguese conquest of Goa: Old Conquests, New Conquests.
- 2.2 Nature of Portuguese administrative system: civil, military, judicial, revenue.
- 2.3 Pombaline Reforms
- 2.4. Reaction to the Portuguese rule: Khola, Cuncolim, Mateus de Castro, Pinto Conspiracy, Rane Revolts.

**Unit 3: Goa from 1910 to 1961****(15 hours)**

- 3.1 Republican administration.
- 3.2 Salazarist dictatorship
- 3.3 Satyagraha Movements
- 3.4 Operation Vijay and Liberation of Goa

**Unit 4: Goa from 1961 to 1987****(15 hours)**

- 4.1 Military rule to Democracy
- 4.2 Government and politics (1963-1979)
- 4.3 Government and politics (1979 – 1987)
- 4.4 Opinion Poll, Language issue and Statehood

**REFERENCE BOOKS:**

1. Abreu, S. and Heredia, R.E., ed., (2014). *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company Pvt. Ltd.
2. Bhatt, S. C., ed., (2006). *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications.
3. De Assis, L. (2006). *Goa through the Mists of History from 10000 B.C. - A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd.
4. Fernandes, A. (1986). *Cabinet Government in Goa*. New Delhi: Sterling.
5. Gune, V.T., ed., (1971) *The Gazetteer of the Union Territory: Goa, Daman and Diu: District Gazetteer*, Part I. Goa: Panaji Government Press.
6. Kamat, P. P. (1999). *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza.
7. Malekandathil, P. and Dias R., ed., (2008). *Goa in the 20th Century- History and Culture*. Panaji: Institute Menezes Braganza.
8. Mitragotri, V. R. (1999). *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: Institute of Menezes Braganza.
9. Moraes, G.M. (1989). *Kadamba Kula*. New Delhi: Asian Educational Services.
10. Narayan, R. (2011). *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd.
11. Sa, Cabral, E., ed., (2002). *Redefining Horizons Goa: Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa.

## **SEMESTER I**

### **CORE PAPER**

**Course Title:** **HISTORY OF ANCIENT INDIA**

**Course Code:** HIS-1 C-2

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the students to:

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments in early India.
2. Develop an understanding of achievements of major rulers of the period.

**Learning Outcome:** At the end of the course the students will be able to:

1. Identify the unique characteristics of various historical periods of Ancient India.
2. Appreciate the contributions of various dynasties to the cultural development of early India.

### **COURSE CONTENT:**

#### **Unit 1: Pre – History and Harappan Civilisation (15 hours)**

- 1.1 Sources for the study of Ancient India
- 1.2 Palaeolithic, Mesolithic, Neolithic sites and features
- 1.3 Harappan Civilisation: Origin and distribution, Major sites, Town Planning, Trade and Commerce, Craft Production, Religion and Society

#### **Unit 2: Vedic Age to Pre Mauryan Period (15 hours)**

- 2.1 Vedic Age
- 2.2 Emergence of Jainism and Buddhism
- 2.3 State Formation: Mahajanapadas, Rise of Magadha
- 2.4 Persian and Macedonian invasions and Impact

### **Unit 3: Mauryan Age**

**(15 hours)**

- 3.1 Emergence of Mauryan Empire: Chandragupta, Ashoka
- 3.2 Administration, Policy of *Dhamma*
- 3.3 Society, Economy, Art and Architecture
- 3.4 Decline of Mauryas

### **Unit 4: Indo- Greeks, Kushanas, Satavahanas and Sangam Age**

**(15 hours)**

- 4.1 Indo- Greeks, Kushanas, Satavahanas
- 4.2 Art, Architecture and Religion
- 4.3 Sangam Age: Literature and Polity

### **REFERENCE BOOKS**

1. Basham, A.L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. I & Vol. II. Jaipur: Arihant Publishing House.
3. Chakravarti, R. (2016). *Exploring Early India*. 3<sup>rd</sup> ed. New Delhi: Primus Books.
4. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Kulke, H., and Rothermund, D. (2016). *A History of India*. London: Routledge.
6. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications.
7. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. Vol. I. 8<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
8. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. Vol. II. 7<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
9. Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Motilal Banarsidas.
10. Sharma, R.S. (2007). *India's Ancient Past*. New Delhi: Oxford University Press.
11. Singh, U. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Education India.
12. Thapar, R. (2010). *Ancient Indian Social History: Some Interpretations*. 2<sup>nd</sup> ed. New Delhi: Orient Blackswan.
13. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin

## **SEMESTER II**

### **CORE PAPER**

**Course Title:** **ECONOMIC, SOCIAL AND CULTURAL HISTORY OF GOA FROM EARLIEST TIMES TO 1987**

**Course Code:** HIS-II. C-3

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Formulate an understanding of the forces that have influenced the social, economic and cultural changes in Goa through the ages.
2. Appreciate of Goa's rich and unique heritage.
3. Analyze the progress that Goa has made since liberation.

**Learning Outcome:** At the end of the course the student will be able to:

1. Identify colonial impact on Goa's economic and socio-cultural profile.
2. Understand the diverse characteristics of Goa's heritage.
3. Develop critical thinking skills through debates, discussions, assignment writing and field work.

### **COURSE CONTENT**

#### **Unit 1: Society (15 hours)**

- 1.1 Early settlers, tribes
- 1.2 Caste, Religion
- 1.3 Lusitanisation

#### **Unit 2: Economy (15 hours)**

- 2.1 Trade and Commerce.
- 2.2 Transition from *Gaunkari* to *Comunidade*
- 2.3 Economic progress since Liberation: industry, tenancy reforms, tourism, mining and urbanization.



### Unit 3: Culture

(15 hours)

3.1 Food, Dance and Music, Festivals.

3.2 Art and Architecture

3.3 Heritage conservation: Role of Government and NGOs

### Unit 4: Human Development

(15 hours)

4.1 Education, Language and Literature

4.2 Health

4.3 Status of Women

4.4 Demography and Migration.

### **REFERENCE BOOKS:**

1. Bhatt, S. C., ed., (2006). *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications.
2. Carita, H. (1997). *Palaces of Goa*. Portugal: Cartago London.
3. Da Cunha, G. (1999). *Houses of Goa*. Bardez: Architecture Autonomous.
4. De Mendonca, D. (2002). *Conversions and Citizenry: Goa under Portugal- 1510-1610*. New Delhi: Concept Publishing Company Pvt. Ltd.
5. De Souza, T.R. (1979). *Medieval Goa: A Socio – Economic History*. Saligao: Goa 1556.
6. Gomes, O.J.F. (2002). *Goa*. New Delhi: National Book Trust.
7. Gomes, O.J.F. (1996). *Village: A Study of Goan Social Structure and Change*. New Delhi: S. Chand And Company Ltd.
8. Gune, V.T., ed., (1971). *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer, Part I*. Goa: Panaji Government Press.
9. Kamat, P.P. (2009). *Goa: It's Tryst with Trade*. Panaji: Goa Chamber of Commerce and Industry.
10. Pereira, J. (2002). *Churches of Goa*. New Delhi: Oxford University Press.
11. Phaldesai, P. (2004). *Kaleidoscope Goa : A Cultural Atlas*. Panaji: Vasantrao Dempo Education and Research Foundation.
12. Priolkar, A.K. (1961). *The Goa Inquisition*. Panaji: Rajhauns Vitaran.
13. Malgonkar, M. (1982). *Inside Goa*. Bardez: Architecture Autonomous.
14. Mitragotri, V.R. (1999). *Socio-Cultural History of Goa: From Bhoj as to Vijayanagar*. Panjim: M.V. Naik Institute of Menezes Braganza.
15. Xavier, P.D. (1993). *Goa: A Social History (1510-1640)*. Panaji-Goa: Rajhauns Vitaran.

## **SEMESTER II**

### **CORE PAPER**

**Course Title:** **HISTORY OF INDIA FROM GUPTA AGE TO 1206 A.D.**

**Course Code:** HIS-1 C-4

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the students to:

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments during Gupta and Post Gupta period.
2. Develop an understanding of achievements of major rulers of the period.

**Learning Outcome:** At the end of the course the students will be able to:

1. Identify the unique characteristics of various historical periods of Gupta and Post- Gupta Period.
2. Appreciate the contributions of various dynasties to the cultural development of India.

### **COURSE CONTENT**

#### **Unit 1: Gupta and Post Gupta Age: I**

**(10 hours)**

- 1.1 Rise of Guptas and Chandragupta I
- 1.2 Important Rulers: Samudragupta, Chandragupta II
- 1.3 Decline of Guptas and rise of Harshavardhana

#### **Unit 2: Gupta and Post Gupta age: II**

**(20 hours)**

- 2.1 Administration
- 2.2 Society, Economy
- 2.3 Religion, Art and Architecture
- 2.4 Literature and Science

### **Unit 3: Deccan and the South**

**(20 hours)**

- 3.1 Chalukya – Pulakeshi II
- 3.2 Pallavas- Mahendravarman -I
- 3.3 Hoysalas, Rashtrakutas, Cholas
- 3.4 Cultural developments, Extension of Indian Culture in South and South East Asia

### **Unit 4: Rajputs, Arabs, Ghaznavids and Ghurids**

**(10 hours)**

- 4.1 Rajputs, Polity, Society and Culture
- 4.2 Arab invasions and Impact
- 4.3 Ghaznavid and Ghurid invasions and impact

### **REFERENCE BOOKS**

1. Basham, A.L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. II. Jaipur: Arihant Publishing House.
3. Chakravarti, R. (2016). *Exploring Early India*. 3<sup>rd</sup> ed. New Delhi: Primus Books.
4. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Kulke, H., and Rothermund, D. (2016). *A History of India*. London: Routledge.
6. Majumdar, R.C. (1986). *Suvarnavdipa: Ancient Indian Colonies in the Far East*. Vol. I & Vol. II. New Delhi: Gian Publishing House.
7. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications
8. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. Vol. III. 6<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
9. Majumdar, R.C., ed., (2009). *The History and Culture of the Indian People*. Vol. IV. 5<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
10. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. Vol. V. 5<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
11. Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*.

- New Delhi: Motilal Banarsidas.
12. Sharma, R.S. (2007). *India's Ancient Past*. New Delhi: Oxford University Press.
  13. Singh, U. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Education India.
  14. Singh, U. (2012). *Rethinking Early Medieval India: A Reader*. New Delhi: Oxford University Press.
  15. Thapar, R. (2010). *Ancient Indian Social History: Some Interpretations*. 2<sup>nd</sup> ed. New Delhi: Orient Blackswan.
  16. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)  
DEPARTMENT OF HISTORY**

**COURSE STRUCTURE  
THREE YEARS B.A. DEGREE COURSE IN HISTORY**

SEM	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIS- I.C-1</b> History of Goa from Earliest Times to 1961	<b>HIS- I.C-2</b> History of India from Earliest Times to 3 <sup>rd</sup> Century CE	-	-	-	-
II	<b>HIS II.C-3</b> History of Goa from 1961 to the Present	<b>HIS II.C-4</b> History of India from 4 <sup>th</sup> Century to 1206 CE	-	-	-	-
III	<b>HIS III.C-5</b> History of Medieval India from 1206 to 1526	-	<b>HIS.E-1</b> History of South India From Earliest Times to C. 1250	<b>HIS.E-2</b> History of the Marathas	<b>HIS.E-3</b> Introduction to Archaeology	<b>HIS.E-4</b> Socio-Economic History of Europe (c.800 A.D.-1700)
IV	<b>HIS IV.C-6</b> History of Medieval India from 1526 to 1707	-	<b>HIS.E-5</b> Goan Heritage and Culture	<b>HIS.E-6</b> World Civilisations: Persia, India, Greece and Rome (Earliest Times to 500 CE)	<b>HIS.E-7</b> Indian Archaeology	<b>HIS.E-8</b> World History (Renaissance to French Revolution)
V	<b>HIS V.C-7</b> History of India from 1757 to 1857	-	<b>HIS.E-9</b> History of Modern China and Japan (1839-1949)	<b>HIS.E-10</b> World Revolutions	<b>HIS.E-11</b> Introduction to Constitution of India	<b>HIS.E-12</b> Introduction to Historical Method and Indian Historiography
VI	<b>HIS VI.C-8</b> Indian National Movement from 1857 to 1947	-	<b>HIS.E-13</b> History of USA (1776 – 1963)	<b>HIS.E-14</b> India After Independence (1947 – 1996)	<b>HIS.E-15</b> Introduction to History of West Asia (1900-2000)	<b>HIS.E-16</b> History of Modern Europe (1815 – 1945)
<b>SEM</b>	<b>INTERDISCIPLINARY COURSES (FOUNDATION GROUP) FOR SEMESTER V AND VI</b>					
V/VI	<b>HIS-INT-I</b> Goan Heritage and Culture	<b>HIS-INT-II</b> Introduction to Constitution of India	<b>HIS-INT-III</b> Issues and Perspectives in Goa Since 1961			

**Parvatibai Chowgule College of Arts & Science (Autonomous)  
Margao – Goa**

**SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS (F.Y.B.A) IN HISTORY  
SEMESTER I**

**Course Title:** HISTORY OF GOA FROM EARLIEST TIMES TO 1961

**Course Code:** HIS-I. C-1

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of the major events in the history of Goa.
2. Comprehend the forces that have influenced the political, social, economic and cultural changes in Goa.
3. Appreciate the contribution of various rulers to Goa's rich heritage.

**Learning outcome:** At the end of the course the student will be able to:

1. Assess the contribution of major rulers to the political history of Goa
2. Identify the colonial impact on Goa's socio-cultural profile.
3. Develop critical thinking skills, through debates, discussions and assignment writing

**COURSE CONTENT:**

**1. Unit 1: Early Goa (15 hours)**

- 1.1. Pre-History: Dudhsagar – Kushavati - Mhadei River Valley Culture
- 1.2. Early Dynasties, Kadambas
- 1.3. Goa under Bahamani, Vijaynagara and Adilshahi rule
- 1.4. Trade and Commerce, Gaunkari, Art and Architecture

**2. Unit 2: Goa under Portuguese rule – I (15 hours)**

- 2.1. Portuguese conquest of Goa: Old Conquests, New Conquests
- 2.2. Administration under Absolute Monarchy
- 2.3. Pombaline Reforms
- 2.4. Constitutional Period, Republican Administration

### 3. Unit 3: Goa under Portuguese rule – II

(15 hours)

- 3.1. Religious policy of the Portuguese
- 3.2. Reaction to the Portuguese rule: Khola, Cuncolim, Mateus de Castro, Pinto Conspiracy, Rane Revolts, Military Mutinies
- 3.3. Salazarist dictatorship, Satyagraha Movements
- 3.4. Operation Vijay

### 4. Unit 4: Colonial Impact

(15 hours)

- 4.1. Trade and Commerce, Anglo- Portuguese Treaty , *Comunidades*
- 4.2. Social Structure, Uniform Civil Code
- 4.3. Centres of Learning and forms of knowledge, Aspects of Culture
- 4.4. Art and Architecture

### REFERENCES:

1. Bhatt, S. C., ed., (2006). *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications.
2. Cabral, R. (2013). *Primary Education in Goa: An Historical Perspective*. New Delhi: India Concept Publishing Company.
3. Correia, L. de. A. (2006). *Goa through the Mists of History from 10000 B.C.- A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd.
4. De Mendonça, D. (2002). *Conversions and Citizenry: Goa under Portugal – 1510-1610*. New Delhi: Concept Publishing Company.
5. De Souza, T. R. (1979). *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556.
6. De Souza, T.R., ed., (1990). *Goa Through the Ages: Economic History*. Vol II. New Delhi: Goa 1556.
7. Gune, V.T., ed., (1971). *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer*, Part I. Panaji-Goa: Government Press.
8. Kamat, P. P. (1999). *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza.
9. Kamat, P.P. (2009). *Goa: Its Tryst with Trade*. Panaji: Goa Chamber Of Commerce and Industry.
10. Mhamai, S.K., ed., (2002). *Goa: Educational Institutions through the Ages*. Panaji: Directorate of Archives and Archaeology, Government of Goa.
11. Mitragotri, V. R. (1999). *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: Institute of Menezes Braganza.
12. Moraes, G.M. (1989). *Kadamba Kula*. New Delhi: Asian Educational Services.
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14. Shastri, B.S. (2000). *Goa-Kanara Portuguese Relations 1498-1763*. New Delhi: Concept Publishing Company Pvt. Ltd.
15. Shirodkar, P.P. (1988). *Goa's Struggle for Freedom*. Bardez-Goa: 'Vatsalya'.
16. Xavier, P.D. (1993). *Goa: A Social History (1510-1640)*. Panaji-Goa: Rajhauns Vitaran.

**Course Title:** **HISTORY OF INDIA FROM EARLIEST TIMES TO 3<sup>RD</sup> CENTURY CE**

**Course Code:** HIS-I. C-2

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the students to:

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments in early India.
2. Develop an understanding of achievements of major rulers of the period.

**Learning Outcome:** At the end of the course the students will be able to:

1. Identify the unique characteristics of various historical periods of early India.
2. Appreciate the contributions of various dynasties to the cultural development of early India.

## **COURSE CONTENT**

### **Unit 1: Pre – History and Harappan Civilisation (15 hours)**

- 1.1. Sources for the study of Ancient India
- 1.2. Paleolithic, Mesolithic, Neolithic sites and features
- 1.3. Harappan Civilisation: Origin and distribution, Major sites, Town Planning, Trade and Commerce, Craft Production, Religion and Society

### **Unit 2: Vedic Age to Pre-Mauryan Period (15 hours)**

- 2.1. Vedic Age
- 2.2. Emergence of Jainism and Buddhism
- 2.3. State Formation: Mahajanapadas, Rise of Magadha
- 2.4. Persian and Macedonian invasions and Impact

### **Unit 3: Mauryan Age (15 hours)**

- 3.1. Emergence of Mauryan Empire: Chandragupta, Ashoka
- 3.2. Administration, Policy of *Dhamma*
- 3.3. Society, Economy, Art and Architecture
- 3.4. Decline of Mauryas



#### Unit 4: Indo- Greeks, Kushanas, Satavahanas and Sangam Age

(15 hours)

- 4.1. Indo- Greeks, Kushanas, Satavahanas
- 4.2. Art, Architecture and Religion
- 4.3. Sangam Age: Literature and Polity

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1. Basham, A.L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. I & Vol. II. Jaipur: Arihant Publishing House.
3. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications.
5. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. Vol. I. 8<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
6. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. Vol. II. 7<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
7. Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Motilal Banarsidas.
8. Sharma, R.S. (2007). *India's Ancient Past*. New Delhi: Oxford University Press.
9. Singh, U. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Education India.
10. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin.
11. Thapar, R. (2010). *Ancient Indian Social History: Some Interpretations*. 2<sup>nd</sup> ed. New Delhi: Orient Blackswan.

## **SEMESTER II**

**Course Title:** **HISTORY OF GOA FROM 1961 TO THE PRESENT**

**Course Code:** HIS-II. C-3

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of transition from colonial rule to self-rule.
2. Analyse the contribution of various governments to the political structure of Goa.

**Learning Outcome:** At the end of the course the student will be able to:

1. Appreciate the progress achieved by Goa in the post-liberation period.
2. Identify the issues and problems confronting the Goan society.
3. Develop critical skills, through debates, discussions and assignment writing.

### **COURSE CONTENT**

#### **Unit 1: Transition from Military rule to Democracy (15 hours)**

- 1.1. Goa under Military rule
- 1.2. Emergence of regional political parties
- 1.3. Goa under MGP rule (1963-1979)
- 1.4. Opinion Poll

#### **Unit 2: Government and Politics from 1980 onwards (15 hours)**

- 2.1. Establishment of Congress Government
- 2.2. Coalition Politics
- 2.3. Statehood for Goa
- 2.4. Language Issue

#### **Unit 3: Socio- Economic Aspects (15 hours)**

- 3.1. Growth of Education
- 3.2. Tenancy Reforms
- 3.3. Mining and Tourism
- 3.4. Women and Child Development

#### 4. Unit 4: Social Issues and Civil Movements

(15 hours)

- 4.1. Students' Agitations
- 4.2. Ramponkar Movement- Tripartite Struggle
- 4.3. Environmental Concerns and Issues- Goa Bachao Abhiyan, Mhadei Issue
- 4.4. Liberalisation Privatisation Globalisation and its impact- SEZs and Regional Plans

#### **REFERENCES:**

1. Abreu, S., and Rudolf E. H., eds., (2014). *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company Pvt. Ltd.
2. Almeida, J. C. (2013). *Goa: Administration and Economy before and after 1962*. Panjim: Broadway.
3. Alvares, C. (2001). *Fish, Curry and Rice: A Citizen's Report on the Goan Environment*. Mapusa. The Other India Book Press.
4. Angle, P. (1983). *Goa: An Economic Review*. Bombay: Goa Hindu Association.
5. Esteves, S. (1986). *Politics and Political Leadership in Goa*. New Delhi: Sterling.
6. Fernandes, A. (1986). *Cabinet Government in Goa*. New Delhi: Sterling.
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8. Malekandathil, P. and Dias, R., eds., (2008). *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza.
9. Narayan, R. (2011). *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd.
10. Parabo. P.D.(2015). *India First Democratic Revolution: Dayanand Bhandodkar and the Rise of Bahujan in Goa*. New Delhi: Orient Blackswan.
11. Cabral e Sá, M., ed., (2002). *Redefining Horizons: Goa, Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa.
12. Saksena, R.N. (1974). *Goa: Into the Mainstream*. New Delhi: Abhinav Publications.

**Course Title:** HISTORY OF INDIA FROM 4<sup>TH</sup> CENTURY TO 1206 CE

**Course Code:** HIS-II C-4

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the students to:

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments during Gupta and Post-Gupta period.
2. Develop an understanding of achievements of major rulers of the period.

**Learning Outcome:** At the end of the course the students will be able to:

1. Identify the unique characteristics of various historical periods of Gupta and Post-Gupta Period.
2. Appreciate the contributions of various dynasties to the cultural development of India.

**COURSE CONTENT:**

**Unit 1: Gupta and Post Gupta Age: I (10 hours)**

- 1.1. Rise of Guptas and Chandragupta I
- 1.2 Important Rulers: Samudragupta, Chandragupta II
- 1.3 Decline of Guptas and rise of Harshavardhana

**Unit 2: Gupta and Post Gupta age: II (20 hours)**

- 2.1 Administration
- 2.2 Society, Economy
- 2.3 Religion, Art and Architecture
- 2.4 Literature and Science

**Unit 3: Deccan and the South (20 hours)**

- 3.1 Chalukyas – Pulakeshi II
- 3.2 Pallavas- Mahendravarman -I
- 3.3 Hoysalas, Rashtrakutas, Cholas
- 3.4 Cultural developments, Extension of Indian Culture in South and South East Asia

**Unit 4: Rajputs, Arabs, Ghaznavids and Ghurids (10 hours)**

- 4.1 Rajputs: Polity, Society and Culture
- 4.2 Arab invasions and Impact
- 4.3 Ghaznavid and Ghurid invasions and impact

## **REFERENCES:**

1. Basham, A. L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. II. Jaipur: Arihant Publishing House.
3. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Kulke, H. and Rothmund, D. (2016). *A History of India*. London: Routledge
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13. Singh, U. (2012). *Rethinking Early Medieval India: A Reader*. New Delhi: Oxford University Press.
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### **SEMESTER III**

**Course Title:** **HISTORY OF MEDIEVAL INDIA FROM 1206 TO 1526**

**Course Code:** HIS-III. C-5

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Acquire an understanding of the major political developments of medieval India.
2. Study the contribution of medieval dynasties to the economic, social and cultural development of India.

**Learning outcome:** At the end of the course the student will be able to:

1. Analyse the forces behind the rise and fall of various dynasties.
2. Appreciate the contribution of the different dynasties to the political, socio-economic and cultural fabric of India.
3. Develop critical thinking skills through debates, discussions and assignment writing.

#### **COURSE CONTENT:**

##### **Unit 1: The Delhi Sultanate (15 hours)**

- 1.1. Foundation and consolidation: Qutubuddin -Aibak, Iltutmish, Razia and Balban
- 1.2. Expansion: Allauddin Khilji, Mohammad Bin Tughlaq
- 1.3. Lodis and the decline
- 1.4. Administrative system: Central, Provincial, Local, Judicial, Military, Revenue

##### **Unit 2: Deccan and the South (15 hours)**

- 2.1. Vijayanagara: Harihara and Bukka, Krishnadevaraya
- 2.2. Bahamani: Hasan Gangu, Mahmud Gawan, Emergence of Shahi Kingdoms
- 2.3. Administration under Vijayanagara and Bahamani: Central, Provincial, Revenue, Local, Judicial, Military

##### **Unit 3: Economy (15 hours)**

- 3.1 Rural Economy: Agriculture, Land tenure, Irrigation networks, Crops
- 3.2 Urban Economy: Crafts, Craft Organisation
- 3.3 Trade and Commerce: Centres of trade, Trade items, Trade route, Trade organisation
- 3.4 Coins and Currency

#### **Unit 4: Society, Religion and Culture**

**(15 hours)**

- 4.1 Social Structure: Social groups, Social practices, Status of women
- 4.2 Sufism, Bhakti
- 4.3 Centres of Education, Literature- Sanskrit, Persian, Kannada, Telugu
- 4.4 Art and Architecture- Delhi Sultanate, Vijayanagara and Bahamani

#### **REFERENCES:**

1. Chandra, S. (2005). *Medieval India: From Sultanate to the Mughals*. Vol. I. New Delhi: Har - Anand Publications Pvt. Ltd.
2. Chitnis, K.N. (1979). *Socio-Economic Aspects of Medieval India*. Poona: R. K. Chitnis.
3. Chopra, P. N., Puri, B.N. and Das, M.N., (1974). *A Social, Cultural and Economic History of India*. Vol. II. Delhi: Macmillan India.
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**Course Title: INTRODUCTION TO ARCHAEOLOGY**

**Course Code: HIS-III. E-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Understand the theoretical issues involved in the study of archaeology.
2. Gain knowledge of 'Field Archaeology' by focussing on the methods involved in the collection, analysis and interpretation of archaeological records.

**Learning Outcome:** A successful completion of this course will enable the student to:

1. Acquire basic knowledge about the theoretical aspects of archaeological studies.
2. To be aware of significance of archaeology as a discipline and take up further studies in field archaeology.
3. Develop critical thinking skills through debates, discussions, assignment writing and visits to archaeological sites.

## **COURSE CONTENT**

### **Unit 1: Definition, Aim and Scope of Archaeology (15 Hours)**

- 1.1. Definition and aims
- 1.2. History and development of Archaeology in Europe
- 1.3. Development of Archaeology in India

### **Unit 2: Methods in Archaeology (15 Hours)**

- 2.1. Exploration
- 2.2. Excavation

### **Unit 3: Archaeological Records (15 Hours)**

- 3.1. Archaeological site
- 3.2. Documentation Methods
- 3.3. Usefulness of material remains in reconstructing the past

### **Unit 4: Types of Indian Archaeology (15 Hours)**

- 4.1. Pre-historic Archaeology
- 4.2. Proto-historic Archaeology
- 4.3. Historic Archaeology



## **REFERENCES:**

1. Binford, L.R. (1983). *In Pursuit of the Past: Decoding the Archaeological Record*. London: Thames and Hudson.
2. Childe, V.G. (1956). *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul.
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4. Hodder, I. (1986). *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed. Cambridge: Cambridge University Press.
5. Renfrew, C. and Bahn. P. (1991). *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson.
6. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
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12. Raman, K.V. (1991). *Principles and Methods in Archaeology*. Madras: Parthajan Publication.

## **SEMESTER IV**

**Course Title:** **HISTORY OF MEDIEVAL INDIA FROM 1526 TO 1707**

**Course Code:** HIS IV.C-6

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Acquire an understanding of the major political developments of later medieval India.
2. Understand the contribution of later medieval dynasties to the economic, social and cultural development of India.

**Learning outcome:** At the end of the course the student will be able to:

1. Analyse the forces behind the rise and fall of various dynasties.
2. Acknowledge the contribution of the different dynasties to the political, socio-economic and cultural fabric of India.
3. Develop critical thinking skills through debates, discussions and assignment writing.

### **COURSE CONTENT:**

#### **Unit 1: The Mughals** **(20 hours)**

- 1.1.Foundation and struggle: Babur, Humayun, Suri interlude
- 1.2.Expansion and consolidation: Akbar, Jahangir, Shah Jahan
- 1.3.Debate of the Mughal empire: Aurangzeb
- 1.4.Administrative system: Central, Provincial, Local, Judicial, Mansabdari system

#### **Unit 2: Marathas** **(10 hours)**

- 2.1 Rise of Marathas: Factors, role of Shivaji
- 2.2 Maratha War of Independence
- 2.3 Administration- Central, Provincial, Local, Military and Judicial

#### **Unit 3: Economy** **(15 hours)**

- 3.1.Rural Economy: Agriculture, Land tenure, Irrigation networks, Crops
- 3.2.Urban Economy: Crafts, tax on crafts, Land tax
- 3.3.Trade and Commerce: Centres of trade, Trade items, Trade route, Trade organisation
- 3.4.Coins and Currency

#### **Unit 4: Society and Culture**

**(15 hours)**

- 4.1.Social Structure: Socio-religious groups, Social stratification, Social practices, Status of Women
- 4.2.Centre of Education, Literature- Persian, Arabic, Marathi
- 4.3.Art and Architecture: Paintings, Important monuments, Forts

#### **REFERENCES**

1. Chitnis, K.N. (2002). *Socio-Economic Aspects of Medieval India*. Pune: Atlantic Publishers and Distributors.
2. Chopra, P. N., Puri, B.N. and Das, M.N., (1974). *A Social, Cultural and Economic History of India*. Vol. II. Delhi: Macmillan India.
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11. Majumdar, R.C., ed., (1974). *The History and Culture of Indian People*. Vol VII. Bombay: Bharatiya Vidya Bhavan.
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**Course Title: INDIAN ARCHAEOLOGY**

**Course Code: HIS IV. E – 7**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** this course shall enable the students to

1. Understand the initial stages of archaeology in India.
2. Gain Knowledge of Pre-historic, Proto-historic and Historical archaeology in India.
3. Identify the scope of Epigraphy and Numismatics as sources of archaeological studies.

**Learning Outcomes:** At the end of the course the student will be able to:

1. Appreciate the rich archaeological heritage of India.
2. Acknowledge the significance of archaeological sources for the study of history of India.
3. Assess the contributions of the ancient Indian dynasties and evaluate the impact of their rule on Indian History.

**COURSE CONTENT:**

**Unit 1: Development of Archaeology in India**

**(15 hours)**

- 1.1 Antiquarian Phase
- 1.2 Path breaking discoveries

**Unit 2: Pre-historic and Proto-historic Archaeology**

**(15 hours)**

- 2.1 Pre-historic Age – Isampur, Attirampakkam, Bhimbetka
- 2.2 Proto-historic Age – Mehargarh, Harappa
- 2.3 Chalcolithic and Megalithic Age – Daimabad, Ahar, Jorwe, Brahmagiri

**Unit 3: Historical Archaeology of India**

**(15 hours)**

- 3.1 Early India – Hastinapur, Arikamedu
- 3.2 Early Medieval India – Banavasi, Chandor
- 3.3 Medieval India – Hampi, Daulatabad

#### Unit 4: Indian Epigraphy and Numismatics

(15 hours)

4.1 Epigraphy: Scope, Origin of writing, Writing Material, James Princep, B.L.Rice,  
J.F. Fleet

4.2 Numismatics: Scope, Origin of coins, Types of coins

#### **REFERENCES**

1. Agarwal, D. P. (1984). *The Archaeology of India*. New Delhi: Select book Service Syndicate.
2. Bhattacharya, D. K. (1987). *Prehistoric Archaeology: A Comparative Study of Human Succession*. Delhi: Hindustan Publishing Corporation.
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12. Wheeler, R.E.M. (1961). *Archaeology from the Earth*. London: Penguin Books.

## **SEMESTER V / VI**

**Course Title:** **ISSUES AND PERSPECTIVES IN GOA SINCE 1961**

**Course code:** HIS-INT-3

**Credits:** 4

**Marks:** 100

**Duration:** 60 hours

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of the major events in the post-liberation era.
2. Critically evaluate the various issues in Goa since liberation.

**Learning Outcomes:** At the end of the course the student will be able to:

1. Identify the issues and problems pertaining to Goa since liberation.
2. Develop critical thinking skills, through debates, discussions and assignment writing.

### **COURSE CONTENT**

**Unit 1: Evolution of Political Institutions** (15 hours)

- 1.1: Military Administration to Democratic Government
- 1.2: Panchayati Raj Systems

**Unit 2: Environmental Issues** (15 hours)

- 2.1: Ranponkar Movement
- 2.2: Issues connected with water resources and management
- 2.3: Industrialization and Environmental Issues
- 2.4: Mining, Tourism and Environmental concerns

**Unit 3: Social Issues** (15 hours)

- 3.1: Alcoholism and substance abuse
- 3.2: Tourism and human trafficking
- 3.3: Development and in-migration

**Unit 4: Issues in Identity** (15 hours)

- 4.1: Opinion Poll
- 4.2: Language and Script
- 4.3: Out-Migration
- 4.4: Heritage Conservation

## **REFERENCES**

1. Abreu, S. and Heredia, R. (2014). *Goa 2011 Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company.
2. Almeida, J.C. (2013). *Goa: Administration and Economy before and after 1962*. Panjim: Broadway.
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12. Rajan, I.R., ed., (2011). *Migration, Identity and Conflict. India Migration Report 2011*. New Delhi: Routledge.
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**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF HISTORY**

**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN HISTORY**

<b>SEM</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
<b>I</b>	<b>HIS- I.C-1</b> History of Goa from Earliest Times to 1961	<b>HIS- I.C-2</b> History of India from Earliest Times to 3 <sup>rd</sup> Century CE	-	-	-	-
<b>II</b>	<b>HIS II.C-3</b> History of Goa from 1961 to the Present	<b>HIS II.C-4</b> History of India from 4 <sup>th</sup> Century to 1206 CE	-	-	-	-
<b>III</b>	<b>HIS III.C-5</b> History of Medieval India from 1206 to 1526	-	<b>HIS.E-1</b> History of South India From Earliest Times to C. 1250	<b>HIS.E-2</b> World Civilisations: Egypt, Persia, Greece and Rome (Earliest Times to 500 CE)	<b>HIS.E-3</b> Introduction to Archaeology	<b>HIS.E-4</b> Socio-Economic History of Europe (c.800 A.D.-1700)
<b>IV</b>	<b>HIS IV.C-6</b> History of Medieval India from 1526 to 1707	-	<b>HIS.E-5</b> Goan Heritage and Culture	<b>HIS.E-6</b> History of the Marathas	<b>HIS.E-7</b> Indian Archaeology	<b>HIS.E-8</b> Western Civilisation (Renaissance to French Revolution)
<b>V</b>	<b>HIS V.C-7</b> History of India from 1757 to 1857	-	<b>HIS.E-9</b> History of Modern China and Japan (1839-1949)	<b>HIS.E-10</b> World Revolutions	<b>HIS.E-11</b> Introduction to Constitution of India	<b>HIS.E-12</b> Introduction to Historical Method and Indian Historiography
<b>VI</b>	<b>HIS VI.C-8</b> Indian National Movement from 1857 to 1947	-	<b>HIS.E-13</b> History of USA (1776 – 1963)	<b>HIS.E-14</b> India After Independence (1947 – 1996)	<b>HIS.E-15</b> Introduction to History of West Asia (1900-2000)	<b>HIS.E-16</b> History of Modern Europe (1815 – 1945)
<b>SEM</b>	<b>INTERDISCIPLINARY COURSES (FOUNDATION GROUP) FOR SEMESTER V AND VI</b>					
<b>V/VI</b>	<b>HIS-GEN-I</b> Culture and Heritage of Goa	<b>HIS-GEN-II</b> Introduction to Constitution of India		<b>HIS-GEN-III</b> Issues and Perspectives in Goa Since 1961		



**Course Title: INTRODUCTION TO HISTORICAL METHOD AND INDIAN HISTORIOGRAPHY**

**Course Code: HIS. E-12**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Review the basic concepts and categories of History.
2. Understand the art of writing History.
3. Debate the different approaches to Indian Historiography.

**Learning outcomes:** At the end of the course the student will be able to:

1. Analyze the basic concepts and categories of History.
2. Appreciate the scope of History and the art of writing History.
3. Assess the different approaches to Indian Historiography.
4. Develop critical inquiry spirit and take up historical research
5. Examine the different ideologies that have influenced historical writing

**Unit 1: Meaning and Scope of History**

**(15 Hours)**

**1.1** What is History? – Definitions

**1.2** Scope of History, History and Allied Subjects

**Unit 2: Historical Method**

**(15 Hours)**

**2.1** Sources, their Classification and Collection

**2.2** Issues of Subjectivity and Objectivity, Analysis of Data, History Writing- Synthesis, References and Bibliography

**Unit 3: Indian Historiography**

**(15 Hours)**

**3.1** Historiography: Meaning and Significance

**3.2** Approaches to History in Ancient and Medieval India

**Unit 4: Approaches to Indian History**

**(15 Hours)**

**4.1** Orientalist, Imperialist and Nationalist schools of thought

**4.2** Marxist, Cambridge and Subaltern approaches

**References:**

1. Ali, B. S. (1984). *History: Its Theory and Method*. Mumbai: Macmillan India Ltd.
2. Black, J. Donald M. (2007). *Studying History*. New York: Palgrave Macmillan.
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5. Collingwood, R.G. (1994). *The Idea of History*. USA: O.U.P.
6. Elton, G.R. (2002). *The Practice of History*. Oxford: Blackwell Publishers.
7. George G., et, al. (2008). *A Global History of Modern Historiography*. England: Pearson Education
8. Majumdar, R.C. (1970). *Historiography in Modern India*. Bombay: Asia Publishing House.
9. Munslow, A. (2012). *A History of History*. New York: Routledge.
10. Nizami, K.A. (1983). *On History and Historians of Medieval India*. New Delhi: Munshiram Manoharlal.
11. Pathak, V. S. (1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
12. Sreedharan, E. (2004). *A Textbook of Historiography 500BC to AD 2000*. New Delhi: Orient Longman.
13. Rajayyan, K.(1982). *History in Theory and Method*. Madurai: Raj Publishers.

**Paper Title: WORLD CIVILIZATIONS: EGYPT, PERSIA, GREECE AND ROME (EARLIEST TIMES TO 500A.D.)**

**Paper Code: HIS-E.6**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Understand the significance of antiquities of the ancient world
2. Explore the civilizational map of the ancient world
3. Analyse the nature of political and social institutions.
4. Examine the developments in the forms of knowledge relating to science, technology, architecture and urban planning.

**Learning outcomes:** At the end of the course the student will be able to:

1. Analyse the nature and importance of ancient civilizations
2. Trace the evolution in growth of human knowledge
3. Undertake research in archaeology, heritage and culture

4. Compare and contrast the similarities and differences between various civilizations and contacts between them.
5. Get an opportunity to be employable in allied departments of Archeology and Museums

### **COURSE CONTENT:**

#### **1. Unit 1: Egyptian Civilization.**

- 1.1. Location
- 1.2. Main Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses-II,
- 1.3. Religion, Science, Script, Art and Architecture.

#### **2. Unit 2: Persian Civilization.**

- 2.1. Location
- 2.2. Main Rulers: Cyrus the Great, Darius the Great and Xerxes-I
- 2.3. Science, Religion, Literature, Art and Architecture.

#### **3. Unit 3: Greek Civilization.**

- 3.1. Location
- 3.2. Athenian Democracy and Spartan Militarism
- 3.3. Philosophy, Religion, Science, Literature, Art and Architecture.

#### **4. Unit 4: Roman Civilization.**

- 4.1. Location
- 4.2. Main Rulers: Julius Caesar, Augustus Caesar
- 4.3. Contribution to: Law, Religion, Literature, Art and Architecture

### **Reference:**

1. Bahn, P. ed. (2008). *A complete illustrated world encyclopedia of Archaeology*. London: Hermes House.
2. Boardman, M. ed. (1986). *The Oxford History of the Classical World, Vol. I: Greece and the Hellenistic World*. Oxford University Press.
3. Burns, M, Ralph, P. (1969). *World Civilization, From Ancient to Contemporary*, Vol. I. New York: Norton.
4. Burns, E (1963). *Western Civilization: Their History and their Culture*. New York.
5. Durant, W, Ariel (1939). *Life of Greece*. New York: Simon and Schuster.
6. Durant, W, Ariel (1944). *The Story of Civilization, Caesar and Christ*. New York: Simon and Schuster.
7. Gibbon, E. (2001). *Decline and fall of the Roman Empire*. London: Electric Book Co

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9. Sharmad, H.C. ed. (2008). *Encyclopedia of World Civilizations, Vol.I: Ancient and Modern Civilizations*. New Delhi: Dharam Singh publications.

**Course Title: CULTURE AND HERITAGE OF GOA**

**Course Code: GEC-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Understand and analyse the myriad aspects of Goa's rich culture and heritage
2. Explore how various influences have shaped Goan culture in the past and present.
3. Analyse various themes, issues and problems of the past and present.

**Learning outcomes:** At the end of the course the student will be able to:

1. Examine the numerous influences and transformations that have shaped culture and heritage of Goa
2. Appreciate the diverse nature of heritage and culture and Goa
3. Identify themes, issues and problems pertaining to Goan heritage and culture.
4. Contribute towards the preservation of culture and heritage of Goa
5. Undertake innovative research projects on culture and heritage
6. Get opportunity to be employable in tourism industry

## **COURSE CONTENT:**

### **Unit 1: Historical background**

**(15 Hours)**

- 1.1 Meaning, scope and Sources
- 1.2 Goa up to 1510
- 1.3 Goa from 1510 - 1961
- 1.4 Goa since liberation

### **Unit 2: Political Culture and Heritage**

**(15 Hours)**

- 2.1 *Gaunkari* and *comunidade* system
- 2.2 Constitutional reforms and Republic (1820-1926)
- 2.3 Portuguese Civil Code of 1867 and its significance
- 2.4 Statehood

### **Unit 3: Culture of the Mind: Intellectual Traditions**

**(15 Hours)**

- 3.1 Literary and linguistic traditions
- 3.2 Music, Dance and Drama
- 3.3 Rituals and Ceremonies, Festivals, Folk Deities, Folk Medicines
- 3.4 Food and Dress

### **Unit 4: Material Culture**

**(15 Hours)**

- 4.1 Natural Heritage: Sub-Ghat, Riverine and Coastal, Sacred Groves, Khazans
- 4.2 Archeology, Art and Architecture
- 4.3 Artisanal activities
- 4.4 Mining and Tourism

### **References:**

1. Alvares, C. ed. (2002). *Fish, Curry and Rice: A Sourcebook on Goa, its Ecology and Life-style*. Mapusa: The Goa Foundation.
2. Gadgil, M., & Guha, R. (2014). *This fissured land: An ecological history of India*. New Delhi: Oxford University Press
3. Gomes, O. (2005). *Goa*. New Delhi: National Book Trust.
4. Gune V.T., ed. (1979). *Gazetteer of Goa, Daman and Diu*. Vol. I. Panaji: Gazetteer Department.
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6. Mitragotri, V. R. (1999). *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik. Institute of Menezes Braganza.
7. Newman, R. (2001). *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press.
8. Pandit, H. (2004). *In And Around Old Goa*. Mumbai-India: Marg Publications.
9. Parobo, P. (2015). *India's First Democratic Revolution: Dayanand Bandodkar and the Rise of the Bahujan in Goa*. Hyderabad: Orient Blackswan Pvt. Ltd.
10. Pereira, J. (2002). *Churches of Goa*. New Delhi: Oxford University Press.
11. Perez, M. (2012). *The Tulsi and the Cross: Anthropology and the Colonial Encounter in Goa*. Hyderabad: Orient Blackswan Private Limited.
12. Phaladesai, P. (2004). *Kaleidoscopic Goa: A Cultural Atlas*. Panaji: Vasant Rao Dempo Education and Research Foundation.
13. Rodricks, W. (2012). *Moda Goa: History and Styles*. Uttar Pradesh: Harper and Collins.
14. Silva, F. (1994). *Cozinha da Goa: History and Tradition of Goan Food*. New Delhi: Concept Publishing Company Pvt. Ltd.
15. Sinha, A. (2002). *Goa Indica. A Critical Portrait of Postcolonial Goa*. Delhi: Promilla Publications.

**Course Title: HISTORY OF GOA FROM EARLIEST TIMES TO 1961**

**Course Code: HIS-I. C-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Develop an understanding of the major events in the history of Goa.
2. Comprehend the forces that have influenced the political, social, economic and cultural changes in Goa.
3. Appreciate the contribution of various rulers to Goa's rich heritage.

**Learning outcome:** At the end of the course the student will be able to:

1. Assess the contribution of major rulers to the political History of Goa
2. Identify the colonial impact on Goa's socio-cultural profile.
3. Appreciate diverse cultural trend and syncretic nature of Goa's culture and History
4. Compare and contrast Goa's History and culture with rest of India

## **COURSE CONTENT:**

### **1. Unit 1: Early Goa (15 hours)**

- 1.1. Pre- History: Dudhsagar – Kushavati - Mhadei River Valley Culture
- 1.2. Early Dynasties, Kadambas
- 1.3. Goa under Bahamani, Vijaynagara and Adilshahi rule
- 1.4. Trade and Commerce, Gaunkari, Art and Architecture

### **2. Unit 2: Goa under Portuguese rule – I (15 hours)**

- 2.1. Portuguese conquest of Goa: Old Conquests, New Conquests
- 2.2. Administration under Absolute Monarchy
- 2.3. Pombaline Reforms
- 2.4. Constitutional Period, Republican Administration

### **3. Unit 3: Goa under Portuguese rule – II (15 hours)**

- 3.1. Religious policy of the Portuguese
- 3.2. Reaction to the Portuguese rule: Khola, Cuncolim, Mateus de Castro, Pinto Conspiracy, Rane Revolts, Military Mutinies
- 3.3. Salazarist dictatorship, Satyagraha Movements
- 3.4. Operation Vijay

### **4. Unit 4: Colonial Impact (15 hours)**

- 4.1. Trade and Commerce, Anglo- Portuguese Treaty, *Comunidades*
- 4.2. Social Structure, Uniform Civil Code
- 4.3. Centres of Learning and forms of knowledge, Aspects of Culture
- 4.4. Art and Architecture

**REFERENCES:**

1. Bhatt, S. C., ed., (2006). *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications.
2. Cabral, R. (2013). *Primary Education in Goa: An Historical Perspective*. New Delhi: India Concept Publishing Company.
3. Correia, L. de. A. (2006). *Goa through the Mists of History from 10000 B.C.- A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd.
4. De Mendonça, D. (2002). *Conversions and Citizenry: Goa under Portugal – 1510-1610*. New Delhi. Concept Publishing Company.
5. De Souza, T. R. (1979). *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556.
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8. Kamat, P. P. (1999). *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza.
9. Kamat, P.P. (2009). *Goa: Its Tryst with Trade*. Panaji: Goa Chamber Of Commerce and Industry.
10. Mhamai, S.K., ed., (2002). *Goa: Educational Institutions through the Ages*. Panaji: Directorate of Archives and Archaeology, Government of Goa.
11. Mitragotri, V. R. (1999). *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: Institute of Menezes Braganza.
12. Moraes, G.M. (1989). *Kadamba Kula*. New Delhi: Asian Educational Services.
13. Priolkar, A.K. (1961). *The Goa Inquisition*. Panaji: Rajhauns Vitaran.

**Course Title: HISTORY OF INDIA FROM EARLIEST TIMES TO 3<sup>RD</sup> CENTURYCE**

**Course Code: HIS-I. C-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the students to:

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments in early India.
2. Assess the achievements of major rulers of the period.
3. Examine the circumstances that led to the emergence of Heterodox religions
4. Analyse the origin of state formations

**Learning Outcomes:** At the end of the course the students will be able to:

1. Identify the unique characteristics of various historical periods of early India.
2. Appreciate the contributions of various dynasties to the cultural development of early India.
3. Examine the forces that led to the emergence of new ideas and philosophies.
4. Explain the transition from pre-state to state society
5. Analyze the impact of foreign invasions on Indian polity and society

## **COURSE CONTENT**

### **Unit 1: Pre – History and Harappan Civilisation (15 hours)**

- 1.1. Sources for the study of Ancient India
- 1.2. Paleolithic, Mesolithic, Neolithic sites and features
- 1.3. Harappan Civilizations: Origin and distribution, Major sites, Town Planning, Trade and Commerce, Craft Production, Religion and Society

### **Unit 2: Vedic Age to Pre-Mauryan Period (15 hours)**

- 2.1. Vedic Age
- 2.2. Emergence of Jainism and Buddhism
- 2.3. State Formation: Mahajanapadas, Rise of Magadha
- 2.4. Persian and Macedonian invasions and Impact

### **Unit 3: Mauryan Age (15 hours)**

- 3.1. Emergence of Mauryan Empire: Chandragupta, Ashoka
- 3.2. Administration, Policy of *Dhamma*
- 3.3. Society, Economy, Art and Architecture
- 3.4. Decline of Mauryas

### **Unit 4: Indo- Greeks, Kushanas, Satavahanas and Sangam Age (15 hours)**

- 4.1. Indo- Greeks, Kushanas, Satavahanas
- 4.2. Art, Architecture and Religion
- 4.3. Sangam Age: Literature and Polity



## **REFERENCES**

1. Basham, A.L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. I & Vol. II. Jaipur: Arihant Publishing House.
3. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications.
5. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. Vol. I. 8<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
6. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. Vol. II. 7<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
7. Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Motilal Banarsidas.
8. Sharma, R.S. (2007). *India's Ancient Past*. New Delhi: Oxford University Press.
9. Singh, U. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Education India.
10. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin.
11. Thapar, R. (2010). *Ancient Indian Social History: Some Interpretations*. 2<sup>nd</sup> ed. New Delhi: Orient Blackswan.

**Course Title: HISTORY OF GOA FROM 1961 TO THE PRESENT**

**Course Code: HIS-II. C-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Review the transition from colonial rule to self-rule.
2. Analyse the contribution of various governments to the political structure of Goa.
3. Assess the socio- economic development in Goa during the post liberation period
4. Examine the socio-economic issues in Goa's development

**Learning Outcomes:** At the end of the course the student will be able to:

1. Appreciate the progress achieved by Goa in the post-liberation period.
2. Identify the issues and problems confronting the Goan society.
3. Examine Goa's regional History in the context of contemporary India
4. Appreciate the unique aspect of Goa's Identity
5. Debate on contemporary issues in Goa

## **COURSE CONTENT**

### **Unit 1: Transition from Military rule to Democracy (15 hours)**

- 1.1. Goa under Military rule
- 1.2. Emergence of regional political parties
- 1.3. Goa under MGP rule (1963-1979)
- 1.4. Opinion Poll

### **Unit 2: Government and Politics from 1980 onwards (15 hours)**

- 2.1. Establishment of Congress Government
- 2.2. Coalition Politics
- 2.3. Statehood for Goa
- 2.4. Language Issue

### **Unit 3: Socio- Economic Aspects (15 hours)**

- 3.1. Growth of Education
- 3.2. Tenancy Reforms
- 3.3. Mining and Tourism
- 3.4. Women and Child Development

### **Unit 4: Social Issues and Civil Movements (15 hours)**

- 4.1. Student's agitations
- 4.2. Ramponkar Movement- Tripartite Struggle
- 4.3. Environmental Concerns and Issues- Goa Bachao Abhiyan, Mhadei Issue
- 4.4. Liberalisation, Privatisation, Globalisation and its impact- SEZs and Regional Plans

## **REFERENCES:**

1. Abreu, S., and Rudolf E. H., eds., (2014). *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company Pvt. Ltd.
2. Almeida, J. C. (2013). *Goa: Administration and Economy before and after 1962*. Panjim: Broadway.
3. Alvares, C. (2001). *Fish, Curry and Rice: A Citizen's Report on the Goan Environment*. Mapusa. The Other India Book Press.
4. Angle, P. (1983). *Goa: An Economic Review*. Bombay: Goa Hindu Association.
5. Cabral e Sá, M., ed., (2002). *Redefining Horizons: Goa, Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa.
6. Esteves, S. (1986). *Politics and Political Leadership in Goa*. New Delhi: Sterling.
7. Fernandes, A. (1986). *Cabinet Government in Goa*. New Delhi: Sterling.
8. Gune, V.T., ed., (1971). *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer, Part I*. Panaji-Goa: Government Press.

9. Malekandathil, P. and Dias, R., eds., (2008). *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza.
10. Narayan, R. (2011). *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd.
11. Parabo. P.D.(2015). *India First Democratic Revolution: Dayanand Bandodkar and the Rise of Bahujan in Goa*. New Delhi: Orient Blackswan.
12. Saksena, R.N. (1974). *Goa: Into the Mainstream*. New Delhi: Abhinav Publications.

**Course Title: HISTORY OF INDIA FROM 4<sup>TH</sup> CENTURY TO 1206 CE**

**Course Code: HIS-II C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course will enable the student to:

1. Formulate an understanding of the forces that have contributed towards social, economic and cultural developments during Gupta and Post-Gupta period.
2. Examine the transitions in political system of this period

**Learning Outcome:** At the end of the course the student will be able to:

1. Identify the unique characteristics of various historical periods of Gupta and Post-Gupta Period.
2. Appreciate the contributions of various dynasties to the cultural development of India.
3. Examine Islamic inroads in India and analyze its impact on Indian polity and society
4. Appreciate the emergence of different schools of art and architecture
5. Examine the development in literature and science
6. Assess the cultural expansion of India in Southeast Asia

## **COURSE CONTENT:**

### **Unit 1: Gupta and Post Gupta Age: I (10 hours)**

- 1.1 Rise of Guptas and Chandragupta I
- 1.2 Important rulers: Samudragupta, Chandragupta II
- 1.3 Decline of Guptas and rise of Harshavardhana

### **Unit 2: Gupta and Post Gupta age: II (20 hours)**

- 2.1 Administration
- 2.2 Society, Economy
- 2.3 Religion, Art and Architecture
- 2.4 Literature and Science

### **Unit 3: Deccan and the South (20 hours)**

- 3.1 Chalukyas – Pulakeshi II
- 3.2 Pallavas- Mahendravarman -I
- 3.3 Hoysalas, Rashtrakutas, Cholas
- 3.4 Cultural developments, Extension of Indian Culture in South and South East Asia

### **Unit 4: Rajputs, Arabs, Ghaznavids and Ghurids (10 hours)**

- 4.1 Rajputs: Polity, Society and Culture
- 4.2 Arab invasions and Impact
- 4.3 Ghaznavid and Ghurid invasions and impact

## **REFERENCES:**

1. Basham, A. L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. II. Jaipur: Arihant Publishing House.
3. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Kulke, H. and Rothermund, D. (2016). *A History of India*. London: Routledge
5. Majumdar, R.C. (1986). *Suvarnavdipa: Ancient Indian Colonies in the Far East*. Vol. I & Vol. II. New Delhi: Gian Publishing House.
6. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications
7. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. Vol III. 6<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.

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14. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin.
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## ANNEXURE A

(Summary of Changes incorporated in the syllabus)

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
I	<b>Culture and Heritage of Goa</b>	<b>Unit 1: Conceptualizing Goan culture and heritage</b> 1.1 Meaning and scope 1.2 Sources 1.3 Significance	<b>Unit 1: Historical background</b> 1.1 Meaning, scope and Sources 1.2 Goa up to 1510 1.3 Goa from 1510 - 1961 1.4 Goa since liberation	Since the course is offered as a generic course a brief information on the political History of Goa will enable the students to understand the culture of Goa.
		<b>Unit 2: Political Culture and Heritage</b> 2.1 <i>Goa Indica</i> 2.2 <i>Goa Dourada</i> 2.3 Portuguese Civil Code of 1867 and its significance	<b>Unit 2: Political Culture and Heritage</b> 2.1 <i>Gaunkari</i> and <i>comunidade</i> system 2.2 Constitutional reforms and Republic (1820-1926) 2.3 Portuguese Civil Code of 1867 and its significance 2.4 Statehood	<p><i>Goa Dourada</i> and <i>Goa Indica</i> are removed as these two concepts are debatable and can be only analysed by those who study Portuguese rule and its impact in detail</p> <p>Under Political Heritage study of Constitutional Reforms, Republican Era and Statehood would enable the students to understand political developments in Goa</p>

		<b>Unit 3: Culture of the Mind: Intellectual Tradition</b> 3. 1 Literary and linguistic traditions; Art, Archaeology and Architecture; Music and Dance 3.2 Religion and Society: Rituals and Ceremonies; Festivals, Folk Deities 3.3 Popular culture: Folklore; Food and Dress	<b>Unit 3: Culture of the Mind: Intellectual Traditions</b> 3. 1 Literary and linguistic traditions 3.2 Music, Dance and Drama 3.3 Rituals and Ceremonies, Festivals, Folk Deities, Folk Medicines 3.4 Food and Dress	Since unit 3 covers Culture of Mind, art archaeology and architecture was shifted to unit 4 which covers Material culture  Drama and folk-medicine was added, as it is a part of intellectual tradition
		<b>Unit 4: Material Culture</b> 4.1 Natural Heritage: Sub-Ghat, Riverine and Coastal, Sacred Groves 4.2 The Dudhsagar-Kushavati-Mhadei Culture and Heritage 4.3 Traditional knowledge system: Folk Medicine; <i>Gaunkari-Communidade</i> ; Salt pans and Khazans; Artisanal activities 4.4 Mining and Tourism	<b>Unit 4: Material Culture</b> 4.1 Natural Heritage: Sub-Ghat, Riverine and Coastal, Sacred Groves, Khazans 4.2 Archeology, Art and Architecture 4.3 Artisanal activities 4.4 Mining and Tourism	Since the Unit 4 is on material culture archaeology art and architecture is added to this unit. Dudhsagar-Kushavati-Mhadei culture will be covered under art and archaeology
Semester	Course Title	Existing	Changes proposed	Reason
IV	<b>World Civilizations: Egypt, Persia, Greece And Rome (Earliest Times To 500A.D.)</b>	<b>UNIT 2: Harappan Civilization.</b> 1.1 Location 1.2 Economy: Craft Production, Trade and Commerce 1.3 Society, Religion, Town Planning and Script.	<b>Unit 1: Egyptian Civilization.</b> <b>1.1.</b> Location <b>1.2.</b> Main Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses-II, <b>1.3.</b> Religion, Science, Script, Art	Harappan civilisation is covered under the new revised syllabus of History of India from Earliest Times 3 <sup>rd</sup> Century CE

			and Architecture.	
V	<b>Introduction to Historical method and Indian Historiography</b>	<b>Unit 1: Meaning and Scope of History</b> <b>1.1</b> What is History? – Definitions <b>1.2</b> Nature and Scope of History, History and Allied Subjects	<b>Unit 1: Meaning and Scope of History</b> <b>1.1</b> What is History? – Definitions <b>1.2</b> Scope of History, History and Allied Subjects	Nature of History is covered under scope of History and History and allied subjects
		<b>Unit 2: Historical Method</b> <b>2.1</b> Sources, their Classification and Collection <b>2.2</b> Issues of Subjectivity and Objectivity, Analysis of Data, History Writing, References and Bibliography	<b>Unit 2: Historical Method</b> <b>2.1</b> Sources, their Classification and Collection <b>2.2</b> Issues of Subjectivity and Objectivity, Analysis of Data, History Writing-Synthesis, References and Bibliography	Synthesis is required to be emphasised in History writing
		<b>Unit 3: Indian Historiography</b> <b>3.1</b> Historiography: Meaning and Trends <b>3.2</b> Approaches to History in Ancient and Medieval India	<b>Unit 3: Indian Historiography</b> <b>3.1</b> Historiography: Meaning and Significance <b>3.2</b> Approaches to History in Ancient and Medieval India	Trends are covered while discussing the schools of thought in Unit 4.



## COURSE STRUCTURE

### THREE YEARS B.A. DEGREE COURSE IN HISTORY

SEM	CORE COMPULSORY		CORE ELECTIVE			
I	<b>HIS- I.C-1</b> History of Goa from from Earliest Times to 1961	<b>HIS- I.C-2</b> History of India from Earliest Times to 3rd Century CE	-	-	-	-
II	<b>HIS II.C-3</b> History of Goa from from 1961 to the Present	<b>HIS II.C-4</b> History of India from 4th Century to 1206 CE	-	-	-	-
III	<b>HIS III.C-5</b> History of Medieval India from 1206 to 1526	-	<b>HIS.E-1</b> History of South  India From Earliest Times to C. 1250	<b>HIS.E-2</b> History of the Marathas	<b>HIS.E-3</b> Introduction to Archaeology	<b>HIS.E-4</b> Socio- Economic History of Europe (c.800 A.D.-1700)
IV	<b>HIS IV.C-6</b> History of Medieval India from 1526 to 1707	-	<b>HIS.E-5</b> Goan Heritage  and Culture	<b>HIS.E-6</b> World Civilisations: Egypt, Persia Greece and Rome (Earliest Times to 500 CE)	<b>HIS.E-7</b> Indian Archaeology	<b>HIS.E-8</b> Western Civilization (Renaissance to French Revolution)
V	<b>HIS V.C-7</b>	-	<b>HIS.E-9</b>	<b>HIS.E-10</b>	<b>HIS.E-11</b>	<b>HIS.E-12</b>

	History of India from 1707 to 1856		History of Modern China and Japan (1839-1949)	World Revolutions	Introduction to the Constitution of India	Introduction to Historical Method and Indian Historiography
VI	<b>HIS VI.C-8</b> Indian National Movement from 1857 to 1947	-	<b>HIS.E-13</b> History of USA (1776 – 1963)	<b>HIS.E-14</b> India After Independence (1947 – 1996)	<b>HIS.E-15</b> Introduction to History of West Asia (1900-2000)	<b>HIS.E-16</b> History of Modern Europe (1815 – 1945)

## REVISED SYLLABUS

**Course Title: History of India from 1707 to 1856**

**Course Code: HIS V.C-7**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Prerequisite Courses: None**

**Course Objectives:** This course will enable the students to:

1. Examine the establishment of British power in India and analyze the nature of its expansion and consolidation.

2. Outline the impact of colonial policies on India's polity, economy and society.

**Course Outcomes:** At the end of the course the students will be able to:

CO1: Analyze the nature of British expansion in India.

CO2: Explain the role of British administrative policies in consolidating its hold over India.

CO3: Examine the British economic policy and highlight its impact on Indian economy.

CO4: Assess the role of western education and socio-religious reform movements in national awakening among the Indians.

CO5: Discuss the emergence of the new social classes

### **Course Content**

#### **Unit I**

(15 Hours)

1.1 Later Mughals and the Decline of Mughal Empire

1.2 Expansion of Marathas under the Peshwas: Bajirao I, Balaji Bajirao Madhavrao I

1.3 Establishment of British rule: Carnatic Wars, Battle of Plassey, Battle of Buxar

#### **Unit II**

(15 Hours)

2.1 Dual government in Bengal

2.2 Regulating Act of 1773

2.3 Consolidation of British Power: Anglo-Mysore Wars, Anglo-Maratha Wars, Anglo-Sikh Wars

#### **Unit III**

(15 Hours)

3.1 British Commercial Policy: Phases

3.2 British Revenue Policy: Permanent settlement, Ryotwari system, Mahalwari system

3.3 Impact of British economic policies on Indian economy

## Unit IV

(15 Hours)

4.1 Introduction of Western Education: Macaulay's Minutes, Wood's Dispatch

4.2 Socio-Religious Reform Movements: Contributions and impact

4.3 Rise of new social classes

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**Course Title: Indian National Movement (1857 – 1947)**

**Course Code: HIS V.C-8**

**Marks: 100**

**Credits: 4**

**Duration:** 60 Hours

**Prerequisite Courses:** None

**Course Objectives:** This course will enable the students to:

1. Examine the forces which led to the birth of Indian Nationalism.
2. Discuss the course of the Indian National Movement leading to Independence.
3. Appreciate the contribution of nationalist leaders to the freedom struggle and instill values of patriotism towards the nation.

**Course Outcomes:** At the end of the course the students will be able to:

**CO1:** Analyze the historiography of Indian national movement.

**CO2:** Discuss the Revolt of 1857.

**CO3:** Explain the birth and growth of national consciousness.

**CO4:** Examine the emergence of communal politics and its impact.

**CO5:** Highlight the major constitutional developments during the colonial era

## **Course Content**

### **Unit I**

**(15hours)**

1.1 Historiography of Indian National Movement: Colonial, Nationalist, Marxist and Subaltern

1.2 Revolt of 1857: Causes, course, consequences and nature.

1.3 Rise of Nationalism; Foundation of Indian National Congress, Moderates and Extremists:

Ideology and Methods

1.4 Swadeshi and Boycott movements, Foundation of Muslim League.

## **Unit II**

**(15 hours)**

2.1 Home Rule Leagues: Annie Besant and B.G Tilak, Montague-Chelmsford Reforms

2.2 Revolutionary movements in India and abroad

2.3 Early Satyagraha Movements, Non-Cooperation Movement, Swarajists Movement and Civil Disobedience Movement.

2.4 Tribal, Peasant and Dalit Movements.

## **Unit III**

**(15 hours)**

3.1 Government of India Act of 1935: Provisions

3.2 Demand for Pakistan

3.3 Quit India Movement

3.4 Azad Hind Fauz

## **Unit IV**

**(15 hours)**

4.1 Diplomatic Maneuvering: Cripps Proposals, Cabinet Mission Plan, Mountbatten Plan

4.2 Formation of Interim Government

4.3 Indian Independence Act, 1947

4.4 Partition of India and its consequences.

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**Course Title: Introduction to the Constitution of India**

**Course Code: HIS V. E-11**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Prerequisite Courses: None**

**Course Objectives:** This course will enable the students to:

1. To introduce the students to the Constitution of India, highlighting its salient features.
2. To familiarize the students with their fundamental rights and fundamental duties.
3. To provide knowledge of functioning of the chief organs of the government.

**Course Outcomes:** At the end of the course the students will be able to:

CO1: Discuss the role of the Constitution and its salient features in preserving unity and diversity of India.

CO2: Summarise the process of making of the Indian Constitution.

CO3: Analyze the fundamental rights, fundamental duties and directive principles

CO4: Discuss the structure of the Union legislative, executive and judiciary.

CO5: Examine the structure of state and local governance in India.

## **COURSE CONTENT**

### **Unit 1: Introduction**

**(15 Hours)**

1.1 Historical background: Charter Acts of 1892,1909,1919,1935

1.2 Making of the Constitution: Role of the Constituent Assembly

1.3 Preamble and salient features

### **Unit 2: Rights and duties**

**(15 Hours)**

2.1 Fundamental Rights

2.2 Fundamental Duties

2.3 Directive Principles of State Policy

### **Unit 3: Union**

**(15 Hours)**

3.1 Union Government: Structure of the Union Government and its functions

3.2 Union legislature and Executive: President, Vice President, Parliament, Prime Minister and Cabinet

3.3 Judiciary: Supreme Court of India, Judicial Review, Public Interest Litigation

#### **Unit 4: Structure and Function of State Government**

**(15 Hours)**

4.1 State Executive: Governor, State Legislature, Chief Minister and cabinet

4.2 State Judiciary: High Court and Subordinate Courts.

4.3 Local Self Government: Structure and functions.

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**Course Title: Goan Heritage and Culture**

**Course Code: HIS.E-5**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Prerequisite Courses: None**

**Course Objectives:** This course will enable the students to:

1. Understand and analyze the myriad aspects of Goa's rich cultural heritage.
2. Explore how various influences have shaped Goan culture in the past and present.
3. Analyze various themes, issues and problems of the past and present.

**Course Outcomes:** At the end of the course the students will be able to:

CO1: Discuss various concepts of culture with examples.

CO2: Analyze the debate on Goa *Dourada* and Goa *Indica*.

CO3. Identify themes, issues and problems pertaining to Goan heritage and culture.

CO4. Examine the numerous influences and transformations that have shaped the culture and heritage of Goa.

CO5. Demonstrate various folk dances and music of Goa.

## **CONTENT**

### **Unit 1: Conceptualizing Goan culture and heritage (15 hours)**

1.1 Meaning and scope

1.2 Sources

1.3 Goa Dourada

1.4 Goa Indica

### **Unit 2: Material Culture (15 hours)**

2.1 Natural Heritage: Salt pans, sacred groves, khazans

2.2 Archeology, art and architecture

2.3 Artisanal activities

2.4 Fishing, mining and tourism

### **Unit 3: Cultural Expressions (15 Hours)**

3. 1 Literary and oral traditions

3.2 Dance, drama and music

3.3 Rituals and ceremonies, festivals, folk deities

3.4 Food and dress

### **Unit 4: Preservation and Conservation (15 Hours)**

- 4.1 Legislations
- 4.2 Department of Archives and Archeology, Museums
- 4.3 Role of Non-Government Organisations
- 4.4 Heritage movements

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## ANNEXURE A

### 1. Course Title: History of India from 1707 to 1856

Semester V	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
	(Existing course title) History of India From 1757 To 1857  (Revised course title) History of India from 1707 to 1856	<b>Unit 1:</b> India on the eve of 19th century  <b>1.1</b> Decline of Mughal Empire and its impact on Indian polity  <b>1.2</b> Rise of British power: Carnatic Wars, Battle of Plassey, Buxar and their impact  <b>1.3</b> Anglo-Maratha Wars, Anglo- Mysore Wars, Anglo-Sikh Wars	<b>Unit I</b>  <b>1.1</b> Later Mughals and the Decline of Mughal Empire  <b>1.2</b> Expansion of Marathas under the Peshwas: Bajirao I, Balaji Bajirao Madhavrao I  <b>1.3</b> Establishment of British rule : Carnatic Wars, Battle of Plassey, Battle of Buxar	The revised course begins in 1707 and hence later Mughals were added.  Contribution first three peshwas is significant and hence added.  Unit 1.3 is shifted to unit IV
		<b>Unit 2:</b> Strengthening of English power  <b>2.1</b> Regulating Act of 1773	<b>Unit II</b>  <b>2.1</b> Dual government in Bengal  <b>2.2</b> Regulating Act	Features of Dual Government are highlighted before studying the Regulating



		<b>2.2</b> Administrative and judicial reforms: Law, Police, Army, Indian Civil Service	of 1773  <b>2.3</b> Consolidation of British Power: Anglo-Mysore Wars, Anglo-Maratha Wars, Anglo Sikh Wars	Act.
		<b>Unit 3:</b> Consolidation of English Power in India- Schemes and Strategies  <b>3.1</b> Subsidiary Alliance System and Doctrine of Lapse  <b>3.2</b> Permanent Settlement, Ryotwari and Mahalwari  <b>3.3</b> Introduction of Western Education- Charter Act of 1813, Macaulay's Minute and Woods's Despatch	<b>Unit III</b>  <b>3.1</b> British Commercial Policy: Phases  <b>3.2</b> British Revenue Policy: Permanent settlement, Ryotwari system, Mahalwari system  <b>3.3</b> Impact of British economic policies on Indian economy	Nature of British commercial policy along with revenue policy is highlighted to understand economic developments during rule of East India Company. Also to study its impact on Indian economy.  Unit 3.3 is shifted to unit IV
		<b>Unit 4:</b> Early response to British policies  <b>4.1</b> Socio-Religious Reform Movement: Brahmo Samaj, Prarthana Samaj Ramakrishna Mission, Arya Samaj and Social legislations <b>4.2</b> Revolt of 1857- Causes, course, consequences and its nature	<b>Unit IV</b>  <b>4.1</b> Introduction of Western Education: Macaulay's Minutes, Wood's Dispatch  <b>4.2</b> Socio-Religious Reform Movements: Contributions and impact  <b>4.3</b> Rise of new social classes	The revised course covers period up to 1856 and hence the revolt of 1857 is shifted to the next course which covers the period from 1857 onwards.  The rise of new social classes significantly impacted Indian socio-economic

				history, hence added to this unit.

## 2. Course title: Indian National Movement from 1857 to 1947

Semester VI	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
	Indian National Movement from 1857 to 1947	<b>Unit 1:</b> Early phase up to 1920  <b>1.1</b> Major political developments from 1858 - 1885  <b>1.2</b> Rise of Indian nationalism, Foundation of Indian National Congress  <b>1.3</b> Moderates and Extremists: phases  <b>1.4</b> Partition of Bengal, Foundation of Muslim League, Home Rule Leagues  <b>1.5</b> Montague – Chelmsford reforms 1919	<b>Unit I</b>  <b>1.1</b> Historiography of Indian National Movement: Colonial, Nationalist, Marxist and Subaltern  <b>1.2</b> Revolt of 1857: Causes, course, consequences and nature.  <b>1.3</b> Rise of Nationalism; Foundation of Indian National Congress, Moderates and Extremists: Ideology and Methods  <b>1.4</b> Swadeshi and Boycott movements, Foundation of Muslim League	Unit 1.1 added to introduce the students to the Indian historiography, to analyze various schools and understand their basic approach.  Unit 1.2 added since the course begins in 1857. This unit is introduced as a background to the rise of Indian national movement.
		<b>Unit 2:</b> Gandhian Phase I  <b>2.1</b> Ahimsa and Satyagraha	<b>UNIT II</b>  2.1 Home Rule Leagues: Annie Besant and B.G Tilak, Montague-	

		<p><b>2.2</b> Non-Cooperation Movement</p> <p><b>2.3</b> Revolutionary movement in India and abroad</p> <p><b>2.4</b> Civil Disobedience Movement; Government of India Act of 1935</p>	<p>Chelmsford Reforms</p> <p>2.2 Revolutionary movements in India and abroad</p> <p>2.3 Early Satyagraha Movements, Non-Cooperation Movement, Swarajists Movement and Civil Disobedience Movement.</p> <p>2.4 Tribal, Peasant and Dalit Movements.</p>	<p>Swarajist movement is added to introduce the students to the concept of Purna swaraj and highlight the role of swarajists in the national movement.</p> <p>These movements added to study the subaltern movements going on simultaneously during national movement for freedom from the colonial rule.</p>
		<p><b>Unit 3:</b> Gandhian Phase II</p> <p><b>3.1</b> World War II and INC response</p> <p><b>3.2</b> August Offer, Cripps' Mission</p> <p><b>3.3</b> Demand for Pakistan</p> <p><b>3.4</b> Quit India Movement</p>	<p><b>Unit III</b></p> <p><b>3.1</b> Government of India Act of 1935: Provisions</p> <p><b>3.2</b> Demand for Pakistan</p> <p><b>3.3</b> Quit India Movement</p> <p><b>3.4</b> Azad Hind Fauz</p>	<p>Unit 3.1 shifted from unit 2</p> <p>Unit 3.4 shifted here from unit 4</p>

		<b>Unit 4:Final Phase</b>  <b>4.1</b> Subhash Chandra Bose and the INA  <b>4.2</b> Diplomatic maneuvering: Wavell Plan, Cabinet Mission Plan, Mountbatten Plan, Indian Independence Act  <b>4.3</b> Partition of India and its aftermath  <b>4.4</b> Integration of Princely States	<b>Unit IV</b>  <b>4.1</b> Diplomatic Maneuvering: Cripps Proposals, Cabinet Mission Plan, Mountbatten Plan  <b>4.2</b> Formation of Interim Government  <b>4.3</b> Indian Independence Act, 1947  <b>4.4</b> Partition of India and its consequences.	<p>Formation of interim government is added to highlight its role in smooth transfer of power in 1947</p> <p>Integration of Princely states will be studied under the course 'India after independence' since final integration was brought about after independence.</p>

### 3. Course title :Goan Heritage and Culture

Semester (Elective Course)	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
	<b>Goan Heritage and Culture</b>	<b>Unit 1: Conceptualizing Goan culture and heritage</b>  1.1 Meaning and scope	<b>Unit 1: Conceptualizing Goan culture and heritage</b>  1.1 Meaning and scope	The concept of Goa Dourada and Goa Indica is shifted from Unit 2 to Unit 1 as these come under conceptualization

		1.2 Sources 1.3 Significance	1.2 Sources 1.3 Goa Dourada 1.3 Goa Indica	
		<b>Unit 2: Political Culture and Heritage</b> 2.1 <i>Goa Indica</i> 2.2 <i>Goa Dourada</i> 2.3 Portuguese Civil Code of 1867 and its significance	<b>Unit 2: Culture of the Mind: Intellectual Tradition</b>  2. 1 Literary and linguistic traditions 2.2 Music, Dance and Drama 2.3 Rituals and Ceremonies, Festivals, Folk Deities 2.4 Food and Dress	Portuguese civil code of 1857 is already discussed in the core paper “History of Goa from earliest times to 1961” offered to FYBA students as core compulsory course.
		<b>Unit 3: Culture of the Mind: Intellectual Tradition</b> 3. 1 Literary and linguistic traditions; Art, Archaeology and Architecture; Music and Dance 3.2 Religion and Society: Rituals and Ceremonies; Festivals, Folk Deities 3.3 Popular culture: Folklore; Food and Dress	<b>Unit 3: Material Culture</b> 3.1 Natural Heritage: Salt Pans, Sacred Groves, Khazans 3.2 Archeology, Art and Architecture 3.3 Artisanal activities 3.4 Mining and Tourism	Unit 3 rearranged under the sub title Material Culture
		<b>Unit 4: Material Culture</b> 4.1 Natural Heritage: Sub-Ghat, Riverine and Coastal, Sacred Groves 4.2 The Dudhsagar-Kushavati-Mhadei Culture and Heritage	<b>Unit 4: Preservation and conservation (15 Hours)</b>  4.1 Legislations 4.2 Archives and Archeology department of Goa,	Heritage preservation and conservation is given prime importance in this unit to create more awareness among students as to how legally

		4.3 Traditional knowledge system: Folk Medicine; <i>Gaunkari-Communidade</i> ; Salt pans and Khazans; Artisanal activities 4.4 Mining and Tourism	Museums 4.3 Role of NGO 4.4 heritage Movement	heritage and culture can be preserved .and role

#### 4. Course title: Introduction To Constitution Of India

Semester (Elective Course)	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
	<b>Introduction To Constitution Of India</b>	<b>Unit 1: Introduction</b> <b>1.1</b> Making of the Indian Constitution, Preamble and salient features <b>1.2</b> Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	<b>Unit 1: Introduction (10 Hours)</b> <b>1.1</b> Historical background <b>1.2</b> Making of the Constitution: The Role of the Constituent Assembly <b>1.3</b> Preamble, Salient Features	Framing of constitution began during British rule and British constitutional reforms influenced the framing of Constitution in India, hence added.  Role of Constituent assembly plays a major role in framing Constitution and hence highlighted.  The Fundamental rights are shifted to second unit
		<b>Unit 2: Union Executive and Legislature 2.1</b>	<b>Unit 2: Fundamental Duties (10 Hours)</b>	Union executive is shifted to unit 3.

		President, Prime Minister, Council of Ministers <b>2.2</b> Indian Parliament and important legislations	2.1 Fundamental Rights 2.2 Fundamental Duties 2.3 Directive Principles of State Policy	
		<b>Unit 3: Judiciary (15 Hours)</b> <b>3.1</b> Composition of Supreme Court, High Courts <b>3.2</b> Jurisdiction and functions, Judicial Review, PIL	<b>Unit 3: Union</b> 3.1 Union Government – Structures of the Union Government and Functions 3.2 Union Executive- President ,Vice President, Prime Minister , Cabinet ,Parliament 3.4 Judiciary- Supreme Court of India, Judicial Review, PIL	Study of structure of government will enable students to understand the composition of government bodies hence added.
		<b>Unit 4: State Government (15 Hours)</b> <b>4.1</b> Governor, Chief Minister, State Legislature <b>4.2</b> Local self Government- 73rd and 74th Amendments	<b>Unit 4: Structure and Function Of State Government (20 Hours)</b> 4.1 State Executive- Governor, Chief Minister, State Legislature 4.3 State Judiciary- High Court and Other subordinate Courts 4.2 Local self Government- 73rd and 74th Amendments	State Judiciary is included to highlight it's the role

**KONKANI**



Parvatibai Chowgule College of Arts and Science  
(Autonomous)

DEPARTMENT OF KONKANI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN KONKANI

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON -I.C-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख ( आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-I.C-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shennoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी भाशीक चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोर्लीचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani)	-----	<b>KON- III.E-1</b> कोंकणी कवितेचो खाशेलो अभ्यास ( Special Study of Konkani Poetry)	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	<b>KON-III.E-3</b> कोंकणी कादंबरीचो खाशेलो अभ्यास (Special Study of Konkani Novel)	-----
IV	<b>KON-IV.C-6</b> कोंकणी लोकवेदाचो अभ्यास	-----	<b>KON-IV.E.5</b> कोंकणी नाटकाचो खाशेलो अभ्यास (Special Study of Konkani Drama)	<b>KON-IV.E.6</b> चित्रपट आनी नाटक आस्वादन	<b>KON-IV.E.7</b> कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays )	-----

	(Study of Konkani Folklore)			(Film and Drama Appreciation)		
V	<b>KON-V.C-7</b>  गोंय मक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (Evolution in Konkani Literature in Post Liberation Era)	-----	<b>KON-V.E-9</b>  कोंकणी तियात्राचो अभ्यास (Study of Konkani Tiatro)	<b>KON-V.E-10</b>  वेंचीक कोंकणी साहित्य प्रकाराचो समाजीक अभ्यास (Social Study Of Selected Form of Konkani Literature)	<b>KON-V.E-11</b>  कर्नाटक आनी केरळच्या कोंकणी साहित्याचो इतिहास (History of Konkani Literature from Karnatak and Kerala)	-----
VI	<b>KON-VI.C-8</b>  भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	-----	<b>KON-VI.E-13</b>  एका वेंचीक बरोवप्याचो समग्र अभ्यास (Special Study of Selected Konkani Writer) 1. बाकीबाब बोरकार 2. र.वि.पंडित 3. डॉ. मनोहरराय सरदेसाय 4. रवीन्द्र केळेकार 5. चा. फ्रा. द कौंश्ता 6. चंद्रकांत केणी 7. वि. जे. पि. साल्दाना 8. नागेश करमली 9. दामोदर मावजो 10. शीला कोळंबकर 11. हेमा नायक 12. महाबळेश्वर सैल	<b>KON-VI.E-14</b>  आस्वादन- नाटक, तियात्र, फिल्म, कवी संमेलन (Literary Appreciation)	<b>KON-VI.E-15</b>  कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान ) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	<b>KON-VI.E-16</b>  अनुवाद अभ्यास (Translation Study)

SEMESTER	OPTIONAL	INTERDISCIPLINARY
I	कोंकणी भाशेचो व्यवहारीक अभ्यास (Functional Study of Konkani Language)	-----
II	कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यां (Spoken and Written Skills of Konkani Language)	-----
III	-----	-----
IV	-----	-----
V	-----	कोंकणी एकांकी आनी पथनाट्य सिद्धांतीक अभ्यास (Theoretical Study of Konkani One Act Play and Street Play)
VI	-----	कोंकणी एकांकी आनी पथनाट्य – सादरीकरण (Presentation of Konkani One Act Play and Street Play)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF KONKANI  
APPROVED SYLLABI OF SEMESTER I AND SEMESTER II FOR THE ACADEMIC  
YEAR 2015-16**

**F.Y.B.A - (Semester – I)**

**Core Paper**

**Paper Title: कोंकणी भास आनी साहित्याचो इतिहास – एक वळख**

(आरंभा साकून 1858 वर्स मेरेनचो काळ)

(Outline History of Konkani Language and Literature)

(From beginning till 1858)

**Paper Code: KON-I.-C-1**

**Name of the Faculty: हनुमंत चोपडेकर**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

- 1) संस्कृत-प्राकृत-अपभ्रंश हे प्रक्रियेंत कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां सोदप.
- 2) कोंकणी भाशेचो उगम सोदून तिचे मौखीक परंपरेचो अभ्यास करप.
- 3) 16 व्या शेंकड्या मेरेन मेळपी कोंकणीचे लिखित परंपरेचो नियाळ घेवप.
- 4) 1858 आदल्या कोंकणी साहित्याच्या एकंदर इतिहासाची अभ्यासणी करप.

**Learning Outcomes:**

- 1) कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
- 2) कोंकणी भाशेचो उगम, तशेंच तिची जडण-घडण कशी जाली हाचें गिन्यान विद्यार्थ्यांक मेळटलें.
- 3) 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा विद्यार्थ्यांक समजतली.
- 4) 1858 आदलें कोंकणी साहित्याचें इतिहासीक दायज विद्यार्थ्यांक कळटलें.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1) भारतीय आर्यकुळांतल्या भासांची व्युत्पत्ती आनी कोंकणीचीं स्थित्यंतरां.  
(10व्या शेंकड्या मेरेनचीं) (14 तासिका)**

- हेर समकालीन भारतीय भासांची व्युत्पत्ती
- कोंकणीची व्युत्पत्ती आनी उगम
- कोंकणीचीं भाशीक आनी संस्कृतीक स्थित्यंतरां
- कोंकणी भाशेची जडण-घडण

**2) कोंकणी भाशेचे मौखीक परंपरेचो इतिहास (14 तासिका)**

- मौखीक परंपरा आनी हेर समकालीन भारतीय भासो
- कोंकणीचे मौखीक परंपरेंत कोंकणी उतरावळ
- कोंकणी म्हणी-ओंपारी, वाक्प्रचार
- मौखीक परंपरेंत कोंकणीचें लोकसाहित्य

**3) 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा (14 तासिका)**

- शिलालेख आनी संबंदीत लिखित पुरावे
- कोंकणी भाशे संदर्भांत मेळपी ग्रंथीक संदर्भ:
  - अ. केरळांतल्या 'हॉर्टस' ग्रंथांतल्या कोंकणी बरपावळीचो अभ्यास
  - आ. कृष्णदास शामा आनी समकालिनांचो लिखित स्वरूपाचो वावर
  - इ. कोंकणीच्या लिखित साहित्या संदर्भांत विद्वानांचीं मतां

**4) 16 व्या आनी 17 व्या शेंकड्यांत निर्माण जाल्लें कोंकणींतलें धर्मीक साहित्य (9 तासिका)**

अ. जेजुईत पाद्री:

- फा. थॉमस स्टिफन्स
- फा. दियोग रिबैरू
- फा. आंतोनियू साल्दान्य
- फा. मिंगेल द आल्मेदा
- फा. जुआंव द पेद्रोज

आ. फ्रांसिस्कन पाद्री:

- गाशपार द सा मिंगेल
- जुआंव द सा मातियश
- आमादोर द सांत आना

- हेर फ्रांसिस्कन पाद्रींच्या वावराची वळख

## 5) पुर्तुगेज काळांतल्या कोंकणीच्या कोश आनी व्याकरणीक वाङ्मयाचो इतिहास(9 तासिका)

- थॉमस स्टीफन्स
- फा. दियोग रिबैर
- फा. इनाजियो आर्कांमोनी
- क्रिश्तोवांव द जेजूश - आर्त ग्रामातिकाल द लिंग्वा कानारी
- गाशपार द सां मिंगेल - आर्त द लिंग्वा कानारी
- सिमांव आल्वारीस - आर्त द लिंग्वा ब्रामाना

### संदर्भ ग्रंथ :

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2. पेरेरा, जुझे. *कोंकणी मंदाकिनी*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1996.
3. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
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7. Katre, S. M. *The Formation of Konkani*. Pune: Deccan College Publication, 1966 (S.E.).

### पुरवणी वाचन :

- 1) सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
- 2) सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
- 3) हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
- 4) Grierson, George A. *Linguistic Survey of India. Vol. VII. Indo-Aryan Family. Southern Group. Specimens of the Marathi Language*. Calcutta: Office of the Superintendent of Government Printing, India. 1905.

**F.Y.B.A. – (Semester – I)**

**Core Paper**

**Paper Title:** शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान

(Contribution of Shenvoy Goembab towards Konkani Identity)

**Paper Code:** KON-I.C-2

**Name of the Faculty:** डॉ. गुणाजी सदानंद देसाय

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक गोंयच्या समाजीक जिणेची आनी विचारांची वळख घडोवंक मदत करप.
2. शणै गोंयबाबांनी केल्ल्या साहित्याची वळख घडोवन गोंयकारांची विचारीक जडण घडण करपाक तांचें साहित्य कशेतरेन उपेगाक पडलें ताची वळख घडोवप.
3. गोंयकारांची संस्कृतीक आनी अस्मिताये विशींची संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. शणै गोंयबाबांच्या वेंचीक साहित्याचो अभ्यास करून तातूंतल्यान अस्मिताये पासत दिल्ल्या योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान विद्यार्थ्यांक गोंयची समाजीक जडण घडण हांचेविशीं म्हायती मेळिल्ल्यान तांकां गोंय आनी गोंयकारपण समजून घेवपाक आधार जातलो.
2. आपली निजाची संस्कृताय आनी ताची वळख विद्यार्थ्यांक जातली.
3. आपले खाशेले संस्कृतायेचो अभ्यास बरेतरेन केल्ल्यान हेर समाजांतल्या लोकांकडेन पळेवपाच्या आनी हेर वेव्हारांत विशालतायेची नदर विद्यार्थ्यांक येतली.
4. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान अस्मिताये पासत दिल्ल्या योगदानाची म्हायती मेळटली.

**No. of Lectures: 4 Lectures per week**

## अभ्यासक्रम

### 1. संकल्पनांची सिद्धांतीक म्हायती (15 तासिका)

अ. समाज

आ. संस्कृताय

इ. व्यक्ती आनी व्यक्तिमत्व

ई. अस्मिताय

### 2. शणै गोंयबाबांची जीण आनी वावर (45 तासिका)

अ. जल्म, भुरगेपण

आ. तेदेवेळची समाजीक आनी राजकी परिस्थिती

इ. शिक्षण – गोंयां, मुंबय

ई. वेवसाय

उ. शणै गोंयबाबांच्या भाशीक, इतिहासीक आनी संशोधनात्मक वावराची वळख

ऊ. शणै गोंयबाबांच्या साहित्यीक वावराची वळख

## संदर्भ ग्रंथ -

1. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड - 1*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
2. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड - 2*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
3. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड - 3*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
4. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड - 4*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
5. दुबे श्यामचरण, *भारतीय समाज*. अणकार केणी चंद्रकांत, नॅशनल बुक ट्रस्ट, इंडिया, नवी दिल्ली 1999.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. संगवे विलास: *समाजशास्त्र*, पॉप्युलर प्रकाशन, मुंबई, तिसरी आवृत्ती, 1972.



## पुरवणी वाचन

1. सोद. कोंकणी रिसर्च बुलेटीन -7. तॉमास स्टीवन्स कोंकणी केंद्र, पर्वरी, गोंय-2004, 46-56 page.
2. खेडेकर, विनायक: *लोकसरीता – गोमंतकीय जीवनाचा समग्र अभ्यास* , कला अकादमी, पणजी गोवा, 1993.
3. सावित्री चन्द्र शोभा: *समाज और संस्कृती*. नॅशनल पब्लिशिंग हावस, नई दिल्ली, 1976.

**F.Y.B.A. – (Semester – II)**

**Core Paper**

**Paper Title: कोंकणी भाशीक चळवळीचो इतिहास एक वळख**

(1858 वर्स ते 1992 वर्स मेरेनचो काळ)

(Outline History of Konkani Language Movement)

(Period from 1858 till 1992)

**Paper Code: KON-II.C-3**

**Name of Faculty: हनुमंत चोपडेकर**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

- 1) कोंकणी-मराठी भाशीक चळवळीच्या वा भाशावादाच्या मुळाचो अभ्यास करप.
- 2) कोंकणी भाशीक चळवळींतल्या गोंय मुक्ती आदल्या साबार स्थित्यंतरांचो नियाळ करप.
- 3) कोंकणी भाशीक चळवळींतल्या गोंय मुक्ती उपरांतच्या साबार आंदोलनांचो अभ्यास करप.
- 4) कोंकणी भाशीक चळवळींतल्या संस्थात्मक आनी वैयक्तीक योगदानाचो अभ्यास करप.

**Learning Outcomes:**

- 1) कोंकणी-मराठी भाशीक संघर्शाच्या साबार कारणांची वळख विद्यार्थ्यांक जातली.
- 2) गोंय मुक्ती आदल्या आनी उपरांतच्या कोंकणी चळवळीचें गिन्यान विद्यार्थ्यांक मेळटलें.
- 3) 1961 ते 1992 मेरेनच्या कोंकणी चळवळींतलीं साबार तासां विद्यार्थ्यांक कळटलीं.
- 4) कोंकणी चळवळींत संस्थांनी आनी व्यक्तींनी दिल्लें योगदान कळटलें.

**अभ्यासक्रम :**

**1) कुन्य रिवार हांचो इतिहासीक प्रबंध आनी कोंकणी चळवळीच्या पुनरुत्थानाचो इतिहास**

**(12 तासिका)**

- कुन्य रिवाराचें कोंकणीच्या पुनरुत्थानाचें कार्य
- मो. सेबास्तियांव रुदोल्फ दाल्गाद हांचें कोंकणी भाशीक कार्य
- एदुआर्द जुजे ब्रून द सौझ आनी समकालिनांचें योगदान
- 1858 ते 1910 मजगतीचो कोंकणी भाशीक आनी साहित्यीक वावर

**2) 1910 ते 1939 मेरेनचो कोंकणी भाशीक वावर (12 तासिका)**

- 1910 ते 1939 मेरेनचे कोंकणी पत्रकारितेचो इतिहास
- 1910 ते 1939 मेरेनची कोंकणी भाशीक चळवळ
- 1910 ते 1939 मेरेनची कोंकणी साहित्यीक चळवळ
- कोंकणी-मराठी भाशावादांत शणै गोंयबाबाचें योगदान

### 3) कोंकणीचे संघटनात्मक चळवळीचो इतिहास (12 तासिका)

- अखिल भारतीय कोंकणी परिशदेची स्थापणूक आनी कार्य
- कोंकणी भाशा मंडळ मुंबय : स्थापणूक आनी वावर
- 1950 च्या दशकांत मुंबय शारांत चलिल्ली कोंकणी चळवळ
- 1939 ते 1961 मेरेनचो कोंकणी-मराठी भाशीक संघर्श

### 4) जनमत कौल : कोंकणी चळवळीचें पयलें आंदोलन (12 तासिका)

- जनमत कौलाची फाटभूंय, संकल्पना आनी स्वरूप
- जनमत कौलाचे मुखेल घटनाक्रम आनी राजकारण
- जनमत कौलांतले मुद्दे
- जनमत कौलांतलें संस्थात्मक आनी व्यक्तीगत योगदान

### 5) साहित्य अकादेमीची मान्यताय आनी गोंयचें राजभास आंदोलन (12 तासिका)

#### अ. साहित्य अकादेमीचे मान्यतायेचें आंदोलन

- साहित्य अकादेमी- वळख आनी कार्य
- साहित्य अकादेमींत कोंकणीचे मान्यतायेची मागणी आनी प्रक्रिया
- साहित्य अकादेमीचे मान्यतायेंत कोंकणी संस्थांचें आनी व्यक्तींचें योगदान
- साहित्य अकादेमीचे मान्यतायेंत मराठीचो विरोध आनी राजकारण

#### आ. गोंयचें राजभास आंदोलन: निर्णायक पर्व

- राजभास आंदोलनांत के. पी. ए. विरुद्ध म. रा. प्र. स.
- राजभास आंदोलनांत पत्रकारितेची भुमिका आनी कार्य
- राजभास आंदोलनांत राजकी पक्षांची भुमिका आनी कार्य
- राजभास आंदोलनांत संस्थात्मक आनी वैयक्तीक योगदान

#### संदर्भ ग्रंथ :

- 1) मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
- 2) मोरास, पाव्लु. *जागरण*. मंगळूर 575003 : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2007.
- 3) नायक, भिक्. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
- 4) भाटीकार, अरविंद. *वोंवळां यादींचो सर*. पणजी गोंय : युगवेद प्रकाशन, 2012.
- 5) वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
- 6) केळेकर, रवीन्द्र. (संपादिका - डॉ. अरूणा दुभाषी) *भाषिक संघर्शाचे समाजशास्त्र*. पणजी.
- 7) कालेलकर, काकासाहेब. *पुण्यभूमि गोमंतक*. मंबई 07 : गोमंत भारती प्रकाशन, 1958.
- 8) घवी, रवीन्द्र. *अमृतानुभव: गोमंतक साहित्य-सेवक मंडळाची 75 वर्षांची वाटचाल*.

- 9) नागवेंकार हरिश्चंद्र. (संपा) *कौल*, पणजी गोंय, गोवा कोंकणी अकादेमी, 2014.
- 10) काणेकार सदानंद सीताराम. *ओपिनीयन पोल*, सांखळी गोंय, त्रिमूर्ती प्रकाशन, 2005.
- 11) Narayan, Rajan, and D' Cruz, Sharon. *Triumph of Secularism – Battle of the Opinion poll in Goa*. Vasco da Gama, Goa Publication, Pvt. Ltd., 2011.
- 12) Malekandathi, Pius (ed) and Dias, Remy. *Goa in the 20<sup>th</sup> Century- History and Culture*. Panaji Goa, Institute Menezes Braganza, 2008.

#### पुरवणी वाचन :

- 1) सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
- 2) नागवेंकार, हरिश्चंद्र. *पुरुषोत्तम काकोडकार जिवीत आनी कार्य*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2014.
- 3) सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
- 4) सौझ, झोतिकु द. *नेहरू आनी गोंय*. पणजी गोंय : राजहंस प्रकाशन, 1996.
- 5) हळर्णकार, तानाजी. (मुखेल संपादक) *विश्व कोंकणी परिचय कोश – खंड – 1*. मंगळूर : कोंकणी भास आनी संस्कृती प्रतीष्ठान, 2011.

**F.Y.B.A. – (Semester – II)**

**Core Paper**

**Paper Title:** कोंकणी बोलींचो अभ्यास

(Study of Konkani Dialects)

**Paper Code:** KON-II.C-4

**Name of the Faculty:** डॉ. गुणाजी सदानंद देसाय

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास करपाक मदत करप.
2. वेगवेगळ्या बोलींची वळख घडोवन तांचेविशीं जाणविकाय करून घेवपाक आदार करप.
3. बोली ही संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. बोली निर्माण जावपा फाटल्या कारणांचो अभ्यास करप.
5. विद्यार्थ्यांक वेगवेगळ्या वाठारांनी वापरांत आशिल्ल्या बोलींची लागींच्यान वळख घडोवप.
6. वेगवेगळ्या बोलींचो ध्वनीशास्त्राचे नदरेन अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास केल्ल्यान विद्यार्थ्यांक त्यो समजुपाक मदत जातली.
2. आपले निजाचे भाशेच्या बोलींची वळख जाल्ल्यान विद्यार्थ्यांक हेर बोलयो उलोवपी लोकांनी उलयल्ली भास समजून घेवपाक आधार जातलो.
3. बोलींचो आनी त्यो उलोवपी लोकांचें खाशेलेपण कळटलें.

**No. of Lectures:** 4 Lectures per week

## अभ्यासक्रम

सिध्दांतीक माहिती - बोली संकल्पना स्पष्ट करप - भास आनी ताचीं खाशेलेपणां (20 तासिका)

## प्रत्यक्ष वावर (40 तासिका)

1. वेगवेगळ्या बोलींचो वापर करपी भाशीक पंगडांची माहितीती मेळोवप.
2. बोलींचें विडियो रिकॉर्डिंग करप.
3. नमुने एकठांय करप आनी तांची उलोवपाची खेरीत रीत समजून घेवप.
4. प्रादेशीक वाठारांतल्या वेंचीक बोलींचो अभ्यास

## संदर्भ ग्रंथ

1. केळेकार, रवीन्द्र. *भौभाशीक भारतांत भाशेचें समाजशास्त्र*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1974.
2. प्रभुदेसाई, डॉ. वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
3. कालेलकर, ना. गो. *भाषा इतिहास आणि भुगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
4. काळे, कल्याण., सोमण, अंजली., (सं) *आधुनीक भाषाविज्ञान*. पुणे : प्रतिमा प्रकाशन, 2003.
5. कुळकर्णी, सु. बा. *कोंकणी भाषा प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
6. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक ल, 1983.

## पुरवणी वाचन

1. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla: A Reprint from *Language and a Society in India*, Transaction of the Indian Institute of Advance Study, Vol. 8, 1969.
2. श्रीवास्तव, रवीन्द्रनाथ. *हिंदी भाषा का समाजशास्त्र*. नईदिल्ली : राधाकृष्ण प्रकाशन, 1986.
3. नायक, भिक्. बोमी. (संपा.) *युगपुरुष शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
4. देसाई, स.शं. *लेखन कला परिचय*. औरंगाबाद, परिमल प्रकाशन, 1988.
5. मालशे. स. गं. *साहित्य सिद्धांत*. मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2002.

**F.Y.B.A. – (Semester – I)**

**Optional Paper**

**Paper Title:** कोंकणी भाशेचो वेव्हारीक अभ्यास

(Functional Study of Konkani Language)

**Paper Code:**

**Name of Faculty:** डॉ. राखी आमोणकार

**Marks:** 100

**Credits:** 4

**Objectives:**

1. कोंकणी व्याकरण आनी शुद्धलेखनाचो अभ्यास करप.
2. कोंकणी भाशेचीं खाशेलपणां शिकोवप.
3. कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करप.
4. अनुवाद कोंकणींतल्यान इंग्लीशींत आनी इंग्लीशींतल्यान कोंकणींत.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी व्याकरण आनी शुद्धलेखन शिकतले.
2. कोंकणी भाशेचीं खाशेलपणां विद्यार्थी शिकतले.
3. विद्यार्थी कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करतले.
4. विद्यार्थी कोंकणी आनी इंग्लीशींतल्यान अनुवाद करपाक शिकतले.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम:**

1. कोंकणी भाशेचीं खाशेलपणां आनी व्याकरणीक अभ्यास (तासिका 10)
  - अ) कोंकणी भाशीक खेरीतपणाची वळख
  - आ) कोंकणी व्याकरणाची वळख
  - इ) कोंकणी शुद्धलेखनाचे नेम
2. कोंकणीचो वेव्हारीक अभ्यास (पयलो वांटो) (तासिका 20)
  - अ. घरगुती पत्रवेव्हार
  - आ. आमंत्रण पत्रिकांचें लेखन
  - इ. प्रशासकीय पत्रवेव्हार
  - ई. अनुवाद करप (कोंकणींतल्यान इंग्लीशींत आनी इंग्लीशींतल्यान कोंकणींत)

3. कोंकणीचो वेव्हारीक अभ्यास (दुसरो वांटो) (तासिका 20)

अ. जायरात लेखन (वृत्तपत्रां खातीर)

आ. जायरात लेखन (टि.वी. आनी रेडिओ खातीर)

4. परिभाशीक उत्तरावळ आनी अनुवाद (तासिका 05)

5. विंगड विंगड कोंकणी कार्यावळींनी वांटेकार जावन नियाळ बरोवप / सादर करप (तासिका 05)

संदर्भ ग्रंथ

- 1) कोंकणी शुद्धलेखनाचे नेम. गोवा कोंकणी अकादेमी, पणजी गोंय, 2015.
- 2) भावे भूषण आनी हेर. कारबारी कोंकणी. राजहंस, 2013.
- 3) बोरकार जयवंत सुरेश. कोंकणी व्याकरण. कोंकणी भाशा मंडळ, 2012.
- 4) तडकोडकार प्रियदर्शिनी. कोंकणी परिचय. गोपाळकृष्ण पाडगांवकर, 2006.
- 5) घाणेकार दामोदर. अभ्यास कोश. राजहंस, 2009.
- 6) देसाई स. शं. लेखनकला परिचय एक इतिहासीक दृष्टिकोण. औरंगाबाद, परिमल प्रकाशन, 1998.
- 7) कुळकर्णी, बि. बि. संभाषण कला. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
- 8) श्रीवास्तव, मदन मोहन. शिक्षा के दार्शनिक परिपेक्ष. वंदना प्रकाशन, 2007.

पुरवणी वाचन

- 1) Seely John. *Writing and Speaking*. Orient Blackswan Private Limited, 2011.
- 2) वाळके मो रा. *सुगम मराठी व्याकरण लेखन*. नितीन प्रकाशन, 2010.



**F.Y.B.A – (Semester –II)**

**Optional Paper**

**Paper Title: कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यं**

(Spoken and Written Skills of Konkani Language)

**Paper Code:**

**Name of Faculty:** हनुमंत चोपडेकर

**Marks:** 100

**Credits:** 04

**Course Objectives:**

- 1) कोंकणी भाशेची मुळावी आनी व्याकरणीक वळख विद्यार्थ्यांक करून दिवप.
- 2) कोंकणी भाशेचीं मौखीक कौशल्यं विद्यार्थ्यांक शिकोवप.
- 3) कोंकणी भाशेचीं लिखित कौशल्यं विद्यार्थ्यांक शिकोवप.
- 4) वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcome:**

- 1) कोंकणी विद्यार्थी कोंकणी भाशेंत मौखीक कौशल्यं शिकतलो.
- 2) कोंकणी विद्यार्थी कोंकणीचीं लिखित कौशल्यं अभ्यासतलो.
- 3) ह्या अभ्यासक्रमांतल्यान छापील आनी इलॅक्ट्रॉनिक प्रसार माध्यमां खातीर बातम्यो सांगपी, निवेदक आनी संपादक तयार जातले.
- 4) साबार कार्यावळींचें सुत्रसंचालक वा संयोजक तयार जातले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1) कोंकणी भाशेच्या मौखीक कौशल्यंचो अभ्यास (तासिका 12)**

- कोंकणी भाशेच्या मौखीक कौशल्यंची गरज आनी उपयोजन
- विचार आनी मतां अभिव्यक्त करप : एक कला (विचार शुद्धी, भाशाशुद्धी, मुद्दे, मांडावळ)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**2) कोंकणी भाशेच्या लिखित कौशल्यंचो अभ्यास (तासिका 12)**

- कोंकणी भाशेच्या लिखित कौशल्यंची गरज आनी उपयोजन
- विचार आनी मतां शब्दबद्ध करप : एक कला (व्याकरण, शुद्धलेखन, लेखन, कलात्मकता)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**3) कोंकणी भाशेचीं कौशल्यां : रेडिओ आनी टि.वी. माध्यमां खातीर (तासिका 12)**

- निवेदनाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- वृत्तनिवेदकाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- रेडिओ आनी टि. वी. चॅनलांक भेटी आनी अभ्यास
- रेडिओ आनी टि. वी. पासत खाशेले कार्यावळीची निर्मीती करप

**4) कोंकणी भाशेचीं कौशल्यां आनी संगणकीय तंत्रज्ञान (तासिका 12)**

- कोंकणी टायपसेटींग कौशल्यां
- कोंकणी न्यूज लॅटर तयार करपाचें कौशल्यां
- पावर पोयंट सादरीकरणाचें कौशल्यां
- प्रत्यक्षिकां आनी सादरीकरण

**5) वक्तृत्व आनी नाट्यवाचन (तासिका 12)**

- वक्तृत्व कलेचो अभ्यास
- नाट्य वाचन कलेचो अभ्यास
- प्रत्यक्ष नाट्य वाचन
- प्रत्यक्ष वक्तृत्व सादरीकरण

**संदर्भ ग्रंथ :**

- 1) बोरकार जयवंत सुरेश. *कोंकणी व्याकरण*. कोंकणी भाशा मंडळ, 2012
- 2) घाणेकार दामोदर. *अभ्यास कोश*. राजहंस, 2009
- 3) केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई: मॅजिस्टिक बुक स्टॉल, 1983.
- 4) गांवकार भालचंद्र. *कोंकणी भासविज्ञान*. किटोले: मित्र प्रकाशन, 1996.
- 5) Lima, Edward de. *Spoken Konkani (A Self – Learning Guide)*. Vikram Publication, 2001.
- 6) Rodrigues Antonio F. X. *Sarki Amchi Bhasha Sonpi*. Dasya Holistic, Counseling Center, Porvorim, 2003.
- 7) Borkar S. J. *Let's Learn Konkani*. Rajhauns Vitran, 2005.

**पुरवणी वाचन :**

- 1) पाटील आनंद. *सृजनात्मक लेखन*. अरुण जाखडे, 2005.

**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**  
**DEPARTMENT OF KONKANI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN KONKANI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON -I.C-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-I.C-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shenvoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी भाशीक चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani) ✓	-----	<b>KON- III.E-1</b> कोंकणी कवितेचो खाशेलो अभ्यास ( Special Study of Konkani Poetry) ✓	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story) ✓	<b>KON-III.E-3</b> कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel) ✓	<b>KON-III.E-4</b> कोंकणी साहित्याचें आस्वादन (भाग-1) (Appreciation of Konkani Writings) (Part-1) ✓

IV	<b>KON-IV.C-6</b> कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)	-----	<b>KON-IV.E.5</b> कोंकणी नाटकाचो खाशेलो अभ्यास (Special Study of Konkani Drama)	<b>KON-IV.E.6</b> चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	<b>KON-IV.E.7</b> कोंकणी निबंधाचो खाशेलो अभ्यास (Study of Konkani Essays )	-----
V	<b>KON-V.C-7</b> गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (Evolution in Konkani Literature in Post Liberation Era)	-----	<b>KON-V.E-9</b> कोंकणी तियात्राचो अभ्यास (Study of Konkani Tiatro)	<b>KON-V.E-10</b> वेंचीक कोंकणी साहित्य प्रकाराचो समाजीक अभ्यास (Social Study Of Selected Form of Konkani Literature)	<b>KON-V.E-11</b> कर्नाटक आनी केरळच्या कोंकणी साहित्याचो इतिहास (History of Konkani Literature from Karnatak and Kerala)	-----
VI	<b>KON-VI.C-8</b> भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	-----	<b>KON-VI.E-13</b> एका वेंचीक बरोवप्याचो समग्र अभ्यास (Special Study of Selected Konkani Writer) 1. बाकीबाब बोरकार 2. र.वि.पंडित 3. डॉ. मनोहरराय सरदेसाय 4. रवीन्द्र केळेकार 5. चा. फ्रा. द कॉशता 6. चंद्रकांत केणी 7. वि. जे. पि. साल्दाना 8. नागेश करमली 9. दामोदर मावजो 10. शीला कोळंबकर 11. हेमा नायक 12. महाबळेश्वर सैल	<b>KON-VI.E-14</b> आस्वादन - नाटक ,तियात्र , फिल्म ,कवी संमेलन (Literary Appreciation)	<b>KON-VI.E-15</b> कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान ) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	<b>KON-VI.E-16</b> अनुवाद अभ्यास (Translation Study)

SEMESTER	OPTIONAL	INTERDISCIPLINARY
I	कोंकणी भाशेचो व्यवहारीक अभ्यास (Functional Study of Konkani Language)	-----
II	कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यां (Spoken and Written Skills of Konkani Language)	-----
III	-----	कोंकणी एकांकी आनी पथनाट्य – एक अभ्यास (A Study of Konkani One Act Play and Street Play) ✓
IV	-----	कोंकणी एकांकी आनी पथनाट्य – सादरीकरण (Presentation of Konkani One Act Play and Street Play)
V	-----	
VI	-----	

**PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE  
(AUTONOMOUS)  
DEPARTMENT OF KONKANI  
SYLLABI OF SEMESTER III FOR THE ACADEMIC YEAR 2016-17**

**S.Y.B.A. (Semester III)**

**Core Paper**

**Paper Title:** कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास

(Grammatical and Linguistic Study of Konkani)

**Paper Code:** KON-III.C-5

**Name of the Faculty:** डॉ. गुणाजी सदानंद देसाय

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. स्वर आनी व्यंजन हांची म्हायती दिवन वाक्य बांदावळीची वळख घडोवप.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजावन सांगप.
3. भास आनी व्याकरण हांचो संबंद शिकपाक मदत करप.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख घडोवप.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख घडोवप.

**Learning Outcomes:**

1. स्वर आनी व्यंजन हांची म्हायती तशेंच वाक्य बांदावळीची वळख जातली.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजतलें.
3. भास आनी व्याकरण हांचो संबंद समजतलो.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख जातली.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख जातली.

**अभ्यासक्रम:**

**व्याकरण**

1. भास, व्याकरण - संकल्पना आनी गरज (10 तासिका)
2. शब्दाच्यो जाती (05 तासिका)
3. लिंग, वचन, विभक्ती आनी काळ (05 तासिका)
4. वाक्य विचार (05 तासिका)
5. संधी आनी समास (05 तासिका)

## भासविज्ञान

1. भासविज्ञान – संकल्पना आनी गरज (10 तासिका)
2. भासविज्ञान - अभ्यासाच्यो तरा (08 तासिका)
3. भासविज्ञानाचीं आंगां आनी तांचो अभ्यास (08 तासिका)
4. भासविज्ञान आनी भाशेचें अध्यापन (04 तासिका)

## संदर्भ ग्रंथ :

1. कालेलकर, ना. गो. *भाषा, इतिहास आणि भुगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
2. काळे, कल्याण., सोमण, अंजली. (संपादक) *आधुनिक भाषाविज्ञान*. पुणे : प्रतिमा प्रकाशन, 2003.
3. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
4. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
5. गांवकार, भालचंद्र. *भासविज्ञान*. किटोले बेतोडें, फोंडें गोंय : मित्र प्रकाशन, 1993.
6. दीक्षित, सुर्यप्रकाश. *भाषा प्रयोगिकी एवं भाषा प्रबंधन*. अंसारी रोड, दरयागंज, नई दिल्ली किताबघर प्रकाशन : 2005.
7. बोरकार, सुरेश. *कोंकणी व्याकरण*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1992.
8. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 1*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2003.
9. वाळिंबे, मो. रा. *सुगम मराठी व्याकरण*. बुधवारपेठ पुणे 411002 : नितीन प्रकाशन, 2009
10. सरदेसाय, माधवी. *भासाभास. प्रियोळ फोंडें गोंय* : जाग प्रकाशन, 1993.
11. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54 : वासंतिक प्रकाशन, 1981.
12. Chomsky, Noam. *Aspects of the theory of syntax*. Cambridge Mass: M. I. T. Press, 1965.
13. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
14. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla : A Reprint from *Language and Society in India, Transaction of the Indian Institute of Advance Studies*, Vol.- 8. 1969.

**S.Y.B.A - (Semester – III)**  
**Elective Paper**

**Paper Title: कोंकणी कविता – एक खाशेलो अभ्यास**  
(Special Study of Konkani Poetry)

**Paper Code: KON-III.E-1**

**Name of the Faculty: हनुमंत चोपडेकार**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. आर्विल्ले कोंकणी कवितेचो अभ्यास करप.
2. कोंकणी कवितेचो आरंभ आनी उदरगत तपासप.
3. कोंकणी कवितेच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी कवींचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कवितेची वळख जातली.
2. कोंकणी कवितेची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी कवितेच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी कवींचो आनी तांच्या कवितांचो अभ्यास करतले.

**No. of Lectures: 04 Lectures per week**

**अभ्यासक्रम :**

**1. कविता एक साहित्य प्रकार (10 तासिका)**

- कवितेची संकल्पना आनी व्याख्या
- कवितेचे घटक आनी प्रकार
  - अ. आशय-विशयाचे नदरेन
  - आ. मांडावळीचे नदरेन

**2. काव्यालंकारांचो अभ्यास (10 तासिका)**

- शब्दालंकार (अनुप्रास, यमक, श्लेष, वक्रोक्ती)
- अर्थालंकार (उत्प्रेक्षा, व्यतिरेक, अनन्वय, रूपक)

**3. आर्विल्ली कोंकणी कविता – आरंभ आनी उदरगत (10 तासिका)**

- आर्विल्ले कोंकणी कवितेचो आरंभ आनी उदरगत.
- आर्विल्ले कोंकणी कवितेंतले मुखेल प्रवाह.



#### 4. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

##### अ. पयलो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. रमेश वेळुस्कार (दर्या)
2. प्रकाश पाडगांवकार (पुनरार्थोपनिषद)
3. माधव बोरकार (सिम्फनी)
4. युसुफ शेख (रंगघाय)
5. आर्. एस्. भास्कर (युगपरिवर्तनांचो यात्री)

#### 5. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

##### आ. दुसरो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. मेल्वीन रोड्रीगीस (प्रकृतीचो पास)
2. निलबा खांडेकार (दंडकारण्य)
3. शशिकांत पुनाजी (उमज)
4. नुतन साखरदांडे (पासवर्ड)
5. ग्वादालूप डायस (जलस्थळ)

#### संदर्भ ग्रंथ :

1. गुप्त, गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य - सिध्दांत*, 15-ए, महात्मा गांधी मार्ग, इलाहाबाद : लोकभारती प्रकाशन, 1998.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर 440010 : श्रीवत्स प्रकाशन, 2010.
4. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर : कर्नाटक कोंकणी साहित्य अकादेमी, 2007
5. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Sardesai, Manoharra. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**S.Y.B.A. – (Semester – III)**

**Elective Paper**

**Paper Title:** कोंकणी कथेचो खाशेलो अभ्यास

(Special Study of Konkani Short Story)

**Paper Code:** KON-III.E-2

**Name of the Faculty:** डॉ. गुणाजी सदानंद देसाय

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची वळख घडोवप.
2. कथा ह्या साहित्य प्रकाराची सिध्दांतीक स्वरुपाची वळख घडोवप.
3. कोंकणी कथेच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी कथेचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी कथेच्या मळावेल्या वेंचीक कथांच्या आभ्यासांतल्यान कोंकणी साहित्यांत कथेचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां कथा हो साहित्य प्रकार समजून घेवपाक आदार जातलो.
2. कोंकणी साहित्यांत कथा ह्या साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. विद्यार्थ्यांक कोंकणी कथेच्या मळार वावर करपी वेंचीक कथाकारांचें योगदान समजतलें.
4. कथा बरोवपाची आनी कथेचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Lectures:** 04 Lectures per week

## अभ्यासक्रम

1. कथा ह्या साहित्य प्रकाराची सिद्धांतीक म्हायती - (10 तासिका)
2. कोंकणी कथेचो आरंभ आनी उदरगत (05 तासिका)
3. हिंदी आनी मराठी कथेची वळख (05 तासिका)
4. कोंकणींतल्या कांय जेश्ट कथाकारांच्या कथांचो सिद्धांतीक पांवड्यार अभ्यास (20 तासिका)

अ. चंद्रकांत केणी (व्हंकल पांवणी)

आ. दामोदर मावजो (सपनमोगी)

इ. मिना काकोडकार (आमी)

ई. शिला कोळंबकार (गेर)

5. वेंचीक कोंकणी नवकथाकारांच्या कथांचो सिद्धांतीक पांवड्यार अभ्यास (20 तासिका)

अ. वसंत भगवंत सावंत (निवलकाणयो)

आ. भालचंद्र गांवकार (दोंगराचे आंवडे)

इ. जयंती नायक (अथांग)

ई. विन्सी क्वादुस (कणसां)

टीप : वयल्या कथाझेल्यांतली दर सेमिस्टरा खातीर एक एक कथा वेंचची.

## संदर्भ ग्रंथ -

1. जोशी, सुधा., कथा संपना आणि समिक्षा. मुंबई : मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, 2000.
2. देसाई, सं. श., लेखन कला परिचय, परिमल प्रकाशन औरंगाबाद, 1998.
3. बुडकुले, किरण. साहित्यनिर्याळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश - खंड - 1, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
6. क्वादुस, विन्सी. कणसां. आर्लेम राय, गोंय : स्नोज प्रकाशन, 2011.

7. काकोडकार, मीना. *आमी*. विद्यानगर, मडगांव गोंय : दुर्गा प्रकाशन, 2011.
8. केणी, चंद्रकांत. *व्हंकल पावणी*. मडगांव गोंय : कुळागर अक्षर मुद्रा, 2000.
9. कोळंबकार, शीला. *गेर*. वळवय, फोंडें गोंय : अपुरबाय प्रकाशन, 2007.
10. गांवकार, भालचंद्र. दोंगराचे आवंडे, सौ. मनुजा भा. गांवकर, मित्र प्राकाशन 2003.
11. नायक, जयंती. *अथांग*, केपें गोंय : राजाई प्रकाशन, 2002.
12. मावजो, दामोदर. *सपनमोगी*. पाजीफोंड मडगांव गोंय : जाग प्रकाशन, 2014.
13. सावंत, वसंत. *निवलकाणयो*. सावर्डें गोंय : वैशाखी वसंत, 2008.

**S.Y.B.A. - (Semester – III)**

**Elective Paper**

**Paper Title:** कोंकणी कादंबरेचो खाशेलो अभ्यास  
(Special Study of Konkani Novel)

**Paper Code:** KON-III.E-3

**Name of the Faculty:** हनुमंत चोपडेकार

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कादंबरी ह्या साहित्य प्रकाराचो सखोल अभ्यास करप.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत शिकप.
3. कोंकणी कादंबरेच्या साबार विशयांची वळख करप.
4. वेंचीक कोंकणी कादंबरेचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कादंबरेचो अभ्यास जातलो.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत कशी जाल्या तें विद्यार्थी शिकतले.
3. विद्यार्थ्यांक कोंकणी कादंबरेच्या प्रवाहांची वळख जातली.
4. विद्यार्थ्यांक वेंचीक कोंकणी कादंबरेचो खोलायेन अभ्यास करपाची संद मेळटली.

**No. of Lectures: 04 Lectures per week**

**अभ्यासक्रम :**

1. कादंबरी एक साहित्य प्रकार (10 तासिका)
  - कादंबरेची संकल्पना आनी व्याख्या
  - कादंबरेचे घटक आनी प्रकार
2. भारतीय आनी संवसारीक कादंबरी – एक सुपुल्लो नियाळ (10 तासिका)
  - भारतीय कादंबरेचो सुपुल्लो नियाळ
  - संवसारीक कादंबरेचो सुपुल्लो नियाळ
3. आर्विल्ली कोंकणी कादंबरी – आरंभ आनी उदरगत (10 तासिका)
  - आर्विल्ले कोंकणी कादंबरेचो आरंभ आनी उदरगत
  - आर्विल्ले कोंकणी कादंबरेतले मुखेल प्रवाह
4. वेंचीक कोंकणी कादंबरीकाराचो अभ्यास (05) तासिका)
  - महाबळेश्वर सैल हांची साहित्यीक वळख

## 5. वेंचीक कोंकणी कादंबरेचो अभ्यास (25 तासिका)

- काळी गंगा हे कादंबरेचो सखोल अभ्यास

- कथानक
- निवेदन
- पात्रचित्रण
- संवाद
- संघर्ष
- भाशाशैली
- कादंबरेची समाजशास्त्रीय मोलावणी

### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *अस्तुरी प्रतिमा : मुक्ती उपरांतच्या कोंकणी कादंबरींतली*. फोंडें गोंय : सारा क्रिएशन, 2010.
2. दादेगांवकार, उमा., तडकोडकार, प्रियदर्शिनी., भावे, भुषण. (संपादक) *साहित्य नवनीत*. ताळगांव गोंय : स्नेह प्रकाशन, 1997.
3. नागवेंकार, हरिश्चंद्र. *आस्वाद*. प्रियोळ गोंय : जाग प्रकाशन, 1992.
4. पंडित, टापरे. *कादंबरी संवाद*. पांडुरंग कॉलनी, एरंडवन, पुणे 411038 : पद्मगंधा प्रकाशन, 2005.
5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.
9. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
10. हळर्णकार, तानाजी. (संपादक) *कोंकणी संस्कृती कोश* – खंड – 1, 2. शक्ती नगर, मंगळूर. विश्व कोंकणी केंद्र, 2010.
11. Kidwai. A. R. *Stranger Than Fiction: Images of Islam And Muslims in English fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.
12. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.

**S.Y.B.A - (Semester – III)**

**Elective Paper**

**Paper Title:** कोंकणी साहित्याचें आस्वादन (भाग -1)

(कथा, कविता आनी कादंबरी)

(Appreciation of Selected Konkani Writings (Part -1)

**Paper Code:** KON-III.E- 4

**Name of the Faculty:** हनुमंत चोपडेकार

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याची स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**देखी खातीर कांय विशय :**

**अ. कोंकणी कविता :**

1. बयाभाव हांची कोंकणी कविता : एक अभ्यास
2. बाकीबाब बोरकार हांच्या काव्यांतलें गोंय
3. डॉ. मनोहरराय सरदेसाय हांच्या कवितेंतलो गोंयचो सैम
4. र. वि. पंडीत हांच्या काव्यांतलो गावडा समाज

5. चा. फ्रां. द कोशत हांच्या कवितेंतली मिशकीलताय
6. रमेश वेळुस्कार हांच्या कवितेंतलो लोकवेद
7. माधव बोरकार हांचे कवितेचो आशय आनी विशय : एक अध्ययन
8. प्रकाश पाडगांवकार हांच्या काव्यांतली समाजीक जाणीव
9. नयना आडारकार आनी माया खरंगटे हांचे कवितेंतली अस्तुरी
10. नुतन साखरदांडे आनी गवादालूप डायस हांच्या काव्याचो तुळात्मक अभ्यास

#### आ. कोंकणी कथा :

1. चंद्रकांत केणी हांच्या कथेंतली स्त्री-प्रतिमा
2. लक्ष्मणराव सरदेसाय हांचे कथेंतलें गांवगिरे जिवीत
3. अच्युत तोटेकार हांचे कथेंतलो ब्राह्मण समाज
4. दामोदर मावजो हांचे कथेंतलो क्रिस्ती समाज
5. मीना काकोडकार हांच्या कथांचो चिकित्सक अभ्यास
6. शीला कोळंबकार हांचे कथेंतलें शारी जिवीत
7. एन्. शिवदास हांचे कथेंतलो गांवगिरो समाज
8. पुंडलीक नायक हांचे कथेंतलो स्त्रीपुरुश संबंद
9. शशांक सिताराम आनी विन्सी क्वाट्रस हांच्या कथनात्मक साहित्याचो तुळात्मक अभ्यास
10. भालचंद्र गांवकार आनी अजय बुवा हांच्या कथेंतली आधुनीक जिवनशैली

#### इ. कोंकणी नवलिका आनी कादंबरी :

1. *कार्मेलीन* आनी *अच्छेव* : एक तुळात्मक विवेचन
2. महाबळेश्वर सैलाच्या कादंबरेंतलें ग्रामीण जिवीत
3. देविदास कदम हांच्या कादंबरेंतलो तरनाटो आनी ताचें भावविश्व : एक विश्लेशण
4. न. ध. बोरकार हांच्या कादंबरेंतल्यान व्यक्त जावपी भुरग्यांची मानसिकताय
5. *वारें आनी वादळ* तशेंच *क्रिस्तांव घराबो* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
6. हेमा नायक हांच्या कादंबरेंतलें स्त्री-जिवीत : एक अभ्यास
7. अशोक कामत हांच्या कादंबरेंतले तुटत वचपी नातेसंबंद : एक समाजशास्त्रीय अध्ययन
8. वि. जे. पी. साल्दाना हांच्या *देवाचे कुर्पेन* आनी *सायबा भोगोस* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
9. विली गोयश आनी बाँवेन्तूर द पियेत्र हांच्या कादंबरेंतलें आधुनीक जिवीत
10. ज्योती कुंकळकार, सुर्या अशोक आनी सुजाता सिंगबाळ हांचे कादंबरेंत येवपी आधुनीक अस्तुरी

#### संदर्भ ग्रंथ :

1. जोशी, सुधा. *कथा : संकल्पना आनी समीक्षा*. खटाववाडी, गिरगांव मुंबई : मौज प्रकाशन, 2000.
2. गोमीश, ओलिव्हिन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन, 1989.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास*. बोरी फोंडें : सानिका प्रॉडक्शन, 2014.



4. पंडित, टापरे. *कादंबरी संवाद*. पांडुरंग कॉलनी, एरंडवन, पुणे 411038 : पद्मगंधा प्रकाशन, 2005.
5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. बुडकुले, किरण. *साहित्यनिर्याळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
7. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय : प्राची प्रकाशन, 2010.
8. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. सैल, महाबळेश्वर. *अरण्यकांड*. पाजीफोंड, मडगांव गोंय : जाग प्रकाशन, 2012 (दु. आ.)
11. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.

टिप : वयले विशय सुचयल्यात ते नमुन्या खातीर आसून विद्यार्थ्यांनी अशे तरेचे हेर विशय अभ्यासाक घेवं येतात.

**S.Y.B.A - (Semester – III)**

**Interdisciplinary Paper**

**Paper Title:** कोंकणी एकांकी आनी पथनाट्य - एक अभ्यास

(A Study of Konkani One Act Play & Street Play)

**Paper Code:** -

**Name of the Faculty:** हनुमंत चोपडेकार

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक एकांकी ह्या साहित्य प्रकाराची वळख करप.
2. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणाचें तंत्र शिकोवप.
3. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणांत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी एकांकीचें सादरीकरण करप.

**Learning Outcomes:**

1. विशय घेतिल्ले विद्यार्थी एकांकी ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. संबंदीत विशय घेतिल्ले विद्यार्थी एकांकीच्या सादरीकरणाचें तंत्र शिकतले.
3. विद्यार्थ्यांच्या कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Lectures:** 04 Lectures per week

**अभ्यासक्रम:**

**1. एकांकी - एक साहित्य प्रकार (10 तासिका)**

- एकांकीची संकल्पना, व्याख्या आनी प्रकार
- एकांकीचे घटक
  - संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, संघर्श, शेवट, आदी
  - प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नेपथ्य, उजवाडा येवजण, आवजा येवजण, रंगवण, मुस्तायकी आदी

**2. एकांकी – नाट्यकलेचें एक मुखेल साधन (15 तासिका)**

- एकांकीचो आरंभ आनी उदरगत
- एकांकीची भारतीय फाटभूंय
- कोंकणी एकांकीचीं मुखेल स्थित्यंतारां
- एकांकींतली समाजीक लागणूक

### 3. वेंचीक कोंकणी एकांकींचो अभ्यास (25 तासिका)

#### - वेंचीक पांच एकांकींचो संहितेचे नदरेन अभ्यास

1. सरफरोशी की तमन्ना – हनुमंत चोपडेकार
2. भूंयगर्भ – शाबा कुडतडकार
3. उपरें – प्रशांती तळपणकार
4. किळांच – मार्कूस गोन्साल्वीस
5. वळख – कवीन्द्र फळदेसाय

(21 व्या शेंकड्यांतली कोंकणी एकांकी - संपादक – हनुमंत चोपडेकार)

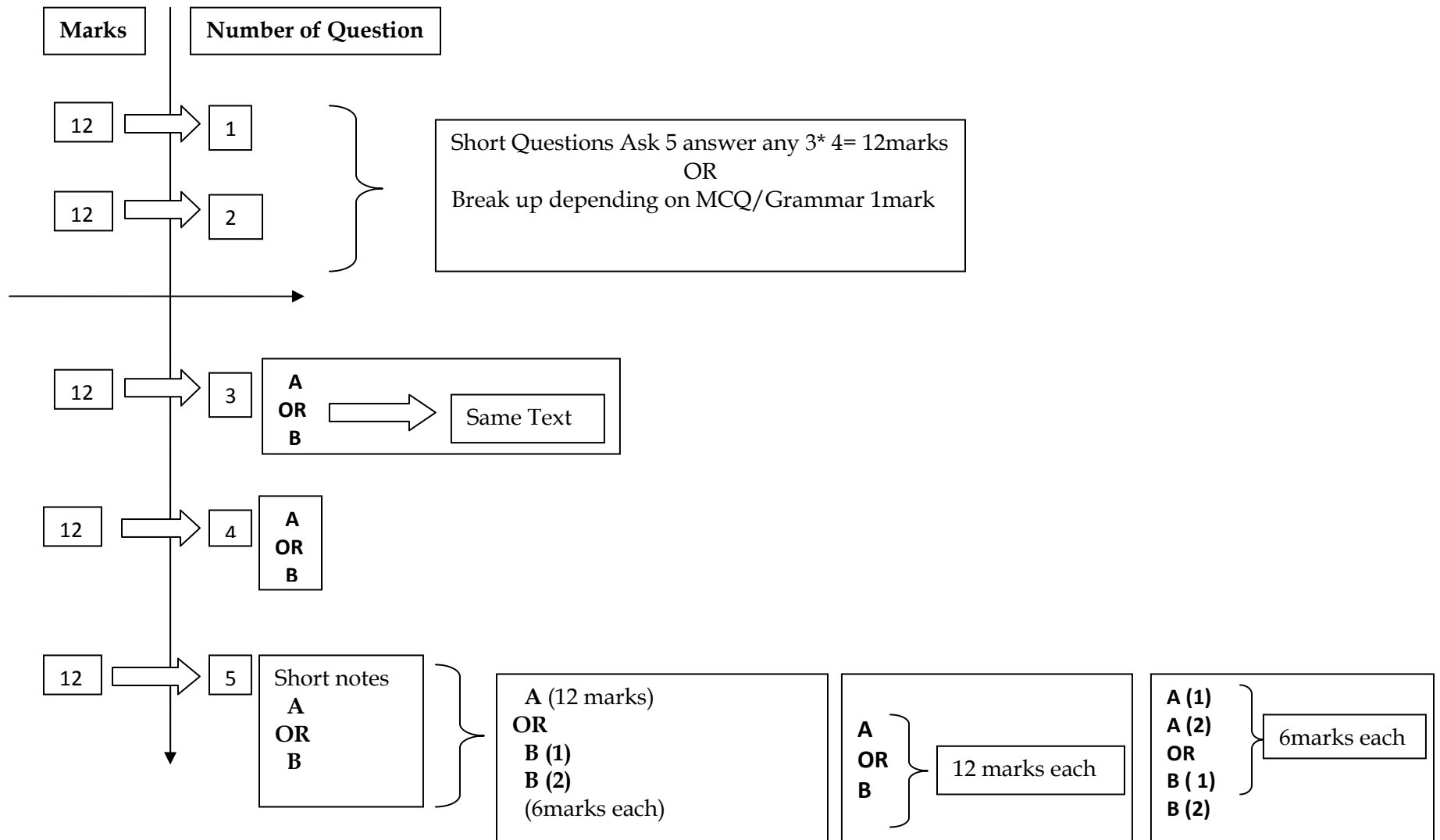
### 4. वेंचीक कोंकणी एकांकीचें वाचन (10 तासिका)

1. अभ्याशिल्ल्या एका एकांकीचो वाचीक अभिनयाचे नदरेन अभ्यास आनी सराव
2. सादरीकरण (नाट्य वाचन)

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. (संपादक) 21 व्या शेंकड्यांतली कोंकणी एकांकी. फोंडें गोंय : पियूश प्रकाशन, 2012.
2. गांवकार, भालचंद्र. भासाभास. फोंडें गोंय : मित्र प्रकाशन, 1998.
3. दीक्षित, सुर्यप्रकाश. भाषा प्रद्योगिकी एवं भाषा प्रबंधन. अंसारी रोड, दरयागंज, नई दिल्ली : किताबघर प्रकाशन, 2005.
4. नायक, पुंडलीक. कोंकणी नाट्य स्पर्धेचीं 25 वर्सां. पणजी गोंय : गोवा कला अकादमी, 2000.
5. नायक, पुंडलीक. रंगपाट. वळवय फोंडें गोंय : अपुरबाय प्रकाशन, 1992.
6. नायक, पुंडलीक. (संपादक) आधुनीक कोंकणी एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2014.
7. नायक, सत्यावन. जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
8. फळदेसाय, कविन्द्र. सर फुडें दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
9. भगत, दत्ता. मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012. (प्रस्तावना)
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश - खंड - 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
12. Carloni, J. C., Filloux, Jean C. (Editor) Literary Criticism. Daryaganj, New Delhi: National Publication, 1990.
13. Cardozo, Tomazinho., Clara, Jhon. Silver Jubilee of Tiatro Competition. Panjim Goa: Goa Kala Academy, 2000.

# Final Exam Framework For Language Department



**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**  
**DEPARTMENT OF KONKANI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN KONKANI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON-I.C-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-I.C-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shennoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी भाशीक चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani)	-----	<b>KON-III.E-1</b> कोंकणी कवितेचो खाशेलो अभ्यास ( Special Study of Konkani Poetry)	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	<b>KON-III.E-3</b> कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel)	<b>KON-III.E-4</b> कोंकणी साहित्याचें आस्वादन (भाग- 1) (Appreciation of Konkani Writings) <b>(Part-1)</b>

IV	<b>KON-IV.C-6</b> कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore) ✓		<b>KON-IV.E-5</b> कोंकणी नाटक – एक खाशेलो अभ्यास (Special Study of Konkani Drama) ✓	<b>KON-IV.E-6</b> कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr) ✓	<b>KON-IV.E-7</b> कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays) ✓	<b>KON-IV.E-8</b> कोंकणी साहित्याचें आस्वादन (भाग 02) (निबंद, नाटक, तियात्र) (Appreciation of Selected Konkani Writings) ✓
V	<b>KON-V.C-7</b> गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (Evolution in Konkani Literature in Post Liberation Era)	-----	<b>KON-V.E-9</b> चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	<b>KON-V.E-10</b> वेंचीक कोंकणी साहित्य प्रकाराचो समाजीक अभ्यास (Social Study Of Selected Form of Konkani Literature)	<b>KON-V.E-11</b> कर्नाटक आनी केरळच्या कोंकणी साहित्याचो इतिहास (History of Konkani Literature from Karnatak and Kerala)	-----
VI	<b>KON-VI.C-8</b> भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	-----	<b>KON-VI.E-13</b> एका वेंचीक बरोवप्याचो समग्र अभ्यास (Special Study of Selected Konkani Writer) 1. बाकीबाब बोरकार 2. र.वि.पंडित 3. डॉ. मनोहरराय सरदेसाय 4. रवीन्द्र केळेकार 5. चा. फ्रा. द कॉशता 6. चंद्रकांत केणी 7. वि. जे. पि. साल्दाना 8. नागेश करमली 9. दामोदर मावजो 10. शीला कोळंबकर 11. हेमा नायक	<b>KON-VI.E-14</b> आस्वादन - नाटक ,तियात्र , फिल्म ,कवी संमेलन yraretiL) (noitaicerppA	<b>KON-VI.E-15</b> कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान ) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	<b>KON-VI.E-16</b> अनुवाद अभ्यास (Translation Study)

			12. महाबळेश्वर सैल			
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SEMESTER	OPTIONAL	INTERDISCIPLINARY
I	कोंकणी भाशेचो व्यवहारीक अभ्यास (Functional Study of Konkani Language)	-----
II	कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यां (Spoken and Written Skills of Konkani Language)	-----
III	-----	कोंकणी एकांकी आनी पथनाट्य – एक अभ्यास (A Study of Konkani One Act Play and Street Play)
IV	-----	कोंकणी एकांकी आनी पथनाट्याचो अभ्यास (Study of Konkani One Act Play & Street Play) ✓
V	-----	
VI	-----	

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF KONKANI  
APPROVED SYLLABI OF SEMESTER IV FOR THE ACADEMIC YEAR 2016-17**

**S.Y.B.A. (Semester – IV)**

**Core Paper**

**Paper Title: कोंकणी लोकवेदाचो अभ्यास**

(Study of Konkani Folklore)

**Paper Code: KON-IV.C-6**

**Name of the Faculty: हनुमंत चोपडेकार**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी लोकवेदाचो सखोल अभ्यास करप.
2. कोंकणी लोकवेदाचे साबार घटक अभ्यासप.
3. कोंकणी लोकवेदाच्या साबार प्रकारांची वळख घडोवप.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी जावची म्हणून भोंवडी करप.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी लोकवेदाचो सखोल अभ्यास करतले.
2. कोंकणी लोकवेदाचे साबार घटक विद्यार्थी अभ्यासतले.
3. विद्यार्थ्यांक कोंकणी लोकवेदाच्या साबार प्रकारांची वळख जातली.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी करपाक विद्यार्थी भोंवडी करतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. लोकवेद : संकल्पना आनी स्वरूप (10 तासिका)**

- संकल्पना
- स्वरूप

**2. लोकवेद : व्याख्या आनी घटक (10 तासिका)**

- व्याख्या
- घटक

**3. कोंकणी लोकवेदाच्यो खाशेलतायो (10 तासिका)**

- सांस्कृतीक खाशेलतायो
- भाशीक खाशेलतायो



#### 4. लोकवेदाचे प्रकार (30 तासिका)

##### पयलो वांटो (10 ता.)

- लोकगीत – लग्न-गीत, ओवयो, आल्लय, मांडो गीत, सोकारत, नमन

##### दुसरो वांटो (10 ता.)

- लोकनृत्य – धालो, फुगडी, मूसळ नाच, घोडेमोडणी, गोफ, तोण्यांमेळ, तालगडी, कुणबी नाच, देखणी, चप्पय (धनगर नाच)

##### तिसरो वांटो (10 ता.)

- लोकनाट्य – रणमालें, जागर, दशावतारी नाटक

टीप - 1. गोंयांत वेगवेगळ्या वाठरांनी जावपी सण आनी लोकउत्सव अभ्यासपा खातीर विद्यार्थ्यांची अभ्यास भोंवडी आयोजीत करची.

2. लोकवेद प्रकारांतल्या कांय विशयांचेर विद्यार्थ्यांनी संकलन आनी सादरीकरण करचें (CA) खातीर.

##### संदर्भ ग्रंथ :

1. केरकर, पौर्णीमा. *गोव्यातील धालो उत्सवाचे स्वरूप*. आलत परवरी गोवा: गोमन्तक मराठी अकादमी, 2011.
2. खेडेकर, विनायक. *गोमंतकीय लोकभाषा*. पणजी गोवा: शारदीय वितरण.
3. खेडेकर, विनायक. *लोकसरिता - गोमन्तकीय जन जीवनाचा समग्र अभ्यास*. कला अकादमी गोवा, 1993.
4. नायक, जयंती. *लोकमंथन*. केपें गोंय : राजाई प्रकाशन, 2008
5. नायक, जयंती. *आमोणेचीं धालो गीतां*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1992.
6. नायक, जयंती. *गोंयची लोककला*. केपें गोंय : राजाई प्रकाशन, 2004.
7. नायक, जयंती. *लोकबींब*. पणजी गोंय: गोवा कोंकणी अकादेमी, 1998.
8. नायक, जयंती. *लोकरंग*. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
9. नायक, जयंती. *लोकमंथन*. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
10. वेरेंकार, श्याम. *गोंयच्या लोकवेदाचो रुपकार*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1991.
11. वेरेंकार, श्याम. *धालो*. बेती वेरें : कोंकण टायम्स प्रकाशन, 1984.
12. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
13. एल. सुनिताबाय. *हिन्दी और कोंकणी लोकसाहित्य का तुलनात्मक अध्ययन*. काक्कनाड कोच्ची, 2010.
14. Khedekar, Vinayak. *Folk Dances of Goa*. Udaipur: West Zone Culture.
15. Pereira, Jose Micael Martins; Da Costa Antonio. *Song of Goa: Crown of Mandos*. Broadway Publishing House, 2010.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Paper Title: कोंकणी नाटक – एक खाशेलो अभ्यास**

(Special Study of Konkani Drama)

**Paper Code: KON-IV.E-5**

**Name of the Faculty: हनुमंत चोपडेकर**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी नाटकाचो अभ्यास करप.
2. कोंकणी नाटकांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी नाटकाच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी नाटकाचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक अर्विल्ल्या कोंकणी नाटकाची वळख जातली.
2. कोंकणी नाटकाची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी नाटकाच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी नाटकाचो अभ्यास करतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. नाटक एक साहित्य प्रकार (10 तासिका)**

- नाटकाची संकल्पना
- नाटकाची व्याख्या
- नाटकाचे घटक

**2. नाटकाचे प्रकार (10 तासिका)**

- आशय-विशयाचे नदरेन
- मांडावळीचे नदरेन

### 3. नाटकाची संवसारीक फाटभूंयेची वळख (10 तासिका)

- संवसारीक नाट्य परंपरा
- भारतीय नाट्य परंपरा

### 4. कोंकणी नाटक – आरंभ आनी उदरगत (10 तासिका)

- कोंकणी नाटकाचो आरंभ आनी उदरगत
- कोंकणी नाटकांतले मुखेल प्रवाह

### 5. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी नाटकाचो सखोल अभ्यास (20 तासिका)

- अ. चैतन्याक मठ ना – पुंडलीक नायक
- आ. डॅडी – दत्ताराम कामत बांबोळकार
- इ. घट्टाण कोणार्चे – वजरीकार प्रकाश
- ई. काळमाया – नायक जयंती
- उ. आमचो हात जगन्नाथ – पवार राजय

टीप- 1. विद्यार्थ्यांक कोंकणी नाटकांचे प्रयोग पळोवपाक व्हरप.

2. नाटकाची सी. डी. दाखोवप, चर्चा करप

### संदर्भ ग्रंथ :

1. गांवकार, भालचंद्र. भासविज्ञान. किटोलें, बेतोडें : मित्र प्रकाशन, 1993.
2. नायक, पुंडलीक. रंगपाट. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. नायक, पुंडलीक. समकालीन कोंकणी एकांकी-संपादक. साहित्य अकादमी, 2014.
4. बुडकुले, किरण. साहित्यनिर्याळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. हळर्णकार, तानाजी. (संपादक). कोंकणी विश्वकोश – खंड – 1. ताळगांव गोंय : गोंय विद्यापीठ, 1999.
7. Bisariya, Subhash. William Shakespeare Anthony and Cleopatra. Karol Bhag New Delhi: Rama Brothers India Pvt. Ltd., 2007.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Paper Title: कोंकणी तियात्राचो अभ्यास**

(Special Study of Konkani Tiatr)

**Paper Code: KON-IV.E-6**

**Name of the Faculty: डॉ. गुणाजी सदानंद देसाय**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी तियात्राचो अभ्यास करप .
2. कोंकणी तियात्रांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी तियात्राच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी तियात्राचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ल्या कोंकणी तियात्राची वळख जातली .
2. कोंकणी तियात्राची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी तियात्राच्या साबार प्रवाहांचें आस्वादन करूंक शकतले .
4. विद्यार्थी वेंचीक कोंकणी तियात्राचो अभ्यास करतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. तियात्र एक साहित्य प्रकार (10 तासिका)**

- तियात्राची संकल्पना
- तियात्राची व्याख्या
- तियात्राचे घटक

**2. तियात्राचे प्रकार (10 तासिका)**

- आशय-विशयाचे नदरेन
- मांडावळीचे नदरेन

### 3. कोंकणी तियात्र – आरंभ आनी उदरगत (10 तासिका)

- कोंकणी तियात्राचो आरंभ आनी उदरगत.
- कोंकणी तियात्रांतले मुखेल प्रवाह.

### 4. वेंचीक तियात्रीस्ताचो खोलायेन अभ्यास (10 तासिका)

- अ. जुंवाव आगोस्तीन फेर्नांडीस
- आ. अनील कुमार
- इ. एम्. बॉयर
- ई. प्रिन्स जेकब

### 5. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी तियात्राचो सखोल अभ्यास (20 तासिका)

- अ. तियात्र : म्होवाळ विख - तोंमाजीन कार्दोज
- आ. उपरांत रोडोन कित्याक उपकारता - विल्मीक्स माजरेलो
- इ. भाड्याचो कुसवो - मिनीन आरावजो
- ई. रोडो नाका - प्रिन्स जॅकोब

टीप- 1. विद्यार्थ्यांक कोंकणी तियात्रांचे प्रयोग पळोवपाक व्हरप.

2. तियात्राची सी. डी. दाखोवप, चर्चा करप.

संदर्भ ग्रंथ :

1. थळी, प्रकाश. *तियात्राचो इतिहास 1892 - 1992*. पणजी गोवा : गोवा कोंकणी अकादेमी, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
4. Cardozo, Felicio. (Editor) *Tiatrancho Jhelo – II*. Panaji Goa: Goa Konkani Academy, 1998.
5. Cardozo, Tomajinho. *Silver Jubilee of Konkani Tiatro*. Panaji Goa: Goa Kala Academy, 1990.
6. Fernandes, André Rafael. *When the Curtains Rise... Understanding Goa's vibrant Konkani theatre*. Panaji Goa: Tiatr Academy of Goa, 2010.
7. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture, Government of Goa, 2000.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Paper Title: कोंकणी निबंदाचो खाशेलो अभ्यास**

(Study of Konkani Essays)

**Paper Code: KON-IV.E-7**

**Name of the Faculty: डॉ. गुणाजी सदानंद देसाय**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद हया साहित्य प्रकाराची वळख घडोवप.
2. निबंद साहित्य प्रकाराची सिध्दांतीक स्वरुपाची वळख घडोवप.
3. कोंकणी निबंदाच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी निबंदाचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी निबंद मळावेल्या वेंचीक निबंदांच्या अभ्यासांतल्यान कोंकणी साहित्यांत निबंदाचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां निबंद हो साहित्य प्रकार समजून घेवपाक आधार जातलो.
2. कोंकणी साहित्यांत निबंद साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. कोंकणी निबंदाच्या मळार वावर करपी वेंचीक निबंदकारांचें योगदान समजून घेवपाक विद्यार्थ्यांक आधार जातलो.
4. निबंद बरोवपाची आनी निबंदाचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Lectures: 4 Lectures per week**

## अभ्यासक्रम

1. निबंद साहित्य प्रकाराची सिद्धांतीक म्हायती (10 तासिका)
2. संवसारीक पांवड्यार निबंद लेखनाची वळख (05 तासिका)
3. कोंकणी निबंदाचो विकास (10 तासिका)
4. वेंचीक कोंकणी निबंदकारांच्या निबंदांचो अभ्यास (35 तासिका)

अ. रवींद्र केळेकार - पांथस्थ (जाग प्रकाशन)

आ. दत्ता दामोदर नायक - जाय काय जूय ? (लोकायत प्रकाशन)

इ. सरदेसाय माधवी - मंथन (जाग प्रकाशन)

ई. मुकेश थळी - हंसध्वनी (आनंद प्रकाशन)

उ. रोमियो आल्मेदा - आमोरी आमुरपीकी (अपूर्बाय प्रकाशन)

टीप - वयर दिल्ल्या साहित्य कृतींतल्या वेंचीक 2 निबंदांचो अभ्यास करप

## संदर्भ ग्रंथ -

1. भांगी, पांडुरंग. साहित्य शिल्प, पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
2. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
3. वेरेंकार, श्याम. (संपादक) कोंकणी ललित निबंद. नवी दिल्ली : साहित्य अकादेमी, 1997.
4. हळर्णकार, तानाजी. (संपादक). कोंकणी विश्वकोश- खंड- 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. देसाई, सं. श. लेखन कला परिचय, परिमल प्रकाशन औरंगाबाद, 1998.
6. यादव, आनंद. ललित गद्याचे तात्वीक स्वरुप आणि मराठी लघुनिबंधाचा इतिहास. पुणे : सुनील अनील मेहता, 1995.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Paper Title: कोंकणी साहित्याचें आस्वादन (भाग 02)**

(निबंद, नाटक, तियात्र)

(Appreciation of Selected Konkani Writings)

**Paper Code: KON-IV.E- 8**

**Name of the Faculty: डॉ. गुणाजी सदानंद देसाय**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**टीप - लेखक, अभ्यासक, वाचक तशेंच हेर जाणकारांलागीं भासाभास करून विद्यार्थ्यांनी स्वाध्याय तयार करचो. (CA) खातीर**



देखी खातीर सकयल दिल्ल्या विशयां भायर हेर विशयांचो आस्पाव करूं येता:

### 1) कोंकणी निबंद आनी ललीत साहित्य

1. रवीन्द्र केळेकारांच्या वैचारीक निबंदांतली चिंतनशिलताय : एक अभ्यास
2. अ. ना. म्हांबरो हांच्या निबंदांतली मिशकील नदर : एक सोद
3. प्रकाश थळी हांच्या निबंदांचो समाजीक अभ्यास
4. दत्ता दामोदर नायक हांच्या निबंद शैलींतली कलात्मक नदर : एक चिकित्सा
5. दिलीप बोरकार हांच्या निबंदांतलो विचार आनी विनोद : एक विवेचन
6. डॉ. तानाजी हळर्णकार हांच्या निबंदांतलो समाजीक विचार : एक विवेचन
7. मुकेश थळी हांच्या निबंदांतले नवे विचारप्रवाह : एक संशोधन
8. सुमेधा कामत हांची निबंद संपदा : आस्वादना आनी विश्लेशण
9. प्रकाश पर्येकार हांच्या निबंदांतली सैमीक आनी संस्कृतीक गिरेस्तकाय : एक सोद
10. दिनेश मणेरकार हांच्या निबंदांतली समाजीक जाणीव

### 2) कोंकणी नाटक आनी तियात्र

1. ताची करामत आनी निमित्ताक कारण ह्या नाटकांचो समाजीक अभ्यास
2. पुंडलीक नायक : कोंकणी भाशेंत बरोवपी भारतीय नाटककार
3. पुंडलीक नायकांच्या पुराय नाट्यसंपदेची चिकित्सक अभ्यासणी
4. डॉ. प्रकाश वजरीकार हांच्या नाटकांतली समाजीक जाणविकाय
5. डॉ. राजय पवार हांच्या नाटकांतलो गंभीर विनोद : एक अभ्यास
6. 21 व्या शेंकड्यांतल्या कोंकणी नाटकांतलें स्त्री-जिवन
7. जुंआंव आगोस्तीन फेर्नांडीस हांचे तियात्र : एक रंगमंचीय नियाळ
8. तौमाझीन कार्दोज हांच्या तियात्रांतली समाजीकताय : एक अभ्यास
9. प्रिन्स जॅकॉब एक आधुनीक तियात्रिस्त : एक चिकित्सक अभ्यासणी
10. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतली अस्तुरी प्रतिमा : चर्चा आनी चिकित्सा
11. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतलो विनोद : एक अध्ययन

### संदर्भ ग्रंथ :

- 1) नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1992.
- 2) वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
- 3) हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 2, 3, 4*. ताळगांव गोंय : गोंय विद्यापीठ, 1997, 1999, 2000.
- 4) Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
- 5) Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture Govt. of Goa, 2000.

**S.Y.B.A. (Semester – IV)**

**Interdisciplinary Paper**

**Paper Title: कोंकणी एकांकी आनी पथनाट्याचो अभ्यास**

(Study of Konkani One Act Play & Street Play)

**Paper Code:**

**Name of the Faculty:** हनुमंत चोपडेकर

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक पथनाट्य हया साहित्य प्रकाराची वळख करून दिवप.
2. विद्यार्थ्यां मेरेन पथनाट्यांतली समाजीक जाणीव पावोवप.
3. विद्यार्थ्यांक कोंकणी पथनाट्य निर्मितींत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी पथनाट्याचें सादरीकरण करप.

**Learning Outcomes:**

1. विद्यार्थी पथनाट्य हया साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. विद्यार्थ्यां मदीं पथनाट्यांतल्यान समाजीक जाणीव निर्माण जातली.
3. विद्यार्थ्यांच्या साबार कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. पथनाट्य - एक साहित्य प्रकार (10 तासिका)**

- पथनाट्याची संकल्पना, व्याख्या आनी प्रकार
- पथनाट्याचे घटक
  - संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, गीतरचना, संघर्श, शेवट, आदी
  - प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नाच, संगीत, रंगवण, मुस्तायकी, आदी

**2. पथनाट्य – आरंभ आनी उदरगत (15 तासिका)**

- संवसारीक पावंड्यार पथनाट्याचो आरंभ आनी उदरगत
- पथनाट्याची भारतीय फाटभूंय
- कोंकणी पथनाट्याचीं मुखेल स्थित्यंतरां
- पथनाट्यांतली समाजीक लागणूक

### 3. वेंचीक कोंकणी पथनाट्यांचो अभ्यास (25 तासिका)

- वेंचीक पांच लेखकांच्या पथनाट्यांचो संहितेचे नदरेन अभ्यास

अ. दिलीप धारगळकार

आ. मार्कुस गोंसाल्वीस

इ. हनुमंत चोपडेकार

ई. सत्यवान नायक

उ. कवीन्द्र फळदेसाय

### 4. वेंचीक कोंकणी पथनाट्याचें सादरीकरण (10 तासिका)

- अभ्याशिल्ल्या एका पथनाट्याचो प्रयोगाचे नदरेन अभ्यास

अ. अभ्याशिल्ल्या पथनाट्याची निवड आनी नाट्यवाचन

आ. वेंचिल्ल्या प्रयोगक्षम पथनाट्याचो सराव आनी सादरीकरण

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. (संपादक) *आधुनीक कोंकणी एकांकी*. नवी, दिल्ली : साहित्य अकादेमी, 2014.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. नायक, सत्यवान. *जनजाग*. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
4. फळदेसाय, कविन्द्र. *सर फुडें*. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. भगत, दत्ता. *मराठी दलित एकांकी*. नवी दिल्ली : साहित्य अकादेमी, 2012.

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**DEPARTMENT OF KONKANI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN KONKANI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON-I.C-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-I.C-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shennoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी भाशीक चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani)	-----	<b>KON-III.E-1</b> कोंकणी कवितेचो खाशेलो अभ्यास ( Special Study of Konkani Poetry)	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	<b>KON-III.E-3</b> कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel)	<b>KON-III.E-4</b> कोंकणी साहित्याचें आस्वादन (भाग-1) (Appreciation of Konkani Writings) <b>(Part-1)</b>

IV	<b>KON-IV.C-6</b> कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)		<b>KON-IV.E-5</b> कोंकणी नाटक – एक खाशेलो अभ्यास (Special Study of Konkani Drama)	<b>KON-IV.E-6</b> कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr)	<b>KON-IV.E-7</b> कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays)	<b>KON-IV.E-8</b> कोंकणी साहित्याचें आस्वादन (भाग 02) (निबंद, नाटक, तियात्र) (Appreciation of Selected Konkani Writings)
V	<b>KON-V.C-7</b> गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां) (Important Trends in Post Liberation Konkani Literature) ✓	-----	<b>KON-V.E-9</b> चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation) ✓	<b>KON-V.E-10</b> वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास (Social Study of Selected Konkani Novel) ✓	<b>KON-V.E-11</b> कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख (Introduction of Konkani Literature from Karnataka and Kerala) ✓	<b>KON-V.E-12</b> कोंकणी अध्यापनाची पद्दत (Konkani Teaching Methodology) ✓
VI	<b>KON-VI.C-8</b> भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics) ✓	-----	<b>KON-VI.E-13</b> एका वेंचीक बरोवप्याचो समग्र अभ्यास (Special Study of Selected Konkani Writer) 1. बाकीबाब बोरकार 2. र.वि. पंडित 3. डॉ. मनोहरराय सरदेसाय 4. रवीन्द्र केळेकार 5. चा. फ्रा. द कोंश्ता 6. चंद्रकांत केणी 7. वि. जे. पि. साल्दाना 8. नागेश करमली 9. दामोदर मावजो 10. शीला कोळंबकर 11. हेमा नायक 12. महाबळेश्वर सैल ✓	<b>KON-VI.E-14</b> अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास (Study of Modern Medias) ✓	<b>KON-VI.E-15</b> कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान) Study of Transliterated Konkani Literature (From Kannada and Romi Script) ✓	<b>KON-VI.E-16</b> अनुवाद अभ्यास (Translation Study) ✓

SEMESTER	OPTIONAL
I	कोंकणी भाशेचो व्यवहारीक अभ्यास (Functional Study of Konkani Language)
II	कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यं (Spoken and Written Skills of Konkani Language)
III	-----
IV	-----
V	-----
VI	-----

**Parvatibai Chowgule College of Arts and Science  
Autonomous**

**DEPARTMENT OF KONKANI  
APPROVED SYLLABI OF SEMESTER V & VI FOR THE ACADEMIC YEAR 2017-18**

**T.Y.B.A - (Semester – V)**

**Core Paper**

**Paper Title:** गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां  
(कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां)  
(Important Trends in Post Liberation Konkani Literature)

**Paper Code:** KON-V.C-7

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी साहित्यांतलीं मुखेल स्थित्यंतरां सोदप.
2. मुखेल साहित्य प्रवाहांचो वेध घेवप.
3. वेंचीक साहित्य प्रवाहांचें संकलन करप.
4. मुखेल प्रवाहांची मोलावणी करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं मुखेल स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी साहित्य प्रवाहांचो अभ्यास जातलो.
3. वेंचीक कोंकणी साहित्य प्रवाहांचें संकलन जातलें.
4. मुखेल प्रवाहांची मोलावणी जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

1. 1960 उपरांतचीं कोंकणी काव्याचीं स्थित्यंतरां (20 तासिका)  
अ. र. वि. पंडीत  
आ. डॉ. मनोहरराय सरदेसाय  
इ. चा. फ्रा. द. कोंशता  
ई. रमेश वेळुस्कार

2. कोंकणी कथेचीं स्थित्यंतरां (20 तासिका)

- अ. चंद्रकांत केणी
- आ. अ. ना. म्हांबरो
- इ. दामोदर मावजो
- ई. शिला कोळंबकार

3. कोंकणी नाटकाचीं स्थित्यंतरां (20 तासिका)

- अ. पुंडलीक नायक
- आ. दत्ताराम कामत बांबोळकार
- इ. डॉ. प्रकाश वजरीकार
- ई. डॉ. राजय पवार

संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नायक, पुंडलीक. *कोंकणी नाट्य स्पर्धेचीं 25 वर्सां*. पणजी गोंय: गोवा कला अकादमी, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बोरकार, माधव. (संपादक) *कोंकणी कवितेचीं पांच दशकां*. कोंकणी भाशा मंडळ, 2010.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय: प्राची प्रकाशन, 2010.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Cardozo, Felicio. *Tiatracho Jhelo II*. Panjim Goa: Goa Konkani Academi, 1998.



**T.Y.B.A. (Semester – V)**

**Elective Paper**

**Paper Title:** चित्रपट आनी नाटक आस्वादन  
(Film and Drama Appreciation)

**Paper Code:** KON-V.E-9

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादनाचें म्हत्व समजावन सांगप.
2. चित्रपट आनी नाटक हांचो संबंद शिकपाक मदत करप.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.
4. चित्रपट आनी नाटकाच्या आस्वादनाची वळख घडोवप.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादनाचें म्हत्व समजतलें.
2. चित्रपट आनी नाटक हांचो संबंद समजतलो.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख जातली.
4. चित्रपट आनी नाटकाच्या आस्वादनाची वळख जातली.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

**चित्रपट**

1. चित्रपट, संकल्पना, गरज (05 तासिका)
2. भारतीय चित्रपटाची वळख (05 तासिका)
3. चित्रपटाच्या प्रकारांचो अभ्यास (05 तासिका)
4. चित्रपटाचें आस्वादन (10 तासिका)
5. वर्गांत ल्हान फिल्म तयार करप (05 तासिका)

### सुचोवणी-

1. चित्रपटाचे वेगळे वेगळे प्रकार दाखोवन ताचेर उक्ती भासाभास करची.
2. चित्रपटाच्या मळाचेर वावुरपी अभ्यासकांक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.

### नाटक

1. नाटक, संकल्पना, गरज (05 तासिका)
2. भारतीय नाटकाची वळख - (05 तासिका)
3. नाटकाच्या प्रकारांचो अभ्यास (05 तासिका)
4. नाटकाचें आस्वादन (10 तासिका)
5. वर्गांत नाटक लेखन करप (05 तासिका)

### सुचोवणी-

1. विद्यार्थ्यांक वेंचीक नाटकां दाखोवन ताचेर उक्ती भासाभास करची.
2. नाटकाच्या मळाचेर वावुरपी अभ्यासक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय: अपुरबाय प्रकाशन, 1996.
2. बोरकार, दिलीप. “कोंकणी नाट्य स्पर्धेक चार दसकां जालीं तरी अशी कशी काय गोठेली”. जाग : एप्रिल, 2016.
3. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
4. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 2*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. Balwant, Gargi. *Theatre in India*. Theatre Arts Books, 1962.
6. Dantas, Isidore. *Konkani Cholkhitram*. Uzvaddavpi : Dantas Publication, 2010.
7. Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2015.
8. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. New Delhi: SAGE Publications India, 2012.

9. Rachel, Dwyer and Jerry, Pinto. *Beyond the boundaries of Bollywood: The moving forms of Hindi Cinema*. New Delhi: Oxford, 2011.
10. Viegas, Felinzha. *50 years of Konkani Cinema 1950- 2000*. Konkani Entertainment Vol 1, 2003.
11. [www.indiandrama.com](http://www.indiandrama.com)'

**T.Y.B.A. – (Semester – V)**

**Elective Paper**

**Paper Title:** वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास

(Social Study of Selected Konkani Novel)

**Paper Code:** KON-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. साहित्य, भास आनी समाज हांचो संबंद शिकपाक मदत करप.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख घडोवप.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख जातली.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

अ. समाज आनी समाजवेवस्था. (10 तासिका)

आ. लोकजीवन आनी लोकसंस्कृताय. (10 तासिका)

इ. सैम आनी पर्यावरण. (10 तासिका)

ई. मानवीय संवेदना आनी संघर्श. (10 तासिका)

उ. स्त्री-पुरुष संबंध (5 तासिका)

ऊ. लेखकाची समाजीक जाणविकाय. (5 तासिका)

ऋ. कादंबरेविशीं विद्यार्थ्यांचें सादरीकरण (10 तासिका)

### सुचोवण्यो:

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या कादंबरेचो अभ्यास करचो.
2. कादंबरी लेखकाक / अभ्यासकाक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.

### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय: जाग प्रकाशन, 1991
3. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडूरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी: प्राची प्रकाशन, 2010.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर: शब्दालय प्रकाशन, 2012.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.
11. Kdwai A. R. *Stranger Than Fiction: Images of Islam And Muslims in English Fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.

**T.Y.B.A. – (Semester – V)**

**Elective Paper**

**Paper Title:** कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख

(Introduction of Konkani Literature from Karnataka and Kerala)

**Paper Code:** KON-V.E-11

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजावन सांगप.
2. कर्नाटक आनी केरळ कोंकणी साहित्य समजून घेवप.
3. कर्नाटक आनी केरळ कोंकणी साहित्याची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजतलें.
2. कर्नाटक आनी केरळ कोंकणी साहित्याविशीं म्हायती समजतली.
3. कर्नाटक आनी केरळ साहित्याची वळख जातली.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम:**

1. कर्नाटकांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक
2. कर्नाटकांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)
3. केरळांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक
4. केरळांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)

### सुचोवण्यो –

1. केरळ आनी कर्नाटक वाठारांतल्या कोंकणी लेखकांक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
2. केरळ आनी कर्नाटक राज्यांत विद्यार्थ्यांची अभ्यास भोंवडी घडोवन हाडची.

### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन , 1989.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. नायक, जयंती. *अखील भारतीय कोंकणी साहित्य संमेलनाचीं अध्यक्षीय भाशणां*. पणजी गोंय : अखील भारतीय कोंकणी परिशद, 2016.
4. मोरास, पाव्लू. *जागरण*. मंगळूर: कोंकणी संस्थयो, सां लुवीस कॉलेज , 2007.
5. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर: कर्नाटक कोंकणी साहित्य अकादमी, 2007.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; म्हाळशी, कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
8. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश : खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Sardesai, Manohar Rai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. – (Semester – V)**

**Elective Paper**

**Paper Title:** कोंकणी अध्यापनाची पद्धत

(Konkani Teaching Methodology)

**Paper Code:** KON-V.E-12

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजावन सांगप.
2. अध्ययन आनी अध्यापन पध्दती शिकपाक मदत करप.
3. अध्यापनाच्या आंगांचीं वळख घडोवप.
4. अध्यापनाच्या प्रकारांची वळख घडोवप.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजतलें.
2. अध्ययन आनी अध्यापन समजतलें.
3. अध्यापनाच्या आंगांचीं वळख जातली.
4. अध्यापनाच्या प्रकारांची वळख जातली.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

**अध्यापन 1**

1. भाशेचें म्हत्व, आवयभाशेचें म्हत्व (05 तासिका)
2. पाठ नियोजन (08 तासिका)
3. गद्याचें अध्यापन (07 तासिका)
4. स्वाध्याय (05 तासिका)

**अध्यापन 2**

1. कविता (05 तासिका)
2. व्याकरण आनी पत्र (07 तासिका)
3. मुल्यमापन (07 तासिका)
4. विद्यार्थ्यांचें मानस आनी उपचारी अध्ययन (06 तासिका)



### अध्यापन 3

Peer Teaching (05) Hours

Practice Teaching (05 hours)

#### सुचोवणी-

1. उपक्रम – विद्यार्थ्यांनी सरभोंवतणच्या शाळांनी वचून अध्यापन करचें.

#### संदर्भ ग्रंथ :

1. केळेकार, रवीन्द्र. *नवी शाळा*. प्रियोळ गोंय: जाग प्रकाशन, 1962.
2. भाटीकर, स्नेहलता. *भुरगीं आनी पालक*. मडगांव गोंय: युगवेद प्रकाशन, 1999.
3. लवंदे, वसंत. *कोंकणी भाशेचें अध्यापन*. गोवा कोंकणी अकादेमी: वि, एम, धुमे, 1995.
4. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश: खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
6. Malekandathil, Pius; Dias, Remy. (Ed.) *Goa in the 20<sup>th</sup> Century: History & Culture*. Panaji, Goa: Institute Menezes Braganza, 2008.
7. Varde, P. S. *History of Education in Goa from 1510 to 1975*. Panjim Goa: Directorate of Art and Culture, (second Edition) 2012.
8. <http://en.wikipedia.org>
9. <http://www.languageinindia.com/may2005/motilalnehrrureport1.html> (excerpts)

**T.Y.B.A. - (Semester – VI)**

**Core Paper**

**Paper Title:** भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख

(Introduction to the Study of Indian and Western Poetics)

**Paper Code:** KON-VI.C-8

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेवप.
2. भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करप.
3. भारतीय काव्यशास्त्राची वळख घडोवप.
4. पाश्चात्य काव्यशास्त्राची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेतले.
2. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करतले.
3. भारतीय काव्यशास्त्राची वळख विद्यार्थ्यांक जातली.
4. पाश्चात्य काव्यशास्त्राची वळख विद्यार्थ्यांक घडटली.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम :**

1. भारतीय काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
2. भारतीय काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. काव्यलक्षणा
  - आ. काव्यप्रयोजना
  - इ. काव्यलंकार
  - ई. रससिद्धांत
3. पाश्चात्य काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
4. पाश्चात्य काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. प्लॅटो
  - आ. ऍरिस्टॉटल

### संदर्भ ग्रंथ :

1. गोविलकर, लिला. *भारतीय साहित्य विचार*. सदाशिवपेठ पुणे : स्नेहवर्धन प्रकाशन, 2003.
2. गुप्त गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य-सिद्धान्त*. इलाहाबाद : लोकभारती प्रकाशन, 1986.
3. तिवारी, बालेन्दू शेखर. *वस्तुनिष्ठ काव्यशास्त्र – सम्पूर्ण भारतीय-पाश्चात्य काव्य चिन्तन*. नई दिल्ली : क्लासिकल पब्लिशिंग कम्पनी, 2015.
4. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर: श्रीवत्स प्रकाशन, 2010.
5. देशपांडे, गणेश त्र्यंबक. *भारतीय साहित्य शास्त्र*. नवी दिल्ली: साहित्य अकादमी, 2016
6. फडके, श्री. शं. *भारतीय साहित्य विचार*. पणजी, गोंय : गोवा कोंकणी अकादेमी, 1999.
7. बुडकुले, किरण. *पश्चिमी समिक्षे केडन इश्टागत*. पणजी गोंय : राजहंस प्रकाशन, 1998.
8. Harmon, William. *Classic Writings on Poetry*. New York: Columbia University Press, 2003.
9. Hobsbaum, Philip. *Metre, Rhythm, and Verse Form*. New York: Routledge, 1996.

**T.Y.B.A. – (Semester – VI)**

**Elective Paper**

**Paper Title:** एका वेंचीक बरोवप्याचो समग्र अभ्यास

(Special Study of Selected Konkani Writer)

**Paper Code:** KON-VI.E-13

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक लेखकाच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद शिकपाक मदत करप.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख घडोवप.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक लेखकाच्या साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख जातली.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

- अ. लेखकाचें जीवन आनी ताच्या साहित्यिक वावराचो समग्र अभ्यास जावचो.
- आ. परिक्षक मंडळामुखार पन्नास गुणांखातीर वावराचें सादरीकरण जातलें.
- इ. पन्नास गुणांखातीर विद्यार्थ्यांन सादर केल्ल्या लिखित प्रकल्पाचें मुल्यमापन मार्गदर्शक करतलो.
- ई. फाँट सायज - 12, मंगल फाँट, ए-4 सायज, 1.5 स्पेस, नॉर्मल मार्जीन सेंटिंग.
- उ. पानां- 25 – 30 आदारावळ आनी परिशिष्ट सोडून.

**सुचोवण्यो**

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या लेखकांतल्या खंयच्याय एका लेखकाचो अभ्यास करचो पडटलो.

2. विद्यार्थ्यांक आपल्या आवडीचो कोंकणी लेखक वेंचपाची मेकळीक आसतली.

**संदर्भ ग्रंथ :**

1. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ, फोंडें : जाग प्रकाशन, 1991.
2. नायक, भिकू. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय: जैत प्रकाशन, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय: बिम्ब प्रकाशन, 2009.
5. भांगी, पांडूरंग. *साहित्य शिल्प*. पणजी गोंय: गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी साखळी गोंय: प्राची प्रकाशन, 2010.
7. सिरसमकर, मीरा. *नोबेल ललना*. (भाग – 02). सदाशिव पेठ, पुणे: मेहता पब्लिशिंग हाऊस, 2001.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000
10. Sardesai, Manoharraai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. - (Semester – VI)**

**Elective Paper**

**Paper Title:** अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास

(Study of Modern Medias)

**Paper Code:** KON-VI.E-14

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. प्रसारमाध्यमांचो आरंभ आनी इतिहास समजून घेवप.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी करप.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक शिकोवप.
4. विद्यार्थ्यां मदें कोंकणी प्रसारमाध्यमां खातीर वावर करपाची अभिरुची विकसीत करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक प्रसारमाध्यमांचो आरंभ आनी इतिहासीक फाटभूंय समजतली.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी विद्यार्थी करतले.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक कळटलीं
4. कोंकणी प्रसारमाध्यमां खातीर पत्रकार, निवेदक, पटकथा लेखक, बातमी सांगपी आदी तयार जातले.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम :**

1. आर्विल्लीं प्रसारमाध्यमां – एक इतिहासीक आनी शास्त्रीय वळख (10 तासिका)  
अ. प्रसारमाध्यमां – संकल्पना आनी स्वरूप  
आ. प्रसारमाध्यमांचो आरंभ – संवसारांत आनी भारतांत  
इ. प्रसारमाध्यमांची समाजीक गरज  
ई. प्रसारमाध्यमांचे विंगड विंगड प्रकार – एक वळख
2. कोंकणी छापील प्रसारमाध्यमांचो इतिहास (05 तासिका)  
अ. कोंकणी नेमाळ्यांचो इतिहास  
आ. कोंकणी दिसाळ्यांचो इतिहास

3. कोंकणी इलॅक्टॉनीक प्रसारमाध्यमांचो इतिहास (05 तासिका)

अ. रेडिओ

आ. एफ्. एम्.

इ. टी. वी. चॅनल

4. छापील आनी इलॅक्ट्रॉनीक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (20 तासिका)

अ. छापील प्रसारमाध्यमां खातीर लेखन कौशल्ल्यां

- बातमी आनी मुखेल स्टोरी बरोवपाचीं कौशल्ल्यां
- लेख बरोवपाचीं कौशल्ल्यां
- मुलाखत लेखन कौशल्ल्यां
- नभोनाट्य लेखन कौशल्ल्यां

आ. इलॅक्ट्रॉनीक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (20 तासिका)

- निवेदन लेखन कौशल्ल्यां
- बातम्यो लेखन आनी संपादन कौशल्ल्यां
- मुलाखती खातीर प्रस्न तयार करपाचीं कौशल्ल्यां
- जायरातीं लेखन कौशल्ल्यां.

संदर्भ ग्रंथ :

1. कसान, संजय. *जनसंपर्क*. पुणे : डायंड प्रकाशन, 2009.
2. दळवी, जयमती(अनुवादक). *भारतातील प्रसारमाध्यमे काल आणि आज*. पुणे: डायमंड प्रकाशन, 2008.
3. पिंगळे, किरण (संपादक). *संवाद कौशल्ये आणि प्रसारमाध्यमे*. जुन्नर पुणे: शब्दश्री प्रकाशन, 2015
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: राजहंस प्रकाशन, 2013.
5. Ludlow, Ron. *The Essence of Effective Communication*. New Delhi: Prentice Production, 1995
6. Mohan, K.; Banerji, M. *Developing Communication Skills*. New Delhi: Macmillan India, 2005.
7. [http://www.daijiworld.com/news/news\\_disp.asp?n\\_id=59256&n\\_tit=Panaji%3A+Konkani+Cinema+-+A+Long+Way+to+Go](http://www.daijiworld.com/news/news_disp.asp?n_id=59256&n_tit=Panaji%3A+Konkani+Cinema+-+A+Long+Way+to+Go)

**T.Y.B.A. - (Semester – VI)**

**Elective Paper**

**Paper Title:** कोंकणी लिप्यंतरीत साहित्याचो अभ्यास

(कन्नड आनी रोमी लिपींतल्यान)

Study of Transliterated Konkani Literature

(From Kannada and Romi Script)

**Paper Code:** KON-VI.E-15

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख घडोवप.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख घडोवप.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख विद्यार्थ्यांक घडटली.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख विद्यार्थ्यांक घडटली.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम :**

1. कन्नड लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)
2. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)
  - मूळ कन्नड लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती
    1. देवाच्ये कुर्पेन (कादंबरी) – वि. जे. पी. साल्दाना  
वा
    2. प्रकृतिचो पास (कविता झेलो) – मेल्वीन रोड्रीगस
3. रोमी लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)



#### 4. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)

- मूळ रोमी लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती

1. ज्वालामुखी (निबंद झेलो) – ग्वादालूप डायस

वा

2. खांद (नवलिका) – विली गोयश

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. साहित्य धारा. फोंडें गोंय: सारा क्रिएशन, 2016.
2. दुबे, श्यामाचरण. परंपरा, इतिहास-बोध और संस्कृति. नई दिल्ली: राधाकृष्ण प्रकाशन, 1995.
3. प्रभुदेसाई, वि. बा. सतराव्या शतकातील गोमन्तकीय बोली. मुंबई : मुंबई विश्वविद्यालय, 1963.
4. मोरास, पाव्लु. कोंकणी चळवळ. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
5. सरदेसाय, माधवी. मंथन. मडगांव गोंय: जाग प्रकाशन, 2012.
6. हरिमोहन. संपादन कला एवं प्रूफ पठन. दरियागंज नई दिल्ली तक्षशिला प्रकाशन, 1995, 2004.
7. Da Cunha, J. Gerson. *The Konkani Language and Literature*. New Delhi: Asian Educational Services, 1981, 1991.
8. Desai, N. B. *Politics of Script: The Case of Konkani*. (1961 – 1992). Taleigao Goa: Goa University, 2002. (Unpublished Thesis)
9. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.

**T.Y.B.A. - (Semester – VI)**

**Elective Paper**

**Paper Title:** अनुवाद अभ्यास

(Translation Study)

**Paper Code:** KON-VI.E-16

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. अनुवाद तंत्राचो अभ्यास करप.
2. अणकार करपाचें कसब विद्यार्थ्यांक शिकोवप.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव करप.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत करप.

**Learning Outcomes:**

1. अनुवाद तंत्राचो अभ्यास विद्यार्थी करतले.
2. अणकार करपाचें कसब विद्यार्थी शिकतले.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव विद्यार्थी सेगीतपणान करतले.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत जावपाक मदत जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

1. अनुवाद – एक आधुनीक शास्त्र (10 तासिका)
  - अ. अनुवादाची गरज आनी उपयुक्तताय
  - आ. अनुवाद प्रक्रिया आनी स्वरूप
  - इ. अनुवादाचें तंत्र आनी मंत्र
  - ई. अनुवाद एक कौशल्य
2. कोंकणींतली साहित्यीक अनुवादाची परंपरा – एक वळख (10 तासिका)
3. हेर भाशेंतल्यान कोंकणींत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा, नाटक आनी लेख)
4. कोंकणींतल्यान हेर भाशेंत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा आनी लेख)

5. वेंचीक कोंकणी कथेचो / निबंदाचो हेर भाशेंत अनुवाद (10 तासिका)

6. हेर खंयच्याय वेंचीक भाशेंतल्या कथेचो / निबंदाचो कोंकणींत अनुवाद (10 तासिका)

**संदर्भ ग्रंथ :**

1. तिवारी, भोलानाथ; गावा, ओमप्रकाश. *अनुवाद की व्यावहारिक समस्याएँ*. नई दिल्ली: शब्दकार प्रकाशन, 1978.
2. बुडकुले, किरण; सुर्लेकर, मोहनदास. *कथा दर्पण*. पणजी गोवा: इन्स्टिट्यूट मिनेझिस ब्रागांझा, 2009.
3. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: रजहंस प्रकाशन, 1999, 2013.
4. माकाशी, सयाजीराजे., नेमाडे, रंजना. *व्यवहारीक मराठी*. बारामती पुणे : शेतकरी साहित्य इर्जिक, 2010.
5. लांडगे, संजय. *उपयोजित मराठी*. शनिवारपेठ पुणे: दिपराज प्रकाशन प्रा. लि., 2011.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक). *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
7. सिंहल, सुरेश. *अनुवाद अवधारणा और आयाम*. दरयागंज नई दिल्ली: संजय प्रकाशन, 2006.

**Parvatibai Chowgule College of Arts and Science**

**Autonomous**

**DEPARTMENT OF KONKANI**

**COURSE STRUCTURE**

**THREE YEAR B.A. DEGREE COURSE IN KONKANI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON-I.C-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-I.C-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shenvoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी भाशीक चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani)	-----	<b>KON-III.E-1</b> कोंकणी कवितेचो खाशेलो अभ्यास ( Special Study of Konkani Poetry)	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	<b>KON-III.E-3</b> कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel)	<b>KON-III.E-4</b> कोंकणी साहित्याचें आस्वादन (भाग-1) (Appreciation of Konkani Writings) <b>(Part-1)</b>

IV	<b>KON-IV.C-6</b> कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)		<b>KON-IV.E-5</b> कोंकणी नाटक – एक खाशेलो अभ्यास (Special Study of Konkani Drama)	<b>KON-IV.E-6</b> कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr)	<b>KON-IV.E-7</b> कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays)	<b>KON-IV.E-8</b> कोंकणी साहित्याचें आस्वादन (भाग 02) (निबंद, नाटक, तियात्र) (Appreciation of Selected Konkani Writings)
V	<b>KON-V.C-7</b> गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां) (Important Trends in Post Liberation Konkani Literature)	-----	<b>KON-V.E-9</b> चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	<b>KON-V.E-10</b> वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास (Social Study of Selected Konkani Novel)	<b>KON-V.E-11</b> कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख (Introduction of Konkani Literature from Karnataka and Kerala)	<b>KON-V.E-12</b> कोंकणी अध्यापनाची पद्दत (Konkani Teaching Methodology)
VI	<b>KON-VI.C-8</b> भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	-----	<b>KON-VI.E-13</b> एका वेंचीक बरोवप्याचो समग्र अभ्यास (Special Study of Selected Konkani Writer) 1. बाकीबाब बोरकार 2. र.वि.पंडित 3. डॉ. मनोहरराय सरदेसाय 4. रवीन्द्र केळेकार 5. चा. फ्रा. द कोंश्ता 6. चंद्रकांत केणी 7. वि. जे. पि. सालदाना 8. नागेश करमली 9. दामोदर मावजो 10. शीला कोळंबकर 11. हेमा नायक 12. महाबळेश्वर सैल	<b>KON-VI.E-14</b> अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास (Study of Modern Medias)	<b>KON-VI.E-15</b> कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	<b>KON-VI.E-16</b> अनुवाद अभ्यास (Translation Study)

SEMESTER	OPTIONAL
I	कोंकणी भाशेचो व्यवहारीक अभ्यास (Functional Study of Konkani Language)
II	कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यां (Spoken and Written Skills of Konkani Language)
III	-----
IV	-----
V	-----
VI	-----

SEMESTER	INTERDISCIPLINARY
V	कोंकणी एकांकी आनी पथनाट्य एक – अभ्यास (A Study of Konkani One Act Play and Street Play)
VI	कोंकणी एकांकी आनी पथनाट्याचो अभ्यास (Study of Konkani One Act Play & Street Play)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF KONKANI  
REVIEWED SYLLABI OF SEMESTER I, II, III, IV, V & VI**

**F.Y.B.A. (Semester – I)**

**Core Paper**

**Course Title: कोंकणी भास आनी साहित्याचो इतिहास – एक वळख**

(आरंभा साकून 1858 वर्स मेरेनचो काळ)

(Outline History of Konkani Language and Literature)

(From beginning till 1858)

**Course Code: KON-I.C-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. संस्कृत-प्राकृत-अपभ्रंश हे प्रक्रियेंत कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां सोदप.
2. कोंकणी भाशेचो उगम सोदून तिचे मौखीक परंपरेचो अभ्यास करप.
3. 16 व्या शेंकड्या मेरेन मेळपी कोंकणीचे लिखित परंपरेचो नियाळ घेवप.
4. 1858 आदल्या कोंकणी साहित्याच्या एकंदर इतिहासाची अभ्यासणी करप.

**Learning Outcomes:**

1. कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी भाशेचो उगम, तशेंच तिची जडण-घडण कशी जाली हाचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा विद्यार्थ्यांक समजतली.
4. 1858 आदलें कोंकणी साहित्याचें इतिहासीक दायज विद्यार्थ्यांक कळटलें.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. भारतीय आर्यकुळांतल्या भासांची व्युत्पत्ती आनी कोंकणीचीं स्थित्यंतरां.**

(10व्या शेंकड्या मेरेनचीं) (14 तासिका)

- हेर समकालीन भारतीय भासांची व्युत्पत्ती
- कोंकणीची व्युत्पत्ती आनी उगम
- कोंकणीचीं भाशीक आनी संस्कृतीक स्थित्यंतरां
- कोंकणी भाशेची जडण-घडण

**2. कोंकणी भाशेचे मौखीक परंपरेचो इतिहास (14 तासिका)**

- मौखीक परंपरा आनी हेर समकालीन भारतीय भासो
- कोंकणीचे मौखीक परंपरेंत कोंकणी उतरावळ
- कोंकणी म्हणी-ओंपारी, वाक्प्रचार
- मौखीक परंपरेंत कोंकणीचें लोकसाहित्य

**3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा (14 तासिका)**

- शिलालेख आनी संबंदीत लिखित पुरावे
- कोंकणी भाशे संदर्भांत मेळपी ग्रंथीक संदर्भ:
  - अ. केरळांतल्या *हॉर्टस इंडिकस मलबारिकस* ग्रंथांतल्या कोंकणी बरपावळीचो अभ्यास
  - आ. कृष्णदास शामा आनी समकालिनांचो लिखित स्वरुपाचो वावर
  - इ. कोंकणीच्या लिखित साहित्या संदर्भांत विद्वानांचीं मतां

**4. 17 व्या शेंकड्यांत निर्माण जाल्लें कोंकणींतलें धर्मीक साहित्य (9 तासिका)**

अ. जेजुईत पाद्री:

1. फा. थॉमस स्टिफन्स
2. फा. दियोग रिबैरू
3. फा. आंतोनियू साल्दान्य
4. फा. मिंगेल द आल्मेदा
5. फा. जुआंव द पेद्रोज

आ. फ्रांसिस्कन पाद्री:

1. गाशपार द सा मिंगेल
2. जुआंव द सा मातियश
3. आमदोर द सांत आना
4. हेर फ्रांसिस्कन पाद्रींच्या वावराची वळख



## 5. पुर्तुगेज काळांतल्या कोंकणीच्या कोश आनी व्याकरणीक वाङ्मयाचो इतिहास (9 तासिका)

1. थॉमस स्टीफन्स
2. फा. दियोग रिबैर
3. फा. इनाजियो आर्का मोनी
4. क्रिस्तोवांव द जेजूश – ‘आर्त ग्रामातिकाल द लिंग्वा कानारी’
5. गाशपार द सां मिंगेल – ‘आर्त द लिंग्वा कानारी’
6. सिमांव आल्वारीस – ‘आर्त द लिंग्वा ब्रामाना’

### संदर्भ ग्रंथ :

1. देसाय, श्रीपाद. *कोंकणी भाशेची कुळकथा*. पुणे : सौंदर्यलहरी प्रकाशन, 1990.
2. पेरेरा, जुझे. *कोंकणी मंदाकिनी*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1996.
3. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
4. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
5. Bhave, Bhushan (Editor). *Contribution of Konkani to 'Hortus Indicus Malabaricus' (Seminar Papers)*. Panaji, Goa: Goa Konkani Akademi, 2014.
6. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
7. Katre, S. M. *The Formation of Konkani*. Pune: Deccan College Publication, 1966 (S.E.).

### पुरवणी वाचन :

1. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
2. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
3. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
4. Grierson, George A. *Linguistic Survey of India. Vol. VII. Indo-Aryan Family. Southern Group. Specimens of the Marathi Language*. Calcutta: Office of the Superintendent of Government Printing, India. 1905.

**F.Y.B.A. (Semester – I)**

**Core Paper**

**Course Title:** शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान

(Contribution of Shennoy Goembab towards Konkani Identity)

**Course Code:** KON-I.C-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक गोंयच्या समाजीक जिणेची आनी विचारांची वळख घडोवंक मदत करप.
2. शणै गोंयबाबांनी केल्ल्या साहित्याची वळख घडोवन गोंयकारांची विचारीक जडण घडण करपाक तांचें साहित्य कशेतरेन उपेगाक पडलें ताची वळख घडोवप.
3. गोंयकारांची संस्कृतीक आनी अस्मिताये विशींची संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. शणै गोंयबाबांच्या वेंचीक साहित्याचो अभ्यास करून तातूंतल्यान अस्मिताये पासत दिल्ल्या योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान विद्यार्थ्यांक गोंयची समाजीक जडण घडण हांचेविशीं म्हायती मेळिल्ल्यान तांकां गोंय आनी गोंयकारपण समजून घेवपाक आधार जातलो.
2. आपली निजाची संस्कृताय आनी ताची वळख विद्यार्थ्यांक जातली.
3. आपले खाशेले संस्कृतायेचो अभ्यास बरेतरेन केल्ल्यान हेर समाजांतल्या लोकांकडेन पळेवपाच्या आनी हेर वेव्हारांत विशालतायेची नदर विद्यार्थ्यांक येतली.
4. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान अस्मिताये पासत दिल्ल्या योगदानाची म्हायती मेळटली.

**No. of Lectures:** 4 Lectures per week

### अभ्यासक्रम :

1. संकल्पनांची सिद्धांतीक म्हायती (15 तासिका)  
अ. समाज  
आ. संस्कृताय  
इ. व्यक्ती आनी व्यक्तिमत्व  
ई. अस्मिताय
2. शणै गोंयबाबांचो जल्म, भुरगेंपण आनी शिक्षण (15 तासिका)  
अ. जल्म  
आ. भुरगेंपण  
इ. शिक्षण
3. भाशीक, इतिहासीक आनी संशोधनात्मक साहित्यीक वावराची वळख (15 तासिका)
4. तेदेवेळची समाजीक आनी राजकी परिस्थिती (15 तासिका)

### संदर्भ ग्रंथ -

1. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 1*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
2. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 2*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
3. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 3*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
4. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 4*. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
5. दुबे श्यामचरण, *भारतीय समाज*. अणकार केणी चंद्रकांत, नॅशनल बुक ट्रस्ट, इंडिया, नवी दिल्ली 1999.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. संगवे विलास: *समाजशास्त्र*, पॉप्युलर प्रकाशन, मुंबई, तिसरी आवृत्ती, 1972.

## पुरवणी वाचन

1. सोद. कोंकणी रिसर्च बुलेटीन -7. तॉमास स्टीवन्स कोंकणी केंद्र, पर्वरी, गोंय-2004, 46-56 page.
2. खेडेकर, विनायक: *लोकसरीता – गोमंतकीय जीवनाचा समग्र अभ्यास*, कला अकादमी, पणजी गोवा, 1993.
3. सावित्री चन्द्र शोभा: *समाज और संस्कृती*. नॅशनल पब्लिशिंग हावस, नई दिल्ली, 1976.

**F.Y.B.A. (Semester – I)**  
**Optional Paper**

**Course Title:** कोंकणी भाशेचो वेव्हारीक अभ्यास

(Functional Study of Konkani Language)

**Course Code:** Foundation Course

**Marks:** 100

**Credits:** 4

**Objectives:**

1. कोंकणी व्याकरण आनी शुद्धलेखनाचो अभ्यास करप.
2. कोंकणी भाशेचीं खाशेलपणां शिकोवप.
3. कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करप.
4. अनुवाद कोंकणींतल्यान इंग्लीशींत आनी इंग्लीशींतल्यान कोंकणींत.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी व्याकरण आनी शुद्धलेखन शिकतले.
2. कोंकणी भाशेचीं खाशेलपणां विद्यार्थी शिकतले.
3. विद्यार्थी कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करतले.
4. विद्यार्थी कोंकणी आनी इंग्लीशींतल्यान अनुवाद करपाक शिकतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

1. कोंकणी भाशेचीं खाशेलपणां आनी व्याकरणीक अभ्यास (10 तासिका)  
अ) कोंकणी भाशीक खेरीतपणाची वळख  
आ) कोंकणी व्याकरणाची वळख  
इ) कोंकणी शुद्धलेखनाचे नेम
2. कोंकणीचो वेव्हारीक अभ्यास (पयलो वांटो) (20 तासिका)  
अ. घरगुती पत्रवेव्हार  
आ. आमंत्रण पत्रिकांचें लेखन  
इ. प्रशासकीय पत्रवेव्हार  
ई. अनुवाद करप (कोंकणींतल्यान इंग्लीशींत आनी इंग्लीशींतल्यान कोंकणींत)

3. कोंकणीचो वेव्हारीक अभ्यास (दुसरो वांटो) (20 तासिका)

अ. जायरात लेखन (वृत्तपत्रां खातीर)

आ. जायरात लेखन (टि.वी. आनी रेडिओ खातीर)

4. परिभाशीक उतरावळ आनी अनुवाद (05 तासिका)

5. विंगड विंगड कोंकणी कार्यावळींनी वांटेकार जावन नियाळ बरोवप / सादर करप (05 तासिका)

संदर्भ ग्रंथ

1. कोंकणी शुद्धलेखनाचे नेम. गोवा कोंकणी अकादेमी, पणजी गोंय, 2015.
2. भावे भूषण आनी हेर. कारबारी कोंकणी. राजहंस, 2013.
3. बोरकार जयवंत सुरेश. कोंकणी व्याकरण. कोंकणी भाशा मंडळ, 2012.
4. तडकोडकार प्रियदर्शिनी. कोंकणी परिचय. गोपाळकृष्ण पाडगांवकर, 2006.
5. घाणेकार दामोदर. अभ्यास कोश. राजहंस, 2009.
6. देसाई स. शं. लेखनकला परिचय एक इतिहासीक दृष्टिकोण. औरंगाबाद, परिमल प्रकाशन, 1998.
7. कुळकर्णी, बि. बि. संभाषण कला. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
8. श्रीवास्तव, मदन मोहन. शिक्षा के दार्शनिक परिपेक्ष. वंदना प्रकाशन, 2007.

पुरवणी वाचन

1. Seely John. *Writing and Speaking*. Orient Blackswan Private Limited, 2011.
2. वाळके मो रा. *सुगम मराठी व्याकरण लेखन*. नितीन प्रकाशन, 2010.

**F.Y.B.A. (Semester – II)**

**Core Paper**

**Course Title: कोंकणी भाशीक चळवळीचो इतिहास- एक वळख**

(1858 वर्स ते 1992 वर्स मेरेनचो काळ)

(Outline History of Konkani Language Movement)

(Period from 1858 till 1992)

**Course Code: KON-II.C-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी-मराठी भाशीक चळवळीच्या वा भाशावादाच्या मुळाचो अभ्यास करप.
2. कोंकणी भाशीक चळवळींतल्या गोंय मुक्ती आदल्या साबार स्थित्यंतारांचो नियाळ करप.
3. कोंकणी भाशीक चळवळींतल्या गोंय मुक्ती उपरांतच्या साबार आंदोलनांचो अभ्यास करप.
4. कोंकणी भाशीक चळवळींतल्या संस्थात्मक आनी वैयक्तीक योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी-मराठी भाशीक संघर्शाच्या साबार कारणांची वळख विद्यार्थ्यांक जातली.
2. गोंय मुक्ती आदल्या आनी उपरांतच्या कोंकणी चळवळीचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 1961 ते 1992 मेरेनच्या कोंकणी चळवळींतलीं साबार तासां विद्यार्थ्यांक कळटलीं.
4. कोंकणी चळवळींत संस्थांनी आनी व्यक्तींनी दिल्लें योगदान कळटलें.

**अभ्यासक्रम :**

**1. कुन्य रिवार हांचो इतिहासीक प्रबंध आनी कोंकणी चळवळीच्या पुनरुत्थानाचो इतिहास**

**(12 तासिका)**

- कुन्य रिवाराचें कोंकणीच्या पुनरुत्थानाचें कार्य
- मो. सेबास्तियांव रुदोल्फ दाल्गाद हांचें कोंकणी भाशीक कार्य
- एदुआर्द जुजे ब्रून द सौझ हांचें योगदान
- 1858 ते 1910 मजगतीचो कोंकणी भाशीक आनी साहित्यीक वावर

**2. कोंकणीचे संघटनात्मक चळवळीचो इतिहास (12 तासिका)**

- कोंकणी-मराठी भाशावादांत शणै गोंयबाबाचें योगदान
- अखिल भारतीय कोंकणी परिशदेची स्थापणूक आनी कार्य
- कोंकणी भाशा मंडळ मुंबय : स्थापणूक आनी वावर
- 1950 च्या दशकांत मुंबय शारांत चलिल्ली कोंकणी चळवळ

- 1939 ते 1961 मेरेनचो कोंकणी-मराठी भाशीक संघर्श

### 3. जनमत कौल : कोंकणी चळवळीचें पयलें आंदोलन (12 तासिका)

- जनमत कौलाची फाटभूंय, संकल्पना आनी स्वरूप
- जनमत कौलाचे मुखेल घटनाक्रम आनी राजकारण
- जनमत कौलांतले मुद्दे
- जनमत कौलांतलें संस्थात्मक आनी व्यक्तीगत योगदान

### 4. साहित्य अकादेमीची मान्यताय आनी गोंयचें राजभास आंदोलन: (12 तासिका)

- साहित्य अकादेमी- वळख आनी कार्य
- साहित्य अकादेमींत कोंकणीचे मान्यतायेची मागणी आनी प्रक्रिया
- साहित्य अकादेमीचे मान्यतायेंत कोंकणी संस्थांचें आनी व्यक्तींचें योगदान
- साहित्य अकादेमीचे मान्यतायेंत मराठीचो विरोध आनी राजकारण

### 5. गोंयचें राजभास आंदोलन: निर्णायक पर्व (12 तासिका)

- राजभास आंदोलनांत के. पी. ए. विरुद्ध म. रा. प्र. स.
- राजभास आंदोलनांत पत्रकारितेची भुमिका आनी कार्य
- राजभास आंदोलनांत राजकी पक्षांची भुमिका आनी कार्य
- राजभास आंदोलनांत संस्थात्मक आनी वैयक्तीक योगदान

### संदर्भ ग्रंथ :

1. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
2. मोरास, पाव्लु. *जागरण*. मंगळूर 575003 : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2007.
3. नायक, भिक्. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
4. भाटीकार, अरविंद. *वोंवळां यादींचो सर*. पणजी गोंय : युगवेद प्रकाशन, 2012.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. केळेकर, रवीन्द्र. (संपादिका - डॉ. अरूणा दुभाषी) *भाषिक संघर्शाचे समाजशास्त्र*. पणजी.
7. कालेलकर, काकासाहेब. *पुण्यभूमि गोमंतक*. मंबई 07 : गोमंत भारती प्रकाशन, 1958.
8. घवी, रवीन्द्र. *अमृतानुभव : गोमंतक साहित्य-सेवक मंडळाची 75 वर्षांची वाटचाल*.
9. नागवेंकार हरिश्चंद्र. (संपा) *कौल*, पणजी गोंय, गोवा कोंकणी अकादेमी, 2014.
10. काणेकार सदानंद सीताराम. *ओपिनीयन पोल*, सांखळी गोंय, त्रिमूर्ती प्रकाशन, 2005.
11. Narayan, Rajan, and D' Cruz, Sharon. *Triumph of Secularism – Battle of the Opinion poll in Goa*. Vasco da Gama, Goa Publication, Pvt. Ltd., 2011.
12. Malekandathi, Pius (ed) and Dias, Remy. *Goa in the 20<sup>th</sup> Century- History and Culture*. Panaji Goa, Institute Menezes Braganza, 2008.



**पुरवणी वाचन :**

1. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
2. नागवेंकार, हरिश्चंद्र. *पुरुषोत्तम काकोडकार जिवीत आनी कार्य*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2014.
3. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
4. सौझ, झोतिकु द. *नेहरू आनी गोंय*. पणजी गोंय : राजहंस प्रकाशन, 1996.
5. हळर्णकार, तानाजी. (मुखेल संपादक) *विश्व कोंकणी परिचय कोश – खंड – 1*. मंगळूर : कोंकणी भास आनी संस्कृती प्रतीष्ठान, 2011.

**F.Y.B.A. (Semester – II)**

**Core Paper**

**Course Title:** कोंकणी बोलींचो अभ्यास

(Study of Konkani Dialects)

**Course Code:** KON-II.C-4

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास करपाक मदत करप.
2. वेगवेगळ्या बोलींची वळख घडोवन तांचेविशीं जाणविकाय करून घेवपाक आदार करप.
3. बोली ही संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. बोली निर्माण जावपा फाटल्या कारणांचो अभ्यास करप.
5. विद्यार्थ्यांक वेगवेगळ्या वाठारांनी वापरांत आशिल्ल्या बोलींची लागींच्यान वळख घडोवप.
6. वेगवेगळ्या बोलींचो ध्वनीशास्त्राचे नदरेन अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास केल्ल्यान विद्यार्थ्यांक त्यो समजुपाक मदत जातली.
2. आपले निजाचे भाशेच्या बोलींची वळख जाल्ल्यान विद्यार्थ्यांक हेर बोलयो उलोवपी लोकांनी उलयल्ली भास समजून घेवपाक आधार जातलो.
3. बोलींचो आनी त्यो उलोवपी लोकांचें खाशेलेपण कळटलें.

**No. of Lectures: 4 Lectures per week**

### अभ्यासक्रम :

सिध्दांतीक माहिती (20 तासिका)

- बोली संकल्पना स्पष्ट करप
- भास आनी ताचीं खाशेलेपणां

### प्रत्यक्ष वावर (40 तासिका)

1. वेगवेगळ्या बोलींचो वापर करपी भाशीक पंगडांची माहिती मेळोवप.
2. बोलींचें ऑडियो-विडियो रिकॉर्डिंग करप.
3. नमुने एकठांय करप आनी तांची उलोवपाची खेरीत रीत समजून घेवप.
4. प्रादेशीक वाठारांतल्या वेंचीक बोलींचो अभ्यास करपाक भोंवडेचें आयोजन.

### संदर्भ ग्रंथ

1. केळेकार, रवीन्द्र. *भौभाशीक भारतांत भाशेचें समाजशास्त्र*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1974.
2. प्रभुदेसाई, डॉ. वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
3. कालेलकर, ना. गो. *भाषा इतिहास आणि भुगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
4. काळे, कल्याण., सोमण, अंजली., (सं) *आधुनीक भाषाविज्ञान*. पुणे : प्रतिमा प्रकाशन, 2003.
5. कुळकर्णी, सु. बा. *कोंकणी भाषा प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
6. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.

### पुरवणी वाचन

1. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla: A Reprint from *Language and a Society in India*, Transaction of the Indian Institute of Advance Study, Vol. 8, 1969.
2. श्रीवास्तव, रवीन्द्रनाथ. *हिंदी भाषा का समाजशास्त्र*. नईदिल्ली : राधाकृष्ण प्रकाशन, 1986.
3. नायक, भिकू. बोमी. (संपा.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
4. देसाई, स.शं. *लेखन कला परिचय*. औरंगाबाद, परिमल प्रकाशन, 1988.
5. मालशे. स. गं. *साहित्य सिद्धांत*. मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2002.

**F.Y.B.A. (Semester –II)**

**Optional Paper**

**Course Title: कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्य़ां**

(Spoken and Written Skills of Konkani Language)

**Course Code:** Foundation Course

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी भाशेची मुळावी आनी व्याकरणीक वळख विद्यार्थ्यांक करून दिवप.
2. कोंकणी भाशेचीं मौखीक कौशल्य़ां विद्यार्थ्यांक शिकोवप.
3. कोंकणी भाशेचीं लिखीत कौशल्य़ां विद्यार्थ्यांक शिकोवप.
4. वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcome:**

1. कोंकणी विद्यार्थी कोंकणी भाशेंत मौखीक कौशल्य़ां शिकतलो.
2. कोंकणी विद्यार्थी कोंकणीचीं लिखीत कौशल्य़ां अभ्यासतलो.
3. ह्या अभ्यासक्रमांतल्यान छापील आनी इलॅक्ट्रॉनीक प्रसार माध्यमां खातीर बातम्यो सांगपी, निवेदक आनी संपादक तयार जातले.
4. साबार कार्यावळींचें सुत्रसंचालक वा संयोजक तयार जातले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. कोंकणी भाशेच्या मौखीक कौशल्य़ांचो अभ्यास (12 तासिका)**

- कोंकणी भाशेच्या मौखीक कौशल्य़ांची गरज आनी उपयोजन
- विचार आनी मतां अभिव्यक्त करप : एक कला (विचार शुद्धी, भाशाशुद्धी, मुद्दे, मांडावळ)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**2. कोंकणी भाशेच्या लिखीत कौशल्य़ांचो अभ्यास (12 तासिका)**

- कोंकणी भाशेच्या लिखीत कौशल्य़ांची गरज आनी उपयोजन
- विचार आनी मतां शब्दबद्ध करप : एक कला (व्याकरण, शुद्धलेखन, लेखन, कलात्मकता)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**3. कोंकणी भाशेचीं कौशल्यं : रेडिओ आनी टि.वी. माध्यमां खातीर (12 तासिका)**

- निवेदनाच्या तरेकवार कौशल्यंचो अभ्यास आनी सराव
- वृत्तनिवेदकाच्या तरेकवार कौशल्यंचो अभ्यास आनी सराव
- रेडिओ आनी टि. वी. पासत खाशेले कार्यावळीची निर्मिती करप

**4. कोंकणी भाशेचीं कौशल्यं आनी संगणकीय तंत्रज्ञान (12 तासिका)**

- कोंकणी टायपसेटींग कौशल्य
- कोंकणी न्यूज लॅटर तयार करपाचें कौशल्य
- पावर पोयंट सादरीकरणाचें कौशल्य
- प्रत्यक्षिकां आनी सादरीकरण

**5. वक्तृत्व आनी नाट्यवाचन (12 तासिका)**

- वक्तृत्व कलेचो अभ्यास
- नाट्य वाचन कलेचो अभ्यास
- प्रत्यक्ष नाट्य वाचन
- प्रत्यक्ष वक्तृत्व सादरीकरण

**टीप - रेडियो/ टिव्ही पासत कार्यावळ तयार करची.**

**संदर्भ ग्रंथ :**

1. बोरकार जयवंत सुरेश. *कोंकणी व्याकरण*. कोंकणी भाशा मंडळ, 2012
2. घाणेकार दामोदर. *अभ्यास कोश*. राजहंस, 2009
3. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई: मॅजिस्टिक बुक स्टॉल, 1983.
4. गांवकार भालचंद्र. *कोंकणी भासविज्ञान*. किटोले: मित्र प्रकाशन, 1996.
5. Lima, Edward de. *Spoken Konkani (A Self – Learning Guide)*. Vikram Publication, 2001.
6. Rodrigues Antonio F. X. *Sarki Amchi Bhasha Sonpi*. Dasya Holistic, Counseling Center, Porvorim, 2003.
7. Borkar S. J. *Let's Learn Konkani*. Rajhauns Vitran, 2005.

**पुरवणी वाचन :**

1. पाटील आनंद. *सृजनात्मक लेखन*. अरुण जाखडे, 2005.

**S.Y.B.A. (Semester III)**

**Core Paper**

**Course Title:** कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास

(Grammatical and Linguistic Study of Konkani)

**Course Code:** KON-III.C-5

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. स्वर आनी व्यंजन हांची म्हायती दिवन वाक्य बांदावळीची वळख घडोवप.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजावन सांगप.
3. भास आनी व्याकरण हांचो संबंद शिकपाक मदत करप.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख घडोवप.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख घडोवप.

**Learning Outcomes:**

1. स्वर आनी व्यंजन हांची म्हायती तशेंच वाक्य बांदावळीची वळख जातली.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजतलें.
3. भास आनी व्याकरण हांचो संबंद समजतलो.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख जातली.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख जातली.

**अभ्यासक्रम:**

**व्याकरण**

1. भास, व्याकरण - संकल्पना आनी गरज (10 तासिका)
2. शब्दाच्यो जाती (05 तासिका)
3. लिंग, वचन, विभक्ती आनी काळ (05 तासिका)
4. वाक्य विचार (05 तासिका)
5. संधी आनी समास (05 तासिका)

**भासविज्ञान**

1. भासविज्ञान – संकल्पना आनी गरज (10 तासिका)
2. भासविज्ञान - अभ्यासाच्यो तरा (08 तासिका)
3. भासविज्ञानाचीं आंगां आनी तांचो अभ्यास (08 तासिका)
4. भासविज्ञान आनी भाशेचें अध्यापन (04 तासिका)

## संदर्भ ग्रंथ :

1. कालेलकर, ना. गो. *भाषा, इतिहास आणि भुगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
2. काळे, कल्याण., सोमण, अंजली. (संपादक) *आधुनिक भाषाविज्ञान*. पुणे : प्रतिमा प्रकाशन, 2003.
3. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
4. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
5. गांवकार, भालचंद्र. *भासविज्ञान*. किटोले बेतोडे, फोंडे गोंय : मित्र प्रकाशन, 1993.
6. दीक्षित, सुर्यप्रकाश. *भाषा प्रयोगिकी एवं भाषा प्रबंधन*. अंसारी रोड, दरयागंज, नई दिल्ली किताबघर प्रकाशन : 2005.
7. बोरकार, सुरेश. *कोंकणी व्याकरण*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1992.
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9. वाळिंबे, मो. रा. *सुगम मराठी व्याकरण*. बुधवारपेठ पुणे 411002 : नितीन प्रकाशन, 2009
10. सरदेसाय, माधवी. *भासाभास. प्रियोळ फोंडे गोंय* : जाग प्रकाशन, 1993.
11. सौंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54 : वासंतिक प्रकाशन, 1981.
12. Chomsky, Noam. *Aspects of the theory of syntax*. Cambridge Mass: M. I. T. Press, 1965.
13. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
14. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla : A Reprint from *Language and Society in India*, Transaction of the Indian Institute of Advance Studies, Vol. -8. 1969.

**S.Y.B.A. (Semester – III)**

**Elective Paper**

**Course Title: कोंकणी कविता – एक खाशेलो अभ्यास**

(Special Study of Konkani Poetry)

**Course Code: KON-III.E-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. आर्विल्ले कोंकणी कवितेचो अभ्यास करप.
2. कोंकणी कवितेचो आरंभ आनी उदरगत तपासप.
3. कोंकणी कवितेच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी कवींचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कवितेची वळख जातली.
2. कोंकणी कवितेची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी कवितेच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी कवींचो आनी तांच्या कवितांचो अभ्यास करतले.

**No. of Lectures: 04 Lectures per week**

**अभ्यासक्रम :**

**1. कविता एक साहित्य प्रकार (10 तासिका)**

- संकल्पना आनी व्याख्या
- घटक आनी प्रकार

अ. आशय-विशयाचे नदरेन

आ. मांडावळीचे नदरेन

**2. काव्यालंकारांचो अभ्यास (10 तासिका)**

- शब्दालंकार (अनुप्रास, यमक, श्लेष, वक्रोक्ती)
- अर्थालंकार (उत्प्रेक्षा, व्यतिरेक, अनन्वय, रूपक)

**3. आर्विल्ली कोंकणी कविता – आरंभ आनी उदरगत (10 तासिका)**

- आर्विल्ले कोंकणी कवितेचो आरंभ आनी उदरगत.
- आर्विल्ले कोंकणी कवितेंतले मुखेल प्रवाह.



#### 4. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

अ. पयलो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. रमेश वेळुस्कार (दर्या)
2. प्रकाश पाडगांवकार (पुनरार्थोपनिषद)
3. माधव बोरकार (सिम्फनी)
4. युसुफ शेख (रंगघाय)
5. आर्. एस्. भास्कर (युगपरिवर्तनांचो यात्री)

#### 5. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

आ. दुसरो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. मेल्वीन रोड्रीगीस (प्रकृतीचो पास)
2. निलबा खांडेकार (दंडकारण्य)
3. शशिकांत पुनाजी (उमज)
4. नुतन साखरदांडे (पासवर्ड)
5. ग्वादालूप डायस (जलस्थळ)

#### संदर्भ ग्रंथ :

1. गुप्त, गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य - सिध्दांत*, 15-ए, महात्मा गांधी मार्ग, इलाहाबाद : लोकभारती प्रकाशन, 1998.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. देशपांडे, बालशंकर. काव्य विवेचन आणि विश्लेषण. नागपूर 440010 : श्रीवत्स प्रकाशन, 2010.
4. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर : कर्नाटक कोंकणी साहित्य अकादेमी, 2007
5. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Sardesai, Manoharrai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**S.Y.B.A. (Semester – III)**

**Elective Paper**

**Course Title:** कोंकणी कथेचो खाशेलो अभ्यास

(Special Study of Konkani Short Story)

**Course Code:** KON-III.E-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची वळख घडोवप.
2. कथा ह्या साहित्य प्रकाराची सिध्दांतीक स्वरुपाची वळख घडोवप.
3. कोंकणी कथेच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी कथेचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी कथेच्या मळावेल्या वेंचीक कथांच्या आभ्यासांतल्यान कोंकणी साहित्यांत कथेचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां कथा हो साहित्य प्रकार समजून घेवपाक आदार जातलो.
2. कोंकणी साहित्यांत कथा ह्या साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. विद्यार्थ्यांक कोंकणी कथेच्या मळार वावर करपी वेंचीक कथाकारांचें योगदान समजतलें.
4. कथा बरोवपाची आनी कथेचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Lectures: 04 Lectures per week**

## अभ्यासक्रम

1. कथा ह्या साहित्य प्रकाराची सिद्धांतीक म्हायती - (10 तासिका)
2. कोंकणी कथेचो आरंभ आनी उदरगत (05 तासिका)
3. हिंदी आनी मराठी कथेची वळख (05 तासिका)
4. कोंकणीतल्या कांय जेश्ट कथाकारांच्या कथांचो सिद्धांतीक पांवड्यार अभ्यास (20 तासिका)

अ. चंद्रकांत केणी (व्हंकल पांवणी)

आ. दामोदर मावजो (सपनमोगी)

इ. मिना काकोडकार (आमी)

ई. शिला कोळंबकार (गेर)

5. वेंचीक कोंकणी नवकथाकारांच्या कथांचो सिद्धांतीक पांवड्यार अभ्यास (20 तासिका)

अ. वसंत भगवंत सावंत (निवलकाणयो)

आ. भालचंद्र गांवकार (दोंगराचे आंवडे)

इ. जयंती नायक (अथांग)

ई. विन्सी क्वाद्रुस (कणसां)

टीप : वयल्या कथांझेल्यांतली दर सेमिस्टरा खातीर एक एक कथा वेंचची.

## संदर्भ ग्रंथ –

1. जोशी, सुधा., कथा संपना आणि समिक्षा. मुंबई : मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, 2000.
2. देसाई, सं. श., लेखन कला परिचय, परिमल प्रकाशन औरंगाबाद, 1998.
3. बुडकुले, किरण. साहित्यनियाळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश - खंड - 1, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
6. क्वाद्रुस, विन्सी. कणसां. आर्लेम राय, गोंय : स्नोज प्रकाशन, 2011.

7. काकोडकार, मीना. *आमी*. विद्यानगर, मडगांव गोंय : दुर्गा प्रकाशन, 2011.
8. केणी, चंद्रकांत. *व्हंकल पावणी*. मडगांव गोंय : कुळागर अक्षर मुद्रा, 2000.
9. कोळंबकार, शीला. *गेर*. वळवय, फोंडें गोंय : अपुरबाय प्रकाशन, 2007.
10. गांवकार, भालचंद्र. दोंगराचे आवंडे, सौ. मनुजा भा. गांवकर, मित्र प्राकाशन 2003.
11. नायक, जयंती. *अथांग*, केपें गोंय : राजाई प्रकाशन, 2002.
12. मावजो, दामोदर. *सपनमोगी*. पाजीफोंड मडगांव गोंय : जाग प्रकाशन, 2014.
13. सावंत, वसंत. *निवलकाणयो*. सावर्डें गोंय : वैशाखी वसंत, 2008.

**S.Y.B.A. (Semester – III)**

**Elective Paper**

**Course Title:** कोंकणी कादंबरेचो खाशेलो अभ्यास  
(Special Study of Konkani Novel)

**Course Code:** KON-III.E-3

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कादंबरी ह्या साहित्य प्रकाराचो सखोल अभ्यास करप.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत शिकप.
3. कोंकणी कादंबरेच्या साबार विशयांची वळख करप.
4. वेंचीक कोंकणी कादंबरेचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कादंबरेचो अभ्यास जातलो.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत कशी जाल्या तें विद्यार्थी शिकतले.
3. विद्यार्थ्यांक कोंकणी कादंबरेच्या प्रवाहांची वळख जातली.
4. विद्यार्थ्यांक वेंचीक कोंकणी कादंबरेचो खोलायेन अभ्यास करपाची संद मेळटली.

**No. of Lectures: 04 Lectures per week**

**अभ्यासक्रम :**

1. कादंबरी एक साहित्य प्रकार (10 तासिका)
  - संकल्पना आनी व्याख्या
  - घटक आनी प्रकार
2. भारतीय आनी संवसारीक कादंबरी – एक सुपुल्लो नियाळ (10 तासिका)
  - भारतीय कादंबरेचो सुपुल्लो नियाळ
  - संवसारीक कादंबरेचो सुपुल्लो नियाळ
3. आर्विल्ली कोंकणी कादंबरी – आरंभ आनी उदरगत (10 तासिका)
  - आर्विल्ले कोंकणी कादंबरेचो आरंभ आनी उदरगत
  - आर्विल्ले कोंकणी कादंबरेतले मुखेल प्रवाह
4. वेंचीक कोंकणी कादंबरीकाराचो अभ्यास (05) तासिका)
  - वेंचिल्ल्या लेखकाची साहित्यीक वळख

## 5. वेंचीक कोंकणी कादंबरेचो अभ्यास (25 तासिका)

- 'काळी गंगा' / 'भोगदंड' / 'गांठवल' हातुंतल्या खंयच्याय एका वेंचीक कादंबरेचो सखोल अभ्यास

- कथानक
- निवेदन
- पात्रचित्रण
- संवाद
- संघर्श
- भाशाशैली
- कादंबरेची समाजशास्त्रीय मोलावणी

### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *अस्तुरी प्रतिमा : मुक्ती उपरांतच्या कोंकणी कादंबरींतली*. फोंडें गोंय : सारा क्रिएशन, 2010.
2. दादेगांवकार, उमा., तडकोडकार, प्रियदर्शिनी., भावे, भूषण. (संपादक) *साहित्य नवनीत*. ताळगांव गोंय : स्नेह प्रकाशन, 1997.
3. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय : जाग प्रकाशन, 1992.
4. पंडित, टापरे. *कादंबरी संवाद*. पांडुरंग कॉलनी, एरंडवन, पुणे 411038 : पद्मगंधा प्रकाशन, 2005.
5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.
9. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
10. हळर्णकार, तानाजी. (संपादक) *कोंकणी संस्कृती कोश* – खंड – 1, 2. शक्ती नगर, मंगळूर. विश्व कोंकणी केंद्र, 2010.
11. Kidwai. A. R. *Stranger Than Fiction: Images of Islam And Muslims in English fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.
12. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.

**S.Y.B.A. (Semester – III)**

**Elective Paper**

**Course Title:** कोंकणी साहित्याचें आस्वादन (भाग 01)

(कथा, कविता आनी कादंबरी)

(Appreciation of Selected Konkani Writings)

**Course Code:** KON-III.E- 4

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याची स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**देखी खातीर कांय विशय :**

**अ. कोंकणी कविता :**

1. बयाभाव हांची कोंकणी कविता : एक अभ्यास
2. बाकीबाब बोरकार हांच्या काव्यांतलें गोंय
3. डॉ. मनोहरराय सरदेसाय हांच्या कवितेंतलो गोंयचो सैम
4. र. वि. पंडीत हांच्या काव्यांतलो गावडा समाज

5. चा. फ्रां. द कोशत हांच्या कवितेंतली मिशकीलताय
6. रमेश वेळुस्कार हांच्या कवितेंतलो लोकवेद
7. माधव बोरकार हांचे कवितेचो आशय आनी विशय : एक अध्ययन
8. प्रकाश पाडगांवकार हांच्या काव्यांतली समाजीक जाणीव
9. नयना आडारकार आनी माया खरंगटे हांचे कवितेंतली अस्तुरी
10. नुतन साखरदांडे आनी ग्वादालूप डायस हांच्या काव्याचो तुळात्मक अभ्यास

#### आ. कोंकणी कथा :

1. चंद्रकांत केणी हांच्या कथेंतली स्त्री-प्रतिमा
2. लक्ष्मणराव सरदेसाय हांचे कथेंतलें गांवगिरे जिवीत
3. अच्युत तोटेकार हांचे कथेंतलो ब्राह्मण समाज
4. दामोदर मावजो हांचे कथेंतलो क्रिस्ती समाज
5. मीना काकोडकार हांच्या कथांचो चिकित्सक अभ्यास
6. शीला कोळंबकार हांचे कथेंतलें शारी जिवीत
7. एन्. शिवदास हांचे कथेंतलो गांवगिरो समाज
8. पुंडलीक नायक हांचे कथेंतलो स्त्रीपुरुष संबंद
9. शशांक सिताराम आनी विन्सी क्वाद्रूस हांच्या कथनात्मक साहित्याचो तुळात्मक अभ्यास
10. भालचंद्र गांवकार आनी अजय बुवा हांच्या कथेंतली आधुनीक जिवनशैली

#### इ. कोंकणी नवलिका आनी कादंबरी :

1. *कार्मेलीन* आनी *अच्छेव* : एक तुळात्मक विवेचन
2. महाबळेश्वर सैलाच्या कादंबरेंतलें ग्रामीण जिवीत
3. देविदास कदम हांच्या कादंबरेंतलो तरनाटो आनी ताचें भावविश्व : एक विश्लेशण
4. न. ध. बोरकार हांच्या कादंबरेंतल्यान व्यक्त जावपी भुरग्यांची मानसिकताय
5. *वारें आनी वादळ* तशेंच *क्रिस्तांव घराबो* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
6. हेमा नायक हांच्या कादंबरेंतलें स्त्री-जिवीत : एक अभ्यास
7. अशोक कामत हांच्या कादंबरेंतले तुटत वचपी नातेसंबंद : एक समाजशास्त्रीय अध्ययन
8. वि. जे. पी. सालदाना हांच्या *देवाचे कुर्पेन* आनी *सायबा भोगोस* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
9. विली गोयश आनी बाँवेन्तूर द पियेत्र हांच्या कादंबरेंतलें आधुनीक जिवीत
10. ज्योती कुंकळकार, सुर्या अशोक आनी सुजाता सिंगबाळ हांचे कादंबरेंत येवपी आधुनीक अस्तुरी

#### संदर्भ ग्रंथ :

1. जोशी, सुधा. *कथा : संकल्पना आनी समीक्षा*. खटाववाडी, गिरगांव मुंबई : मौज प्रकाशन, 2000.



2. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन, 1989.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास*. बोरी फोंडें : सानिका प्रॉडक्शन, 2014.
4. पंडित, टापरे. *कादंबरी संवाद*. पांडुरंग कॉलनी, एरंडवन, पुणे 411038 : पद्मगंधा प्रकाशन, 2005.
5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
7. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय : प्राची प्रकाशन, 2010.
8. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. सैल, महाबळेश्वर. *अरण्यकांड*. पाजीफोंड, मडगांव गोंय : जाग प्रकाशन, 2012 (दु. आ.)
11. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.

**टिप :** वयले विशय सुचयल्यात ते नमुन्या खातीर आसून विद्यार्थ्यांनी अशे तरेचे हेर विशय अभ्यासाक घेवं येतात.

**S.Y.B.A. (Semester – IV)**

**Core Paper**

**Course Title: कोंकणी लोकवेदाचो अभ्यास**

(Study of Konkani Folklore)

**Course Code: KON-IV.C-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी लोकवेदाचो सखोल अभ्यास करप.
2. कोंकणी लोकवेदाचे साबार घटक अभ्यासप.
3. कोंकणी लोकवेदाच्या साबार प्रकारांची वळख घडोवप.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी जावची म्हणून भोंवडी करप.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी लोकवेदाचो सखोल अभ्यास करतले.
2. कोंकणी लोकवेदाचे साबार घटक विद्यार्थी अभ्यासतले.
3. विद्यार्थ्यांक कोंकणी लोकवेदाच्या साबार प्रकारांची वळख जातली.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी करपाक विद्यार्थी भोंवडी करतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. लोकवेद : संकल्पना आनी स्वरूप (10 तासिका)**

- संकल्पना
- स्वरूप

**2. लोकवेद : व्याख्या आनी घटक (10 तासिका)**

- व्याख्या
- घटक

**3. कोंकणी लोकवेदाच्यो खाशेलतायो (10 तासिका)**

- सांस्कृतीक खाशेलतायो
- भाशीक खाशेलतायो

#### 4. लोकवेदाचे प्रकार (30 तासिका)

##### पयलो वांटो (10 तासिका)

- लोकगीत – लग्न-गीत, ओवयो, आल्लय, मांडो गीत, सोकारत, नमन

##### दुसरो वांटो (10 तासिका)

- लोकनृत्य – धालो, फुगडी, मूसळ नाच, घोडेमोडणी, गोफ, तोणयांमेळ, तालगडी, कुणबी नाच, देखणी, चप्पय (धनगर नाच)

##### तिसरो वांटो (10 तासिका)

- लोकनाट्य – रणमालें, जागर, दशावतारी नाटक

- टीप – 1. गोंयांत वेगवेगळ्या वाठरांनी जावपी सण आनी लोकउत्सव अभ्यासपा खातीर विद्यार्थ्यांची अभ्यास भोंवडी आयोजीत करची.
2. लोकवेद प्रकारांतल्या कांय विशयांचेर विद्यार्थ्यांनी संकलन आनी सादरीकरण करचें (CA) खातीर.

#### संदर्भ ग्रंथ :

1. केरकर, पौर्णीमा. *गोव्यातील धालो उत्सवाचे स्वरूप*. आलत परवरी गोवा: गोमन्तक मराठी अकादमी, 2011.
2. खेडेकर, विनायक. *गोमंतकीय लोकभाषा*. पणजी गोवा: शारदीय वितरण.
3. खेडेकर, विनायक. *लोकसरिता – गोमन्तकीय जन जीवनाचा समग्र अभ्यास*. कला अकादमी गोवा, 1993.
4. नायक, जयंती. *लोकमंथन*. केपें गोंय : राजाई प्रकाशन, 2008
5. नायक, जयंती. *आमोणेचीं धालो गीतां*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1992.
6. नायक, जयंती. *गोंयची लोककला*. केपें गोंय : राजाई प्रकाशन, 2004.
7. नायक, जयंती. *लोकबींब*. पणजी गोंय: गोवा कोंकणी अकोदमी, 1998.
8. नायक, जयंती. *लोकरंग*. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
9. नायक, जयंती. *लोकमंथन*. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
10. वेरेंकार, श्याम. *गोंयच्या लोकवेदाचो रुपकार*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1991.
11. वेरेंकार, श्याम. *धालो*. बेती वेरें : कोंकण टायम्स प्रकाशन, 1984.
12. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
13. एल. सुनिताबाय. *हिन्दी और कोंकणी लोकसाहित्य का तुलनात्मक अध्ययन*. काक्कनाड कोच्ची, 2010.

14. Khedekar, Vinayak. *Folk Dances of Goa*. Udaipur: West Zone Culture.
15. Pereira, Jose Micael Martins; Da Costa Antonio. *Song of Goa: Crown of Mandos*. Broadway Publishing House, 2010.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Course Title: कोंकणी नाटक – एक खाशेलो अभ्यास**

(Special Study of Konkani Drama)

**Course Code: KON-IV.E-5**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी नाटकाचो अभ्यास करप.
2. कोंकणी नाटकांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी नाटकाच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी नाटकाचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक अर्विल्ल्या कोंकणी नाटकाची वळख जातली.
2. कोंकणी नाटकाची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी नाटकाच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी नाटकाचो अभ्यास करतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. नाटक एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक

**2. नाटकाचे प्रकार (10 तासिका)**

- आशय-विशयाचे नदरेन
- मांडावळीचे नदरेन

### 3. नाटकाची संवसारीक फाटभूंयेची वळख (10 तासिका)

- संवसारीक नाट्य परंपरा
- भारतीय नाट्य परंपरा

### 4. कोंकणी नाटक – आरंभ आनी उदरगत (10 तासिका)

- कोंकणी नाटकाचो आरंभ आनी उदरगत
- कोंकणी नाटकांतले मुखेल प्रवाह

### 5. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी नाटकाचो सखोल अभ्यास (20 तासिका)

- अ. चैतन्याक मठ ना – नायक पुंडलीक
- आ. डॅडी – कामत बांबोळकार दत्ताराम
- इ. घट्टाण कोणाचें – वजरीकार प्रकाश
- ई. काळमाया – नायक जयंती
- उ. आमचो हात जगन्नाथ – पवार राजय

टीप- नाटकाची सी. डी. दाखोवप, चर्चा करप

संदर्भ ग्रंथ :

1. गांवकार, भालचंद्र. भासविज्ञान. किटोर्ले, बेतोडें : मित्र प्रकाशन, 1993.
2. नायक, पुंडलीक. रंगपाट. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. नायक, पुंडलीक. समकालीन कोंकणी एकांकी – संपादक. साहित्य अकादमी, 2014.
4. बुडकुले, किरण. साहित्यनियाळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. हळर्णकार, तानाजी. (संपादक). कोंकणी विश्वकोश – खंड – 1. ताळगांव गोंय : गोंय विद्यापीठ, 1999.
7. Bisariya, Subhash. William Shakespeare Anthony and Cleopatra. Karol Bhag New Delhi: Rama Brothers India Pvt. Ltd., 2007.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Course Title: कोंकणी तियात्राचो अभ्यास**

(Special Study of Konkani Tiatr)

**Course Code: KON-IV.E-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी तियात्राचो अभ्यास करप .
2. कोंकणी तियात्रांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी तियात्राच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी तियात्राचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ल्या कोंकणी तियात्राची वळख जातली .
2. कोंकणी तियात्राची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी तियात्राच्या साबार प्रवाहांचें आस्वादन करूंक शकतले .
4. विद्यार्थी वेंचीक कोंकणी तियात्राचो अभ्यास करतले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. तियात्र एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक

**2. तियात्राचे प्रकार (10 तासिका)**

- आशय-विशयाचे नदरेन
- मांडावळीचे नदरेन

### 3. कोंकणी तियात्र – आरंभ आनी उदरगत (10 तासिका)

- कोंकणी तियात्राचो आरंभ आनी उदरगत.
- कोंकणी तियात्रांतले मुखेल प्रवाह.

### 4 . वेंचीक तियात्रीस्ताचो खोलायेन अभ्यास (10 तासिका)

- अ. जुंवाव आगोस्तीन फेर्नाडीस
- आ. अनील कुमार
- इ. एम्. बॉयर
- ई. प्रिन्स जेकब

### 5. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी तियात्राचो सखोल अभ्यास (15 तासिका)

- अ. म्होवाळ विख - कार्दोज तोंमाजीन
- आ. उपरांत रोडोन कित्याक उपकारता – माजरेलो विल्मीक्स
- इ. भाइयाचो कुसवो – आरावजो मिनीन
- ई. रोडो नाका - जॅकोब प्रिन्स

### 6. तियात्राची सी. डी. दाखोवप, चर्चा करप. (5 तासिका)

टीप- 1. विद्यार्थ्यांक कोंकणी तियात्रांचे प्रयोग पळोवपाक व्हरप.

### संदर्भ ग्रंथ :

1. थळी, प्रकाश. *तियात्राचो इतिहास 1892 - 1992*. पणजी गोवा : गोवा कोंकणी अकादेमी, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
4. Cardozo, Felicio. (Editor) *Tiatrancho Jhelo – II*. Panaji Goa: Goa Konkani Academy, 1998.
5. Cardozo, Tomajinho. *Silver Jubilee of Konkani Tiatro*. Panaji Goa: Goa Kala Academy, 1990.
6. Fernandes, André Rafael. *When the Curtains Rise... Understanding Goa's vibrant Konkani theatre*. Panaji Goa: Tiatr Academy of Goa, 2010.
7. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture, Government of Goa, 2000.



**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Course Title: कोंकणी निबंदाचो खाशेलो अभ्यास**

(Study of Konkani Essays)

**Course Code: KON-IV.E-7**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद ह्या साहित्य प्रकाराची वळख घडोवप.
2. निबंद साहित्य प्रकाराची सिध्दांतीक स्वरूपाची वळख घडोवप.
3. कोंकणी निबंदाच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी निबंदाचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी निबंद मळावेल्या वेंचीक निबंदांच्या आभ्यासांतल्यान कोंकणी साहित्यांत निबंदाचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां निबंद हो साहित्य प्रकार समजून घेवपाक आधार जातलो.
2. कोंकणी साहित्यांत निबंद साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. कोंकणी निबंदाच्या मळार वावर करपी वेंचीक निबंदकारांचें योगदान समजून घेवपाक विद्यार्थ्यांक आधार जातलो.
4. निबंद बरोवपाची आनी निबंदाचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Lectures: 4 Lectures per week**

## अभ्यासक्रम

1. निबंद साहित्य प्रकाराची सिद्धांतीक म्हायती (10 तासिका)
2. संवसारीक पांवड्यार निबंद लेखनाची वळख (05 तासिका)
3. कोंकणी निबंदाचो विकास (10 तासिका)
4. वेंचीक कोंकणी निबंदकारांच्या निबंदांचो अभ्यास (35 तासिका)

अ. केळेकार रवींद्र – *सर्जकाची आंतरकथा* (जाग प्रकाशन)

आ. नायक दत्ता दामोदर – *जाय काय जूय?* (लोकायत प्रकाशन)

इ. पर्येकार प्रकाश – *दवरणें* (भूमी प्रकाशन)

ई. मुकेश थळी – *हंसध्वनी* (आनंद प्रकाशन)

उ. रोमियो आल्मेदा – *आमोरी आमुरपीकी* (अपूर्वाय प्रकाशन)

टीप - वयर दिल्ल्या साहित्य कृतींतल्या वेंचीक 2 निबंदांचो अभ्यास करप

## संदर्भ ग्रंथ –

1. देसाई, सं. श. *लेखन कला परिचय*, परिमल प्रकाशन औरंगाबाद, 1998.
2. भावे, भुषण. *साहित्य विमर्श*. पणजी गोंय : शालिमली प्रकाशन, 2016.
3. भांगी, पांडुरंग. *साहित्य शिल्प*, पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. वेरेंकार, श्याम. (संपादक) *कोंकणी ललित निबंद*. नवी दिल्ली : साहित्य अकादेमी, 1997.
6. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
7. यादव, आनंद. *ललित गद्याचे तात्वीक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास*. पुणे : सुनील अनील मेहता, 1995.

**S.Y.B.A. (Semester – IV)**

**Elective Paper**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग 02)**

(निबंद, नाटक, तियात्र)

(Appreciation of Selected Konkani Writings)

**Course Code: KON-IV.E- 8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**टीप – लेखक, अभ्यासक, वाचक तशेंच हेर जाणकारांलागीं भासाभास करून विद्यार्थ्यांनी स्वाध्याय तयार करचो. (CA) खातीर**

देखी खातीर सकयल दिल्ल्या विशयां भायर हेर विशयांचो आस्पाव करूं येता:

### 1. कोंकणी निबंद आनी ललीत साहित्य

1. रवीन्द्र केळेकारांच्या वैचारीक निबंदांतली चिंतनशिलताय : एक अभ्यास
2. अ. ना. म्हांबरो हांच्या निबंदांतली मिशकील नदर : एक सोद
3. प्रकाश थळी हांच्या निबंदांचो समाजीक अभ्यास
4. दत्ता दामोदर नायक हांच्या निबंद शैलींतली कलात्मक नदर : एक चिकित्सा
5. दिलीप बोरकार हांच्या निबंदांतलो विचार आनी विनोद : एक विवेचन
6. डॉ. तानाजी हळर्णकार हांच्या निबंदांतलो समाजीक विचार : एक विवेचन
7. मुकेश थळी हांच्या निबंदांतले नवे विचारप्रवाह : एक संशोधन
8. सुमेधा कामत हांची निबंद संपदा : आस्वादना आनी विश्लेशण
9. प्रकाश पर्येकार हांच्या निबंदांतली सैमीक आनी संस्कृतीक गिरेस्तकाय : एक सोद
10. दिनेश मणेरकार हांच्या निबंदांतली समाजीक जाणीव

### 2. कोंकणी नाटक आनी तियात्र

1. ताची करामत आनी निमित्ताक कारण ह्या नाटकांचो समाजीक अभ्यास
2. पुंडलीक नायक : कोंकणी भाशेंत बरोवपी भारतीय नाटककार
3. पुंडलीक नायकांच्या पुराय नाट्यसंपदेची चिकित्सक अभ्यासणी
4. डॉ. प्रकाश वजरीकार हांच्या नाटकांतली समाजीक जाणविकाय
5. डॉ. राजय पवार हांच्या नाटकांतलो गंभीर विनोद : एक अभ्यास
6. 21 व्या शेंकड्यांतल्या कोंकणी नाटकांतलें स्त्री-जिवन
7. जुंआंव आगोस्तीन फेर्नांडीस हांचे तियात्र : एक रंगमंचीय नियाळ
8. तोंमाझीन कार्दोज हांच्या तियात्रांतली समाजीकताय : एक अभ्यास
9. प्रिन्स जॅकॉब एक आधुनीक तियात्रिस्त : एक चिकित्सक अभ्यासणी
10. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतली अस्तुरी प्रतिमा : चर्चा आनी चिकित्सा
11. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतलो विनोद : एक अध्ययन

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1992.
2. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
3. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 2, 3, 4*. ताळगांव गोंय : गोंय विद्यापीठ, 1997, 1999, 2000.

4. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
5. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture Govt. of Goa, 2000.

**T.Y.B.A. (Semester – V)**

**Core Paper**

**Course Title:** गोंय मुक्ती उपरांतर्ची कोंकणी साहित्यांतलीं स्थित्यंतरां

(कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां)

(Important Trends in Post Liberation Konkani Literature)

**Course Code:** KON-V.C-7

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी साहित्यांतलीं मुखेल स्थित्यंतरां सोदप.
2. मुखेल साहित्य प्रवाहांचो वेध घेवप.
3. वैचीक साहित्य प्रवाहांचें संकलन करप.
4. मुखेल प्रवाहांची मोलावणी करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं मुखेल स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी साहित्य प्रवाहांचो अभ्यास जातलो.
3. वैचीक कोंकणी साहित्य प्रवाहांचें संकलन जातलें.
4. मुखेल प्रवाहांची मोलावणी जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. 1960 उपरांतर्ची कोंकणी काव्याचीं स्थित्यंतरां (20 तासिका)**

अ. र. वि. पंडीत

आ. डॉ. मनोहरराय सरदेसाय

इ. चा. फ्रा. द. कोंशता

ई. रमेश वेळुस्कार

**2. कोंकणी कथेचीं स्थित्यंतरां (20 तासिका)**

अ. चंद्रकांत केणी

आ. अ. ना. म्हांबरो

इ. दामोदर मावजो

ई. शिला कोळंबकार

### 3. कोंकणी नाटकाचीं स्थित्यंतरां (20 तासिका)

अ. पुंडलीक नायक

आ. दत्ताराम कामत बांबोळकार

इ. डॉ. प्रकाश वजरीकार

ई. डॉ. राजय पवार

#### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नायक, पुंडलीक. *कोंकणी नाट्य स्पर्धेचीं 25 वर्सां*. पणजी गोंय: गोवा कला अकादमी, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बोरकार, माधव. (संपादक) *कोंकणी कवितेचीं पांच दशकां*. कोंकणी भाशा मंडळ, 2010.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय: प्राची प्रकाशन, 2010.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Cardozo, Felicio. *Tiatracho Jhelo II*. Panjim Goa: Goa Konkani Academi, 1998.

**T.Y.B.A. (Semester – V)**

**Elective Paper**

**Course Title:** चित्रपट आनी नाटक आस्वादन

(Film and Drama Appreciation)

**Course Code:** KON-V.E-9

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादानाचें म्हत्व समजावन सांगप.
2. चित्रपट आनी नाटक हांचो संबंद शिकपाक मदत करप.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.
4. चित्रपट आनी नाटकाच्या आस्वादानाची वळख घडोवप.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादानाचें म्हत्व समजतलें.
2. चित्रपट आनी नाटक हांचो संबंद समजतलो.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख जातली.
4. चित्रपट आनी नाटकाच्या आस्वादानाची वळख जातली.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

**चित्रपट**

1. चित्रपट, संकल्पना, गरज (05 तासिका)
2. भारतीय चित्रपटाची वळख (05 तासिका)
3. चित्रपटाच्या प्रकारांचो अभ्यास (05 तासिका)
4. चित्रपटाचें आस्वादन (10 तासिका)
5. वर्गांत ल्हान फिल्म तयार करप (05 तासिका)



### सुचोवणी-

1. चित्रपटाचे वेगळे वेगळे प्रकार दाखोवन ताचेर उक्ती भासाभास करची.
2. चित्रपटाच्या मळाचेर वावुरपी अभ्यासकांक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.

### नाटक

1. नाटक, संकल्पना, गरज (05 तासिका)
2. भारतीय नाटकाची वळख - (05 तासिका)
3. नाटकाच्या प्रकारांचो अभ्यास (05 तासिका)
4. नाटकाचें आस्वादन (10 तासिका)
5. वर्गांत नाटक लेखन करप (05 तासिका)

### सुचोवणी-

1. विद्यार्थ्यांक वेंचीक नाटकां दाखोवन ताचेर उक्ती भासाभास करची.
2. नाटकाच्या मळाचेर वावुरपी अभ्यासक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.
4. महाविद्यालयाच्या नेमाप्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
5. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय: अपुरबाय प्रकाशन, 1996.
2. बोरकार, दिलीप. “कोंकणी नाट्य स्पर्धेक चार दसकां जालीं तरी अशी कशी काय गोठेली”. जाग : एप्रिल, 2016.
3. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
4. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 2*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. Balwant, [Gargi](#). *Theatre in India*. Theatre Arts Books, 1962.
6. Dantas, Isidore. *Konkani Choltitram*. Udvaddavpi : Dantas Publication, 2010.

7. Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2015.
8. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. New Delhi: SAGE Publications India, 2012.
9. Rachel, Dwyer and Jerry, Pinto. *Beyond the boundaries of Bollywood: The moving forms of Hindi Cinema*. New Delhi: Oxford, 2011.
10. Viegas, Felinzha. *50 years of Konkani Cinema 1950- 2000*. Konkani Entertainment Vol 1, 2003.
11. [www.indiandrama.com](http://www.indiandrama.com),

**T.Y.B.A. (Semester – V)**

**Elective Paper**

**Course Title:** वैचीक कोंकणी कादंबरेचो समाजीक अभ्यास

(Social Study of Selected Konkani Novel)

**Course Code:** KON-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. साहित्य, भास आनी समाज हांचो संबंध शिकपाक मदत करप.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख घडोवप.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख जातली.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

- अ. समाज आनी समाजवेवस्था. (10 तासिका)
- आ. लोकजीवन आनी लोकसंस्कृताय. (10 तासिका)
- इ. सैम आनी पर्यावरण. (10 तासिका)
- ई. मानवीय संवेदना आनी संघर्श. (10 तासिका)
- उ. स्त्री-पुरुष संबंध (5 तासिका)
- ऊ. लेखकाची समाजीक जाणविकाय. (5 तासिका)
- ऋ. कादंबरेविशीं विद्यार्थ्यांचें सादरीकरण (10 तासिका)

### सुचोवण्यो:

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या कादंबरेचो अभ्यास करचो.
2. कादंबरी लेखकाक / अभ्यासकाक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
3. महाविद्यालयाच्या नेमाप्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
4. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय: जाग प्रकाशन, 1991
3. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडुरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी: प्राची प्रकाशन, 2010.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर: शब्दालय प्रकाशन, 2012.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. भावे, भुषण. *साहित्य विमर्श*. पणजी गोंय : शाल्मिली प्रकाशन, 2016.
11. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.
12. Kdwai A. R. *Stranger than Fiction: Images of Islam and Muslims in English Fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.

**T.Y.B.A. (Semester – V)**

**Elective Paper**

**Course Title:** कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख

(Introduction of Konkani Literature from Karnataka and Kerala)

**Course Code:** KON-V.E-11

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजावन सांगप.
2. कर्नाटक आनी केरळ कोंकणी साहित्य समजून घेवप.
3. कर्नाटक आनी केरळ कोंकणी साहित्याची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजतलें.
2. कर्नाटक आनी केरळ कोंकणी साहित्याविशीं म्हायती समजतली.
3. कर्नाटक आनी केरळ साहित्याची वळख जातली.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम:**

1. कर्नाटकांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक
2. कर्नाटकांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)
3. केरळांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक

#### 4. केरळांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)

##### सुचोवण्यो –

1. केरळ आनी कर्नाटक वाठारांतल्या कोंकणी लेखकांक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
2. केरळ आनी कर्नाटक राज्यांत विद्यार्थ्यांची अभ्यास भोंवडी घडोवन हाडची.

##### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन , 1989.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. नायक, जयंती. *अखील भारतीय कोंकणी साहित्य संमेलनाचीं अध्यक्षीय भाशणां*. पणजी गोंय: अखील भारतीय कोंकणी परिशद, 2016.
4. मोरास, पाव्लू. *जागरण*. मंगळूर: कोंकणी संस्थो, सां लुवीस कॉलेज , 2007.
5. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर: कर्नाटक कोंकणी साहित्य अकादमी, 2007.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; म्हाळशी, कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
8. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश : खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Sardesai, Manohar Rai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. (Semester – V)**

**Elective Paper**

**Course Title:** कोंकणी अध्यापनाची पद्धत

(Konkani Teaching Methodology)

**Course Code:** KON-V.E-12

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजावन सांगप.
2. अध्ययन आनी अध्यापन पध्दती शिकपाक मदत करप.
3. अध्यापनाच्या आंगांचीं वळख घडोवप.
4. अध्यापनाच्या प्रकारांची वळख घडोवप.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजतलें.
2. अध्ययन आनी अध्यापन समजतलें.
3. अध्यापनाच्या आंगांचीं वळख जातली.
4. अध्यापनाच्या प्रकारांची वळख जातली.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख जातली.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम:**

**अध्यापन 1**

1. भाशेचें म्हत्व, आवयभाशेचें म्हत्व (05 तासिका)
2. पाठ नियोजन (08 तासिका)
3. गद्याचें अध्यापन (07 तासिका)
4. स्वाध्याय (05 तासिका)

**अध्यापन 2**

1. कविता (05 तासिका)
2. व्याकरण आनी पत्र (07 तासिका)
3. मुल्यमापन (07 तासिका)
4. विद्यार्थ्यांचें मानस आनी उपचारी अध्ययन (06 तासिका)

### अध्यापन 3

Peer Teaching (05 hours)

Practice Teaching (05 hours)

#### सुचोवणी-

1. उपक्रम – विद्यार्थ्यांनी सरभोंवतणच्या शाळांनी वचून अध्यापन करचें.
2. एक 'सी. ए.' खातीर शाळेंतलें अध्यापन आस्पावीत करचें.

#### संदर्भ ग्रंथ :

1. केळेकार, रवीन्द्र. *नवी शाळा*. प्रियोळ गोंय: जाग प्रकाशन, 1962.
2. भाटीकर, स्नेहलता. *भुरगीं आनी पालक*. मडगांव गोंय: युगवेद प्रकाशन, 1999.
3. लवंदे, वसंत. *कोंकणी भाशेचें अध्यापन*. गोवा कोंकणी अकादेमी: वि, एम, धुमे, 1995.
4. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश: खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
6. Malekandathil, Pius; Dias, Remy. (Ed.) *Goa in the 20<sup>th</sup> Century: History & Culture*. Panaji, Goa: Institute Menezes Braganza, 2008.
7. Varde, P. S. *History of Education in Goa from 1510 to 1975*. Panjim Goa: Directorate of Art and Culture, (second Edition) 2012.
8. <http://en.wikipedia.org>
9. <http://www.languageinindia.com/may2005/motilalnehrrureport1.html> (excerpts)



**T.Y.B.A. (Semester – V)**

**Interdisciplinary Paper**

**Course Title:** कोंकणी एकांकी आनी पथनाट्य - एक अभ्यास

(A Study of Konkani One Act Play & Street Play)

**Course Code:** -

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक एकांकी ह्या साहित्य प्रकाराची वळख करप.
2. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणाचें तंत्र शिकोवप.
3. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणांत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी एकांकीचें सादरीकरण करप.

**Learning Outcomes:**

1. विशय घेतिल्ले विद्यार्थी एकांकी ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. संबंदीत विशय घेतिल्ले विद्यार्थी एकांकीच्या सादरीकरणाचें तंत्र शिकतले.
3. विद्यार्थ्यांच्या कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Lectures: 04 Lectures per week**

**अभ्यासक्रम:**

**1. एकांकी - एक साहित्य प्रकार (10 तासिका)**

- एकांकीची संकल्पना, व्याख्या आनी प्रकार
- एकांकीचे घटक
  - संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, संघर्श, शेवट, आदी
  - प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नेपथ्य, उजवाडा येवजण, आवजा येवजण, रंगवण, मुस्तायकी आदी

**2. एकांकी – नाट्यकलेचें एक मुखेल साधन (15 तासिका)**

- एकांकीचो आरंभ आनी उदरगत
- एकांकीची भारतीय फाटभूंय
- कोंकणी एकांकीचीं मुखेल स्थित्यंतरां
- एकांकींतली समाजीक लागणूक

### 3. वेंचीक कोंकणी एकांकींचो अभ्यास (25 तासिका)

#### - वेंचीक पांच एकांकींचो संहितेचे नदरेन अभ्यास

1. सरफरोशी की तमन्ना – हनुमंत चोपडेकार
2. भूंयगर्भ – शाबा कुडतडकार
3. उपरें – प्रशांती तळपणकार
4. किळांच – मार्कूस गोन्साल्वीस
5. वळख – कवीन्द्र फळदेसाय

(21 व्या शेंकड्यांतली कोंकणी एकांकी - संपादक – हनुमंत चोपडेकार)

### 4. वेंचीक कोंकणी एकांकीचें वाचन (10 तासिका)

1. अभ्याशिल्ल्या एका एकांकीचो वाचीक अभिनयाचे नदरेन अभ्यास आनी सराव
2. सादरीकरण (नाट्य वाचन)

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. (संपादक) 21 व्या शेंकड्यांतली कोंकणी एकांकी. फोंडें गोंय : पियूश प्रकाशन, 2012.
2. गांवकार, भालचंद्र. भासाभास. फोंडें गोंय : मित्र प्रकाशन, 1998.
3. दीक्षित, सुर्यप्रकाश. भाषा प्रयोगिकी एवं भाषा प्रबंधन. अंसारी रोड, दरयागंज, नई दिल्ली : किताबघर प्रकाशन, 2005.
4. नायक, पुंडलीक. कोंकणी नाट्य स्पर्धेचीं 25 वर्सां. पणजी गोंय : गोवा कला अकादमी, 2000.
5. नायक, पुंडलीक. रंगपाट. वळवय फोंडें गोंय : अपुरबाय प्रकाशन, 1992.
6. नायक, पुंडलीक. (संपादक) आधुनीक कोंकणी एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2014.
7. नायक, सत्यावन. जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
8. फळदेसाय, कविन्द्र. सर फुडें. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
9. भगत, दत्ता. मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012. (प्रस्तावना)
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश – खंड – 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
12. Carloni, J. C., Filloux, Jean C. (Editor) Literary Criticism. Daryaganj, New Delhi: National Publication, 1990.
13. Cardozo, Tomazinho., Clara, Jhon. Silver Jubilee of Tiatro Competition. Panjim Goa: Goa Kala Academy, 2000.

**T.Y.B.A. (Semester – VI)**

**Core Paper**

**Course Title:** भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख

(Introduction to the Study of Indian and Western Poetics)

**Course Code:** KON-VI.C-8

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेवप.
2. भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करप.
3. भारतीय काव्यशास्त्राची वळख घडोवप.
4. पाश्चात्य काव्यशास्त्राची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेतले.
2. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करतले.
3. भारतीय काव्यशास्त्राची वळख विद्यार्थ्यांक जातली.
4. पाश्चात्य काव्यशास्त्राची वळख विद्यार्थ्यांक घडटली.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम :**

1. भारतीय काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
2. भारतीय काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. काव्यलक्षणा
  - आ. काव्यप्रयोजना
  - इ. काव्यलंकार
  - ई. रससिद्धांत
3. पाश्चात्य काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
4. पाश्चात्य काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - उ. प्लॅटो
  - ऊ. ऍरिस्टॉटल

### संदर्भ ग्रंथ :

1. गोविलकर, लिला. *भारतीय साहित्य विचार*. सदाशिवपेठ पुणे : स्नेहवर्धन प्रकाशन, 2003.
2. गुप्त गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य-सिद्धान्त*. इलाहाबाद : लोकभारती प्रकाशन, 1986.
3. तिवारी, बालेन्दू शेखर. *वस्तुनिष्ठ काव्यशास्त्र – सम्पूर्ण भारतीय-पाश्चात्य काव्य चिन्तन*. नई दिल्ली : क्लासिकल पब्लिशिंग कम्पनी, 2015.
4. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर: श्रीवत्स प्रकाशन, 2010.
5. देशपांडे, गणेश त्र्यंबक. *भारतीय साहित्य शास्त्र*. नवी दिल्ली: साहित्य अकादमी, 2016
6. फडके, श्री. शं. *भारतीय साहित्य विचार*. पणजी, गोंय : गोवा कॉकणी अकादेमी, 1999.
7. बुडकुले, किरण. *पश्चिमी समिक्षे केडन इश्टागत*. पणजी गोंय : राजहंस प्रकाशन, 1998.
8. Harmon, William. *Classic Writings on Poetry*. New York: Columbia University Press, 2003.
9. Hobsbaum, Philip. *Metre, Rhythm, and Verse Form*. New York: Routledge, 1996.

**T.Y.B.A. – (Semester – VI)**

**Elective Paper**

**Course Title:** एका वेंचीक बरोवप्याचो समग्र अभ्यास

(Special Study of Selected Konkani Writer)

**Course Code:** KON-VI.E-13

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक लेखकाच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंध शिकपाक मदत करप.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख घडोवप.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक लेखकाच्या साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख जातली.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम:**

- अ. लेखकाचें जीवन आनी ताच्या साहित्यिक वावराचो समग्र अभ्यास जावचो.
- आ. परिक्षक मंडळामुखार पन्नास गुणांखातीर वावराचें सादरीकरण जातलें.
- इ. पन्नास गुणांखातीर विद्यार्थ्यांन सादर केल्ल्या लिखित प्रकल्पाचें मुल्यमापन मार्गदर्शक करतलो.
- ई. फाँट सायज - 12, मंगल फाँट, ए-4 सायज, 1.5 स्पेस, नॉर्मल मार्जीन सेंटिंग.
- उ. पानां- 25 – 30 आदारावळ आनी परिशिष्ट सोडून.

**सुचोवण्यो**

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या लेखकांतल्या खंयच्याय एका लेखकाचो अभ्यास करचो पडटलो.
2. विद्यार्थ्यांक आपल्या आवडीचो कोंकणी लेखक वेंचपाची मेकळीक आसतली.

### संदर्भ ग्रंथ :

1. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ, फोंडें : जाग प्रकाशन, 1991.
2. नायक, भिक्. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय: जैत प्रकाशन, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय: बिम्ब प्रकाशन, 2009.
5. भांगी, पांडूरंग. *साहित्य शिल्प*. पणजी गोंय: गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी साखळी गोंय: प्राची प्रकाशन, 2010.
7. सिरसमकर, मीरा. *नोबेल ललना*. (भाग – 02). सदाशिव पेठ, पुणे: मेहता पब्लिशिंग हाऊस, 2001.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000
10. Sardesai, Manoharra. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. (Semester – VI)**

**Elective Paper**

**Course Title:** अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास

(Study of Modern Medias)

**Course Code:** KON-VI.E-14

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. प्रसारमाध्यमांचो आरंभ आनी इतिहास समजून घेवप.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी करप.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक शिकोवप.
4. विद्यार्थ्यां मदें कोंकणी प्रसारमाध्यमां खातीर वावर करपाची अभिरुची विकसीत करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक प्रसारमाध्यमांचो आरंभ आनी इतिहासीक फाटभूंय समजतली.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी विद्यार्थी करतले.
3. अर्विल्ल्या प्रसारमाध्यमांचीं साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक कळटलीं
4. कोंकणी प्रसारमाध्यमां खातीर पत्रकार, निवेदक, पटकथा लेखक, बातमी सांगपी आदी तयार जातले.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. अर्विल्लीं प्रसारमाध्यमां – एक इतिहासीक आनी शास्त्रीय वळख (10 तासिका)**

अ. प्रसारमाध्यमां – संकल्पना आनी स्वरूप

आ. प्रसारमाध्यमांचो आरंभ – संवसारांत आनी भारतांत

इ. प्रसारमाध्यमांची समाजीक गरज

ई. प्रसारमाध्यमांचे विंगड विंगड प्रकार – एक वळख

**2. कोंकणी छापील प्रसारमाध्यमांचो इतिहास (05 तासिका)**

अ. कोंकणी नेमाळ्यांचो इतिहास

आ. कोंकणी दिसाळ्यांचो इतिहास

3. कोंकणी इलेक्ट्रॉनिक प्रसारमाध्यमांचो इतिहास (05 तासिका)

ऋ. रेडिओ

लृ. एफ. एम्.

ऐ. टी. वी. चॅनल

4. छापील आनी इलेक्ट्रॉनिक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (20 तासिका)

अ. छापील प्रसारमाध्यमां खातीर लेखन कौशल्ल्यां

- बातमी आनी मुखेल स्टोरी बरोवपाचीं कौशल्ल्यां
- लेख बरोवपाचीं कौशल्ल्यां
- मुलाखत लेखन कौशल्ल्यां
- नभोनाट्य लेखन कौशल्ल्यां

आ. इलेक्ट्रॉनिक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (20 तासिका)

- निवेदन लेखन कौशल्ल्यां
- बातम्यो लेखन आनी संपादन कौशल्ल्यां
- मुलाखती खातीर प्रस्न तयार करपाचीं कौशल्ल्यां
- जायरातीं लेखन कौशल्ल्यां.

संदर्भ ग्रंथ :

1. कसान, संजय. *जनसंपर्क*. पुणे : डायंड प्रकाशन, 2009.
2. दळवी, जयमती(अनुवादक). *भारतातील प्रसारमाध्यमे काल आणि आज*. पुणे: डायमंड प्रकाशन, 2008.
3. पिंगळे, किरण (संपादक). *संवाद कौशल्ये आणि प्रसारमाध्यमे*. जुन्नर पुणे: शब्दश्री प्रकाशन, 2015
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: राजहंस प्रकाशन, 2013.
5. Ludlow, Ron. *The Essence of Effective Communication*. New Delhi: Prentice Production, 1995
6. Mohan, K.; Banerji, M. *Developing Communication Skills*. New Delhi: Macmillan India, 2005.
7. [http://www.daijiworld.com/news/news\\_disp.asp?n\\_id=59256&n\\_tit=Panaji%3A+K+onkani+Cinema+-+A+Long+Way+to+Go](http://www.daijiworld.com/news/news_disp.asp?n_id=59256&n_tit=Panaji%3A+K+onkani+Cinema+-+A+Long+Way+to+Go)



**T.Y.B.A. (Semester – VI)**

**Elective Paper**

**Course Title:** कोंकणी लिप्यंतरीत साहित्याचो अभ्यास

(कन्नड आनी रोमी लिपींतल्यान)

Study of Transliterated Konkani Literature

(From Kannada and Romi Script)

**Course Code:** KON-VI.E-15

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख घडोवप.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख घडोवप.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख विद्यार्थ्यांक घडटली.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख विद्यार्थ्यांक घडटली.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.

**No. of Lectures:** 4 Lectures per week

**अभ्यासक्रम :**

1. कन्नड लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)
2. वेंचीक साहित्यकृतीचो अभ्यास (25 तासिका)
  - मूळ कन्नड लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती
    1. देवाच्ये कुर्पेन (कादंबरी) – वि. जे. पी. सालदाना  
वा
    2. प्रकृतिचो पास (कविता झेलो) – मेल्वीन रोड्रीगस
3. रोमी लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)

#### 4. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)

- मूळ रोमी लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती
  1. *ज्वालामुखी* (निबंद झेलो) – ग्वादालूप डायस  
वा
  2. *खांद* (नवलिका) – विली गोयश

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *साहित्य धारा*. फोंडें गोंय: सारा क्रिएशन, 2016.
2. दुबे, श्यामाचरण. *परंपरा, इतिहास-बोध और संस्कृति*. नई दिल्ली: राधाकृष्ण प्रकाशन, 1995.
3. प्रभुदेसाई, वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
4. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
5. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय: जाग प्रकाशन, 2012.
6. हरिमोहन. *संपादन कला एवं प्रूफ पठन*. दरियागंज नई दिल्ली तक्षशिला प्रकाशन, 1995, 2004.
7. Da Cunha, J. Gerson. *The Konkani Language and Literature*. New Delhi: Asian Educational Services, 1981, 1991.
8. Desai, N. B. *Politics of Script: The Case of Konkani*. (1961 – 1992). Taleigao Goa: Goa University, 2002. (Unpublished Thesis)
9. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chondor Goa: Konkani Sorospat Publication, 1999.

**T.Y.B.A. (Semester – VI)**

**Elective Paper**

**Course Title:** अनुवाद अभ्यास

(Translation Study)

**Course Code:** KON-VIE-16

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. अनुवाद तंत्राचो अभ्यास करप.
2. अणकार करपाचें कसब विद्यार्थ्यांक शिकोवप.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव करप.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत करप.

**Learning Outcomes:**

1. अनुवाद तंत्राचो अभ्यास विद्यार्थी करतले.
2. अणकार करपाचें कसब विद्यार्थी शिकतले.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव विद्यार्थी सेगीतपणान करतले.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत जावपाक मदत जातली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

1. अनुवाद – एक आधुनीक शास्त्र (10 तासिका)
  - उ. अनुवादाची गरज आनी उपयुक्तताय
  - ऊ. अनुवाद प्रक्रिया आनी स्वरूप
  - ऋ. अनुवादाचें तंत्र आनी मंत्र
  - लृ. अनुवाद एक कौशल्य
2. कोंकणींतली साहित्यीक अनुवादाची परंपरा – एक वळख (10 तासिका)
3. हेर भाशेंतल्यान कोंकणींत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा, नाटक आनी लेख)
4. कोंकणींतल्यान हेर भाशेंत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा आनी लेख)

5. वेंचीक कोंकणी कथेचो / निबंदाचो हेर भाशेंत अनुवाद (10 तासिका)

6. हेर खंयच्याय वेंचीक भाशेंतल्या कथेचो / निबंदाचो कोंकणींत अनुवाद (10 तासिका)

**संदर्भ ग्रंथ :**

1. तिवारी, भोलानाथ; गावा, ओमप्रकाश. *अनुवाद की व्यावहारिक समस्याएँ*. नई दिल्ली: शब्दकार प्रकाशन, 1978.
2. बुडकुले, किरण; सुर्लकर, मोहनदास. *कथा दर्पण*. पणजी गोवा: इन्स्टिट्यूट मिनेझिस ब्रागांझा, 2009.
3. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: रजहंस प्रकाशन, 1999, 2013.
4. माकाशी, सयाजीराजे., नेमाडे, रंजना. *व्यवहारीक मराठी*. बारामती पुणे : शेतकरी साहित्य इर्जिक, 2010.
5. लांडगे, संजय. *उपयोजित मराठी*. शनिवारपेठ पुणे: दिपराज प्रकाशन प्रा. लि., 2011.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक). *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
7. सिंहल, सुरेश. *अनुवाद अवधारणा और आयाम*. दरयागंज नई दिल्ली: संजय प्रकाशन, 2006.

**T.Y.B.A. (Semester –VI)**

**Interdisciplinary Paper**

**Course Title: कोंकणी एकांकी आनी पथनाट्याचो अभ्यास**

(Study of Konkani One Act Play & Street Play)

**Course Code:**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक पथनाट्य ह्या साहित्य प्रकाराची वळख करून दिवप.
2. विद्यार्थ्यां मेरेन पथनाट्यांतली समाजीक जाणीव पावोवप.
3. विद्यार्थ्यांक कोंकणी पथनाट्य निर्मितींत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी पथनाट्याचें सादरीकरण करप.

**Learning Outcomes:**

1. विद्यार्थी पथनाट्य ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. विद्यार्थ्यां मदीं पथनाट्यांतल्यान समाजीक जाणीव निर्माण जातली.
3. विद्यार्थ्यांच्या साबार कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Lectures: 4 Lectures per week**

**अभ्यासक्रम :**

**1. पथनाट्य - एक साहित्य प्रकार (10 तासिका)**

- पथनाट्याची संकल्पना, व्याख्या आनी प्रकार
- पथनाट्याचे घटक
  - संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, गीतरचना, संघर्श, शेवट, आदी
  - प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नाच, संगीत, रंगवण, मुस्तायकी, आदी

**2. पथनाट्य – आरंभ आनी उदरगत (15 तासिका)**

- संवसारीक पावंड्यार पथनाट्याचो आरंभ आनी उदरगत
- पथनाट्याची भारतीय फाटभूंय
- कोंकणी पथनाट्याचीं मुखेल स्थित्यंतरां
- पथनाट्यांतली समाजीक लागणूक

3. वेंचीक कोंकणी पथनाट्यांचो अभ्यास (25 तासिका)

- वेंचीक पांच लेखकांच्या पथनाट्यांचो संहितेचे नदरेन अभ्यास

अ. दिलीप धारगळकार

आ. मार्कुस गोंसाल्वीस

इ. हनुमंत चोपडेकार

ई. सत्यवान नायक

उ. कवीन्द्र फळदेसाय

4. वेंचीक कोंकणी पथनाट्याचें सादरीकरण (10 तासिका)

- अभ्याशिल्ल्या एका पथनाट्याचो प्रयोगाचे नदरेन अभ्यास

अ. अभ्याशिल्ल्या पथनाट्याची निवड आनी नाट्यवाचन

आ. वेंचिल्ल्या प्रयोगक्षम पथनाट्याचो सराव आनी सादरीकरण

संदर्भ ग्रंथ :

1. नायक, पुंडलीक. (संपादक) *आधुनीक कोंकणी एकांकी*. नवी, दिल्ली : साहित्य अकादेमी, 2014.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. नायक, सत्यवान. *जनजाग*. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
4. फळदेसाय, कविन्द्र. *सर फुडें*. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. भगत, दत्ता. *मराठी दलित एकांकी*. नवी दिल्ली : साहित्य अकादेमी, 2012.

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**DEPARTMENT OF KONKANI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN KONKANI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON-ILC-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-ILC-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shenvoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी भाशीक चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani)	-----	<b>KON-III.E-1</b> कोंकणी कवितेचो खाशेलो अभ्यास ( Special Study of Konkani Poetry)	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	<b>KON-III.E-3</b> कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel)	<b>KON-III.E-4</b> कोंकणी साहित्याचें आस्वादन (भाग-1) (Appreciation of Konkani Writings) (Part-1)

IV	<b>KON-IV.C-6</b> कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)		<b>KON-IV.E-5</b> कोंकणी नाटक – एक खाशेलो अभ्यास (Special Study of Konkani Drama)	<b>KON-IV.E-6</b> कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr)	<b>KON-IV.E-7</b> कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays)	<b>KON-IV.E-8</b> कोंकणी साहित्याचें आस्वादन (भाग -2) (निबंद, नाटक, तियात्र) (Appreciation of Selected Konkani Writings) (Part-2)
V	<b>KON-V.C-7</b> गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरीं (कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरीं) (Important Trends in Post Liberation Konkani Literature)	-----	<b>KON-V.E-9</b> चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	<b>KON-V.E-10</b> वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास (Social Study of Selected Konkani Novel)	<b>KON-V.E-11</b> कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख (Introduction of Konkani Literature from Karnataka and Kerala)	<b>KON-V.E-12</b> कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास (Special Study of Multifacets Konkani Personalities)
VI	<b>KON-VI.C-8</b> भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	-----	<b>KON-VI.E-13</b> कोंकणी अध्यापनाची पद्दत (Konkani : Teaching Methodology)	<b>KON-VI.E-14</b> अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास (Study of Modern Medias)	<b>KON-VI.E-15</b> कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	<b>KON-VI.E-16</b> अनुवाद अभ्यास (Translation Study)



SEMESTER	OPTIONAL
I	कोंकणी भाशेचो व्यवहारीक अभ्यास (Functional Study of Konkani Language)
II	कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यं (Spoken and Written Skills of Konkani Language)
III	-----
IV	-----
V	-----
VI	-----

SEMESTER	INTERDISCIPLINARY
V	कोंकणी एकांकी आनी पथनाट्य – एक अभ्यास (A Study of Konkani One Act Play and Street Play)
VI	कोंकणी एकांकी आनी पथनाट्याचो अभ्यास (Study of Konkani One Act Play & Street Play)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF KONKANI  
REVISED SYLLABI OF SEMESTER I, II, III, IV, V & VI**

**2018-2019**

**F.Y.B.A. (Semester – I)**

**Core Course**

**Course Title: कोंकणी भास आनी साहित्याचो इतिहास – एक वळख**

(आरंभा साकून 1858 वर्स मेरेनचो काळ)

(Outline History of Konkani Language and Literature)

(From beginning till 1858)

**Course Code: KON-I.C-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. संस्कृत-प्राकृत-अपभ्रंश हे प्रक्रियेंत कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां सोदप.
2. कोंकणी भाशेचो उगम सोदून तिचे मौखीक परंपरेचो अभ्यास करप.
3. 16 व्या शेंकड्या मेरेन मेळपी कोंकणीचे लिखित परंपरेचो नियाळ घेवप.
4. 1858 आदल्या कोंकणी साहित्याच्या एकंदर इतिहासाची अभ्यासणी करप.

**Learning Outcomes:**

1. कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी भाशेचो उगम, तशेंच तिची जडण-घडण कशी जाली हाचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा विद्यार्थ्यांक समजतली.
4. 1858 आदलें कोंकणी साहित्याचें इतिहासीक दायज विद्यार्थ्यांक कळटलें.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. भारतीय आर्यकुळांतल्या भासांची व्युत्पत्ती आनी कोंकणीची स्थित्यंतरां.  
(10व्या शेंकड्या मेरेनची) (14 तासिका)**

- हेर समकालीन भारतीय भासांची व्युत्पत्ती
- कोंकणीची व्युत्पत्ती आनी उगम
- कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां
- कोंकणी भाशेची जडण-घडण

**2. कोंकणी भाशेचे मौखीक परंपरेचो इतिहास (14 तासिका)**

- भारतीय आर्य कुळांतल्या भासांची मौखीक परंपरा
- कोंकणीचे मौखीक परंपरेंत कोंकणी उतरावळ
- कोंकणी म्हणी-ओंपारी, वाक्प्रचार
- मौखीक परंपरेंत कोंकणीचें लोकसाहित्य

**3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा (14 तासिका)**

- शिलालेख आनी संबंदीत लिखित पुरावे
- कोंकणी भाशे संदर्भांत मेळपी ग्रंथीक संदर्भः  
अ. केरळांतल्या *हॉर्टस इंडिकस मलबारिकस* ग्रंथांतल्या कोंकणी बरपावळीचो अभ्यास  
आ. कृष्णदास शामा आनी समकालिनांचो लिखित स्वरुपाचो वावर  
इ. कोंकणीच्या लिखित साहित्या संदर्भांत विद्वानांचीं मतां

**4. 17 व्या शेंकड्यांत निर्माण जाल्लें कोंकणींतलें धर्मीक साहित्य (9 तासिका)**

**अ. जेजुईत पाद्रीः**

1. फा. थॉमस स्टिफन्स
2. फा. दियोग रिबैरू
3. फा. आंतोनियू साल्दान्य
4. फा. मिंगेल द आल्मेदा
5. फा. जुआंव द पेद्रोज

**आ. फ्रांसिस्कन पाद्रीः (9 तासिका)**

1. गाशपार द सा मिंगेल
2. जुआंव द सा मातियश
3. आमादोर द सांत आना

4. इनाझियो आर्कोमोनी
5. सिमांव आल्वारीस

**संदर्भ ग्रंथ :**

1. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
2. देसाय, श्रीपाद. *कोंकणी भाशेची कुळकथा*. पुणे : सौंदर्यलहरी प्रकाशन, 1990.
3. पेरेरा, जुझे. *कोंकणी मंदाकिनी*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1996.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. Bhave, Bhushan (Editor). *Contribution of Konkanis to 'Hortus Indicus Malabaricus' (Seminar Papers)*. Panaji, Goa: Goa Konkani Akademi, 2014.
7. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
8. Katre, S. M. *The Formation of Konkani*. Pune: Deccan College Publication, 1966 (S.E.).

**पुरवणी वाचन :**

1. प्रभुदेसाई, वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.  
सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
2. सातोस्कर, बा. द. *गोमन्तक : प्रकृती आणि संस्कृती. खंड – 1*. पुणे : शरद गोगटे, शुभदा-सारस्वत प्रकाशन, 1979, 1988.
3. सौंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
4. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
4. Grierson, George A. *Linguistic Survey of India. Vol. VII. Indo-Aryan Family. Southern Group. Specimens of the Marathi Language*. Calcutta: Office of the Superintendent of Government Printing, India. 1905.

**F.Y.B.A. (Semester – I)**

**Core Course**

**Course Title:** शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान

(Contribution of Shennoy Goembab towards Konkani Identity)

**Course Code:** KON-I.C-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक गोंयच्या समाजीक जिणेची आनी विचारांची वळख घडोवंक मदत करप.
2. शणै गोंयबाबांनी केल्ल्या साहित्याची वळख घडोवन गोंयकारांची विचारीक जडण घडण करपाक तांचें साहित्य कशेतरेन उपेगाक पडलें ताची वळख घडोवप.
3. गोंयकारांची संस्कृतीक आनी अस्मिताये विशींची संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. शणै गोंयबाबांच्या वेंचीक साहित्याचो अभ्यास करून तातूंतल्यान अस्मिताये पासत दिल्ल्या योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान विद्यार्थ्यांक गोंयची समाजीक जडण घडण हांचेविशीं म्हायती मेळिल्ल्यान तांकां गोंय आनी गोंयकारपण समजून घेवपाक आधार जातलो.
2. आपली निजाची संस्कृताय आनी ताची वळख विद्यार्थ्यांक जातली.
3. आपले खाशेले संस्कृतायेचो अभ्यास बरेतरेन केल्ल्यान हेर समाजांतल्या लोकांकडेन पळेवपाच्या आनी हेर वेव्हारांत विशालतायेची नदर विद्यार्थ्यांक येतली.
4. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान अस्मिताये पासत दिल्ल्या योगदानाची म्हायती मेळटली.

**No. of Hours: 4 Hours per week**

### अभ्यासक्रम :

1. संकल्पनांची सिद्धांतीक म्हायती (15 तासिका)
  - अ. समाज
  - आ. संस्कृताय
  - इ. व्यक्ती आनी व्यक्तिमत्व
  - ई. अस्मिताय
2. शणै गोंयबाबांचो जल्म, भुरगेंपण आनी शिक्षण (15 तासिका)
  - अ. जल्म
  - आ. भुरगेंपण
  - इ. शिक्षण
3. भाशीक, इतिहासीक आनी संशोधनात्मक साहित्यीक वावराची वळख (15 तासिका)
4. तेदेवेळची समाजीक आनी राजकी परिस्थिती (15 तासिका)

### संदर्भ ग्रंथ -

1. नायक, भिकू बोमी. (संपादक) युगपुरुश शणै गोंयबाब : एक परिचर्चा. खोर्ली गोंय : जैत प्रकाशन, 2005.
2. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 1. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
3. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 2. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
4. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 3. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
5. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 4. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
6. दुबे, श्यामचरण, भारतीय समाज. अणकार केणी चंद्रकांत, नॅशनल बुक ट्रस्ट, इंडिया, नवी दिल्ली 1999.
7. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.

## पुरवणी वाचन

1. सोद. कोंकणी रिसर्च बुलेटीन -7. तॉमास स्टीवन्स कोंकणी केंद्र, पर्वरी, गोंय-2004, 46-56 page.
2. खेडेकर, विनायक: *लोकसरीता – गोमंतकीय जीवनाचा समय अभ्यास*, कला अकादमी, पणजी गोवा, 1993.
3. सावित्री चन्द्र शोभा: *समाज और संस्कृती*. नॅशनल पब्लिशिंग हावस, नई दिल्ली, 1976.

**F.Y.B.A. (Semester – I)**  
**Optional Course**

**Course Title:** कोंकणी भाशेचो वेव्हारीक अभ्यास

(Functional Study of Konkani Language)

**Course Code:** -

**Marks:** 100

**Credits:** 4

**Objectives:**

1. कोंकणी व्याकरण आनी शुद्धलेखनाचो अभ्यास करप.
2. कोंकणी भाशेचीं खाशेलपणां शिकोवप.
3. कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करप.
4. अनुवाद कोंकणींतल्यान इंग्लीशींत आनी इंग्लीशींतल्यान कोंकणींत.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी व्याकरण आनी शुद्धलेखन शिकतले.
2. कोंकणी भाशेचीं खाशेलपणां विद्यार्थी शिकतले.
3. विद्यार्थी कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करतले.
4. विद्यार्थी कोंकणी आनी इंग्लीशींतल्यान अनुवाद करपाक शिकतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**1. कोंकणी भाशेचीं खाशेलपणां आनी व्याकरणीक अभ्यास (10 तासिका)**

- अ) कोंकणी भाशीची वळख
- आ) कोंकणी व्याकरणाची वळख
- इ) कोंकणी शुद्धलेखनाचे नेम

**2. कोंकणीचो वेव्हारीक अभ्यास (पयलो वांटो) (20 तासिका)**

- अ. घरगुती पत्रवेव्हार
- आ. आमंत्रण पत्रिकांचें लेखन
- इ. प्रशासकीय पत्रवेव्हार (थळाव्यो स्वराज्य आनी भाशीक संस्था)
- ई. अनुवाद करप (कोंकणींतल्यान इंग्लीशींत, मराठींत आनी हिंदींत  
तशेंच संबंदीत भासांतल्यान कोंकणींत)



3. कोंकणीचो वेव्हारीक अभ्यास (दुसरो वांटो) (20 तासिका)

- अ. जायरात लेखन (वृत्तपत्रां खातीर)
- आ. जायरात लेखन (टि.वी. आनी रेडिओ खातीर)
- इ. सुचोवणी फलक (भौशीक आनी शासकीय)

4. परिभाशीक उतरावळ आनी अनुवाद (05 तासिका)

5. विंगड विंगड कोंकणी कार्यावळींनी वांटेकार जावन नियाळ बरोवप / सादर करप (05 तासिका)

टीप – सी. ए. खातीर साबार भौशीक आनी शासकीय आस्थापनांक पत्रां बरोवंक लावंचीं  
- सुचोवणी फलकांक धरून स्वाध्याय बरोवंक लावंचो.

संदर्भ ग्रंथ

1. कोंकणी शुद्धलेखनाचे नेम. गोवा कोंकणी अकादेमी, पणजी गोंय, 2015.
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3. बोरकार जयवंत सुरेश. कोंकणी व्याकरण. कोंकणी भाशा मंडळ, 2012.
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7. कुळकर्णी, बि. बि. संभाषण कला. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
8. श्रीवास्तव, मदन मोहन. शिक्षा के दार्शनिक परिपेक्ष. वंदना प्रकाशन, 2007.

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1. Seely John. *Writing and Speaking*. Orient Blackswan Private Limited, 2011.
2. वाळके मो रा. *सुगम मराठी व्याकरण लेखन*. नितीन प्रकाशन, 2010.

**F.Y.B.A. (Semester – II)**

**Core Course**

**Course Title: कोंकणी चळवळीचो इतिहास - एक वळख**

(1858 वर्स ते 1992 वर्स मेरेनचो काळ)

(Outline History of Konkani Movement)

(Period from 1858 till 1992)

**Course Code: KON-II.C-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी-मराठी चळवळीच्या वा भाशावादाच्या मुळाचो अभ्यास करप.
2. कोंकणी चळवळींतल्या गोंय मुक्ती आदल्या साबार स्थित्यंतरांचो नियाळ करप.
3. कोंकणी चळवळींतल्या गोंय मुक्ती उपरांतच्या साबार आंदोलनांचो अभ्यास करप.
4. कोंकणी चळवळींतल्या संस्थात्मक आनी वैयक्तीक योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी-मराठी संघर्शाच्या साबार कारणांची वळख विद्यार्थ्यांक जातली.
2. गोंय मुक्ती आदल्या आनी उपरांतच्या कोंकणी चळवळीचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 1961 ते 1992 मेरेनच्या कोंकणी चळवळींतलीं साबार तासां विद्यार्थ्यांक कळटलीं.
4. कोंकणी चळवळींत संस्थांनी आनी व्यक्तींनी दिल्लें योगदान कळटलें.

**अभ्यासक्रम :**

**1. कोंकणीचे संघटनात्मक चळवळीचो इतिहास (15 तासिका)**

- अखिल भारतीय कोंकणी परिशदेची स्थापणूक आनी कार्य
- कोंकणी भाशा मंडळ मुंबय : स्थापणूक आनी वावर
- 1950 च्या दशकांत मुंबय शारांत चलिल्ली कोंकणी चळवळ  
(गोंय, महाराष्ट्र, कर्नाटकांतल्या कोंकणी भाशिकांच्या संदर्भांत)
- कोंकणीची संस्कृतीक चळवळ (संगीत, नाटक, तियात्र मळांवेल्या सेवा संस्थांचें योगदान)

**2. जनमत कौल : कोंकणी अस्मितायेचें इतिहासीक आंदोलन (15 तासिका)**

- जनमत कौलाची फाटभूंय, संकल्पना आनी स्वरूप
- जनमत कौलाचे मुखेल घटनाक्रम आनी राजकारण
- कौलांतलें संस्थात्मक आनी व्यक्तीगत योगदान

### 3. साहित्य अकादेमीची मान्यताय (15 तासिका)

- साहित्य अकादेमी- वळख आनी कार्य
- साहित्य अकादेमींत कोंकणीचे मान्यतायेची मागणी आनी प्रक्रिया
- साहित्य अकादेमीचे मान्यतायेंत कोंकणी संस्थांचें आनी व्यक्तींचें योगदान
- साहित्य अकादेमीचे मान्यतायेंत मराठीचो विरोध आनी राजकारण

### 4. गोंयचें राजभास आंदोलन: निर्णायक पर्व (15 तासिका)

- राजभास आंदोलनांत के. पी. ए. विरुद्ध म. रा. प्र. स.
- राजभास आंदोलनांत पत्रकारितेची भुमिका आनी कार्य
- राजभास आंदोलनांत राजकी पक्षांची भुमिका आनी कार्य
- राजभास आंदोलनांत संस्थात्मक आनी वैयक्तीक योगदान

### संदर्भ ग्रंथ :

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2. मोरास, पाव्लु. *जागरण*. मंगळूर 575003 : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2007.
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6. कालेलकर, काकासाहेब. *पुण्यभूमि गोमंतक*. मंबई 07 : गोमंत भारती प्रकाशन, 1958.
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8. नागवेंकार हरिश्चंद्र. (संपा) *कौल*, पणजी गोंय, गोवा कोंकणी अकादेमी, 2014.
9. काणेकार सदानंद सीताराम. *ओपिनीयन पोल*, सांखळी गोंय, त्रिमूर्ती प्रकाशन, 2005.
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11. Malekandathi, Pius (ed) and Dias, Remy. *Goa in the 20<sup>th</sup> Century- History and Culture*. Panaji Goa, Institute Menezes Braganza, 2008.

### पुरवणी वाचन :

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**F.Y.B.A. (Semester – II)**

**Core Course**

**Course Title: कोंकणी बोलींचो अभ्यास**

(Study of Konkani Dialects)

**Course Code: KON-II.C-4**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास करपाक मदत करप.
2. वेगवेगळ्या बोलींची वळख घडोवन तांचेविशीं जाणविकाय करून घेवपाक आदार करप.
3. बोली ही संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. बोली निर्माण जावपा फाटल्या कारणांचो अभ्यास करप.
5. विद्यार्थ्यांक वेगवेगळ्या वाठारांनी वापरांत आशिल्ल्या बोलींची लागींच्यान वळख घडोवप.
6. वेगवेगळ्या बोलींचो ध्वनीशास्त्राचे नदरेन अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास केल्ल्यान विद्यार्थ्यांक त्यो समजुपाक मदत जातली.
2. आपले निजाचे भाशेच्या बोलींची वळख जाल्ल्यान विद्यार्थ्यांक हेर बोलयो उलोवपी लोकांनी उलयल्ली भास समजून घेवपाक आधार जातलो.
3. बोलींचो आनी त्यो उलोवपी लोकांचें खाशेलेपण कळटलें.

**No. of Hours: 4 Hours per week**

### अभ्यासक्रम :

#### सिध्दांतीक माहिती (20 तासिका)

- बोली संकल्पना स्पष्ट करप
- भास आनी ताचीं खाशेलेपणां

#### प्रत्यक्ष वावर (40 तासिका)

1. वेगवेगळ्या बोलींचो वापर करपी भाशीक पंगडांची माहिती मेळोवप.
2. बोलींचें ऑडियो-विडियो रिकॉर्डिंग करप.
3. नमुने एकठांय करप आनी तांची उलोवपाची खेरीत रीत समजून घेवप.
4. प्रादेशीक वाठारांतल्या वेंचीक बोलींचो अभ्यास करपाक भोंवडेचें आयोजन.

#### संदर्भ ग्रंथ

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2. प्रभुदेसाई, डॉ. वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
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#### पुरवणी वाचन

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5. मालशे. स. गं. *साहित्य सिद्धांत*. मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2002.

**F.Y.B.A. (Semester –II)**

**Optional Course**

**Course Title: कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्य़ां**

(Spoken and Written Skills of Konkani Language)

**Course Code: -**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी भाशेची मुळावी आनी व्याकरणीक वळख विद्यार्थ्यांक करून दिवप.
2. कोंकणी भाशेचीं मौखीक कौशल्य़ां विद्यार्थ्यांक शिकोवप.
3. कोंकणी भाशेचीं लिखीत कौशल्य़ां विद्यार्थ्यांक शिकोवप.
4. वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcome:**

1. कोंकणी विद्यार्थी कोंकणी भाशेंत मौखीक कौशल्य़ां शिकतलो.
2. कोंकणी विद्यार्थी कोंकणीचीं लिखीत कौशल्य़ां अभ्यासतलो.
3. ह्या अभ्यासक्रमांतल्यान छापील आनी इलॅक्ट्रॉनीक प्रसार माध्यमां खातीर बातम्यो सांगपी, निवेदक आनी संपादक तयार जातले.
4. साबार कार्यावळींचें सुत्रसंचालक वा संयोजक तयार जातले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. कोंकणी भाशेच्या मौखीक कौशल्य़ांचो अभ्यास (15 तासिका)**

- कोंकणी भाशेच्या मौखीक कौशल्य़ांची गरज आनी उपयोजन
- विचार आनी मतां अभिव्यक्त करप : एक कला (विचार शुद्धी, भाशाशुद्धी, मुद्दे, मांडावळ)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**2. कोंकणी भाशेच्या लिखीत कौशल्य़ांचो अभ्यास (15 तासिका)**

- कोंकणी भाशेच्या लिखीत कौशल्य़ांची गरज आनी उपयोजन
- विचार आनी मतां शब्दबद्ध करप : एक कला (व्याकरण, शुद्धलेखन, लेखन, कलात्मकता)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

### 3. कोंकणी भाशेचीं कौशल्यां : रेडिओ आनी टि.वी. माध्यमां खातीर (15 तासिका)

- निवेदनाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- वृत्तनिवेदकाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- रेडिओ आनी टि. वी. पासत खाशेले कार्यावळीची निर्मिती करप
- वक्तृत्व आनी नाट्यवाचन

### 4. कोंकणी भाशेचीं कौशल्यां आनी संगणकीय तंत्रज्ञान (15 तासिका)

- कोंकणी टायपसेटींग कौशल्य
- कोंकणी न्यूज लॅटर तयार करपाचें कौशल्य
- पावर पोयंट सादरीकरणाचें कौशल्य
- प्रत्यक्षिकां आनी सादरीकरण

टीप - रेडियो/ टिव्ही पासत कार्यावळ तयार करची.

### संदर्भ ग्रंथ :

1. कालेलकर, ना. गो. भाषा, इतिहास आणि भुगोल. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
2. केळकर, अशोक. वैखरी भाषा आणि भाषा व्यवहार. मुंबई: मॅजिस्टिक बुक स्टॉल, 1983.
3. गांवकार भालचंद्र. कोंकणी भासविज्ञान. किटोर्ले: मित्र प्रकाशन, 1996.
4. घाणेकार दामोदर. अभ्यास कोश. राजहंस, 2009
5. बोरकार जयवंत सुरेश. कोंकणी व्याकरण. कोंकणी भाशा मंडळ, 2012
6. Lima, Edward de. Spoken Konkani (A Self – Learning Guide). Vikram Publication, 2001.
7. Rodrigues Antonio F. X. Sarki Amchi Bhasha Sonpi. Dasya Holistic, Counseling Center, Porvorim, 2003.
8. Borkar S. J. Let's Learn Konkani. Rajhauns Vitran, 2005.

### पुरवणी वाचन :

1. पाटील आनंद. सृजनात्मक लेखन. अरुण जाखडे, 2005.

**S.Y.B.A. (Semester III)**

**Core Course**

**Course Title:** कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास

(Grammatical and Linguistic Study of Konkani)

**Course Code:** KON-III.C-5

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. स्वर आनी व्यंजन हांची म्हायती दिवन वाक्य बांदावळीची वळख घडोवप.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजावन सांगप.
3. भास आनी व्याकरण हांचो संबंद शिकपाक मदत करप.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख घडोवप.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख घडोवप.

**Learning Outcomes:**

1. स्वर आनी व्यंजन हांची म्हायती तशेंच वाक्य बांदावळीची वळख जातली.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजतलें.
3. भास आनी व्याकरण हांचो संबंद समजतलो.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख जातली.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख जातली.

**अभ्यासक्रम:**

**व्याकरण**

1. भास, व्याकरण - संकल्पना आनी गरज (10 तासिका)
2. शब्दाच्यो जाती (05 तासिका)
3. लिंग, वचन, विभक्ती आनी काळ (05 तासिका)
4. वाक्य विचार (05 तासिका)
5. संधी आनी समास (05 तासिका)

**भासविज्ञान**

1. भासविज्ञान – संकल्पना आनी गरज (10 तासिका)
2. भासविज्ञान - अभ्यासाच्यो तरा (08 तासिका)
3. भासविज्ञानाचीं आंगां आनी तांचो अभ्यास (08 तासिका)
4. भासविज्ञान आनी भाशेचें अध्यापन (04 तासिका)



## संदर्भ ग्रंथ :

1. कालेलकर, ना. गो. *भाषा, इतिहास आणि भूगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
2. काळे, कल्याण., सोमण, अंजली. (संपादक) *आधुनिक भाषाविज्ञान. पुणे*: प्रतिमा प्रकाशन, 2003.
3. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
4. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
5. गांवकार, भालचंद्र. *भासविज्ञान*. किटोर्ले बेतोडें, फोंडें गोंय : मित्र प्रकाशन, 1993.
6. दीक्षित, सुर्यप्रकाश. *भाषा प्रयोगिकी एवं भाषा प्रबंधन*. अंसारी रोड, दरयागंज, नई दिल्ली किताबघर प्रकाशन : 2005.
7. बोरकार, सुरेश. *कोंकणी व्याकरण*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1992.
8. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 1*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2003.
9. वाळिंबे, मो. रा. *सुगम मराठी व्याकरण*. बुधवारपेठ पुणे 411002 : नितीन प्रकाशन, 2009
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. सरदेसाय, माधवी. *भासाभास. प्रियोळ फोंडें गोंय*: जाग प्रकाशन, 1993.
12. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54 : वासंतिक प्रकाशन, 1981.
13. Chomsky, Noam. *Aspects of the theory of syntax*. Cambridge Mass: M. I. T. Press, 1965.
14. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
15. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla : A Reprint from *Language and Society in India, Transaction of the Indian Institute of Advance Studies*, Vol. 8. 1969.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी कविता – एक खाशेलो अभ्यास**

(Special Study of Konkani Poetry)

**Course Code: KON-III.E-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. आर्विल्ले कोंकणी कवितेचो अभ्यास करप.
2. कोंकणी कवितेचो आरंभ आनी उदरगत तपासप.
3. कोंकणी कवितेच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी कवींचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कवितेची वळख जातली.
2. कोंकणी कवितेची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी कवितेच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी कवींचो आनी तांच्या कवितांचो अभ्यास करतले.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम :**

**1. कविता एक साहित्य प्रकार (10 तासिका)**

- संकल्पना आनी व्याख्या
- घटक आनी प्रकार

अ. आशय-विशयाचे नदरेन

आ. मांडावळीचे नदरेन

**2. काव्यालंकारांचो अभ्यास (10 तासिका)**

- शब्दालंकार (अनुप्रास, यमक, श्लेष, वक्रोक्ती)
- अर्थालंकार (उत्प्रेक्षा, व्यतिरेक, अनन्वय, रूपक)

**3. आर्विल्ली कोंकणी कविता – आरंभ आनी उदरगत (10 तासिका)**

- आर्विल्ले कोंकणी कवितेचो आरंभ आनी उदरगत.
- आर्विल्ले कोंकणी कवितेंतले मुखेल प्रवाह.

#### 4. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

अ. पयलो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. रमेश वेळुस्कार (दर्या)
2. प्रकाश पाडगांवकार (पुनरार्थोपनिषद)
3. माधव बोरकार (सिम्फनी)
4. युसुफ शेख (रंगघाय)
5. आर्. एस्. भास्कर (युगपरिवर्तनांचो यात्री)

#### 5. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

आ. दुसरो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. मेल्वीन रोड्रीगीस (प्रकृतीचो पास)
2. निलबा खांडेकार (दंडकारण्य)
3. शशिकांत पुनाजी (उमज)
4. नुतन साखरदांडे (पासवर्ड)
5. ग्वादालूप डायस (जलस्थळ)

#### संदर्भ ग्रंथ :

1. गुप्त, गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य - सिध्दांत*, 15-ए, महात्मा गांधी मार्ग, इलाहाबाद : लोकभारती प्रकाशन, 1998.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. देशपांडे, बालशंकर. काव्य विवेचन आणि विश्लेषण. नागपूर 440010 : श्रीवत्स प्रकाशन, 2010.
4. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर : कर्नाटक कोंकणी साहित्य अकादेमी, 2007
5. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Sardesai, Manoharrai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title:** कोंकणी कथेचो खाशेलो अभ्यास

(Special Study of Konkani Short Story)

**Course Code:** KON-III.E-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची वळख घडोवप.
2. कथा ह्या साहित्य प्रकाराची सिध्दांतीक स्वरुपाची वळख घडोवप.
3. कोंकणी कथेच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी कथेचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी कथेच्या मळावेल्या वेंचीक कथांच्या आभ्यासांतल्यान कोंकणी साहित्यांत कथेचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां कथा हो साहित्य प्रकार समजून घेवपाक आदार जातलो.
2. कोंकणी साहित्यांत कथा ह्या साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. विद्यार्थ्यांक कोंकणी कथेच्या मळार वावर करपी वेंचीक कथाकारांचें योगदान समजतलें.
4. कथा बरोवपाची आनी कथेचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम**

1. कथा ह्या साहित्य प्रकाराची सिध्दांतीक म्हायती - (10 तासिका)
2. कोंकणी कथेचो आरंभ आनी उदरगत (05 तासिका)
3. हिंदी आनी मराठी कथेची वळख (05 तासिका)
4. कोंकणींतल्या कांय जेश्ट कथाकारांच्या कथांचो सिध्दांतीक पांवड्यार अभ्यास (20 तासिका)

- अ. चंद्रकांत केणी (व्हंकल पावणी)
- आ. दामोदर मावजो (सपनमोगी)
- इ. मिना काकोडकार (आमी)
- ई. शिला कोळंबकार (गेर)

5. वेंचीक कोंकणी नवकथाकारांच्या कथांचो सिध्दांतीक पांवड्यार अभ्यास (20 तासिका)

- अ. एड्विन जे. एफ, डिसौझा (देवनागरीत पुस्तक नाशिल्ल्यान लिपयांतरीत - कथा घेवंच्यो)
- आ. वसंत भगवंत सावंत (निवलकाणयो)
- आ. भालचंद्र गांवकार (दोंगराचे आवंडे)
- इ. विन्सी क्वादूस (कणसां)

टीप : वयल्या कथाझेल्यांतली दर सेमिस्टरा खातीर एक एक कथा वेंचची.

संदर्भ ग्रंथ –

1. जोशी, सुधा., कथा संपना आणि समिक्षा. मुंबई : मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, 2000.
2. देसाई, सं. श., लेखन कला परिचय, परिमल प्रकाशन औरंगाबाद, 1998.
3. बुडकुले, किरण. साहित्यनियाळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
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5. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश - खंड - 1, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
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8. केणी, चंद्रकांत. व्हंकल पावणी. मडगांव गोंय : कुळागर अक्षर मुद्रा, 2000.
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11. मावजो, दामोदर. सपनमोगी. पाजीफोंड मडगांव गोंय : जाग प्रकाशन, 2014.
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**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी कादंबरेचो खाशेलो अभ्यास**

(Special Study of Konkani Novel)

**Course Code: KON-III.E-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कादंबरी ह्या साहित्य प्रकाराचो सखोल अभ्यास करप.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत शिकप.
3. कोंकणी कादंबरेच्या साबार विशयांची वळख करप.
4. वेंचीक कोंकणी कादंबरेचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कादंबरेचो अभ्यास जातलो.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत कशी जाल्या तें विद्यार्थी शिकतले.
3. विद्यार्थ्यांक कोंकणी कादंबरेच्या प्रवाहांची वळख जातली.
4. विद्यार्थ्यांक वेंचीक कोंकणी कादंबरेचो खोलायेन अभ्यास करपाची संद मेळटली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम :**

1. कादंबरी एक साहित्य प्रकार (10 तासिका)
  - संकल्पना आनी व्याख्या
  - घटक आनी प्रकार
2. भारतीय आनी संवसारीक कादंबरी – एक सुपुल्लो नियाळ (10 तासिका)
  - भारतीय कादंबरेचो सुपुल्लो नियाळ
  - संवसारीक कादंबरेचो सुपुल्लो नियाळ
3. आर्विल्ली कोंकणी कादंबरी – आरंभ आनी उदरगत (10 तासिका)
  - आर्विल्ले कोंकणी कादंबरेचो आरंभ आनी उदरगत
  - आर्विल्ले कोंकणी कादंबरेतले मुखेल प्रवाह
4. वेंचीक कोंकणी कादंबरीकाराचो अभ्यास (05) तासिका)
  - वेंचिल्ल्या लेखकाची साहित्यीक वळख

## 5. वेंचीक कोंकणी कादंबरेचो अभ्यास (25 तासिका)

- 'काळी गंगा' / 'भोगदंड' / 'दिका' हातूंतल्या खंयच्याय एका वेंचीक कादंबरेचो सखोल अभ्यास

- कथानक
- निवेदन
- पात्रचित्रण
- संवाद
- संघर्श
- भाशाशैली
- कादंबरेची समाजशास्त्रीय मोलावणी

### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *अस्तुरी प्रतिमा : मुक्ती उपरांतच्या कोंकणी कादंबरींतली*. फोंडें गोंय : सारा क्रिएशन, 2010.
2. गणोरकर, डहाके, दडकर, भटकळ, वरखेडे (संपादीत). *वाडमयीन संज्ञा – संकल्पना कोश*. ग. रा. भटकळ फाऊंडेशन, मुंबई, 2001.
3. दादेगांवकार, उमा., तडकोडकार, प्रियदर्शिनी., भावे, भुषण. (संपादक) *साहित्य नवनीत*. ताळगांव गोंय : स्नेह प्रकाशन, 1997.
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6. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
7. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
8. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
9. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.
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11. हळर्णकार, तानाजी. (संपादक) *कोंकणी संस्कृती कोश* – खंड – 1, 2. शक्ती नगर, मंगळूर. विश्व कोंकणी केंद्र, 2010.
12. Kidwai. A. R. *Stranger Than Fiction: Images of Islam And Muslims in English fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.
13. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग -1)**

(कथा, कविता आनी कादंबरी)

(Appreciation of Selected Konkani Writings) (Part-1)

**Course Code: KON-III.E-4**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याची स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**देखी खातीर कांय विशय :**

**अ. कोंकणी कविता :**

1. बयाभाव हांची कोंकणी कविता : एक अभ्यास
2. बाकीबाब बोरकार हांच्या काव्यांतलें गोंय
3. डॉ. मनोहरराय सरदेसाय हांच्या कवितेंतलो गोंयचो सैम
4. र. वि. पंडीत हांच्या काव्यांतलो गावडा समाज



5. चा. फ्रां. द कोशत हांच्या कवितेंतली मिशकीलताय / विद्रोह
6. रमेश वेळुस्कार हांच्या कवितेंतलो लोकवेद
7. माधव बोरकार हांचे कवितेचो आशय आनी विशय : एक अध्ययन
8. प्रकाश पाडगांवकार हांच्या काव्यांतली समाजीक जाणीव
9. नयना आडारकार आनी माया खरंगटे हांचे कवितेंतली अस्तुरी
10. नुतन साखरदांडे आनी ग्वादालूप डायस हांच्या काव्याचो तुळात्मक अभ्यास

#### आ. कोंकणी कथा :

1. चंद्रकांत केणी हांच्या कथेंतली स्त्री-प्रतिमा
2. लक्ष्मणराव सरदेसाय हांचे कथेंतलें गांवगिरे जिवीत
3. अच्युत तोटेकार हांचे कथेंतलो ब्राह्मण समाज
4. दामोदर मावजो हांचे कथेंतलो क्रिस्ती समाज
5. मीना काकोडकार हांच्या कथांचो चिकित्सक अभ्यास
6. शीला कोळंबकार हांचे कथेंतलें शारी जिवीत
7. एन्. शिवदास हांचे कथेंतलो गांवगिरो समाज
8. पुंडलीक नायक हांचे कथेंतलो स्त्रीपुरुश संबंद
9. शशांक सिताराम आनी विन्सी क्वाद्रूस हांच्या कथनात्मक साहित्याचो तुळात्मक अभ्यास
10. भालचंद्र गांवकार आनी अजय बुवा हांच्या कथेंतली आधुनीक जिवनशैली

#### इ. कोंकणी नवलिका आनी कादंबरी :

1. *कार्मेलीन* आनी *अच्छेव* : एक तुळात्मक विवेचन
2. महाबळेश्वर सैलाच्या कादंबरेंतलें ग्रामीण जिवीत
3. देविदास कदम हांच्या कादंबरेंतलो तरनाटो आनी ताचें भावविश्व : एक विश्लेशण
4. न. ध. बोरकार हांच्या कादंबरेंतल्यान व्यक्त जावपी भुरग्यांची मानसिकताय
5. *वारें आनी वादळ* तशेंच *क्रिस्तांव घराबो* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
6. हेमा नायक हांच्या कादंबरेंतलें स्त्री-जिवीत : एक अभ्यास
7. अशोक कामत हांच्या कादंबरेंतले तुटत वचपी नातेसंबंद : एक समाजशास्त्रीय अध्ययन
8. वि. जे. पी. सालदाना हांच्या *देवाचे कुर्पेन* आनी *सायबा भोगोस* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
9. विली गोयश आनी बाँवेन्तूर द पियेत्र हांच्या कादंबरेंतलें आधुनीक जिवीत
10. ज्योती कुंकळकार, सुर्या अशोक आनी सुजाता सिंगबाळ हांचे कादंबरेंत येवपी आधुनीक अस्तुरी

#### संदर्भ ग्रंथ :

1. जोशी, सुधा. *कथा : संकल्पना आनी समीक्षा*. खटाववाडी, गिरगांव मुंबई : मौज प्रकाशन, 2000.
2. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन, 1989.

3. पवार, राजय. *कोंकणी कवितेचो इतिहास*. बोरी फोंडें : सानिका प्रॉडक्शन, 2014.
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5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
7. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय : प्राची प्रकाशन, 2010.
8. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. सैल, महाबळेश्वर. *अरण्याकांड*. पाजीफोंड, मडगांव गोंय : जाग प्रकाशन, 2012 (दु. आ.)
11. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.

टिप : वयले विशय सुचयल्यात ते नमुन्या खातीर आसून विद्यार्थ्यांनी अशे तरेचे हेर विशय अभ्यासाक घेवं येतात.

**S.Y.B.A. (Semester – IV)**

**Core Course**

**Course Title: कोंकणी लोकवेदाचो अभ्यास**

(Study of Konkani Folklore)

**Course Code: KON-IV.C-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी लोकवेदाचो सखोल अभ्यास करप.
2. कोंकणी लोकवेदाचे साबार घटक अभ्यासप.
3. कोंकणी लोकवेदाच्या साबार प्रकारांची वळख घडोवप.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी जावची म्हणून भोंवडी करप.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी लोकवेदाचो सखोल अभ्यास करतले.
2. कोंकणी लोकवेदाचे साबार घटक विद्यार्थी अभ्यासतले.
3. विद्यार्थ्यांक कोंकणी लोकवेदाच्या साबार प्रकारांची वळख जातली.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी करपाक विद्यार्थी भोंवडी करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. लोकवेद : संकल्पना आनी स्वरूप (10 तासिका)**

- संकल्पना
- स्वरूप

**2. लोकवेद : व्याख्या आनी घटक (10 तासिका)**

- व्याख्या
- घटक

**3. कोंकणी लोकवेदाच्यो खाशेलतायो (10 तासिका)**

- सांस्कृतीक खाशेलतायो
- भाशीक खाशेलतायो

#### 4. लोकवेदाचे प्रकार (30 तासिका)

##### पयलो वांटो (10 तासिका)

- लोकगीत : लग्न-गीत, होंवयो, आल्लय, मांडो गीत, सोकारत, नमन

##### दुसरो वांटो (10 तासिका)

- लोकनृत्य : धालो, फुगडी, मूसळ नाच, घोडेमोडणी, गोफ, तोणयांमेळ, तालगडी, कुणबी नाच, देखणी, चपय (धनगर नाच)

##### तिसरो वांटो (10 तासिका)

- लोकनाट्य : रणमालें, जागर, कालो

- टीप – 1. गोंयांत वेगवेगळ्या वाठारांनी जावपी सण आनी लोकउत्सव अभ्यासपा खातीर विद्यार्थ्यांची अभ्यास भोंवडी आयोजीत करची.
2. लोकवेद प्रकारांतल्या कांय विशयांचेर विद्यार्थ्यांनी संकलन आनी सादरीकरण करचें (CA) खातीर.

#### संदर्भ ग्रंथ :

1. केरकर, पौर्णीमा. *गोव्यातील धालो उत्सवाचे स्वरूप*. आल्त परवरी गोवा: गोमन्तक मराठी अकादमी, 2011.
2. खेडेकर, विनायक. *गोमंतकीय लोकभाषा*. पणजी गोवा: शारदीय वितरण.
3. खेडेकर, विनायक. *लोकसरिता – गोमन्तकीय जन जीवनाचा समग्र अभ्यास*. कला अकादमी गोवा, 1993.
4. फेर्नांडीस, जुवांव. *गोंयचो आवाज.*, केपें, गोंय : जे. पी. एल. प्रकाशन 2013.
5. नायक, जयंती. *लोकमंथन*. केपें गोंय : राजाई प्रकाशन, 2008
6. नायक, जयंती. *आमोणेचीं धालो गीतां*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1992.
7. नायक, जयंती. *गोंयची लोककला*. केपें गोंय : राजाई प्रकाशन, 2004.
8. नायक, जयंती. *लोकबींब*. पणजी गोंय: गोवा कोंकणी अकोदमी, 1998.
9. नायक, जयंती. *लोकरंग*. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
10. वेरेंकार, श्याम. *गोंयच्या लोकवेदाचो रुपकार*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1991.
11. वेरेंकार, श्याम. *धालो*. बेती वेरें : कोंकण टायम्स प्रकाशन, 1984.
12. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
13. एल. सुनिताबाय. *हिन्दी और कोंकणी लोकसाहित्य का तुलनात्मक अध्ययन*. काक्कनाड कोच्ची, 2010.
14. Khedekar, Vinayak. *Folk Dances of Goa*. Udaipur: West Zone Culture.
15. Pereira, Jose Micael Martins; Da Costa Antonio. *Song of Goa: Crown of Mandos*. Broadway Publishing House, 2010.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी नाटक – एक खाशेलो अभ्यास**

(Special Study of Konkani Drama)

**Course Code: KON-IV.E-5**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी नाटकाचो अभ्यास करप.
2. कोंकणी नाटकांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी नाटकाच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी नाटकाचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक अर्विल्ल्या कोंकणी नाटकाची वळख जातली.
2. कोंकणी नाटकाची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी नाटकाच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी नाटकाचो अभ्यास करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. नाटक एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक
- प्रकार

**2. नाटकाची संवसारीक फाटभूंयेची वळख (10 तासिका)**

- संवसारीक नाट्य परंपरा
- भारतीय नाट्य परंपरा

### 3. कोंकणी नाटक – आरंभ आनी उदरगत (10 तासिका)

- कोंकणी नाटकाचो आरंभ आनी उदरगत
- कोंकणी नाटकांतले मुखेल प्रवाह

### 4. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी नाटकाचो सखोल अभ्यास (30 तासिका)

- अ. *परिक्रमा* - नायक पुंडलीक
- आ. *डॅडी* - कामत बांबोळकार दत्ताराम
- इ. *साद अंतरमनाचो* - वजरीकार प्रकाश
- ई. *काळमाया* - नायक जयंती
- उ. *आमचो हात जगन्नाथ* - पवार राजय

### टीप- नाटकाची सी. डी. दाखोवप, चर्चा करप

#### संदर्भ ग्रंथ :

1. गांवकार, भालचंद्र. *साहित्य एक भासाभास*. किटोलें, बेतोडें : मित्र प्रकाशन, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. नायक, पुंडलीक. *समकालीन कोंकणी एकांकी – संपादक*. साहित्य अकादमी, 2014.
4. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय : गोंय विद्यापीठ, 1999.
7. Bisariya, Subhash. *William Shakespeare Anthony and Cleopatra*. Karol Bhag, New Delhi: Rama Brothers India Pvt. Ltd., 2007.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी तियात्राचो अभ्यास**

(Special Study of Konkani Tiatr)

**Course Code: KON-IV.E-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी तियात्राचो अभ्यास करप .
2. कोंकणी तियात्रांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी तियात्राच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी तियात्राचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ल्या कोंकणी तियात्राची वळख जातली .
2. कोंकणी तियात्राची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी तियात्राच्या साबार प्रवाहांचें आस्वादन करूंक शकतले .
4. विद्यार्थी वेंचीक कोंकणी तियात्राचो अभ्यास करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. तियात्र एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक
- प्रकार

**2. कोंकणी तियात्र – आरंभ आनी उदरगत (10 तासिका)**

- कोंकणी तियात्राचो आरंभ आनी उदरगत.
- कोंकणी तियात्रांतले मुखेल प्रवाह.

3. वेंचीक तियात्रीस्ताचो खोलायेन अभ्यास (10 तासिका)

अ. जुंवाव आगोस्तीन फेर्नाडीस

आ. अनील कुमार

इ. एम्. बॉयर

ई. प्रिन्स जेकब

4. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी तियात्राचो सखोल अभ्यास (30 तासिका)

अ. म्होवाळ विख - कार्दोज तोंमाजीन

आ. उपरांत रोडोन कित्याक उपकारता - माजरेलो विल्मीक्स

इ. भाइयाचो कुसवो - आरावजो मिनीन

ई. रोडो नाका - जॅकोब प्रिन्स

टीप- 1. विद्यार्थ्यांक कोंकणी तियात्रांचे प्रयोग पळोवपाक व्हरप. (सी. ए.)

2. तियात्राची सी. डी. दाखोवप (चर्चा करप)

संदर्भ ग्रंथ :

1. थळी, प्रकाश. *तियात्राचो इतिहास 1892 - 1992*. पणजी गोवा : गोवा कोंकणी अकादेमी, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
4. Cardozo, Felicio. (Editor) *Tiatrancho Jhelo – II*. Panaji Goa: Goa Konkani Academy, 1998.
5. Cardozo, Tomazinho. *Silver Jubilee of Konkani Tiatro*. Panaji Goa: Goa Kala Academy, 1990.
6. Fernandes, André Rafael. *When the Curtains Rise... Understanding Goa's vibrant Konkani theatre*. Panaji Goa: Tiatr Academy of Goa, 2010.
7. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture, Government of Goa, 2000.



**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी निबंदाचो खाशेलो अभ्यास**

(Study of Konkani Essays)

**Course Code: KON-IV.E-7**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद ह्या साहित्य प्रकाराची वळख घडोवप.
2. निबंद साहित्य प्रकाराची सिध्दांतीक स्वरूपाची वळख घडोवप.
3. कोंकणी निबंदाच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी निबंदाचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी निबंद मळावेल्या वेंचीक निबंदांच्या अभ्यासांतल्यान कोंकणी साहित्यांत निबंदाचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां निबंद हो साहित्य प्रकार समजून घेवपाक आधार जातलो.
2. कोंकणी साहित्यांत निबंद साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. कोंकणी निबंदाच्या मळार वावर करपी वेंचीक निबंदकारांचें योगदान समजून घेवपाक विद्यार्थ्यांक आधार जातलो.
4. निबंद बरोवपाची आनी निबंदाचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम**

1. निबंद साहित्य प्रकाराची सिध्दांतीक म्हायती (10 तासिका)
2. संवसारीक पांवड्यार निबंद लेखनाची वळख (05 तासिका)

3. कोंकणी निबंदाचो विकास (10 तासिका)

4. वेंचीक कोंकणी निबंदकारांच्या निबंदांचो अभ्यास (35 तासिका)

1. केळेकार रवींद्र – *सर्जकाची आंतरकथा* (जाग प्रकाशन)
2. नायक दत्ता दामोदर – *जाय काय जूय?* (लोकायत प्रकाशन)
3. पर्येकार प्रकाश – *दवरणें* (भूमी प्रकाशन)
4. मुकेश थळी – *हंसध्वनी* (आनंद प्रकाशन)
5. रोमियो आल्मेदा – *आमोरी आमुरपीकी* (अपूर्वाय प्रकाशन)
6. कृ. म. सुखटणकार – *चिमटे धुमके* (बिम्ब प्रकाशन)
7. नमन धावस्कार- *मुक्त मन* (अमन प्रकाशन)
8. कमलाकर म्हळशी- *ऋतुचक्र* (ओम श्री दत्त पद्मजा प्रकाशन)

टीप - वयर दिल्ल्या साहित्य कृतींतल्या वेंचीक 01 निबंदांचो अभ्यास करप

संदर्भ ग्रंथ –

1. देसाई, सं. श. *लेखन कला परिचय*, परिमल प्रकाशन औरंगाबाद, 1998.
2. भावे, भुषण. *साहित्य विमर्श*. पणजी गोंय : शालिमली प्रकाशन, 2016.
3. भांगी, पांडुरंग. *साहित्य शिल्प*, पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. वेरेंकार, श्याम. (संपादक) *कोंकणी ललित निबंद*. नवी दिल्ली : साहित्य अकादेमी, 1997.
6. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
7. यादव, आनंद. *ललित गद्याचे तात्वीक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास*. पुणे : सुनील अनील मेहता, 1995

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग -2)**

(निबंद, नाटक, तियात्र)

(Appreciation of Selected Konkani Writings) (Part-2)

**Course Code: KON-IV.E-8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**टीप – लेखक, अभ्यासक, वाचक तशेंच हेर जाणकारांलागीं भासाभास करून विद्यार्थ्यांनी स्वाध्याय तयार करचो. (CA) खातीर**

देखी खातीर सकयल दिल्ल्या विशयां भायर हेर विशयांचो आस्पाव करूं येता:

### 1. कोंकणी निबंद -

1. रवीन्द्र केळेकारांच्या वैचारीक निबंदांतली चिंतनशिलताय : एक अभ्यास
2. अ. ना. म्हांबरो हांच्या निबंदांतली मिशकील नदर : एक सोद
3. प्रकाश थळी हांच्या निबंदांचो समाजीक अभ्यास
4. दत्ता दामोदर नायक हांच्या निबंद शैलींतली कलात्मक नदर : एक चिकित्सा
5. दिलीप बोरकार हांच्या निबंदांतलो विचार आनी विनोद : एक विवेचन
6. डॉ. तानाजी हळर्णकार हांच्या निबंदांतलो समाजीक विचार : एक विवेचन
7. मुकेश थळी हांच्या निबंदांतले नवे विचारप्रवाह : एक संशोधन
8. सुमेधा कामत हांची निबंद संपदा : आस्वादन आनी विश्लेशण
9. प्रकाश पर्येकार हांच्या निबंदांतली सैमीक आनी संस्कृतीक गिरेस्तकाय : एक सोद
10. दिनेश मणेरकार हांच्या निबंदांतली समाजीक जाणीव

### 2. कोंकणी नाटक आनी तियात्र -

1. ताची करामत आनी निमित्ताक कारण ह्या नाटकांचो समाजीक अभ्यास
2. पुंडलीक नायक : कोंकणी भाशेंत बरोवपी भारतीय नाटककार
3. पुंडलीक नायकांच्या पुराय नाट्यसंपदेची चिकित्सक अभ्यासणी
4. डॉ. प्रकाश वजरीकार हांच्या नाटकांतली समाजीक जाणविकाय
5. डॉ. राजय पवार हांच्या नाटकांतलो गंभीर विनोद : एक अभ्यास
6. 21 व्या शेंकड्यांतल्या कोंकणी नाटकांतलें स्त्री-जिवन
7. जुंआंव आगोस्तीन फेर्नांडीस हांचे तियात्र : एक रंगमंचीय नियाळ
8. तौमाझीन कार्दोज हांच्या तियात्रांतली समाजीकताय : एक अभ्यास
9. प्रिन्स जॅकोब एक आधुनीक तियात्रिस्त : एक चिकित्सक अभ्यासणी
10. आग्नेल दे बोरी हांच्या तियात्रांचो अभ्यास
11. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतली अस्तुरी प्रतिमा : चर्चा आनी चिकित्सा
12. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतलो विनोद : एक अध्ययन

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1992.
2. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.

3. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 2, 3, 4*. ताळगांव गोंय : गोंय विद्यापीठ, 1997, 1999, 2000.
4. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
5. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture Govt. of Goa, 2000.

**T.Y.B.A. (Semester – V)**

**Core Course**

**Course Title: गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां**

(कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां)

(Important Trends in Post Liberation Konkani Literature)

**Course Code: KON-V.C-7**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी साहित्यांतलीं मुखेल स्थित्यंतरां सोदप.
2. मुखेल साहित्य प्रवाहांचो वेध घेवप.
3. वैचीक साहित्य प्रवाहांचें संकलन करप.
4. मुखेल प्रवाहांची मोलावणी करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं मुखेल स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी साहित्य प्रवाहांचो अभ्यास जातलो.
3. वैचीक कोंकणी साहित्य प्रवाहांचें संकलन जातलें.
4. मुखेल प्रवाहांची मोलावणी जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. कोंकणी काव्याचीं कांय स्थित्यंतरां (20 तासिका)**

अ. र. वि. पंडीत

आ. डॉ. मनोहरराय सरदेसाय

इ. चा. फ्रा. द. कोंशता

ई. रमेश वेळुस्कार

**2. कोंकणी कथेचीं स्थित्यंतरां (20 तासिका)**

अ. चंद्रकांत केणी

आ. गजानन जोग

इ. दामोदर मावजो

ई. एन. शिवदास

### 3. कोंकणी नाटकाचीं स्थित्यंतरां (20 तासिका)

अ. पुंडलीक नायक

आ. दत्ताराम कामत बांबोळकार

इ. डॉ. प्रकाश वजरीकार

ई. डॉ. राजय पवार

#### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नायक, पुंडलीक. *कोंकणी नाट्य स्पर्धेचीं 25 वर्सां*. पणजी गोंय: गोवा कला अकादमी, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बोरकार, माधव. (संपादक) *कोंकणी कवितेचीं पांच दशकां*. कोंकणी भाशा मंडळ, 2010.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय: प्राची प्रकाशन, 2010.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Cardozo, Felicio. *Tiatracho Jhelo II*. Panjim Goa: Goa Konkani Academi, 1998.

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: चित्रपट आनी नाटक आस्वादन**

(Film and Drama Appreciation)

**Course Code: KON-V.E-9**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादानाचें म्हत्व समजावन सांगप.
2. चित्रपट आनी नाटक हांचो संबंद शिकपाक मदत करप.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.
4. चित्रपट आनी नाटकाच्या आस्वादानाची वळख घडोवप.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादानाचें म्हत्व समजतलें.
2. चित्रपट आनी नाटक हांचो संबंद समजतलो.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख जातली.
4. चित्रपट आनी नाटकाच्या आस्वादानाची वळख जातली.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**चित्रपट**

1. चित्रपट, संकल्पना, गरज (05 तासिका)
2. भारतीय चित्रपटाची वळख (05 तासिका)
3. चित्रपटाच्या प्रकारांचो अभ्यास (05 तासिका)
4. चित्रपटाचें आस्वादन (कथा, पटकथा, संकलन, गीत रचना) (05 तासिका)
5. वर्गांत ल्हान फिल्म तयार करप (05 तासिका)
6. माध्यम प्रकारांतरण (05 तासिका)



### सुचोवणी-

1. चित्रपटाचे वेगळे वेगळे प्रकार दाखोवन ताचेर उक्ती भासाभास करची.
2. चित्रपटाच्या मळाचेर वावुरपी अभ्यासकांक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.

### नाटक

1. नाटक, संकल्पना, गरज (05 तासिका)
2. भारतीय नाटकाची वळख - (05 तासिका)
3. नाटकाच्या प्रकारांचो अभ्यास (05 तासिका)
4. नाटकाचें आस्वादन (लेखनाचें आनी सादरीकरणाचें) (10 तासिका)
5. वर्गांत नाटक लेखन करप (05 तासिका)

### सुचोवणी-

1. विद्यार्थ्यांक वेंचीक नाटकां दाखोवन ताचेर उक्ती भासाभास करची.
2. नाटकाच्या मळाचेर वावुरपी अभ्यासक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.
4. महाविद्यालयाच्या नेमाप्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
5. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय: अपुरबाय प्रकाशन, 1996.
2. बोरकार, दिलीप. “कोंकणी नाट्य स्पर्धेक चार दसकां जालीं तरी अशी कशी काय गोठेली”. जाग : एप्रिल, 2016.
3. फळदेसाय, पांडुरंग. *कोंकणी लोकवेदाचें सौंदर्यशास्त्र*. पर्वरी गोंय : सासाय प्रकाशन, 2017.
4. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 2*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
6. Balwant, Gargi. *Theatre in India*. Theatre Arts Books, 1962.

7. Dantas, Isidore. *Konkani Cholchitram*. Uzvaddavpi : Dantas Publication, 2010.
8. Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2015.
9. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. New Delhi: SAGE Publications India, 2012.
10. Rachel, Dwyer and Jerry, Pinto. *Beyond the boundaries of Bollywood: The moving forms of Hindi Cinema*. New Delhi: Oxford, 2011.
11. Viegas, Felinzha. *50 years of Konkani Cinema 1950- 2000*. Konkani Entertainment Vol 1, 2003.
12. D'sa, Mario Cabral, Location Goa. Dept. of Information and Technology, 2006/
13. [www.indiandrama.com](http://www.indiandrama.com)'

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास**

(Social Study of Selected Konkani Novel)

**Course Code: KON-V.E-10**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. साहित्य, भास आनी समाज हांचो संबंध शिकपाक मदत करप.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख घडोवप.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख जातली.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

- अ. समाज आनी समाजवेवस्था. (10 तासिका)
- आ. लोकजीवन आनी लोकसंस्कृताय. (10 तासिका)
- इ. सैम आनी पर्यावरण. (10 तासिका)
- ई. मानवीय संवेदना आनी संघर्श. (10 तासिका)
- उ. स्त्री-पुरुष संबंध (5 तासिका)
- ऊ. लेखकाची समाजीक जाणविकाय. (5 तासिका)
- ऋ. कादंबरेविशीं विद्यार्थ्यांचें सादरीकरण (10 तासिका)

### सुचोवण्यो:

1. विभागान वेंचून काडिल्ल्या आनी कोंकणींत अणकारीत जाल्ल्या कादंबरीचो अभ्यास करचो. (मराठी कन्नड, बंगाली, हिन्दी)
2. कादंबरी लेखकाक / अभ्यासकाक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
3. महाविद्यालयाच्या नेमाप्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
4. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय: जाग प्रकाशन, 1991
3. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडुरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी: प्राची प्रकाशन, 2010.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर: शब्दालय प्रकाशन, 2012.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. भावे, भुषण. *साहित्य विमर्श*. पणजी गोंय : शाल्मिली प्रकाशन, 2016.
11. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.
12. Kdwai A. R. *Stranger than Fiction: Images of Islam and Muslims in English Fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख**

(Introduction of Konkani Literature from Karnataka and Kerala)

**Course Code: KON-V.E-11**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजावन सांगप.
2. कर्नाटक आनी केरळ कोंकणी साहित्य समजून घेवप.
3. कर्नाटक आनी केरळ कोंकणी साहित्याची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजतलें.
2. कर्नाटक आनी केरळ कोंकणी साहित्याविशीं म्हायती समजतली.
3. कर्नाटक आनी केरळ साहित्याची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

1. कर्नाटकांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक
2. कर्नाटकांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)
3. केरळांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक

#### 4. केरळांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)

##### सुचोवण्यो –

1. केरळ आनी कर्नाटक वाठारांतल्या कोंकणी लेखकांक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
2. केरळ आनी कर्नाटक राज्यांत विद्यार्थ्यांची अभ्यास भोंवडी घडोवन हाडची.

##### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन , 1989.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. नायक, जयंती. *अखील भारतीय कोंकणी साहित्य संमेलनाचीं अध्यक्षीय भाशणां*. पणजी गोंय: अखील भारतीय कोंकणी परिशद, 2016.
4. मोरास, पाव्लू. *जागरण*. मंगळूर: कोंकणी संस्थो, सां लुवीस कॉलेज , 2007.
5. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर: कर्नाटक कोंकणी साहित्य अकादमी, 2007.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; म्हाळशी, कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
8. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश : खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Sardesai, Manohar Rai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. – (Semester – V)**

**Elective Course**

**Course Title: कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास**

(Special Study of Multifacet Konkani Personalities)

**Course Code: KON-V.E-12**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक लेखकाच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद शिकपाक मदत करप.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख घडोवप.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक लेखकाच्या साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख जातली.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

- अ. लेखकाचें जीवन आनी ताच्या साहित्यिक वावराचो समग्र अभ्यास जावचो.
- आ. परिक्षक मंडळामुखार पन्नास गुणांखातीर वावराचें सादरीकरण जातलें.
- इ. पन्नास गुणांखातीर विद्यार्थ्यांन सादर केल्ल्या लिखित प्रकल्पाचें मुल्यमापन मार्गदर्शक करतलो.
- ई. फाँट सायज - 12, मंगल फाँट, ए-4 सायज, 1.5 स्पेस, नॉर्मल मार्जीन सेंटिंग.
- उ. पानां- 25 – 30 आदारावळ आनी परिशिष्ट सोडून.

**सुचोवण्यो**

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या लेखकांतल्या खंयच्याय एका लेखकाचो अभ्यास करचो पडटलो.
2. विद्यार्थ्यांक आपल्या आवडीचो कोंकणी लेखक वेंचपाची मेकळीक आसतली.

### संदर्भ ग्रंथ :

1. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ, फोंडें : जाग प्रकाशन, 1991.
2. नायक, भिक्. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें : सानिका प्रॉडक्शन, 2014.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडूरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी साखळी गोंय : प्राची प्रकाशन, 2010.
7. सिरसमकर, मीरा. *नोबेल ललना*. (भाग – 02). सदाशिव पेठ, पुणे : मेहता पब्लिशिंग हाऊस, 2001.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000
10. Sardesai, Manoharra. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.



**T.Y.B.A. (Semester – V)**  
**Interdisciplinary Course**

**Course Title: कोंकणी एकांकी आनी पथनाट्य - एक अभ्यास (भाग – 1)**

(A Study of Konkani One Act Play & Street Play) (Part – 1)

**Course Code: -**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक एकांकी ह्या साहित्य प्रकाराची वळख करप.
2. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणाचें तंत्र शिकोवप.
3. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणांत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी एकांकीचें सादरीकरण करप.

**Learning Outcomes:**

1. विशय घेतिल्ले विद्यार्थी एकांकी ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. संबंदीत विशय घेतिल्ले विद्यार्थी एकांकीच्या सादरीकरणाचें तंत्र शिकतले.
3. विद्यार्थ्यांच्या कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम:**

**1. एकांकी - एक साहित्य प्रकार (10 तासिका)**

- एकांकीची संकल्पना, व्याख्या आनी प्रकार
- एकांकीचे घटक
- संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, संघर्श, शेवट, आदी
- प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नेपथ्य, उजवाडा येवजण, आवजा येवजण, रंगवण, मुस्तायकी आदी

**2. एकांकी – नाट्यकलेचें एक मुखेल साधन (15 तासिका)**

- एकांकीचो आरंभ आनी उदरगत
- एकांकीची भारतीय फाटभूंय
- कोंकणी एकांकीचीं मुखेल स्थित्यंतरां
- एकांकींतली समाजीक लागणूक

### 3. वेंचीक कोंकणी एकांकींचो अभ्यास (25 तासिका)

#### - वेंचीक पांच एकांकींचो संहितेचे नदरेन अभ्यास

1. सरफरोशी की तमन्ना – हनुमंत चोपडेकार
2. भूंयगर्भ – शाबा कुडतडकार
3. उपरें – प्रशांती तळपणकार
4. किळांच – मार्कूस गोन्साल्वीस
5. वळख – कवीन्द्र फळदेसाय

(21 व्या शेंकड्यांतली कोंकणी एकांकी - संपादक – हनुमंत चोपडेकार)

### 4. वेंचीक कोंकणी एकांकीचें वाचन (10 तासिका)

1. अभ्याशिल्ल्या एका एकांकीचो वाचीक अभिनयाचे नदरेन अभ्यास आनी सराव
2. सादरीकरण (नाट्य वाचन)

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. (संपादक) 21 व्या शेंकड्यांतली कोंकणी एकांकी. फोंडें गोंय : पियूश प्र., 2012.
2. गांवकार, भालचंद्र. भासाभास. फोंडें गोंय : मित्र प्रकाशन, 1998.
3. दीक्षित, सुर्यप्रकाश. भाषा प्रयोगिकी एवं भाषा प्रबंधन. अंसारी रोड, दरयागंज, नई दिल्ली : किताबघर प्रकाशन, 2005.
4. नायक, पुंडलीक. कोंकणी नाट्य स्पर्धेचीं 25 वर्सां. पणजी गोंय : गोवा कला अकादमी, 2000.
5. नायक, पुंडलीक. रंगपाट. वळवय फोंडें गोंय : अपुरबाय प्रकाशन, 1992.
6. नायक, पुंडलीक. (संपादक) आधुनीक कोंकणी एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2014.
7. नायक, सत्यावन. जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
8. फळदेसाय, कविन्द्र. सर फुडें. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
9. भगत, दत्ता. मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012. (प्रस्तावना)
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश – खंड – 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
12. Carloni, J. C., Filloux, Jean C. (Editor) Literary Criticism. Daryaganj, New Delhi: National Publication, 1990.
13. Cardozo, Tomazinho., Clara, Jhon. Silver Jubilee of Tiatro Competition. Panjim Goa: Goa Kala Academy, 2000.

**T.Y.B.A. (Semester – VI)**

**Core Course**

**Course Title: भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख**

(Introduction to the Study of Indian and Western Poetics)

**Course Code: KON-VI.C-8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेवप.
2. भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करप.
3. भारतीय काव्यशास्त्राची वळख घडोवप.
4. पाश्चात्य काव्यशास्त्राची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेतले.
2. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करतले.
3. भारतीय काव्यशास्त्राची वळख विद्यार्थ्यांक जातली.
4. पाश्चात्य काव्यशास्त्राची वळख विद्यार्थ्यांक घडटली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. भारतीय काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
2. भारतीय काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. काव्यलक्षणा
  - आ. काव्यप्रयोजना
  - इ. काव्यलंकार
  - ई. रससिद्धांत
3. पाश्चात्य काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
4. पाश्चात्य काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. प्लॅटो
  - आ. ऍरिस्टॉटल

### संदर्भ ग्रंथ :

1. गोविलकर, लिला. *भारतीय साहित्य विचार*. सदाशिवपेठ पुणे : स्नेहवर्धन प्रकाशन, 2003.
2. गुप्त गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य-सिद्धान्त*. इलाहाबाद : लोकभारती प्रकाशन, 1986.
3. तिवारी, बालेन्दू शेखर. *वस्तुनिष्ठ काव्यशास्त्र – सम्पूर्ण भारतीय-पाश्चात्य काव्य चिन्तन*. नई दिल्ली : क्लासिकल पब्लिशिंग कम्पनी, 2015.
4. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर: श्रीवत्स प्रकाशन, 2010.
5. देशपांडे, गणेश त्र्यंबक. *भारतीय साहित्य शास्त्र*. नवी दिल्ली: साहित्य अकादमी, 2016
6. फडके, श्री. शं. *भारतीय साहित्य विचार*. पणजी, गोंय : गोवा कॉकणी अकादेमी, 1999.
7. बुडकुले, किरण. *पश्चिमी समिक्षे केडन इश्टागत*. पणजी गोंय : राजहंस प्रकाशन, 1998.
8. Harmon, William. *Classic Writings on Poetry*. New York: Columbia University Press, 2003.
9. Hobsbaum, Philip. *Metre, Rhythm, and Verse Form*. New York: Routledge, 1996.

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: कोंकणी अध्यापनाची पद्धत**

(Konkani Teaching Methodology)

**Course Code: KON-VI.E-13**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजावन सांगप.
2. अध्ययन आनी अध्यापन पध्दती शिकपाक मदत करप.
3. अध्यापनाच्या आंगांचीं वळख घडोवप.
4. अध्यापनाच्या प्रकारांची वळख घडोवप.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजतलें.
2. अध्ययन आनी अध्यापन समजतलें.
3. अध्यापनाच्या आंगांचीं वळख जातली.
4. अध्यापनाच्या प्रकारांची वळख जातली.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**अध्यापन 1**

1. भाशेचें म्हत्व, आवयभाशेचें म्हत्व (05 तासिका)
2. पाठ नियोजन (08 तासिका)
3. गद्याचें अध्यापन (07 तासिका)
4. स्वाध्याय (05 तासिका)

**अध्यापन 2**

1. कविता (05 तासिका)
2. व्याकरण आनी पत्र (07 तासिका)
3. मुल्यमापन (07 तासिका)
4. विद्यार्थ्यांचें मानस आनी उपचारी अध्ययन (06 तासिका)

### अध्यापन 3

Peer teaching (05 hours)

Practice Teaching (05 hours)

### सुचोवणी-

1. उपक्रम – विद्यार्थ्यांनी सरभोंवतणच्या शाळांनी वचून अध्यापन करचें.
2. एक 'सी. ए.' खातीर शाळेंतलें अध्यापन आस्पावीत करचें.

### संदर्भ ग्रंथ :

1. केळेकार, रवीन्द्र. *नवी शाळा*. प्रियोळ गोंय: जाग प्रकाशन, 1962.
2. भाटीकर, स्नेहलता. *भुरगीं आनी पालक*. मडगांव गोंय: युगवेद प्रकाशन, 1999.
3. लवंदे, वसंत. *कोंकणी भाशेचें अध्यापन*. गोवा कोंकणी अकादेमी: वि, एम, धुमे, 1995.
4. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश: खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
6. Malekandathil, Pius; Dias, Remy. (Ed.) *Goa in the 20<sup>th</sup> Century: History & Culture*. Panaji, Goa: Institute Menezes Braganza, 2008.
7. Varde, P. S. *History of Education in Goa from 1510 to 1975*. Panjim Goa: Directorate of Art and Culture, (second Edition) 2012.
8. <http://en.wikipedia.org>
9. <http://www.languageinindia.com/may2005/motilalnehrrureport1.html> (excerpts)

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास**

(Study of Modern Medias)

**Course Code: KON-VI.E-14**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. प्रसारमाध्यमांचो आरंभ आनी इतिहास समजून घेवप.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी करप.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक शिकोवप.
4. विद्यार्थ्यां मदें कोंकणी प्रसारमाध्यमां खातीर वावर करपाची अभिरुची विकसीत करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक प्रसारमाध्यमांचो आरंभ आनी इतिहासीक फाटभूंय समजतली.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी विद्यार्थी करतले.
3. अर्विल्ल्या प्रसारमाध्यमांचीं साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक कळटलीं
4. कोंकणी प्रसारमाध्यमां खातीर पत्रकार, निवेदक, पटकथा लेखक, बातमी सांगपी आदी तयार जातले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. आर्विल्लीं प्रसारमाध्यमां – एक इतिहासीक आनी शास्त्रीय वळख (10 तासिका)
  - अ. प्रसारमाध्यमां – संकल्पना आनी स्वरूप
  - आ. प्रसारमाध्यमांचो आरंभ – संवसारांत आनी भारतांत
  - इ. प्रसारमाध्यमांची समाजीक गरज
  - ई. प्रसारमाध्यमांचे विंगड विंगड प्रकार – एक वळख
2. कोंकणी छापील प्रसारमाध्यमांचो इतिहास (10 तासिका)
  - अ. कोंकणी नेमाळ्यांचो इतिहास
  - आ. कोंकणी दिसाळ्यांचो इतिहास

3. कौंकणी इलॅक्ट्रॉनीक प्रसारमाध्यमांचो इतिहास (10 तासिका)

- इ. रेडिओ
- ई. एफ. एम्.
- उ. टी. वी. चॅनल

4. छापील आनी इलॅक्ट्रॉनीक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (15 तासिका)

अ. छापील प्रसारमाध्यमां खातीर लेखन कौशल्ल्यां

- बातमी आनी मुखेल स्टोरी बरोवपाचीं कौशल्ल्यां
- लेख बरोवपाचीं कौशल्ल्यां
- मुलाखत लेखन कौशल्ल्यां
- नभोनाट्य लेखन कौशल्ल्यां

आ. इलॅक्ट्रॉनीक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (15 तासिका)

- निवेदन लेखन कौशल्ल्यां
- बातम्यो लेखन आनी संपादन कौशल्ल्यां
- मुलाखती खातीर प्रस्न तयार करपाचीं कौशल्ल्यां
- जायरातीं लेखन कौशल्ल्यां.

संदर्भ ग्रंथ :

1. कसान, संजय. *जनसंपर्क*. पुणे : डायंड प्रकाशन, 2009.
2. दळवी, जयमती(अनुवादक). *भारतातील प्रसारमाध्यमे काल आणि आज*. पुणे: डायमंड प्रकाशन, 2008.
3. पिंगळे, किरण (संपादक). *संवाद कौशल्ये आणि प्रसारमाध्यमे*. जुन्नर पुणे: शब्दश्री प्रकाशन, 2015
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कौंकणी*. पणजी गोंय: राजहंस प्रकाशन, 2013.
5. Ludlow, Ron. *The Essence of Effective Communication*. New Delhi: Prentice Production, 1995
6. Mohan, K.; Banerji, M. *Developing Communication Skills*. New Delhi: Macmillan India, 2005.
7. [http://www.daijiworld.com/news/news\\_disp.asp?n\\_id=59256&n\\_tit=Panaji%3A+Konkani+Cinema](http://www.daijiworld.com/news/news_disp.asp?n_id=59256&n_tit=Panaji%3A+Konkani+Cinema)



**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: कोंकणी लिप्यंतरीत साहित्याचो अभ्यास**

(कन्नड आनी रोमी लिपींतल्यान)

Study of Transliterated Konkani Literature

(From Kannada and Romi Script)

**Course Code: KON-VI.E-15**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख घडोवप.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख घडोवप.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख विद्यार्थ्यांक घडटली.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख विद्यार्थ्यांक घडटली.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. कन्नड लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)
2. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)
  - मूळ कन्नड लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती
    1. देवाच्ये कुर्पेन (कादंबरी) – वि. जे. पी. साल्दाना  
वा
    2. प्रकृतिचो पास (कविता झेलो) – मेल्वीन रोड्रीगस
3. रोमी लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)

#### 4. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)

- मूळ रोमी लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती

1. *ज्वालामुखी* (निबंद झेलो) – ग्वादालूप डायस

वा

2. *खांद* (नवलिका) – विली गोयश

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *साहित्य धारा*. फोंडें गोंय: सारा क्रिएशन, 2016.
2. दुबे, श्यामाचरण. *परंपरा, इतिहास-बोध और संस्कृति*. नई दिल्ली: राधाकृष्ण प्रकाशन, 1995.
3. प्रभुदेसाई, वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
4. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
5. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय: जाग प्रकाशन, 2012.
6. हरिमोहन. *संपादन कला एवं प्रूफ पठन*. दरियागंज नई दिल्ली तक्षशिला प्रकाशन, 1995, 2004.
7. Da Cunha, J. Gerson. *The Konkani Language and Literature*. New Delhi: Asian Educational Services, 1981, 1991.
8. Desai, N. B. *Politics of Script: The Case of Konkani*. (1961 – 1992). Taleigao Goa: Goa University, 2002. (Unpublished Thesis)
9. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: अनुवाद अभ्यास**

(Translation Study)

**Course Code: KON-VIE-16**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अनुवाद तंत्राचो अभ्यास करप.
2. अणकार करपाचें कसब विद्यार्थ्यांक शिकोवप.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव करप.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत करप.

**Learning Outcomes:**

1. अनुवाद तंत्राचो अभ्यास विद्यार्थी करतले.
2. अणकार करपाचें कसब विद्यार्थी शिकतले.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव विद्यार्थी सेगीतपणान करतले.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत जावपाक मदत जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. अनुवाद – एक आधुनीक शास्त्र (10 तासिका)
  - अ. अनुवादाची गरज आनी उपयुक्तताय
  - ब. अनुवाद प्रक्रिया आनी स्वरूप
  - क. अनुवादाचें तंत्र आनी मंत्र
  - ख. अनुवाद एक कौशल्य
2. कोंकणींतली साहित्यीक अनुवादाची परंपरा – एक वळख (10 तासिका)
3. हेर भाशेंतल्यान कोंकणींत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा, नाटक आनी लेख)
4. कोंकणींतल्यान हेर भाशेंत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा आनी लेख)

5. वेंचीक कोंकणी कथेचो / निबंदाचो हेर भाशेंत अनुवाद (10 तासिका)

6. हेर खंयच्याय वेंचीक भाशेंतल्या कथेचो / निबंदाचो कोंकणींत अनुवाद (10 तासिका)

**संदर्भ ग्रंथ :**

1. तिवारी, भोलानाथ; गावा, ओमप्रकाश. *अनुवाद की व्यावहारिक समस्याएँ*. नई दिल्ली: शब्दकार प्रकाशन, 1978.
2. बुडकुले, किरण. *अणकार : आयच्या संदर्भांत एक विचार*. अक्षर सरिता. बिम्ब प्रकाशन, 2009.
3. बुडकुले, किरण; सुर्लेकर, मोहनदास. *कथा दर्पण*. पणजी गोवा: इन्स्टिट्यूट मिनेझिस ब्रागांझा, 2009.
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: रजहंस प्रकाशन, 1999, 2013.
5. माकाशी, सयाजीराजे., नेमाडे, रंजना. *व्यवहारीक मराठी*. बारामती पुणे : शेतकरी साहित्य इर्जिक, 2010.
6. लांडगे, संजय. *उपयोजित मराठी*. शनिवारपेठ पुणे: दिपराज प्रकाशन प्रा. लि., 2011.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक). *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. सिंहल, सुरेश. *अनुवाद अवधारणा और आयाम*. दरयागंज नई दिल्ली: संजय प्रकाशन, 2006.
9. Budkule, Kiran. "Building Bridges accrossLanguages and Culture." *Maping the Mosaic of Culture : Esssays in Language and Literature*.Jaipur : University Book House, 2009

**T.Y.B.A. (Semester –VI)**  
**Interdisciplinary Course**

**Course Title: कोंकणी एकांकी आनी पथनाट्याचो अभ्यास – (भाग - 2)**

(Study of Konkani One Act Play & Street Play) (Part – 2)

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक पथनाट्य ह्या साहित्य प्रकाराची वळख करून दिवप.
2. विद्यार्थ्यां मेरेन पथनाट्यांतली समाजीक जाणीव पावोवप.
3. विद्यार्थ्यांक कोंकणी पथनाट्य निर्मितींत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी पथनाट्याचें सादरीकरण करप.

**Learning Outcomes:**

1. विद्यार्थी पथनाट्य ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. विद्यार्थ्यां मदीं पथनाट्यांतल्यान समाजीक जाणीव निर्माण जातली.
3. विद्यार्थ्यांच्या साबार कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. पथनाट्य - एक साहित्य प्रकार (10 तासिका)**

- पथनाट्याची संकल्पना, व्याख्या आनी प्रकार
- पथनाट्याचे घटक
  - संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, गीतरचना, संघर्श, शेवट, आदी
  - प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नाच, संगीत, रंगवण, मुस्तायकी, आदी

**2. पथनाट्य – आरंभ आनी उदरगत (15 तासिका)**

- संवसारीक पावंड्यार पथनाट्याचो आरंभ आनी उदरगत
- पथनाट्याची भारतीय फाटभूंय आनी मुखेल स्थित्यंतरां
- पथनाट्यांतली समाजीक लागणूक

### 3. वेंचीक कोंकणी पथनाट्यांचो अभ्यास (25 तासिका)

#### - वेंचीक पांच लेखकांच्या पथनाट्यांचो संहितेचे नदरेन अभ्यास

अ. हनुमंत चोपडेकार

आ. सत्यवान नायक

इ. कवीन्द्र फळदेसाय

ई. जयेश राऊत

उ. मनोज कामत

### 4. वेंचीक कोंकणी पथनाट्याचें सादरीकरण (10 तासिका)

#### - अभ्याशिल्ल्या एका पथनाट्याचो प्रयोगाचे नदरेन अभ्यास

अ. अभ्याशिल्ल्या पथनाट्याची निवड आनी नाट्यवाचन

आ. वेंचिल्ल्या प्रयोगक्षम पथनाट्याचो सराव आनी सादरीकरण

#### संदर्भ ग्रंथ :

1. प्रभूदेसाय, संदेश. *रस्तो नाट्य द फस्ट थियेटर. दत्तवाडी सांगे गोंय : संजना पब्लिकेशन्स, 2018.*
2. नायक, पुंडलीक. (संपादक) *आधुनीक कोंकणी एकांकी. नवी, दिल्ली : साहित्य अकादेमी, 2014.*
3. नायक, पुंडलीक. *रंगपाट. वळवय गोंय : अपुरबाय प्रकाशन, 1996.*
4. नायक, सत्यवान. *जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.*
5. फळदेसाय, कविन्द्र. *सर फुडें. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.*
6. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.*
7. भगत, दत्ता. *मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012.*

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**DEPARTMENT OF KONKANI**  
**COURSE STRUCTURE**  
**THREE YEAR B.A. DEGREE COURSE IN KONKANI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>KON-I.C-1</b> कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-I.C-2</b> शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shennoy Goembab towards Konkani Identity)	-----	-----	-----	-----
II	<b>KON-II.C-3</b> कोंकणी चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b> कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	-----	-----	-----	-----
III	<b>KON-III.C-5</b> कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical And Linguistic Study of Konkani)	-----	<b>KON-III.E-1</b> कोंकणी कविता - एक खाशेलो अभ्यास ( Special Study of Konkani Poetry)	<b>KON-III.E-2</b> कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	<b>KON-III.E-3</b> कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel)	<b>KON-III.E-4</b> कोंकणी साहित्याचें आस्वादन (कथा ,कविता आनी कादंबरी) (भाग-1) (Appreciation of Konkani Writings) (Part-1)

IV	<b>KON-IV.C-6</b>  कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)		<b>KON-IV.E-5</b>  कोंकणी नाटक – एक खाशेलो अभ्यास (Special Study of Konkani Drama)	<b>KON-IV.E-6</b>  कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr)	<b>KON-IV.E-7</b>  कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays)	<b>KON-IV.E-8</b>  कोंकणी साहित्याचें आस्वादन (भाग -2) (निबंद, नाटक, तियात्र) (Appreciation of Selected Konkani Writings) (Part-2)
V	<b>KON-V.C-7</b>  गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां) (Important Trends in Post Liberation Konkani Literature)	-----	<b>KON-V.E-9</b>  चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	<b>KON-V.E-10</b>  वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास (Social Study of Selected Konkani Novel)	<b>KON-V.E-11</b>  कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख (Introduction of Konkani Literature from Karnataka and Kerala)	<b>KON-V.E-12</b>  कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास (Special Study of Multifacets Konkani Personalities)
VI	<b>KON-VI.C-8</b>  भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	-----	<b>KON-VI.E-13</b>  कोंकणी अध्यापनाची पद्दत (Konkani Teaching Methodology)	<b>KON-VI.E-14</b>  अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास (Study of Modern Medias)	<b>KON-VI.E-15</b>  कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	<b>KON-VI.E-16</b>  अनुवाद अभ्यास (Translation Study)



SEMESTER	OPTIONAL
I	<b>FC-KON-I</b> कोंकणी वाचन लेखन कौशल्य (Study of Spoken and Written Skills in Konkani)
II	<b>FC-KON-II</b> कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यं (Spoken and Written Skills of Konkani Language)

SEMESTER	GENERIC
I	<b>GEC-KON-I</b> कोंकणी एकांकी आनी पथनाट्य - एक अभ्यास (भाग - 1) (A Study of Konkani One Act Play & Street Play) (Part – 1)
II	<b>GEC-KON-II</b> कोंकणी एकांकी आनी पथनाट्याचो अभ्यास - (भाग - 2) (Study of Konkani One Act Play & Street Play) (Part – 2)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF KONKANI  
APPROVED SYLLABI OF SEMESTER I, II, III, IV, V & VI**

**2019-2020**

**F.Y.B.A. (Semester – I)**

**Core Course**

**Course Title: कोंकणी भास आनी साहित्याचो इतिहास – एक वळख**

(आरंभा साकून 1858 वर्स मेरेनचो काळ)

(Outline History of Konkani Language and Literature)

(From beginning till 1858)

**Course Code: KON-I.C-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. संस्कृत-प्राकृत-अपभ्रंश हे प्रक्रियेंत कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां सोदप.
2. कोंकणी भाशेचो उगम सोदून तिचे मौखीक परंपरेचो अभ्यास करप.
3. 16 व्या शेंकड्या मेरेन मेळपी कोंकणीचे लिखित परंपरेचो नियाळ घेवप.
4. 1858 आदल्या कोंकणी साहित्याच्या एकंदर इतिहासाची अभ्यासणी करप.

**Learning Outcomes:**

1. कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी भाशेचो उगम, तशेंच तिची जडण-घडण कशी जाली हाचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा विद्यार्थ्यांक समजतली.
4. 1858 आदलें कोंकणी साहित्याचें इतिहासीक दायज विद्यार्थ्यांक कळटलें.

**No. of Hours: 4 Hours per week**

## अभ्यासक्रम :

### 1. भारतीय आर्यकुळांतल्या भासांची व्युत्पत्ती आनी कोंकणीचीं स्थित्यंतरां.

(10व्या शेंकड्या मेरेनचीं) (14 तासिका)

- हेर समकालीन भारतीय भासांची व्युत्पत्ती
- कोंकणीची व्युत्पत्ती आनी उगम
- कोंकणीचीं भाशीक आनी संस्कृतीक स्थित्यंतरां
- कोंकणी भाशेची जडण-घडण

### 2. कोंकणी भाशेचे मौखीक परंपरेचो इतिहास (14 तासिका)

- भारतीय आर्य कुळांतल्या भासांची मौखीक परंपरा
- कोंकणीचे मौखीक परंपरेंत कोंकणी उतरावळ
- कोंकणी म्हणी-ओंपारी, वाक्प्रचार
- मौखीक परंपरेंत कोंकणीचें लोकसाहित्य

### 3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा (14 तासिका)

- शिलालेख आनी संबंदीत लिखित पुरावे
- कोंकणी भाशे संदर्भांत मेळपी ग्रंथीक संदर्भ:
  - अ. केरळांतल्या *हॉर्टस इंडिकस मलबारिकस* ग्रंथांतल्या कोंकणी बरपावळीचो अभ्यास
  - आ. कृष्णदास शामा आनी समकालिनांचो लिखित स्वरुपाचो वावर
  - इ. कोंकणीच्या लिखित साहित्या संदर्भांत विद्वानांचीं मतां

### 4. 17 व्या शेंकड्यांत निर्माण जाल्लें कोंकणींतलें धर्मीक साहित्य (9 तासिका)

अ. जेजुईत पाद्री:

1. फा. थॉमस स्टिफन्स
2. फा. दियोग रिबैरू
3. फा. आंतोनियू साल्दान्य
4. फा. मिंगेल द आल्मेदा
5. फा. जुआंव द पेद्रोज

आ. फ्रांसिस्कन पाद्री: (9 तासिका)

1. गाशपार द सा मिंगेल
2. जुआंव द सा मातियश
3. आमदोर द सांत आना
4. इनाझियो आर्का मोनी
5. सिमांव आल्वारीस

### संदर्भ ग्रंथ :

1. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
2. देसाय, श्रीपाद. *कोंकणी भाशेची कुळकथा*. पुणे : सौंदर्यलहरी प्रकाशन, 1990.
3. पेरेरा, जुझे. *कोंकणी मंदाकिनी*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1996.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. Bhave, Bhushan (Editor). *Contribution of Konkani to 'Hortus Indicus Malabaricus' (Seminar Papers)*. Panaji, Goa: Goa Konkani Akademi, 2014.
7. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
8. Katre, S. M. *The Formation of Konkani*. Pune: Deccan College Publication, 1966 (S.E.).

### पुरवणी वाचन :

1. प्रभुदेसाई, वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.  
सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
2. सातोस्कर, बा. द. *गोमन्तक : प्रकृती आणि संस्कृती. खंड – 1*. पुणे : शरद गोगटे, शुभदा-सारस्वत प्रकाशन, 1979, 1988.
3. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
4. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
4. Grierson, George A. *Linguistic Survey of India. Vol. VII. Indo-Aryan Family. Southern Group. Specimens of the Marathi Language*. Calcutta: Office of the Superintendent of Government Printing, India. 1905.

**F.Y.B.A. (Semester – I)**

**Core Course**

**Course Title:** शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान

(Contribution of Shennoy Goembab towards Konkani Identity)

**Course Code:** KON-I.C-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक गोंयच्या समाजीक जिणेची आनी विचारांची वळख घडोवंक मदत करप.
2. शणै गोंयबाबांनी केल्ल्या साहित्याची वळख घडोवन गोंयकारांची विचारीक जडण घडण करपाक तांचें साहित्य कशेतरेन उपेगाक पडलें ताची वळख घडोवप.
3. गोंयकारांची संस्कृतीक आनी अस्मिताये विशींची संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. शणै गोंयबाबांच्या वेंचीक साहित्याचो अभ्यास करून तातूंतल्यान अस्मिताये पासत दिल्ल्या योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान विद्यार्थ्यांक गोंयची समाजीक जडण घडण हांचेविशीं म्हायती मेळिल्ल्यान तांकां गोंय आनी गोंयकारपण समजून घेवपाक आधार जातलो.
2. आपली निजाची संस्कृताय आनी ताची वळख विद्यार्थ्यांक जातली.
3. आपले खाशेले संस्कृतायेचो अभ्यास बरेतरेन केल्ल्यान हेर समाजांतल्या लोकांकडेन पळेवपाच्या आनी हेर वेव्हारांत विशालतायेची नदर विद्यार्थ्यांक येतली.
4. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान अस्मिताये पासत दिल्ल्या योगदानाची म्हायती मेळटली.

**No. of Hours: 4 Hours per week**

### अभ्यासक्रम :

1. संकल्पनांची सिद्धांतीक म्हायती (15 तासिका)
  - अ. समाज
  - आ. संस्कृताय
  - इ. व्यक्ती आनी व्यक्तिमत्व
  - ई. अस्मिताय
2. शणै गोंयबाबांचो जल्म, भुरगेंपण आनी शिक्षण (15 तासिका)
  - अ. जल्म
  - आ. भुरगेंपण
  - इ. शिक्षण
3. भाशीक, इतिहासीक आनी संशोधनात्मक साहित्यीक वावराची वळख (15 तासिका)
4. तेदेवेळची समाजीक आनी राजकी परिस्थिती (15 तासिका)

### संदर्भ ग्रंथ -

1. नायक, भिकू बोमी. (संपादक) युगपुरुश शणै गोंयबाब : एक परिचर्चा. खोर्ली गोंय : जैत प्रकाशन, 2005.
2. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 1. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
3. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 2. पणजी गोंय: गोवा कोंकणी अकादेमी, 2003.
4. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 3. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
5. वर्दे वालावलीकार, शांताराम. (संपादक) समय शणै गोंयबाब खंड - 4. पणजी गोंय: गोवा कोंकणी अकादेमी, 2006.
6. दुबे, श्यामचरण, भारतीय समाज. अणकार केणी चंद्रकांत, नॅशनल बुक ट्रस्ट, इंडिया, नवी दिल्ली 1999.
7. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.

## पुरवणी वाचन

1. सोद. कोंकणी रिसर्च बुलेटीन -7. तॉमास स्टीवन्स कोंकणी केंद्र, पर्वरी, गोंय-2004, 46-56 page.
2. खेडेकर, विनायक: *लोकसरीता – गोमंतकीय जीवनाचा समय अभ्यास*, कला अकादमी, पणजी गोवा, 1993.
3. सावित्री चन्द्र शोभा: *समाज और संस्कृती*. नॅशनल पब्लिशिंग हावस, नई दिल्ली, 1976.

**F.Y.B.A. (Semester – I)**  
**Foundation Course**

**Course Title:** कोंकणी वाचन लेखन कौशल्य

(Study of Spoken and Written Skills in Konkani)

**Course Code:** FC-KON-I

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. ह्या अभ्यासक्रमाच्या माध्यमांतल्यान विद्यार्थ्यांक भाशण कौशल्य शिकोवप.
2. कोंकणी शुद्धलेखन तशेंच कोंकणी संगणकीय तंत्रज्ञान गरजेचें हे पासत कोंकणी टायपसेटींग कौशल्य शिकोवप.
3. कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करप.
4. वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी व्याकरण आनी शुद्धलेखन शिकतले.
2. कोंकणी भाशेचीं खाशेलपणां विद्यार्थी शिकतले.
3. विद्यार्थी कोंकणी भाशेंतल्यान वेव्हारीक लेखनाचो अभ्यास करतले.
4. कोंकणी भाशेक उपयोगी संगणकीय तंत्रज्ञान गरजेचें हे पासत कोंकणी टायपसेटींग कौशल्य शिकतली.

**No. of Hours:** 4 Hours per week

**अभ्यासक्रम:**

1. उलोवप कौशल्यांची वळख आनी म्हत्व (15 तासिका)
2. उलोवप आनी आयकप कौशल्य (15 तासिका)
  - अ. उलोवप आनी आयकपाचें स्वरूप
  - आ. उलोवप आनी आयकपाचें म्हत्व
  - इ. उलोवप आनी आयकपाचो उद्देश
  - ई. उलोवप आनी आयकपाचें खाशेलपण
  - उ. उलोवप आनी आयकपाची कौशल्यां बरे तरेन विकसीत करपाक उपाय



### 3. वाचन कौशल्य (15 तासिका)

- अ. वाचन कौशल्याचें स्वरूप
- आ. वाचन कौशल्याचें म्हत्व
- इ. वाचन कौशल्याचो उद्देश
- ई. वाचन कौशल्याचें खाशेलपण
- उ. वाचन कौशल्य वाचन कौशल्य बरे करेन विकसीत करपाक उपाय

### 4. लेखन कौशल्य (15 तासिका)

- अ. लेखन कौशल्याचें स्वरूप
- आ. लेखन कौशल्याचें म्हत्व
- इ. लेखन कौशल्याचो उद्देश
- ई. लेखन कौशल्याचें खाशेलपण
- उ. लेखन कौशल्य बरे तरेन विकसीत करपाक उपाय

### संदर्भ ग्रंथ

1. घाणेकार दामोदर. *अभ्यास कोश*. राजहंस, 2009.
2. तडकोडकार प्रियदर्शिनी. *कोंकणी परिचय*. गोपाळकृष्ण पाडगांवकर, 2006.
3. देसाई स. शं. *लेखनकला परिचय एक इतिहासीक दृष्टिकोण*. औरंगाबाद, परिमल प्रकाशन, 1998.
4. बोरकार जयवंत सुरेश. *कोंकणी व्याकरण*. कोंकणी भाशा मंडळ, 2012.
5. भावे भूषण आनी हेर. *कारबारी कोंकणी*. राजहंस, 2013.
6. *कोंकणी शुद्धलेखनाचे नेम*. गोवा कोंकणी अकादेमी, पणजी गोंय, 2015.

**F.Y.B.A. (Semester – I)**  
**Generic Elective Course**

**Course Title: कोंकणी एकांकी आनी पथनाट्य - एक अभ्यास (भाग – 1)**

(A Study of Konkani One Act Play & Street Play) (Part – 1)

**Course Code: GEC-KON-I**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक एकांकी ह्या साहित्य प्रकाराची वळख करप.
2. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणाचें तंत्र शिकोवप.
3. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणांत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी एकांकीचें सादरीकरण करप.

**Learning Outcomes:**

1. विशय घेतिल्ले विद्यार्थी एकांकी ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. संबंदीत विशय घेतिल्ले विद्यार्थी एकांकीच्या सादरीकरणाचें तंत्र शिकतले.
3. विद्यार्थ्यांच्या कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम:**

**1. एकांकी - एक साहित्य प्रकार (10 तासिका)**

- एकांकीची संकल्पना, व्याख्या आनी प्रकार
- एकांकीचे घटक
- संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, संघर्श, शेवट, आदी
- प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नेपथ्य, उजवाडा येवजण, आवजा येवजण, रंगवण, मुस्तायकी आदी

**2. एकांकी – नाट्यकलेचें एक मुखेल साधन (15 तासिका)**

- एकांकीचो आरंभ आनी उदरगत
- एकांकीची भारतीय फाटभूंय
- कोंकणी एकांकीचीं मुखेल स्थित्यंतरां
- एकांकींतली समाजीक लागणूक

### 3. वेंचीक कोंकणी एकांकींचो अभ्यास (25 तासिका)

#### - वेंचीक पांच एकांकींचो संहितेचे नदरेन अभ्यास

1. सरफरोशी की तमन्ना – हनुमंत चोपडेकार
2. भूंयगर्भ – शाबा कुडतडकार
3. उपरें – प्रशांती तळपणकार
4. किळांच – मार्कूस गोन्साल्वीस
5. वळख – कवीन्द्र फळदेसाय

(21 व्या शेंकड्यांतली कोंकणी एकांकी - संपादक – हनुमंत चोपडेकार)

### 4. वेंचीक कोंकणी एकांकीचें वाचन (10 तासिका)

1. अभ्याशिल्ल्या एका एकांकीचो वाचीक अभिनयाचे नदरेन अभ्यास आनी सराव
2. सादरीकरण (नाट्य वाचन)

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. (संपादक) 21 व्या शेंकड्यांतली कोंकणी एकांकी. फोंडें गोंय : पियूश प्र., 2012.
2. गांवकार, भालचंद्र. भासाभास. फोंडें गोंय : मित्र प्रकाशन, 1998.
3. दीक्षित, सुर्यप्रकाश. भाषा प्रयोगिकी एवं भाषा प्रबंधन. अंसारी रोड, दरयागंज, नई दिल्ली : किताबघर प्रकाशन, 2005.
4. नायक, पुंडलीक. कोंकणी नाट्य स्पर्धेचीं 25 वर्सां. पणजी गोंय : गोवा कला अकादमी, 2000.
5. नायक, पुंडलीक. रंगपाट. वळवय फोंडें गोंय : अपुरबाय प्रकाशन, 1992.
6. नायक, पुंडलीक. (संपादक) आधुनीक कोंकणी एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2014.
7. नायक, सत्यावन. जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
8. फळदेसाय, कविन्द्र. सर फुडें. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
9. भगत, दत्ता. मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012. (प्रस्तावना)
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश – खंड – 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
12. Carloni, J. C., Filloux, Jean C. (Editor) Literary Criticism. Daryaganj, New Delhi: National Publication, 1990.
13. Cardozo, Tomazinho., Clara, Jhon. Silver Jubilee of Tiatro Competition. Panjim Goa: Goa Kala Academy, 2000.

**F.Y.B.A. (Semester – II)**

**Core Course**

**Course Title: कोंकणी चळवळीचो इतिहास - एक वळख**

(1858 वर्स ते 1992 वर्स मेरेनचो काळ)

(Outline History of Konkani Movement)

(Period from 1858 till 1992)

**Course Code: KON-II.C-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी-मराठी चळवळीच्या वा भाशावादाच्या मुळाचो अभ्यास करप.
2. कोंकणी चळवळींतल्या गोंय मुक्ती आदल्या साबार स्थित्यंतरांचो नियाळ करप.
3. कोंकणी चळवळींतल्या गोंय मुक्ती उपरांतच्या साबार आंदोलनांचो अभ्यास करप.
4. कोंकणी चळवळींतल्या संस्थात्मक आनी वैयक्तीक योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी-मराठी संघर्शाच्या साबार कारणांची वळख विद्यार्थ्यांक जातली.
2. गोंय मुक्ती आदल्या आनी उपरांतच्या कोंकणी चळवळीचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 1961 ते 1992 मेरेनच्या कोंकणी चळवळींतलीं साबार तासां विद्यार्थ्यांक कळटलीं.
4. कोंकणी चळवळींत संस्थांनी आनी व्यक्तींनी दिल्लें योगदान कळटलें.

**अभ्यासक्रम :**

**1. कोंकणीचे संघटनात्मक चळवळीचो इतिहास (15 तासिका)**

- अखिल भारतीय कोंकणी परिशदेची स्थापणूक आनी कार्य
- कोंकणी भाशा मंडळ मुंबय : स्थापणूक आनी वावर
- 1950 च्या दशकांत मुंबय शारांत चलिल्ली कोंकणी चळवळ  
(गोंय, महाराष्ट्र, कर्नाटकांतल्या कोंकणी भाशिकांच्या संदर्भांत)
- कोंकणीची संस्कृतीक चळवळ (संगीत, नाटक, तियात्र मळांवेल्या सेवा संस्थांचें योगदान)

**2. जनमत कौल : कोंकणी अस्मितायेचें इतिहासीक आंदोलन (15 तासिका)**

- जनमत कौलाची फाटभूंय, संकल्पना आनी स्वरूप
- जनमत कौलाचे मुखेल घटनाक्रम आनी राजकारण
- कौलांतलें संस्थात्मक आनी व्यक्तीगत योगदान

### 3. साहित्य अकादेमीची मान्यताय (15 तासिका)

- साहित्य अकादेमी- वळख आनी कार्य
- साहित्य अकादेमींत कोंकणीचे मान्यतायेची मागणी आनी प्रक्रिया
- साहित्य अकादेमीचे मान्यतायेंत कोंकणी संस्थांचें आनी व्यक्तींचें योगदान
- साहित्य अकादेमीचे मान्यतायेंत मराठीचो विरोध आनी राजकारण

### 4. गोंयचें राजभास आंदोलन: निर्णायक पर्व (15 तासिका)

- राजभास आंदोलनांत के. पी. ए. विरुद्ध म. रा. प्र. स.
- राजभास आंदोलनांत पत्रकारितेची भुमिका आनी कार्य
- राजभास आंदोलनांत राजकी पक्षांची भुमिका आनी कार्य
- राजभास आंदोलनांत संस्थात्मक आनी वैयक्तीक योगदान

### संदर्भ ग्रंथ :

1. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
2. मोरास, पाव्लु. *जागरण*. मंगळूर 575003 : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2007.
3. भाटीकार, अरविंद. *वोंवळां यादींचो वळेसर*. पणजी गोंय : युगवेद प्रकाशन, 2012.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
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6. कालेलकर, काकासाहेब. *पुण्यभूमि गोमंतक*. मंबई 07 : गोमंत भारती प्रकाशन, 1958.
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8. नागवेंकार हरिश्चंद्र. (संपा) *कौल*, पणजी गोंय, गोवा कोंकणी अकादेमी, 2014.
9. काणेकार सदानंद सीताराम. *ओपिनीयन पोल*, सांखळी गोंय, त्रिमूर्ती प्रकाशन, 2005.
10. Narayan, Rajan, and D' Cruz, Sharon. *Triumph of Secularism – Battle of the Opinion poll in Goa*. Vasco da Gama, Goa Publication, Pvt. Ltd., 2011.
11. Malekandathi, Pius (ed) and Dias, Remy. *Goa in the 20<sup>th</sup> Century- History and Culture*. Panaji Goa, Institute Menezes Braganza, 2008.

### पुरवणी वाचन :

1. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
2. नागवेंकार, हरिश्चंद्र. *पुरुषोत्तम काकोडकार जिवीत आनी कार्य*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2014.
3. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
4. सौझ, झोतिकु द. *नेहरू आनी गोंय*. पणजी गोंय : राजहंस प्रकाशन, 1996.
5. शहा, घनश्याम. *सामाजिक चळवळी आणि सरकार*. पुणे : डायमंड पब्लिकेशन्स, 2009.
6. हळर्णकार, तानाजी. (मुखेल संपादक) *विश्व कोंकणी परिचय कोश – खंड – 1*. मंगळूर : कोंकणी भास आनी संस्कृती प्रतिष्ठान, 2011.

**F.Y.B.A. (Semester – II)**

**Core Course**

**Course Title: कोंकणी बोलींचो अभ्यास**

(Study of Konkani Dialects)

**Course Code: KON-II.C-4**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास करपाक मदत करप.
2. वेगवेगळ्या बोलींची वळख घडोवन तांचेविशीं जाणविकाय करून घेवपाक आदार करप.
3. बोली ही संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. बोली निर्माण जावपा फाटल्या कारणांचो अभ्यास करप.
5. विद्यार्थ्यांक वेगवेगळ्या वाठारांनी वापरांत आशिल्ल्या बोलींची लागींच्यान वळख घडोवप.
6. वेगवेगळ्या बोलींचो ध्वनीशास्त्राचे नदरेन अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास केल्ल्यान विद्यार्थ्यांक त्यो समजुपाक मदत जातली.
2. आपले निजाचे भाशेच्या बोलींची वळख जाल्ल्यान विद्यार्थ्यांक हेर बोलयो उलोवपी लोकांनी उलयल्ली भास समजून घेवपाक आधार जातलो.
3. बोलींचो आनी त्यो उलोवपी लोकांचें खाशेलेपण कळटलें.

**No. of Hours: 4 Hours per week**

## अभ्यासक्रम :

### सिध्दांतीक माहिती (20 तासिका)

- बोली संकल्पना स्पष्ट करप
- भास आनी ताचीं खाशेलेपणां

### प्रत्यक्ष वावर (40 तासिका)

1. वेगवेगळ्या बोलींचो वापर करपी भाशीक पंगडांची माहिती मेळोवप.
2. बोलींचें ऑडियो-विडियो रिकॉर्डिंग करप.
3. नमुने एकठांय करप आनी तांची उलोवपाची खेरीत रीत समजून घेवप.
4. प्रादेशीक वाठारांतल्या वेंचीक बोलींचो अभ्यास करपाक भोंवडेचें आयोजन.

### संदर्भ ग्रंथ

1. केळेकार, रवीन्द्र. *भौभाशीक भारतांत भाशेचें समाजशास्त्र*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1974.
2. प्रभुदेसाई, डॉ. वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
3. कालेलकर, ना. गो. *भाषा इतिहास आणि भुगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
4. काळे, कल्याण., सोमण, अंजली., (सं) *आधुनीक भाषाविज्ञान*. पुणे : प्रतिमा प्रकाशन, 2003.
5. कुळकर्णी, सु. बा. *कोंकणी भाषा प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
6. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.

### पुरवणी वाचन

1. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla: *A Reprint from Language and a Society in India, Transaction of the Indian Institute of Advance Study*, Vol. 8, 1969.
2. श्रीवास्तव, रवीन्द्रनाथ. *हिंदी भाषा का समाजशास्त्र*. नईदिल्ली : राधाकृष्ण प्रकाशन, 1986.
3. नायक, भिक्. बोमी. (संपा.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
4. देसाई, स.शं. *लेखन कला परिचय*. औरंगाबाद, परिमल प्रकाशन, 1988.
5. मालशे. स. गं. *साहित्य सिद्धांत*. मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2002.

**F.Y.B.A. (Semester –II)**  
**Optional Course**

**Course Title:** कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यां  
(Spoken and Written Skills of Konkani Language)

**Course Code:** FC-KON-II

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी भाशेची मुळावी आनी व्याकरणीक वळख विद्यार्थ्यांक करून दिवप.
2. कोंकणी भाशेचीं मौखीक कौशल्यां विद्यार्थ्यांक शिकोवप.
3. कोंकणी भाशेचीं लिखित कौशल्यां विद्यार्थ्यांक शिकोवप.
4. वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcome:**

1. कोंकणी विद्यार्थी कोंकणी भाशेंत मौखीक कौशल्यां शिकतलो.
2. कोंकणी विद्यार्थी कोंकणीचीं लिखित कौशल्यां अभ्यासतलो.
3. ह्या अभ्यासक्रमांतल्यान छापील आनी इलॅक्ट्रॉनीक प्रसार माध्यमां खातीर बातम्यो सांगपी, निवेदक आनी संपादक तयार जातले.
4. साबार कार्यावळींचें सुत्रसंचालक वा संयोजक तयार जातले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. कोंकणी भाशेच्या मौखीक कौशल्यांचो अभ्यास (15 तासिका)**

- कोंकणी भाशेच्या मौखीक कौशल्यांची गरज आनी उपयोजन
- विचार आनी मतां अभिव्यक्त करप : एक कला (विचार शुद्धी, भाशाशुद्धी, मुद्दे, मांडावळ)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**2. कोंकणी भाशेच्या लिखित कौशल्यांचो अभ्यास (15 तासिका)**

- कोंकणी भाशेच्या लिखित कौशल्यांची गरज आनी उपयोजन
- विचार आनी मतां शब्दबद्ध करप : एक कला (व्याकरण, शुद्धलेखन, लेखन, कलात्मकता)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)



### 3. कोंकणी भाशेचीं कौशल्यां : रेडिओ आनी टि.वी. माध्यमां खातीर (15 तासिका)

- निवेदनाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- वृत्तनिवेदकाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- रेडिओ आनी टि. वी. पासत खाशेले कार्यावळीची निर्मिती करप
- वक्तृत्व आनी नाट्यवाचन

### 4. कोंकणी भाशेचीं कौशल्यां आनी संगणकीय तंत्रज्ञान (15 तासिका)

- कोंकणी टायपसेटींग कौशल्य
- कोंकणी न्यूज लॅटर तयार करपाचें कौशल्य
- पावर पोयंट सादरीकरणाचें कौशल्य
- प्रत्यक्षिकां आनी सादरीकरण

टीप - रेडियो/ टिव्ही पासत कार्यावळ तयार करची.

### संदर्भ ग्रंथ :

1. कालेलकर, ना. गो. *भाषा, इतिहास आणि भुगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
2. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई: मॅजिस्टिक बुक स्टॉल, 1983.
3. गांवकार भालचंद्र. *कोंकणी भासविज्ञान*. किटोर्ले: मित्र प्रकाशन, 1996.
4. घाणेकार दामोदर. *अभ्यास कोश*. राजहंस, 2009
5. बोरकार जयवंत सुरेश. *कोंकणी व्याकरण*. कोंकणी भाशा मंडळ, 2012
6. Lima, Edward de. *Spoken Konkani (A Self – Learning Guide)*. Vikram Publication, 2001.
7. Rodrigues Antonio F. X. *Sarki Amchi Bhasha Sonpi*. Dasya Holistic, Counseling Center, Porvorim, 2003.
8. Borkar S. J. *Let's Learn Konkani*. Rajhauns Vitran, 2005.

### पुरवणी वाचन :

1. पाटील आनंद. *सृजनात्मक लेखन*. अरुण जाखडे, 2005.

**F.Y.B.A. (Semester –II)**  
**Generic Elective Course**

**Course Title: कोंकणी एकांकी आनी पथनाट्याचो अभ्यास – (भाग - 2)**

(Study of Konkani One Act Play & Street Play) (Part – 2)

**Course Code:** GEC-KON-II

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. विद्यार्थ्यांक पथनाट्य ह्या साहित्य प्रकाराची वळख करून दिवप.
2. विद्यार्थ्यां मेरेन पथनाट्यांतली समाजीक जाणीव पावोवप.
3. विद्यार्थ्यांक कोंकणी पथनाट्य निर्मितींत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी पथनाट्याचें सादरीकरण करप.

**Learning Outcomes:**

1. विद्यार्थी पथनाट्य ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. विद्यार्थ्यां मदीं पथनाट्यांतल्यान समाजीक जाणीव निर्माण जातली.
3. विद्यार्थ्यांच्या साबार कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. पथनाट्य - एक साहित्य प्रकार (10 तासिका)**

- पथनाट्याची संकल्पना, व्याख्या आनी प्रकार
- पथनाट्याचे घटक
  - संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, गीतरचना, संघर्श, शेवट, आदी
  - प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नाच, संगीत, रंगवण, मुस्तायकी, आदी

**2. पथनाट्य – आरंभ आनी उदरगत (15 तासिका)**

- संवसारीक पावंड्यार पथनाट्याचो आरंभ आनी उदरगत
- पथनाट्याची भारतीय फाटभूंय आनी मुखेल स्थित्यंतरां
- पथनाट्यांतली समाजीक लागणूक

### 3. वेंचीक कोंकणी पथनाट्यांचो अभ्यास (25 तासिका)

#### - वेंचीक पांच लेखकांच्या पथनाट्यांचो संहितेचे नदरेन अभ्यास

अ. हनुमंत चोपडेकार

आ. सत्यवान नायक

इ. कवीन्द्र फळदेसाय

ई. जयेश राऊत

उ. मनोज कामत

### 4. वेंचीक कोंकणी पथनाट्याचें सादरीकरण (10 तासिका)

#### - अभ्याशिल्ल्या एका पथनाट्याचो प्रयोगाचे नदरेन अभ्यास

अ. अभ्याशिल्ल्या पथनाट्याची निवड आनी नाट्यवाचन

आ. वेंचिल्ल्या प्रयोगक्षम पथनाट्याचो सराव आनी सादरीकरण

#### संदर्भ ग्रंथ :

1. प्रभूदेसाय, संदेश. *रस्तो नाट्य द फस्ट थियेटर. दत्तवाडी सांगे गोंय : संजना पब्लिकेशन्स, 2018.*
2. नायक, पुंडलीक. (संपादक) *आधुनीक कोंकणी एकांकी. नवी, दिल्ली : साहित्य अकादेमी, 2014.*
3. नायक, पुंडलीक. *रंगपाट. वळवय गोंय : अपुरबाय प्रकाशन, 1996.*
4. नायक, सत्यवान. *जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.*
5. फळदेसाय, कविन्द्र. *सर फुडें. दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.*
6. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.*
7. भगत, दत्ता. *मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012.*

**S.Y.B.A. (Semester III)**

**Core Course**

**Course Title:** कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास

(Grammatical and Linguistic Study of Konkani)

**Course Code:** KON-III.C-5

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. स्वर आनी व्यंजन हांची म्हायती दिवन वाक्य बांदावळीची वळख घडोवप.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजावन सांगप.
3. भास आनी व्याकरण हांचो संबंद शिकपाक मदत करप.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख घडोवप.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख घडोवप.

**Learning Outcomes:**

1. स्वर आनी व्यंजन हांची म्हायती तशेंच वाक्य बांदावळीची वळख जातली.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजतलें.
3. भास आनी व्याकरण हांचो संबंद समजतलो.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख जातली.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख जातली.

**अभ्यासक्रम:**

**व्याकरण**

1. भास, व्याकरण - संकल्पना आनी गरज (10 तासिका)
2. शब्दाच्यो जाती (05 तासिका)
3. लिंग, वचन, विभक्ती आनी काळ (05 तासिका)
4. वाक्य विचार (05 तासिका)
5. संधी आनी समास (05 तासिका)

**भासविज्ञान**

1. भासविज्ञान – संकल्पना आनी गरज (10 तासिका)
2. भासविज्ञान - अभ्यासाच्यो तरा (08 तासिका)
3. भासविज्ञानाचीं आंगां आनी तांचो अभ्यास (08 तासिका)
4. भासविज्ञान आनी भाशेचें अध्यापन (04 तासिका)

## संदर्भ ग्रंथ :

1. कालेलकर, ना. गो. *भाषा, इतिहास आणि भूगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
2. काळे, कल्याण., सोमण, अंजली. (संपादक) *आधुनिक भाषाविज्ञान. पुणे*: प्रतिमा प्रकाशन, 2003.
3. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
4. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.
5. गांवकार, भालचंद्र. *भासविज्ञान*. किटोर्ले बेटोडें, फोंडें गोंय : मित्र प्रकाशन, 1993.
6. दीक्षित, सुर्यप्रकाश. *भाषा प्रयोगिकी एवं भाषा प्रबंधन*. अंसारी रोड, दरयागंज, नई दिल्ली किताबघर प्रकाशन : 2005.
7. बोरकार, सुरेश. *कोंकणी व्याकरण*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1992.
8. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 1*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2003.
9. वाळिंबे, मो. रा. *सुगम मराठी व्याकरण*. बुधवारपेठ पुणे 411002 : नितीन प्रकाशन, 2009
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. सरदेसाय, माधवी. *भासाभास. प्रियोळ फोंडें गोंय*: जाग प्रकाशन, 1993.
12. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54 : वासंतिक प्रकाशन, 1981.
13. Chomsky, Noam. *Aspects of the theory of syntax*. Cambridge Mass: M. I. T. Press, 1965.
14. Lyons John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
15. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla : A Reprint from *Language and Society in India, Transaction of the Indian Institute of Advance Studies*, Vol. 8. 1969.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी कविता – एक खाशेलो अभ्यास**

(Special Study of Konkani Poetry)

**Course Code: KON-III.E-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. आर्विल्ले कोंकणी कवितेचो अभ्यास करप.
2. कोंकणी कवितेचो आरंभ आनी उदरगत तपासप.
3. कोंकणी कवितेच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी कवींचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कवितेची वळख जातली.
2. कोंकणी कवितेची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी कवितेच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी कवींचो आनी तांच्या कवितांचो अभ्यास करतले.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम :**

**1. कविता एक साहित्य प्रकार (10 तासिका)**

- संकल्पना आनी व्याख्या
- घटक आनी प्रकार

अ. आशय-विशयाचे नदरेन

आ. मांडावळीचे नदरेन

**2. काव्यालंकारांचो अभ्यास (10 तासिका)**

- शब्दालंकार (अनुप्रास, यमक, श्लेष, वक्रोक्ती)
- अर्थालंकार (उत्प्रेक्षा, व्यतिरेक, अनन्वय, रूपक)

**3. आर्विल्ली कोंकणी कविता – आरंभ आनी उदरगत (10 तासिका)**

- आर्विल्ले कोंकणी कवितेचो आरंभ आनी उदरगत.
- आर्विल्ले कोंकणी कवितेंतले मुखेल प्रवाह.

#### 4. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

अ. पयलो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. रमेश वेळुस्कार (दर्या)
2. प्रकाश पाडगांवकार (पुनरार्थोपनिषद)
3. माधव बोरकार (सिम्फनी)
4. युसुफ शेख (रंगघाय)
5. आर्. एस्. भास्कर (युगपरिवर्तनांचो यात्री)

#### 5. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

आ. दुसरो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. मेल्वीन रोड्रीगीस (प्रकृतीचो पास)
2. निलबा खांडेकार (दंडकारण्य)
3. शशिकांत पुनाजी (उमज)
4. नुतन साखरदांडे (पासवर्ड)
5. ग्वादालूप डायस (जलस्थळ)

#### संदर्भ ग्रंथ :

1. गुप्त, गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य - सिध्दांत*, 15-ए, महात्मा गांधी मार्ग, इलाहाबाद : लोकभारती प्रकाशन, 1998.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. देशपांडे, बालशंकर. काव्य विवेचन आणि विश्लेषण. नागपूर 440010 : श्रीवत्स प्रकाशन, 2010.
4. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर : कर्नाटक कोंकणी साहित्य अकादेमी, 2007
5. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
6. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Sardesai, Manoharrai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title:** कोंकणी कथेचो खाशेलो अभ्यास

(Special Study of Konkani Short Story)

**Course Code:** KON-III.E-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची वळख घडोवप.
2. कथा ह्या साहित्य प्रकाराची सिध्दांतीक स्वरुपाची वळख घडोवप.
3. कोंकणी कथेच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी कथेचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी कथेच्या मळावेल्या वेंचीक कथांच्या आभ्यासांतल्यान कोंकणी साहित्यांत कथेचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कथा ह्या साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां कथा हो साहित्य प्रकार समजून घेवपाक आदार जातलो.
2. कोंकणी साहित्यांत कथा ह्या साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. विद्यार्थ्यांक कोंकणी कथेच्या मळार वावर करपी वेंचीक कथाकारांचें योगदान समजतलें.
4. कथा बरोवपाची आनी कथेचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम**

1. कथा ह्या साहित्य प्रकाराची सिध्दांतीक म्हायती - (10 तासिका)
2. कोंकणी कथेचो आरंभ आनी उदरगत (05 तासिका)
3. हिंदी आनी मराठी कथेची वळख (05 तासिका)
4. कोंकणींतल्या कांय जेश्ट कथाकारांच्या कथांचो सिध्दांतीक पांवड्यार अभ्यास (20 तासिका)



- अ. चंद्रकांत केणी (व्हंकल पावणी)
- आ. दामोदर मावजो (सपनमोगी)
- इ. मिना काकोडकार (आमी)
- ई. शिला कोळंबकार (गेर)

5. वेंचीक कोंकणी नवकथाकारांच्या कथांचो सिध्दांतीक पांवड्यार अभ्यास (20 तासिका)

- अ. एड्विन जे. एफ, डिसौझा (देवनागरीत पुस्तक नाशिल्ल्यान लिपयांतरीत - कथा घेवंच्यो)
- आ. वसंत भगवंत सावंत (निवलकाणयो)
- आ. भालचंद्र गांवकार (दोंगराचे आवंडे)
- इ. विन्सी क्वादूस (कणसां)

टीप : वयल्या कथाझेल्यांतली दर सेमिस्टरा खातीर एक एक कथा वेंचची.

संदर्भ ग्रंथ –

1. जोशी, सुधा., कथा संपना आणि समिक्षा. मुंबई : मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, 2000.
2. देसाई, सं. श., लेखन कला परिचय, परिमल प्रकाशन औरंगाबाद, 1998.
3. बुडकुले, किरण. साहित्यनिर्याळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
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5. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश - खंड - 1, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
6. क्वादूस, विन्सी. कणसां. आर्लेम राय, गोंय : स्नोज प्रकाशन, 2011.
7. काकोडकार, मीना. आमी. विद्यानगर, मडगांव गोंय : दुर्गा प्रकाशन, 2011.
8. केणी, चंद्रकांत. व्हंकल पावणी. मडगांव गोंय : कुळागर अक्षर मुद्रा, 2000.
9. कोळंबकार, शीला. गेर. वळवय, फोंडें गोंय : अपुरबाय प्रकाशन, 2007.
10. गांवकार, भालचंद्र. दोंगराचे आवंडे, सौ. मनुजा भा. गांवकर, मित्र प्राकाशन 2003.
11. मावजो, दामोदर. सपनमोगी. पाजीफोंड मडगांव गोंय : जाग प्रकाशन, 2014.
12. सावंत, वसंत. निवलकाणयो. सावर्डे गोंय : वैशाखी वसंत, 2008.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी कादंबरेचो खाशेलो अभ्यास**

(Special Study of Konkani Novel)

**Course Code: KON-III.E-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कादंबरी ह्या साहित्य प्रकाराचो सखोल अभ्यास करप.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत शिकप.
3. कोंकणी कादंबरेच्या साबार विशयांची वळख करप.
4. वेंचीक कोंकणी कादंबरेचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कादंबरेचो अभ्यास जातलो.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत कशी जाल्या तें विद्यार्थी शिकतले.
3. विद्यार्थ्यांक कोंकणी कादंबरेच्या प्रवाहांची वळख जातली.
4. विद्यार्थ्यांक वेंचीक कोंकणी कादंबरेचो खोलायेन अभ्यास करपाची संद मेळटली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम :**

1. कादंबरी एक साहित्य प्रकार (10 तासिका)
  - संकल्पना आनी व्याख्या
  - घटक आनी प्रकार
2. भारतीय आनी संवसारीक कादंबरी – एक सुपुल्लो नियाळ (10 तासिका)
  - भारतीय कादंबरेचो सुपुल्लो नियाळ
  - संवसारीक कादंबरेचो सुपुल्लो नियाळ
3. आर्विल्ली कोंकणी कादंबरी – आरंभ आनी उदरगत (10 तासिका)
  - आर्विल्ले कोंकणी कादंबरेचो आरंभ आनी उदरगत
  - आर्विल्ले कोंकणी कादंबरेतले मुखेल प्रवाह
4. वेंचीक कोंकणी कादंबरीकाराचो अभ्यास (05) तासिका)
  - वेंचिल्ल्या लेखकाची साहित्यीक वळख

## 5. वेंचीक कोंकणी कादंबरेचो अभ्यास (25 तासिका)

- 'काळी गंगा' / 'भोगदंड' / 'दिका' हातूंतल्या खंयच्याय एका वेंचीक कादंबरेचो सखोल अभ्यास

- कथानक
- निवेदन
- पात्रचित्रण
- संवाद
- संघर्श
- भाशाशैली
- कादंबरेची समाजशास्त्रीय मोलावणी

### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *अस्तुरी प्रतिमा : मुक्ती उपरांतच्या कोंकणी कादंबरींतली*. फोंडें गोंय : सारा क्रिएशन, 2010.
2. गणोरकर, डहाके, दडकर, भटकळ, वरखेडे (संपादीत). *वाडमयीन संज्ञा – संकल्पना कोश*. ग. रा. भटकळ फाऊंडेशन, मुंबई, 2001.
3. दादेगांवकार, उमा., तडकोडकार, प्रियदर्शिनी., भावे, भुषण. (संपादक) *साहित्य नवनीत*. ताळगांव गोंय : स्नेह प्रकाशन, 1997.
4. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय : जाग प्रकाशन, 1992.
5. पंडित, टापरे. *कादंबरी संवाद*. पांडुरंग कॉलनी, एरंडवन, पुणे 411038 : पद्मगंधा प्रकाशन, 2005.
6. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
7. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
8. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
9. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.
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11. हळर्णकार, तानाजी. (संपादक) *कोंकणी संस्कृती कोश* – खंड – 1, 2. शक्ती नगर, मंगळूर. विश्व कोंकणी केंद्र, 2010.
12. Kidwai. A. R. *Stranger Than Fiction: Images of Islam And Muslims in English fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.
13. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग -1)**

(कथा, कविता आनी कादंबरी)

(Appreciation of Selected Konkani Writings) (Part-1)

**Course Code: KON-III.E-4**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याची स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**देखी खातीर कांय विशय :**

**अ. कोंकणी कविता :**

1. बयाभाव हांची कोंकणी कविता : एक अभ्यास
2. बाकीबाब बोरकार हांच्या काव्यांतलें गोंय
3. डॉ. मनोहरराय सरदेसाय हांच्या कवितेंतलो गोंयचो सैम
4. र. वि. पंडीत हांच्या काव्यांतलो गावडा समाज

5. चा. फ्रां. द कोशत हांच्या कवितेंतली मिशकीलताय / विद्रोह
6. रमेश वेळुस्कार हांच्या कवितेंतलो लोकवेद
7. माधव बोरकार हांचे कवितेचो आशय आनी विशय : एक अध्ययन
8. प्रकाश पाडगांवकार हांच्या काव्यांतली समाजीक जाणीव
9. नयना आडारकार आनी माया खरंगटे हांचे कवितेंतली अस्तुरी
10. नुतन साखरदांडे आनी ग्वादालूप डायस हांच्या काव्याचो तुळात्मक अभ्यास

#### आ. कोंकणी कथा :

1. चंद्रकांत केणी हांच्या कथेंतली स्त्री-प्रतिमा
2. लक्ष्मणराव सरदेसाय हांचे कथेंतलें गांवगिरे जिवीत
3. अच्युत तोटेकार हांचे कथेंतलो ब्राह्मण समाज
4. दामोदर मावजो हांचे कथेंतलो क्रिस्ती समाज
5. मीना काकोडकार हांच्या कथांचो चिकित्सक अभ्यास
6. शीला कोळंबकार हांचे कथेंतलें शारी जिवीत
7. एन्. शिवदास हांचे कथेंतलो गांवगिरो समाज
8. पुंडलीक नायक हांचे कथेंतलो स्त्रीपुरुश संबंद
9. शशांक सिताराम आनी विन्सी क्वाद्रूस हांच्या कथनात्मक साहित्याचो तुळात्मक अभ्यास
10. भालचंद्र गांवकार आनी अजय बुवा हांच्या कथेंतली आधुनीक जिवनशैली

#### इ. कोंकणी नवलिका आनी कादंबरी :

1. *कार्मेलीन* आनी *अच्छेव* : एक तुळात्मक विवेचन
2. महाबळेश्वर सैलाच्या कादंबरेंतलें ग्रामीण जिवीत
3. देविदास कदम हांच्या कादंबरेंतलो तरनाटो आनी ताचें भावविश्व : एक विश्लेशण
4. न. ध. बोरकार हांच्या कादंबरेंतल्यान व्यक्त जावपी भुरग्यांची मानसिकताय
5. *वारें आनी वादळ* तशेंच *क्रिस्तांव घराबो* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
6. हेमा नायक हांच्या कादंबरेंतलें स्त्री-जिवीत : एक अभ्यास
7. अशोक कामत हांच्या कादंबरेंतले तुटत वचपी नातेसंबंद : एक समाजशास्त्रीय अध्ययन
8. वि. जे. पी. सालदाना हांच्या *देवाचे कुर्पेन* आनी *सायबा भोगोस* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
9. विली गोयश आनी बाँवेन्तूर द पियेत्र हांच्या कादंबरेंतलें आधुनीक जिवीत
10. ज्योती कुंकळकार, सुर्या अशोक आनी सुजाता सिंगबाळ हांचे कादंबरेंत येवपी आधुनीक अस्तुरी

#### संदर्भ ग्रंथ :

1. जोशी, सुधा. *कथा : संकल्पना आनी समीक्षा*. खटाववाडी, गिरगांव मुंबई : मौज प्रकाशन, 2000.
2. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन, 1989.

3. पवार, राजय. *कोंकणी कवितेचो इतिहास*. बोरी फोंडें : सानिका प्रॉडक्शन, 2014.
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5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. बुडकुले, किरण. *साहित्यनिर्याळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
7. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय : प्राची प्रकाशन, 2010.
8. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. सैल, महाबळेश्वर. *अरण्याकांड*. पाजीफोंड, मडगांव गोंय : जाग प्रकाशन, 2012 (दु. आ.)
11. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.

**टिप :** वयले विशय सुचयल्यात ते नमुन्या खातीर आसून विद्यार्थ्यांनी अशे तरेचे हेर विशय अभ्यासाक घेवं येतात.

**S.Y.B.A. (Semester – IV)**

**Core Course**

**Course Title: कोंकणी लोकवेदाचो अभ्यास**

(Study of Konkani Folklore)

**Course Code: KON-IV.C-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी लोकवेदाचो सखोल अभ्यास करप.
2. कोंकणी लोकवेदाचे साबार घटक अभ्यासप.
3. कोंकणी लोकवेदाच्या साबार प्रकारांची वळख घडोवप.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी जावची म्हणून भोंवडी करप.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी लोकवेदाचो सखोल अभ्यास करतले.
2. कोंकणी लोकवेदाचे साबार घटक विद्यार्थी अभ्यासतले.
3. विद्यार्थ्यांक कोंकणी लोकवेदाच्या साबार प्रकारांची वळख जातली.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी करपाक विद्यार्थी भोंवडी करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. लोकवेद : संकल्पना आनी स्वरूप (10 तासिका)**

- संकल्पना
- स्वरूप

**2. लोकवेद : व्याख्या आनी घटक (10 तासिका)**

- व्याख्या
- घटक

**3. कोंकणी लोकवेदाच्यो खाशेलतायो (10 तासिका)**

- सांस्कृतीक खाशेलतायो
- भाशीक खाशेलतायो

#### 4. लोकवेदाचे प्रकार (30 तासिका)

##### पयलो वांटो (10 तासिका)

- लोकगीत : लग्न-गीत, होंवयो, आल्लय, मांडो गीत, सोकारत, नमन

##### दुसरो वांटो (10 तासिका)

- लोकनृत्य : धालो, फुगडी, मूसळ नाच, घोडेमोडणी, गोफ, तोणयांमेळ, तालगडी, कुणबी नाच, देखणी, चपय (धनगर नाच)

##### तिसरो वांटो (10 तासिका)

- लोकनाट्य : रणमालें, जागर, कालो

- टीप – 1. गोंयांत वेगवेगळ्या वाठारांनी जावपी सण आनी लोकउत्सव अभ्यासपा खातीर विद्यार्थ्यांची अभ्यास भोंवडी आयोजीत करची.
2. लोकवेद प्रकारांतल्या कांय विशयांचेर विद्यार्थ्यांनी संकलन आनी सादरीकरण करचें (CA) खातीर.

#### संदर्भ ग्रंथ :

1. केरकर, पौर्णीमा. *गोव्यातील धालो उत्सवाचे स्वरूप* . आल्त परवरी गोवा: गोमन्तक मराठी अकादमी, 2011.
2. खेडेकर, विनायक. *गोमंतकीय लोकभाषा*. पणजी गोवा: शारदीय वितरण.
3. खेडेकर, विनायक. *लोकसरिता – गोमन्तकीय जन जीवनाचा समग्र अभ्यास*. कला अकादमी गोवा, 1993.
4. फेर्नांडीस, जुवांव. *गोंयचो आवाज.*, केपें, गोंय : जे. पी. एल. प्रकाशन 2013.
5. नायक, जयंती. *लोकमंथन*. केपें गोंय : राजाई प्रकाशन, 2008
6. नायक, जयंती. *आमोणेचीं धालो गीतां*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1992.
7. नायक, जयंती. *गोंयची लोककला*. केपें गोंय : राजाई प्रकाशन, 2004.
8. नायक, जयंती. *लोकबींब*. पणजी गोंय: गोवा कोंकणी अकोदमी, 1998.
9. नायक, जयंती. *लोकरंग*. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
10. वेरेंकार, श्याम. *गोंयच्या लोकवेदाचो रुपकार*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1991.
11. वेरेंकार, श्याम. *धालो*. बेती वेरें : कोंकण टायम्स प्रकाशन, 1984.
12. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
13. एल. सुनिताबाय. *हिन्दी और कोंकणी लोकसाहित्य का तुलनात्मक अध्ययन*. काक्कनाड कोच्ची, 2010.
14. Khedekar, Vinayak. *Folk Dances of Goa*. Udaipur: West Zone Culture.
15. Pereira, Jose Micael Martins; Da Costa Antonio. *Song of Goa: Crown of Mandos*. Broadway Publishing House, 2010.



**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी नाटक – एक खाशेलो अभ्यास**

(Special Study of Konkani Drama)

**Course Code: KON-IV.E-5**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी नाटकाचो अभ्यास करप.
2. कोंकणी नाटकांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी नाटकाच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी नाटकाचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक अर्विल्ल्या कोंकणी नाटकाची वळख जातली.
2. कोंकणी नाटकाची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी नाटकाच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी नाटकाचो अभ्यास करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. नाटक एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक
- प्रकार

**2. नाटकाची संवसारीक फाटभूंयेची वळख (10 तासिका)**

- संवसारीक नाट्य परंपरा
- भारतीय नाट्य परंपरा

### 3. कोंकणी नाटक – आरंभ आनी उदरगत (10 तासिका)

- कोंकणी नाटकाचो आरंभ आनी उदरगत
- कोंकणी नाटकांतले मुखेल प्रवाह

### 4. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी नाटकाचो सखोल अभ्यास (30 तासिका)

- अ. *परिक्रमा* - नायक पुंडलीक
- आ. *डॅडी* - कामत बांबोळकार दत्ताराम
- इ. *साद अंतरमनाचो* - वजरीकार प्रकाश
- ई. *काळमाया* - नायक जयंती
- उ. *आमचो हात जगन्नाथ* - पवार राजय

टीप- नाटकाची सी. डी. दाखोवप, चर्चा करप

संदर्भ ग्रंथ :

1. गांवकार, भालचंद्र. *साहित्य एक भासाभास*. किटोलें, बेतोडें : मित्र प्रकाशन, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. नायक, पुंडलीक. *समकालीन कोंकणी एकांकी – संपादक*. साहित्य अकादमी, 2014.
4. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय : गोंय विद्यापीठ, 1999.
7. Bisariya, Subhash. *William Shakespeare Anthony and Cleopatra*. Karol Bhag, New Delhi: Rama Brothers India Pvt. Ltd., 2007.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी तियात्राचो अभ्यास**

(Special Study of Konkani Tiatr)

**Course Code: KON-IV.E-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी तियात्राचो अभ्यास करप .
2. कोंकणी तियात्राचो आरंभ आनी उदरगत तपासप.
3. कोंकणी तियात्राच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी तियात्राचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ल्या कोंकणी तियात्राची वळख जातली .
2. कोंकणी तियात्राची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी तियात्राच्या साबार प्रवाहांचें आस्वादन करूंक शकतले .
4. विद्यार्थी वेंचीक कोंकणी तियात्राचो अभ्यास करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. तियात्र एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक
- प्रकार

**2. कोंकणी तियात्र – आरंभ आनी उदरगत (10 तासिका)**

- कोंकणी तियात्राचो आरंभ आनी उदरगत.
- कोंकणी तियात्रांतले मुखेल प्रवाह.

3. वेंचीक तियात्रीस्ताचो खोलायेन अभ्यास (10 तासिका)

- अ. जुंवाव आगोस्तीन फेर्नाडीस
- आ. अनील कुमार
- इ. एम्. बॉयर
- ई. प्रिन्स जेकब

4. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी तियात्राचो सखोल अभ्यास (30 तासिका)

- अ. म्होवाळ विख - कार्दोज तोंमाजीन
- आ. उपरांत रोडोन कित्याक उपकारता - माजरेलो विल्मीक्स
- इ. भाड्याचो कुसवो - आरावजो मिनीन
- ई. रोडो नाका - जॅकोब प्रिन्स

टीप- 1. विद्यार्थ्यांक कोंकणी तियात्रांचे प्रयोग पळोवपाक व्हरप. (सी. ए.)

2. तियात्राची सी. डी. दाखोवप (चर्चा करप)

संदर्भ ग्रंथ :

1. थळी, प्रकाश. *तियात्राचो इतिहास 1892 - 1992*. पणजी गोवा : गोवा कोंकणी अकादेमी, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
4. Cardozo, Felicio. (Editor) *Tiatrancho Jhelo – II*. Panaji Goa: Goa Konkani Academy, 1998.
5. Cardozo, Tomazinho. *Silver Jubilee of Konkani Tiatro*. Panaji Goa: Goa Kala Academy, 1990.
6. Fernandes, André Rafael. *When the Curtains Rise... Understanding Goa's vibrant Konkani theatre*. Panaji Goa: Tiatr Academy of Goa, 2010.
7. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture, Government of Goa, 2000.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी निबंदाचो खाशेलो अभ्यास**

(Study of Konkani Essays)

**Course Code: KON-IV.E-7**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद ह्या साहित्य प्रकाराची वळख घडोवप.
2. निबंद साहित्य प्रकाराची सिध्दांतीक स्वरूपाची वळख घडोवप.
3. कोंकणी निबंदाच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी निबंदाचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी निबंद मळावेल्या वेंचीक निबंदांच्या अभ्यासांतल्यान कोंकणी साहित्यांत निबंदाचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां निबंद हो साहित्य प्रकार समजून घेवपाक आधार जातलो.
2. कोंकणी साहित्यांत निबंद साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. कोंकणी निबंदाच्या मळार वावर करपी वेंचीक निबंदकारांचें योगदान समजून घेवपाक विद्यार्थ्यांक आधार जातलो.
4. निबंद बरोवपाची आनी निबंदाचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम**

1. निबंद साहित्य प्रकाराची सिध्दांतीक म्हायती (10 तासिका)
2. संवसारीक पांवड्यार निबंद लेखनाची वळख (05 तासिका)

3. कोंकणी निबंदाचो विकास (10 तासिका)

4. वेंचीक कोंकणी निबंदकारांच्या निबंदांचो अभ्यास (35 तासिका)

1. केळेकार रवींद्र – *सर्जकाची आंतरकथा* (जाग प्रकाशन)
2. नायक दत्ता दामोदर – *जाय काय जूय?* (लोकायत प्रकाशन)
3. पर्येकार प्रकाश – *दवरणें* (भूमी प्रकाशन)
4. मुकेश थळी – *हंसध्वनी* (आनंद प्रकाशन)
5. रोमियो आल्मेदा – *आमोरी आमुरपीकी* (अपूर्वाय प्रकाशन)
6. कृ. म. सुखटणकार – *चिमटे धुमके* (बिम्ब प्रकाशन)
7. नमन धावस्कार- *मुक्त मन* (अमन प्रकाशन)
8. कमलाकर म्हळशी- *ऋतुचक्र* (ओम श्री दत्त पद्मजा प्रकाशन)

टीप - वयर दिल्ल्या दर एके साहित्य कृतींतल्या वेंचीक 01 निबंदाचो अभ्यास करप

संदर्भ ग्रंथ –

1. देसाई, सं. श. *लेखन कला परिचय*, परिमल प्रकाशन औरंगाबाद, 1998.
2. भावे, भुषण. *साहित्य विमर्श*. पणजी गोंय : शालिमली प्रकाशन, 2016.
3. भांगी, पांडुरंग. *साहित्य शिल्प*, पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. वेरेंकार, श्याम. (संपादक) *कोंकणी ललित निबंद*. नवी दिल्ली : साहित्य अकादेमी, 1997.
6. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 1*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
7. यादव, आनंद. *ललित गद्याचे तात्वीक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास*. पुणे : सुनील अनील मेहता, 1995

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग -2)**

(निबंद, नाटक, तियात्र)

(Appreciation of Selected Konkani Writings) (Part-2)

**Course Code: KON-IV.E-8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयाचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रीयेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**टीप – लेखक, अभ्यासक, वाचक तशेंच हेर जाणकारांलागीं भासाभास करून विद्यार्थ्यांनी स्वाध्याय तयार करचो. (CA) खातीर**

देखी खातीर सकयल दिल्ल्या विशयां भायर हेर विशयांचो आस्पाव करूं येता:

### 1. कोंकणी निबंद -

1. रवीन्द्र केळेकारांच्या वैचारीक निबंदांतली चिंतनशिलताय : एक अभ्यास
2. अ. ना. म्हांबरो हांच्या निबंदांतली मिशकील नदर : एक सोद
3. प्रकाश थळी हांच्या निबंदांचो समाजीक अभ्यास
4. दत्ता दामोदर नायक हांच्या निबंद शैलींतली कलात्मक नदर : एक चिकित्सा
5. दिलीप बोरकार हांच्या निबंदांतलो विचार आनी विनोद : एक विवेचन
6. डॉ. तानाजी हळर्णकार हांच्या निबंदांतलो समाजीक विचार : एक विवेचन
7. मुकेश थळी हांच्या निबंदांतले नवे विचारप्रवाह : एक संशोधन
8. सुमेधा कामत हांची निबंद संपदा : आस्वादन आनी विश्लेशण
9. प्रकाश पर्येकार हांच्या निबंदांतली सैमीक आनी संस्कृतीक गिरेस्तकाय : एक सोद
10. दिनेश मणेरकार हांच्या निबंदांतली समाजीक जाणीव

### 2. कोंकणी नाटक आनी तियात्र -

1. ताची करामत आनी निमित्ताक कारण ह्या नाटकांचो समाजीक अभ्यास
2. पुंडलीक नायक : कोंकणी भाशेंत बरोवपी भारतीय नाटककार
3. पुंडलीक नायकांच्या पुराय नाट्यसंपदेची चिकित्सक अभ्यासणी
4. डॉ. प्रकाश वजरीकार हांच्या नाटकांतली समाजीक जाणविकाय
5. डॉ. राजय पवार हांच्या नाटकांतलो गंभीर विनोद : एक अभ्यास
6. 21 व्या शेंकड्यांतल्या कोंकणी नाटकांतलें स्त्री-जिवन
7. जुंआंव आगोस्तीन फेर्नांडीस हांचे तियात्र : एक रंगमंचीय नियाळ
8. तोंमाझीन कार्दोज हांच्या तियात्रांतली समाजीकताय : एक अभ्यास
9. प्रिन्स जॅकॉब एक आधुनीक तियात्रिस्त : एक चिकित्सक अभ्यासणी
10. आग्नेल दे बोरी हांच्या तियात्रांचो अभ्यास
11. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतली अस्तुरी प्रतिमा : चर्चा आनी चिकित्सा
12. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतलो विनोद : एक अध्ययन

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1992.
2. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.



3. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश - खंड – 2, 3, 4. ताळगांव गोंय : गोंय विद्यापीठ, 1997, 1999, 2000.
4. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
5. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture Govt. of Goa, 2000.

**T.Y.B.A. (Semester – V)**

**Core Course**

**Course Title: गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां**

(कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां)

(Important Trends in Post Liberation Konkani Literature)

**Course Code: KON-V.C-7**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी साहित्यांतलीं मुखेल स्थित्यंतरां सोदप.
2. मुखेल साहित्य प्रवाहांचो वेध घेवप.
3. वैचीक साहित्य प्रवाहांचें संकलन करप.
4. मुखेल प्रवाहांची मोलावणी करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं मुखेल स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी साहित्य प्रवाहांचो अभ्यास जातलो.
3. वैचीक कोंकणी साहित्य प्रवाहांचें संकलन जातलें.
4. मुखेल प्रवाहांची मोलावणी जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. कोंकणी काव्याचीं कांय स्थित्यंतरां (20 तासिका)**

अ. र. वि. पंडीत

आ. डॉ. मनोहरराय सरदेसाय

इ. चा. फ्रा. द. कोंशता

ई. रमेश वेळुस्कार

**2. कोंकणी कथेचीं स्थित्यंतरां (20 तासिका)**

अ. चंद्रकांत केणी

आ. गजानन जोग

इ. दामोदर मावजो

ई. एन. शिवदास

### 3. कोंकणी नाटकाचीं स्थित्यंतरां (20 तासिका)

अ. पुंडलीक नायक

आ. दत्ताराम कामत बांबोळकार

इ. डॉ. प्रकाश वजरीकार

ई. डॉ. राजय पवार

#### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नायक, पुंडलीक. *कोंकणी नाट्य स्पर्धेचीं 25 वर्सां*. पणजी गोंय: गोवा कला अकादमी, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बोरकार, माधव. (संपादक) *कोंकणी कवितेचीं पांच दशकां*. कोंकणी भाशा मंडळ, 2010.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय: प्राची प्रकाशन, 2010.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Cardozo, Felicio. *Tiatracho Jhelo II*. Panjim Goa: Goa Konkani Academi, 1998.

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: चित्रपट आनी नाटक आस्वादन**

(Film and Drama Appreciation)

**Course Code: KON-V.E-9**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादानाचें म्हत्व समजावन सांगप.
2. चित्रपट आनी नाटक हांचो संबंद शिकपाक मदत करप.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.
4. चित्रपट आनी नाटकाच्या आस्वादानाची वळख घडोवप.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादानाचें म्हत्व समजतलें.
2. चित्रपट आनी नाटक हांचो संबंद समजतलो.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख जातली.
4. चित्रपट आनी नाटकाच्या आस्वादानाची वळख जातली.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**चित्रपट**

1. चित्रपट, संकल्पना, गरज (05 तासिका)
2. भारतीय चित्रपटाची वळख (05 तासिका)
3. चित्रपटाच्या प्रकारांचो अभ्यास (05 तासिका)
4. चित्रपटाचें आस्वादन (कथा, पटकथा, संकलन, गीत रचना) (05 तासिका)
5. वर्गांत ल्हान फिल्म तयार करप (05 तासिका)
6. माध्यम प्रकारांतरण (05 तासिका)

### सुचोवणी-

1. चित्रपटाचे वेगळे वेगळे प्रकार दाखोवन ताचेर उक्ती भासाभास करची.
2. चित्रपटाच्या मळाचेर वावुरपी अभ्यासकांक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.

### नाटक

1. नाटक, संकल्पना, गरज (05 तासिका)
2. भारतीय नाटकाची वळख - (05 तासिका)
3. नाटकाच्या प्रकारांचो अभ्यास (05 तासिका)
4. नाटकाचें आस्वादन (लेखनाचें आनी सादरीकरणाचें) (10 तासिका)
5. वर्गांत नाटक लेखन करप (05 तासिका)

### सुचोवणी-

1. विद्यार्थ्यांक वेंचीक नाटकां दाखोवन ताचेर उक्ती भासाभास करची.
2. नाटकाच्या मळाचेर वावुरपी अभ्यासक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.
4. महाविद्यालयाच्या नेमाप्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
5. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय: अपुरबाय प्रकाशन, 1996.
2. बोरकार, दिलीप. “कोंकणी नाट्य स्पर्धेक चार दसकां जालीं तरी अशी कशी काय गोठेली”. जाग : एप्रिल, 2016.
3. फळदेसाय, पांडुरंग. *कोंकणी लोकवेदाचें सौंदर्यशास्त्र*. पर्वरी गोंय : सासाय प्रकाशन, 2017.
4. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 2*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
6. Balwant, Gargi. *Theatre in India*. Theatre Arts Books, 1962.

7. Dantas, Isidore. *Konkani Cholchitram*. Uzvaddavpi : Dantas Publication, 2010.
8. Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2015.
9. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. New Delhi: SAGE Publications India, 2012.
10. Rachel, Dwyer and Jerry, Pinto. *Beyond the boundaries of Bollywood: The moving forms of Hindi Cinema*. New Delhi: Oxford, 2011.
11. Viegas, Felinzha. *50 years of Konkani Cinema 1950- 2000*. Konkani Entertainment Vol 1, 2003.
12. D'sa, Mario Cabral, Location Goa. Dept. of Information and Technology, 2006/
13. [www.indiandrama.com](http://www.indiandrama.com)'

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास**

(Social Study of Selected Konkani Novel)

**Course Code: KON-V.E-10**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. साहित्य, भास आनी समाज हांचो संबंध शिकपाक मदत करप.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख घडोवप.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख जातली.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

- अ. समाज आनी समाजवेवस्था (10 तासिका)
- आ. लोकजीवन आनी लोकसंस्कृताय (10 तासिका)
- इ. सैम आनी पर्यावरण (10 तासिका)
- ई. मानवीय संवेदना आनी संघर्श (10 तासिका)
- उ. स्त्री-पुरुष नातें संबंध अभ्यास (5 तासिका)
- ऊ. लेखकाची समाजीक जाणविकाय (5 तासिका)
- ऋ. कादंबरेविशीं विद्यार्थ्यांचें सादरीकरण (10 तासिका)

### सुचोवण्यो:

1. विभागान वेंचून काडिल्ल्या आनी कोंकणींत अणकारीत जाल्ल्या कादंबरीचो अभ्यास करचो. (मराठी कन्नड, बंगाली, हिन्दी)
2. कादंबरी लेखकाक / अभ्यासकाक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
3. महाविद्यालयाच्या नेमाप्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
4. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय: जाग प्रकाशन, 1991
3. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडूरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी: प्राची प्रकाशन, 2010.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर: शब्दालय प्रकाशन, 2012.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. भावे, भुषण. *साहित्य विमर्श*. पणजी गोंय : शाल्मिली प्रकाशन, 2016.
11. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.
12. Kdwai A. R. *Stranger than Fiction: Images of Islam and Muslims in English Fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.



**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख**

(Introduction of Konkani Literature from Karnataka and Kerala)

**Course Code: KON-V.E-11**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजावन सांगप.
2. कर्नाटक आनी केरळ कोंकणी साहित्य समजून घेवप.
3. कर्नाटक आनी केरळ कोंकणी साहित्याची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजतलें.
2. कर्नाटक आनी केरळ कोंकणी साहित्याविशीं म्हायती समजतली.
3. कर्नाटक आनी केरळ साहित्याची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

1. कर्नाटकांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक  
उ. निबंद
2. कर्नाटकांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)
3. केरळांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक  
उ. निबंद

#### 4. केरळांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)

##### सुचोवण्यो –

1. केरळ आनी कर्नाटक वाठारांतल्या कोंकणी लेखकांक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
2. केरळ आनी कर्नाटक राज्यांत विद्यार्थ्यांची अभ्यास भोंवडी घडोवन हाडची.

##### संदर्भ ग्रंथ :

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन , 1989.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. नायक, जयंती. *अखील भारतीय कोंकणी साहित्य संमेलनाचीं अध्यक्षीय भाशणां*. पणजी गोंय: अखील भारतीय कोंकणी परिशद, 2016.
4. मोरास, पाव्लू. *जागरण*. मंगळूर: कोंकणी संस्थो, सां लुवीस कॉलेज , 2007.
5. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर: कर्नाटक कोंकणी साहित्य अकादमी, 2007.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; म्हाळशी, कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
8. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश : खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Sardesai, Manohar Rai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. – (Semester – V)**

**Elective Course**

**Course Title: कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास**

(Special Study of Multifacet Konkani Personalities)

**Course Code: KON-V.E-12**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक लेखकाच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंध शिकपाक मदत करप.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख घडोवप.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक लेखकाच्या साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख जातली.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

- अ. लेखकाचें जीवन आनी ताच्या साहित्यिक वावराचो समग्र अभ्यास जावचो.
- आ. परिक्षक मंडळामुखार पन्नास गुणांखातीर वावराचें सादरीकरण जातलें.
- इ. पन्नास गुणांखातीर विद्यार्थ्यांन सादर केल्ल्या लिखित प्रकल्पाचें मुल्यमापन मार्गदर्शक करतलो.
- ई. फाँट सायज - 12, मंगल फाँट, ए-4 सायज, 1.5 स्पेस, नॉर्मल मार्जीन सेंटिंग.
- उ. पानां- 25 – 30 आदारावळ आनी परिशिष्ट सोडून.

**सुचोवण्यो**

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या लेखकांतल्या खंयच्याय एका लेखकाचो अभ्यास करचो पडटलो.
2. विद्यार्थ्यांक आपल्या आवडीचो कोंकणी लेखक वेंचपाची मेकळीक आसतली.

### संदर्भ ग्रंथ :

1. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ, फोंडें : जाग प्रकाशन, 1991.
2. नायक, भिक्. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें : सानिका प्रॉडक्शन, 2014.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडूरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी साखळी गोंय : प्राची प्रकाशन, 2010.
7. सिरसमकर, मीरा. *नोबेल ललना*. (भाग – 02). सदाशिव पेठ, पुणे : मेहता पब्लिशिंग हाऊस, 2001.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000
10. Sardesai, Manoharra. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. (Semester – VI)**

**Core Course**

**Course Title: भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख**

(Introduction to the Study of Indian and Western Poetics)

**Course Code: KON-VI.C-8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेवप.
2. भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करप.
3. भारतीय काव्यशास्त्राची वळख घडोवप.
4. पाश्चात्य काव्यशास्त्राची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेतले.
2. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करतले.
3. भारतीय काव्यशास्त्राची वळख विद्यार्थ्यांक जातली.
4. पाश्चात्य काव्यशास्त्राची वळख विद्यार्थ्यांक घडटली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. भारतीय काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
2. भारतीय काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. काव्यलक्षणा
  - आ. काव्यप्रयोजना
  - इ. काव्यलंकार
  - ई. रससिद्धांत
3. पाश्चात्य काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
4. पाश्चात्य काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)
  - अ. प्लॅटो
  - आ. ऍरिस्टॉटल

### संदर्भ ग्रंथ :

1. गोविलकर, लिला. *भारतीय साहित्य विचार*. सदाशिवपेठ पुणे : स्नेहवर्धन प्रकाशन, 2003.
2. गुप्त गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य-सिद्धान्त*. इलाहाबाद : लोकभारती प्रकाशन, 1986.
3. तिवारी, बालेन्दू शेखर. *वस्तुनिष्ठ काव्यशास्त्र – सम्पूर्ण भारतीय-पाश्चात्य काव्य चिन्तन*. नई दिल्ली : क्लासिकल पब्लिशिंग कम्पनी, 2015.
4. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर: श्रीवत्स प्रकाशन, 2010.
5. देशपांडे, गणेश त्र्यंबक. *भारतीय साहित्य शास्त्र*. नवी दिल्ली: साहित्य अकादमी, 2016
6. फडके, श्री. शं. *भारतीय साहित्य विचार*. पणजी, गोंय : गोवा कॉकणी अकादेमी, 1999.
7. बुडकुले, किरण. *पश्चिमी समिक्षे केडन इश्टागत*. पणजी गोंय : राजहंस प्रकाशन, 1998.
8. Harmon, William. *Classic Writings on Poetry*. New York: Columbia University Press, 2003.
9. Hobsbaum, Philip. *Metre, Rhythm, and Verse Form*. New York: Routledge, 1996.

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: कोंकणी अध्यापनाची पद्धत**

(Konkani Teaching Methodology)

**Course Code: KON-VI.E-13**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजावन सांगप.
2. अध्ययन आनी अध्यापन पध्दती शिकपाक मदत करप.
3. अध्यापनाच्या आंगांचीं वळख घडोवप.
4. अध्यापनाच्या प्रकारांची वळख घडोवप.
5. शाळेंतल्या विद्यार्थ्यांच्या मानसीकतायेची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजतलें.
2. अध्ययन आनी अध्यापन समजतलें.
3. अध्यापनाच्या आंगांचीं वळख जातली.
4. अध्यापनाच्या प्रकारांची वळख जातली.
5. शाळेंतल्या विद्यार्थ्यांच्या मानसीकतायेची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**अध्यापन 1**

1. भाशेचें म्हत्व, आवयभाशेचें म्हत्व (05 तासिका)
2. पाठ नियोजन (08 तासिका)
3. गद्याचें अध्यापन (07 तासिका)
4. स्वाध्याय (05 तासिका)

**अध्यापन 2**

1. कविता (05 तासिका)
2. व्याकरण आनी पत्र (07 तासिका)
3. मुल्यमापन (07 तासिका)
4. विद्यार्थ्यांचें मानस आनी उपचारी अध्ययन (06 तासिका)

### अध्यापन 3

Peer teaching (05 hours)

Practice Teaching (05 hours)

### सुचोवणी-

1. उपक्रम – विद्यार्थ्यांनी सरभोंवतणच्या शाळांनी वचून अध्यापन करचें.
2. एक 'सी. ए.' खातीर शाळेंतलें अध्यापन आस्पावीत करचें.

### संदर्भ ग्रंथ :

1. केळेकार, रवीन्द्र. *नवी शाळा*. प्रियोळ गोंय: जाग प्रकाशन, 1962.
2. भाटीकर, स्नेहलता. *भुरगीं आनी पालक*. मडगांव गोंय: युगवेद प्रकाशन, 1999.
3. लवंदे, वसंत. *कोंकणी भाशेचें अध्यापन*. गोवा कोंकणी अकादेमी: वि, एम, धुमे, 1995.
4. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश: खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
6. Malekandathil, Pius; Dias, Remy. (Ed.) *Goa in the 20<sup>th</sup> Century: History & Culture*. Panaji, Goa: Institute Menezes Braganza, 2008.
7. Varde, P. S. *History of Education in Goa from 1510 to 1975*. Panjim Goa: Directorate of Art and Culture, (second Edition) 2012.
8. <http://en.wikipedia.org>
9. <http://www.languageinindia.com/may2005/motilalnehrrureport1.html> (excerpts)



**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास**

(Study of Modern Medias)

**Course Code: KON-VI.E-14**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. प्रसारमाध्यमांचो आरंभ आनी इतिहास समजून घेवप.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी करप.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक शिकोवप.
4. विद्यार्थ्यां मदें कोंकणी प्रसारमाध्यमां खातीर वावर करपाची अभिरुची विकसीत करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक प्रसारमाध्यमांचो आरंभ आनी इतिहासीक फाटभूंय समजतली.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी विद्यार्थी करतले.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक कळटलीं
4. कोंकणी प्रसारमाध्यमां खातीर पत्रकार, निवेदक, पटकथा लेखक, बातमी सांगपी आदी तयार करपाक आदार जातलो.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. आर्विल्लीं प्रसारमाध्यमां – एक इतिहासीक आनी शास्त्रीय वळख (10 तासिका)
  - अ. प्रसारमाध्यमां – संकल्पना आनी स्वरूप
  - आ. प्रसारमाध्यमांचो आरंभ – संवसारांत आनी भारतांत
  - इ. प्रसारमाध्यमांची समाजीक गरज
  - ई. प्रसारमाध्यमांचे विंगड विंगड प्रकार – एक वळख
2. कोंकणी छापील प्रसारमाध्यमांचो इतिहास (10 तासिका)
  - अ. कोंकणी नेमाळ्यांचो इतिहास
  - आ. कोंकणी दिसाळ्यांचो इतिहास

3. कौंकणी इलॅक्टॉनीक प्रसारमाध्यमांचो इतिहास (10 तासिका)

- इ. रेडिओ
- ई. एफ. एम्.
- उ. टी. वी. चॅनल

4. छापील आनी इलॅक्टॉनीक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (15 तासिका)

अ. छापील प्रसारमाध्यमां खातीर लेखन कौशल्ल्यां

- बातमी आनी मुखेल स्टोरी बरोवपाचीं कौशल्ल्यां
- लेख बरोवपाचीं कौशल्ल्यां
- मुलाखत लेखन कौशल्ल्यां
- नभोनाट्य लेखन कौशल्ल्यां

आ. इलॅक्टॉनीक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (15 तासिका)

- निवेदन लेखन कौशल्ल्यां
- बातम्यो लेखन आनी संपादन कौशल्ल्यां
- मुलाखती खातीर प्रस्न तयार करपाचीं कौशल्ल्यां
- जायरातीं लेखन कौशल्ल्यां.

संदर्भ ग्रंथ :

1. कसान, संजय. *जनसंपर्क*. पुणे : डायंड प्रकाशन, 2009.
2. दळवी, जयमती(अनुवादक). *भारतातील प्रसारमाध्यमे काल आणि आज*. पुणे: डायमंड प्रकाशन, 2008.
3. पिंगळे, किरण (संपादक). *संवाद कौशल्ये आणि प्रसारमाध्यमे*. जुन्नर पुणे: शब्दश्री प्रकाशन, 2015
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कौंकणी*. पणजी गोंय: राजहंस प्रकाशन, 2013.
5. Ludlow, Ron. *The Essence of Effective Communication*. New Delhi: Prentice Production, 1995
6. Mohan, K.; Banerji, M. *Developing Communication Skills*. New Delhi: Macmillan India, 2005.
7. [http://www.daijiworld.com/news/news\\_disp.asp?n\\_id=59256&n\\_tit=Panaji%3A+Konkani+Cinema](http://www.daijiworld.com/news/news_disp.asp?n_id=59256&n_tit=Panaji%3A+Konkani+Cinema)

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: कोंकणी लिप्यंतरीत साहित्याचो अभ्यास**

(कन्नड आनी रोमी लिपींतल्यान)

Study of Transliterated Konkani Literature

(From Kannada and Romi Script)

**Course Code: KON-VI.E-15**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख घडोवप.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख घडोवप.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख विद्यार्थ्यांक घडटली.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख विद्यार्थ्यांक घडटली.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. कन्नड लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)
2. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)
  - मूळ कन्नड लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती
    1. देवाच्ये कुर्पेन (कादंबरी) – वि. जे. पी. साल्दाना  
वा
    2. प्रकृतिचो पास (कविता झेलो) – मेल्वीन रोड्रीगस
3. रोमी लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)

#### 4. वेंचीक साहित्यकृतींचो अभ्यास (25 तासिका)

- मूळ रोमी लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती

1. *ज्वालामुखी* (निबंद झेलो) – ग्वादालूप डायस

वा

2. *खांद* (नवलिका) – विली गोयश

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. *साहित्य धारा*. फोंडें गोंय: सारा क्रिएशन, 2016.
2. दुबे, श्यामाचरण. *परंपरा, इतिहास-बोध और संस्कृति*. नई दिल्ली: राधाकृष्ण प्रकाशन, 1995.
3. प्रभुदेसाई, वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
4. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
5. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय: जाग प्रकाशन, 2012.
6. हरिमोहन. *संपादन कला एवं प्रूफ पठन*. दरियागंज नई दिल्ली तक्षशिला प्रकाशन, 1995, 2004.
7. Da Cunha, J. Gerson. *The Konkani Language and Literature*. New Delhi: Asian Educational Services, 1981, 1991.
8. Desai, N. B. *Politics of Script: The Case of Konkani*. (1961 – 1992). Taleigao Goa: Goa University, 2002. (Unpublished Thesis)
9. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: अनुवाद अभ्यास**

(Translation Study)

**Course Code: KON-VIE-16**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अनुवाद तंत्राचो अभ्यास करप.
2. अणकार करपाचें कसब विद्यार्थ्यांक शिकोवप.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव करप.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत करप.

**Learning Outcomes:**

1. अनुवाद तंत्राचो अभ्यास विद्यार्थी करतले.
2. अणकार करपाचें कसब विद्यार्थी शिकतले.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव विद्यार्थी सेगीतपणान करतले.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत जावपाक मदत जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. अनुवाद – एक आधुनीक शास्त्र (10 तासिका)
  - अ. अनुवादाची गरज आनी उपयुक्तताय
  - आ. अनुवाद प्रक्रिया आनी स्वरूप
  - इ. अनुवादाचें तंत्र आनी मंत्र
  - ई. अनुवाद एक कौशल्य
2. कोंकणींतली साहित्यीक अनुवादाची परंपरा – एक वळख (10 तासिका)
3. हेर भाशेंतल्यान कोंकणींत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा, नाटक आनी लेख)
4. कोंकणींतल्यान हेर भाशेंत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा आनी लेख)

5. वेंचीक कोंकणी कथेचो / निबंदाचो हेर भाशेंत अनुवाद (10 तासिका)

6. हेर खंयच्याय वेंचीक भाशेंतल्या कथेचो / निबंदाचो कोंकणींत अनुवाद (10 तासिका)

**संदर्भ ग्रंथ :**

1. तिवारी, भोलानाथ; गावा, ओमप्रकाश. *अनुवाद की व्यावहारिक समस्याएँ*. नई दिल्ली: शब्दकार प्रकाशन, 1978.
2. बुडकुले, किरण. *अणकार : आयच्या संदर्भांत एक विचार*. अक्षर सरिता. बिम्ब प्रकाशन, 2009.
3. बुडकुले, किरण; सुर्लेकर, मोहनदास. *कथा दर्पण*. पणजी गोवा: इन्स्टिट्यूट मिनेझिस ब्रागांझा, 2009.
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: रजहंस प्रकाशन, 1999, 2013.
5. माकाशी, सयाजीराजे., नेमाडे, रंजना. *व्यवहारीक मराठी*. बारामती पुणे : शेतकरी साहित्य इर्जिक, 2010.
6. लांडगे, संजय. *उपयोजित मराठी*. शनिवारपेठ पुणे: दिपराज प्रकाशन प्रा. लि., 2011.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक). *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. सिंहल, सुरेश. *अनुवाद अवधारणा और आयाम*. दरयागंज नई दिल्ली: संजय प्रकाशन, 2006.
9. Budkule, Kiran. "Building Bridges accrossLanguages and Culture." *Maping the Mosaic of Culture : Esssays in Language and Literature*.Jaipur : University Book House, 2009

## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

#### B.A. DEGREE COURSE IN KONKANI

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
Semester I	KON-I.C-1 कोंकणी भास आनी साहित्याचो इतिहास – एक वळख (आरंभा साकून 1858 वर्स मेरेनचो काळ) (Outline History of Konkani Language and Literature) (From beginning till 1858)	NIL	NIL	NIL
Semester I	KON-I.C-2 शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान (Contribution of Shenvoy Goembab towards Konkani Identity)	NIL	NIL	NIL
Semester I	FC-KON-I कोंकणी वाचन लेखन कौशल्य (Study of Spoken and Written Skills in Konkani)	NIL	NIL	NIL
Semester I	GEC-KON-I कोंकणी एकांकी आनी पथनाट्य - एक अभ्यास (भाग - 1) (A Study of Konkani One Act Play & Street Play) (Part – 1)	NIL	NIL	NIL
Semester II	KON-II.C-3 कोंकणी चळवळीचो इतिहास- एक वळख (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Language Movement) (Period from 1858 till 1992)	NIL	NIL	NIL

Semester II	KON-II.C-4 कोंकणी बोलींचो अभ्यास (Study of Konkani Dialects)	NIL	NIL	NIL
Semester II	FC-KON-II कोंकणी भाशेचीं मौखीक आनी लेखन कौशल्यां (Spoken and Written Skills of Konkani Language)	NIL	NIL	NIL
Semester II	GEC-KON-II कोंकणी एकांकी आनी पथनाट्याचो अभ्यास - (भाग - 2) (Study of Konkani One Act Play & Street Play) (Part – 2)	NIL	NIL	NIL
Semester III	KON-III.C-5 कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास (Grammatical and Linguistic Study of Konkani)	NIL	NIL	NIL
Semester III	KON-III.E-1 कोंकणी कविता -एक खाशेलो अभ्यास ( Special Study of Konkani Poetry)	NIL	NIL	NIL
Semester III	KON-III.E-2 कोंकणी कथेचो खाशेलो अभ्यास (Special Study of Konkani Short Story)	NIL	NIL	NIL
Semester III	KON-III.E-3 कोंकणी कादंबरेचो खाशेलो अभ्यास (Special Study of Konkani Novel)	NIL	NIL	NIL
Semester III	KON-III.E-4 कोंकणी साहित्याचें आस्वादन( भाग-1) (कथा ,कविता आनी कादंबरी) (Appreciation of Konkani Writings) (Part-1)	NIL	NIL	NIL



Semester IV	KON-IV.C-6 कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)	NIL	NIL	NIL
Semester IV	KON-IV.E-5 कोंकणी नाटक - एक खाशेलो अभ्यास (Special Study of Konkani Drama)	NIL	NIL	NIL
Semester IV	KON-IV.E-6 कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr)	NIL	NIL	NIL
Semester IV	KON-IV.E-7 कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays)	NIL	NIL	NIL
Semester IV	KON-IV.E-8 कोंकणी साहित्याचें आस्वादन( भाग-2) (निबंद,नाटक,तियात्र) (Appreciation of Selected Konkani Writings) (Part-2)	NIL	NIL	NIL
Semester V	KON-V.C-7 गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (कोंकणी कविता ,कथा आनी नाटकाचीं स्थित्यंतरां) (Important Trends in Post Liberation Konkani Literature)	NIL	NIL	NIL
Semester V	KON-V.E-9 चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	NIL	NIL	NIL
Semester V	KON-V.E-10 वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास (Social Study of Selected Konkani Novel)	NIL	NIL	NIL

Semester V	KON-V.E-11 कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख (Introduction of Konkani Literature from Karnataka and Kerala)	NIL	NIL	NIL
Semester V	KON-V.E-12 कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास (Special Study of Multifacets Konkani Personalities)	NIL	NIL	NIL
Semester VI	KON-VI.C-8 भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)	NIL	NIL	NIL
Semester VI	KON-VI.E-13 कोंकणी अध्यापनाची पद्दत (Konkani Teaching Methodology)	NIL	NIL	NIL
Semester VI	KON-VI.E-14 अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास (Study of Modern Medias)	NIL	NIL	NIL
Semester VI	KON-VI.E-15 कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान) Study of Transliterated Konkani Literature (From Kannada and Romi Script)	NIL	NIL	NIL
Semester VI	KON-VI.E-16 अनुवाद अभ्यास (Translation Study)	NIL	NIL	NIL

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
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**DEPARTMENT OF KONKANI**

**COURSE STRUCTURE  
THIRD YEAR B. A. DEGREE COURSE IN KONKANI**

<b>SEMESTER</b>	<b>CORE COMPULSARY</b>		<b>CORE / ELECTIVE</b>			
<b>I</b>	<b>KON-II.C-1</b>  <b>कोंकणी भास आनी साहित्याचो इतिहास - एक वळख</b> (Outline History of Konkani Language and Literature) (From beginning till 1858)	<b>KON-II.C-2</b>  <b>शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान</b> (Contribution of Shenvoy Goembab towards Konkani Identity)	-	-	-	-
<b>II</b>	<b>KON-II.C-3</b>  <b>कोंकणी चळवळीचो इतिहास - एक वळख</b> (1858 वर्स ते 1992 वर्स मेरेनचो काळ) (Outline History of Konkani Movement) (Period from 1858 till 1992)	<b>KON-II.C-4</b>  <b>कोंकणी बोलींचो अभ्यास</b> (Study of Konkani Dialects)	-	-	-	-
<b>III</b>	<b>KON-II.C-5</b>  <b>कोंकणी भाशेचो व्याकरणीक आनी भाशाशास्त्रीय अभ्यास</b> (Grammatical and		<b>KON-III.E-1</b>  <b>कोंकणी कविता- एक खाशेलो अभ्यास</b> (Special	<b>KON-III.E-2</b>  <b>कोंकणी कथेचो खाशेलो अभ्यास</b> (Special Study of Konkani Short Story)	<b>KON-III.E-3</b>  <b>कोंकणी कादंबरेचो खाशेलो अभ्यास</b> (Special Study	<b>KON-III.E-4</b>  <b>कोंकणी साहित्याचें आस्वादन</b> (Part-1) (कथा, कविता)

	Linguistic Study of Konkani)		Study of Konkani Poetry)		of Konkani Novel)	आनी कादंबरी) (Appreciation of Selected Konkani Writings) (Part-1)
IV	KON-II.C-6  कोंकणी लोकवेदाचो अभ्यास (Study of Konkani Folklore)		KON-III.E-5  कोंकणी नाटक –एक खाशेलो अभ्यास (Special Study of Konkani Drama)	KON-III.E-6  कोंकणी तियात्राचो अभ्यास (Special Study of Konkani Tiatr)	KON-III.E-7  कोंकणी निबंदाचो खाशेलो अभ्यास (Study of Konkani Essays)	KON-III.E-8  कोंकणी साहित्याचें आस्वादन (भाग - 2) (निबंद, नाटक, )तियात्र (Appreciation of Selected Konkani Writings) (Part-2)
V	KON-II.C-7  गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां (कोंकणी कविता , कथा आनी नाटकाचीं स्थित्यंतरां) (Important Trends in Post Liberation Konkani Literature)		KON-III.E-9  चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)	KON-III.E-10  वेंचीक कोंकणी कादंबरेचो समाजीक अभ्यास (Social Study of Selected Konkani Novel)	KON-III.E-11  कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख (Introduction of Konkani Literature from Karnataka and Kerala)	KON-III.E-12  कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास (Special Study of Multifacets Konkani Personalities)
VI	KON-II.C-8  भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख (Introduction to the Study of Indian and Western Poetics)		KON-III.E-13  कोंकणी अध्यापनाची पद्दत (Konkani Teaching Methodology)	KON-III.E-14  अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास (Study of Modern Medias)	KON-III.E-15  कोंकणी लिप्यंतरीत साहित्याचो अभ्यास (कन्नड आनी रोमी लिपींतल्यान) Study of Transliterated Konkani Literature (From Kannada and Romi)	KON-III.E-16  अनुवाद अभ्यास (Translation Study)

### Foundation course - Language

Semester	FC- language
I	कोंकणी वाचन लेखन कौशल्य (Spoken and Written Skills in Konkani)
II	कोंकणी वाचन लेखन कौशल्य (Spoken and Written Skills in Konkani)

### Generic Elective (For other Arts and Science students)

Semester	GE
I	चित्रपट आनी नाटक आस्वादन (Film and Drama Appreciation)
II	अनुवाद अभ्यास (Translation Study)

### Skill Enhancement Course

Semester	SEC
III	कोंकणी पथनाट्याचो अभ्यास (Study of Konkani Street Plays)
IV	कोंकणी एकांकीचो अभ्यास (Study of Konkani One Act Plays)

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**REVIEWED SYLLABI OF SEMESTER I, II, III, IV, V & VI**

**2019-2020**

**F.Y.B.A. (Semester – I)**

**Core Course**

**Course Title: कोंकणी भास आनी साहित्याचो इतिहास – एक वळख**

(आरंभा साकून 1858 वर्स मेरेनचो काळ)

(Outline History of Konkani Language and Literature)

(From beginning till 1858)

**Course Code: KON-I.C-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. संस्कृत-प्राकृत-अपभ्रंश हे प्रक्रियेंत कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां सोदप.
2. कोंकणी भाशेचो उगम सोदून तिचे मौखीक परंपरेचो अभ्यास करप.
3. 16 व्या शेंकड्या मेरेन मेळपी कोंकणीचे लिखित परंपरेचो नियाळ घेवप.
4. 1858 आदल्या कोंकणी साहित्याच्या एकंदर इतिहासाची अभ्यासणी करप.

**Learning Outcomes:**

1. कोंकणीचीं भाशीक आनी संस्कृतीक स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी भाशेचो उगम, तशेंच तिची जडण-घडण कशी जाली हाचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा विद्यार्थ्यांक समजतली.
4. 1858 आदलें कोंकणी साहित्याचें इतिहासीक दायज विद्यार्थ्यांक कळटलें.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. भारतीय आर्यकुळांतल्या भासांची व्युत्पत्ती आनी कोंकणीचीं स्थित्यंतरां.  
(10व्या शेंकड्या मेरेनचीं) (14 तासिका)  
- हेर समकालीन भारतीय भासांची व्युत्पत्ती

- कोंकणीची व्युत्पत्ती आनी उगम
- कोंकणीची भाशीक आनी संस्कृतीक स्थित्यंतरां
- कोंकणी भाशेची जडण-घडण

## 2. कोंकणी भाशेचे मौखीक परंपरेचो इतिहास (14 तासिका)

- भारतीय आर्य कुळांतल्या भासांची मौखीक परंपरा
- कोंकणीचे मौखीक परंपरेंत कोंकणी उतरावळ
- कोंकणी म्हणी-ओपारी, वाक्प्रचार
- मौखीक परंपरेंत कोंकणीचें लोकसाहित्य

## 3. 16 व्या शेंकड्या मेरेनची कोंकणीची लिखित परंपरा (14 तासिका)

- शिलालेख आनी संबंदीत लिखित पुरावे
- कोंकणी भाशे संदर्भांत मेळपी ग्रंथीक संदर्भः
  - अ. केरळांतल्या *हॉर्टस इंडिकस मलबारिकस* ग्रंथांतल्या कोंकणी बरपावळीचो अभ्यास
  - आ. कृष्णदास शामा आनी समकालिनांचो लिखित स्वरुपाचो वावर
  - इ. कोंकणीच्या लिखित साहित्या संदर्भांत विद्वानांचीं मतां

## 4. 17 व्या शेंकड्यांत निर्माण जाल्लें कोंकणींतलें धर्मीक साहित्य (9 तासिका)

अ. जेजुईत पाद्रीः

1. फा. थॉमस स्टिफन्स
2. फा. दियोग रिबैरू
3. फा. आंतोनियू साल्दान्य
4. फा. मिंगेल द आल्मेदा
5. फा. जुआंव द पेद्रोज

आ. फ्रांसिस्कन पाद्रीः (9 तासिका)

1. गाश्पार द सा मिंगेल
2. जुआंव द सा मातियश
3. आमादोर द सांत आना
4. इनाझियो आर्का मोनी
5. सिमांव आल्वारीस

संदर्भ ग्रंथ :

1. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
2. देसाय, श्रीपाद. *कोंकणी भाशेची कुळकथा*. पुणे : सौंदर्यलहरी प्रकाशन, 1990.
3. पेरेरा, जुझे. *कोंकणी मंदाकिनी*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1996.
4. पै धुंगट मनोहर. *म्हणी सागर*, कोंकणी अकादेमी. 2016
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर : कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. लिमा द एडवर्ड. *कोंकणी ओपारींचो कोश*. विक्रम प्रकाशन. 2017

7. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
8. सं नायक जयंती. *अखिल भारतीय कोंकणी परिशदेच्या अध्यक्षांचीं भाशणां*, अखिल भारतीय कोंकणी परिशद, 2016
9. सं अखिल भारतीय. कोंकणी साहित्य संमेलनाचीं अध्यक्षीय भाशणां. अखिल भारतीय कोंकणी परिशद. 2016
10. Bhave, Bhushan (Editor). *Contribution of Konkanis to 'Hortus Indicus Malabaricus' (Seminar Papers)*. Panaji, Goa: Goa Konkani Akademi, 2014.
11. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
12. Loba. Theophilus. J. H. Cunha Rivara. *An Historical Essay on the Konkani Language*. V M Salgaokar Foundation. 2006
13. Katre, S. M. *The Formation of Konkani*. Pune: Deccan College Publication, 1966 (S.E.).
14. Pereira José. *LITRARY KONKNAI A BRIEF HISTORY*. Goa Konkani Akademi. 1992
15. Pereira Antonio. *The Makers Of Konkani Literature*. Antonio Pereira. 1982
16. Sardesai Manoharra. *A History of Konkani literature*. Sahitya Akademi. 2000

#### पुरवणी वाचन :

1. प्रभुदेसाई, वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.  
सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
2. सातोस्कर, बा. द. *गोमन्तक : प्रकृती आणि संस्कृती*. खंड – 1. पुणे : शरद गोगटे, शुभदा-सारस्वत प्रकाशन, 1979, 1988.
3. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
4. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश – खंड – 1,2,3*, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
4. Grierson, George A. *Linguistic Survey of India. Vol. VII. Indo-Aryan Family. Southern Group. Specimens of the Marathi Language*. Calcutta: Office of the Superintendent of Government Printing, India. 1905.



**F.Y.B.A. (Semester – I)**

**Core Course**

**Course Title:** शणै गोंयबाबांचें कोंकणी अस्मिताये खातीर योगदान

(Contribution of Shennoy Goembab towards Konkani Identity)

**Course Code:** KON-I.C-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक गोंयच्या समाजीक जिणेची आनी विचारांची वळख घडोवंक मदत करप.
2. शणै गोंयबाबांनी केल्ल्या साहित्याची वळख घडोवन गोंयकारांची विचारीक जडण घडण करपाक तांचें साहित्य कशेतरेन उपेगाक पडलें ताची वळख घडोवप.
3. गोंयकारांची संस्कृतीक आनी अस्मिताये विशींची संकल्पना कशेतरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. शणै गोंयबाबांच्या वेंचीक साहित्याचो अभ्यास करून तातूंतल्यान अस्मिताये पासत दिल्ल्या योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान विद्यार्थ्यांक गोंयची समाजीक जडण घडण हांचे विशीं म्हायती मेळिल्ल्यान तांकां गोंय आनी गोंयकारपण समजून घेवपाक आधार जातलो.
2. आपली निजाची संस्कृताय आनी ताची वळख विद्यार्थ्यांक जातली.
3. आपले खाशेले संस्कृतायेचो अभ्यास बरेतरेन केल्ल्यान हेर समाजांतल्या लोकां कडेन पळेवपाच्या आनी हेर वेव्हारांत विशालतायेची नदर विद्यार्थ्यांक येतली.
4. शणै गोंयबाबांच्या वेंचीक साहित्याच्या अभ्यासांतल्यान अस्मिताये पासत दिल्ल्या योगदानाची म्हायती मेळटली.

**No. of Hours:** 4 Hours per week

**अभ्यासक्रम :**

1. संकल्पनांची सिद्धांतीक म्हायती (15 तासिका)
  - अ. समाज
  - आ. संस्कृताय
  - इ. व्यक्ती आनी व्यक्तिमत्व

ई. अस्मिताय

2. शणै गोंयबाबांचो जल्म, भुरगेंपण आनी शिक्षण (15 तासिका)

अ. जल्म

आ. भुरगेंपण

इ. शिक्षण

3. भाशीक, इतिहासीक आनी संशोधनात्मक साहित्यीक वावराची वळख (15 तासिका)

4. तेदेवेळची समाजीक आनी राजकी परिस्थिती (15 तासिका)

### संदर्भ ग्रंथ -

1. नायक, भिकू बोमी. (संपादक) युगपुरुश शणै गोंयबाब: एक परिचर्चा. खोर्ली गोंय : जैत प्रकाशन, 2005.
2. दुबे, श्यामचरण, भारतीय समाज. अणकार केणी चंद्रकांत, नॅशनल बुक ट्रस्ट, इंडिया, नवी दिल्ली 1999.
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### पुरवणी वाचन

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3. सावित्री चन्द्र शोभा: समाज और संस्कृती. नॅशनल पब्लिशिंग हावस, नई दिल्ली, 1976.

**F.Y.B.A. (Semester – I)**

**Optional Course**

**Course Title: कोंकणी वाचन लेखन कौशल्य**

(Spoken and Written Skills of Konkani)

**Course Code:** Foundation Course

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी भाशेची मुळावी आनी व्याकरणीक वळख विद्यार्थ्यांक करून दिवप.
2. कोंकणी भाशेचीं मौखीक कौशल्यां विद्यार्थ्यांक शिकोवप.
3. कोंकणी भाशेचीं लिखित कौशल्यां विद्यार्थ्यांक शिकोवप.
4. वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcome:**

1. कोंकणी विद्यार्थी कोंकणी भाशेंत मौखीक कौशल्यां शिकतलो.
2. कोंकणी विद्यार्थी कोंकणीचीं लिखित कौशल्यां अभ्यासतलो.
3. ह्या अभ्यासक्रमांतल्यान छापील आनी इलॅक्ट्रॉनिक प्रसार माध्यमां खातीर बातम्यो सांगपी, निवेदक आनी संपादक तयार जातले.
4. साबार कार्यावळींचें सुत्रसंचालक वा संयोजक तयार जातले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

- 1. कोंकणी भाशेच्या मौखीक कौशल्यांचो अभ्यास (15 तासिका)**
  - कोंकणी भाशेच्या मौखीक कौशल्यांची गरज आनी उपयोजन
  - विचार आनी मतां अभिव्यक्त करप : एक कला (विचार शुद्धी, भाशाशुद्धी, मुद्दे, मांडावळ)
  - सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
  - प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)
- 2. कोंकणी भाशेच्या लिखित कौशल्यांचो अभ्यास (15 तासिका)**
  - कोंकणी भाशेच्या लिखित कौशल्यांची गरज आनी उपयोजन
  - विचार आनी मतां शब्दबद्ध करप : एक कला (व्याकरण, शुद्धलेखन, लेखन, कलात्मकता)
  - सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
  - प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)
- 3. कोंकणी भाशेचीं कौशल्यां : रेडिओ आनी टि.वी. माध्यमां खातीर (15 तासिका)**
  - निवेदनाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
  - वृत्तनिवेदकाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
  - रेडिओ आनी टि. वी. पासत खाशेले कार्यावळीची निर्मिती करप

- वक्तृत्व आनी नाट्यवाचन

#### 4. कोंकणी भाशेचीं कौशल्यां आनी संगणकीय तंत्रज्ञान (15 तासिका)

- कोंकणी टायपसेटींग कौशल्य
- कोंकणी न्यूज लॅटर तयार करपाचें कौशल्य
- पावर पॉयंट सादरीकरणाचें कौशल्य
- प्रत्यक्षिकां आनी सादरीकरण

टीप - रेडियो/ टिव्ही पासत कार्यावळ तयार करची.

#### संदर्भ ग्रंथ :

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7. Lima, Edward de. *Spoken Konkani (A Self – Learning Guide)*. Vikram Publication, 2001.
8. Rodrigues Antonio F. X. *Sarki Amchi Bhasha Sonpi*. Dasya Holistic, Counseling Center, Porvorim, 2003.

#### पुरवणी वाचन :

1. पाटील आनंद. *सृजनात्मक लेखन*. अरुण जाखडे, 2005.

**F.Y.B.A. (Semester – II)**

**Core Course**

**Course Title: कोंकणी चळवळीचो इतिहास - एक वळख**

(1858 वर्स ते 1992 वर्स मेरेनचो काळ)

(Outline History of Konkani Movement)

(Period from 1858 till 1992)

**Course Code: KON-IL.C-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी-मराठी चळवळीच्या वा भाशावादाच्या मुळाचो अभ्यास करप.
2. कोंकणी चळवळींतल्या गोंय मुक्ती आदल्या साबार स्थित्यंतरांचो नियाळ करप.
3. कोंकणी चळवळींतल्या गोंय मुक्ती उपरांतच्या साबार आंदोलनांचो अभ्यास करप.
4. कोंकणी चळवळींतल्या संस्थात्मक आनी वैयक्तीक योगदानाचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी-मराठी संघर्शाच्या साबार कारणांची वळख विद्यार्थ्यांक जातली.
2. गोंय मुक्ती आदल्या आनी उपरांतच्या कोंकणी चळवळीचें गिन्यान विद्यार्थ्यांक मेळटलें.
3. 1961 ते 1992 मेरेनच्या कोंकणी चळवळींतलीं साबार तासां विद्यार्थ्यांक कळटलीं.
4. कोंकणी चळवळींत संस्थांनी आनी व्यक्तींनी दिल्लें योगदान कळटलें.

**अभ्यासक्रम :**

**1. कोंकणीचे संघटनात्मक चळवळीचो इतिहास (15 तासिका)**

- अखिल भारतीय कोंकणी परिशदेची स्थापणूक आनी कार्य
- कोंकणी भाशा मंडळ मुंबय : स्थापणूक आनी वावर
- 1950 च्या दशकांत मुंबय शारांत चलिल्ली कोंकणी चळवळ  
(गोंय, महाराष्ट्र, कर्नाटकांतल्या कोंकणी भाशिकांच्या संदर्भांत)
- कोंकणीची संस्कृतीक चळवळ (संगीत, नाटक, तियात्र मळांवेल्या सेवा संस्थांचें योगदान)

**2. जनमत कौल : कोंकणी अस्मितायेचें इतिहासीक आंदोलन (15 तासिका)**

- जनमत कौलाची फाटभूंय, संकल्पना आनी स्वरूप
- जनमत कौलाचे मुखेल घटनाक्रम आनी राजकारण
- कौलांतलें संस्थात्मक आनी व्यक्तीगत योगदान

**3. साहित्य अकादेमीची मान्यताय (15 तासिका)**

- साहित्य अकादेमी- वळख आनी कार्य
- साहित्य अकादेमींत कोंकणीचे मान्यतायेची मागणी आनी प्रक्रिया

- साहित्य अकादेमीचे मान्यतायेंत कोंकणी संस्थांचें आनी व्यक्तींचें योगदान
- साहित्य अकादेमीचे मान्यतायेंत मराठीचो विरोध आनी राजकारण

#### 4. गोंयचें राजभास आंदोलन: निर्णायक पर्व (15 तासिका)

- राजभास आंदोलनांत के. पी. ए. विरुद्ध म. रा. प्र. स.
- राजभास आंदोलनांत पत्रकारितेची भुमिका आनी कार्य
- राजभास आंदोलनांत राजकी पक्षांची भुमिका आनी कार्य
- राजभास आंदोलनांत संस्थात्मक आनी वैयक्तीक योगदान

#### संदर्भ ग्रंथ :

1. केळेकर, रवीन्द्र. (संपादिका – डॉ. अरुणा दुभाषी) *भाषिक संघर्शाचे समाजशास्त्र*. पणजी.
2. कालेलकर, काकासाहेब. *पुण्यभूमि गोमंतक*. मंबई 07 : गोमंत भारती प्रकाशन, 1958.
3. काणेकार सदानंद सीताराम. *ओपिनीयन पोल*, सांखळी गोंय, त्रिमूर्ती प्रकाशन, 2005.
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5. भाटीकार, अरविंद. *वोंवळां यादींचो वळेसर*. पणजी गोंय : युगवेद प्रकाशन, 2012.
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#### पुरवणी वाचन :

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3. सोंदे, नागेश. *कोंकणी भाशेचो इतिहास*. सांताक्रूज मुंबय 54: वासंतिक प्रकाशन, 1981.
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5. शहा, घनश्याम. *सामाजिक चळवळी आणि सरकार*. पुणे : डायमंड पब्लिकेशन्स, 2009.
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**F.Y.B.A. (Semester – II)**

**Core Course**

**Course Title: कोंकणी बोलींचो अभ्यास**

(Study of Konkani Dialects)

**Course Code: KON-II.C-4**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास करपाक मदत करप.
2. वेगवेगळ्या बोलींची वळख घडोवन तांचे विशीं जाणविकाय करून घेवपाक आदार करप.
3. बोली ही संकल्पना कशे तरेन विकसीत जावपाक लागली ताची म्हायती करून दिवप.
4. बोली निर्माण जावपा फाटल्या कारणांचो अभ्यास करप.
5. विद्यार्थ्यांक वेगवेगळ्या वाठारांनी वापरांत आशिल्ल्या बोलींची लागींच्यान वळख घडोवप.
6. वेगवेगळ्या बोलींचो ध्वनीशास्त्राचे नदरेन अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भाशेच्या वेगवेगळ्या बोलींचो अभ्यास केल्ल्यान विद्यार्थ्यांक त्यो समजुपाक मदत जातली.
2. आपले निजाचे भाशेच्या बोलींची वळख जाल्ल्यान विद्यार्थ्यांक हेर बोलयो उलोवपी लोकांनी उलयल्ली भास समजून घेवपाक आदार जातलो.
3. बोलींचो आनी त्यो उलोवपी लोकांचें खाशेलेपण कळटलें.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**सिध्दांतीक माहिती (20 तासिका)**

- बोली संकल्पना स्पश्ट करप
- भास आनी ताचीं खाशेलेपणां

**प्रत्यक्ष वावर (40 तासिका)**

1. वेगवेगळ्या बोलींचो वापर करपी भाशीक पंगडांची माहिती मेळोवप.
2. बोलींचें ऑडियो-विडियो रिकॉर्डिंग करप.
3. नमुने एकठांय करप आनी तांची उलोवपाची खेरीत रीत समजून घेवप.
4. प्रादेशीक वाठारांतल्या वेंचीक बोलींचो अभ्यास करपाक भोंवडेचें आयोजन.

### संदर्भ ग्रंथ

1. केळेकार, रवीन्द्र. *भौभाशीक भारतांत भाशेचें समाजशास्त्र*. मडगांव गोंय : कोंकणी भाशा मंडळ, 1974.
2. प्रभुदेसाई, डॉ. वि. बा. *सतराव्या शतकातील गोमन्तकीय बोली*. मुंबई : मुंबई विश्वविद्यालय, 1963.
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5. कुळकर्णी, सु. बा. *कोंकणी भाषा प्रकृती आणि परंपरा*. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.
6. केळकर, अशोक. *वैखरी भाषा आणि भाषा व्यवहार*. मुंबई : मॅजिस्टिक बुक स्टॉल, 1983.

### पुरवणी वाचन

1. Kelkar Ashok. *Language: Linguistics: The Application*, Vol. 8. Simla: *A Reprint from Language and a Society in India, Transaction of the Indian Institute of Advance Study*, Vol. 8, 1969.
2. श्रीवास्तव, रवीन्द्रनाथ. *हिंदी भाषा का समाजशास्त्र*. नई दिल्ली : राधाकृष्ण प्रकाशन, 1986.
3. नायक, भिकू. बोमी. (संपा.) *युगपुरुष शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.
4. देसाई, स.शं. *लेखन कला परिचय*. औरंगाबाद, परिमल प्रकाशन, 1988.
5. मालशे. स. गं. *साहित्य सिद्धांत*. मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2002.



**F.Y.B.A. (Semester –II)**

**Optional Course**

**Course Title: कोंकणी वाचन लेखन कौशल्य**

(Spoken and Written Skills of Konkani)

**Course Code:** Foundation Course

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. कोंकणी भाशेची मुळावी आनी व्याकरणीक वळख विद्यार्थ्यांक करून दिवप.
2. कोंकणी भाशेचीं मौखीक कौशल्यां विद्यार्थ्यांक शिकोवप.
3. कोंकणी भाशेचीं लिखित कौशल्यां विद्यार्थ्यांक शिकोवप.
4. वेवसायीक मळांचेर मुखार सरपाक गरजेचें अशें मुळावें गिन्यान विद्यार्थ्यांक दिवप.

**Learning Outcome:**

1. कोंकणी विद्यार्थी कोंकणी भाशेंत मौखीक कौशल्यां शिकतलो.
2. कोंकणी विद्यार्थी कोंकणीचीं लिखित कौशल्यां अभ्यासतलो.
3. ह्या अभ्यासक्रमांतल्यान छापील आनी इलॅक्ट्रॉनिक प्रसार माध्यमां खातीर बातम्यो सांगपी, निवेदक आनी संपादक तयार जातले.
4. साबार कार्यावळींचें सुत्रसंचालक वा संयोजक तयार जातले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. कोंकणी भाशेच्या मौखीक कौशल्यांचो अभ्यास (15 तासिका)**

- कोंकणी भाशेच्या मौखीक कौशल्यांची गरज आनी उपयोजन
- विचार आनी मतां अभिव्यक्त करप : एक कला (विचार शुद्धी, भाशाशुद्धी, मुद्दे, मांडावळ)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**2. कोंकणी भाशेच्या लिखित कौशल्यांचो अभ्यास (15 तासिका)**

- कोंकणी भाशेच्या लिखित कौशल्यांची गरज आनी उपयोजन
- विचार आनी मतां शब्दबद्ध करप : एक कला (व्याकरण, शुद्धलेखन, लेखन, कलात्मकता)
- सराव आनी उजळणी (विद्यार्थ्यांची प्रत्यक्ष तयारी)
- प्रत्यक्षिकां आनी प्रयोग (विद्यार्थ्यांचें प्रत्यक्ष सादरीकरण)

**3. कोंकणी भाशेचीं कौशल्यां : रेडिओ आनी टि.वी. माध्यमां खातीर (15 तासिका)**

- निवेदनाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- वृत्तनिवेदकाच्या तरेकवार कौशल्यांचो अभ्यास आनी सराव
- रेडिओ आनी टि. वी. पासत खाशेले कार्यावळीची निर्मिती करप

- वक्तृत्व आनी नाट्यवाचन

#### 4. कोंकणी भाशेचीं कौशल्यां आनी संगणकीय तंत्रज्ञान (15 तासिका)

- कोंकणी टायपसेटींग कौशल्य
- कोंकणी न्यूज लॅटर तयार करपाचें कौशल्य
- पावर पॉयंट सादरीकरणाचें कौशल्य
- प्रत्यक्षिकां आनी सादरीकरण

टीप - रेडियो/ टिव्ही पासत कार्यावळ तयार करची.

#### संदर्भ ग्रंथ :

9. कालेलकर, ना. गो. *भाषा, इतिहास आणि भूगोल*. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.
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11. गांवकार भालचंद्र. *कोंकणी भासविज्ञान*. किटोलें: मित्र प्रकाशन, 1996.
12. घाणेकार दामोदर. *अभ्यास कोश*. राजहंस, 2009
13. बोरकार जयवंत सुरेश. *कोंकणी व्याकरण*. कोंकणी भाशा मंडळ, 2012
14. Borkar S. J. *Let's Learn Konkani*. Rajhauns Vitran, 2005.
15. Lima, Edward de. *Spoken Konkani (A Self – Learning Guide)*. Vikram Publication, 2001.
16. Rodrigues Antonio F. X. *Sarki Amchi Bhasha Sonpi*. Dasya Holistic, Counseling Center, Porvorim, 2003.

#### पुरवणी वाचन :

1. पाटील आनंद. *सृजनात्मक लेखन*. अरुण जाखडे, 2005.

**S.Y.B.A. (Semester III)**

**Core Course**

**Course Title: कोंकणी भाशेचो व्याकरणीक आनी भासशास्त्रीय अभ्यास**

(Grammatical and Linguistic Study of Konkani)

**Course Code: KON-III.C-5**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. स्वर आनी व्यंजन हांची म्हायती दिवन वाक्य बांदावळीची वळख घडोवप.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजावन सांगप.
3. भास आनी व्याकरण हांचो संबंद शिकपाक मदत करप.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख घडोवप.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख घडोवप.

**Learning Outcomes:**

1. स्वर आनी व्यंजन हांची म्हायती तशेंच वाक्य बांदावळीची वळख जातली.
2. विद्यार्थ्यांक भास, व्याकरण आनी भासविज्ञानाचें भाशेंतलें म्हत्व समजतलें.
3. भास आनी व्याकरण हांचो संबंद समजतलो.
4. भासविज्ञान आनी ताच्या वेगवेगळ्या आंगांची वळख जातली.
5. भासविज्ञान अभ्यासाच्या वेगवेगळ्या रितींची वळख जातली.

**अभ्यासक्रम:**

**व्याकरण**

1. भास, व्याकरण - संकल्पना आनी गरज (10 तासिका)
2. शब्दाच्यो जाती (05 तासिका)
3. लिंग, वचन, विभक्ती आनी काळ (05 तासिका)
4. वाक्य विचार (05 तासिका)
5. संधी आनी समास (05 तासिका)

**भासविज्ञान**

1. भासविज्ञान – संकल्पना आनी गरज (10 तासिका)
2. भासविज्ञान - अभ्यासाच्यो तरा (08 तासिका)
3. भासविज्ञानाचीं आंगां आनी तांचो अभ्यास (08 तासिका)
4. भासविज्ञान आनी भाशेचें अध्यापन (04 तासिका)

**संदर्भ ग्रंथ :**

1. कालेलकर, ना. गो. भाषा, इतिहास आणि भुगोल. खटाववाडी, मुंबई 4 : मौज प्रकाशन, 1964.

2. काळे, कल्याण., सोमण, अंजली. (संपादक) *आधुनिक भाषाविज्ञान. पुणे*: प्रतिमा प्रकाशन, 2003.
3. कुळकर्णी, सु. बा. *कोंकणी भाषा : प्रकृती आणि परंपरा. पणजी गोंय : गोवा कोंकणी अकादेमी, 2007.*
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5. गांवकार, भालचंद्र. *भासविज्ञान. किटोले बेटोडें, फोंडें गोंय : मित्र प्रकाशन, 1993.*
6. चोपडेकार हनुमंत. *समाजभासविज्ञान: भाशीक अध्ययनाचें आर्विल्लें शासत्र. गोवा कोंकणी अकादेमी. 2020*
7. दीक्षित, सुर्यप्रकाश. *भाषा प्रद्योगिकी एवं भाषा प्रबंधन. अंसारी रोड, दरयागंज, नई दिल्ली किताबघर प्रकाशन : 2005.*
8. बोरकार, सुरेश. *कोंकणी व्याकरण. मडगांव गोंय : कोंकणी भाशा मंडळ, 1992.*
9. वर्दे वालावलीकार, शांताराम. (संपादक) *समग्र शणै गोंयबाब खंड – 1. पणजी गोंय : गोवा कोंकणी अकादेमी, 2003.*
10. वाळिंबे, मो. रा. *सुगम मराठी व्याकरण. बुधवार पेठ पुणे 411002 : नितीन प्रकाशन, 2009*
11. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.*
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14. Chomsky, Noam. *Aspects of the theory of Syntax. Cambridge Mass: M. I. T. Press, 1965.*
15. Lyons John. *Language and Linguistics an Introduction. Cambridge University Press, 2003.*
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**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी कविता – एक खाशेलो अभ्यास**

(Special Study of Konkani Poetry)

**Course Code: KON-III.E-1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. आर्विल्ले कोंकणी कवितेचो अभ्यास करप.
2. कोंकणी कवितेचो आरंभ आनी उदरगत तपासप.
3. कोंकणी कवितेच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी कवींचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कवितेची वळख जातली.
2. कोंकणी कवितेची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी कवितेच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी कवींचो आनी तांच्या कवितांचो अभ्यास करतले.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम :**

**1. कविता एक साहित्य प्रकार (10 तासिका)**

- संकल्पना आनी व्याख्या
- घटक आनी प्रकार

अ. आशय-विशयाचे नदरेन

आ. मांडावळीचे नदरेन

**2. काव्यालंकारांचो अभ्यास (10 तासिका)**

- शब्दालंकार (अनुप्रास, यमक, श्लेष, वक्रोक्ती)
- अर्थालंकार (उत्प्रेक्षा, व्यतिरेक, अनन्वय, रूपक)

**3. आर्विल्ली कोंकणी कविता – आरंभ आनी उदरगत (10 तासिका)**

- आर्विल्ले कोंकणी कवितेचो आरंभ आनी उदरगत.
- आर्विल्ले कोंकणी कवितेंतले मुखेल प्रवाह.

**4. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)**

**अ. पयलो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)**

1. रमेश वेळुस्कार (दर्या)

2. प्रकाश पाडगांवकार (पुनरार्थोपनिषद)
3. माधव बोरकार (सिम्फनी)
4. युसुफ शेख (रंगघाय)
5. आर्. एस्. भास्कर (युगपरिवर्तनांचो यात्री)

#### 5. वेंचीक कोंकणी कवी आनी तांच्या कवितांचो अभ्यास (15 तासिका)

आ. दुसरो वांटो (प्रस्तूत कविता झेल्यांतली एक कविता वेंचून घेवंची)

1. मेल्वीन रोड्रीगीस (प्रकृतीचो पास)
2. निलबा खांडेकार (दंडकारण्य)
3. शशिकांत पुनाजी (उमज)
4. नुतन साखरदांडे (पासवर्ड)
5. ग्वादालूप डायस (जलस्थल)

#### संदर्भ ग्रंथ :

1. गुप्त, गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य - सिध्दांत*, 15-ए, महात्मा गांधी मार्ग, इलाहाबाद : लोकभारती प्रकाशन, 1998.
2. चोपडेकार हनुमंत. *साहित्य धारा*. सारा क्रिएशन. 2016
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
4. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर 440010 : श्रीवत्स प्रकाशन, 2010.
5. बोरकार माधव. *कोंकणी कवितेची पांच दसकां*. कोंकणी भाशा मंडळ. 2016
6. भावे भुषण. *साहित्य विमर्श*. शालमली प्रकाशन. 2018
7. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर : कर्नाटक कोंकणी साहित्य अकादेमी, 2007
8. वजरीकार, प्रकाश. *वज्राघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
9. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
10. सरदेसाय मनोहर. *स्वतंत्र गोंयांतली कोंकणी कविता*. कोंकणी भाशा मंडळ. 1977
11. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 1*, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
12. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
13. Sardesai, Manoharrai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title:** कोंकणी कथेचो खाशेलो अभ्यास

(Special Study of Konkani Short Story)

**Course Code:** KON-III.E-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. विद्यार्थ्यांक कथा हया साहित्य प्रकाराची वळख घडोवप.
2. कथा हया साहित्य प्रकाराची सिध्दांतीक स्वरूपाची वळख घडोवप.
3. कोंकणी कथेच्या इतिहासीक फांटभूंयेची वळख घडोवन कोंकणी कथेचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी कथेच्या मळा वेल्या वेंचीक कथांच्या आभ्यासांतल्यान कोंकणी साहित्यांत कथेचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कथा हया साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां कथा हो साहित्य प्रकार समजून घेवपाक आदार जातलो.
2. कोंकणी साहित्यांत कथा हया साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. विद्यार्थ्यांक कोंकणी कथेच्या मळार वावर करपी वेंचीक कथाकारांचें योगदान समजतलें.
4. कथा बरोवपाची आनी कथेचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम**

1. कथा हया साहित्य प्रकाराची सिध्दांतीक म्हायती - (10 तासिका)
2. कोंकणी कथेचो आरंभ आनी उदरगत (05 तासिका)
3. हिंदी आनी मराठी कथेची वळख (05 तासिका)
4. कोंकणींतल्या कांय जेश्ट कथाकारांच्या कथांचो सिध्दांतीक पांवड्यार अभ्यास (20 तासिका)  
अ. चंद्रकांत केणी (व्हंकल पावणी)  
आ. दामोदर मावजो (सपनमोगी)  
इ. मीना काकोडकार (आमी)

ई. शीला कोळंबकार (गेर)

5. वेंचीक कोंकणी नवकथाकारांच्या कथांचो सिध्दांतीक पांवड्यार अभ्यास (20 तासिका)

अ. एडविन जे. एफ, डिसौझा (च्यॉकलेटां)

आ. जयंती नायक (गर्जन)

आ. भालचंद्र गांवकार (दोंगराचे आवंडे)

इ. विन्सी क्वादूस (कणसां)

टीप : वयल्या कथांझेल्यांतली दर सेमिस्टरा खातीर एक एक कथा वेंचची.

संदर्भ ग्रंथ –

1. क्वादूस, विन्सी. *कणसां*. आर्लेम राय, गोंय : स्नोज प्रकाशन, 2011.
2. काकोडकार, मीना. *आमी*. विद्यानगर, मडगांव गोंय : दुर्गा प्रकाशन, 2011.
3. केणी, चंद्रकांत. *व्हंकल पावणी*. मडगांव गोंय : कुळागर अक्षर मुद्रा, 2000.
4. कोळंबकार, शीला. *गेर*. वळवय, फोंडें गोंय : अपुरबाय प्रकाशन, 2007.
5. केणी चंद्रकांत. *कोंकणी कथा संग्रह*. साहित्य अकादेमी. 1985.
6. गांवकार, भालचंद्र. *दोंगराचे आवंडे*, सौ. मनुजा भा. गांवकर, मित्र प्रकाशन 2003.
7. जोशी, सुधा., *कथा संपना आणि समिक्षा*. मुंबई : मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, 2000.
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9. नायक जयंती. *गर्जन*. राजाई प्रकाशन. 2008
10. नायक पुंडलीक. *समकालीन कोंकणी कथा*. नॅशनल बुक ट्रस्ट. 1998.
11. बुडकुले, किरण. *साहित्यनिर्याळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
12. मावजो, दामोदर. *सपनमोगी*. पाजीफोंड मडगांव गोंय : जाग प्रकाशन, 2014.
13. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
14. सावंत, वसंत. *निवलकाणयो*. सावर्डे गोंय : वैशाखी वसंत, 2008.
15. सरदेसाय लक्ष्मीमणराव. *कथा शिल्प*. जाग प्रकाशन. 1977.
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**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी कादंबरेचो खाशेलो अभ्यास**

(Special Study of Konkani Novel)

**Course Code: KON-III.E-3**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कादंबरी हया साहित्य प्रकाराचो सखोल अभ्यास करप.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत शिकप.
3. कोंकणी कादंबरेच्या साबार विशयांची वळख करप.
4. वेंचीक कोंकणी कादंबरेचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ले कोंकणी कादंबरेचो अभ्यास जातलो.
2. कोंकणी कादंबरेचो आरंभ आनी उदरगत कशी जाल्या तें विद्यार्थी शिकतले.
3. विद्यार्थ्यांक कोंकणी कादंबरेच्या प्रवाहांची वळख जातली.
4. विद्यार्थ्यांक वेंचीक कोंकणी कादंबरेचो खोलायेन अभ्यास करपाची संद मेळटली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम :**

**1. कादंबरी एक साहित्य प्रकार (10 तासिका)**

- संकल्पना आनी व्याख्या
- घटक आनी प्रकार

**2. भारतीय आनी संवसारीक कादंबरी – एक सुपुल्लो नियाळ (10 तासिका)**

- भारतीय कादंबरेचो सुपुल्लो नियाळ
- संवसारीक कादंबरेचो सुपुल्लो नियाळ

**3. आर्विल्ली कोंकणी कादंबरी – आरंभ आनी उदरगत (10 तासिका)**

- आर्विल्ले कोंकणी कादंबरेचो आरंभ आनी उदरगत
- आर्विल्ले कोंकणी कादंबरेतले मुखेल प्रवाह

**4. वेंचीक कोंकणी कादंबरीकाराचो अभ्यास (05) तासिका)**

- वेंचिल्ल्या लेखकाची साहित्यीक वळख

**5. वेंचीक कोंकणी कादंबरेचो अभ्यास (25 तासिका)**

- ‘काळी गंगा’ / ‘भोगदंड’ / ‘खांद’ हातूंतल्या खंयचेय एका वेंचीक कादंबरेचो सखोल

## अभ्यास

- कथानक
- निवेदन
- पात्रचित्रण
- संवाद
- संघर्ष
- भाषाशैली
- कादंबरेची समाजशास्त्रीय मोलावणी

## संदर्भ ग्रंथ :

1. गणोरकर, डहाके, दडकर, भटकळ, वरखेडे (संपादीत). *वाडमयीन संज्ञा - संकल्पना कोश*. ग. रा. भटकळ फाऊंडेशन, मुंबई, 2001.
2. चोपडेकार, हनुमंत. *अस्तुरी प्रतिमा : मुक्ती उपरांतच्या कोंकणी कादंबरींतली*. फोंडें गोंय : सारा क्रिएशन, 2010.
3. दादेगांवकार, उमा., तडकोडकार, प्रियदर्शिनी., भावे, भुषण. (संपादक) *साहित्य नवनीत*. ताळगांव गोंय : स्नेह प्रकाशन, 1997.
4. नागवेंकार, हरिश्चंद्र. *आस्वाद*. प्रियोळ गोंय : जाग प्रकाशन, 1992.
5. पंडित, टापरे. *कादंबरी संवाद*. पांडुरंग कॉलनी, एरंडवन, पुणे 411038 : पद्मगंधा प्रकाशन, 2005.
6. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
7. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाषा मंडळ, 2003.
8. वजरीकार, प्रकाश. *वज्रघात*. वजरी सांखळी. प्राची प्रकाशन. 2010.
9. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
10. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.
11. हळर्णकार, तानाजी. (संपादक) *कोंकणी संस्कृती कोश - खंड - 1, 2*. शक्ती नगर, मंगळूर. विश्व कोंकणी केंद्र, 2010.
12. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.
13. Kidwai. A. R. *Stranger Than Fiction: Images of Islam And Muslims in English fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.

**S.Y.B.A. (Semester – III)**

**Elective Course**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग 01)**

(कथा, कविता आनी कादंबरी)

(Appreciation of Selected Konkani Writings)

**Course Code: KON-III.E- 4**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयांचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याची स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रियेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**देखी खातीर कांय विशय :**

**अ. कोंकणी कविता :**

1. बयाभाव हांची कोंकणी कविता : एक अभ्यास
2. बाकीबाब बोरकार हांच्या काव्यांतलें गोंय
3. डॉ. मनोहरराय सरदेसाय हांच्या कवितेंतलो गोंयचो सैम
4. र. वि. पंडीत हांच्या काव्यांतलो गावडा समाज
5. चा. फ्रां. द कोशत हांच्या कवितेंतली मिशकीलताय / विद्रोह
6. रमेश वेळुस्कार हांच्या कवितेंतलो लोकवेद
7. माधव बोरकार हांचे कवितेचो आशय आनी विशय : एक अध्ययन
8. प्रकाश पाडगांवकार हांच्या काव्यांतली समाजीक जाणीव

9. नयना आडारकार आनी माया खरंगटे हांचे कवितेंतली अस्तुरी
10. नुतन साखरदांडे आनी ग्वादालूप डायस हांच्या काव्याचो तुळात्मक अभ्यास

#### आ. कोंकणी कथा :

1. चंद्रकांत केणी हांच्या कथेंतली स्त्री-प्रतिमा
2. लक्ष्मणराव सरदेसाय हांचे कथेंतलें गांवगिरे जिवीत
3. अच्युत तोटेकार हांचे कथेंतलो ब्राह्मण समाज
4. दामोदर मावजो हांचे कथेंतलो क्रिस्ती समाज
5. मीना काकोडकार हांच्या कथांचो चिकित्सक अभ्यास
6. शीला कोळंबकार हांचे कथेंतलें शारी जिवीत
7. एन्. शिवदास हांचे कथेंतलो गांवगिरो समाज
8. पुंडलीक नायक हांचे कथेंतलो स्त्रीपुरुश संबंद
9. शशांक सिताराम आनी विन्सी क्वाद्रूस हांच्या कथनात्मक साहित्याचो तुळात्मक अभ्यास
10. भालचंद्र गांवकार आनी अजय बुवा हांच्या कथेंतली आधुनीक जिवनशैली

#### इ. कोंकणी नवलिका आनी कादंबरी :

1. *कार्मेलीन* आनी *अच्छेव* : एक तुळात्मक विवेचन
2. महाबळेश्वर सैलाच्या कादंबरेंतलें ग्रामीण जिवीत
3. देविदास कदम हांच्या कादंबरेंतलो तरनाटो आनी ताचें भावविश्व : एक विश्लेशण
4. न. ध. बोरकार हांच्या कादंबरेंतल्यान व्यक्त जावपी भुरग्यांची मानसिकताय
5. *वारें आनी वादळ* तशेंच *क्रिस्तांव घराबो* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
6. हेमा नायक हांच्या कादंबरेंतलें स्त्री-जिवीत : एक अभ्यास
7. अशोक कामत हांच्या कादंबरेंतले तुटत वचपी नातेसंबंद : एक समाजशास्त्रीय अध्ययन
8. वि. जे. पी. साल्दाना हांच्या *देवाचे कुर्पेन* आनी *सायबा भोगोस* ह्या कादंबऱ्यांचो चिकित्सक अभ्यास
9. विली गोयश आनी बाँवेन्तूर द पियेत्र हांच्या कादंबरेंतलें आधुनीक जिवीत
10. ज्योती कुंकळकार, सुर्या अशोक आनी सुजाता सिंगबाळ हांचे कादंबरेंत येवपी आधुनीक अस्तुरी

#### संदर्भ ग्रंथ :

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5. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
6. बुडकुले, किरण. *साहित्यनियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
7. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय : प्राची प्रकाशन, 2010.

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9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. सैल, महाबळेश्वर. *अरण्याकांड*. पाजीफोंड, मडगांव गोंय : जाग प्रकाशन, 2012 (दु. आ.)
11. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर 413709 : शब्दालय प्रकाशन, 2012.

**टिप :** वयले विशय सुचयल्यात ते नमुन्या खातीर आसून विद्यार्थ्यांनी अशे तरेचे हेर विशय अभ्यासाक घेवं येतात.

**S.Y.B.A. (Semester –III)**

**SEE**

**(SKILL ENHANCEMENT COURSE)**

**Course Title: कोंकणी पथनाट्याचो अभ्यास**

(Study of Konkani Street Play)

**Course Code: SEE - 1**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक पथनाट्य ह्या साहित्य प्रकाराची वळख करून दिवप.
2. विद्यार्थ्यां मेरेन पथनाट्यांतली समाजीक जाणीव पावोवप.
3. विद्यार्थ्यांक कोंकणी पथनाट्य निर्मितींत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी पथनाट्याचें सादरीकरण करप.

**Learning Outcomes:**

1. विद्यार्थी पथनाट्य ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. विद्यार्थ्यां मदीं पथनाट्यांतल्यान समाजीक जाणीव निर्माण जातली.
3. विद्यार्थ्यांच्या साबार कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. पथनाट्य - एक साहित्य प्रकार (10 तासिका)**

- पथनाट्याची संकल्पना, व्याख्या आनी प्रकार

- पथनाट्याचे घटक

- संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, गीतरचना, संघर्श, शेवट, आदी

- प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नाच, संगीत, रंगवण, मुस्तायकी, आदी

**2. पाथनाट्य – आरंभ आनी उदरगत (15 तासिका)**

- संवसारीक पावंड्यार पथनाट्याचो आरंभ आनी उदरगत

- पथनाट्याची भारतीय फाटभूंय आनी मुखेल स्थित्यंतरां

- पथनाट्यांतली समाजीक लागणूक

**3. वेंचीक कोंकणी पथनाट्यांचो अभ्यास (25 तासिका)**

**- वेंचीक पांच लेखकांच्या पथनाट्यांचो संहितेचे नदरेन अभ्यास**

- अ. हनुमंत चोपडेकार
- आ. सत्यवान नायक
- इ. कवीन्द्र फळदेसाय
- ई. जयेश राऊत
- उ. मनोज कामत

**4. वेंचीक कोंकणी पथनाट्याचें सादरीकरण (10 तासिका)**

**- अभ्याशिल्ल्या एका पथनाट्याचो प्रयोगाचे नदरेन अभ्यास**

- अ. अभ्याशिल्ल्या पथनाट्याची निवड आनी नाट्यवाचन
- आ. वेंचिल्ल्या प्रयोगक्षम पथनाट्याचो सराव आनी सादरीकरण

**संदर्भ ग्रंथ :**

1. प्रभूदेसाय, संदेश. *रस्तो नाट्य द फर्स्ट थियेटर. दत्तवाडी सांगे गोंय : संजना पब्लिकेशन्स, 2018.*
2. नायक, पुंडलीक. (संपादक) *आधुनीक कोंकणी एकांकी.* नवी, दिल्ली : साहित्य अकादेमी, 2014.
3. नायक, पुंडलीक. *रंगपाट.* वळवय गोंय : अपुरबाय प्रकाशन, 1996.
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5. फळदेसाय, कविन्द्र. *सर फुडें.* दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
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**S.Y.B.A. (Semester – IV)**

**Core Course**

**Course Title: कोंकणी लोकवेदाचो अभ्यास**

(Study of Konkani Folklore)

**Course Code: KON-IV.C-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी लोकवेदाचो सखोल अभ्यास करप.
2. कोंकणी लोकवेदाचे साबार घटक अभ्यासप.
3. कोंकणी लोकवेदाच्या साबार प्रकारांची वळख घडोवप.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी जावची म्हणून भोंवडी करप.

**Learning Outcomes:**

1. विद्यार्थी कोंकणी लोकवेदाचो सखोल अभ्यास करतले.
2. कोंकणी लोकवेदाचे साबार घटक विद्यार्थी अभ्यासतले.
3. विद्यार्थ्यांक कोंकणी लोकवेदाच्या साबार प्रकारांची वळख जातली.
4. कोंकणी लोकवेदाच्या वेंचीक प्रकारांची अभ्यासणी करपाक विद्यार्थी भोंवडी करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. लोकवेद : संकल्पना आनी स्वरूप (10 तासिका)**

- संकल्पना
- स्वरूप

**2. लोकवेद : व्याख्या आनी घटक (10 तासिका)**

- व्याख्या
- घटक

**3. कोंकणी लोकवेदाच्यो खाशेलतायो (10 तासिका)**

- सांस्कृतीक खाशेलतायो
- भाशीक खाशेलतायो

**4. लोकवेदाचे प्रकार (30 तासिका)**

**पयलो वांटो (10 तासिका)**

- लोकगीत : लग्न-गीत, होंवयो, आल्लय, मांडो आनी दुल्पदां, सोकारत

**दुसरो वांटो (10 तासिका)**

- लोकनृत्य : धालो, फुगडी, मूसळ नाच, घोडेमोडणी, गोफ, तोणयांमेळ, तालगडी,



कुणबी नाच, देखणी, चपय (धनगर नाच)

तिसरो वांटो (10 तासिका)

- लोककथा : मिथक, आख्यायिका, कल्पित काणी

टीप – 1. गोंयांत वेगवेगळ्या वाठारांनी जावपी सण आनी लोकउत्सव अभ्यासपा खातीर विद्यार्थ्यांची अभ्यास भोंवडी आयोजीत करची.

2. लोकवेद प्रकारांतल्या कांय विशयांचेर विद्यार्थ्यांनी संकलन आनी सादरीकरण करचें (CA) खातीर.

संदर्भ ग्रंथ :

1. एल. सुनिताबाय. हिन्दी और कोंकणी लोकसाहित्य का तुलनात्मक अध्ययन. काक्कनाड कोच्ची, 2010.
2. केरकर, पौर्णीमा. गोव्यातील धालो उत्सवाचे स्वरूप . आलत परवरी गोवा: गोमन्तक मराठी अकादमी, 2011.
3. खेडेकर, विनायक. गोमंतकीय लोकभाषा. पणजी गोवा: शारदीय वितरण.
4. खेडेकर, विनायक. लोकसरिता – गोमन्तकीय जन जीवनाचा समग्र अभ्यास. कला अकादमी गोवा, 1993.
5. पैगिणकर अजित. काणकोणची लोककला एक दायज. सुखदा पैगिणकर. 2001
6. फळदेसाय पांडुरंग. गोंय लोकवेदाचें सौंदर्यशास्त्र. सासाय प्रकाशन. 2017
7. फेर्नाडीस, जुवांव. गोंयचो आवाज., केपें, गोंय : जे. पी. एल. प्रकाशन 2013.
8. मराठी लोककथा- स्वरूपमीमांसा. सविता प्रकाशन
9. नायक, जयंती. लोकमंथन. केपें गोंय : राजाई प्रकाशन, 2008
10. नायक, जयंती. आमोणेचीं धालो गीतां. पणजी गोंय : गोवा कोंकणी अकादेमी, 1992.
11. नायक, जयंती. गोंयची लोककला. केपें गोंय : राजाई प्रकाशन, 2004.
12. नायक, जयंती. लोकबींब. पणजी गोंय: गोवा कोंकणी अकादेमी, 1998.
13. नायक, जयंती. लोकरंग. आमोणें, केपें गोंय: राजाई प्रकाशन, 2008.
14. वेरेंकार, श्याम. गोंयच्या लोकवेदाचो रुपकार. पणजी गोंय : गोवा कोंकणी अकादेमी, 1991.
15. वेरेंकार, श्याम. धालो. बेती वेरें : कोंकण टायम्स प्रकाशन, 1984.
16. हळर्णकार, तानाजी. (संपादक). कोंकणी विश्वकोश – खंड – 1, ताळगांव गोंय : गोंय विद्यापीठ, 1999.
17. Khedekar, Vinayak. Folk Dances of Goa. Udaipur: West Zone Culture.
18. Pereira, Jose Micael Martins; Da Costa Antonio. Song of Goa: Crown of Mandos. Broadway Publishing House, 2010.
19. Ramanujan A. K. Folk tales from India. Penguin Books. 1994.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी नाटक – एक खाशेलो अभ्यास**

(Special Study of Konkani Drama)

**Course Code: KON-IV.E-5**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी नाटकाचो अभ्यास करप.
2. कोंकणी नाटकांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी नाटकाच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी नाटकाचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक अर्विल्ल्या कोंकणी नाटकाची वळख जातली.
2. कोंकणी नाटकाची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी नाटकाच्या साबार प्रवाहांचें आस्वादन करूंक शकतले.
4. विद्यार्थी वेंचीक कोंकणी नाटकाचो अभ्यास करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. नाटक एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक
- प्रकार

**2. नाटकाची संवसारीक फाटभूंयेची वळख (10 तासिका)**

- संवसारीक नाट्य परंपरा
- भारतीय नाट्य परंपरा

**3. कोंकणी नाटक – आरंभ आनी उदरगत (10 तासिका)**

- कोंकणी नाटकाचो आरंभ आनी उदरगत
- कोंकणी नाटकांतले मुखेल प्रवाह

#### 4. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी नाटकाचो सखोल अभ्यास (30 तासिका)

- अ. परिक्रमा - नायक पुंडलीक
- आ. डॅडी - कामत बांबोळकार दत्ताराम
- इ. बनवड - वजरीकार प्रकाश
- ई. काळमाया - नायक जयंती
- उ. आमचो हात जगन्नाथ - पवार राजय

टीप- नाटकाची सी. डी. दाखोवप, चर्चा करप

#### संदर्भ ग्रंथ :

1. गांवकार, भालचंद्र. साहित्य एक भासाभास. किटोलें, बेतोडें : मित्र प्रकाशन, 1993.
2. नायक, पुंडलीक. रंगपाट. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
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4. बुडकुले, किरण. साहित्यनियाळ अंतरंग आनी कायरुपां. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. सरदेसाय, मनोहरराय. (संपादक). कोंकणी विश्वकोश - खंड - 1. ताळगांव गोंय : गोंय विद्यापीठ, 1999.
7. Bisariya, Subhash. William Shakespeare Anthony and Cleopatra. Karol Bhag, New Delhi: Rama Brothers India Pvt. Ltd., 2007.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी तियात्राचो अभ्यास**

(Special Study of Konkani Tiatr)

**Course Code: KON-IV.E-6**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अर्विल्ल्या कोंकणी तियात्राचो अभ्यास करप .
2. कोंकणी तियात्रांचो आरंभ आनी उदरगत तपासप.
3. कोंकणी तियात्राच्या साबार प्रवाहांची समिक्षा करप.
4. वेंचीक कोंकणी तियात्राचो अभ्यास करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक आर्विल्ल्या कोंकणी तियात्राची वळख जातली .
2. कोंकणी तियात्राची इतिहासीक फाटभूंय विद्यार्थ्यांक कळटली.
3. विद्यार्थी कोंकणी तियात्राच्या साबार प्रवाहांचें आस्वादन करूंक शकतले .
4. विद्यार्थी वेंचीक कोंकणी तियात्राचो अभ्यास करतले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. तियात्र एक साहित्य प्रकार (10 तासिका)**

- संकल्पना
- व्याख्या
- घटक
- प्रकार

**2. कोंकणी तियात्र – आरंभ आनी उदरगत (10 तासिका)**

- कोंकणी तियात्राचो आरंभ आनी उदरगत.
- कोंकणी तियात्रांतले मुखेल प्रवाह.

**3. वेंचीक तियात्रीस्ताचो खोलायेन अभ्यास (10 तासिका)**

- अ. जुंआंव आगोस्तीन फेर्नांडीस
- आ. लुकाझीन रिबेरो
- इ. एम्. बॉयर
- ई. प्रिन्स जेकब

4. सकयल दिल्ल्या खंयच्याय एका वेंचीक कोंकणी तियात्राचो सखोल अभ्यास (30 तासिका)

अ. म्होवाळ विख - कार्दोज तॉमाजीन

आ. सुकती भरती - माजरेलो विल्मीक्स

इ. भाड्याचो कुसवो - आरावजो मिनीन

ई. रोडो नाका - जॅकोब प्रिन्स

टीप- 1. विद्यार्थ्यांक कोंकणी तियात्रांचे प्रयोग पळोवपाक व्हरप. (सी. ए.)

2. तियात्राची सी. डी. दाखोवप (चर्चा करप)

संदर्भ ग्रंथ :

1. थळी, प्रकाश. *तियात्राचो इतिहास 1892 - 1992*. पणजी गोवा : गोवा कोंकणी अकादेमी, 1993.
2. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1996.
3. माजारेलो विल्मीक्स. सुकती भरती. अपुरबाय प्रकाशन. 1993
4. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकर, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
5. Cardozo, Felicio. (Editor) *Tiatrancho Jhelo – II*. Panaji Goa: Goa Konkani Academy, 1998.
6. Cardozo, Tomazinho. *Silver Jubilee of Konkani Tiatro*. Panaji Goa: Goa Kala Academy, 1990.
7. Fernandes, André Rafael. *When the Curtains Rise... Understanding Goa's vibrant Konkani theatre*. Panaji Goa: Tiatr Academy of Goa, 2010.
8. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture, Government of Goa, 2000.

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी निबंदाचो खाशेलो अभ्यास**

(Study of Konkani Essays)

**Course Code: KON-IV.E-7**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद हया साहित्य प्रकाराची वळख घडोवप.
2. निबंद साहित्य प्रकाराची सिध्दांतीक स्वरुपाची वळख घडोवप.
3. कोंकणी निबंदाच्या इतिहासीक फाटभूंयेची वळख घडोवन कोंकणी निबंदाचो विकास कसो जालो ताची म्हायती करून दिवप.
4. कोंकणी निबंद मळावेल्या वेंचीक निबंदांच्या अभ्यासांतल्यान कोंकणी साहित्यांत निबंदाचें मळ कशें विकसीत जालें ताचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी विभागांत शिकपी विद्यार्थ्यांक निबंद साहित्य प्रकाराची सिध्दांतीक वळख घडिल्ल्यान तांकां निबंद हो साहित्य प्रकार समजून घेवपाक आधार जातलो.
2. कोंकणी साहित्यांत निबंद साहित्य प्रकाराचो विकास कसो जालो ताची वळख विद्यार्थ्यांक जातली.
3. कोंकणी निबंदाच्या मळार वावर करपी वेंचीक निबंदकारांचें योगदान समजून घेवपाक विद्यार्थ्यांक आधार जातलो.
4. निबंद बरोवपाची आनी निबंदाचें आस्वादन करपाची विद्यार्थ्यांची तांक विकसीत जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम**

1. निबंद साहित्य प्रकाराची सिध्दांतीक म्हायती (10 तासिका)
2. संवसारीक पांवड्यार निबंद लेखनाची वळख (05 तासिका)
3. कोंकणी निबंदाचो विकास (10 तासिका)
4. वेंचीक कोंकणी निबंदकारांच्या निबंदांचो अभ्यास (35 तासिका)

1. केळेकार रवींद्र – सर्जकाची आंतरकथा (जाग प्रकाशन)

2. नायक दत्ता दामोदर – जाय काय जूय (लोकायत प्रकाशन)
3. पर्येकार प्रकाश – दवरणें (भूमी प्रकाशन)
4. मुकेश थळी - हंसध्वनी (आनंद प्रकाशन)
5. रोमियो आल्मेदा – आमोरी मुरपीकी (अपूरबाय प्रकाशन)
6. कृ. म. सुखटणकार - चिमटे धुमके (बिम्ब प्रकाशन)
7. नमन धावस्कार- मुक्त मन (अमन प्रकाशन)
8. पवार राजय - गिरमीट (सानिका प्रॉडक्शन)

टीप - वयर दिल्ल्या साहित्य कृतींतल्या वेंचीक 01 निबंदांचो अभ्यास करप

संदर्भ ग्रंथ –

1. देसाई, सं. श. लेखन कला परिचय, परिमल प्रकाशन औरंगाबाद, 1998.
2. पवार राजय. गिरमीट. सानिका प्रॉडक्शन. 2009
3. भावे, भूषण. साहित्य विमर्श. पणजी गोंय : शालिमली प्रकाशन, 2016.
4. भांगी, पांडूरंग. साहित्य शिल्प, पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
5. वेरेंकार, श्याम., सरदेसाय, माधवी., कमलाकार, म्हाळशी. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
6. वेरेंकार, श्याम. (संपादक) कोंकणी ललित निबंद. नवी दिल्ली : साहित्य अकादेमी, 1997.
7. सरदेसाय, मनोहरराय. (संपादक). कोंकणी विश्वकोश – खंड – 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
8. यादव, आनंद. ललित गद्याचे तात्वीक स्वरुप आणि मराठी लघुनिबंधाचा इतिहास. पुणे : सुनील अनील मेहता, 1995

**S.Y.B.A. (Semester – IV)**

**Elective Course**

**Course Title: कोंकणी साहित्याचें आस्वादन (भाग - 2)**

(निबंद, नाटक, तियात्र)

(Appreciation of Selected Konkani Writings) (Part -2)

**Course Code: KON-IV.E- 8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. वेंचीक कोंकणी साहित्याचो अभ्यास करप.
2. कोंकणी साहित्यीक परंपरेचो चिकित्सक अभ्यास करप.
3. वेंचीक साहित्यीक विशयांचेर आस्वादनात्मक स्वाध्याय बरोवप.
4. कोंकणी साहित्याचें आस्वादन करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. आयच्या कोंकणी साहित्याचो पांवडो खंय आसा ताचो सोद लागतलो.
3. नव्या साहित्यीक विशयांचेर स्वाध्याय बरोवन जातले.
4. कोंकणी समिक्षेक उर्बा मेळटली.

**अभ्यासक्रम**

1. आस्वादन प्रक्रियेची सिद्धांतीक म्हायती आनी अभ्यास : (10 तासिका)
2. शिक्षकाच्या मार्गदर्शना खाला वेंचिल्ल्या विशयाचो अभ्यास : (10 तासिका)
3. वाचपघरांतलो वावर : (15 तासिका)
4. प्रत्यक्ष साहित्यकृतीचेर वावर करून स्वाध्याय बरोवप : (15 तासिका)
5. सादरीकरण : (10 तासिका)

**टीप – लेखक, अभ्यासक, वाचक तशेंच हेर जाणकारांलागीं भासाभास करून विद्यार्थ्यांनी स्वाध्याय तयार करचो. (CA) खातीर**

**देखी खातीर सकयल दिल्ल्या विशयां भायर हेर विशयांचो आस्पाव करूं येता:**

**1. कोंकणी निबंद -**

1. रवीन्द्र केळेकारांच्या वैचारीक निबंदांतली चिंतनशिलताय : एक अभ्यास
2. अ. ना. म्हांबरो हांच्या निबंदांतली मिशकील नदर : एक सोद
3. प्रकाश थळी हांच्या निबंदांचो समाजीक अभ्यास



4. दत्ता दामोदर नायक हांच्या निबंद शैलींतली कलात्मक नदर : एक चिकित्सा
5. दिलीप बोरकार हांच्या निबंदांतलो विचार आनी विनोद : एक विवेचन
6. डॉ. तानाजी हळर्णकार हांच्या निबंदांतलो समाजीक विचार : एक विवेचन
7. मुकेश थळी हांच्या निबंदांतले नवे विचारप्रवाह : एक संशोधन
8. सुमेधा कामत हांची निबंद संपदा : आस्वादन आनी विश्लेशण
9. प्रकाश पर्येकार हांच्या निबंदांतली सैमीक आनी संस्कृतीक गिरेस्तकाय : एक सोद
10. दिनेश मणेरकार हांच्या निबंदांतली समाजीक जाणीव

## 2. कोंकणी नाटक आनी तियात्र -

1. ताची करामत आनी निमित्ताक कारण ह्या नाटकांचो समाजीक अभ्यास
2. पुंडलीक नायक : कोंकणी भाशेंत बरोवपी भारतीय नाटककार
3. पुंडलीक नायकांच्या पुराय नाट्यसंपदेची चिकित्सक अभ्यासणी
4. डॉ. प्रकाश वजरीकार हांच्या नाटकांतली समाजीक जाणविकाय
5. डॉ. राजय पवार हांच्या नाटकांतलो गंभीर विनोद : एक अभ्यास
6. 21 व्या शेंकड्यांतल्या कोंकणी नाटकांतलें स्त्री-जिवन
7. जुआंव आगोस्तीन फेर्नांडीस हांचे तियात्र : एक रंगमंचीय नियाळ
8. तौमाझीन कार्दोज हांच्या तियात्रांतली समाजीकताय : एक अभ्यास
9. प्रिन्स जॅकॉब एक आधुनीक तियात्रिस्त : एक चिकित्सक अभ्यासणी
10. आग्नेल दे बोरी हांच्या तियात्रांचो अभ्यास
11. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतली अस्तुरी प्रतिमा : चर्चा आनी चिकित्सा
12. 21 व्या शेंकड्यांतल्या कोंकणी तियात्रांतलो विनोद : एक अध्ययन

## संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय : अपुरबाय प्रकाशन, 1992.
2. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
3. हळर्णकार, तानाजी. (संपादक) *कोंकणी विश्वकोश - खंड - 2, 3, 4*. ताळगांव गोंय : गोंय विद्यापीठ, 1997, 1999, 2000.
4. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.
5. Mazarello, Wilmix Wilson. *100 years of Konkani Tiatro*. Panjim Goa: Directorate of Art & Culture Govt. of Goa, 2000.

**S.Y.B.A. (Semester – IV)**

**SEE**

**(SKILL ENHANCEMENT COURSE)**

**Course Title: कोंकणी एकांकीचो अभ्यास**

(A Study of Konkani One Act Play)

Course Code: - SEE -2

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक एकांकी ह्या साहित्य प्रकाराची वळख करप.
2. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणार्चें तंत्र शिकोवप.
3. विद्यार्थ्यांक कोंकणी एकांकीच्या सादरीकरणांत वांटेकार करून घेवप.
4. विद्यार्थ्यांच्या सहकार्यान कोंकणी एकांकीचें सादरीकरण करप.

**Learning Outcomes:**

1. विशय घेतिल्ले विद्यार्थी एकांकी ह्या साहित्य प्रकाराचें शास्त्रीय गिन्यान घेवंक शकतले.
2. संबंदीत विशय घेतिल्ले विद्यार्थी एकांकीच्या सादरीकरणार्चें तंत्र शिकतले.
3. विद्यार्थ्यांच्या कलागुणांक माची मेळटली.
4. नाट्य सादरीकरणांतल्यान विद्यार्थ्यांच्या व्यक्तिमत्वांत भर पडटली.

**No. of Hours: 04 Hours per week**

**अभ्यासक्रम:**

**1. एकांकी - एक साहित्य प्रकार (10 तासिका)**

- एकांकीची संकल्पना, व्याख्या आनी प्रकार
- एकांकीचे घटक
- संहितेचे नदरेन घटक : कथानक, संवाद, पात्रचित्रण, संघर्श, शेवट, आदी
- प्रयोगाचे नदरेन घटक : दिग्दर्शन, अभिनय, नेपथ्य, उजवाडा येवजण, आवजा येवजण, रंगवण, मुस्तायकी आदी

**2. एकांकी – नाट्यकलेचें एक मुखेल साधन (15 तासिका)**

- एकांकीचो आरंभ आनी उदरगत
- एकांकीची भारतीय फाटभूंय
- कोंकणी एकांकीचीं मुखेल स्थित्यंतरां
- एकांकींतली समाजीक लागणूक

### 3. वेंचीक कोंकणी एकांकींचो अभ्यास (25 तासिका)

#### - वेंचीक पांच एकांकींचो संहितेचे नदरेन अभ्यास

1. सरफरोशी की तमन्ना – हनुमंत चोपडेकार
2. भूंयगर्भ – शाबा कुडतडकार
3. उपरें – प्रशांती तळपणकार
4. किळांच – मार्कूस गोन्साल्वीस
5. वळख – कवीन्द्र फळदेसाय

(21 व्या शेंकड्यांतली कोंकणी एकांकी - संपादक – हनुमंत चोपडेकार)

### 4. वेंचीक कोंकणी एकांकीचें वाचन (10 तासिका)

1. अभ्याशिल्ल्या एका एकांकीचो वाचीक अभिनयाचे नदरेन अभ्यास आनी सराव
2. सादरीकरण (नाट्य वाचन)

#### संदर्भ ग्रंथ :

1. चोपडेकार, हनुमंत. (संपादक) 21 व्या शेंकड्यांतली कोंकणी एकांकी. फोंडें गोंय : पियूश प्र., 2012.
2. गांवकार, भालचंद्र. भासाभास. फोंडें गोंय : मित्र प्रकाशन, 1998.
3. दीक्षित, सुर्यप्रकाश. भाषा प्रद्योगिकी एवं भाषा प्रबंधन. अंसारी रोड, दरयागंज, नई दिल्ली : किताबघर प्रकाशन, 2005.
4. नायक, पुंडलीक. कोंकणी नाट्य स्पर्धेचीं 25 वर्सां. पणजी गोंय : गोवा कला अकादमी, 2000.
5. नायक, पुंडलीक. रंगपाट. वळवय फोंडें गोंय : अपुरबाय प्रकाशन, 1992.
6. नायक, पुंडलीक. (संपादक) आधुनीक कोंकणी एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2014.
7. नायक, सत्यावन. जनजाग. खोर्ली तिसवाडी : जैत प्रकाशन, 2014.
8. फळदेसाय, कविन्द्र. सर फुडें दत्तवाडी, सांगे गोंय : संजना प्रकाशन, 2014.
9. भगत, दत्ता. मराठी दलित एकांकी. नवी दिल्ली : साहित्य अकादेमी, 2012. (प्रस्तावना)
10. वेरेंकार, श्याम., सरदेसाय, माधवी., म्हाळशी, कमलाकर. (संपादक) कोंकणी भास, साहित्य आनी संस्कृताय. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
11. हळर्णकार, तानाजी. (संपादक) कोंकणी विश्वकोश – खंड – 1, ताळगांव गोंय: गोंय विद्यापीठ, 1999.
12. Carloni, J. C., Filloux, Jean C. (Editor) Literary Criticism. Daryaganj, New Delhi: National Publication, 1990.
13. Cardozo, Tomazinho., Clara, Jhon. Silver Jubilee of Tiatro Competition. Panjim Goa: Goa Kala Academy, 2000.

**T.Y.B.A. (Semester – V)**

**Core Course**

**Course Title: गोंय मुक्ती उपरांतचीं कोंकणी साहित्यांतलीं स्थित्यंतरां**

(कोंकणी कविता, कथा आनी नाटकाचीं स्थित्यंतरां)

(Important Trends in Post Liberation Konkani Literature)

**Course Code: KON-V.C-7**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी साहित्यांतलीं मुखेल स्थित्यंतरां सोदप.
2. मुखेल साहित्य प्रवाहांचो वेध घेवप.
3. वेंचीक साहित्य प्रवाहांचें संकलन करप.
4. मुखेल प्रवाहांची मोलावणी करप.

**Learning Outcomes:**

1. कोंकणी साहित्याचीं मुखेल स्थित्यंतरां विद्यार्थ्यांक कळटलीं.
2. कोंकणी साहित्य प्रवाहांचो अभ्यास जातलो.
3. वेंचीक कोंकणी साहित्य प्रवाहांचें संकलन जातलें.
4. मुखेल प्रवाहांची मोलावणी जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. कोंकणी काव्याचीं कांय स्थित्यंतरां (20 तासिका)**

- अ. र. वि. पंडीत
- आ. डॉ. मनोहरराय सरदेसाय
- इ. चा. फ्रा. द. कौशता
- ई. रमेश वेळुस्कार

**2. कोंकणी कथेचीं स्थित्यंतरां (20 तासिका)**

- अ. चंद्रकांत केणी
- आ. गजानन जोग
- इ. दामोदर मावजो
- ई. एन. शिवदास

**3. कोंकणी नाटकाचीं स्थित्यंतरां (20 तासिका)**

- अ. पुंडलीक नायक

आ. दत्ताराम कामत बांबोळकार  
इ. डॉ. प्रकाश वजरीकार  
ई. डॉ. राजय पवार

**संदर्भ ग्रंथ :**

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नायक, पुंडलीक. *कोंकणी नाट्य स्पर्धेचीं 25 वर्सां*. पणजी गोंय: गोवा कला अकादमी, 2005.
3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बोरकार, माधव. (संपादक) *पांच दशकां कोंकणी कवितेचीं*. कोंकणी भाशा मंडळ, 2010.
5. मोरास, पाव्लु. *कोंकणी चळवळ*. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी, साखळी गोंय: प्राची प्रकाशन, 2010.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. सरदेसाय, मनोहरराय. (संपादक) *कोंकणी विश्वकोश खंड - 1,2,3,4*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Cardozo, Felicio. *Tiatracho Jhelo II*. Panjim Goa: Goa Konkani Academi, 1998.

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: चित्रपट आनी नाटक आस्वादन**

(Film and Drama Appreciation)

**Course Code: KON-V.E-9**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादनाचें म्हत्व समजावन सांगप.
2. चित्रपट आनी नाटक हांचो संबंद शिकपाक मदत करप.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.
4. चित्रपट आनी नाटकाच्या आस्वादनाची वळख घडोवप.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक चित्रपट आनी नाटकाच्या आस्वादनाचें म्हत्व समजतलें.
2. चित्रपट आनी नाटक हांचो संबंद समजतलो.
3. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या आंगांची वळख जातली.
4. चित्रपट आनी नाटकाच्या आस्वादनाची वळख जातली.
5. चित्रपट आनी नाटकाच्या वेगळ्या वेगळ्या प्रकारांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**चित्रपट**

1. चित्रपट, संकल्पना, गरज (05 तासिका)
2. भारतीय चित्रपटाची वळख (05 तासिका)
3. चित्रपटाच्या प्रकारांचो अभ्यास (05 तासिका)
4. चित्रपटाचें आस्वादन (कथा, पटकथा, संकलन, गीत रचना) (05 तासिका)
5. वर्गांत ल्हान फिल्म तयार करप (05 तासिका)
6. माध्यम प्रकारांतरण (05 तासिका)

**सुचोवणी-**

1. चित्रपटाचे वेगळे वेगळे प्रकार दाखोवन ताचेर उक्ती भासाभास करची.
2. चित्रपटाच्या मळाचेर वावुरपी अभ्यासकांक / तंत्रज्ञ आमंत्रित करून चर्चा करची.

3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.

### नाटक

1. नाटक, संकल्पना, गरज (05 तासिका)
2. भारतीय नाटकाची वळख - (05 तासिका)
3. नाटकाच्या प्रकारांचो अभ्यास (05 तासिका)
4. नाटकाचें आस्वादन (लेखनाचें आनी सादरीकरणाचें) (10 तासिका)
5. वर्गांत नाटक लेखन करप (05 तासिका)

### सुचोवणी-

1. विद्यार्थ्यांक वेंचीक नाटकां दाखोवन ताचेर उक्ती भासाभास करची.
2. नाटकाच्या मळाचेर वावुरपी अभ्यासक / तंत्रज्ञ आमंत्रित करून चर्चा करची.
3. संबंधित विशयांचेर कार्याशाळा घडोवन हाडची.
4. महाविद्यालयाच्या नेमा प्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
5. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

### संदर्भ ग्रंथ :

1. नायक, पुंडलीक. *रंगपाट*. वळवय गोंय: अपुरबाय प्रकाशन, 1996.
2. नायक युगांक. *वेंचीक अंतराष्ट्रीय चलचित्रां*. राजभाशा संचालनालय. 2013
3. बोरकार, दिलीप. “कोंकणी नाट्य स्पर्धेक चार दसकां जालीं तरी अशी कशी काय गोठेली”. जाग : एप्रिल, 2016.
4. फळदेसाय, पांडुरंग. *कोंकणी लोकवेदाचें सौंदर्यशास्त्र*. पर्वरी गोंय : सासाय प्रकाशन, 2017.
5. सरदेसाय, मनोहरराय (संपादक). *कोंकणी विश्वकोश – खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
6. हळर्णकार, तानाजी. (संपादक). *कोंकणी विश्वकोश – खंड – 2.3.4* ताळगांव गोंय: गोंय विद्यापीठ, 1999.
7. Balwant, Gargi. *Theatre in India*. Theatre Arts Books, 1962.
8. Dantas, Isidore. *Konkani Cholkhitram*. Uzvaddavpi : Dantas Publication, 2010.
9. Dix, Andrew. *Beginning Film Studies*. Manchester University Press, 2015.
10. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. New Delhi: SAGE Publications India, 2012.
11. Rachel, Dwyer and Jerry, Pinto. *Beyond the boundaries of Bollywood: The moving forms of Hindi Cinema*. New Delhi: Oxford, 2011.

12. Viegas, Felinzha. *50 years of Konkani Cinema 1950- 2000*. Konkani Entertainment Vol 1, 2003.
13. D'sa, Mario Cabral, Location Goa. Dept. of Information and Technology, 2006/
14. [www.indiandrama.com](http://www.indiandrama.com)'



**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: वेंचीक कादंबरीचो समाजीक अभ्यास**

(Social Study of Selected Novel)

**Course Code: KON-V.E-10**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. साहित्य, भास आनी समाज हांचो संबंध शिकपाक मदत करप.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख घडोवप.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. साहित्य आनी समाजाच्या वेगळ्या वेगळ्या घटकांची वळख जातली.
4. साहित्य कृतींतल्यान संस्कृतायेच्या वेगळ्या वेगळ्या आंगांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

- अ. समाज आनी समाजवेवस्था. (10 तासिका)
- आ. लोकजीवन आनी लोकसंस्कृताय. (10 तासिका)
- इ. सैम आनी पर्यावरण. (10 तासिका)
- ई. मानवीय संवेदना आनी संघर्श. (10 तासिका)
- उ. स्त्री-पुरुष संबंध (5 तासिका)
- ऊ. लेखकाची समाजीक जाणविकाय. (5 तासिका)
- ऋ. कादंबरेविशीं विद्यार्थ्यांचें सादरीकरण (10 तासिका)

**सुचोवण्यो:**

1. विभागान वेंचून काडिल्ल्या मौलीक आनी कोंकणींत अणकारीत जाल्ल्या कादंबरेचो अभ्यास करचो.

2. कादंबरी लेखकाक / अभ्यासकाक आमंत्रित करून विद्यार्थ्यां कडेन चर्चा घडोवन हाडची.
3. महाविद्यालयाच्या नेमा प्रमाण आमंत्रित तज्ञाक मानधन दिवपाची व्यवस्था करची.
4. गोवा कोंकणी अकादेमी वा भाशा संचालनालयाच्या आदारान कार्यावळ करची.

**संदर्भ ग्रंथ :**

1. गोमीश, ओलिव्हिन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय: सरस्पत प्रकाशन, 1989.
2. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ गोंय: जाग प्रकाशन, 1991
3. बुडकुले, किरण. *साहित्य नियाळ अंतरंग आनी कायरुपां*. काणकोण गोंय : ओम दत्त पद्मजा प्रकाशन, 1998.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय : बिम्ब प्रकाशन, 2009.
5. भांगी, पांडुरंग. *साहित्य शिल्प*. पणजी गोंय : गोवा कोंकणी अकादेमी, 1995.
6. वजरीकार, प्रकाश. *वज्राघात*. वजरी सांखळी: प्राची प्रकाशन, 2010.
7. सरदेसाय, माधवी. *जाग कादंबरी विशेशांक 2011*. मडगांव गोंय : जाग प्रकाशन, 2011.
8. शेळके, भास्कर. *मराठी प्रादेशीक कादंबरी : स्वरूप आणि विश्लेषण*. सुमती लांडे, श्रीरामपूर: शब्दालय प्रकाशन, 2012.
9. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
10. भावे, भूषण. *साहित्य विमर्श*. पणजी गोंय : शाल्मली प्रकाशन, 2016.
11. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000.
12. Kdwai A. R. *Stranger than Fiction: Images of Islam and Muslims in English Fiction*. Daryaganj, New Delhi: A. P. H. Publishing House Corporation, 2000.

**T.Y.B.A. (Semester – V)**

**Elective Course**

**Course Title: कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याची वळख**

(Introduction of Konkani Literature from Karnataka and Kerala)

**Course Code: KON-V.E-11**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजावन सांगप.
2. कर्नाटक आनी केरळ कोंकणी साहित्य समजून घेवप.
3. कर्नाटक आनी केरळ कोंकणी साहित्याची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कर्नाटक आनी केरळ राज्यांतल्या कोंकणी साहित्याचें म्हत्व समजतलें.
2. कर्नाटक आनी केरळ कोंकणी साहित्याविशीं म्हायती समजतली.
3. कर्नाटक आनी केरळ साहित्याची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

1. कर्नाटकांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक
2. कर्नाटकांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)
3. केरळांतल्या कोंकणी साहित्याची वळख (20 तासिका)  
अ. कविता  
आ. कथा  
इ. कादंबरी  
ई. नाटक
4. केरळांतल्या मुखेल पांच कोंकणी लेखकांची साहित्यीक वळख (10 तासिका)

**सुचोवण्यो –**

1. केरळ आनी कर्नाटक वाठारांतल्या कोंकणी लेखकांक आमंत्रित करून विद्यार्थ्यांकडेन चर्चा घडोवन हाडची.
2. केरळ आनी कर्नाटक राज्यांत विद्यार्थ्यांची अभ्यास भोंवडी घडोवन हाडची.

**संदर्भ ग्रंथ :**

1. गोमीश, ओलिविन्यु. *कोंकणी सरस्पतीचो इतिहास*. चांदोर गोंय : सरस्पत प्रकाशन , 1989.
2. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी, फोंडें : सानिका प्रॉडक्शन, 2014.
3. नायक, जयंती. *अखील भारतीय कोंकणी साहित्य संमेलनाचीं अध्यक्षीय भाशणां*. पणजी गोंय: अखील भारतीय कोंकणी परिशद, 2016.
4. मोरास, पाव्लू. *जागरण*. मंगळूर: कोंकणी संस्थ्यो, सां लुवीस कॉलेज , 2007.
5. रोड्रीगस, मेल्वीन. (संपादक) *20 व्या शेंकड्याच्यो कोंकणी कविता*. मंगळूर: कर्नाटक कोंकणी साहित्य अकादमी, 2007.
6. वेरेंकार, श्याम; सरदेसाय, माधवी; म्हाळशी, कमलाकार. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय : कोंकणी भाशा मंडळ, 2003.
7. सरदेसाय, माधवी. *मंथन*. मडगांव गोंय : जाग प्रकाशन, 2012.
8. हळर्णकार, तानाजी (संपादक). *कोंकणी विश्वकोश : खंड- 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
9. Sardesai, Manohar Rai. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. – (Semester – V)**  
**Elective Course**

**Course Title: कोंकणीच्या भोवआयामी वावरांत वेंचीक व्यक्तीमत्वांचो अभ्यास**

(Special Study of Multifacet Konkani Personalities)

**Course Code: KON-V.E-12**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक लेखकाच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजावन सांगप.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद शिकपाक मदत करप.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख घडोवप.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक लेखकाच्या साहित्याच्या माध्यमांतल्यान समाजीक विशयांचें म्हत्व समजतलें.
2. लेखकाचें साहित्य, भास आनी समाज हांचो संबंद समजतलो.
3. लेखकाचें साहित्य आनी समाजाच्या वेगवेगळ्या घटकांची वळख जातली.
4. लेखकाच्या साहित्य कृतींतल्यान वेगवेगळ्या आंगांची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

- अ. लेखकाचें जीवन आनी ताच्या साहित्यिक वावराचो समग्र अभ्यास जावचो.
- आ. परिक्षक मंडळा मुखार पन्नास गुणां खातीर वावराचें सादरीकरण जातलें.
- इ. पन्नास गुणां खातीर विद्यार्थ्यांन सादर केल्ल्या लिखित प्रकल्पाचें मुल्यमापन मार्गदर्शक करतलो.
- ई. फाँट सायज - 12, मंगल फाँट, ए-4 सायज, 1.5 स्पेस, नॉर्मल मार्जीन सँटींग.
- उ. पानां- 25 – 30 आदारावळ आनी परिशिष्ट सोडून.

**सुचोवण्यो**

1. विभागान दर एका वर्सा वेंचून काडिल्ल्या लेखकांतल्या खंयच्याय एका लेखकाचो अभ्यास करचो पडटलो.
2. विद्यार्थ्यांक आपल्या आवडीचो कोंकणी लेखक वेंचपाची मेकळीक आसतली.

**संदर्भ ग्रंथ :**

1. नागवेंकार, हरिश्चंद्र. *आस्वादन*. प्रियोळ, फोंडें : जाग प्रकाशन, 1991.
2. नायक, भिकू. बोमी. (सं.) *युगपुरुश शणै गोंयबाब : एक परिचर्चा*. खोर्ली गोंय : जैत प्रकाशन, 2005.

3. पवार, राजय. *कोंकणी कवितेचो इतिहास (1960 ते 1990 मेरेनची कोंकणी कविता)*. बोरी फोंडें: सानिका प्रॉडक्शन, 2014.
4. बुडकुले, किरण. *अक्षर सरिता*. आगशी गोंय: बिम्ब प्रकाशन, 2009.
5. भांगी, पांडुरंग. *साहित्य शिल्प*. पणजी गोंय: गोवा कोंकणी अकादेमी, 1995
6. वजरीकार, प्रकाश. *वज्रघात*. वजरी साखळी गोंय: प्राची प्रकाशन, 2010.
7. सिरसमकर, मीरा. *नोबेल ललना*. (भाग – 02). सदाशिव पेठ, पुणे: मेहता पब्लिशिंग हाऊस, 2001.
8. Bradley, A. C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2010.
9. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd., 2000
10. Sardesai, Manoharra. (Editor) *An Anthology of Modern Konkani Poems*. Priol Goa: Gomant Bharati Publications, 1964.

**T.Y.B.A. (Semester – VI)**

**Core Course**

**Course Title: भारतीय आनी पाश्चात्य काव्यशास्त्राची वळख**

(Introduction to the Study of Indian and Western Poetics)

**Course Code: KON-VI.C-8**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेवप.
2. भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करप.
3. भारतीय काव्यशास्त्राची वळख घडोवप.
4. पाश्चात्य काव्यशास्त्राची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राची फाटभूंय समजून घेतले.
2. विद्यार्थी भारतीय आनी पाश्चात्य काव्यशास्त्राचो पुराय अभ्यास करतले.
3. भारतीय काव्यशास्त्राची वळख विद्यार्थ्यांक जातली.
4. पाश्चात्य काव्यशास्त्राची वळख विद्यार्थ्यांक घडटली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. भारतीय काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
2. भारतीय काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)  
अ. काव्यलक्षणा  
आ. काव्यप्रयोजना  
इ. काव्यलंकार  
ई. रससिद्धांत
3. पाश्चात्य काव्यशास्त्राची फाटभूंय आनी परंपरा (10 तासिका)
4. पाश्चात्य काव्यशास्त्र – सोद आनी सिद्धांत (20 तासिका)  
अ. प्लॅटो  
आ. ऍरिस्टॉटल

**संदर्भ ग्रंथ :**

1. गोविलकर, लिला. *भारतीय साहित्य विचार*. सदाशिवपेठ पुणे : स्नेहवर्धन प्रकाशन, 2003.

2. गुप्त गणपतीचंद्र. *भारतीय एवं पाश्चात्य काव्य-सिद्धान्त*. इलाहाबाद : लोकभारती प्रकाशन, 1986.
3. तिवारी, बालेन्दू शेखर. *वस्तुनिष्ठ काव्यशास्त्र – सम्पूर्ण भारतीय-पाश्चात्य काव्य चिन्तन*. नई दिल्ली : क्लासिकल पब्लिशिंग कम्पनी, 2015.
4. देशपांडे, बालशंकर. *काव्य विवेचन आणि विश्लेषण*. नागपूर: श्रीवत्स प्रकाशन, 2010.
5. देशपांडे, गणेश त्र्यंबक. *भारतीय साहित्य शास्त्र*. नवी दिल्ली: साहित्य अकादमी, 2016
6. फडके, श्री. शं. *भारतीय साहित्य विचार*. पणजी, गोंय : गोवा कोंकणी अकादेमी, 1999.
7. बुडकुले, किरण. *पश्चिमी समिक्षे केडन इश्टागत*. पणजी गोंय : राजहंस प्रकाशन, 1998.
8. Harmon, William. *Classic Writings on Poetry*. New York: Columbia University Press, 2003.
9. Hobsbaum, Philip. *Metre, Rhythm, and Verse Form*. New York: Routledge, 1996.



**T.Y.B.A. (Semester – VI)**

**Course Title: कोंकणी अध्यापनाची पद्धत**

(Konkani: Teaching Methodology)

**Course Code: KON-VI.E-13**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजावन सांगप.
2. अध्ययन आनी अध्यापन पद्धती शिकपाक मदत करप.
3. अध्यापनाच्या आंगांचीं वळख घडोवप.
4. अध्यापनाच्या प्रकारांची वळख घडोवप.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख घडोवप.

**Learning Outcomes:**

1. विद्यार्थ्यांक कोंकणी भाशेचें म्हत्व समजतलें.
2. अध्ययन आनी अध्यापन समजतलें.
3. अध्यापनाच्या आंगांचीं वळख जातली.
4. अध्यापनाच्या प्रकारांची वळख जातली.
5. विद्यार्थ्यांच्या मानसीकतायेची वळख जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम:**

**अध्यापन 1**

1. भाशेचें म्हत्व, आवयभाशेचें म्हत्व (05 तासिका)
2. पाठ नियोजन (08 तासिका)
3. गद्याचें अध्यापन (07 तासिका)
4. स्वाध्याय (05 तासिका)

**अध्यापन 2**

1. कवितेचें अध्यापन (05 तासिका)
2. व्याकरण आनी पत्र (07 तासिका)
3. मुल्यमापन (07 तासिका)
4. विद्यार्थ्यांचें मानस आनी उपचारी अध्ययन (06 तासिका)

**अध्यापन 3**

**Peer teaching (05 hours)**

## Practice Teaching (05 hours)

### सुचोवणी-

1. उपक्रम – विद्यार्थ्यांनी सरभोंवतणच्या शाळांनी वचून अध्यापन करचें.
2. एक 'सी. ए.' खातीर शाळेंतलें अध्यापन आस्पावीत करचें.

### संदर्भ ग्रंथ :

1. केळेकार, रवीन्द्र. *नवी शाळा*. प्रियोळ गोंय: जाग प्रकाशन, 1962.
2. भाटीकर, स्नेहलता. *पालक आनी भुरगीं*. मडगांव गोंय: युगवेद प्रकाशन, 1999.
3. लवंदे, वसंत. *कोंकणी भाशेचें अध्यापन*. गोवा कोंकणी अकादेमी: वि, एम, धुमे, 1995.
4. सरदेसाय, मनोहरराय (संपादक). *कोंकणी विश्वकोश : खंड – 1*. ताळगांव गोंय: गोंय विद्यापीठ, 1999.
5. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक) *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
6. Malekandathil, Pius; Dias, Remy. (Ed.) *Goa in the 20<sup>th</sup> Century: History & Culture*. Panaji, Goa: Institute Menezes Braganza, 2008.
7. Varde, P. S. *History of Education in Goa from 1510 to 1975*. Panjim Goa: Directorate of Art and Culture, (second Edition) 2012.
8. <http://en.wikipedia.org>
9. <http://www.languageinindia.com/may2005/motilalnehrureport1.html> (excerpts)

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: अर्विल्ल्या प्रसारमाध्यमांचो अभ्यास**

(Study of Modern Medias)

**Course Code: KON-VI.E-14**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. प्रसारमाध्यमांचो आरंभ आनी इतिहास समजून घेवप.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी करप.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक शिकोवप.
4. विद्यार्थ्यां मदीं कोंकणी प्रसारमाध्यमां खातीर वावर करपाची अभिरुची विकसीत करप.

**Learning Outcomes:**

1. विद्यार्थ्यांक प्रसारमाध्यमांचो आरंभ आनी इतिहासीक फाटभूंय समजतली.
2. अर्विल्ल्या प्रसारमाध्यमांची शास्त्रीय अभ्यासणी विद्यार्थी करतले.
3. अर्विल्ल्या प्रसारमाध्यमांची साबार आंगां आनी कौशल्ल्यां विद्यार्थ्यांक कळटलीं
4. कोंकणी प्रसारमाध्यमां खातीर पत्रकार, निवेदक, पटकथा लेखक, बातमी सांगपी आदी तयार जातले.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

**1. आर्विल्लीं प्रसारमाध्यमां – एक इतिहासीक आनी शास्त्रीय वळख (10 तासिका)**

अ. प्रसारमाध्यमां – संकल्पना आनी स्वरूप

आ. प्रसारमाध्यमांचो आरंभ – संवसारांत आनी भारतांत

इ. प्रसारमाध्यमांची समाजीक गरज

ई. प्रसारमाध्यमांचे विंगड विंगड प्रकार – एक वळख

**2. कोंकणी छापील प्रसारमाध्यमांचो इतिहास (10 तासिका)**

अ. कोंकणी नेमाळ्यांचो इतिहास

आ. कोंकणी दिसाळ्यांचो इतिहास

**3. कोंकणी इलेक्टॉनिक प्रसारमाध्यमांचो इतिहास (10 तासिका)**

इ. रेडिओ

ई. एफ्. एम्.

उ. टी. वी. चॅनल

**4. छापील आनी इलॅक्ट्रॉनिक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (15 तासिका)**

**अ. छापील प्रसारमाध्यमां खातीर लेखन कौशल्ल्यां**

- बातमी आनी मुखेल स्टोरी बरोवपाचीं कौशल्ल्यां
- लेख बरोवपाचीं कौशल्ल्यां
- मुलाखत लेखन कौशल्ल्यां
- नभोनाट्य लेखन कौशल्ल्यां

**आ. इलॅक्ट्रॉनिक प्रसारमाध्यमां खातीर लेखन-कौशल्ल्यां (15 तासिका)**

- निवेदन लेखन कौशल्ल्यां
- बातम्यो लेखन आनी संपादन कौशल्ल्यां
- मुलाखती खातीर प्रस्न तयार करपाचीं कौशल्ल्यां
- जायरातीं लेखन कौशल्ल्यां.

**संदर्भ ग्रंथ :**

1. कप्तान, संजय. *जनसंपर्क*. पुणे : डायंड प्रकाशन, 2009.
2. दळवी, जयमती(अनुवादक). *भारतातील प्रसारमाध्यमे काल आणि आज*. पुणे: डायमंड प्रकाशन, 2008.
3. पिंगळे, किरण (संपादक). *संवाद कौशल्ये आणि प्रसारमाध्यमे*. जुन्नर पुणे: शब्दश्री प्रकाशन, 2015
4. भावे, भुषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: राजहंस प्रकाशन, 2013.
5. Ludlow, Ron. *The Essence of Effective Communication*. New Delhi: Prentice Production, 1995
6. Mohan, K.; Banerji, M. *Developing Communication Skills*. New Delhi: Macmillan India, 2005.
7. [http://www.daijiworld.com/news/news\\_disp.asp?n\\_id=59256&n\\_tit=Panaji%3A+Konkani+Cinema](http://www.daijiworld.com/news/news_disp.asp?n_id=59256&n_tit=Panaji%3A+Konkani+Cinema)

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: कोंकणी लिप्यंतरीत साहित्याचो अभ्यास**

(कन्नड आनी रोमी लिपींतल्यान)

Study of Transliterated Konkani Literature

(From Kannada and Romi Script)

**Course Code: KON-VIE-15**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख घडोवप.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख घडोवप.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास करप.

**Learning Outcomes:**

1. कोंकणी भास बरोवपाच्या पांच लिपयांची वळख विद्यार्थ्यांक घडटली.
2. कन्नड आनी रोमी लिपयांनी रचिल्ल्या साहित्याची उडटी वळख विद्यार्थ्यांक घडटली.
3. कन्नड लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.
4. रोमी लिपयेंतल्यान देवनागरींत उजवाडाक आयिल्ल्या वेंचीक साहित्यकृतीचो अभ्यास जातलो.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. कन्नड लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)
2. वेंचीक साहित्यकृतीचो अभ्यास (25 तासिका)
  - मूळ कन्नड लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती
    1. देवाच्ये कुर्पेन (कादंबरी) – वि. जे. पी. साल्दाना  
वा
    2. प्रकृतिचो पास (कविता झेलो) – मेल्वीन रोड्रीगस
3. रोमी लिपयेंतलें कोंकणी साहित्य – फाटभूंय आनी वळख (05 तासिका)
4. वेंचीक साहित्यकृतीचो अभ्यास (25 तासिका)
  - मूळ रोमी लिपयेंतली देवनागरींत लिपयांतरीत साहित्यकृती

1. ज्वालामुखी (निबंद झेलो) – ग्वाढालूप डायस  
वा
2. खांद (नवलिका) – विली गौयश

**संदर्भ ग्रंथ :**

1. चोपडेकार, हनुमंत. साहित्य धारा. फोंडें गोंय: सारा क्रिएशन, 2016.
2. दुबे, श्यामाचरण. परंपरा, इतिहास-बोध और संस्कृति. नई दिल्ली: राधाकृष्ण प्रकाशन, 1995.
3. प्रभुदेसाई, वि. बा. सतराव्या शतकातील गोमन्तकीय बोली. मुंबई : मुंबई विश्वविद्यालय, 1963.
4. मोरास, पाव्लु. कोंकणी चळवळ. मंगळूर: कोंकणी इन्स्टिट्यूट, सां. लुविस कॉलेज, 2003.
5. सरदेसाय, माधवी. मंथन. मडगांव गोंय: जाग प्रकाशन, 2012.
6. हरिमोहन. संपादन कला एवं प्रूफ पठन. दरियागंज नई दिल्ली तक्षशिला प्रकाशन, 1995, 2004.
7. Da Cunha, J. Gerson. *The Konkani Language and Literature*. New Delhi: Asian Educational Services, 1981, 1991.
8. Desai, N. B. *Politics of Script: The Case of Konkani*. (1961 – 1992). Taleigao Goa: Goa University, 2002. (Unpublished Thesis)
9. Gomes, Olivinho J.F. *Old Konkani Language and Literature – A Portuguese Role*. Chandor Goa: Konkani Sorospat Publication, 1999.

**T.Y.B.A. (Semester – VI)**

**Elective Course**

**Course Title: अनुवाद अभ्यास**

(Translation Study)

**Course Code: KON-VIE-16**

**Marks: 100**

**Credits: 04**

**Course Objectives:**

1. अनुवाद तंत्राचो अभ्यास करप.
2. अणकार करपाचें कसब विद्यार्थ्यांक शिकोवप.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव करप.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत करप.

**Learning Outcomes:**

1. अनुवाद तंत्राचो अभ्यास विद्यार्थी करतले.
2. अणकार करपाचें कसब विद्यार्थी शिकतले.
3. सर्जनशील साहित्याचो अणकार करपाचो सराव विद्यार्थी सेगीतपणान करतले.
4. कोंकणी विद्यार्थ्यां मदीं अनुवादकाची वृत्ती आनी कौशल्य विकसीत जावपाक मदत जातली.

**No. of Hours: 4 Hours per week**

**अभ्यासक्रम :**

1. अनुवाद – एक आधुनीक शास्त्र (10 तासिका)  
अ. अनुवादाची गरज आनी उपयुक्तताय  
आ. अनुवाद प्रक्रिया आनी स्वरूप  
इ. अनुवादाचें तंत्र आनी मंत्र  
ई. अनुवाद एक कौशल्य
2. कोंकणीतली साहित्यीक अनुवादाची परंपरा – एक वळख (10 तासिका)
3. हेर भाशेंतल्यान कोंकणीत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा, नाटक आनी लेख)
4. कोंकणीतल्यान हेर भाशेंत अनुवादीत जाल्ल्या गद्य बरपाचो अभ्यास (10 तासिका)  
(कथा आनी लेख)
5. वेंचीक कोंकणी कथेचो / निबंदाचो हेर भाशेंत अनुवाद (10 तासिका)

## 6. हेर खंयच्याय वेंचीक भाशेंतल्या कथेचो / निबंदाचो कोंकणींत अनुवाद (10 तासिका)

### संदर्भ ग्रंथ :

1. तिवारी, भोलानाथ; गावा, ओमप्रकाश. *अनुवाद की व्यावहारिक समस्याएँ* नई दिल्ली: शब्दकार प्रकाशन, 1978.
2. बुडकुले, किरण. *अणकार : आयच्या संदर्भांत एक विचार*. अक्षर सरिता. बिम्ब प्रकाशन, 2009.
3. बुडकुले, किरण; सुर्लकर, मोहनदास. *कथा दर्पण*. पणजी गोवा: इन्स्टिट्यूट मिनेझिस ब्रागांझा, 2009.
4. भावे, भूषण; वजरीकार, प्रकाश; पर्येकार प्रकाश. *कारबारी कोंकणी*. पणजी गोंय: रजहंस प्रकाशन, 1999, 2013.
5. माकाशी, सयाजीराजे., नेमाडे, रंजना. *व्यवहारीक मराठी*. बारामती पुणे : शेतकरी साहित्य इर्जिक, 2010.
6. लांडगे, संजय. *उपयोजित मराठी*. शनिवारपेठ पुणे: दिपराज प्रकाशन प्रा. लि., 2011.
7. वेरेंकार, श्याम; सरदेसाय, माधवी; कमलाकार, म्हाळशी. (संपादक). *कोंकणी भास, साहित्य आनी संस्कृताय*. मडगांव गोंय: कोंकणी भाशा मंडळ, 2003.
8. सिंहल, सुरेश. *अनुवाद अवधारणा और आयाम*. दरयागंज नई दिल्ली: संजय प्रकाशन, 2006.
9. Budkule, Kiran. "Building Bridges across Languages and Culture." *Mapping the Mosaic of Culture : Essays in Language and Literature*. Jaipur : University Book House, 2009



**MARATHI**

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (१९४५ - २०००)	<b>MAR-I.C-2</b> मराठी कविता स्वरूप व उपयोजन (आधुनिक कविता १९४५ पर्यंत)	-	-	-	-
II	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (आरंभ ते १९२०)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (१९५० - २०००)	-	-	-	-
III	<b>MAR-III.C-5</b> काव्यशास्त्र (भारतीय व पाश्चात्य)	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ - १६५०)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरू चीचे स्वरूप	-
IV	<b>MAR-IV.C-6</b> रससिद्धांत आणि समीक्षा	-	<b>MAR-IV.E-5</b> प्राचीन मराठी वाङ्मय (१६५१ - १८१८)	<b>MAR-IV.E-6</b> प्रवासवर्णन: साहित्यप्रकार आणि उपयोजन	<b>MAR-IV.E-7</b> कार्यक्रम संयोजन व संचालन कौशल्य	-
V	<b>MAR-V.C-7</b> व्याकरण	-	<b>MAR-V.E-9</b> मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	<b>MAR-V.E-10</b> आत्मचरित्र: साहित्यप्रकार आणि उपयोजन	<b>MAR-V.E-11</b> पत्रकारिता: स्वरूप आणि कौशल्ये	-

VI	<b>MAR-VI.C-8</b> भाषाशास्त्र (Philology)	-	<b>MAR-VI.E-13</b> मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	<b>MAR-VI.E-14</b> प्रादेशिक कथा: स्वरूप आणि उपयोजन	<b>MAR-VI.E-15</b> भाषांतर विद्या	-

SEMESTER	OPTIONAL PAPERS
I	व्यावहारिक मराठी
II	मराठी वाचन - लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY PAPERS
V	मराठी पथनाट्य व एकांकिका: स्वरूप व सिध्दांतन
VI	मराठी पथनाट्य व एकांकिका: लेखन व सादरिकरण

**Parvatibai Chowgule College of Arts And Science**  
**Autonomous**  
**Department of Marathi**  
**Syllabus of Semester I And semester II for the Academic Year 2015 – 16**

**F.Y.B.A – (Semester – I)**

**Core Paper**

**Paper Title:** मराठी कथा स्वरूप आणि उपयोजन (१९४५ - २०००)

**Paper Code:** MAR-I.C-1

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी कथा हा एक साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कथा साहित्याचा ऐतिहासिक परामर्श घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर कथांचा अभ्यास करणे. मराठी कथा साहित्याला समृद्ध बनवणाऱ्या कथांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Syllabus:**

१. सैध्दांतिक स्तर: कथा या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास - घटक व प्रकार  
(10 lectures)
२. मराठी कथेची वाटचाल - स्थूल स्वरूप (05 lectures)
३. उपयोजित स्तर: (45 lectures)

उपयोजित स्तरावर नेमलेल्या कथा खालीलप्रमाणे (सर्व कथासंग्रह महाविद्यालयाच्या ग्रंथालयात उपलब्ध असतील, कथासंग्रहातून विद्यार्थ्यांनी कथा शोधाव्यात अशी अपेक्षा आहे.)

गंगाधर गाडगीळ - भागलेला चांदोबा

पु. भा. भावे - सतरावे वर्ष

व्यंकटेश माडगूळकर - देवा सटवा महार

कुसुमावती देशपांडे - दीपदान

जी. ए. कुलकर्णी - कांकणे  
महादेव शास्त्री जोशी - कुलवधू  
बा. भ. बोरकर - केळ  
रणजित देसाई - बारी  
विद्याधर पुंडलिक - अखेरची रात्र  
आशा बगे - मारवा  
चारुता सागर - नागीण  
ज्ञानेश्वर कोलवेकर - गावबंधू

#### ४. निवडक कथांचे स्वयंअध्ययन (कथा निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

#### Learning Outcome:

सैध्दांतिक व उपयोजित स्तरावर कथा या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठी कथासाहित्यातील महत्वाच्या कथाकारांचा परिचय होईल. त्याचप्रमाणे कथेतील विविध प्रवाह समजून घेता येतील. कथालेखनाविषयीची आवड निर्माण होईल. परीक्षण, कथेचं अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकाराचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

#### संदर्भ ग्रंथ

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**F.Y.B.A – (Semester – I)**

**Core Paper**

**Paper Title:** मराठी कविता स्वरूप व उपयोजन (आधुनिक कविता १९४५ पर्यंत)

**Paper Code:** MAR-I.C-2

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

कविता हा साहित्याचा एक मूलभूत प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कवितेचा ऐतिहासिक परामर्श घेणे. कवितेच्या अध्ययनातील मूलभूत घटकांचा परिचय करून देणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. कवितेच्या प्रत्यक्ष अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे. कवितेचा आशय, अभिव्यक्ती आणि रचनासौंदर्य इ. चा काही कवितांच्याव्दारे अभ्यास करणे.

**Syllabus:**

सैध्दांतिक स्तर: कविता या साहित्यप्रकाराचे स्वरूप - इतर वाङ्मयप्रकारांपेक्षा असलेले वेगळेपण  
(05 lectures)

मराठी कवितेची वाटचाल - प्रातिनिधीक स्वरूपात (05 lectures)

कवितेतील स्थित्यंतरे - प्राचीन आणि आधुनिक कवितेच्या संदर्भात (05 lectures)

उपयोजित स्तर: पाठ्यपुस्तक - 'पाच कवी' संपा. मंगेश विठ्ठल राजाध्यक्ष (45 lectures)

निवडक कवितांचे स्वयंअध्ययन (कविता निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कविता या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.

कवितालेखनाविषयीची आवड निर्माण होईल. परीक्षण, कवितेचं अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकारांचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

## संदर्भ ग्रंथ

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९. रसाळ, सुधीर., *काही मराठी कविता: जाणिवा आणि शैली*, शारदा प्रकाशन, १९८४.
१०. शोभणे, रवींद्र (संपा.), *मराठी कविता: परंपरा आणि दर्शन*, विजय प्रकाशन, नागपूर.



**F.Y.B.A – (Semester – II)**

**Core Paper**

**Paper Title:** मराठी कादंबरी स्वरूप व उपयोजन (आरंभ ते १९२०)

**Paper Code:** MAR-IL.C-3

**Name of Faculty:** Mr. Shrikrishna Adsul

**Marks:** 100

**Credits:** 04

**Course Objective:**

कादंबरी हा एक कथनात्मक साहित्यप्रकार आहे. कथा आणि कादंबरीत कोणता साम्यसंबंध आणि वेगळेपण आहे त्याचा विद्यार्थ्यांना परिचय करून देणे. सैध्दांतिक स्तरावरील अभ्यासामुळे कादंबरीच्या मूल्यमापनाची तयारी होऊ शकेल. कादंबरी वाचनाची आवड निर्माण करणे.

**Syllabus:**

सैध्दांतिक स्तर: कादंबरी या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास - घटक व प्रकार  
(10 lectures)

मराठी कादंबरीची वाटचाल - स्थूल स्वरूप व प्रवाहाचा थोडक्यात परिचय. (05 lectures)

उपयोजित स्तर: पाठ्यपुस्तक - 'वज्राघात' - ह. ना. आपटे (45 lectures)

निवडलेल्या एका कादंबरीचे स्वयंअध्ययन (कादंबरी निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कादंबरी या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचा नेमका अभ्यास करण्याची व मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्वाच्या कादंबरीकारांचा परिचय होईल.

कादंबरीलेखनाविषयीची आवड निर्माण होईल. कादंबरीचे सूक्ष्म वाचन कसे करावे, परीक्षण कसे करावे आणि कादंबरीचे अध्यापन कसे करावे याची पूर्व तयारी होईल.

## संदर्भ ग्रंथ

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१०. बांदिवडेकर, चंद्रकांत., *मराठी कादंबरी: चिंतन आणि समीक्षा*, मेहता पब्लिशिंग हाऊस, पुणे १९८३.
११. बांदिवडेकर, चंद्रकांत., *मराठी कादंबरीचा इतिहास*, मेहता पब्लिकेशन्स, पुणे १९८३.

**F.Y.B.A – (Semester –II)**

**Core Paper**

**Paper Title:** मराठी नाटक स्वरूप व उपयोजन (१९५० - २०००)

**Paper Code:** MAR-IL.C-4

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी नाटक हा एक प्रकार आहे. नाट्यसंहिता म्हणजे काय ? काही उपलब्ध नाट्यसंहितांच्या आधारे अभ्यास. या साहित्यप्रकाराची घटकांतर्गत गुण वैशिष्ट्ये समजावून घेणे. मराठी नाटकांची परंपरा थोडक्यात समजावून घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. मराठी नाटकाला समृद्ध बनवणाऱ्या नाटकांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Syllabus:**

सैध्दांतिक स्तर: नाटक या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास - घटक व प्रकार  
(10 lectures)

मराठी नाटकाची वाटचाल - स्थूल स्वरूप (05 lectures)

उपयोजित स्तर: पाठ्यपुस्तक - 'प्रेमा तुझा रंग कसा' - वसंत कानेटकर (45 lectures)

निवडलेल्या एका नाटकाचे स्वयंअध्ययन/संहिता लेखन

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर नाटक या साहित्यप्रकाराचे अध्ययन केल्यामुळे नाट्याभ्यासाची एक दृष्टी विद्यार्थ्यांकडे येईल. विद्यार्थ्यांच्या मनामध्ये या प्रकाराविषयी आवड निर्माण होऊन या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्वाच्या नाटककारांचा परिचय होईल. नाटक लिहिण्याची आवड निर्माण होईल.

## संदर्भ ग्रंथ

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५. नाईक, राजीव, भोळे, प्रवीण., *भारतीय प्रयोग कलांचा परिचय व एतिहास - नाट्य*, लोकवाङ्मयगृह, मुंबई २०१०.
६. राजापुरे तापस, पुष्पलता., *खानोलकरांची नाट्यसृष्टी*, शब्दालय प्रकाशन, श्रीरामपूर २००८.

**F.Y.B.A – (Semester – I)**

**Optional Paper**

**Paper Title:** व्यावहारिक मराठी

**Paper Code:**

**Name of Faculty** Mr. Shrikrishna Adsul

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या अध्यापनाबरोबरच विद्यार्थ्यांना मराठी भाषेच्या, दैनंदिन व्यवहारामध्ये आवश्यक असलेल्या भाषिक कौशल्यांचा - क्षमतांचा विकास करणे. भाषिक कौशल्याचे विविध आविष्कार व संपर्क माध्यमे यांच्यातील परस्पर संबंध समजावून घेणे, मराठीचा कार्यालयीन, व्यावसायिक कामकाजात होणारा वापर, गरज व स्वरूपविशेष यांची माहिती करून देणे.

**Syllabus:**

वर्तमानपत्र आणि दृक -श्राव्य माध्यमांसाठी बातमी लेखन (10 lectures)

माहितीपत्रक आणि निवेदन लेखन (10 lectures)

टिप्पणी लेखन (05 lectures)

कार्यालयीन पत्रलेखन (10 lectures)

इतिवृत्त (05 lectures)

स्मरणिका, गौरविका (10 lectures)

निमंत्रण, प्रमाणपत्र, शुभसंदेश, मुखपृष्ठ - मलपृष्ठ (10 lectures)

**Learning Outcome:**

मराठीचा कार्यालयीन, व्यावहारिक कामकाजात कसा वापर होतो त्याची माहिती होईल. दैनंदिन व्यवहारात भाषा व्यवहारासाठी आवश्यक असलेल्या लेखन कौशल्याचा विकास होईल. नोकरी व्यवसाय सांभाळूनही फावल्या वेळात या लेखन कौशल्यामुळे अर्थप्राप्ती होऊ शकेल. स्वतंत्रपणे या लेखनकौशल्यामुळे विद्यार्थ्यांच्या ठिकाणी रोजगारक्षमता कशी प्राप्त होऊ शकते ते ध्यानात येईल.

## संदर्भ ग्रंथ

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४. तावरे, स्नेहल (संपा.), *व्यावहारिक मराठी*, स्नेहवर्धन प्रकाशन, पुणे २००४.
५. परब, प्रकाश, *व्यावहारिक मराठी*, मिथुन प्रकाशन, मुंबई १९८८.
६. पाध्ये, प्रभाकर., *पत्रकारितेची मूलतत्वे*, मेहता पब्लिशिंग हाऊस, पुणे २००७.
७. माळी, सुनिल., *बातमीदारी*, राजहंस प्रकाशन, पुणे २००८.
८. मोकाशी, सयाजीराजे., व नेमाडे रंजना., *व्यावहारिक मराठी*, शेतकरी साहित्य इर्जित (परिषद), महाराष्ट्र २०१०.
९. *व्यावहारिक मराठी* - पुणे विद्यापीठ प्रकाशन, पुणे १९८५.

**F.Y.B.A – (Semester – II)**

**Optional Paper**

**Paper Title:** मराठी वाचन लेखन कौशल्य

**Paper Code:**

**Name of Faculty:** Mr. Shrikrishna Adsul

**Marks:** 100

**Credits:** 04

**Course Objective:**

वाचनाबरोबरच विविध लेखनकौशल्यांची ओळख करून घेणे, लेखनकौशल्याची क्षमता निर्माण करणे. भाषिक कौशल्ये ज्या ज्या घटकांद्वारे वा माध्यमांद्वारे विकसित होऊ शकतील त्या सर्व घटकांचा व माध्यमांचा सविस्तर परिचय करून देणे. प्रत्यक्ष प्रात्यक्षिक व उपयोजनांस उद्युक्त करून एकंदरीतच लेखन कौशल्याचे आजच्या संदर्भातील महत्त्व पटवून देणे.

**Syllabus:**

मुलाखत लेखन (10 lectures)

सारांश लेखन (05 lectures)

परीक्षण, रसग्रहण (10 lectures)

भाषांतर (10 lectures)

श्रुतिका, नाटिका लेखन (10 lectures)

संवाद लेखन (05 lectures)

पटकथा लेखन, माहितीपट लेखन (10 lectures)

**Learning Outcome:**

लेखन क्षमता विकसित झाल्यामुळे सर्व माध्यमांसाठी त्या - त्या लेखनप्रकारानुसार विद्यार्थ्यांच्या ठिकाणी लेखनकौशल्ये विकसित होऊ शकतील. अर्थप्राप्तीच्या दृष्टीने ही लेखनकौशल्ये अत्यंत उपयुक्त ठरतील. या लेखनकौशल्यामुळे जीवनात यशस्वी झालेल्यांशी संपर्क होऊन स्वतःचा उद्योग व्यवसाय निर्माण करण्याची क्षमता - आवड विद्यार्थ्यांमध्ये निर्माण होऊ शकेल.

## संदर्भ ग्रंथ

१. कऱ्हाडे, सदा., *भाषांतर*, लोकवाङ्मयगृह प्रकाशन, मुंबई.
२. काळे, कल्याण., सोमण, अंजली., *भाषांतरमीमांसा*, प्रतिमा प्रकाशन, पुणे.
३. देसाई, स. शं., दशरथे, अनंत., *लेखन कला परिचय*, परिमल प्रकाशन, औरंगाबाद, १९९८.
४. फडके, अरूण., *मराठी लेखन कोश*, अंकुर प्रकाशन, ठाणे.
५. बोबडे, सुहासकुमार., *मराठी भाषा उपयोजन आणि सर्जन*, युनिटी प्रकाशन, पुणे २०११.
६. मोहिते, शरदिनी., *व्यावहारिक मराठी भाषा*, स्नेहवर्धन प्रकाशन, पुणे.
७. रोकडे, मनोहर., *व्यावहारिक आणि उपयोजित मराठी*, स्नेहवर्धन प्रकाशन, पुणे.
८. वाळंबे, मो. रा., *मराठी शुध्दलेखन प्रदीप*, नितीन प्रकाशन, पुणे २००४.
९. शेळके, भास्कर., (संपा.), *प्रसारमाध्यमे आणि मराठी भाषा*, स्नेहवर्धन प्रकाशन, पुणे.



**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
AUTONOMOUS**

**DEPARTMENT OF MARATHI**

**LIST OF PANEL OF EXAMINER'S**

आशा मणगुतकर  
मराठी विभाग प्रमुख  
शासकीय महाविद्यालय  
केपे - गोवा.

डॉ. प्रमदा देसाई  
मराठी विभाग प्रमुख  
मल्लिकार्जुन महाविद्यालय  
काणकोण - गोवा.

नीता तोरणे  
मराठी विभाग प्रमुख  
संत सोहिरोबानाथ आंबिये महाविद्यालय  
पेडणे - गोवा.

सचिन वेटे  
सहाय्यक प्राध्यापक  
संत सोहिरोबानाथ आंबिये महाविद्यालय  
पेडणे - गोवा.

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF MARATHI**

**SYLLABUS**

**SEMESTER III FOR THE ACADEMIC YEAR  
2016-2017**

Parvatibai Chowgule College of Arts and Science  
(Autonomous)

DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (१९४५ - २०००)	<b>MAR-I.C-2</b> मराठी कविता स्वरूप व उपयोजन (आधुनिक कविता १९४५ पर्यंत)	-	-	-	-
II	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (आरंभ ते १९२०)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (१९५० - २०००)	-	-	-	-
✓ III	<b>MAR-III.C-5</b> काव्यशास्त्र (भारतीय व पाश्चात्य)	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ - १६५०)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरू चीचे स्वरूप	<b>MAR-III.E-4</b> गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन (कविता, कथा, कादंबरी, बालसाहित्य )

IV	MAR-IV.C-6 रससिध्दांत आणि समीक्षा	-	MAR-IV.E-5 प्राचीन मराठी वाङ्मय (१६५१ - १८१८)	MAR-IV.E-6 प्रवासवर्णनः साहित्यप्रकार आणि उपयोजन	MAR-IV.E-7 कार्यक्रम संयोजन व संचालन कौशल्य	-
V	MAR-V.C-7 व्याकरण	-	MAR-V.E-9 मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	MAR-V.E-10 आत्मचरित्रः साहित्यप्रकार आणि उपयोजन	MAR-V.E-11 पत्रकारिताः स्वरूप आणि कौशल्ये	-
VI	MAR-VI.C-8 भाषाशास्त्र (Philology)	-	MAR-VI.E-13 मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	MAR-VI.E-14 प्रादेशिक कथाः स्वरूप आणि उपयोजन	MAR-VI.E-15 भाषांतर विद्या	-

SEMESTER	OPTIONAL PAPERS
I	व्यावहारिक मराठी
II	मराठी वाचन - लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY PAPERS
✓ III	मराठी पथनाट्य व एकांकिका: स्वरूप व सिध्दांतन
IV	मराठी पथनाट्य व एकांकिका: लेखन व सादरिकरण



**S.Y.B.A – (Semester – III)**  
**Core Paper**

**Paper Title:** काव्यशास्त्र (भारतीय व पाश्चात्य)

**Paper Code:** MAR-III.C-5

**Name of Faculty:** Adsul Shrikrishna

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. काव्य या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. काव्यशास्त्र - शास्त्र म्हणून मीमांसा/सिध्दांतन अभ्यासणे.
3. संस्कृत साहित्यातील काव्यलक्षणाची ओळख करून घेण्याबरोबरच पाश्चात्य साहित्यातील काव्यलक्षणांचा परिचय करून देणे.
4. भारतीयांची काव्यप्रयोजने व पाश्चात्यांची काव्यप्रयोजने यांची माहिती होईल.
5. प्रतिभेचे स्वरूप व काव्यातील तिचे महत्त्व कोणते याविषयी विद्यार्थ्यांना माहिती होईल.

**Learning Outcome:**

1. काव्य या साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल त्याचबरोबर एक शास्त्र म्हणून काव्यशास्त्राची बाजू ध्यानात येईल.
2. प्राचीन काव्यापासून म्हणजे संस्कृत साहित्यातील काव्यलक्षणे व पाश्चात्य साहित्यातील काव्यलक्षणे समजल्यामुळे, एकूणच काव्यशास्त्राचा सखोल अभ्यास होईल.
3. काव्यनिर्मितीकडे, प्राचीन भारतीय साहित्याभ्यासकांनी आणि पाश्चात्य साहित्याभ्यासकांनी कोणकोणत्या हेतूने पाहिले आणि काव्यनिर्मिताची कोणकोणती प्रयोजने होती त्याचा सविस्तर अभ्यास होईल.
4. काव्यनिर्मितीत प्रतिभेचा महत्त्वाचा परिचय होईल.
5. काव्याकडे पाहण्याची एक समीक्षात्मक, विश्लेषणात्मकदृष्टी प्राप्त होईल.

## Syllabus:

1. काव्य - व्याख्या, स्वरूप व शास्त्र म्हणून मीमांसा (15 तासिका)
2. काव्यलक्षणे - भारतीय व पाश्चात्य (15 तासिका)
3. काव्यप्रयोजने - भारतीय व पाश्चात्य (15 तासिका)
4. प्रतिभेचे स्वरूप व कार्य (15 तासिका)

## संदर्भ ग्रंथ

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2. गाडगीळ स. रा., काव्यशास्त्रप्रदीप, व्हीनस प्रकाशन, पुणे - 2010
3. जोग रा. श्री., अभिनव काव्यप्रकाश
4. ढवळे वि. ना., साहित्याचे तत्त्वज्ञान, प. आ. 1984 पुणे
5. देशपांडे ग. त्र्यं., भारतीय साहित्यशास्त्र, मुंबई - 1980
6. पाटील गंगाधर, समीक्षेची नवी रूपे, मुंबई - 1982
7. यादव आनंद, साहित्याची निर्मिती प्रक्रिया, मेहता प्रकाशन, पुणे 1989
8. यशवंत मनोहर, नवे साहित्यशास्त्र, विजय प्रकाशन, नागपूर - 2001

**S.Y.B.A – (Semester – III)**

**Elective Paper:**

**Paper Title:** प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)

(Old Marathi Literature – Beginning to 1650)

**Paper Code:** MAR-III.E-1

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. मराठी भाषेच्या उगमाच्या खुणा जाणून घेऊन प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.
4. विविध पंथीय मराठी वाङ्मयाच्या लेखनप्रेरणा व स्वरूप समजावून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून मराठी भाषेच्या उगमापासूनचा इतिहास विद्यार्थ्यांना अभ्यासता येईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

## Syllabus:

1. यादवपूर्व काळातील मराठीचे स्वरूप. (10 तासिका)
2. यादवकालीन मराठी वाङ्मय - महानुभाव पंथ, वारकरी पंथ (ज्ञानेश्वर, नामदेव, संत कवी - गोरा कुंभार, सावतामाळी, चोखामेळा, संत कवयित्री - जनाबाई, मुक्ताबाई) (15 तासिका)
3. बहामनी कालीन मराठी वाङ्मय - ख्रिस्ती मराठी वाङ्मय, संत कवींची वाङ्मय निर्मिती (एकनाथ) (10 तासिका)
4. शिवकालीन मराठी वाङ्मय (तुकाराम आणि रामदास) (10 तासिका)
5. उपयोजित स्तर - पाठ्यपुस्तक: प्राचीन मराठी वाङ्मय वेचे. संपा. गं. ब. ग्रामोपाध्ये व इतर (20 तासिका)

## संदर्भ ग्रंथ

1. गोसावी, र. रा., महाराष्ट्रातील पाच भक्ती संप्रदाय, प्रतिमा प्रकाशन
2. जोग, रा. श्री. (संपा.), मराठी वाङ्मयाचा इतिहास (खंड एक ते तीन), महाराष्ट्र साहित्य परिषद, पुणे.
3. डहाके, वसंत आबाजी., मराठी साहित्य इतिहास आणि संस्कृती, पॉप्युलर प्रकाशन, मुंबई.
4. तुळपुळे, शं. गो., महानुभाव पंथ व त्यांचे वाङ्मय, व्हीनस प्रकाशन, पुणे.
5. देशपांडे, अ. ना., प्राचीन मराठी वाङ्मयाचा इतिहास भाग एक ( महानुभाव अखेर), व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1995.
6. देशपांडे, अ. ना., प्राचीन मराठी वाङ्मयाचा इतिहास भाग दुसरा ( ज्ञानदेव - नामदेव), व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1996.
7. देशपांडे, अ. ना., प्राचीन मराठी वाङ्मयाचा इतिहास भाग तिसरा ( एकनाथ - पर्व - प्रारंभ), व्हीनस प्रकाशन, पुणे, आ. दुसरी, मे 2002.
8. देशपांडे, अ. ना., प्राचीन मराठी वाङ्मयाचा इतिहास भाग चौथा ( एकनाथ - मुक्तेश्वर), व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1977.
9. देशपांडे, अ. ना., प्राचीन मराठी वाङ्मयाचा इतिहास भाग पाचवा ( तुकाराम - रामदास), व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1982.
10. नसिराबादकर, ल. रा., प्राचीन मराठी वाङ्मयाचा इतिहास, फडके प्रकाशन, कोल्हापूर.



**S.Y.B.A – (Semester – III)**

**Elective Paper:**

**Paper Title:** मराठी ललित गद्य स्वरूप आणि उपयोजन  
(Marathi Literary Essays Nature and Application)

**Paper Code:** MAR-III.E-2

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. हा एक ललित साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे.
2. मराठी ललित गद्याचा ऐतिहासिक परामर्श घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी ललित गद्याला समृद्ध बनवणाऱ्या ललित निबंधांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. ललित गद्य या वाङ्मयप्रकाराची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर ललित गद्याचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी ललित निबंधांचे लेखन करणाऱ्या महत्त्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील विविध प्रवाह समजून घेता येतील.
5. ललित गद्याच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. सैध्दांतिक स्तर: मराठी ललित गद्य स्वरूप व प्रकार (05 तासिका)
2. मराठी ललित गद्य वाटचाल - स्थूल स्वरूप (05 तासिका)
3. उपयोजित स्तर – पाठ्यपुस्तक: ललित रंग, संपा. मंदा खांडगे, तानाजी पाटील व शिवाजीराव मोहिते. (पहिल्या दहा निबंधांचा समावेश) (45 तासिका)

4. निवडक ललित निबंधांचे स्वयंअध्ययन: वाचन, चर्चा आणि मूल्यांकन (कोणत्याही गोमंतकीय ललित निबंधाची निवड करता येईल) (5 तासिका)

#### संदर्भ ग्रंथ

1. अदवन्त, म. ना., बनहट्टी, श्री. ना., *बहुरूपी निबन्ध*, सुविचार प्रकाशन मंडळ, नागपूर, 1966.
2. आचार्य, मा. ना., *अनुषंग*,
3. चौधुले, वि. शं., *ललितगद्य ते मुक्तगद्य*, मौज प्रकाशन गृह, मुंबई.
4. देसाई, स. शं., दशरथे, अनंत., *लेखन कला परिचय*, परिमल प्रकाशन, औरंगाबाद, 1998.
5. यादव, आनंद, *ललित गद्याचे तात्त्विक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास*, मेहता पब्लिशिंग हाऊस, पुणे, 1996.

**S.Y.B.A – (Semester – III)**

**Elective Paper:**

**Paper Title:** साहित्याभिरूचीचे स्वरूप  
(Nature of Literary Taste)

**Paper Code:** MAR-III.E-3

**Name of Faculty:** Shrikrishna Adsul

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. विद्यार्थ्यांची वाङ्मयीन अभिरूची विकसित करणे.
2. मराठी साहित्यासंबंधी रूची निर्माण करणे.
3. विद्यार्थ्यांमध्ये साहित्यास्वाद घेण्याची विविधांगी क्षमता विकसित करणे.
4. साहित्याभ्यासातून जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. वैयक्तिक पातळीवर आणि कौटुंबिक किंवा सामाजिक पातळीवरील वाचन संस्कृती विकसित होण्यास हातभार लागेल.
2. वाचनसंस्कृतीतून घरोघरी ग्रंथ संपदा वाढीस लागेल.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

1. साहित्याचा वाचन व्यवहार – वाचनसंस्कृती वृद्धिंगत होण्यासाठी विद्यार्थ्यांचा सहभाग वाढवण्याचे विविध मार्ग. (10 तासिका)
2. साहित्याचा सामाजिक व्यवहार – ग्रंथ प्रकाशन, ग्रंथ चर्चा, साहित्यिकांशी संवाद. (15 तासिका)
3. साहित्यविषयक उपक्रमशिलता – ग्रंथ प्रदर्शने, ग्रंथ वितरण, ई. वितरण प्रणाली (15 तासिका)

4. गटवार पध्दतीने विविध उपक्रमांचे आयोजन – काव्यवाचन, कथाकथन, पारितोषिक वितरण, परिसरातील एखाद्या लोककलेचे आयोजन. (15 तासिका)
5. राज्य आणि राष्ट्रीय पातळीवरील विविध साहित्य पुरस्कारांची माहिती. (05 तासिका)

#### संदर्भ ग्रंथ

1. जोंधळे, महावीर., साहित्य आणि आविष्कार, स्वरूप प्रकाशन, औरंगाबाद, 2002.
2. पवार, गो. मा., साहित्यमूल्य आणि अभिरुची, साकेत प्रकाशन, औरंगाबाद.
3. पाटील, मोहन., ग्रामीण साहित्य आणि संस्कृती, स्वरूप प्रकाशन, औरंगाबाद.
4. पाध्ये, दिगंबर., साहित्य, समाज आणि संस्कृती, लोकवाङ्मय गृह, मुंबई.
5. मेश्राम, केशव., साहित्य संस्कृती मंथन, स्वरूप प्रकाशन, औरंगाबाद, 2004.
6. यादव, आनंद., साहित्याची निर्मितीप्रक्रिया, मेहता प्रकाशन, पुणे.
7. साने. ह. श्री., सामाजिकशास्त्रे आणि साहित्य अंतःसंबंध, प्रतिमा प्रकाशन
8. सोमण, अंजली., साहित्य आणि सामाजिक संदर्भ, प्रतिमा प्रकाशन, पुणे.

**S.Y.B.A – (Semester – III)**

**Elective Paper**

**Paper Title:** गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन

(कविता, कथा, कादंबरी, बालसाहित्य)

Goan Marathi Literature Critics and Research

**Paper Code:** MAR-III.E-4

**Name of Faculty:** Shrikrishna Adsul

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचण्याची आवड निर्माण करणे.
2. विविध साहित्यप्रकारातील साहित्याचे वाचन व त्या त्या साहित्यप्रकारातील साहित्याची ओळख करून घेणे.
3. साहित्याची समीक्षा – विविध साहित्य प्रकारांची ओळख व समीक्षेचे विशेष समजावून घेणे.
4. साहित्य संशोधन – संशोधन स्वरूप, पद्धती व प्राथमिक संशोधनपर अभ्यासाचे महत्त्व समजावून घेता येईल.
5. निवडलेल्या विषयावर लघुशोधनिबंध वा लघुप्रकल्प लेखन तयार करून घेणे.

**Learning Outcome:**

1. गोमंतकीय मराठी साहित्याची/साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी साहित्याचे कोणकोणत्याप्रकारे विकसन झाले, स्थित्यंतरे झाली त्याचा स्थूल परिचय विद्यार्थ्यांना होऊ शकेल.
3. वाचलेल्या गोमंतकीय मराठी साहित्यावर/पुस्तकांवर विविध मराठी वृत्तपत्रांतून, नियतकालिकांतून विद्यार्थ्यांना समीक्षणे लिहिता येतील.
4. साहित्याच्या संशोधन पद्धतीनुसार एखाद्या साहित्य प्रकारातील गोमंतकीय साहित्यावर वा पुस्तकावर लघुशोधनिबंध वा लघुप्रकल्पकार्य तयार करून घेता येतील.



### Syllabus:

1. चार गोमंतकीय मराठी साहित्य प्रकाराचे आरंभापासूनचे स्वरूप (15 तासिका)
2. समीक्षा - स्वरूप, विविध पद्धती, परीक्षण/समीक्षण (15 तासिका)
3. लघुशोधनिबंध आणि लघुप्रकल्पकार्यासाठीचे संशोधन व त्याचे स्वरूप (15 तासिका)
4. संशोधन लेखन, सादरीकरण, मूल्यांकन (15 तासिका)

लघुशोधनिबंध वा लघुप्रकल्पकार्य - विषय

#### (अ) गोमंतकीय मराठी कविता

1. संत सोहिरोबानाथ अंबिये यांच्या स्फुट कवितेतील सामाजिक उपदेशाचे स्वरूप.
2. बा.भ. बोरकर यांच्या 'आनंदभैरवी' या काव्यसंग्रहातील गोमंतकीय निसर्ग.
3. गजानन रायकर यांच्या 'रंगयात्रा' या काव्यसंग्रहातील सामाजिकता

#### (ब) गोमंतकीय मराठी कथा

1. पं.महादेवशास्त्री जोशी यांच्या 'खडकातील पाझर' या कथासंग्रहातील संस्कारशीलतेचे स्वरूप.
2. वि.ज. बोरकर यांच्या आदिंश या कथासंग्रहातील गोमंतकीय समाजजीवन.
3. विठ्ठल गावस यांच्या 'ओझं' या कथासंग्रहातील प्रादेशिकता.

#### (क) गोमंतकीय मराठी कादंबरी

1. सुभाष भेण्डे यांच्या 'अंधारवाटा' या कादंबरीतील महानगरीय जीवन.
2. स.शं.देसाई यांच्या 'महापर्व' कादंबरीतील महाराणी ताराबाईची व्यक्तिरेखा.
3. माधवी देसाई यांच्या कथा एका राजाची या कादंबरीतील स्त्रीजीवन.

#### (ड) गोमंतकीय मराठी बालसाहित्य

1. सुधाकर प्रभू यांच्या 'हे अभिमन्यूचे वारस' कादंबरीकेतील ऐतिहासिक घटनाप्रसंगांचे चित्रण.
2. निलिमा आंगले यांच्या 'पर्यांचा देश' या संग्रहातील बालकवितेचे विशेष.
3. अवधूत कुडतरकर यांच्या 'जंतर मंतर छू' मधील अद्भुत वातावरण.

## संदर्भ ग्रंथ

1. अडसूळ श्रीकृष्ण, गोमंतकीय मराठी साहित्य आशय आणि आविष्कार, शब्दालय प्रकाशन, श्रीरामपूर-2013
2. अडसूळ श्रीकृष्ण (संपा.), गजानन रायकर यांचे साहित्य - स्वरूप आणि मीमांसा, मराठी विभाग-चौगुले कॉलेज प्रकाशन, मडगाव -2013
3. घवी रवींद्र, श्रीकांत रासकर (संपा.), स्वातंत्र्योत्तर गोमंतकीय मराठी कथा, गोमंतक साहित्य सेवक मंडळ प्रकाशन, पणजी -2006
4. घवी रवींद्र, मागोवा: गोमंतकीय मराठी साहित्यिकांचा, राजहंस वितरण, पणजी -1998
5. तडकोड सु.म.(संपा.), नरेंद्र बोडके यांची समग्र कविता, शारिवा प्रकाशन, पुणे-2012.
6. नाडकरणी एस्.एस्., कोमरपंत सोमनाथ (संपा.), गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-2), गोमंतक मराठी अकादमी प्रकाशन, पणजी-2003.
7. प्रभुदेसाई चि. बा., घवी रवींद्र (संपा.), गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-1), गोमंतक मराठी अकादमी प्रकाशन, पणजी-2003.
8. बोडके नरेंद्र(संपा.), गोमंतकीय मराठी कवितेचे अर्धशतक 1960-2010, नंदिनी प्रकाशन, पुणे-2010.

**S.Y.B.A – (Semester – III)**

**Inter disciplinary Paper**

**Paper Title:** मराठी पथनाट्य व एकांकिका स्वरूप व सिद्धांतन

(Marathi Street Play & One –Act Play Nature & Theory)

**Paper Code:** MAR-III ID-1

**Name of Faculty:** Shrikrishna Adsul

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. पथनाट्य व एकांकिका या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाडमयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. पथनाट्य व एकांकिका लेखनातील विविध घटकांचा परिचय होईल.
4. पथनाट्य व एकांकिका लेखन व परीक्षणाविषयीची आवड निर्माण होईल.

**Learning Outcome:**

1. पथनाट्य व एकांकिका या नाट्यप्रकाराची एक वाडमयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. पथनाट्य व एकांकिका या नाट्यप्रकारांचे, वाचन व लेखनविषयक जाणिवेचे विकसन होऊ शकेल.
3. सुप्त लेखन व अभिनयगुणांना वाव मिळेल.
4. या दोन्ही नाट्यप्रकाराच्या मूल्यमापनाची क्षमता निर्माण होईल.

**Syllabus:**

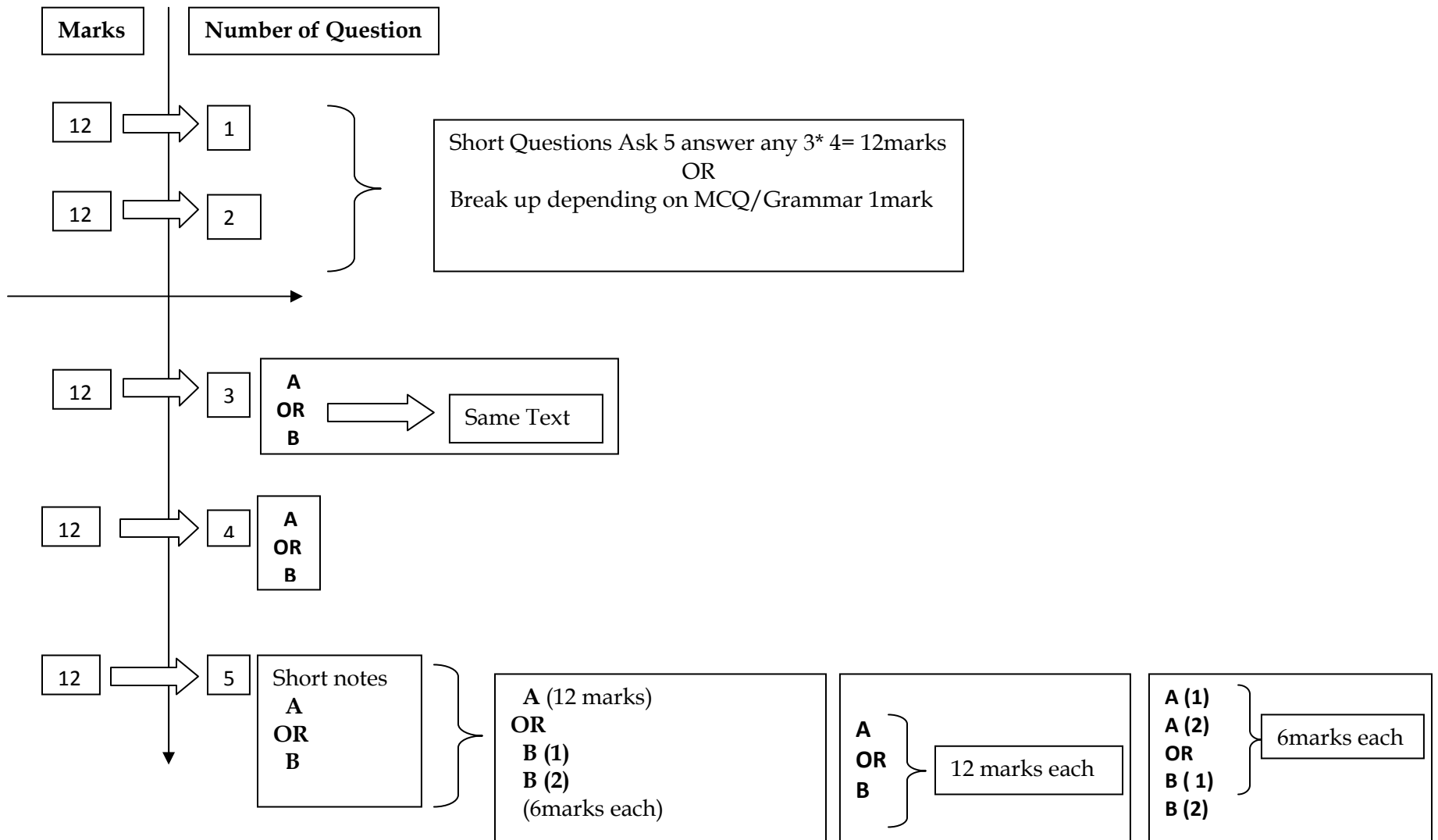
1. पथनाट्य एक नाट्यप्रकार, साहित्यप्रकार व घटकांतर्गत अभ्यास (15 तासिका)
2. एकांकिका एक नाट्यप्रकार, साहित्यप्रकार व घटकांतर्गत अभ्यास (15 तासिका)
3. पथनाट्य व एकांकिका – संहिता लेखनाचे स्वरूप (15 तासिका)
4. पथनाट्य व एकांकिका – वाडमयमूल्य, प्रयोगमूल्य व नाट्यमूल्य, परीक्षण – समीक्षा (15 तासिका)



## संदर्भ ग्रंथ

1. कानडे मु.श्री., नाट्यशोध, नीहारा प्रकाशन, पुणे - 1987.
2. काळे के.ना व इतर, मराठी रंगभूमी नाटक, घटना आणि परंपरा, मराठी साहित्यसंघ, मुंबई -1971.
3. कुलकर्णी द.भि, नाटक स्वरूप व समीक्षा, पद्मगंधा प्रकाशन पुणे -2010.
4. कुलकर्णी गो.म., मराठी नाट्यसृष्टी, मेहता पब्लिशिंग हाऊस, पुणे -30
5. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा.), वाडमयीन संज्ञा - संकल्पना कोश, पॉप्युलर प्रकाशन, मुंबई - 2001.
6. घवी रवींद्र, भावे पुष्पा, व इतर (संपा.), प्रदक्षिणा (खंड -2), कॉन्टिनेंटल प्रकाशन, पुणे - 2008.
7. जोग रा.श्री. (संपा.), मराठी वाडमयाचा इतिहास (खंड-4), महाराष्ट्र साहित्य परिषद, पुणे 1965.
8. नाईक राजीव, भोळे प्रवीण, भारतीय प्रयोग कलांचा परिचय व इतिहास - नाट्य, लोकवाडमयगृह, मुंबई - 2010.
9. शिंदे विठ्ठल, (संपा.), सर्वात्कृष्ट एकांकिका, जाईप्रकाशन, उल्हासनगर -2007.
10. सरदेसाई माया, भारतीय रंगभूमीची परंपरा, स्नेहवर्धन प्रकाशन, पुणे - 1996.

# Final Exam Framework For Language Department



**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (1945 – 2000)	<b>MAR-I.C-2</b> मराठी कविता स्वरूप व उपयोजन (आधुनिक कविता 1945 पर्यंत)	-	-	-	-
II	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (आरंभ ते 1920)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (1950 - 2000)	-	-	-	-
III	<b>MAR-III.C-5</b> काव्यशास्त्र (भारतीय व पाश्चात्य)	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरू चीचे स्वरूप	<b>MAR-III.E-4</b> गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन (कविता, कथा, कादंबरी, बालसाहित्य )

✓ IV	<b>MAR-IV.C-6</b> रसविचार आणि समीक्षाविचार	-	<b>MAR-IV.E-5</b> प्राचीन मराठी वाङ्मय (1651 – 1818)	<b>MAR-IV.E-6</b> प्रवासवर्णनः एक अभ्यास	<b>MAR-IV.E-7</b> कार्यक्रम संयोजन व संचालन कौशल्य	<b>MAR-IV.E-8</b> गोमंतक आणि कोकण या प्रदेशातील लोककला
V	<b>MAR-V.C-7</b> व्याकरण	-	<b>MAR-V.E-9</b> मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	<b>MAR-V.E-10</b> आत्मचरित्रः साहित्यप्रकार आणि उपयोजन	<b>MAR-V.E-11</b> पत्रकारिताः स्वरूप आणि कौशल्ये	-
VI	<b>MAR-VI.C-8</b> भाषाशास्त्र (Philology)	-	<b>MAR-VI.E-13</b> मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	<b>MAR-VI.E-14</b> प्रादेशिक कथाः स्वरूप आणि उपयोजन	<b>MAR-VI.E-15</b> भाषांतर विद्या	-

SEMESTER	OPTIONAL PAPERS
I	व्यावहारिक मराठी
II	मराठी वाचन – लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY PAPERS
III	मराठी पथनाट्य व एकांकिका: स्वरूप व सिध्दांतन
✓ IV	मराठी पथनाट्य व एकांकिका: लेखन व सादरिकरण

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF MARATHI**

**SYLLABUS**

**SEMESTER IV FOR THE ACADEMIC YEAR**

**2016-2017**

**S.Y.B.A – (Semester – IV)**  
**Core Paper**

**Paper Title:** रसविचार आणि समीक्षाविचार

(Rasa Theory and Literary Criticism)

**Paper Code:** MAR-IV.C-6

**Name of Faculty:** Adsul Shrikrishna

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. प्राचीन भारतीय साहित्यशास्त्रातील रससंकल्पना समजावून घेणे.
2. साहित्याभ्यासात असलेले रससौंदर्याचे महत्त्व ध्यानात घेणे.
3. साहित्यातील समीक्षेचे महत्त्व ध्यानात आणून देणे.
4. विविध समीक्षा पद्धतींद्वारे एखाद्या पुस्तकाचे समीक्षण करणे.

**Learning Outcome:**

1. रसविचार समजावून घेतल्याने समीक्षेसाठी आवश्यक ती दृष्टी येईल.
2. साहित्याच्या सौंदर्यातील रसविचाराचे महत्त्व ध्यानात येईल.
3. वेगवेगळ्या समीक्षा पद्धतीचा अभ्यास होईल.
4. निवडलेल्या वाङ्मयप्रकारातील एखाद्या ग्रंथाचे परीक्षण करणे शक्य होईल.

**Syllabus:**

1. 'रस' - स्वरूप व सिद्धांतन (15 तासिका)
2. रसनिष्पत्तिविषयक विविध उपपत्ती व आधुनिकांचे रसविवेचन (15 तासिका)
3. समीक्षा – संकल्पना, प्रयोजन, स्वरूप (15 तासिका)
4. विविध समीक्षा पद्धती (15 तासिका)

**संदर्भ ग्रंथ**

1. कुळकर्णी वा. ल., साहित्य स्वरूप आणि समीक्षा, मुंबई, 1995
2. गाडगीळ गंगाधर., खडक आणि पाणी, उत्कर्ष प्रकाशन, पुणे, 2003
3. गाडगीळ स. रा., काव्यशास्त्रप्रदीप, व्हीनस प्रकाशन, पुणे, 2010
4. गोडबोले, एन्., साहित्य समीक्षा: स्वरूप आणि विकास, व्हीनस प्रकाशन, पुणे, 1981

5. जोग रा. श्री., *अभिनव काव्यप्रकाश*, मौज प्रकाशन, मुंबई, 2008
6. दादेगावकर पद्माकर., *रसचर्चा*, पॉप्युलर प्रकाशन, मुंबई, 1994
7. देशपांडे ग. त्र्यं., *भारतीय साहित्यशास्त्र*, मुंबई, 1980
8. देशपांडे, माधव., *साहित्य साधन*, कॉन्टिनेंटल प्रकाशन, पुणे, 1961
9. पाटणकर वसंत., *साहित्यशास्त्र*, पद्मगंध प्रकाशन, पुणे, 2006
10. यशवंत मनोहर, *नवे साहित्यशास्त्र*, विजय प्रकाशन, नागपूर, 2001

**S.Y.B.A – (Semester – IV)**

**Elective Paper:**

**Paper Title:** प्राचीन मराठी वाङ्मय (1651 – 1818)

(Old Marathi Literature – 1651 to 1818)

**Paper Code:** MAR-IV.E-5

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून जुन्या मराठी साहित्याचा विद्यार्थ्यांना परिचय होईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

प्राचीन आणि मध्ययुगीन साहित्य: या संज्ञातील साम्यभेद	(02 तासिका)
मराठीतील पंडिती काव्य: प्रेरणा, स्वरूप आणि परंपरा (काही प्रातिनिधीक पंडित कवींच्या काव्यांशाच्या आधारे)	(13 तासिका)
मराठीतील शाहिरी काव्य: स्वरूप व प्रकार (निवडक शाहीर)	(10 तासिका)
मराठीतील बखर वाङ्मय: (शिवपूर्वकाल, शिवकाल, पेशवेकाल)	(10 तासिका)
उपयोजित स्तर – पाठ्यपुस्तक: पैंजण – म. ना. अदवंत (निवडक कवी व कविता)	(25 तासिका)



## संदर्भ ग्रंथ

1. अदवंत, म. ना., *पेंजण*, साहित्य प्रसार केंद्र, नागपूर, सहा. आ, 2013
2. ग्रामोपाध्ये, गं. ब., *मराठी बखरगद्याचा पुनर्विचार*, मेहता पब्लिशिंग हाऊस, पुणे, 1986  
युनिव्हर्सल पब्लिकेशन्स, कोल्हापूर.
3. जोग, रा. श्री. (संपा.), *मराठी वाङ्मयाचा इतिहास (खंड तीन ते पाच)*, महाराष्ट्र साहित्य परिषद, पुणे, 1965
4. डहाके, वसंत आबाजी., *मराठी साहित्य इतिहास आणि संस्कृती*, पॉप्युलर प्रकाशन, मुंबई, 2006
5. नसिराबादकर, ल. रा., *प्राचीन मराठी वाङ्मयाचा इतिहास*, फडके प्रकाशन, कोल्हापूर, 1994
6. वाटवे, के. ना., *प्राचीन मराठी पंडितीकाव्य*, जोशी आणि लोखंडे प्रकाशन, पुणे, 1964
7. हेरवाडकर, र. वि., *मराठी बखर*, व्हीनस प्रकाशन, पुणे, 1957

**S.Y.B.A – (Semester – IV)**

**Elective Paper:**

**Paper Title:** प्रवासवर्णन: एक अभ्यास

(Travelogues: Form and Application)

**Paper Code:** MAR-IV.E-6

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. या साहित्यप्रकाराची गुणवैशिष्ट्ये समजावून घेणे.
2. मराठी प्रवासवर्णनांचा स्थूल परिचय करून देणे.
3. सैद्धांतिक तसेच उपयोजित स्तरावर या प्रकाराचा अभ्यास करणे.
4. काही निवडक प्रवासवर्णनांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रवासवर्णन या वाङ्मयप्रकाराची ओळख होईल.
2. सैद्धांतिक व उपयोजित स्तरावर प्रवासवर्णनांचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी प्रवासवर्णनांचे लेखन करणाऱ्या महत्त्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील बदलते प्रवाह समजून घेता येतील.
5. या लेखनप्रकाराचे बदलते स्वरूप समजून घेता येईल.
6. प्रवासवर्णनाच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. सैद्धांतिक स्तर: मराठी प्रवासवर्णन प्रेरणा, स्वरूप व घटक (10 तासिका)
2. मराठी प्रवासवर्णन वाटचाल - स्थूल स्वरूप (05 तासिका)
3. उपयोजित स्तर – हिममय अलास्का, गंगाधर गाडगीळ (40 तासिका)
4. निवडक प्रवासवर्णनांचे स्वयंअध्ययन: वाचन, चर्चा आणि मूल्यांकन (कोणत्याही गोमंतकीय प्रवासवर्णनाची निवड करता येईल) (05 तासिका)

## संदर्भ ग्रंथ

1. उषा पाणंदीकरांची प्रवासवर्णने स्वरुप आणि चिकित्सा., अडसूळ, श्रीकृष्ण.,(संपा.), गोमंतक मराठी अकादमी, 2009
2. देसाई, स. शं., दशरथे, अनंत., लेखन कला परिचय, परिमल प्रकाशन, औरंगाबाद, 1998.
3. मराठी वाङ्मयाचा इतिहास., कुलकर्णी, गो. म., (संपा), महाराष्ट्र साहित्य परिषद, पुणे, पृ. 213, 1991
4. सावंत, वसंत., प्रवासवर्णनः एक वाङ्मयप्रकार, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 1987

**S.Y.B.A – (Semester – IV)**

**Elective Paper:**

**Paper Title:** कार्यक्रम संयोजन व संचालन कौशल्य

(Event Management and Compering Skills)

**Paper Code:** MAR-IV.E-7

**Name of Faculty:** Sarika Advilkar

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. विद्यार्थ्यांमध्ये संयोजन व संचालनाचे कौशल्य विकसित करणे.
2. कार्यक्रमाची आखणी व अन्य तयारी याविषयीची कौशल्ये आत्मसात करणे.
3. व्यक्तिमत्त्व विकास साधणे.
4. विद्यार्थ्यांमध्ये विविधांगी कलागुण विकसित करून त्यांची जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. या क्षेत्रामध्ये रोजगाराची संधी उपलब्ध होईल.
2. स्वयंरोजगाराच्या दृष्टीने या दोन्ही प्रकारांचे महत्त्व पटवून देणे.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

1. कार्यक्रमाची पूर्वतयारी (10 तासिका)
2. कार्यक्रमाची आखणी व अन्य पूरक तयारी (10 तासिका)
3. कार्यक्रमाच्या स्वरूपानुसार संयोजन (10 तासिका)
4. सूत्रसंचालनाचे स्वरूप, वैशिष्ट्ये व प्रकार (10 तासिका)
5. सूत्रसंचालनाचे तंत्र व सूत्रसंचालकाची भूमिका (10 तासिका)
6. संहिता लेखन व वाचन (10 तासिका)

## संदर्भ ग्रंथ

1. उपयोजित मराठी – डॉ. गं. ना. जोगळेकर कृतज्ञताग्रंथ., मोडक केतकी आणि इतर., पद्मगंधा प्रकाशन, पुणे, 2012
2. गडकरी, माधव., सभेत कसे बोलावे, क्षितीज प्रकाशन, मुंबई, 1989
3. घाणेकर – थत्ते, ऋचा., असे करावे सूत्रसंचालन, अक्षय्य प्रकाशन, पुणे, 2012
4. पंडित, माधव., त्रिवेध, प्रकाशन, मडगाव, 2008
5. पाटील, के आर., सूत्रसंचालन कसे करावे?, ज्ञानसंवर्धन प्रकाशन, कोल्हापूर, 2014

**S.Y.B.A – (Semester – IV)**

**Elective Paper**

**Paper Title: गोमंतक आणि कोकण या प्रदेशातील लोककला**

**(Folk Art in Goa and Konkan)**

**Paper Code: MAR-IV.E-8**

**Name of Faculty: Adsul Shrikrishna**

**Marks: 100**

**Credits: 04**

**Course Objective:**

1. लोककलांच्या अभ्यासाचे महत्त्व ध्यानात आणून देणे.
2. गोमंतकीय लोककलांच्या अभ्यासाविषयीची आवड निर्माण करणे.
3. कोकणातील लोककलांचा परिचय करून घेणे.
4. गोमंतक आणि कोकण या प्रदेशातील लोककलांतील साम्यभेदांचा शोध घेणे.

**Learning Outcome:**

1. लोककलांच्या परिचयातून लोकसाहित्याचा अभ्यास होईल.
2. गोमंतकीय लोककलांच्या परिचया बरोबरच त्यांचा अभ्यास करणे शक्य होईल.
3. कोकणातील लोककलांचा परिचय होईल.
4. गोमंतक आणि कोकणातील लोककलांत आढळणारे साम्यभेद शोधण्यातून सांस्कृतिक अनुबंध निर्माण होईल.

**Syllabus:**

1. लोकसाहित्याच्या अभ्यासाचे महत्त्व व स्वरूप (10 तासिका)
2. गोमंतकीय लोककला – धालो, जागर, मांड, सुंवारी, तालगडी, बनवड, झाडो, शिवोड (20 तासिका)
3. कोकणातील लोककला – चपई, धालोत्सव, दशावतार, पांगुळ, नमन, जाखडी, चित्रकथी (20 तासिका)
4. गोमंतक आणि कोकणातील, लोककलांचा सांस्कृतिक साम्यसंबंध (10 तासिका)

## संदर्भ ग्रंथ

1. कुबल रमेश, *लोकसाहित्याचे अंतरंग*, शब्दालय प्रकाशन, श्रीरामपूर, 2014
2. खेडेकर विनायक, *लोकसरिता*, कला आणि संस्कृती संचालनालय, 1993
3. तापस – राजापुरे पुष्पलता, *कोकणातील लोककला*, शब्दालय प्रकाशन, 2014
4. नायक काशिनाथ दामोदर, *गोमंतकीय संस्कृतीची जडणघडण*, गोमंतक विद्यानिकेतन प्रकाशन, 1980
5. पैंगिणकर, अजित., *काणकोणची लोककला एक दायज*, काणकोण अनुजित प्रकाशन, 2001
6. माने वसुधा, *गोमंतकातील धालो*, 1964
7. सातोस्कर बा.द., *गोमंतक प्रकृती आणि संस्कृती*, खंड-1 व खंड -2, 1979
8. सुखटणकर ज.स. – *रुपड्यांची रुपककथा*, 1970

**S.Y.B.A – (Semester – IV)**

**Inter disciplinary Paper**

**Paper Title:** मराठी पथनाट्य व एकांकिका: लेखन व सादरीकरण

(Marathi Street Play & One –Act Play Writing and Presentation)

**Paper Code:** MAR-III ID-2

**Name of Faculty:** Adsul Shrikrishna

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. पथनाट्य लेखनाचा सराव करून घेणे.
2. एकांकिका लेखन करणे.
3. पथनाट्याच्या सादरीकरणातून अभिनय गुणांचे विकसन करणे.
4. एकांकिका सादर करणे.

**Learning Outcome:**

1. पथनाट्याची एक लेखनप्रकार म्हणून ओळख होईल.
2. एकांकिका लेखनातून सुप्त लेखनगुणांना वाव मिळवून देता येईल.
3. पथनाट्य व एकांकिका सादर करण्याची सवय होईल.
4. इतर कलाप्रकारांची आवड निर्माण होईल.

**Syllabus:**

- |  |             |
|--|-------------|
| 1. पथनाट्य / प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन        | (15 तासिका) |
| 2. एकांकिका प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन         | (15 तासिका) |
| 3. पथनाट्य / गटवार सादरीकरण, गटचर्चा, मूल्यांकन, सुधारित लेखन  | (15 तासिका) |
| 4. एकांकिका / गटवार सादरीकरण, गटचर्चा, मूल्यांकन, सुधारित लेखन | (15 तासिका) |

**संदर्भ ग्रंथ**

1. नाईक राजीव, भोळे प्रवीण, *भारतीय प्रयोग कलांचा परिचय व इतिहास* नाट्य, लोकवाडमयगृह, मुंबई, 2010
2. भगत दत्ता, *निवडक एकांकिका*, साहित्य अकादमी प्रकाशन, 2010
3. भगत दत्ता, *दलित एकांकिका*, साहित्य अकादमी प्रकाशन, 2013
4. शिंदे विठ्ठल, (संपा) *सर्वोत्कृष्ट एकांकिका*, जाई प्रकाशन, उल्हासनगर, 2007



**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (1945 – 2000)	<b>MAR-I.C-2</b> मराठी कविता स्वरूप व उपयोजन (आधुनिक कविता 1945 पर्यंत)	-	-	-	-
II	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (आरंभ ते 1920)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (1950 - 2000)	-	-	-	-
III	<b>MAR-III.C-5</b> काव्यशास्त्र (भारतीय व पाश्चात्य)	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरूची चे स्वरूप	<b>MAR-III.E-4</b> गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन (कविता, कथा, कादंबरी, बालसाहित्य)

IV	MAR-IV.C-6 रसविचार आणि समीक्षाविचार	-	MAR-IV.E-5 प्राचीन मराठी वाङ्मय (1651 – 1818)	MAR-IV.E-6 प्रवासवर्णन: एक अभ्यास	MAR-IV.E-7 कार्यक्रम संयोजन व संचालन कौशल्य	MAR-IV.E-8 गोमंतक आणि कोकण या प्रदेशातील लोककला
✓ V	MAR-V.C-7 व्याकरण	-	MAR-V.E-9 मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	MAR-V.E-10 आत्मचरित्र: साहित्यप्रकार आणि उपयोजन	MAR-V.E-11 पत्रकारिता: स्वरूप आणि कौशल्ये	MAR-V.E-12 भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास
✓ VI	MAR-VI.C-8 भाषाशास्त्र	-	MAR-VI.E-13 मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	MAR-VI.E-14 मराठी प्रादेशिक कादंबरी : स्वरूप आणि उपयोजन	MAR-VI.E-15 भाषांतर विद्या	MAR-VI.E-16 माहितीपट (डॉक्युमेंटरी) : लेखन आणि उपयोजन

SEMESTER	OPTIONAL PAPERS
I	व्यावहारिक मराठी
II	मराठी वाचन – लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY PAPERS
III	मराठी पथनाट्य व एकांकिका: स्वरूप व सिध्दांतन
IV	मराठी पथनाट्य व एकांकिका: लेखन व सादरिकरण

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF MARATHI**

**SYLLABUS**

**SEMESTER V & VI FOR THE ACADEMIC YEAR  
2017-2018**

**T.Y.B.A (Semester –V)**

**Core paper**

**Paper Title - व्याकरण**

**Paper Code - MAR-V.C-7**

**Marks -100**

**Credits - 04**

**Course Objectives:**

1. एक स्वतंत्र विषय म्हणून व्याकरणाकडे पाहण्याची जाणीव निर्माण करणे.
2. मराठी व्याकरण परंपरेचा परिचय करून देणे.
3. व्याकरणातील पायाभूत संकल्पनांच्या अभ्यासाचे महत्त्व पटवून देणे.
4. भाषाभ्यासाला व्याकरणाचा अभ्यास कसा साहाय्यभूत ठरतो ते पाहणे.

**Learning Outcome:**

1. व्याकरण या विषयाची विद्यार्थ्यांना स्वतंत्रपणे ओळख होईल.
2. मराठी व्याकरणाची परंपरा समजू शकेल.
3. व्याकरणातील विविध संकल्पनांकडे व्याकरणकारांनी कोणकोणत्या भूमिकातून पाहिले आहे ते समजावून घेता येईल.
4. भाषेच्या अभ्यासाकडे व्याकरणाच्या दृष्टिकोनातून पाहण्याची दृष्टी प्राप्त होईल.

**Syllabus:**

1. व्याकरण- व्याख्या, व्याकरणाच्या अभ्यासाचे महत्त्व, मराठीतील व्याकरण परंपरेची ओळख (07 तासिका )
2. वर्णविचार व संधी- वर्णांचे प्रकार, वर्णांचे वर्गीकरण:- एक स्थूल परिचय  
संधी - संधीचे प्रकार; स्वरसंधी, व्यंजनसंधी, विसर्गसंधी (15 तासिका )
3. शब्दविचार- शब्दांचा विकारी व अविकारी जाती लिंग, वचन. (20 तासिका )
4. शब्दविकरण - विभक्ती विचार (स्वरूप व वादविवादांसह अभ्यास) (12 तासिका )
5. समास - 1- अव्ययीभाव समास  
2- तत्पुरुष समास  
3- बहुव्रीही समास (06 तासिका)

**संदर्भ ग्रंथ:**

1. गोविलकर लीला, *मराठीचे व्याकरण*, मेहता पब्लिशिंग हाऊस, पुणे, 2006
2. दामले मो. के, *शास्त्रीय मराठी व्याकरण*, देशमुख आणि कं., पुणे, 1970
3. भागवत श्रीपाद, *मराठी व्याकरण*, विद्याभारती प्रकाशन, लातूर, 1980
4. मंगरूळकर अरविंद, *मराठीच्या व्याकरणाचा पुनर्विचार*, पुणे विद्यापीठ, पुणे, 1978
5. वाळंबे मो.रा., *सुगम मराठी व्याकरण लेखन*, नितीन प्रकाशन, पुणे, 2011
6. शहा के.पी., *मराठी व्याकरण*, ओम पब्लिकेशन्स, कोल्हापूर, 2012

## T.Y.B.A – (Semester – V)

### Elective Paper

**Paper Title:** मराठी वाङ्मयाचे सांस्कृतिक स्वरूप

**Paper Code:** MAR-V.E-9

**Marks:** 100

**Credits:** 0 4

### **Course Objective:**

1. संस्कृती आणि साहित्य यातील परस्पर संबंध समजावून देणे.
2. इंग्रजांच्या आगमनामुळे सांस्कृतिक जीवनात झालेल्या स्थित्यंतरांचा परिचय करून देणे.
3. सामाजिक, शैक्षणिक व सांस्कृतिक क्षेत्राच्या विकासामध्ये योगदान देणाऱ्या व्यक्ती व संस्था यांच्या कार्याचा परिचय करून देणे.
4. साहित्यक्षेत्रातील नवीन प्रेरणा व प्रवाहांचा परिचय करून देणे.

### **Learning Outcome:**

1. समाजाच्या विकासामध्ये साहित्य आणि संस्कृती यांच्यातील स्थित्यंतरे कशी कारणीभूत ठरतात यांचा विद्यार्थ्यांना परिचय होईल.
2. इंग्रजांच्या आगमनामुळे साहित्य आणि समाज यांच्यावर झालेले परिणाम समजून घेता येतील.
3. सामाजिक क्षेत्रामध्ये वैचारिक प्रबोधनाच्या दृष्टीने राबवलेल्या उपाययोजनांचे विद्यार्थ्यांना ज्ञान होईल.
4. साहित्य क्षेत्रातील नवीन प्रवाहांच्या निर्मितीमागील हेतू समजावून घेता येतील.

### **Syllabus:**

1. संस्कृती म्हणजे काय ? साहित्य आणि संस्कृती यांचा परस्पर संबंध (15 तासिका)
2. अव्वल इंग्रजी कालखंडातील - सांस्कृतिक बदलाचा साहित्यावरील परिणाम -
  - I. धार्मिक - परमहंस सभा, आर्य समाज, प्रार्थना समाज, ब्राह्मो समाज, सत्यशोधक समाज
  - II. शैक्षणिक - एलफिस्टन, मे. कॅडी, बोर्ड ऑफ एज्युकेशन, दक्षिणा प्राईज कमिटी
  - III. साहित्यनिर्मिती (15 तासिका)

3. 1874-1920 या कालखंडातील साहित्य निर्मितीमागील प्रेरणा व प्रवृत्ती -  
विष्णुशास्त्री चिपळूणकर, गो.ग.आगरकर, लोकमान्य टिळक यांचे सामाजिक व सांस्कृतिक कार्य- सुधारणावादाच्या संदर्भात (15 तासिका)
4. 1920 - 1960 या कालखंडातील बदलत्या विचार प्रवाहांचा मराठी साहित्यावर पडलेला प्रभाव.
  - I. समाजवाद, गांधीवाद, कलावाद आणि जीवनवाद (15 तासिका)

### संदर्भ ग्रंथ

1. कऱ्हाडे सदा, अर्वाचीन मराठी साहित्याची सांस्कृतिक पार्श्वभूमी, लोकवाडमय गृह, मुंबई, 1981
2. कुलकर्णी कृ.भि, आधुनिक मराठी गद्याची उत्क्रांती, मुंबई मराठी ग्रंथ संग्रहालय, मुंबई, 1956
3. जोशी महादेवशास्त्री, भारतीय संस्कृतिकोश, भारतीय संस्कृतीकोश मंडळ, पुणे, 1979
4. जोशी लक्ष्मणशास्त्री, मराठी विश्वकोश, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1986
5. मराठी वाडमयाचा इतिहास खंड तिसरा, श्री.जोग रा., (संपा.) महाराष्ट्र साहित्य परिषद, पुणे, 1999
6. मराठी वाडमयाचा इतिहास खंड चौथा, श्री.जोग रा., (संपा.) महाराष्ट्र साहित्य परिषद, पुणे, 1999
7. मराठी वाडमयाचा इतिहास खंड पाचवा (भाग पहिला व दुसरा), श्री.जोग रा., (संपा.) महाराष्ट्र साहित्य परिषद, पुणे, 1999
8. मराठी वाडमयाचा इतिहास खंड सातवा (भाग पहिला), रा. ग. जाधव, (संपा.) महाराष्ट्र साहित्य परिषद, पुणे, 2009
9. मालशे स.गं, साहित्य - सिध्दांत, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1982

**T.Y.B.A – (Semester – V)**

**Elective Paper**

**Paper Title:** आत्मचरित्र: साहित्यप्रकार आणि उपयोजन

**Paper Code:** MAR-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. आत्मचरित्र या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय करून घेणे.
3. आत्मचरित्रपर वाङ्मयाच्या प्रेरणा, घटक व विशेषांची माहिती करून देणे.
4. उपयोजित आत्मचरित्राच्या अभ्यासामुळे आत्मचरित्राच्या मूल्यमापनासाठी आवश्यक असलेली मनोभूमिका तयार करणे.

**Learning Outcome:**

1. आत्मचरित्रपर साहित्याच्या वाचनाची गोडी विद्यार्थ्यांच्या मनात निर्माण होईल.
2. मराठीतील आत्मचरित्रपर वाङ्मयाची एक स्वतंत्र वाङ्मयप्रकार म्हणून ओळख होईल.
3. आत्मचरित्राचा घटकलक्षी अभ्यास कसा करावा याची माहिती मिळेल.
4. उपयोजित आत्मचरित्राच्या अभ्यासामुळे एक समीक्षात्मक, मूल्यमापनात्मक दृष्टी प्राप्त होईल.

**Syllabus:**

1. आत्मचरित्र या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप, घटक व आत्मचरित्र लेखनाचे विविध प्रकार. (20 तासिका)
2. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय (10 तासिका)
3. आत्मचरित्राचे मूल्यमापन वा समीक्षा (10 तासिका)
4. उपयोजित आत्मचरित्राचा विविधांगी / सूक्ष्म अभ्यास - (20 तासिका)  
पैंगीणकर राजाराम, मी कोण ? (भाग 1), गोमंत छापखाना, मडगांव, 1969



## संदर्भ ग्रंथ

1. कऱ्हाडे सदा, *चरित्र आणि आत्मचरित्र*, लोकवाडमयगृह प्रकाशन, मुंबई, 1976
2. कुलकर्णी अनंत अनिरुद्ध, *प्रदक्षिणा खंड 1*, कॉन्टिनेन्टल प्रकाशन, पुणे, 2002
3. कुलकर्णी अनंत अनिरुद्ध, *प्रदक्षिणा खंड 2*, कॉन्टिनेन्टल प्रकाशन, पुणे, 2004
4. जाधव रा.ग., *मराठी वाडमयाचा इतिहास खंड 7*, (संपा) महाराष्ट्र साहित्य परिषद प्रकाशन, पुणे, 2011
5. जोशी अ.म., *चरित्र - आत्मचरित्र*, सुविचार प्रकाशन, धंतोली, 1965
6. देशपांडे अ.ना., *आधुनिक मराठी वाडमयाचा इतिहास भाग 2*, (संपा.) व्हीनस प्रकाशन, पुणे, 1979
7. मोराळे महालक्ष्मी, *आत्मचरित्रात्मक कादंबरी*, पद्मगंधा प्रकाशन, पुणे, 2010
8. यादव आनंद, *आत्मचरित्र मीमांसा*, मेहता पब्लिशिंग हाऊस, पुणे, 2014

## **T.Y.B.A – (Semester – V)**

### **Elective Paper**

**Paper Title:** पत्रकारिता: स्वरूप आणि कौशल्ये

**Paper Code:** MAR-V.E-11

**Marks:** 100

**Credits:** 0 4

### **Course Objective:**

1. पत्रकारिता म्हणजे काय? तिची उपयुक्तता समजावून देणे.
2. पत्रकारितेतील लेखनकौशल्ये समजावून देणे.
3. पत्रकारितेचे स्वरूप व्याख्या व प्रकार समजावून देणे.
4. पत्रकारितेसाठी आवश्यक गुणकौशल्यांचे ज्ञान करून देणे.

### **Learning Outcome:**

1. पत्रकारिता म्हणजे काय? व तिची आजच्या काळातील उपयुक्ततेचा विद्यार्थ्यांना परिचय होईल.
2. मराठी पत्रकारितेचा परिचय करून घेता येईल.
3. बातमीदारासाठी आवश्यक नीतिमूल्यांचा परिचय होईल.
4. बातमीलेखनाचे कौशल्य आत्मसात करता येईल.
5. वृत्तपत्राच्या वार्ताहराला आवश्यक गुणकौशल्ये आत्मसात करता येतील.

### **Syllabus:**

1. पत्रकार आणि पत्रकारिता म्हणजे काय?, मराठी पत्रकारितेचा परिचय (15 तासिका)
2. बातमी: स्वरूप, व्याख्या व रचना, बातमीपत्र लेखन, वार्तासंकलन - बातमी लेखनातील कायदेशीर बाबी (15 तासिका)
3. मुद्रित व वृत्तपत्रीय लेखन: (अग्रलेख, लेख, स्तंभलेखन, सदरलेखन, वाचकांचा पत्रव्यवहार व मुलाखत) (15 तासिका)
4. इलेक्ट्रॉनिक पत्रकारितेचे स्वरूप (15 तासिका)

## संदर्भ ग्रंथ

1. अकलूजकर प्रसन्नकुमार, *फीचर रायटिंग*, श्रीविद्या प्रकाशन, पुणे, 2008
2. कुलकर्णी एस. के., *बातमीदारी*, विद्या प्रकाशन गृह, पुणे, 2001
3. गर्गे स.मा., *पत्रकार आणि पत्रकारिता*, मानसन्मान प्रकाशन, पुणे, 1990
4. ताम्हणे चन्द्रकान्त, *वार्ता संकलन*, पॉप्युलर प्रकाशन, मुंबई, 2003
5. देशपांडे ए.व्ही., *मराठी पत्रकारिता*, सुखद सौरभ प्रकाशन, सातारा, 2008
6. पाध्ये प्रभाकर, *पत्रकारितेची मूलतत्त्वे*, (अनुवाद : परांजपे प्र.ना, परांजपे वसुधा), मेहता पब्लिशिंग हाऊस, पुणे, 2007
7. माळी सुनील, *बातमीदारी*, राजहंस प्रकाशन, पुणे, 2008
8. लांडगे संजय, *उपयोजित मराठी*, दिलीपराज प्रकाशन प्रा. लि., पुणे, 2011
9. लेले रा.का., *मराठी वृत्तपत्रांचा इतिहास*, कॉन्टिनेन्टल प्रकाशन, पुणे, 2000
10. *संवाद कौशल्ये आणि प्रसारमाध्यमे*, (संपा), पिंगळे किरण नामदेव, शब्दश्री प्रकाशन, पुणे, 2015

**T.Y.B.A – (Semester – V)**

**Elective Paper**

**Paper Title:** भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास

**Paper Code:** MAR-V.E-12

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. व्यक्तिमत्त्व विकासात असलेल्या भाषिक कौशल्याचा परिचय करून घेणे.
2. जनसंपर्कात भाषिक कौशल्याचे महत्त्व कसे असते ते समजावून घेणे.
3. व्यक्तिमत्त्व विकासाचे संवर्धन ज्या घटकांमुळे होऊ शकते त्या घटकांचा अभ्यास करणे.
4. भाषिक कौशल्यांचा अभ्यास व सादरीकरणामुळे व्यक्तिमत्त्वात होणाऱ्या बदलांची जाणीव करून देणे.

**Learning Outcome:**

1. व्यक्तिमत्त्व विकासाविषयी एक स्वतंत्र जाणीव निर्माण होईल.
2. विविध भाषिक कौशल्यांचा अभ्यास होईल.
3. भाषा व साहित्याद्वारे व्यक्तिमत्त्व विकास होऊ शकतो असा आत्मविश्वास विद्यार्थ्यांच्या मनात निर्माण होईल.
4. भाषिक कौशल्यांच्या सादरीकरणामुळे / प्रात्यक्षिकामुळे सुप्त कलागुणांना उत्तेजन मिळेल.

**Syllabus:**

1. भाषिक कौशल्यांचे स्वरूप व महत्त्व - श्रवण, वाचन, आकलन, भाषण व संभाषण  
(20 तासिका)
2. जनसंपर्कात भाषिक कौशल्यांचे महत्त्व आणि इतर भाषिक कौशल्ये - उच्चारण निवेदन, अभिवाचन, भाषाशैली, देहबोली.  
(15 तासिका)
3. व्यक्तिमत्त्व विकासाचे महत्त्व - कलागुणांची जोपासना, समाजविकासाची जाणीव, नेतृत्व गुणांची जोपासना.  
(15 तासिका)
4. भाषिक कौशल्यांत अन्य भाषांचे स्थान - अवतरणे, विचारसुमने, काव्यावतरणे, ग्रंथांचे संदर्भोल्लेख इ.  
(10 तासिका)

### संदर्भ ग्रंथ

1. देसाई रवींद्र, *प्रभावी भाषणकला*, प्रफुल्लता प्रकाशन, पुणे, 2004
2. देशपांडे पु.ल., *रेडियोवरील भाषणे*, मौज प्रकाशन, पुणे, 1980
3. पेंडसे अंजली, *देहबोली*, नीलकंठ प्रकाशन, पुणे, 2004
4. नसिराबादकर ल.रा., *व्यावहारिक मराठी*, फडके प्रकाशन, कोल्हापूर, 2008
5. माळी सुनील, *बातमीदारी*, राजहंस प्रकाशन, पुणे, 2008
6. साने र.य., *लेखनमित्र*, विद्या विकास पब्लिशर्स प्रा.लि. नागपूर, 2007

**T.Y.B.A (Semester- VI)**

**Core Paper**

**Paper Title - भाषाशास्त्र**

**Paper Code - MAR-VI.C-8**

**Marks - 100**

**Credits - 04**

**Course Objectives:**

1. भाषाशास्त्राचे शास्त्र म्हणून स्वरूप समजावून घेणे.
2. भाषेच्या उत्पत्तीविषयक सिद्धांतनाचा परिचय करून घेणे.
3. प्रमाणभाषा व बोलीभाषांच्या अभ्यासाच्या पद्धती अभ्यासणे.
4. भाषाशास्त्राच्या दृष्टीने मराठीची पूर्वपीठिका समजावून घेणे.

**Learning Outcomes:**

1. एक शास्त्र म्हणून भाषाशास्त्राची विद्यार्थ्यांना ओळख होईल.
2. भाषेचे उत्पत्तीविषयक सिद्धांत समजावून घेण्याबरोबरच विविध भाषाभ्यास पद्धतीचा अभ्यास होईल.
3. प्रमाणभाषा म्हणून मराठीचा व इतर बोलींचा परिचय होईल.
4. एकूणच मराठीची पूर्वपीठिका समजावून घेता येईल.

**Syllabus:**

1. भाषा आणि भाषाशास्त्र (15 तासिका)
  - भाषा व्याख्या, भाषेचे स्वरूप, भाषेच्या विविध अवस्था- आंगिक हावभावाची, दृश्य चिन्हांची, लिपिबद्ध, मौखिक, इ.
2. भाषेचे उपपत्तीविषयक सिद्धांत व भाषाभ्यासपद्धती (15 तासिका)
  - वर्णनात्मक, ऐतिहासिक, तौलानिक इ.
3. प्रमाणभाषा व बोलीभाषा (15 तासिका)
  - स्वरूप, विशेष व प्रकार, मराठीच्या प्रमुख बोलींचा अभ्यास- नागपुरी, अहिराणी व डांगी
4. मराठीची पूर्वपीठिका (15 तासिका)
  - आर्यभाषा, आंतर-बहिर्वर्तुळ सिद्धांत, संस्कृत-प्राकृत- महाराष्ट्री- मराठी असा प्रवासाभ्यास

## संदर्भ ग्रंथ-

1. कालेलकर ना.गो., *भाषा आणि संस्कृती*, मौज प्रकाशन गृह, मुंबई, 2012
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3. कुलकर्णी कृ.पा., *मराठी भाषा उद्गम आणि विकास*, मोर्डन बुक डिपोट प्रकाशन, 1973
4. केळकर अशोक, *वैखरी*, मॅजेस्टिक बुक प्रकाशन, मुंबई, 1983
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8. जोगळेकर गं. ना., *आधुनिक भाषाविज्ञान*, सुविचार प्रकाशन, पुणे, 1987
9. जोशी प्र. न., *सुबोध भाषाशास्त्र*, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 2003
10. पुंडे दत्तात्रय, *सुलभ भाषाविज्ञान*, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 1996
11. भंडारे आनंद, *भाषाशास्त्र*, निर्मल प्रकाशन, नांदेड, 2004
12. मालशे मिलिंद, *आधुनिक भाषाविज्ञान:सिद्धांत आणि उपयोजन*, लोकवाङ्मय गृह, मुंबई, 2004
13. मालशे स गं., *भाषाविज्ञान परिचय*, व्हिनस प्रकाशन, पुणे, 1987
14. मालशे स गं., *भाषाविज्ञान: वर्णनात्मक आणि ऐतिहासिक*, पद्मगंधा प्रकाशन, पुणे, 2005

**T.Y.B.A – (Semester – VI)**

**Elective Paper**

**Paper Title:** मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय

**Paper Code:** MAR-VI.E-13

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचनाची आवड निर्माण करणे.
2. पोर्तुगीजपूर्वकालीन साहित्याची ओळख करून घेणे.
3. पोर्तुगीजकालीन साहित्याचे महत्त्व व विशेषांचा अभ्यास करणे.
4. पोर्तुगीजकालीन नियतकालिकांचे स्वरूप व कामगिरी समजावून घेणे.

**Learning Outcome:**

1. गोमंतकीय मराठी साहित्याची/ साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी वाङ्मयातील, विविध साहित्यप्रकारातील स्थित्यंतरे विद्यार्थ्यांना समजतील.
3. गोमंतकीय मराठी वाङ्मयातील संतसाहित्याचे महत्त्व व वेगळेपण ध्यानात येऊ शकेल.
4. गोमंतकीय मराठी नियतकालिकांचे, मुक्तिलढ्यातील योगदान ध्यानात येईल.

**Syllabus:**

1. पोर्तुगीजपूर्व गोमंतकीय संस्कृती व साहित्याचे स्वरूप पोर्तुगीजकालीन गोमंतकीय संस्कृती व तिचे गोमंतकीय जीवनावर झालेले परिणाम (15 तासिका)
2. पोर्तुगीजकालीन साहित्य - कृष्णभट बांदकर, विठ्ठल केरीकर, सोहिरोबानाथ आंबिये व स्त्री कवयित्री (15 तासिका)
3. ख्रिस्ती मराठी वाङ्मयातील भाषेचे स्वरूप व महत्त्व (15 तासिका)
4. पोर्तुगीजपूर्व कालखंडातील नियतकालिके - स्वरूप व कार्य (15 तासिका)



### संदर्भ ग्रंथ:

1. नायक काशिनाथ दामोदर, *गोमंतकाची सांस्कृतिक जडणघडण*, गोमंत विद्या निकेतन प्रकाशित, मडगाव, 2012
2. नायक केशव अनंत, *पावशतकातील गोमंतक*, (संपा.) सारस्वत ब्राम्हण समाज प्रकाशित, मडगाव, 1938
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6. सरदेसाई मनोहर हिरबा, *गोमंतकाचे असे ते दिवस*, पुरोगामी प्रकाशन, गोवा, 1994
7. सरदेसाई मनोहर हिरबा, *गोमंतकीय ख्रिश्चन समाज: निर्मिती व कार्य*, कला व संस्कृती संचालनालय, गोवा, 2001
8. सातोस्कर बा.द., *गोमंतक: प्रकृती व संस्कृती(खंड 1 ते खंड 3)*, शारदीय प्रकाशन, पणजी, 2009

## **T.Y.B.A – (Semester – VI)**

### **Elective Paper**

**Paper Title:** मराठी प्रादेशिक कादंबरी: स्वरूप आणि उपयोजन

**Paper Code:** MAR-VI.E-14

**Marks:** 100

**Credits:** 0 4

#### **Course Objective:**

1. प्रादेशिक कादंबरीचे वेगळेपण समजावून घेणे.
2. मराठी प्रादेशिक कादंबरीचा स्थूल आढावा घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी प्रादेशिक कादंबरीच्या वैशिष्ट्यांचा परिचय करून देणे.

#### **Learning Outcome:**

1. प्रादेशिक कादंबरी या साहित्यप्रवाहाची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर प्रादेशिक कादंबरीचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी प्रादेशिक कादंबरीलेखन करणाऱ्या महत्त्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील विविध प्रवाह समजून घेता येतील.

#### **Syllabus:**

1. मराठी प्रादेशिक कादंबरी स्वरूप व घटक (05 तासिका)
2. मराठी प्रादेशिक कादंबरी वाटचाल - ऐतिहासिक परामर्श (05 तासिका)
3. उपयोजन - जोगीण - सुभाष भेण्डे (45 तासिका)
- निवडक प्रादेशिक कादंबरी - स्वाध्याय (वाचन, चर्चा आणि मूल्यांकन) (05 तासिका)

## संदर्भ ग्रंथ

1. कुलकर्णी मदन, *मराठी प्रादेशिक कादंबरी: तंत्र आणि स्वरूप*, श्री मंगेश प्रकाशन, नागपूर, 1984
2. जगनाळे रेखा रामकृष्ण, *प्रादेशिक ग्रामीण साहित्य समीक्षेची समीक्षा*, विजय प्रकाशन, नागपूर, 2007
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4. मणगुतकर अशोक, *सुभाष भेण्डे यांच्या कादंबऱ्या*, गोमंतक मराठी अकादमी, गोवा, 2009
5. शेळके भास्कर, *मराठी प्रादेशिक कादंबरी: स्वरूप आणि विश्लेषण*, शब्दालय प्रकाशन, श्रीरामपूर, 2012
6. शेळके भास्कर, *मराठी कादंबरीतील प्रादेशिकता*, स्नेहवर्धन प्रकाशन, पुणे, 1997

## **T.Y.B.A – (Semester – VI)**

### **Elective Paper**

**Paper Title:** भाषांतर विद्या

**Paper Code:** MAR-VI.E-15

**Marks:** 100

**Credits:** 0 4

### **Course Objective:**

1. भाषांतराचे स्वरूप व उद्दिष्टे समजावून देणे.
2. भाषांतराचे महत्व विशद करणे.
3. भाषांतराचे विविध प्रकार समजावून देणे.
4. भाषांतरासाठीच्या आवश्यक कौशल्यांचे ज्ञान करून देणे.
5. तौलनिक साहित्याभ्यासात भाषांतर विद्येचे महत्त्व समजावून देणे.

### **Learning Outcome:**

1. भाषांतर म्हणजे काय - त्याची आजच्या काळातील उपयुक्ततेची विद्यार्थ्यांना जाणीव होईल.
2. भाषांतर करताना येणाऱ्या समस्यांवर मात करण्याची क्षमता निर्माण होईल.
3. भाषांतरप्रक्रिया समजावून घेता येईल.
4. प्रत्यक्ष अनुवाद करण्याची क्षमता निर्माण होईल.

### **Syllabus:**

1. भाषांतर स्वरूप आणि उद्दिष्टे (05 तासिका)
2. भाषांतराचे प्रकार आणि वर्गीकरण (10 तासिका)
3. भाषान्तरप्रक्रिया, भाषांतरातील समस्या, भाषांतरकाराचे गुण (20 तासिका)
4. स्वाध्याय - (मुळ साहित्यकृती व तिचे मराठीमधील भाषांतर) (25 तासिका)

## संदर्भ ग्रंथ

1. अर्जुनवाडकर लीला, *ललित साहित्याचे भाषांतर: एक यक्षप्रश्न* (भाषा आणि जीवन, 10,3, पावलाळा, 1992)
2. कऱ्हाडे सदा, *भाषांतर*, मुंबई, लोकवाडमय गृह प्रकाशन, 2011
3. चित्रे दिलीप, *कवितेचे भाषांतर*, नवभारत, 36.7, एप्रिल 1983
4. देशपांडे एल. एस., *साहित्य-सेतू (साहित्याचे भाषांतर एक अभ्यास)*, निर्मल प्रकाशन, 1999
5. भाषांतरमीमांसा, कल्याण काळे /अंजली सोमण (संपा), प्रतिमा प्रकाशन, पुणे, 1997
6. सारंग विलास, *भाषांतर आणि भाषा*, मौज प्रकाशन, मुंबई, 2011
7. *साहित्यसूची* (भाषांतर विशेषांक) दिवाळी, 1989

**Elective Paper**

**Paper Title -** माहितीपट (डॉक्युमेंटरी): लेखन आणि उपयोजन

**Paper Code -** MAR-VI.E-16

**Marks -** 100

**Credits -** 04

**Course objectives:**

1. प्रसारमाध्यम आणि जनसंपर्क क्षेत्रातील माहितीपटाचे महत्त्व ध्यानात आणून देणे.
2. माहितीपटाचे स्वरूप आणि एकूणच रचना कशी असते त्याची माहिती करून देणे.
3. माहितीपट लेखनाचा परिचय आणि सराव करून देणे.
4. माहितीपटाच्या संपूर्ण- चित्रिकरण प्रक्रियेचा परिचय करून देणे.

**Learning outcomes:**

1. माहितीपटाचे स्वरूप अभ्यासल्यामुळे एक व्यावसायिक कौशल्य विकसित होईल.
2. माहितीपटाच्या अभ्यासामुळे पुढील पटकथा वा चित्रपटकथा लेखनाची प्राथमिक तयारी होऊ शकेल.
3. चित्रिकरण प्रक्रियेचा परिचय होऊ शकेल.
4. प्रसारमाध्यमे आणि जनसंपर्क क्षेत्रात रोजगाराची संधी.

**Syllabus:**

1. माहितीपट - व्याख्या, स्वरूप व उद्दिष्टे (15 तासिका)  
प्रकार-परिचयात्मक (व्यक्ती, संस्था, स्थल इ.)  
जागृतीपर- प्रबोधनपर, संशोधनपर इ. माहितीपट रचनेचे स्वरूप
2. माहितीपट लेखन - विषय, रूपरेषा, साधनसामग्री, इ. (15 तासिका)  
घटकाभ्यास- निवेदन, संवाद, वातावरण, स्वभावदर्शन,  
गीत, प्रतीक, श्रेय नामावलीचे महत्त्व
3. माहितीपट निर्मितीप्रक्रिया - चित्रीकरणपूर्व तयारी, प्रत्यक्ष चित्रिकरण,  
उपलब्ध चित्रण, छायाचित्रे व अन्य दस्तावेज,  
प्रमुख व्यक्तीचे भाष्य व प्रसंगाची पुनर्निर्मिती. (15 तासिका)
4. माहितीपटाचे उपयोजन / निर्मितीचे सादरीकरण (15 तासिका)  
- निवडलेल्या विषयावरील माहितीपटाचे सादरीकरण, माहितीपटाचे मूल्यमापन

**संदर्भ ग्रंथ:**

1. पाडळकर विजय, *गर्द रानात...भर दुपारी*, मौज प्रकाशन, मुंबई, 2002
2. पाडळकर विजय, *फ्लॅशबॅक*, मौज प्रकाशन, मुंबई, 2005
3. बर्बे उज्जला, *जनसंज्ञापन व आधुनिक प्रसारमाध्यमे*, वाय.बी.चव्हाण मुक्त विद्यापीठ प्रकाशन, नाशिक, 2010
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5. मुळे अंजली, *सृजनाचे साक्षात्कार*, मौज प्रकाशन, मुंबई, 2001
6. सपकाळ अनिल, *मराठी चित्रपटाची पटकथा*, प्रतिमा प्रकाशन, पुणे, 2003

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
<b>I</b>	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (1945 – 2000)	<b>MAR-I.C-2</b> आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)	-	-	-	-
<b>II</b>	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (1950 - 2000)	-	-	-	-
<b>III</b>	<b>MAR-III.C-5</b> काव्यशास्त्र (भारतीय व पाश्चात्य)	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरुची चे स्वरूप	<b>MAR-III.E-4</b> गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन (कविता, कथा, कादंबरी, बालसाहित्य)



IV	<b>MAR-IV.C-6</b> रसविचार आणि समीक्षाविचार	-	<b>MAR-IV.E-5</b> प्राचीन मराठी वाङ्मय (1651 – 1818)	<b>MAR-IV.E-6</b> प्रवासवर्णन: एक अभ्यास	<b>MAR-IV.E-7</b> कार्यक्रम संयोजन व संचालन कौशल्य	<b>MAR-IV.E-8</b> गोमंतक आणि कोकण या प्रदेशातील लोककला
V	<b>MAR-V.C-7</b> व्याकरण	-	<b>MAR-V.E-9</b> मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	<b>MAR-V.E-10</b> आत्मचरित्र: साहित्यप्रकार आणि उपयोजन	<b>MAR-V.E-11</b> पत्रकारिता: स्वरूप आणि कौशल्ये	<b>MAR-V.E-12</b> भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास
VI	<b>MAR-VI.C-8</b> भाषाविज्ञान	-	<b>MAR-VI.E-13</b> मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	<b>MAR-VI.E-14</b> मराठी प्रादेशिक कादंबरी : स्वरूप आणि उपयोजन	<b>MAR-VI.E-15</b> भाषांतर विद्या	<b>MAR-VI.E-16</b> माहितीपट (डॉक्युमेंटरी) : लेखन आणि उपयोजन

SEMESTER	OPTIONAL COURSES
I	व्यावहारिक मराठी
II	मराठी वाचन - लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY COURSES
V	MAR-V ID-1 मराठी पथनाट्य: स्वरूप व सादरीकरण
VI	MAR-VI. ID-2 मराठी एकांकिका: स्वरूप व सादरीकरण

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**Undergraduate Department of Marathi**  
**Revised Syllabus**

**F.Y.B.A (Semester - I)**

**Course Title:** मराठी कथा स्वरूप आणि उपयोजन (1945 - 2000)

**Course Code:** MAR-I.C-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी कथा हा एक साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कथा साहित्याचा ऐतिहासिक परामर्श घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर कथांचा अभ्यास करणे. मराठी कथा साहित्याला समृद्ध बनवणाऱ्या कथांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कथा या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठी कथासाहित्यातील महत्वाच्या कथाकारांचा परिचय होईल. त्याचप्रमाणे कथेतील विविध प्रवाह समजून घेता येतील. कथालेखनाविषयीची आवड निर्माण होईल. कथेची समिक्षा आणि अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकाराचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

**Syllabus:**

1. सैध्दांतिक स्तर: कथा या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास – घटक व प्रकार (10 Hours)
2. मराठी कथेची वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर: (45 Hours)

#### उपयोजित स्तरावर नेमलेल्या कथा खालीलप्रमाणे

1. गंगाधर गाडगीळ - किडलेली माणसे
2. पु. भा. भावे - सतरावे वर्ष
3. अरविंद गोखले - कातरवेळ
4. व्यंकटेश माडगूळकर - मारुतराया
5. कुसुमावती देशपांडे - समांतर रेषा
6. जी. ए. कुलकर्णी - कैरी
7. महादेव शास्त्री जोशी - मानिनी
8. बा. भ. बोरकर - सोनकेळ
9. विद्याधर पुंडलीक - आजी शरण येते
10. गजानन रायकर - नातालीन
11. आनंद यादव - मोट
12. महादेव मोरे - गायगुली
13. प्रिया तेंडुलकर - नवा गडी

#### 4. निवडक कथांचे स्वयंअध्ययन (कथा निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

#### संदर्भ ग्रंथ

1. कुलकर्णी, दा. वि., 'मराठी कथा: स्वरूप आणि आस्वाद', स्वाध्याय महाविद्यालय प्रकाशन, पुणे 1976
2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
5. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
6. जोशी, सुधा., 'कथा: संकल्पना आणि समीक्षा', मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, मुंबई 2000
7. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
8. शेवडे, इंदुमती., 'मराठी कथा: उगम आणि विकास', सोमैया प्रकाशन, मुंबई, 1973
9. सरवटे, वि. सी., 'मराठी साहित्य समालोचन (खंड चौथा)', महाराष्ट्र साहित्य सभा, इंदूर, 1979
10. हातकणंगलेकर, म. द., 'मराठी कथा: रूप आणि परिसर', सुपर्ण प्रकाशन, पुणे 1986

**Course Title:** आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)

**Course Code:** MAR-I.C-2

**Marks:** 100

**Credits:** 04

**Course Objective:**

कविता हा साहित्याचा एक मूलभूत प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कवितेचा ऐतिहासिक परामर्श घेणे. कवितेच्या अध्ययनातील मूलभूत घटकांचा परिचय करून देणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. कवितेच्या प्रत्यक्ष अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे. कवितेचा आशय, अभिव्यक्ती आणि रचनासौंदर्य इ. चा काही कवितांच्याद्वारे अभ्यास करणे.

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कविता या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. कविता लेखनाविषयीची आवड निर्माण होईल. समीक्षा आणि कवितेचे अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकारांचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

**Syllabus:**

1. सैध्दांतिक स्तर: कविता या साहित्यप्रकाराचे स्वरूप - इतर वाङ्मयप्रकारांपेक्षा असलेले वेगळेपण (05 Hours)
2. मराठी कवितेची वाटचाल - प्रातिनिधीक स्वरूपात (05 Hours)
3. कवितेतील स्थित्यंतरे - आधुनिक कवितेच्या संदर्भात (05 Hours)
4. उपयोजित स्तर: उपयोजित स्तरावर नेमलेल्या कविता खालीलप्रमाणे - (सर्व कवितासंग्रह महाविद्यालयाच्या ग्रंथालयात उपलब्ध असतील, कवितासंग्रहातून विद्यार्थ्यांनी कविता शोधाव्यात अशी अपेक्षा आहे.)
  1. केशवसुत- तुतारी, अंत्यजाच्या मुलाचा पहिला प्रश्न
  2. बालकवी- फुलराणी, खेड्यातील रात्र
  3. भा. रा. तांबे - नववधु प्रिया मी, रिकामे मधुघट
  4. बा.भ. बोरकर- तव नयनांचे दल हलले गं, चित्रवीणा

5. कुसुमाग्रज- कोलंबसाचे गर्वगीत, गाभारा
6. बहिणाबाई चौधरी- माझी माय सरसोती, देव अजब गारोडी
7. इंदिरा संत- मृण्मयी, कुब्जा
8. वसंत बापट- बाभुळ झाड, केवळ माझा सद्यकडा
9. शांता शेळके- ही वाट दूर जाते, पैठणी
10. नारायण सुर्वे- आई, दोन दिवस
11. मंगेश पाडगांवकर- अंतिम सत्य, वेंगुल्य़ाचा पाऊस
12. विं.दा. करंदीकर- माझ्या मना बन दगड, धोंड्या न्हावी

(45 Hours)

निवडक कवितांचे स्वयंअध्ययन (कविता निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### संदर्भ ग्रंथ

1. कुळकर्णी, वा. ल., 'कविता: जुनी आणि नवी', पॉप्युलर प्रकाशन, मुंबई 1980
2. केजरकर, देशपांडे प्रकाश., 'मराठी कविता - नवी वळणे', साकेत प्रकाशन, औरंगाबाद 1994
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
5. जोग, रा. श्री. व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2000
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड ४)', महाराष्ट्र साहित्य परिषद, पुणे 1965
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8. बेडेकर, दि. के., 'आधुनिक मराठी काव्य: उदगम आणि भवितव्य', नागपूर विद्यापीठ, नागपूर 1969
9. रसाळ, सुधीर., 'काही मराठी कविता: जाणिवा आणि शैली', शारदा प्रकाशन, 1984
10. शोभणे, रवींद्र (संपा.), 'मराठी कविता: परंपरा आणि दर्शन', विजय प्रकाशन, नागपूर.

**Course Title:** व्यावहारिक मराठी

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या अध्यापनाबरोबरच विद्यार्थ्यांना मराठी भाषेच्या, दैनंदिन व्यवहारामध्ये आवश्यक असलेल्या भाषिक कौशल्यांचा – क्षमतांचा विकास करणे. भाषिक कौशल्याचे विविध आविष्कार व संपर्क माध्यमे यांच्यातील परस्पर संबंध समजावून घेणे, मराठीचा कार्यालयीन, व्यावसायिक कामकाजात होणारा वापर, गरज व स्वरूपविशेष यांची माहिती करून देणे.

**Learning Outcome:**

मराठीचा कार्यालयीन, व्यावहारिक कामकाजात कसा वापर होतो त्याची माहिती होईल. दैनंदिन व्यवहारात भाषा व्यवहारासाठी आवश्यक असलेल्या लेखन कौशल्याचा विकास होईल. नोकरी व्यवसाय सांभाळूनही फावल्या वेळात या लेखन कौशल्यामुळे अर्थप्राप्ती होऊ शकेल. स्वतंत्रपणे या लेखनकौशल्यामुळे विद्यार्थ्यांच्या ठिकाणी रोजगारक्षमता कशी प्राप्त होऊ शकते ते ध्यानात येईल.

**Syllabus:**

- |  |            |
|--|------------|
| 1. शुद्धलेखनाचे नियम                       | (10 Hours) |
| 2. प्रसार माध्यमांसाठी बातमी लेखन          | (10 Hours) |
| 3. माहितीपत्रक आणि निवेदन लेखन             | (10 Hours) |
| 4. कार्यालयीन लेखन - इतिवृत्त आणि पत्रलेखन | (10 Hours) |
| 5. स्मरणिका लेखन -संपादन                   | (10 Hours) |
| 6. मुद्रितशोधन                             | (10 Hours) |

**संदर्भ ग्रंथ**

1. काळे, कल्याण., पुंडे, दत्तात्रय, 'व्यावहारिक मराठी', निराली प्रकाशन, पुणे 1994
2. जोशी, चंद्रहास., 'मराठी लेखन दर्शन', मेहता पब्लिशिंग हाऊस, पुणे 1999
3. जाधव, शिवाजी., 'माध्यम लेखन', अभिनंदन प्रकाशन, कोल्हापूर 2008
4. 'जोगळेकर गं ना, व्यावहारिक मराठी', पुणे विद्यापीठ, पुणे
5. तावरे, स्नेहल (संपा.), 'व्यावहारिक मराठी', स्नेहवर्धन प्रकाशन, पुणे 2004

6. परब, प्रकाश, 'व्यावहारिक मराठी', मिथुन प्रकाशन, मुंबई 1988
7. पाध्ये, प्रभाकर., 'पत्रकारितेची मूलतत्वे', मेहता पब्लिशिंग हाऊस, पुणे 2007
8. बोबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012
9. माळी, सुनिल., 'बातमीदारी', राजहंस प्रकाशन, पुणे 2008
10. मोकाशी, सयाजीराजे., व नेमाडे रंजना., 'व्यावहारिक मराठी', शेतकरी साहित्य इर्जित (परिषद), महाराष्ट्र 2010
11. 'व्यावहारिक मराठी' - पुणे विद्यापीठ प्रकाशन, पुणे 1985

## **F.Y.B.A (Semester - II)**

**Course Title:** मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)

**Course Code:** MAR-II.C-3

**Marks:** 100

**Credits:** 04

### **Course Objective:**

कादंबरी हा एक कथनात्मक साहित्यप्रकार आहे. कथा आणि कादंबरीत कोणता साम्यसंबंध आणि वेगळेपण आहे त्याचा विद्यार्थ्यांना परिचय करून देणे. सैध्दांतिक स्तरावरील अभ्यासामुळे कादंबरीच्या मूल्यमापनाची तयारी होऊ शकेल. कादंबरी वाचनाची आवड निर्माण करणे.

### **Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कादंबरी या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचा नेमका अभ्यास करण्याची व मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्वाच्या कादंबरीकारांचा परिचय होईल. कादंबरीलेखनाविषयीची आवड निर्माण होईल. कादंबरीचे सूक्ष्म वाचन कसे करावे, परीक्षण कसे करावे आणि कादंबरीचे अध्यापन कसे करावे याची पूर्व तयारी होईल.

### **Syllabus:**

1. सैध्दांतिक स्तर: कादंबरी या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास - घटक व प्रकार (10 Hours)
2. मराठी कादंबरीची वाटचाल - स्थूल स्वरूप व प्रवाहाचा थोडक्यात परिचय. (05 Hours)
3. उपयोजित स्तर: पाठ्यपुस्तक - इंधन- हमीद दलवाई (45 Hours)

निवडलेल्या एका कादंबरीचे स्वयंअध्ययन (कादंबरी निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### **संदर्भ ग्रंथ**

1. कुरुंदकर, नरहर., 'धार आणि काठ', देशमुख आणि कंपनी, पुणे 1998
2. खोले, विलास (संपा.), 'गेल्या अर्धशतकातील मराठी कादंबरी', लोकवाङ्मयगृह, मुंबई 2002
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008



5. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
7. देशपांडे, कुसुमावती., 'मराठी कादंबरी पहिले शतक', मुंबई मराठी साहित्य संघ प्रकाशन, मुंबई 1975
8. देशपांडे, बालशंकर., 'कादंबरी विवेचन आणि विश्लेषण', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे 1998
9. बापट, प्र. वा., व गोडबोले ना, वा., 'मराठी कादंबरी तंत्र आणि विकास', व्हिनस प्रकाशन, पुणे 1973
10. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरी: चिंतन आणि समीक्षा', मेहता पब्लिशिंग हाऊस, पुणे 1983
11. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरीचा इतिहास', मेहता पब्लिकेशन्स, पुणे 1983

**Course Title:** मराठी नाटक स्वरूप व उपयोजन (1950-2000)

**Course Code:** MAR-II.C-4

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी नाटक हा एक प्रकार आहे. नाट्यसंहिता म्हणजे काय? काही उपलब्ध नाट्यसंहितांच्या आधारे अभ्यास. या साहित्यप्रकाराची घटकांतर्गत गुण वैशिष्ट्ये समजावून घेणे. मराठी नाटकांची परंपरा थोडक्यात समजावून घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. मराठी नाटकाला समृद्ध बनवणाऱ्या नाटकांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर नाटक या साहित्यप्रकाराचे अध्ययन केल्यामुळे नाट्याभ्यासाची एक दृष्टी विद्यार्थ्यांकडे येईल. विद्यार्थ्यांच्या मनामध्ये या प्रकाराविषयी आवड निर्माण होऊन या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्त्वाच्या नाटककारांचा परिचय होईल. नाटक लिहिण्याची आवड निर्माण होईल.

**Syllabus:**

1. सैध्दांतिक स्तर: नाटक या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास - घटक व प्रकार (10 Hours)
2. मराठी नाटकाची वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर: पाठ्यपुस्तक - 'कमला' - विजय तेंडुलकर (45 Hours)

निवडलेल्या एका नाटकाचे स्वयंअध्ययन/ संहिता लेखन

**संदर्भ ग्रंथ**

1. काळे, के. नारायण व इतर., *मराठी रंगभूमी: नाटक, घटना आणि परंपरा*, मराठी साहित्य संघ. मुंबई 1971
2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), *वाङ्मयीन संज्ञा – संकल्पना कोश*, पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), *प्रदक्षिणा (खंड 2)*, कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री.(संपा.), *मराठी वाङ्मयाचा इतिहास (खंड 4)*, महाराष्ट्र साहित्य परिषद, पुणे 1965

5. नाईक, राजीव, भोळे, प्रवीण., *भारतीय प्रयोग कलांचा परिचय व इतिहास - नाट्य*  
,लोकवाङ्मयगृह, मुंबई 2010
6. राजापुरे तापस, पुष्पलता., *खानोलकरांची नाट्यसृष्टी*, शब्दालय प्रकाशन, श्रीरामपूर 2008

**Course Title:** मराठी वाचन लेखन कौशल्य

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objective:**

वाचनाबरोबरच विविध लेखनकौशल्यांची ओळख करून घेणे, लेखनकौशल्याची क्षमता निर्माण करणे. भाषिक कौशल्ये ज्या ज्या घटकांद्वारे वा माध्यमांद्वारे विकसित होऊ शकतील त्या सर्व घटकांचा व माध्यमांचा सविस्तर परिचय करून देणे. प्रत्यक्ष प्रात्यक्षिक व उपयोजनांस उद्युक्त करून एकंदरीतच लेखन कौशल्याचे आजच्या संदर्भातील महत्त्व पटवून देणे.

**Learning Outcome:**

लेखन क्षमता विकसित झाल्यामुळे सर्व माध्यमांसाठी त्या - त्या लेखनप्रकारानुसार विद्यार्थ्यांच्या ठिकाणी लेखनकौशल्ये विकसित होऊ शकतील. अर्थप्राप्तीच्या दृष्टीने ही लेखनकौशल्ये अत्यंत उपयुक्त ठरतील. या लेखनकौशल्यामुळे जीवनात यशस्वी झालेल्यांशी संपर्क होऊन स्वतःचा उद्योग व्यवसाय निर्माण करण्याची क्षमता – आवड विद्यार्थ्यांमध्ये निर्माण होऊ शकेल.

**Syllabus:**

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|---------------------------------------|------------|
| 1. विरामचिन्हे                        | (05 Hours) |
| 2. श्रुतिका, नाटिका लेखन              | (10 Hours) |
| 3. पटकथा लेखन, माहितीपट लेखन          | (15 Hours) |
| 4. मुलाखत लेखन                        | (10 Hours) |
| 5. परीक्षण (ग्रंथ, नाट्य आणि चित्रपट) | (10 Hours) |
| 6. भाषांतर                            | (10 Hours) |

**संदर्भ ग्रंथ**

1. कर्हाडे, सदा., 'भाषांतर', लोकवाङ्मयगृह प्रकाशन, मुंबई.
2. काळे, कल्याण., सोमण, अंजली., 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे.
3. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
4. फडके, अरूण., 'मराठी लेखन कोश', अंकुर प्रकाशन, ठाणे.
5. बोबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012

6. मोहिते, शरदिनी., 'व्यावहारिक मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.
7. रोकडे, मनोहर., 'व्यावहारिक आणि उपयोजित मराठी', स्नेहवर्धन प्रकाशन, पुणे.
8. वाळंबे, मो. रा., 'मराठी शुद्धलेखन प्रदीप', नितीन प्रकाशन, पुणे 2004
9. शेळके, भास्कर., (संपा)., 'प्रसारमाध्यमे आणि मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.

### **S.Y.B.A (Semester - III)**

**Course Title:** काव्यशास्त्र (भारतीय व पाश्चात्य)

**Course Code:** MAR-III.C-5

**Marks:** 100

**Credits:** 04

#### **Course Objective:**

1. काव्य या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. काव्यशास्त्र - शास्त्र म्हणून मीमांसा / सिध्दांतन अभ्यासणे.
3. संस्कृत साहित्यातील काव्यलक्षणाची ओळख करून घेण्याबरोबरच पाश्चात्य साहित्यातील काव्यलक्षणांचा परिचय करून देणे.
4. भारतीयांची काव्यप्रयोजने व पाश्चात्यांची काव्यप्रयोजने यांची माहिती होईल.
5. प्रतिभेचे स्वरूप व काव्यातील तिचे महत्त्व कोणते याविषयी विद्यार्थ्यांना माहिती होईल.

#### **Learning Outcome:**

1. काव्य या साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल त्याचबरोबर एक शास्त्र म्हणून काव्यशास्त्राची बाजू ध्यानात येईल.
2. प्राचीन काव्यापासून म्हणजे संस्कृत साहित्यातील काव्यलक्षणे व पाश्चात्य साहित्यातील काव्यलक्षणे समजल्यामुळे, एकूणच काव्यशास्त्राचा सखोल अभ्यास होईल.
3. काव्यनिर्मितीकडे, प्राचीन भारतीय साहित्याभ्यासकांनी आणि पाश्चात्य साहित्याभ्यासकांनी कोणकोणत्या हेतूने पाहिले आणि काव्यनिर्मिताची कोणकोणती प्रयोजने होती त्याचा सविस्तर अभ्यास होईल.
4. काव्यनिर्मितीत प्रतिभेचा महत्त्वाचा परिचय होईल.
5. काव्याकडे पाहण्याची एक समीक्षात्मक, विश्लेषणात्मक दृष्टी प्राप्त होईल.

#### **Syllabus:**

- |  |            |
|--|------------|
| 1. काव्य - व्याख्या, स्वरूप, प्रकार व शास्त्र म्हणून मीमांसा | (15 Hours) |
| 2. काव्यलक्षणे - भारतीय व पाश्चात्य                          | (15 Hours) |
| 3. काव्यप्रयोजने - भारतीय व पाश्चात्य                        | (15 Hours) |
| 4. प्रतिभेचे स्वरूप व कार्य                                  | (15 Hours) |

## संदर्भ ग्रंथ

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई. दु. आ., 1995
2. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
3. जोग रा. श्री., 'अभिनव काव्यप्रकाश'
4. ढवळे वि. ना., 'साहित्याचे तत्त्वज्ञान', प. आ., पुणे, 1984
5. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
6. पाटील गंगाधर, 'समीक्षेची नवी रूपे', मुंबई, 1982
7. यादव आनंद, 'साहित्याची निर्मिती प्रक्रिया', मेहता प्रकाशन, पुणे, 1989
8. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001

**Course Title:** प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)

**Course Code:** MAR-III.E-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. मराठी भाषेच्या उगमाच्या खुणा जाणून घेऊन प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.
4. विविध पंथीय मराठी वाङ्मयाच्या लेखनप्रेरणा व स्वरूप समजावून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून मराठी भाषेच्या उगमापासूनचा इतिहास विद्यार्थ्यांना अभ्यासता येईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

1. यादवपूर्व काळातील मराठीचे स्वरूप. (10 Hours)
2. यादवकालीन मराठी वाङ्मय - महानुभाव पंथ, वारकरी पंथ (ज्ञानेश्वर, नामदेव, संत कवी – गोरा कुंभार, सावतामाळी, चोखामेळा, संत कवयित्री – जनाबाई, मुक्ताबाई) (15 Hours)
3. बहामनी कालीन मराठी वाङ्मय - ख्रिस्ती मराठी वाङ्मय, संत कवींची वाङ्मय निर्मिती (एकनाथ) (10 Hours)
4. शिवकालीन मराठी वाङ्मय (तुकाराम आणि रामदास) (10 Hours)
5. उपयोजित स्तर - पाठ्यपुस्तक: तुकारामांचे निवडक अभंग (संपा) प्र.न.जोशी (20 Hours)



## संदर्भ ग्रंथ

1. गोसावी, र. रा., 'महाराष्ट्रातील पाच भक्ती संप्रदाय', प्रतिमा प्रकाशन
2. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड एक ते तीन)', महाराष्ट्र साहित्य परिषद, पुणे.
3. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई.
4. तुळपुळे, शं. गो., 'महानुभाव पंथ व त्यांचे वाङ्मय', व्हीनस प्रकाशन, पुणे.
5. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग एक (महानुभाव अखेर)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1995.
6. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग दुसरा (ज्ञानदेव - नामदेव)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1996.
7. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग तिसरा (एकनाथ - पर्व - प्रारंभ)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, मे 2002.
8. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग चौथा (एकनाथ - मुक्तेश्वर)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1977.
9. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग पाचवा (तुकाराम - रामदास)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1982.
10. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर.

**Course Title:** मराठी ललित गद्य स्वरूप आणि उपयोजन

**Course Code:** MAR-III.E-2

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. हा एक ललित साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे.
2. मराठी ललित गद्याचा ऐतिहासिक परामर्श घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी ललित गद्याला समृद्ध बनवणाऱ्या ललित निबंधांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. ललित गद्य या वाङ्मयप्रकाराची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर ललित गद्याचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी ललित निबंधांचे लेखन करणाऱ्या महत्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील विविध प्रवाह समजून घेता येतील.
5. ललित गद्याच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. सैध्दांतिक स्तर: मराठी ललित गद्य स्वरूप व प्रकार (05 Hours)
2. मराठी ललित गद्य वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर - पाठ्यपुस्तक: मुठीतलं आकाश- सिसिलिया कार्दालो (निवडक 12 निबंधांचा समावेश) (45 Hours)
4. निवडक ललित निबंधांचे स्वयंअध्ययन: वाचन, चर्चा आणि मूल्यांकन (कोणत्याही गोमंतकीय ललित निबंधाची निवड करता येईल) (5 Hours)

**संदर्भ ग्रंथ**

1. अदवन्त, म. ना., बनहट्टी, श्री. ना., 'बहुरूपी निबन्ध', सुविचार प्रकाशन मंडळ, नागपूर, 1966.
2. आचार्य, मा. ना., 'अनुषंग',

3. चौधुले, वि. शं., 'ललितगद्य ते मुक्तगद्य', मौज प्रकाशन गृह, मुंबई.
4. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
5. यादव, आनंद, 'ललित गद्याचे तात्त्विक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास', मेहता पब्लिशिंग हाऊस, पुणे, 1996

**Course Title:** साहित्याभिरूचीचे स्वरूप

**Course Code:** MAR-III.E-3

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. विद्यार्थ्यांची वाङ्मयीन अभिरूची विकसित करणे.
2. मराठी साहित्यासंबंधी रूची निर्माण करणे.
3. विद्यार्थ्यांमध्ये साहित्यास्वाद घेण्याची विविधांगी क्षमता विकसित करणे.
4. साहित्याभ्यासातून जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. वैयक्तिक पातळीवर आणि कौटुंबिक किंवा सामाजिक पातळीवरील वाचन संस्कृती विकसित होण्यास हातभार लागेल.
2. वाचनसंस्कृतीतून घरोघरी ग्रंथ संपदा वाढीस लागेल.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

1. साहित्याचा वाचन व्यवहार - वाचनसंस्कृती वृद्धिंगत होण्यासाठी विद्यार्थ्यांचा सहभाग वाढवण्याचे विविध मार्ग. (10 Hours)
2. साहित्याचा सामाजिक व्यवहार - ग्रंथ प्रकाशन, ग्रंथ चर्चा, साहित्यिकांशी संवाद. (15 Hours)
3. साहित्यविषयक उपक्रमशिलता - ग्रंथ प्रदर्शने, ग्रंथ वितरण, ई. वितरण प्रणाली (15 Hours)
4. गटवार पद्धतीने विविध उपक्रमांचे आयोजन - काव्यवाचन, कथाकथन, पारितोषिक वितरण, परिसरातील एखाद्या लोककलेचे आयोजन. (15 Hours)
5. राज्य, राष्ट्रीय आणि अंतरराष्ट्रीय, पातळीवरील विविध साहित्य पुरस्कारांची माहिती. (05 Hours)

**संदर्भ ग्रंथ**

1. जोंधळे, महावीर., 'साहित्य आणि आविष्कार', स्वरूप प्रकाशन, औरंगाबाद, 2002.
2. पवार, गो. मा., 'साहित्यमूल्य आणि अभिरूची', साकेत प्रकाशन, औरंगाबाद.

3. पाटील, मोहन., 'ग्रामीण साहित्य आणि संस्कृती', स्वरूप प्रकाशन, औरंगाबाद.
4. पाध्ये, दिगंबर., 'साहित्य, समाज आणि संस्कृती', लोकवाङ्मय गृह, मुंबई.
5. मेश्राम, केशव., 'साहित्य संस्कृती मंथन', स्वरूप प्रकाशन, औरंगाबाद, 2004.
6. यादव, आनंद., 'साहित्याची निर्मितीप्रक्रिया', मेहता प्रकाशन, पुणे.
7. साने. ह. श्री., 'सामाजिकशास्त्रे आणि साहित्य अंतःसंबंध', प्रतिमा प्रकाशन
8. सोमण, अंजली., 'साहित्य आणि सामाजिक संदर्भ', प्रतिमा प्रकाशन, पुणे.
9. प्रकाशनविश्व, 2017
10. लोकराज्य वाचनसंस्कृती विशेषांक, 2016

**Course Title:** गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन  
(कविता, कथा, कादंबरी, बालसाहित्य)

**Course Code:** MAR-III.E-4

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचण्याची आवड निर्माण करणे.
2. विविध साहित्यप्रकारातील साहित्याचे वाचन व त्या त्या साहित्यप्रकारातील साहित्याची ओळख करून घेणे.
3. साहित्याची समीक्षा – विविध साहित्य प्रकारांची ओळख व समीक्षेचे विशेष समजावून घेणे.
4. साहित्य संशोधन – संशोधन स्वरूप, पद्धती व प्राथमिक संशोधनपर अभ्यासाचे महत्त्व समजावून घेता येईल.
5. निवडलेल्या विषयावर लघुशोधनिबंध वा लघुप्रकल्प लेखन तयार करून घेणे.

**Learning Outcome:**

1. गोमंतकीय मराठी साहित्याची/साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी साहित्याचे कोणकोणत्याप्रकारे विकसन झाले, स्थित्यंतरे झाली त्याचा स्थूल परिचय विद्यार्थ्यांना होऊ शकेल.
3. वाचलेल्या गोमंतकीय मराठी साहित्यावर/पुस्तकांवर विविध मराठी वृत्तपत्रांतून, नियतकालिकांतून विद्यार्थ्यांना समीक्षणे लिहिता येतील.
4. साहित्याच्या संशोधन पद्धतीनुसार एखाद्या साहित्य प्रकारातील गोमंतकीय साहित्यावर वा पुस्तकावर लघुशोधनिबंध वा लघुप्रकल्पकार्य तयार करून घेता येतील.

**Syllabus:**

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|--|------------|
| 1. चार गोमंतकीय मराठी साहित्य प्रकाराचे आरंभापासूनचे स्वरूप      | (15 Hours) |
| 2. समीक्षा – स्वरूप, विविध पद्धती, परीक्षण/समीक्षण               | (15 Hours) |
| 3. लघुशोधनिबंध आणि लघुप्रकल्पकार्यासाठीचे संशोधन व त्याचे स्वरूप | (15 Hours) |
| 4. संशोधन लेखन, सादरीकरण, मूल्यांकन                              | (15 Hours) |

## लघुशोधनिबंध वा लघुप्रकल्पकार्य - विषय

### (अ) गोमंतकीय मराठी कविता

1. संत सोहिरोबानाथ अंबिये यांच्या स्फुट कवितेतील सामाजिक उपदेशाचे स्वरूप.
2. बा.भ. बोरकर यांच्या 'आनंदभैरवी' या काव्यसंग्रहातील गोमंतकीय निसर्ग.
3. गजानन रायकर यांच्या 'रंगयात्रा' या काव्यसंग्रहातील सामाजिकता

### (ब) गोमंतकीय मराठी कथा

1. पं.महादेवशास्त्री जोशी यांच्या 'खडकातील पाझर' या कथासंग्रहातील संस्कारशीलतेचे स्वरूप.
2. वि.ज. बोरकर यांच्या आदिंश या कथासंग्रहातील गोमंतकीय समाजजीवन.
3. विठ्ठल गावस यांच्या 'ओझं' या कथासंग्रहातील प्रादेशिकता.

### (क) गोमंतकीय मराठी कादंबरी

1. सुभाष भेण्डे यांच्या 'अंधारवाटा' या कादंबरीतील महानगरीय जीवन.
2. स.शं.देसाई यांच्या 'महापर्व' कादंबरीतील महाराणी ताराबाईची व्यक्तिरेखा.
3. माधवी देसाई यांच्या कथा एका राजाची या कादंबरीतील स्त्रीजीवन.

### (ड) गोमंतकीय मराठी बालसाहित्य

1. सुधाकर प्रभू यांच्या 'हे अभिमन्यूचे वारस' कादंबरिकेतील ऐतिहासिक घटनाप्रसंगांचे चित्रण.
2. निलिमा आंगले यांच्या 'पर्यांचा देश' या संग्रहातील बालकवितेचे विशेष.
3. अवधूत कुडतरकर यांच्या 'जंतर मंतर छू' मधील अद्भुत वातावरण.

### संदर्भ ग्रंथ

1. अडसूळ श्रीकृष्ण, 'गोमंतकीय मराठी साहित्य आशय आणि आविष्कार', शब्दालय प्रकाशन, श्रीरामपूर, 2013
2. अडसूळ श्रीकृष्ण (संपा.), 'गजानन रायकर यांचे साहित्य - स्वरूप आणि मीमांसा', मराठी विभाग-चौगुले कॉलेज प्रकाशन, मडगाव, 2013
3. घवी रवींद्र, श्रीकांत रासकर (संपा.), 'स्वातंत्र्योत्तर गोमंतकीय मराठी कथा', गोमंतक साहित्य सेवक मंडळ प्रकाशन, पणजी, 2006

4. घवी रवींद्र, 'मागोवा: गोमंतकीय मराठी साहित्यिकांचा', राजहंस वितरण, पणजी, 1998
5. तडकोड सु.म.(संपा.), 'नरेंद्र बोडके यांची समग्र कविता', शारिवा प्रकाशन, पुणे, 2012
6. नाडकरणी एस्.एस्., कोमरपंत सोमनाथ (संपा.), 'गोमंतकीय मराठी वाङमयाचा इतिहास (खंड-2)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
7. प्रभुदेसाई वि. बा., घवी रवींद्र (संपा.), 'गोमंतकीय मराठी वाङमयाचा इतिहास (खंड-1)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
8. बोडके नरेंद्र (संपा.), 'गोमंतकीय मराठी कवितेचे अर्धशतक 1960-2010', नंदिनी प्रकाशन, पुणे, 2010



## **S.Y.B.A (Semester - IV)**

**Course Title:** रसविचार आणि समीक्षाविचार

**Course Code:** MAR-IV.C-6

**Marks:** 100

**Credits:** 04

### **Course Objective:**

1. प्राचीन भारतीय साहित्यशास्त्रातील रससंकल्पना समजावून घेणे.
2. साहित्याभ्यासात असलेले रससौंदर्याचे महत्त्व ध्यानात घेणे.
3. साहित्यातील समीक्षेचे महत्त्व ध्यानात आणून देणे.
4. विविध समीक्षा पद्धतींद्वारे एखाद्या पुस्तकाचे समीक्षण करणे.

### **Learning Outcome:**

1. रसविचार समजावून घेतल्याने समीक्षेसाठी आवश्यक ती दृष्टी येईल.
2. साहित्याच्या सौंदर्यातील रसविचाराचे महत्त्व ध्यानात येईल.
3. वेगवेगळ्या समीक्षा पद्धतीचा अभ्यास होईल.
4. निवडलेल्या वाङ्मयप्रकारातील एखाद्या ग्रंथाचे परीक्षण करणे शक्य होईल.

### **Syllabus:**

- |   |            |
|---|------------|
| 1. 'रस' - स्वरूप व सिद्धांतन                            | (15 Hours) |
| 2. रसनिष्पत्तिविषयक विविध उपपत्ती व आधुनिकांचे रसविवेचन | (15 Hours) |
| 3. समीक्षा – संकल्पना, प्रयोजन, स्वरूप                  | (15 Hours) |
| 4. विविध समीक्षा पद्धती                                 | (15 Hours) |

### **संदर्भ ग्रंथ**

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई, 1995
2. गाडगीळ गंगाधर., 'खडक आणि पाणी', उत्कर्ष प्रकाशन, पुणे, 2003
3. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
4. गोडबोले, एन्., 'साहित्य समीक्षा: स्वरूप आणि विकास', व्हीनस प्रकाशन, पुणे, 1981
5. जोग रा. श्री., 'अभिनव काव्यप्रकाश', मौज प्रकाशन, मुंबई, 2008
6. दादेगावकर पद्माकर., 'रसचर्चा', पॉप्युलर प्रकाशन, मुंबई, 1994
7. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
8. देशपांडे, माधव., 'साहित्य साधन', कॉन्टिनेंटल प्रकाशन, पुणे, 1961
9. पाटणकर वसंत., 'साहित्यशास्त्र', पद्मगंध प्रकाशन, पुणे, 2006
10. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001

**Course Title:** प्राचीन मराठी वाङ्मय (1651- 1818)

**Course Code:** MAR-IV.E-5

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून जुन्या मराठी साहित्याचा विद्यार्थ्यांना परिचय होईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

1. प्राचीन आणि मध्ययुगीन साहित्य: या संज्ञातील साम्यभेद (02 Hours)
2. मराठीतील पंडिती काव्य: प्रेरणा, स्वरूप आणि परंपरा (मुक्तेश्वर, वामन पंडित, रघुनाथ पंडित, श्रीधर, मोरोपंत) (13 Hours)
3. मराठीतील शाहिरी काव्य: स्वरूप व प्रकार (अनंतफंदी, होनाजी बाळा, परशुराम, रामजोशी, प्रभाकर) (10 Hours)
5. मराठीतील बखर वाङ्मय: (शिवपूर्वकाल, शिवकाल, पेशवेकाल) (10 Hours)
6. उपयोजित स्तर – पाठ्यपुस्तक: पैंजण – म. ना. अदवंत (निवडक कवी व कविता) (25 Hours)

**संदर्भ ग्रंथ**

1. अदवंत, म. ना., 'पैंजण', साहित्य प्रसार केंद्र, नागपूर, सहा. आ, 2013
2. ग्रामोपाध्ये, गं. ब., 'मराठी बखरगद्याचा पुनर्विचार', मेहता पब्लिशिंग हाऊस, पुणे, 1986  
युनिव्हर्सल पब्लिकेशन्स, कोल्हापूर.

3. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड तीन ते पाच)', महाराष्ट्र साहित्य परिषद, पुणे, 1965
4. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई, 2006
5. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर, 1994
6. वाटवे, के. ना., 'प्राचीन मराठी पंडितिकाव्य', जोशी आणि लोखंडे प्रकाशन, पुणे, 1964
7. हेरवाडकर, र. वि., 'मराठी बखर', व्हीनस प्रकाशन, पुणे, 1957

**Course Title:** प्रवासवर्णन: एक अभ्यास

**Course Code:** MAR-IV.E-6

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. या साहित्यप्रकाराची गुणवैशिष्ट्ये समजावून घेणे.
2. मराठी प्रवासवर्णनांचा स्थूल परिचय करून देणे.
3. सैद्धांतिक तसेच उपयोजित स्तरावर या प्रकाराचा अभ्यास करणे.
4. काही निवडक प्रवासवर्णनांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रवासवर्णन या वाङ्मयप्रकाराची ओळख होईल.
2. सैद्धांतिक व उपयोजित स्तरावर प्रवासवर्णनांचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी प्रवासवर्णनांचे लेखन करणाऱ्या महत्त्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील बदलते प्रवाह समजून घेता येतील.
5. या लेखनप्रकाराचे बदलते स्वरूप समजून घेता येईल.
6. प्रवासवर्णनाच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

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| 1. सैद्धांतिक स्तर: मराठी प्रवासवर्णन प्रेरणा, स्वरूप व घटक  | (10 Hours) |
| 2. मराठी प्रवासवर्णन वाटचाल - स्थूल स्वरूप   | (05 Hours) |
| 3. उपयोजित स्तर - भिंगरीचे पाय- उषा पाणंदीकर   | (40 Hours) |
| 4. निवडक प्रवासवर्णनांचे स्वयंअध्ययन: वाचन, चर्चा आणि मूल्यांकन<br>(नायगराचे नादब्रह्म- गंगाधर गाडगीळ) | (05 Hours) |

**संदर्भ ग्रंथ**

1. अडसूळ, श्रीकृष्ण., (संपा.), 'उषा पाणंदीकरांची प्रवासवर्णने स्वरूप आणि चिकित्सा', गोमंतक मराठी अकादमी, 2009
2. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.

3. कुलकर्णी, गो. म., (संपा), 'मराठी वाङ्मयाचा इतिहास', महाराष्ट्र साहित्य परिषद, पुणे, पृ. 213, 1991
4. सावंत, वसंत., 'प्रवासवर्णनः एक वाङ्मयप्रकार', महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 1987

**Course Title:** कार्यक्रम संयोजन व संचालन कौशल्य

**Course Code:** MAR-IV.E-7

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. विद्यार्थ्यांमध्ये संयोजन व संचालनाचे कौशल्य विकसित करणे.
2. कार्यक्रमाची आखणी व अन्य तयारी याविषयीची कौशल्ये आत्मसात करणे.
3. व्यक्तिमत्त्व विकास साधणे.
4. विद्यार्थ्यांमध्ये विविधांगी कलागुण विकसित करून त्यांची जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. या क्षेत्रामध्ये रोजगाराची संधी उपलब्ध होईल.
2. स्वयंरोजगाराच्या दृष्टीने या दोन्ही प्रकारांचे महत्त्व पटवून देणे.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

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|--|------------|
| 1. कार्यक्रमाची पूर्वतयारी , कार्यक्रमाची आखणी व अन्य पूरक तयारी | (15 Hours) |
| 2. कार्यक्रमाच्या स्वरूपानुसार संयोजन                            | (10 Hours) |
| 3. सूत्रसंचालनाचे स्वरूप, वैशिष्ट्ये व प्रकार                    | (10 Hours) |
| 4. सूत्रसंचालनाचे तंत्र व सूत्रसंचालकाची भूमिका                  | (10 Hours) |
| 5. संहिता लेखन व वाचन  | (10 Hours) |
| 6. कार्यक्रमाची प्रसिद्धी व दस्तावेज                             | (05 Hours) |

**संदर्भ ग्रंथ**

1. उपयोजित मराठी - 'डॉ. गं. ना. जोगळेकर कृतज्ञताग्रंथ', मोडक केतकी आणि इतर., पद्मगंधा प्रकाशन, पुणे, 2012
2. गडकरी, माधव., 'सभेत कसे बोलावे', क्षितीज प्रकाशन, मुंबई, 1989
3. घाणेकर - थत्ते, ऋचा., 'असे करावे सूत्रसंचालन', अक्षय्य प्रकाशन, पुणे, 2012

4. पंडित, माधव., 'त्रिवेध', प्रकाशन, मडगाव, 2008
5. पाटील, के आर., 'सूत्रसंचालन कसे करावे?', ज्ञानसंवर्धन प्रकाशन, कोल्हापूर, 2014
6. बागडे आचार्य, 'कार्यक्रमाचे प्रभावी संयोजन आणि सूत्रसंचालन', परफेक्ट इन्व्हेंट मॅनेजमेंट, साकेत प्रकाशन, पुणे, 2016

**Course Title:** गोमंतक आणि कोकण या प्रदेशातील लोककला

**Course Code:** MAR-IV.E-8

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. लोककलांच्या अभ्यासाचे महत्त्व ध्यानात आणून देणे.
2. गोमंतकीय लोककलांच्या अभ्यासाविषयीची आवड निर्माण करणे.
3. कोकणातील लोककलांचा परिचय करून घेणे.
4. गोमंतक आणि कोकण या प्रदेशातील लोककलांतील साम्यभेदांचा शोध घेणे.

**Learning Outcome:**

1. लोककलांच्या परिचयातून लोकसाहित्याचा अभ्यास होईल.
2. गोमंतकीय लोककलांच्या परिचया बरोबरच त्यांचा अभ्यास करणे शक्य होईल.
3. कोकणातील लोककलांचा परिचय होईल.
4. गोमंतक आणि कोकणातील लोककलांत आढळणारे साम्यभेद शोधण्यातून सांस्कृतिक अनुबंध निर्माण होईल.

**Syllabus:**

1. लोकसाहित्याच्या अभ्यासाचे महत्त्व व स्वरूप (10 Hours)
2. गोमंतकीय लोककला - धालो, जागर, मांड, सुंवारी, तालगडी, बनवड, झाडो, शिवोड, घोडेमोडणी आणि रणमाले (20 Hours)
3. कोकणातील लोककला - दशावतार, चित्रकथी, कळसुत्री बाहुल्या, नमन, जाखडी, पांगुळ, धालोत्सव, चपई, (20 Hours)
4. गोमंतक आणि कोकणातील, लोककलांचा सांस्कृतिक साम्यसंबंध (10 Hours)

**संदर्भ ग्रंथ**

1. कुबल रमेश, 'लोकसाहित्याचे अंतरंग', शब्दालय प्रकाशन, श्रीरामपूर, 2014
2. खेडेकर विनायक, 'लोकसरिता', कला आणि संस्कृती संचालनालय, 1993
3. तापस - राजापुरे पुष्पलता, 'कोकणातील लोककला', शब्दालय प्रकाशन, 2014



4. नायक काशिनाथ दामोदर, 'गोमंतकीय संस्कृतीची जडणघडण', गोमंतक विद्यानिकेतन प्रकाशन, 1980
5. पैंगिणकर, अजित., 'काणकोणची लोककला एक दायज', काणकोण अनुजित प्रकाशन, 2001
6. माने वसुधा, 'गोमंतकातील धालो', 1964
7. सातोस्कर बा.द., 'गोमंतक प्रकृती आणि संस्कृती', खंड-1 व खंड -2, 1979
8. सुखटणकर ज.स. – 'रुपड्यांची रुपककथा', 1970

## **T.Y.B.A (Semester - V)**

**Course Title:** व्याकरण

**Course Code:** MAR-V.C-7

**Marks:** 100

**Credits:** 04

### **Course Objectives:**

1. एक स्वतंत्र विषय म्हणून व्याकरणाकडे पाहण्याची जाणीव निर्माण करणे.
2. मराठी व्याकरण परंपरेचा परिचय करून देणे.
3. व्याकरणातील पायाभूत संकल्पनांच्या अभ्यासाचे महत्त्व पटवून देणे.
4. भाषाभ्यासाला व्याकरणाचा अभ्यास कसा साहाय्यभूत ठरतो ते पाहणे.

### **Learning Outcome:**

1. व्याकरण या विषयाची विद्यार्थ्यांना स्वतंत्रपणे ओळख होईल.
2. मराठी व्याकरणाची परंपरा समजू शकेल.
3. व्याकरणातील विविध संकल्पनांकडे व्याकरणकारांनी कोणकोणत्या भूमिकातून पाहिले आहे ते समजावून घेता येईल.
4. भाषेच्या अभ्यासाकडे व्याकरणाच्या दृष्टिकोनातून पाहण्याची दृष्टी प्राप्त होईल.

### **Syllabus:**

1. व्याकरण- व्याख्या, व्याकरणाच्या अभ्यासाचे महत्त्व, मराठीतील व्याकरण परंपरेची ओळख  
(07 Hours)
2. वर्णविचार व संधी- वर्णांचे प्रकार, वर्णांचे वर्गीकरण: - एक स्थूल परिचय  
संधी - संधीचे प्रकार; स्वरसंधी, व्यंजनसंधी, विसर्गसंधी  
(15 Hours)
3. शब्दविचार- शब्दांचा विकारी व अविकारी जातीलिंग, वचन.  
(20 Hours)
4. शब्दविकरण - विभक्ती विचार (स्वरूप व वादविवादांसह अभ्यास)  
(12 Hours)
5. समास - 1. अव्ययीभाव समास  
2. तत्पुरुष समास  
3. व्द्वंद समास  
4. बहुव्रीही समास  
(06 Hours)

**संदर्भ ग्रंथ:**

1. गोविलकर लीला, 'मराठीचे व्याकरण', मेहता पब्लिशिंग हाऊस, पुणे, 2006
2. दामले मो. के., 'शास्त्रीय मराठी व्याकरण', देशमुख आणि कं., पुणे, 1970
3. भागवत श्रीपाद, 'मराठी व्याकरण', विद्याभारती प्रकाशन, लातूर, 1980
4. मंगरूळकर अरविंद, 'मराठीच्या व्याकरणाचा पुनर्विचार', पुणे विद्यापीठ, पुणे, 1978
5. वाळंबे मो.रा., 'सुगम मराठी व्याकरण लेखन', नितीन प्रकाशन, पुणे, 2011
6. शहा के.पी., 'मराठी व्याकरण', ओम पब्लिकेशन्स, कोल्हापूर, 2012

**Course Title:** मराठी वाङ्मयाचे सांस्कृतिक स्वरूप

**Course Code:** MAR-V.E-9

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. संस्कृती आणि साहित्य यातील परस्पर संबंध समजावून देणे.
2. इंग्रजांच्या आगमनामुळे सांस्कृतिक जीवनात झालेल्या स्थित्यंतरांचा परिचय करून देणे.
3. सामाजिक, शैक्षणिक व सांस्कृतिक क्षेत्राच्या विकासामध्ये योगदान देणाऱ्या व्यक्ती व संस्था यांच्या कार्याचा परिचय करून देणे.
4. साहित्यक्षेत्रातील नवीन प्रेरणा व प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. समाजाच्या विकासामध्ये साहित्य आणि संस्कृती यांच्यातील स्थित्यंतरे कशी कारणीभूत ठरतात यांचा विद्यार्थ्यांना परिचय होईल.
2. इंग्रजांच्या आगमनामुळे साहित्य आणि समाज यांच्यावर झालेले परिणाम समजून घेता येतील.
3. सामाजिक क्षेत्रामध्ये वैचारिक प्रबोधनाच्या दृष्टीने राबवलेल्या उपाययोजनांचे विद्यार्थ्यांना ज्ञान होईल.
4. साहित्य क्षेत्रातील नवीन प्रवाहांच्या निर्मितीमागील हेतू समजावून घेता येतील.

**Syllabus:**

1. संस्कृती म्हणजे काय ? साहित्य आणि संस्कृती यांचा परस्पर संबंध (15 Hours)
2. अव्वल इंग्रजी कालखंडातील - सांस्कृतिक बदलाचा साहित्यावरील परिणाम -
  - I. सांस्कृतिक, सामाजिक - परमहंस सभा, आर्य समाज, प्रार्थना समाज, ब्राह्मो समाज, सत्यशोधक समाज
  - II. शैक्षणिक - एलफिस्टन, मे. कॅंडी, बोर्ड ऑफ एज्युकेशन, दक्षिणा प्राईज कमिटी
  - III. साहित्यनिर्मिती (15 Hours)
3. 1874-1920 या कालखंडातील साहित्य निर्मितीमागील प्रेरणा व प्रवृत्ती -  
विष्णुशास्त्री चिपळूणकर, गो.ग.आगरकर, लोकमान्य टिळक यांचे सामाजिक व सांस्कृतिक कार्य- सुधारणावादाच्या संदर्भात (15 Hours)
4. 1920 - 1960 या कालखंडातील बदलत्या विचार प्रवाहांचा मराठी साहित्यावर

पडलेला प्रभाव.

I. मार्क्सवाद, समाजवाद आणि गांधीवाद

(15 Hours)

### संदर्भ ग्रंथ

1. कर्हाडे सदा, 'अर्वाचीन मराठी साहित्याची सांस्कृतिक पार्श्वभूमी', लोकवाडमय गृह, मुंबई, 1981
2. कुलकर्णी कृ.भि, 'आधुनिक मराठी गद्याची उत्क्रांती', मुंबई मराठी ग्रंथ संग्रहालय, मुंबई, 1956
3. जोशी महादेवशास्त्री, 'भारतीय संस्कृतिकोश', भारतीय संस्कृतीकोश मंडळ, पुणे, 1979
4. जोशी लक्ष्मणशास्त्री, 'मराठी विश्वकोश', महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1986
5. श्री.जोग रा.,(संपा.) 'मराठी वाडमयाचा इतिहास खंड तिसरा', महाराष्ट्र साहित्य परिषद, पुणे, 1999
6. श्री.जोग रा.,(संपा.) 'मराठी वाडमयाचा इतिहास खंड चौथा', महाराष्ट्र साहित्य परिषद, पुणे, 1999
7. श्री.जोग रा.,(संपा.) 'मराठी वाडमयाचा इतिहास खंड पाचवा (भाग पहिला व दुसरा)', महाराष्ट्र साहित्य परिषद, पुणे, 1999
8. रा. ग. जाधव,(संपा.) 'मराठी वाडमयाचा इतिहास खंड सातवा (भाग पहिला)', महाराष्ट्र साहित्य परिषद, पुणे, 2009
9. मालशे स.गं, 'साहित्य – सिध्दांत', महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1982

**Course Title:** आत्मचरित्र: साहित्यप्रकार आणि उपयोजन

**Course Code:** MAR-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. आत्मचरित्र या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय करून घेणे.
3. आत्मचरित्रपर वाङ्मयाच्या प्रेरणा, घटक व विशेषांची माहिती करून देणे.
4. उपयोजित आत्मचरित्राच्या अभ्यासामुळे आत्मचरित्राच्या मूल्यमापनासाठी आवश्यक असलेली मनोभूमिका तयार करणे.

**Learning Outcome:**

1. आत्मचरित्रपर साहित्याच्या वाचनाची गोडी विद्यार्थ्यांच्या मनात निर्माण होईल.
2. मराठीतील आत्मचरित्रपर वाङ्मयाची एक स्वतंत्र वाङ्मयप्रकार म्हणून ओळख होईल.
3. आत्मचरित्राचा घटकलक्षी अभ्यास कसा करावा याची माहिती मिळेल.
4. उपयोजित आत्मचरित्राच्या अभ्यासामुळे एक समीक्षात्मक, मूल्यमापनात्मक दृष्टी प्राप्त होईल.

**Syllabus:**

1. आत्मचरित्र या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप, घटक व आत्मचरित्र लेखनाचे विविध प्रकार. (20 Hours)
2. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय (10 Hours)
3. आत्मचरित्राचे मूल्यमापन (10 Hours)
4. उपयोजित आत्मचरित्राचा विविधांगी / सूक्ष्म अभ्यास - चाकाची खुर्ची, नासिमा हर्जुक (20 Hours)

**संदर्भ ग्रंथ**

1. कर्हाडे सदा, 'चरित्र आणि आत्मचरित्र', लोकवाङ्मयगृह प्रकाशन, मुंबई, 1976
2. कुलकर्णी अनंत अनिरुद्ध, 'प्रदक्षिणा खंड 1', कॉन्टिनेन्टल प्रकाशन, पुणे, 2002
3. कुलकर्णी अनंत अनिरुद्ध, 'प्रदक्षिणा खंड 2', कॉन्टिनेन्टल प्रकाशन, पुणे, 2004

4. जाधव रा.ग., 'मराठी वाङ्मयाचा इतिहास खंड 7', (संपा) महाराष्ट्र साहित्य परिषद प्रकाशन, पुणे, 2011
5. जोशी अ.म., 'चरित्र – आत्मचरित्र', सुविचार प्रकाशन, धंतोली, 1965
6. देशपांडे अ.ना., 'आधुनिक मराठी वाङ्मयाचा इतिहास भाग 2', (संपा.) व्हीनस प्रकाशन, पुणे, 1979
7. मोराळे महालक्ष्मी, 'आत्मचरित्रात्मक कादंबरी', पद्मगंधा प्रकाशन, पुणे, 2010
8. यादव आनंद, 'आत्मचरित्रमीमांसा', मेहता पब्लिशिंग हाऊस, पुणे, 2014

**Course Title:** पत्रकारिता: स्वरूप आणि कौशल्ये

**Course Code:** MAR-V.E-11

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. पत्रकारिता म्हणजे काय? तिची उपयुक्तता समजावून देणे.
2. पत्रकारितेतील लेखनकौशल्ये समजावून देणे.
3. पत्रकारितेचे स्वरूप व्याख्या व प्रकार समजावून देणे.
4. पत्रकारितेसाठी आवश्यक गुणकौशल्यांचे ज्ञान करून देणे.

**Learning Outcome:**

1. पत्रकारिता म्हणजे काय? व तिची आजच्या काळातील उपयुक्ततेचा विद्यार्थ्यांना परिचय होईल.
2. मराठी पत्रकारितेचा परिचय करून घेता येईल.
3. बातमीदारासाठी आवश्यक नीतिमूल्यांचा परिचय होईल.
4. बातमीलेखनाचे कौशल्य आत्मसात करता येईल.
5. वृत्तपत्राच्या वार्ताहराला आवश्यक गुणकौशल्ये आत्मसात करता येतील.

**Syllabus:**

1. पत्रकार आणि पत्रकारिता म्हणजे काय?, मराठी पत्रकारितेचा परिचय (15 Hours)
2. बातमी: स्वरूप, व्याख्या वरचना, बातमीपत्र लेखन, वार्तासंकलन - बातमी लेखनातीलकायदेशीर बाबी (15 Hours)
3. मुद्रित व वृत्तपत्रीय लेखन: (अग्रलेख, लेख, स्तंभलेखन, सदरलेखन, वाचकांचा पत्रव्यवहार व मुलाखत) (15 Hours)
4. इलेक्ट्रॉनिक पत्रकारितेचे स्वरूप (15 Hours)

**संदर्भ ग्रंथ**

1. अकलूजकर प्रसन्नकुमार, 'फीचर रायटिंग', श्रीविद्या प्रकाशन, पुणे, 2008
2. कुलकर्णी एस. के., 'बातमीदारी', विद्या प्रकाशन गृह, पुणे, 2001
3. गर्गे स.मा., 'पत्रकार आणि पत्रकारिता', मानसन्मान प्रकाशन, पुणे, 1990
4. ताम्हणे चन्द्रकान्त, 'वार्ता संकलन', पॉप्युलर प्रकाशन, मुंबई, 2003



5. देशपांडे ए.व्ही., 'मराठी पत्रकारिता', सुखद सौरभ प्रकाशन, सातारा, 2008
6. पाध्ये प्रभाकर, 'पत्रकारितेची मूलतत्त्वे', (अनुवाद : परांजपे प्र.ना, परांजपे वसुधा), मेहता पब्लिशिंग हाऊस, पुणे, 2007
7. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
8. लांडगे संजय, 'उपयोजित मराठी', दिलीपराज प्रकाशन प्रा. लि., पुणे, 2011
9. लेले रा.का., 'मराठी वृत्तपत्रांचा इतिहास', कॉन्टिनेन्टल प्रकाशन, पुणे, 2000
10. पिंगळे किरण नामदेव, (संपा), 'संवाद कौशल्ये आणि प्रसारमाध्यमे', शब्दश्री प्रकाशन, पुणे, 2015

**Course Title:** भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास

**Course Code:** MAR-V.E-12

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. व्यक्तिमत्त्व विकासात असलेल्या भाषिक कौशल्याचा परिचय करून घेणे.
2. जनसंपर्कात भाषिक कौशल्याचे महत्त्व कसे असते ते समजावून घेणे.
3. व्यक्तिमत्त्व विकासाचे संवर्धन ज्या घटकांमुळे होऊ शकते त्या घटकांचा अभ्यास करणे.
4. भाषिक कौशल्यांचा अभ्यास व सादरीकरणामुळे व्यक्तिमत्त्वात होणाऱ्या बदलांची जाणीव करून देणे.

**Learning Outcome:**

1. व्यक्तिमत्त्व विकासाविषयी एक स्वतंत्र जाणीव निर्माण होईल.
2. विविध भाषिक कौशल्यांचा अभ्यास होईल.
3. भाषा व साहित्याद्वारे व्यक्तिमत्त्व विकास होऊ शकतो असा आत्मविश्वास विद्यार्थ्यांच्या मनात निर्माण होईल.
4. भाषिक कौशल्यांच्या सादरीकरणामुळे / प्रात्यक्षिकामुळे सुस कलागुणांना उत्तेजन मिळेल.

**Syllabus:**

1. भाषिक कौशल्यांचे स्वरूप व महत्त्व - श्रवण, वाचन, आकलन, भाषण व संभाषण  
(20 Hours)
2. जनसंपर्कात भाषिक कौशल्यांचे महत्त्व आणि इतर भाषिक कौशल्ये - उच्चारण निवेदन, अभिवाचन, भाषाशैली, देहबोली.  
(15 Hours)
3. व्यक्तिमत्त्व विकासाचे महत्त्व - कलागुणांची जोपासना, समाजविकासाची जाणीव, नेतृत्व गुणांची जोपासना.  
(15 Hours)
4. भाषिक कौशल्यांत अन्य भाषांचे स्थान - अवतरणे, सुभाषित व सुविचार, काव्यावतरणे, ग्रंथांचे संदर्भलेख इ.  
(10 Hours)

**संदर्भ ग्रंथ**

1. देसाई रवींद्र, 'प्रभावी भाषणकला', प्रफुल्लता प्रकाशन, पुणे, 2004
2. देशपांडे पु.ल., 'रेडियोवरील भाषणे', मौज प्रकाशन, पुणे, 1980

3. पेंडसे अंजली, 'देहबोली', नीलकंठ प्रकाशन, पुणे, 2004
4. नसिराबादकर ल.रा., 'व्यावहारिक मराठी', फडके प्रकाशन, कोल्हापूर, 2008
5. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
6. साने र.य., 'लेखनमित्र', विद्या विकास पब्लिशर्स प्रा.लि. नागपूर, 2007

**Course Title:** मराठी पथनाट्य: स्वरूप व सादरीकरण

**Course Code:** MAR-V ID-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. पथनाट्य या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाडमयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. पथनाट्य लेखनातील विविध घटकांचा परिचय होईल.
4. पथनाट्य लेखन व परीक्षणाविषयीची आवड निर्माण होईल.
5. पथनाट्य सादर करण्याची सवय होईल.

**Learning Outcome:**

1. पथनाट्य या नाट्यप्रकाराची एक वाडमयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. पथनाट्य या नाट्यप्रकारांचे, वाचन व लेखनविषयक जाणिवेचे विकसन होऊ शकेल.
3. सुस लेखन व अभिनयगुणांना वाव मिळेल.
4. या नाट्यप्रकाराच्या मूल्यमापनाची क्षमता निर्माण होईल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. पथनाट्य एक नाट्यप्रकार, साहित्यप्रकार व घटकांतर्गत अभ्यास  | (05 Hours) |
| 2. पथनाट्य - संहिता लेखनाचे स्वरूप                            | (15 Hours) |
| 3. पथनाट्य - वाडमयमूल्य, प्रयोगमूल्य व नाट्यमूल्य- समीक्षण    | (15 Hours) |
| 4. पथनाट्य- प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन        | (10 Hours) |
| 5. पथनाट्य / गटवार सादरीकरण, गटचर्चा, मूल्यांकन, सुधारित लेखन | (15 Hours) |

**संदर्भ ग्रंथ**

1. कानडे मु.श्री., 'नाट्यशोध', नीहारा प्रकाशन, पुणे - 1987.
2. काळे के.ना व इतर, 'मराठी रंगभूमी नाटक, घटना आणि परंपरा', मराठी साहित्यसंघ, मुंबई - 1971.
3. कुलकर्णी गो.म., 'मराठी नाट्यसृष्टी', मेहता पब्लिशिंग हाऊस, पुणे -30

4. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा), 'वाडमयीन संज्ञा – संकल्पना कोश',  
पॉप्युलर प्रकाशन, मुंबई – 2001.
5. नाईक राजीव, भोळे प्रवीण, 'भारतीय प्रयोग कलांचा परिचय व इतिहास – नाट्य',  
लोकवाडमयगृह, मुंबई – 2010.
6. सरदेसाई माया, 'भारतीय रंगभूमीची परंपरा', स्नेहवर्धन प्रकाशन, पुणे – 1996.

**T.Y.B.A (Semester - VI)**

**Course Title:** भाषाविज्ञान

**Course Code:** MAR-VI.C-8

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. भाषाविज्ञान, विज्ञान म्हणून स्वरूप समजावून घेणे.
2. भाषेच्या उत्पत्तीविषयक सिद्धांतनाचा परिचय करून घेणे.
3. प्रमाणभाषा व बोलीभाषांच्या अभ्यासाच्या पद्धती अभ्यासणे.
4. भाषाविज्ञानाच्या दृष्टीने मराठीची पूर्वपीठिका समजावून घेणे.

**Learning Outcomes:**

1. एक विज्ञान म्हणून भाषाविज्ञानाची विद्यार्थ्यांना ओळख होईल.
2. भाषेचे उत्पत्तीविषयक सिद्धांत समजावून घेण्याबरोबरच विविध भाषाभ्यास पद्धतीचा अभ्यास होईल.
3. प्रमाणभाषा म्हणून मराठीचा व इतर बोलींचा परिचय होईल.
4. एकूणच मराठीची पूर्वपीठिका समजावून घेता येईल.

**Syllabus:**

1. भाषा आणि भाषाविज्ञान (15 Hours)
  - भाषा व्याख्या, भाषेचे स्वरूप, भाषेच्या विविध अवस्था- आंगिक हावभावाची, दृश्यचिन्हांची, लिपिबद्ध, मौखिक, इ.
2. भाषेचे उपपत्तीविषयक सिद्धांत व भाषाभ्यासपद्धती (15 Hours)
  - ऐतिहासिक, वर्णनात्मक व सामाजिक
3. मराठीची पूर्वपीठिका (15 Hours)
  - आर्यभाषा, आंतर-बहिर्वर्तुळ सिद्धांत, संस्कृत-प्राकृत- महाराष्ट्री- मराठी असा प्रवासाभ्यास
4. प्रमाणभाषा व बोलीभाषा (15 Hours)
  - स्वरूप, विशेष व प्रकार, मराठीच्या प्रमुख बोलींचा अभ्यास- मालवणी, चित्पावनी, आगरी

## संदर्भ ग्रंथ

1. कालेलकर ना.गो., 'भाषा आणि संस्कृती', मौज प्रकाशन गृह, मुंबई, 2012
2. कालेलकर ना.गो., 'भाषा इतिहास आणि भुगोल', मौज प्रकाशन गृह, मुंबई, 1985
3. कुलकर्णी कृ.पा., 'मराठी भाषा उद्गम आणि विकास', मोर्डन बुक डिपोट प्रकाशन, 1973
4. केळकर अशोक, 'वैखरी', मॅजेस्टिक बुक प्रकाशन, मुंबई, 1983
5. गर्जेद्रगडकर न., 'भाषा आणि भाषाशास्त्र', व्हिनस प्रकाशन, पुणे, 1991
6. गोविलकर लिला, 'वर्णनात्मक भाषाविज्ञान', आरती प्रकाशन, डॉबीवली, 1992
7. ग्रामोपाध्ये ग., 'भाषाविचार आणि मराठी भाषा', व्हिनस प्रकाशन, पुणे, 1964
8. जोगळेकरगं. ना., 'आधुनिक भाषाविज्ञान', सुविचार प्रकाशन, पुणे, 1987
9. जोशी प्र. न., 'सुबोध भाषाशास्त्र', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 2003
10. पुंडे दत्तात्रय, 'सुलभ भाषाविज्ञान', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 1996
11. भंडारे आनंद, 'भाषाशास्त्र', निर्मल प्रकाशन, नांदेड, 2004
12. मालशे मिलिंद, 'आधुनिक भाषाविज्ञान:सिद्धांत आणि उपयोजन', लोकवाङ्मय गृह, मुंबई, 2004
13. मालशे स गं., 'भाषाविज्ञान परिचय', व्हिनस प्रकाशन, पुणे, 1987
14. मालशे स गं., 'भाषाविज्ञान: वर्णनात्मक आणि ऐतिहासिक', पद्मगंधा प्रकाशन, पुणे, 2005

**Course Title:** मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय

**Course Code:** MAR-VI.E-13

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचनाची आवड निर्माण करणे.
2. पोर्तुगीजपूर्वकालीन साहित्याची ओळख करून घेणे.
3. पोर्तुगीजकालीन साहित्याचे महत्त्व व विशेषांचा अभ्यास करणे.
4. पोर्तुगीजकालीन नियतकालिकांचे स्वरूप व कामगिरी समजावून घेणे.

**Learning Outcome:**

1. गोमंतकीय मराठी साहित्याची/ साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी वाङ्मयातील, विविध साहित्यप्रकारातील स्थित्यंतरे विद्यार्थ्यांना समजतील.
3. गोमंतकीय मराठी वाङ्मयातील संतसाहित्याचे महत्त्व व वेगळेपण ध्यानात येऊ शकेल.
4. गोमंतकीय मराठी नियतकालिकांचे, मुक्तिलढ्यातील योगदान ध्यानात येईल.

**Syllabus:**

1. पोर्तुगीजपूर्व गोमंतकीय संस्कृती व साहित्याचे स्वरूप पोर्तुगीजकालीन गोमंतकीय संस्कृती व तिचे गोमंतकीय जीवनावर झालेले परिणाम (15 Hours)
2. पोर्तुगीजकालीन साहित्य -कृष्णभट बांदकर, विठ्ठल केरीकर, सोहिरोबानाथ आंबिये व स्त्री कवयित्री (15 Hours)
3. ख्रिस्ती मराठी वाङ्मयातील भाषेचे स्वरूप व महत्त्व (15 Hours)
4. पोर्तुगीजपूर्व कालखंडातील नियतकालिके - स्वरूप व कार्य (15 Hours)

**संदर्भ ग्रंथ**

1. नायक काशिनाथ दामोदर, 'गोमंतकाची सांस्कृतिक जडणघडण', गोमंत विद्या निकेतन प्रकाशित, मडगाव, 2012
2. नायक केशव अनंत, 'पावशतकातील गोमंतक', (संपा.) सारस्वत ब्राम्हण समाज प्रकाशित, मडगाव, 1938
3. प्रभुदेसाई वि.बा., घवी रवीन्द्र, 'गोमंतकीय मराठी वाङ्मयाचा इतिहास-खंड 1', (संपा) गोमंतक मराठी अकादमी प्रकाशित, पणजी, 2003



4. प्रभुदेसाई वि.बा., 'सतराव्या शतकातील गोमंतकीय बोली', मुंबई विश्वविद्यालय, मुंबई, 1963
5. भोबे गोपाळकृष्ण केशव, 'असा हा गोमंतक', पंचेचाळीसावे साहित्य संमेलन समिती प्रकाशित, मडगाव, 1964
6. सरदेसाई मनोहर हिरबा, 'गोमंतकाचे असे ते दिवस', पुरोगामी प्रकाशन, गोवा, 1994
7. सरदेसाई मनोहर हिरबा, 'गोमंतकीय ख्रिश्चन समाज: निर्मिती व कार्य', कला व संस्कृती संचालनालय, गोवा, 2001
8. सातोस्कर बा.द., 'गोमंतक: प्रकृती व संस्कृती (खंड 1 ते खंड 3)', शारदीय प्रकाशन, पणजी, 2009

**Course Title:** मराठी प्रादेशिक कादंबरी: स्वरूप आणि उपयोजन

**Course Code:** MAR-VI.E-14

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. प्रादेशिक कादंबरीचे वेगळेपण समजावून घेणे.
2. मराठी प्रादेशिक कादंबरीचा स्थूल आढावा घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी प्रादेशिक कादंबरीच्या वैशिष्ट्यांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रादेशिक कादंबरी या साहित्यप्रवाहाची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर प्रादेशिक कादंबरीचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी प्रादेशिक कादंबरीलेखन करणाऱ्या महत्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील विविध प्रवाह समजून घेता येतील.

**Syllabus:**

1. मराठी प्रादेशिक कादंबरी - स्वरूप व घटक (05 Hours)
2. मराठी प्रादेशिक कादंबरीची वाटचाल (05 Hours)
3. उपयोजन - जोगीण - सुभाष भण्डे (45 Hours)
4. निवडक प्रादेशिक कादंबरी - स्वाध्याय(वाचन, चर्चा आणि मूल्यांकन) (05 Hours)

**संदर्भ ग्रंथ**

1. कुलकर्णी मदन, 'मराठी प्रादेशिक कादंबरी: तंत्र आणि स्वरूप', श्री मंगेश प्रकाशन, नागपूर, 1984
2. जगनाळे रेखा रामकृष्ण, 'प्रादेशिक ग्रामीण साहित्य समीक्षेची समीक्षा', विजय प्रकाशन, नागपूर, 2007
3. कुलकर्णी अनिरुद्ध (संपा), 'प्रदक्षिणा - खंड दुसरा', कॉन्टिनेन्टल प्रकाशन, पुणे, 2004.

4. मणगुतकर अशोक, 'सुभाष भेण्डे यांच्या कादंबऱ्या', गोमंतक मराठी अकादमी, गोवा, 2009
5. शेळके भास्कर, 'मराठी प्रादेशिक कादंबरी: स्वरूप आणि विश्लेषण,' शब्दालय प्रकाशन, श्रीरामपूर, 2012
6. शेळके भास्कर, 'मराठी कादंबरीतील प्रादेशिकता', स्नेहवर्धन प्रकाशन, पुणे, 1997

**Course Title:** भाषांतर विद्या

**Course Code:** MAR-VI.E-15

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. भाषांतराचे स्वरूप व उद्दिष्टे समजावून देणे.
2. भाषांतराचे महत्त्व विशद करणे.
3. भाषांतराचे विविध प्रकार समजावून देणे.
4. भाषांतरासाठीच्या आवश्यक कौशल्यांचे ज्ञान करून देणे.
5. तौलनिक साहित्याभ्यासात भाषांतर विद्येचे महत्त्व समजावून देणे.

**Learning Outcome:**

1. भाषांतर म्हणजे काय - त्याची आजच्या काळातील उपयुक्ततेची विद्यार्थ्यांना जाणीव होईल.
2. भाषांतर करताना येणाऱ्या समस्यांवर मात करण्याची क्षमता निर्माण होईल.
3. भाषांतरप्रक्रिया समजावून घेता येईल.
4. प्रत्यक्ष अनुवाद करण्याची क्षमता निर्माण होईल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. भाषांतर स्वरूप आणि उद्दिष्टे                             | (05 Hours) |
| 2. भाषांतराचे प्रकार आणि वर्गीकरण                           | (10 Hours) |
| 3. भाषान्तरप्रक्रिया, भाषांतरातील समस्या, भाषांतरकाराचे गुण | (20 Hours) |
| 4. स्वाध्याय - (मुळ साहित्यकृती व तिचे मराठीमधील भाषांतर)   | (25 Hours) |

**संदर्भ ग्रंथ**

1. अर्जुनवाडकर लीला, 'ललित साहित्याचे भाषांतर: एक यक्षप्रश्न' (भाषा आणि जीवन, 10,3, पावलाळा, 1992)
2. कर्हाडे सदा, 'भाषांतर', मुंबई, लोकवाडमय गृह प्रकाशन, 2011
3. चित्रे दिलीप, 'कवितेचे भाषांतर', नवभारत, 36.7, एप्रिल 1983
4. देशपांडे एल. एस., 'साहित्य-सेतू (साहित्याचे भाषांतर एक अभ्यास)', निर्मल प्रकाशन, 1999
5. कल्याण काळे /अंजली सोमण (संपा), 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे, 1997

6. सारंग विलास, 'भाषांतर आणि भाषा', मौज प्रकाशन, मुंबई, 2011
7. 'साहित्यसूची' (भाषांतर विशेषांक) दिवाळी, 1989

**Course Title:** माहितीपट (डॉक्युमेंटरी): लेखन आणि उपयोजन

**Course Code:** MAR-VI.E-16

**Marks:** 100

**Credits:** 04

**Course objectives:**

1. प्रसारमाध्यम आणि जनसंपर्क क्षेत्रातील माहितीपटाचे महत्त्व ध्यानात आणून देणे.
2. माहितीपटाचे स्वरूप आणि एकूणच रचना कशी असते त्याची माहिती करून देणे.
3. माहितीपट लेखनाचा परिचय आणि सराव करून देणे.
4. माहितीपटाच्या संपूर्ण- चित्रिकरण प्रक्रियेचा परिचय करून देणे.

**Learning outcomes:**

1. माहितीपटाचे स्वरूप अभ्यासल्यामुळे एक व्यावसायिक कौशल्य विकसित होईल.
2. माहितीपटाच्या अभ्यासामुळे पुढील पटकथा वा चित्रपटकथा लेखनाची प्राथमिक तयारी होऊ शकेल.
3. चित्रिकरण प्रक्रियेचा परिचय होऊ शकेल.
4. प्रसारमाध्यमे आणि जनसंपर्क क्षेत्रात रोजगाराची संधी.

**Syllabus:**

1. माहितीपट- व्याख्या, स्वरूप व उद्दिष्टे (15 Hours)  
प्रकार-परिचयात्मक (व्यक्ती, संस्था, स्थल इ.)  
जागृतीपर- प्रबोधनपर, संशोधनपर इ. माहितीपट रचनेचे स्वरूप
2. माहितीपट लेखन- विषय, रूपरेषा, साधनसामग्री, इ. (15 Hours)  
घटकाभ्यास- निवेदन, संवाद, वातावरण, स्वभावदर्शन,  
गीत, प्रतीक, श्रेयनामावलीचे महत्त्व
3. माहितीपट निर्मितीप्रक्रिया- चित्रीकरणपूर्व तयारी, प्रत्यक्ष चित्रिकरण,  
उपलब्ध चित्रण, छायाचित्रे व अन्य दस्तावेज,  
प्रमुख व्यक्तीचे भाष्य व प्रसंगाची पुनर्निर्मिती (15 Hours)

4. माहितीपटाचे उपयोजन / निर्मितीचे सादरीकरण

(15 Hours)

- निवडलेल्या विषयावरील माहितीपटाचे सादरीकरण, माहितीपटाचे मूल्यमापन

**संदर्भ ग्रंथ**

1. पाडळकर विजय, 'गर्द रानात... भर दुपारी', मौज प्रकाशन, मुंबई, 2002
2. पाडळकर विजय, 'फ्लॅशबॅक', मौज प्रकाशन, मुंबई, 2005
3. बर्बे उज्जला, 'जनसंज्ञापन व आधुनिक प्रसारमाध्यमे', वाय.बी.चव्हाण मुक्त विद्यापीठ प्रकाशन, नाशिक, 2010
4. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
5. मुळे अंजली, 'सृजनाचे साक्षात्कार', मौज प्रकाशन, मुंबई, 2001
6. सपकाळ अनिल, 'मराठी चित्रपटाची पटकथा', प्रतिमा प्रकाशन, पुणे, 2003

**Course Title:** मराठी एकांकिका: स्वरूप व सादरीकरण

**Course Code:** MAR-VI. ID-2

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. एकांकिका या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाङ्मयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. एकांकिका लेखनातील विविध घटकांचा परिचय होईल.
4. एकांकिका लेखन व परीक्षणाविषयीची आवड निर्माण होईल.
5. एकांकिका सादर करण्याची सवय होईल.

**Learning Outcome:**

1. एकांकिका या नाट्यप्रकाराची एक वाङ्मयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. एकांकिका या नाट्यप्रकारांचे, वाचन व लेखनविषयक जाणिवेचे विकसन होऊ शकेल.
3. सुप्त लेखन व अभिनयगुणांना वाव मिळेल.
4. या नाट्यप्रकाराच्या मूल्यमापनाची क्षमता निर्माण होईल.

**Syllabus:**

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|--|------------|
| 1. एकांकिका एक नाट्यप्रकार, साहित्यप्रकार व घटकांतर्गत अभ्यास  | (05 Hours) |
| 2. एकांकिका - संहिता लेखनाचे स्वरूप                            | (15 Hours) |
| 3. एकांकिका - वाङ्मयमूल्य, प्रयोगमूल्य व नाट्यमूल्य-समीक्षा    | (15 Hours) |
| 4. एकांकिका - प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन       | (10 Hours) |
| 5. एकांकिका / गटवार सादरीकरण, गटचर्चा, मूल्यांकन, सुधारित लेखन | (15 Hours) |

**संदर्भ ग्रंथ**

1. नाईक राजीव, भोळे प्रवीण, 'भारतीय प्रयोग कलांचा परिचय व इतिहास नाट्य', लोकवाङ्मयगृह, मुंबई, 2010
2. कानडे मु.श्री., 'नाट्यशोध', नीहारा प्रकाशन, पुणे, 1987
3. काळे के.ना व इतर, 'मराठी रंगभूमी नाटक', घटना आणि परंपरा, मराठी साहित्यसंघ, मुंबई - 1971.
4. कुलकर्णी गो.म., 'मराठी नाट्यसृष्टी', मेहता पब्लिशिंग हाऊस, पुणे -30



5. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा), 'वाडमयीन संज्ञा – संकल्पना कोश',  
पॉप्युलर प्रकाशन, मुंबई, 2001
6. घवी रवींद्र, भावे पुष्पा, व इतर (संपा.), 'प्रदक्षिणा (खंड -2)', कॉन्टिनेंटल प्रकाशन, पुणे, 2008
7. भगत दत्ता, 'निवडक एकांकिका', साहित्य अकादमी प्रकाशन, 2010
8. शिंदे विठ्ठल, (संपा) 'सर्वोत्कृष्ट एकांकिका', जाई प्रकाशन, उल्हासनगर, 2007

**Parvatibai Chowgule College of Arts and Science  
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**DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I✓	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (1945 – 2000)	<b>MAR-I.C-2</b> आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)	-	-	-	-
II✓	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (1950 - 2000)	-	-	-	-
III✓	<b>MAR-III.C-5</b> काव्यशास्त्र (भारतीय व पाश्चात्य)	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरूची चे स्वरूप	<b>MAR-III.E-4</b> गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन (कविता, कथा, कादंबरी, बालसाहित्य)

IV✓	MAR-IV.C-6 रसविचार आणि समीक्षाविचार	-	MAR-IV.E-5 प्राचीन मराठी वाङ्मय (1651 – 1818)	MAR-IV.E-6 प्रवासवर्णन: एक अभ्यास	MAR-IV.E-7 कार्यक्रम संयोजन व संचालन कौशल्य	MAR-IV.E-8 गोमंतक आणि कोकण या प्रदेशातील लोककला
V	MAR-V.C-7 व्याकरण	-	MAR-V.E-9 मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	MAR-V.E-10 आत्मचरित्र: साहित्यप्रकार आणि उपयोजन	MAR-V.E-11 पत्रकारिता: स्वरूप आणि कौशल्ये	MAR-V.E-12 भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास
VI	MAR-VI.C-8 भाषाविज्ञान	-	MAR-VI.E-13 मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	MAR-VI.E-14 मराठी प्रादेशिक कादंबरी : स्वरूप आणि उपयोजन	MAR-VI.E-15 भाषांतर विद्या	MAR-VI.E-16 माहितीपट (डॉक्युमेंटरी) : लेखन आणि उपयोजन

SEMESTER	OPTIONAL COURSES
I✓	व्यावहारिक मराठी
II✓	मराठी वाचन - लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY COURSES
V	MAR-V ID-1 मराठी पथनाट्य: स्वरूप व सादरीकरण
VI	MAR-VI. ID-2 मराठी एकांकिका: स्वरूप व सादरीकरण

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**Undergraduate Department of Marathi**  
**Revised Syllabus (2018 – 2019)**

**F.Y.B.A (Semester - I)**

**Course Title:** मराठी कथा स्वरूप आणि उपयोजन (1945 - 2000)

**Course Code:** MAR-I.C-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी कथा हा एक साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कथा साहित्याचा ऐतिहासिक परामर्श घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर कथांचा अभ्यास करणे. मराठी कथा साहित्याला समृद्ध बनवणाऱ्या कथांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कथा या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठी कथासाहित्यातील महत्वाच्या कथाकारांचा परिचय होईल. त्याचप्रमाणे कथेतील विविध प्रवाह समजून घेता येतील. कथालेखनाविषयीची आवड निर्माण होईल. कथेची समिक्षा आणि अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकाराचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

**Syllabus:**

1. सैध्दांतिक स्तर: कथा या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास – घटक व प्रकार (10 Hours)
2. मराठी कथेची वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर: (45 Hours)

#### उपयोजित स्तरावर नेमलेल्या कथा खालीलप्रमाणे

1. गंगाधर गाडगीळ - किडलेली माणसे
2. अरविंद गोखले - कातरवेळ
3. व्यंकटेश माडगूळकर - मारुतराया
4. कुसुमावती देशपांडे - समांतर रेखा
5. जी. ए. कुलकर्णी - कैरी
6. महादेव शास्त्री जोशी - मानिनी
7. विद्याधर पुंडलीक - आजी शरण येते
8. गजानन रायकर - नातालीन
9. आनंद यादव - मोट
10. प्रिया तेंडुलकर - नवा गडी

#### 4. निवडक कथांचे स्वयंअध्ययन (कथा निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

#### संदर्भ ग्रंथ

1. कुलकर्णी, दा. वि., 'मराठी कथा: स्वरूप आणि आस्वाद', स्वाध्याय महाविद्यालय प्रकाशन, पुणे 1976
2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
5. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
6. जोशी, सुधा., 'कथा: संकल्पना आणि समीक्षा', मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, मुंबई 2000
7. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
8. शेवडे, इंदुमती., 'मराठी कथा: उगम आणि विकास', सोमैया प्रकाशन, मुंबई, 1973
9. सरवटे, वि. सी., 'मराठी साहित्य समालोचन (खंड चौथा)', महाराष्ट्र साहित्य सभा, इंदूर, 1979
10. हातकणंगलेकर, म. द., 'मराठी कथा: रूप आणि परिसर', सुपर्ण प्रकाशन, पुणे 1986

**Course Title:** आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)

**Course Code:** MAR-I.C-2

**Marks:** 100

**Credits:** 04

**Course Objective:**

कविता हा साहित्याचा एक मूलभूत प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कवितेचा ऐतिहासिक परामर्श घेणे. कवितेच्या अध्ययनातील मूलभूत घटकांचा परिचय करून देणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. कवितेच्या प्रत्यक्ष अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे. कवितेचा आशय, अभिव्यक्ती आणि रचनासौंदर्य इ. चा काही कवितांच्याद्वारे अभ्यास करणे.

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कविता या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. कविता लेखनाविषयीची आवड निर्माण होईल. समीक्षा आणि कवितेचे अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकारांचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

**Syllabus:**

1. सैध्दांतिक स्तर: कविता या साहित्यप्रकाराचे स्वरूप (05 Hours)
2. मराठी कवितेची वाटचाल - प्रातिनिधीक स्वरूपात (08 Hours)
3. कवितेतील स्थित्यंतरे - आधुनिक कवितेच्या संदर्भात (07 Hours)
4. उपयोजित स्तर: उपयोजित स्तरावर नेमलेल्या कविता खालीलप्रमाणे - (सर्व कवितासंग्रह महाविद्यालयाच्या ग्रंथालयात उपलब्ध असतील, कवितासंग्रहातून विद्यार्थ्यांनी कविता शोधाव्यात अशी अपेक्षा आहे.)
  1. केशवसुत- तुतारी, अंत्यजाच्या मुलाचा पहिला प्रश्न
  2. बालकवी- फुलराणी, खेड्यातील रात्र
  3. बा.भ. बोरकर- तव नयनांचे दल हलले गं, चित्रवीणा
  4. कुसुमाग्रज- कोलंबसाचे गर्वगीत, गाभारा
  5. बहिणाबाई चौधरी- माझी माय सरसोती, देव अजब गारोडी

6. इंदिरा संत- मृण्मयी, कुब्जा
7. शांता शेळके- ही वाट दूर जाते, पैठणी
8. नारायण सुर्वे- आई, दोन दिवस
9. मंगेश पाडगांवकर- अंतिम सत्य, वेंगुल्योचा पाऊस
10. विं.दा. करंदीकर- माझ्या मना बन दगड, धोंड्या न्हावी

(40 Hours)

निवडक कवितांचे स्वयंअध्ययन (कविता निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### संदर्भ ग्रंथ

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2. केजरकर, देशपांडे प्रकाश., 'मराठी कविता - नवी वळणे', साकेत प्रकाशन, औरंगाबाद 1994
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
5. जोग, रा. श्री. व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2000
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड ४)', महाराष्ट्र साहित्य परिषद, पुणे 1965
7. देशपांडे, बालशंकर., 'विवेचन आणि विश्लेषण', श्रीवत्स प्रकाशन, नागपूर 2002
8. बेडेकर, दि. के., 'आधुनिक मराठी काव्य: उदगम आणि भवितव्य', नागपूर विद्यापीठ, नागपूर 1969
9. रसाळ, सुधीर., 'काही मराठी कविता: जाणिवा आणि शैली', शारदा प्रकाशन, 1984
10. शोभणे, रवींद्र (संपा.), 'मराठी कविता: परंपरा आणि दर्शन', विजय प्रकाशन, नागपूर.

**Course Title:** व्यावहारिक मराठी

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या अध्यापनाबरोबरच विद्यार्थ्यांना मराठी भाषेच्या, दैनंदिन व्यवहारामध्ये आवश्यक असलेल्या भाषिक कौशल्यांचा – क्षमतांचा विकास करणे. भाषिक कौशल्याचे विविध आविष्कार व संपर्क माध्यमे यांच्यातील परस्पर संबंध समजावून घेणे, मराठीचा कार्यालयीन, व्यावसायिक कामकाजात होणारा वापर, गरज व स्वरूपविशेष यांची माहिती करून देणे.

**Learning Outcome:**

मराठीचा कार्यालयीन, व्यावहारिक कामकाजात कसा वापर होतो त्याची माहिती होईल. दैनंदिन व्यवहारात भाषा व्यवहारासाठी आवश्यक असलेल्या लेखन कौशल्याचा विकास होईल. नोकरी व्यवसाय सांभाळूनही फावल्या वेळात या लेखन कौशल्यामुळे अर्थप्राप्ती होऊ शकेल. स्वतंत्रपणे या लेखनकौशल्यामुळे विद्यार्थ्यांच्या ठिकाणी रोजगारक्षमता कशी प्राप्त होऊ शकते ते ध्यानात येईल.

**Syllabus:**

- |                                    |            |
|------------------------------------|------------|
| 1. शुद्धलेखनाचे नियम               | (10 Hours) |
| 2. प्रसार माध्यमांसाठी बातमी लेखन  | (15 Hours) |
| 3. निवेदन लेखन कार्यालयीन पत्रलेखन | (15 Hours) |
| 4. स्मरणिका लेखन -संपादन           | (10 Hours) |
| 5. मुद्रितशोधन                     | (10 Hours) |

**संदर्भ ग्रंथ**

1. काळे, कल्याण., पुंडे, दत्तात्रय, 'व्यावहारिक मराठी', निराली प्रकाशन, पुणे 1994
2. जोशी, चंद्रहास., 'मराठी लेखन दर्शन', मेहता पब्लिशिंग हाऊस, पुणे 1999
3. जाधव, शिवाजी., 'माध्यम लेखन', अभिनंदन प्रकाशन, कोल्हापूर 2008
4. 'जोगळेकर गं ना, व्यावहारिक मराठी', पुणे विद्यापीठ, पुणे
5. तावरे, स्नेहल (संपा.), 'व्यावहारिक मराठी,' स्नेहवर्धन प्रकाशन, पुणे 2004
6. परब, प्रकाश, 'व्यावहारिक मराठी', मिथुन प्रकाशन, मुंबई 1988



7. पाध्ये, प्रभाकर., 'पत्रकारितेची मूलतत्त्वे', मेहता पब्लिशिंग हाऊस, पुणे 2007
8. बोबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012
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10. मोकाशी, सयाजीराजे., व नेमाडे रंजना., 'व्यावहारिक मराठी', शेतकरी साहित्य इर्जित (परिषद), महाराष्ट्र 2010
11. 'व्यावहारिक मराठी' - पुणे विद्यापीठ प्रकाशन, पुणे 1985

## **F.Y.B.A (Semester - II)**

**Course Title:** मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)

**Course Code:** MAR-II.C-3

**Marks:** 100

**Credits:** 04

### **Course Objective:**

कादंबरी हा एक कथनात्मक साहित्यप्रकार आहे. कथा आणि कादंबरीत कोणता साम्यसंबंध आणि वेगळेपण आहे त्याचा विद्यार्थ्यांना परिचय करून देणे. सैध्दांतिक स्तरावरील अभ्यासामुळे कादंबरीच्या मूल्यमापनाची तयारी होऊ शकेल. कादंबरी वाचनाची आवड निर्माण करणे.

### **Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कादंबरी या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचा नेमका अभ्यास करण्याची व मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्वाच्या कादंबरीकारांचा परिचय होईल. कादंबरीलेखनाविषयीची आवड निर्माण होईल. कादंबरीचे सूक्ष्म वाचन कसे करावे, परीक्षण कसे करावे आणि कादंबरीचे अध्यापन कसे करावे याची पूर्व तयारी होईल.

### **Syllabus:**

1. सैध्दांतिक स्तर: कादंबरी या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास - घटक व प्रकार (10 Hours)
2. मराठी कादंबरीची वाटचाल - स्थूल स्वरूप व प्रवाहाचा थोडक्यात परिचय. (10 Hours)
3. उपयोजित स्तर: पाठ्यपुस्तक - इंधन- हमीद दलवाई (40 Hours)

निवडलेल्या एका कादंबरीचे स्वयंअध्ययन (कादंबरी निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### **संदर्भ ग्रंथ**

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2. खोले, विलास (संपा.), 'गेल्या अर्धशतकातील मराठी कादंबरी', लोकवाङ्मयगृह, मुंबई 2002
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008

5. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
7. देशपांडे, कुसुमावती., 'मराठी कादंबरी पहिले शतक', मुंबई मराठी साहित्य संघ प्रकाशन, मुंबई 1975
8. देशपांडे, बालशंकर., 'कादंबरी विवेचन आणि विश्लेषण', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे 1998
9. बापट, प्र. वा., व गोडबोले ना, वा., 'मराठी कादंबरी तंत्र आणि विकास', व्हिनस प्रकाशन, पुणे 1973
10. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरी: चिंतन आणि समीक्षा', मेहता पब्लिशिंग हाऊस, पुणे 1983
11. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरीचा इतिहास', मेहता पब्लिकेशन्स, पुणे 1983

**Course Title:** मराठी नाटक स्वरूप व उपयोजन (1950-2000)

**Course Code:** MAR-II.C-4

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी नाटक हा एक प्रकार आहे. नाट्यसंहिता म्हणजे काय? काही उपलब्ध नाट्यसंहितांच्या आधारे अभ्यास. या साहित्यप्रकाराची घटकांतर्गत गुण वैशिष्ट्ये समजावून घेणे. मराठी नाटकांची परंपरा थोडक्यात समजावून घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. मराठी नाटकाला समृद्ध बनवणाऱ्या नाटकांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

सैध्दांतिक व उपयोजित स्तरावर नाटक या साहित्यप्रकाराचे अध्ययन केल्यामुळे नाट्याभ्यासाची एक दृष्टी विद्यार्थ्यांकडे येईल. विद्यार्थ्यांच्या मनामध्ये या प्रकाराविषयी आवड निर्माण होऊन या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्त्वाच्या नाटककारांचा परिचय होईल. नाटक लिहिण्याची आवड निर्माण होईल.

**Syllabus:**

1. सैध्दांतिक स्तर: नाटक या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास - घटक व प्रकार (10 Hours)
2. मराठी नाटकाची वाटचाल - स्थूल स्वरूप (10 Hours)
3. उपयोजित स्तर: पाठ्यपुस्तक - 'कमला' - विजय तेंडुलकर (40 Hours)

निवडलेल्या एका नाटकाचे स्वयंअध्ययन/ संहिता लेखन

**संदर्भ ग्रंथ**

1. काळे, के. नारायण व इतर., *मराठी रंगभूमी: नाटक, घटना आणि परंपरा*, मराठी साहित्य संघ. मुंबई 1971
2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), *वाङ्मयीन संज्ञा – संकल्पना कोश*, पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), *प्रदक्षिणा (खंड 2)*, कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री.(संपा.), *मराठी वाङ्मयाचा इतिहास (खंड 4)*, महाराष्ट्र साहित्य परिषद, पुणे 1965

5. नाईक, राजीव, भोळे, प्रवीण., *भारतीय प्रयोग कलांचा परिचय व इतिहास - नाट्य*  
,लोकवाङ्मयगृह, मुंबई 2010
6. राजापुरे तापस, पुष्पलता., *खानोलकरांची नाट्यसृष्टी*, शब्दालय प्रकाशन, श्रीरामपूर 2008

**Course Title:** मराठी वाचन लेखन कौशल्य

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objective:**

वाचनाबरोबरच विविध लेखनकौशल्यांची ओळख करून घेणे, लेखनकौशल्याची क्षमता निर्माण करणे. भाषिक कौशल्ये ज्या ज्या घटकांद्वारे वा माध्यमांद्वारे विकसित होऊ शकतील त्या सर्व घटकांचा व माध्यमांचा सविस्तर परिचय करून देणे. प्रत्यक्ष प्रात्यक्षिक व उपयोजनांस उद्युक्त करून एकंदरीतच लेखन कौशल्याचे आजच्या संदर्भातील महत्त्व पटवून देणे.

**Learning Outcome:**

लेखन क्षमता विकसित झाल्यामुळे सर्व माध्यमांसाठी त्या - त्या लेखनप्रकारानुसार विद्यार्थ्यांच्या ठिकाणी लेखनकौशल्ये विकसित होऊ शकतील. अर्थप्राप्तीच्या दृष्टीने ही लेखनकौशल्ये अत्यंत उपयुक्त ठरतील. या लेखनकौशल्यामुळे जीवनात यशस्वी झालेल्यांशी संपर्क होऊन स्वतःचा उद्योग व्यवसाय निर्माण करण्याची क्षमता – आवड विद्यार्थ्यांमध्ये निर्माण होऊ शकेल.

**Syllabus:**

- |                                       |            |
|---------------------------------------|------------|
| 1. विरामचिन्हे                        | (05 Hours) |
| 2. नाटिका लेखन                        | (10 Hours) |
| 3. पटकथा लेखन, माहितीपट लेखन          | (15 Hours) |
| 4. मुलाखत लेखन                        | (10 Hours) |
| 5. परीक्षण (ग्रंथ, नाट्य आणि चित्रपट) | (15 Hours) |
| 6. भाषांतर                            | (05 Hours) |

**संदर्भ ग्रंथ**

1. कर्हाडे, सदा., 'भाषांतर', लोकवाङ्मयगृह प्रकाशन, मुंबई.
2. काळे, कल्याण., सोमण, अंजली., 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे.
3. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
4. फडके, अरूण., 'मराठी लेखन कोश', अंकुर प्रकाशन, ठाणे.
5. बोबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012

6. मोहिते, शरदिनी., 'व्यावहारिक मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.
7. रोकडे, मनोहर., 'व्यावहारिक आणि उपयोजित मराठी', स्नेहवर्धन प्रकाशन, पुणे.
8. वाळंबे, मो. रा., 'मराठी शुद्धलेखन प्रदीप', नितीन प्रकाशन, पुणे 2004
9. शेळके, भास्कर., (संपा)., 'प्रसारमाध्यमे आणि मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.

### **S.Y.B.A (Semester - III)**

**Course Title:** काव्यशास्त्र (भारतीय व पाश्चात्य)

**Course Code:** MAR-III.C-5

**Marks:** 100

**Credits:** 04

#### **Course Objective:**

1. काव्य या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. काव्यशास्त्र - शास्त्र म्हणून मीमांसा / सिध्दांतन अभ्यासणे.
3. संस्कृत साहित्यातील काव्यलक्षणाची ओळख करून घेण्याबरोबरच पाश्चात्य साहित्यातील काव्यलक्षणांचा परिचय करून देणे.
4. भारतीयांची काव्यप्रयोजने व पाश्चात्यांची काव्यप्रयोजने यांची माहिती होईल.
5. प्रतिभेचे स्वरूप व काव्यातील तिचे महत्त्व कोणते याविषयी विद्यार्थ्यांना माहिती होईल.

#### **Learning Outcome:**

1. काव्य या साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल त्याचबरोबर एक शास्त्र म्हणून काव्यशास्त्राची बाजू ध्यानात येईल.
2. प्राचीन काव्यापासून म्हणजे संस्कृत साहित्यातील काव्यलक्षणे व पाश्चात्य साहित्यातील काव्यलक्षणे समजल्यामुळे, एकूणच काव्यशास्त्राचा सखोल अभ्यास होईल.
3. काव्यनिर्मितीकडे, प्राचीन भारतीय साहित्याभ्यासकांनी आणि पाश्चात्य साहित्याभ्यासकांनी कोणकोणत्या हेतूने पाहिले आणि काव्यनिर्मिताची कोणकोणती प्रयोजने होती त्याचा सविस्तर अभ्यास होईल.
4. काव्यनिर्मितीत प्रतिभेचा महत्त्वाचा परिचय होईल.
5. काव्याकडे पाहण्याची एक समीक्षात्मक, विश्लेषणात्मक दृष्टी प्राप्त होईल.

#### **Syllabus:**

- |                                       |            |
|---------------------------------------|------------|
| 1. काव्य - व्याख्या, स्वरूप, प्रकार   | (15 Hours) |
| 2. काव्यलक्षणे - भारतीय व पाश्चात्य   | (15 Hours) |
| 3. काव्यप्रयोजने - भारतीय व पाश्चात्य | (15 Hours) |
| 4. प्रतिभेचे स्वरूप व कार्य           | (15 Hours) |



## संदर्भ ग्रंथ

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई. दु. आ., 1995
2. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
3. जोग रा. श्री., 'अभिनव काव्यप्रकाश'
4. ढवळे वि. ना., 'साहित्याचे तत्त्वज्ञान', प. आ., पुणे, 1984
5. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
6. पाटील गंगाधर, 'समीक्षेची नवी रूपे', मुंबई, 1982
7. यादव आनंद, 'साहित्याची निर्मिती प्रक्रिया', मेहता प्रकाशन, पुणे, 1989
8. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001

**Course Title:** प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)

**Course Code:** MAR-III.E-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. मराठी भाषेच्या उगमाच्या खुणा जाणून घेऊन प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.
4. विविध पंथीय मराठी वाङ्मयाच्या लेखनप्रेरणा व स्वरूप समजावून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून मराठी भाषेच्या उगमापासूनचा इतिहास विद्यार्थ्यांना अभ्यासता येईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

1. यादवपूर्व काळातील मराठीचे स्वरूप. (05 Hours)
2. यादवकालीन मराठी वाङ्मय - महानुभाव पंथ, वारकरी पंथ (ज्ञानेश्वर, नामदेव, संत कवी – सावतामाळी, चोखामेळा, संत कवयित्री – जनाबाई, मुक्ताबाई) (20 Hours)
3. बहामनी कालीन मराठी वाङ्मय - ख्रिस्ती मराठी वाङ्मय, संत कवींची वाङ्मय निर्मिती (एकनाथ) (10 Hours)
4. शिवकालीन मराठी वाङ्मय (तुकाराम आणि रामदास) (10 Hours)
5. उपयोजित स्तर - पाठ्यपुस्तक: तुकारामांचे निवडक अभंग (संपा) प्र.न.जोशी (15 Hours)

## संदर्भ ग्रंथ

1. गोसावी, र. रा., 'महाराष्ट्रातील पाच भक्ती संप्रदाय', प्रतिमा प्रकाशन
2. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड एक ते तीन)', महाराष्ट्र साहित्य परिषद, पुणे.
3. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई.
4. तुळपुळे, शं. गो., 'महानुभाव पंथ व त्यांचे वाङ्मय', व्हीनस प्रकाशन, पुणे.
5. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग एक (महानुभाव अखेर)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1995.
6. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग दुसरा (ज्ञानदेव - नामदेव)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1996.
7. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग तिसरा (एकनाथ - पर्व - प्रारंभ)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, मे 2002.
8. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग चौथा (एकनाथ - मुक्तेश्वर)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1977.
9. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग पाचवा (तुकाराम - रामदास)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1982.
10. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर.

**Course Title:** मराठी ललित गद्य स्वरूप आणि उपयोजन

**Course Code:** MAR-III.E-2

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. हा एक ललित साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे.
2. मराठी ललित गद्याचा ऐतिहासिक परामर्श घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी ललित गद्याला समृद्ध बनवणाऱ्या ललित निबंधांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. ललित गद्य या वाङ्मयप्रकाराची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर ललित गद्याचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी ललित निबंधांचे लेखन करणाऱ्या महत्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील विविध प्रवाह समजून घेता येतील.
5. ललित गद्याच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. सैध्दांतिक स्तर: मराठी ललित गद्य स्वरूप व प्रकार (10 Hours)
2. मराठी ललित गद्य वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर - पाठ्यपुस्तक: मुठीतलं आकाश- सिसिलिया कार्दालो (निवडक 12 निबंधांचा समावेश) (40 Hours)
4. निवडक ललित निबंधांचे वाचन, चर्चा आणि मूल्यांकन (कोणत्याही गोमंतकीय ललित निबंधाची निवड करता येईल) (5 Hours)

**संदर्भ ग्रंथ**

1. अदवन्त, म. ना., बनहट्टी, श्री. ना., 'बहुरूपी निबन्ध', सुविचार प्रकाशन मंडळ, नागपूर, 1966.
2. आचार्य, मा. ना., 'अनुषंग',

3. चौधुले, वि. शं., 'ललितगद्य ते मुक्तगद्य', मौज प्रकाशन गृह, मुंबई.
4. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
5. यादव, आनंद, 'ललित गद्याचे तात्त्विक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास', मेहता पब्लिशिंग हाऊस, पुणे, 1996

**Course Title:** साहित्याभिरूचीचे स्वरूप

**Course Code:** MAR-III.E-3

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. विद्यार्थ्यांची वाङ्मयीन अभिरूची विकसित करणे.
2. मराठी साहित्यासंबंधी रूची निर्माण करणे.
3. विद्यार्थ्यांमध्ये साहित्यास्वाद घेण्याची विविधांगी क्षमता विकसित करणे.
4. साहित्याभ्यासातून जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. वैयक्तिक पातळीवर आणि कौटुंबिक किंवा सामाजिक पातळीवरील वाचन संस्कृती विकसित होण्यास हातभार लागेल.
2. वाचनसंस्कृतीतून घरोघरी ग्रंथ संपदा वाढीस लागेल.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशीलता वाढीस लागेल.

**Syllabus:**

1. साहित्याचा वाचन व्यवहार - वाचनसंस्कृती वृद्धिंगत होण्यासाठी विद्यार्थ्यांचा सहभाग वाढवण्याचे विविध मार्ग. (10 Hours)
2. साहित्याचा सामाजिक व्यवहार - ग्रंथ प्रकाशन, ग्रंथ चर्चा, साहित्यिकांशी संवाद. (15 Hours)
3. साहित्यविषयक उपक्रमशीलता - ग्रंथ प्रदर्शने, ग्रंथ वितरण, इ. वितरण प्रणाली (15 Hours)
4. गटवार पद्धतीने विविध उपक्रमांचे आयोजन - काव्यवाचन, कथाकथन, पारितोषिक वितरण (15 Hours)
5. राज्य, राष्ट्रीय आणि आंतरराष्ट्रीय, पातळीवरील विविध साहित्य पुरस्कारांची माहिती. (05 Hours)

### संदर्भ ग्रंथ

1. जौधळे, महावीर., 'साहित्य आणि आविष्कार', स्वरूप प्रकाशन, औरंगाबाद, 2002.
2. पवार, गो. मा., 'साहित्यमूल्य आणि अभिरुची', साकेत प्रकाशन, औरंगाबाद.
3. पाटील, मोहन., 'ग्रामीण साहित्य आणि संस्कृती', स्वरूप प्रकाशन, औरंगाबाद.
4. पाध्ये, दिगंबर., 'साहित्य, समाज आणि संस्कृती', लोकवाङ्मय गृह, मुंबई.
5. मेश्राम, केशव., 'साहित्य संस्कृती मंथन', स्वरूप प्रकाशन, औरंगाबाद, 2004.
6. यादव, आनंद., 'साहित्याची निर्मितीप्रक्रिया', मेहता प्रकाशन, पुणे.
7. साने. ह. श्री., 'सामाजिकशास्त्रे आणि साहित्य अंतःसंबंध', प्रतिमा प्रकाशन
8. सोमण, अंजली., 'साहित्य आणि सामाजिक संदर्भ', प्रतिमा प्रकाशन, पुणे.
9. प्रकाशनविश्व, 2017
10. लोकराज्य वाचनसंस्कृती विशेषांक, 2016

**Course Title:** गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन  
(कविता, कथा, कादंबरी, बालसाहित्य)

**Course Code:** MAR-III.E-4

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचण्याची आवड निर्माण करणे.
2. विविध साहित्यप्रकारातील साहित्याचे वाचन व त्या त्या साहित्यप्रकारातील साहित्याची ओळख करून घेणे.
3. साहित्याची समीक्षा – विविध साहित्य प्रकारांची ओळख व समीक्षेचे विशेष समजावून घेणे.
4. साहित्य संशोधन – संशोधन स्वरूप, पद्धती व प्राथमिक संशोधनपर अभ्यासाचे महत्त्व समजावून घेता येईल.
5. निवडलेल्या विषयावर लघुशोधनिबंध वा लघुप्रकल्प लेखन तयार करून घेणे.

**Learning Outcome:**

1. गोमंतकीय मराठी साहित्याची/साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी साहित्याचे कोणकोणत्याप्रकारे विकसन झाले, स्थित्यंतरे झाली त्याचा स्थूल परिचय विद्यार्थ्यांना होऊ शकेल.
3. वाचलेल्या गोमंतकीय मराठी साहित्यावर/पुस्तकांवर विविध मराठी वृत्तपत्रांतून, नियतकालिकांतून विद्यार्थ्यांना समीक्षणे लिहिता येतील.
4. साहित्याच्या संशोधन पद्धतीनुसार एखाद्या साहित्य प्रकारातील गोमंतकीय साहित्यावर वा पुस्तकावर लघुशोधनिबंध वा लघुप्रकल्पकार्य तयार करून घेता येतील.

**Syllabus:**

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|--|------------|
| 1. चार गोमंतकीय मराठी साहित्य प्रकाराचे आरंभापासूनचे स्वरूप      | (15 Hours) |
| 2. समीक्षा – स्वरूप, विविध पद्धती, परीक्षण/समीक्षण               | (15 Hours) |
| 3. लघुशोधनिबंध आणि लघुप्रकल्पकार्यासाठीचे संशोधन व त्याचे स्वरूप | (15 Hours) |
| 4. संशोधन लेखन, सादरीकरण, मूल्यांकन                              | (15 Hours) |



## लघुशोधनिबंध वा लघुप्रकल्पकार्य - विषय

### (अ) गोमंतकीय मराठी कविता

1. संत सोहिरोबानाथ अंबिये यांच्या स्फुट कवितेतील सामाजिक उपदेशाचे स्वरूप.
2. बा.भ. बोरकर यांच्या 'आनंदभैरवी' या काव्यसंग्रहातील गोमंतकीय निसर्ग.
3. गजानन रायकर यांच्या 'रंगयात्रा' या काव्यसंग्रहातील सामाजिकता

### (ब) गोमंतकीय मराठी कथा

1. पं.महादेवशास्त्री जोशी यांच्या 'खडकातील पाझर' या कथासंग्रहातील संस्कारशीलतेचे स्वरूप.
2. वि.ज. बोरकर यांच्या आदिंश या कथासंग्रहातील गोमंतकीय समाजजीवन.
3. विठ्ठल गावस यांच्या 'ओझं' या कथासंग्रहातील प्रादेशिकता.

### (क) गोमंतकीय मराठी कादंबरी

1. सुभाष भेण्डे यांच्या 'अंधारवाटा' या कादंबरीतील महानगरीय जीवन.
2. स.शं.देसाई यांच्या 'महापर्व' कादंबरीतील महाराणी ताराबाईची व्यक्तिरेखा.
3. माधवी देसाई यांच्या 'कथा एका राजाची' या कादंबरीतील स्त्रीजीवन.

### (ड) गोमंतकीय मराठी बालसाहित्य

1. सुधाकर प्रभू यांच्या 'हे अभिमन्यूचे वारस' कादंबरिकेतील ऐतिहासिक घटनाप्रसंगांचे चित्रण.
2. निलिमा आंगले यांच्या 'पर्यांचा देश' या संग्रहातील बालकवितेचे विशेष.
3. अवधूत कुडतरकर यांच्या 'जंतर मंतर छू' मधील अद्भुत वातावरण.

### संदर्भ ग्रंथ

1. अडसूळ श्रीकृष्ण, 'गोमंतकीय मराठी साहित्य आशय आणि आविष्कार', शब्दालय प्रकाशन, श्रीरामपूर, 2013
2. अडसूळ श्रीकृष्ण (संपा.), 'गजानन रायकर यांचे साहित्य - स्वरूप आणि मीमांसा', मराठी विभाग-चौगुले कॉलेज प्रकाशन, मडगाव, 2013
3. घवी रवींद्र, श्रीकांत कासकर (संपा.), 'स्वातंत्र्योत्तर गोमंतकीय मराठी कथा', गोमंतक साहित्य सेवक मंडळ प्रकाशन, पणजी, 2006

4. घवी रवींद्र, 'मागोवा: गोमंतकीय मराठी साहित्यिकांचा', राजहंस वितरण, पणजी, 1998
5. तडकोड सु.म.(संपा.), 'नरेंद्र बोडके यांची समग्र कविता', शारिवा प्रकाशन, पुणे, 2012
6. नाडकरणी एस्.एस्., कोमरपंत सोमनाथ (संपा.), 'गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-2)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
7. प्रभुदेसाई वि. बा., घवी रवींद्र (संपा.), 'गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-1)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
8. बोडके नरेंद्र (संपा.), 'गोमंतकीय मराठी कवितेचे अर्धशतक 1960-2010', नंदिनी प्रकाशन, पुणे, 2010

## **S.Y.B.A (Semester - IV)**

**Course Title:** रसविचार आणि समीक्षाविचार

**Course Code:** MAR-IV.C-6

**Marks:** 100

**Credits:** 04

### **Course Objective:**

1. प्राचीन भारतीय साहित्यशास्त्रातील रससंकल्पना समजावून घेणे.
2. साहित्याभ्यासात असलेले रससौंदर्याचे महत्त्व ध्यानात घेणे.
3. साहित्यातील समीक्षेचे महत्त्व ध्यानात आणून देणे.
4. विविध समीक्षा पद्धतींद्वारे एखाद्या पुस्तकाचे समीक्षण करणे.

### **Learning Outcome:**

1. रसविचार समजावून घेतल्याने समीक्षेसाठी आवश्यक ती दृष्टी येईल.
2. साहित्याच्या सौंदर्यातील रसविचाराचे महत्त्व ध्यानात येईल.
3. वेगवेगळ्या समीक्षा पद्धतीचा अभ्यास होईल.
4. निवडलेल्या वाङ्मयप्रकारातील एखाद्या ग्रंथाचे परीक्षण करणे शक्य होईल.

### **Syllabus:**

- |   |            |
|---|------------|
| 1. 'रस' - स्वरूप व सिद्धांतन                            | (15 Hours) |
| 2. रसनिष्पत्तिविषयक विविध उपपत्ती व आधुनिकांचे रसविवेचन | (15 Hours) |
| 3. समीक्षा – संकल्पना, प्रयोजन, स्वरूप                  | (15 Hours) |
| 4. विविध समीक्षा पद्धती                                 | (15 Hours) |

### **संदर्भ ग्रंथ**

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई, 1995
2. गाडगीळ गंगाधर., 'खडक आणि पाणी', उत्कर्ष प्रकाशन, पुणे, 2003
3. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
4. गोडबोले, एन्., 'साहित्य समीक्षा: स्वरूप आणि विकास', व्हीनस प्रकाशन, पुणे, 1981
5. जोग रा. श्री., 'अभिनव काव्यप्रकाश', मौज प्रकाशन, मुंबई, 2008
6. दादेगावकर पद्माकर., 'रसचर्चा', पॉप्युलर प्रकाशन, मुंबई, 1994
7. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
8. देशपांडे, माधव., 'साहित्य साधन', कॉन्टिनेंटल प्रकाशन, पुणे, 1961
9. पाटणकर वसंत., 'साहित्यशास्त्र', पद्मगंध प्रकाशन, पुणे, 2006
10. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001

**Course Title:** प्राचीन मराठी वाङ्मय (1651- 1818)

**Course Code:** MAR-IV.E-5

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून जुन्या मराठी साहित्याचा विद्यार्थ्यांना परिचय होईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

1. प्राचीन आणि मध्ययुगीन साहित्य: या संज्ञातील साम्यभेद (02 Hours)
2. मराठीतील पंडिती काव्य: प्रेरणा, स्वरूप आणि परंपरा (मुक्तेश्वर, वामन पंडित, रघुनाथ पंडित, मोरोपंत) (13 Hours)
3. मराठीतील शाहिरी काव्य: स्वरूप व प्रकार (अनंतफंदी, होनाजी बाळा, रामजोशी, प्रभाकर) (10 Hours)
5. मराठीतील बखर वाङ्मय: (शिवपूर्वकाल, शिवकाल, पेशवेकाल) (10 Hours)
6. उपयोजित स्तर – पाठ्यपुस्तक: पैंजण – म. ना. अदवंत (निवडक कवी व कविता) (25 Hours)

**संदर्भ ग्रंथ**

1. अदवंत, म. ना., 'पैंजण', साहित्य प्रसार केंद्र, नागपूर, सहा. आ, 2013
2. ग्रामोपाध्ये, गं. ब., 'मराठी बखरगद्याचा पुनर्विचार', मेहता पब्लिशिंग हाऊस, पुणे, 1986  
युनिव्हर्सल पब्लिकेशन्स, कोल्हापूर.

3. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड तीन ते पाच)', महाराष्ट्र साहित्य परिषद, पुणे, 1965
4. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई, 2006
5. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर, 1994
6. वाटवे, के. ना., 'प्राचीन मराठी पंडितिकाव्य', जोशी आणि लोखंडे प्रकाशन, पुणे, 1964
7. हेरवाडकर, र. वि., 'मराठी बखर', व्हीनस प्रकाशन, पुणे, 1957

**Course Title:** प्रवासवर्णन: एक अभ्यास

**Course Code:** MAR-IV.E-6

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. या साहित्यप्रकाराची गुणवैशिष्ट्ये समजावून घेणे.
2. मराठी प्रवासवर्णनांचा स्थूल परिचय करून देणे.
3. सैद्धांतिक तसेच उपयोजित स्तरावर या प्रकाराचा अभ्यास करणे.
4. काही निवडक प्रवासवर्णनांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रवासवर्णन या वाङ्मयप्रकाराची ओळख होईल.
2. सैद्धांतिक व उपयोजित स्तरावर प्रवासवर्णनांचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी प्रवासवर्णनांचे लेखन करणार्या महत्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील बदलते प्रवाह समजून घेता येतील.
5. या लेखनप्रकाराचे बदलते स्वरूप समजून घेता येईल.
6. प्रवासवर्णनाच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. सैद्धांतिक स्तर: मराठी प्रवासवर्णन प्रेरणा, स्वरूप व घटक | (10 Hours) |
| 2. मराठी प्रवासवर्णन वाटचाल - स्थूल स्वरूप                  | (05 Hours) |
| 3. उपयोजित स्तर - भिंगरीचे पाय- उषा पाणंदीकर                | (40 Hours) |
| 4. निवडक प्रवासवर्णनांचे वाचन, चर्चा आणि मूल्यांकन          | (05 Hours) |

**संदर्भ ग्रंथ**

1. अडसूळ, श्रीकृष्ण.,(संपा.), 'उषा पाणंदीकरांची प्रवासवर्णने स्वरूप आणि चिकित्सा', गोमंतक मराठी अकादमी, 2009
2. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
3. कुलकर्णी, गो. म., (संपा.), 'मराठी वाङ्मयाचा इतिहास', महाराष्ट्र साहित्य परिषद, पुणे, पृ. 213, 1991
4. सावंत, वसंत., 'प्रवासवर्णन: एक वाङ्मयप्रकार', महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 1987

**Course Title:** कार्यक्रम संयोजन व संचालन कौशल्य

**Course Code:** MAR-IV.E-7

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. विद्यार्थ्यांमध्ये संयोजन व संचालनाचे कौशल्य विकसित करणे.
2. कार्यक्रमाची आखणी व अन्य तयारी याविषयीची कौशल्ये आत्मसात करणे.
3. व्यक्तिमत्त्व विकास साधणे.
4. विद्यार्थ्यांमध्ये विविधांगी कलागुण विकसित करून त्यांची जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. या क्षेत्रामध्ये रोजगाराची संधी उपलब्ध होईल.
2. स्वयंरोजगाराच्या दृष्टीने या दोन्ही प्रकारांचे महत्त्व पटवून देणे.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

- |  |            |
|--|------------|
| 1. कार्यक्रमाची पूर्वतयारी , कार्यक्रमाची आखणी व अन्य पूरक तयारी | (10 Hours) |
| 2. सूत्रसंचालनाचे स्वरूप, वैशिष्ट्ये व प्रकार                    | (15 Hours) |
| 3. सूत्रसंचालनाचे तंत्र व सूत्रसंचालकाची भूमिका                  | (15 Hours) |
| 4. संहिता लेखन व वाचन  | (15 Hours) |
| 5. कार्यक्रमाची प्रसिद्धी व दस्तावेज                             | (05 Hours) |

**संदर्भ ग्रंथ**

1. उपयोजित मराठी - 'डॉ. गं. ना. जोगळेकर कृतज्ञताग्रंथ', मोडक केतकी आणि इतर., पद्मगंधा प्रकाशन, पुणे, 2012
2. गडकरी, माधव., 'सभेत कसे बोलावे', क्षितीज प्रकाशन, मुंबई, 1989
3. घाणेकर - थत्ते, ऋचा., 'असे करावे सूत्रसंचालन', अक्षय्य प्रकाशन, पुणे, 2012
4. पंडित, माधव., 'त्रिवेध', प्रकाशन, मडगाव, 2008
5. पाटील, के. आर., 'सूत्रसंचालन कसे करावे?', ज्ञानसंवर्धन प्रकाशन, कोल्हापूर, 2014
6. बागडे आचार्य, 'कार्यक्रमाचे प्रभावी संयोजन आणि सूत्रसंचालन', परफेक्ट इव्हेंट मॅनेजमेंट, साकेत प्रकाशन, पुणे, 2016

**Course Title:** गोमंतक आणि कोकण या प्रदेशातील लोककला

**Course Code:** MAR-IV.E-8

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. लोककलांच्या अभ्यासाचे महत्त्व ध्यानात आणून देणे.
2. गोमंतकीय लोककलांच्या अभ्यासाविषयीची आवड निर्माण करणे.
3. कोकणातील लोककलांचा परिचय करून घेणे.
4. गोमंतक आणि कोकण या प्रदेशातील लोककलांतील साम्यभेदांचा शोध घेणे.

**Learning Outcome:**

1. लोककलांच्या परिचयातून लोकसाहित्याचा अभ्यास होईल.
2. गोमंतकीय लोककलांच्या परिचया बरोबरच त्यांचा अभ्यास करणे शक्य होईल.
3. कोकणातील लोककलांचा परिचय होईल.
4. गोमंतक आणि कोकणातील लोककलांत आढळणारे साम्यभेद शोधण्यातून सांस्कृतिक अनुबंध निर्माण होईल.

**Syllabus:**

1. लोकसाहित्याच्या अभ्यासाचे महत्त्व व स्वरूप (10 Hours)
2. गोमंतकीय लोककला - धालो, जागर, मांड, तालगडी, झाडो, शिवोड आणि रणमाले (20 Hours)
3. कोकणातील लोककला - दशावतार, चित्रकथी, कळसुत्री बाहुल्या, नमन, जाखडी, पांगुळ, धालोत्सव (20 Hours)
4. गोमंतक आणि कोकणातील, लोककलांचा सांस्कृतिक साम्यसंबंध (10 Hours)

**संदर्भ ग्रंथ**

1. कुबल रमेश, 'लोकसाहित्याचे अंतरंग', शब्दालय प्रकाशन, श्रीरामपूर, 2014
2. खेडेकर विनायक, 'लोकसरिता', कला आणि संस्कृती संचालनालय, 1993
3. तापस - राजापुरे पुष्पलता, 'कोकणातील लोककला', शब्दालय प्रकाशन, 2014



4. नायक काशिनाथ दामोदर, 'गोमंतकीय संस्कृतीची जडणघडण', गोमंतक विद्यानिकेतन प्रकाशन, 1980
5. पैंगिणकर, अजित., 'काणकोणची लोककला एक दायज', काणकोण अनुजित प्रकाशन, 2001
6. माने वसुधा, 'गोमंतकातील धालो', 1964
7. सातोस्कर बा.द., 'गोमंतक प्रकृती आणि संस्कृती', खंड-1 व खंड -2, 1979
8. सुखटणकर ज.स. – 'रुपड्यांची रुपककथा', 1970

**Parvatibai Chowgule College of Arts and Science  
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**DEPARTMENT OF MARATHI  
COURSE STRUCTURE  
THREE YEAR B.A. DEGREE COURSE IN MARATHI**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I✓	<b>MAR-I.C-1</b> मराठी कथा स्वरूप आणि उपयोजन (1945 – 2000)	<b>MAR-I.C-2</b> आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)	-	-	-	-
II✓	<b>MAR-II.C-3</b> मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)	<b>MAR-II.C-4</b> मराठी नाटक स्वरूप व उपयोजन (1950 - 2000)	-	-	-	-
III✓	<b>MAR-III.C-5</b> <b>MAR-III.C-5</b>	-	<b>MAR-III.E-1</b> प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)	<b>MAR-III.E-2</b> मराठी ललित गद्य: स्वरूप आणि उपयोजन	<b>MAR-III.E-3</b> साहित्याभिरूची चे स्वरूप	<b>MAR-III.E-4</b> गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन (कविता, कथा, कादंबरी, बालसाहित्य)

IV✓	MAR-IV.C-6 रसविचार आणि समीक्षाविचार	-	MAR-IV.E-5 प्राचीन मराठी वाङ्मय (1651 – 1818)	MAR-IV.E-6 प्रवासवर्णन: एक अभ्यास	MAR-IV.E-7 कार्यक्रम संयोजन व संचालन कौशल्य	MAR-IV.E-8 गोमंतक आणि कोकण या प्रदेशातील लोककला
V	MAR-V.C-7 व्याकरण	-	MAR-V.E-9 मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	MAR-V.E-10 आत्मचरित्र: साहित्यप्रकार आणि उपयोजन	MAR-V.E-11 पत्रकारिता: स्वरूप आणि कौशल्ये	MAR-V.E-12 भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास
VI	MAR-VI.C-8 भाषाविज्ञान	-	MAR-VI.E-13 मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय	MAR-VI.E-14 मराठी प्रादेशिक कादंबरी : स्वरूप आणि उपयोजन	MAR-VI.E-15 भाषांतर विद्या	MAR-VI.E-16 माहितीपट (डॉक्युमेंटरी) : लेखन आणि उपयोजन

SEMESTER	OPTIONAL COURSES
I✓	व्यावहारिक मराठी
II✓	मराठी वाचन - लेखन कौशल्य

SEMESTER	INTER DISCIPLINARY COURSES
V	MAR-V ID-1 मराठी पथनाट्य: स्वरूप व सादरीकरण
VI	MAR-VI. ID-2 मराठी एकांकिका: स्वरूप व सादरीकरण

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**Undergraduate Department of Marathi**  
**Revised Syllabus (2018 – 2019)**

**F.Y.B.A (Semester - I)**

**Course Title:** मराठी कथा स्वरूप आणि उपयोजन (1945 - 2000)

**Course Code:** MAR-I.C-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी कथा हा एक साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कथा साहित्याचा ऐतिहासिक परामर्श घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर कथांचा अभ्यास करणे. मराठी कथा साहित्याला समृद्ध बनवणाऱ्या कथांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. सैध्दांतिक व उपयोजित स्तरावर कथा या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे वाचन आणि लेखन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
2. कथेचे परीक्षण आणि समीक्षण करणे शक्य होईल.
3. इतर सर्वच लेखनप्रकाराचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.
4. विविध नियतकालिकातून कथालेखन करून अर्थलाभ होऊ शकेल.

## Syllabus:

1. सैध्दांतिक स्तर: कथा या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास – घटक व प्रकार (10 Hours)
2. मराठी कथेची वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर: (45 Hours)

### उपयोजित स्तरावर नेमलेल्या कथा खालीलप्रमाणे

1. गंगाधर गाडगीळ - किडलेली माणसे
  2. अरविंद गोखले - कातरवेळ
  3. व्यंकटेश माडगूळकर - मारुतराया
  4. कुसुमावती देशपांडे - समांतर रेषा
  5. जी. ए. कुलकर्णी - कैरी
  6. महादेव शास्त्री जोशी - मानिनी
  7. विद्याधर पुंडलीक - आजी शरण येते
  8. गजानन रायकर - नातालीन
  9. आनंद यादव - मोट
  10. प्रिया तेंडुलकर - नवा गडी
4. निवडक कथांचे स्वयंअध्ययन (कथा निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### संदर्भ ग्रंथ

1. कुलकर्णी, दा. वि., 'मराठी कथा: स्वरूप आणि आस्वाद', स्वाध्याय महाविद्यालय प्रकाशन, पुणे 1976
2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा – संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
5. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
6. जोशी, सुधा., 'कथा: संकल्पना आणि समीक्षा', मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, मुंबई 2000
7. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998

8. शेवडे, इंदुमती., 'मराठी कथा: उगम आणि विकास', सोमैया प्रकाशन, मुंबई, 1973
9. सरवटे, वि. सी., 'मराठी साहित्य समालोचन (खंड चौथा)', महाराष्ट्र साहित्य सभा, इंदूर, 1979
10. हातकणंगलेकर, म. द., 'मराठी कथा: रूप आणि परिसर', सुपर्ण प्रकाशन, पुणे 1986

**Course Title:** आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)

**Course Code:** MAR-I.C-2

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

कविता हा साहित्याचा एक मूलभूत प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कवितेचा ऐतिहासिक परामर्श घेणे. कवितेच्या अध्ययनातील मूलभूत घटकांचा परिचय करून देणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. कवितेच्या प्रत्यक्ष अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे. कवितेचा आशय, अभिव्यक्ती आणि रचनासौंदर्य इ. चा काही कवितांच्याव्दारे अभ्यास करणे.

**Learning Outcome:**

1. कविता या साहित्यप्रकाराच्या सूक्ष्म अध्ययनामुळे या साहित्यप्रकाराचे वाचन व लेखन करण्याची क्षमता निर्माण होईल.
2. काव्याचे परीक्षण, समीक्षण करता येईल.
3. विविध प्रसार माध्यमातून कविता प्रसिद्ध होतील. त्यामुळे प्रसिद्धी व अर्थलाभ दोन्ही होईल.
4. कायसंग्रह लेखन, संपादन इ. तयारी होईल.

**Syllabus:**

- |  |            |
|--|------------|
| 1. सैध्दांतिक स्तर: कविता या साहित्यप्रकाराचे स्वरूप | (05 Hours) |
| 2. मराठी कवितेची वाटचाल - प्रातिनिधीक स्वरूपात       | (08 Hours) |
| 3. कवितेतील स्थित्यंतरे - आधुनिक कवितेच्या संदर्भात  | (07 Hours) |

4. उपयोजित स्तर: उपयोजित स्तरावर नेमलेल्या कविता खालीलप्रमाणे - (सर्व कवितासंग्रह महाविद्यालयाच्या ग्रंथालयात उपलब्ध असतील, कवितासंग्रहातून विद्यार्थ्यांनी कविता शोधाव्यात अशी अपेक्षा आहे.)

1. केशवसुत- तुतारी, अंत्यजाच्या मुलाचा पहिला प्रश्न
2. बालकवी- फुलराणी, खेड्यातील रात्र
3. बा.भ. बोरकर- तव नयनांचे दल हलले गं, चित्रवीणा
4. कुसुमाग्रज- कोलंबसाचे गर्वगीत, गाभारा
5. बहिणाबाई चौधरी- माझी माय सरसोती, देव अजब गारोडी
6. इंदिरा संत- मृण्मयी, कुब्जा
7. शांता शेळके- ही वाट दूर जाते, पैठणी
8. नारायण सुर्वे- आई, दोन दिवस
9. मंगेश पाडगांवकर- अंतिम सत्य, वेंगुर्ल्याचा पाऊस
10. विं.दा. करंदीकर- माझ्या मना बन दगड, धोंड्या न्हावी

(40 Hours)

निवडक कवितांचे स्वयंअध्ययन (कविता निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### संदर्भ ग्रंथ

1. कुळकर्णी, वा. ल., 'कविता: जुनी आणि नवी', पॉप्युलर प्रकाशन, मुंबई 1980
2. केजरकर, देशपांडे प्रकाश., 'मराठी कविता - नवी वळणे', साकेत प्रकाशन, औरंगाबाद 1994
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
5. जोग, रा. श्री. व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2000
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 8)', महाराष्ट्र साहित्य परिषद, पुणे 1965
7. देशपांडे, बालशंकर., 'विवेचन आणि विश्लेषण', श्रीवत्स प्रकाशन, नागपूर 2002
8. बेडेकर, दि. के., 'आधुनिक मराठी काव्य: उदगम आणि भवितव्य', नागपूर विद्यापीठ, नागपूर 1969
9. रसाळ, सुधीर., 'काही मराठी कविता: जाणिवा आणि शैली', शारदा प्रकाशन, 1984

10. शोभणे, रवींद्र (संपा.), 'मराठी कविता: परंपरा आणि दर्शन', विजय प्रकाशन, नागपूर.

**Course Title:** व्यावहारिक मराठी

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या अध्यापनाबरोबरच विद्यार्थ्यांना मराठी भाषेच्या, दैनंदिन व्यवहारामध्ये आवश्यक असलेल्या भाषिक कौशल्यांचा – क्षमतांचा विकास करणे. भाषिक कौशल्याचे विविध आविष्कार व संपर्क माध्यमे यांच्यातील परस्पर संबंध समजावून घेणे, मराठीचा कार्यालयीन, व्यावसायिक कामकाजात होणारा वापर, गरज व स्वरूपविशेष यांची माहिती करून देणे.

**Learning Outcome:**

1. मराठीचा कार्यालयीन, व्यावहारिक कामकाजात कसा वापर होतो त्याची माहिती होईल.
2. दैनंदिन व्यवहारात भाषा व्यवहारासाठी आवश्यक असलेल्या लेखन कौशल्याचा विकास होईल.
3. नोकरी व्यवसाय सांभाळूनही फावल्या वेळात या लेखन कौशल्यामुळे अर्थप्राप्ती होऊ शकेल.
4. स्वतंत्रपणे या लेखनकौशल्यामुळे विद्यार्थ्यांच्या ठिकाणी रोजगारक्षमता कशी प्राप्त होऊ शकेल.

**Syllabus:**

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|------------------------------------|------------|
| 1. शुद्धलेखनाचे नियम               | (10 Hours) |
| 2. प्रसार माध्यमांसाठी बातमी लेखन  | (15 Hours) |
| 3. निवेदन लेखन कार्यालयीन पत्रलेखन | (15 Hours) |
| 4. स्मरणिका लेखन -संपादन           | (10 Hours) |
| 5. मुद्रितशोधन                     | (10 Hours) |



## संदर्भ ग्रंथ

1. काळे, कल्याण., पुंडे, दत्तात्रय, 'व्यावहारिक मराठी', निराली प्रकाशन, पुणे 1994
2. जोशी, चंद्रहास., 'मराठी लेखन दर्शन', मेहता पब्लिशिंग हाऊस, पुणे 1999
3. जाधव, शिवाजी., 'माध्यम लेखन', अभिनंदन प्रकाशन, कोल्हापूर 2008
4. 'जोगळेकर गंगा, व्यावहारिक मराठी', पुणे विद्यापीठ, पुणे
5. तावरे, स्नेहल (संपा.), 'व्यावहारिक मराठी', स्नेहवर्धन प्रकाशन, पुणे 2004
6. परब, प्रकाश, 'व्यावहारिक मराठी', मिथुन प्रकाशन, मुंबई 1988
7. पाध्ये, प्रभाकर., 'पत्रकारितेची मूलतत्वे', मेहता पब्लिशिंग हाऊस, पुणे 2007
8. बोबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012
9. माळी, सुनिल., 'बातमीदारी', राजहंस प्रकाशन, पुणे 2008
10. मोकाशी, सयाजीराजे., व नेमाडे रंजना., 'व्यावहारिक मराठी', शेतकरी साहित्य इर्जित (परिषद), महाराष्ट्र 2010
11. 'व्यावहारिक मराठी' - पुणे विद्यापीठ प्रकाशन, पुणे 1985

## **F.Y.B.A (Semester - II)**

**Course Title:** मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)

**Course Code:** MAR-II.C-3

**Marks:** 100

**Credits:** 04

### **Course Objective:**

कादंबरी हा एक कथनात्मक साहित्यप्रकार आहे. कथा आणि कादंबरीत कोणता साम्यसंबंध आणि वेगळेपण आहे त्याचा विद्यार्थ्यांना परिचय करून देणे. सैध्दांतिक स्तरावरील अभ्यासामुळे कादंबरीच्या मूल्यमापनाची तयारी होऊ शकेल. कादंबरी वाचनाची आवड निर्माण करणे.

### **Learning Outcome:**

1. सैध्दांतिक व उपयोजित स्तरावर कादंबरी या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचा नेमका अभ्यास करण्याची व मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
2. तसेच मराठीतील महत्वाच्या कादंबरीकारांचा परिचय होईल.
3. कादंबरीलेखनाविषयीची आवड निर्माण होईल.
4. कादंबरीचे सूक्ष्म वाचन कसे करावे, परीक्षण कसे करावे आणि कादंबरीचे अध्यापन कसे करावे याची पूर्व तयारी होईल.

### **Syllabus:**

1. सैध्दांतिक स्तर: कादंबरी या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास - घटक व प्रकार (10 Hours)
2. मराठी कादंबरीची वाटचाल - स्थूल स्वरूप व प्रवाहाचा थोडक्यात परिचय. (10 Hours)
3. उपयोजित स्तर: पाठ्यपुस्तक - इंधन- हमीद दलवाई (40 Hours)

निवडलेल्या एका कादंबरीचे स्वयंअध्ययन (कादंबरी निवडीचे स्वातंत्र्य विद्यार्थ्यांना असेल)

### **संदर्भ ग्रंथ**

1. दकर, नरहर., 'धार आणि काठ', देशमुख आणि कंपनी, पुणे 1998
2. खोले, विलास (संपा.), 'गेल्या अर्धशतकातील मराठी कादंबरी', लोकवाङ्मयगृह, मुंबई 2002
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा – संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
5. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
6. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
7. देशपांडे, कुसुमावती., 'मराठी कादंबरी पहिले शतक', मुंबई मराठी साहित्य संघ प्रकाशन, मुंबई 1975
8. देशपांडे, बालशंकर., 'कादंबरी विवेचन आणि विश्लेषण', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे 1998
9. बापट, प्र. वा., व गोडबोले ना. वा., 'मराठी कादंबरी तंत्र आणि विकास', व्हिनस प्रकाशन, पुणे 1973
10. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरी: चिंतन आणि समीक्षा', मेहता पब्लिशिंग हाऊस, पुणे 1983
11. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरीचा इतिहास', मेहता पब्लिकेशन्स, पुणे 1983

**Course Title:** मराठी नाटक स्वरूप व उपयोजन (1950-2000)

**Course Code:** MAR-II.C-4

**Marks:** 100

**Credits:** 04

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी नाटक हा एक प्रकार आहे. नाट्यसंहिता म्हणजे काय? काही उपलब्ध नाट्यसंहितांच्या आधारे अभ्यास. या साहित्यप्रकाराची घटकांतर्गत गुण वैशिष्ट्ये समजावून घेणे. मराठी नाटकांची परंपरा थोडक्यात समजावून घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. मराठी नाटकाला समृद्ध बनवणाऱ्या नाटकांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. सैध्दांतिक व उपयोजित स्तरावर नाटक या साहित्यप्रकाराचे अध्ययन केल्यामुळे नाट्याभ्यासाची एक दृष्टी विद्यार्थ्यांकडे येईल.
2. विद्यार्थ्यांच्या मनामध्ये या प्रकाराविषयी आवड निर्माण होऊन या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. नाटक लिहिण्याची आवड निर्माण होईल.
4. व्यावसायिकदृष्ट्या नाटकांचे दिग्दर्शन, आयोजन करण्यासाठीची भूमिका तयार होईल.

**Syllabus:**

1. सैध्दांतिक स्तर: नाटक या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास - घटक व प्रकार (10 Hours)
2. मराठी नाटकाची वाटचाल - स्थूल स्वरूप (10 Hours)
3. उपयोजित स्तर: पाठ्यपुस्तक - 'कमला' - विजय तेंडुलकर (40 Hours)

निवडलेल्या एका नाटकाचे स्वयंअध्ययन/ संहिता लेखन

**संदर्भ ग्रंथ**

1. काळे, के. नारायण व इतर., *मराठी रंगभूमी: नाटक, घटना आणि परंपरा*, मराठी साहित्य संघ. मुंबई 1971
2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), *वाङ्मयीन संज्ञा – संकल्पना कोश*, पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), *प्रदक्षिणा (खंड 2)*, कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री.(संपा.), *मराठी वाङ्मयाचा इतिहास (खंड 4)*, महाराष्ट्र साहित्य परिषद, पुणे 1965
5. नाईक, राजीव, भोळे, प्रवीण., *भारतीय प्रयोग कलांचा परिचय व इतिहास - नाट्य*, लोकवाङ्मयगृह, मुंबई 2010
6. राजापुरे तापस, पुष्पलता., *खानोलकरांची नाट्यसृष्टी*, शब्दालय प्रकाशन, श्रीरामपूर 2008

**Course Title:** मराठी वाचन लेखन कौशल्य

**Course Code:**

**Marks:** 100

**Credits:** 04

**Course Objective:**

वाचनाबरोबरच विविध लेखनकौशल्यांची ओळख करून घेणे, लेखनकौशल्याची क्षमता निर्माण करणे. भाषिक कौशल्ये ज्या ज्या घटकांद्वारे वा माध्यमांद्वारे विकसित होऊ शकतील त्या सर्व घटकांचा व माध्यमांचा सविस्तर परिचय करून देणे. प्रत्यक्ष प्रात्यक्षिक व उपयोजनांस उद्युक्त करून एकंदरीतच लेखन कौशल्याचे आजच्या संदर्भातील महत्त्व पटवून देणे.

**Learning Outcome:**

1. लेखन क्षमता विकसित झाल्यामुळे सर्व माध्यमांसाठी त्या - त्या लेखनप्रकारानुसार विद्यार्थ्यांच्या ठिकाणी लेखनकौशल्ये विकसित होऊ शकतील.
2. अर्थप्राप्तीच्या दृष्टीने ही लेखनकौशल्ये अत्यंत उपयुक्त ठरतील.
3. या लेखनकौशल्यामुळे जीवनात यशस्वी झालेल्यांशी संपर्क होऊन स्वतःचा उद्योग व्यवसाय निर्माण करण्याची क्षमता – आवड विद्यार्थ्यांमध्ये निर्माण होऊ शकेल.

**Syllabus:**

- |                                       |            |
|---------------------------------------|------------|
| 1. विरामचिन्हे                        | (05 Hours) |
| 2. नाटिका लेखन                        | (10 Hours) |
| 3. पटकथा लेखन, माहितीपट लेखन          | (15 Hours) |
| 4. मुलाखत लेखन                        | (10 Hours) |
| 5. परीक्षण (ग्रंथ, नाट्य आणि चित्रपट) | (15 Hours) |
| 6. भाषांतर                            | (05 Hours) |

**संदर्भ ग्रंथ**

1. कऱ्हाडे, सदा., 'भाषांतर', लोकवाङ्मयगृह प्रकाशन, मुंबई.

2. काळे, कल्याण., सोमण, अंजली., 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे.
3. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
4. फडके, अरूण., 'मराठी लेखन कोश', अंकुर प्रकाशन, ठाणे.
5. बोबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012
6. मोहिते, शरदिनी., 'व्यावहारिक मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.
7. रोकडे, मनोहर., 'व्यावहारिक आणि उपयोजित मराठी', स्नेहवर्धन प्रकाशन, पुणे.
8. वाळंबे, मो. रा., 'मराठी शुध्दलेखन प्रदीप', नितीन प्रकाशन, पुणे 2004
9. शेळके, भास्कर., (संपा)., 'प्रसारमाध्यमे आणि मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.

### **S.Y.B.A (Semester - III)**

**Course Title:** काव्यशास्त्र (भारतीय व पाश्चात्य)

**Course Code:** MAR-III.C-5

**Marks:** 100

**Credits:** 04

#### **Course Objective:**

1. काव्य या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. काव्यशास्त्र - शास्त्र म्हणून मीमांसा / सिध्दांतन अभ्यासणे.
3. संस्कृत साहित्यातील काव्यलक्षणाची ओळख करून घेण्याबरोबरच पाश्चात्य साहित्यातील काव्यलक्षणांचा परिचय करून देणे.
4. भारतीयांची काव्यप्रयोजने व पाश्चात्यांची काव्यप्रयोजने यांची माहिती होईल.
5. प्रतिभेचे स्वरूप व काव्यातील तिचे महत्त्व कोणते याविषयी विद्यार्थ्यांना माहिती होईल.

#### **Learning Outcome:**

1. काव्य या साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल त्याचबरोबर एक शास्त्र म्हणून काव्यशास्त्राची बाजू ध्यानात येईल.
2. प्राचीन काव्यापासून म्हणजे संस्कृत साहित्यातील काव्यलक्षणे व पाश्चात्य साहित्यातील काव्यलक्षणे समजल्यामुळे, एकूणच काव्यशास्त्राचा सखोल अभ्यास होईल.
3. काव्यनिर्मितीकडे, प्राचीन भारतीय साहित्याभ्यासकांनी आणि पाश्चात्य साहित्याभ्यासकांनी कोणकोणत्या हेतूने पाहिले आणि काव्यनिर्मिताची कोणकोणती प्रयोजने होती त्याचा सविस्तर अभ्यास होईल.
4. काव्यनिर्मितीत प्रतिभेचा महत्त्वाचा परिचय होईल.
5. काव्याकडे पाहण्याची एक समीक्षात्मक, विश्लेषणात्मकदृष्टी प्राप्त होईल.

#### **Syllabus:**

- |                                       |            |
|---------------------------------------|------------|
| 1. काव्य - व्याख्या, स्वरूप, प्रकार   | (15 Hours) |
| 2. काव्यलक्षणे - भारतीय व पाश्चात्य   | (15 Hours) |
| 3. काव्यप्रयोजने - भारतीय व पाश्चात्य | (15 Hours) |
| 4. प्रतिभेचे स्वरूप व कार्य           | (15 Hours) |



## संदर्भ ग्रंथ

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई. दु. आ., 1995
2. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
3. जोग रा. श्री., 'अभिनव काव्यप्रकाश'
4. ढवळे वि. ना., 'साहित्याचे तत्त्वज्ञान', प. आ., पुणे, 1984
5. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
6. पाटील गंगाधर, 'समीक्षेची नवी रूपे', मुंबई, 1982
7. यादव आनंद, 'साहित्याची निर्मिती प्रक्रिया', मेहता प्रकाशन, पुणे, 1989
8. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001

**Course Title:** प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)

**Course Code:** MAR-III.E-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. मराठी भाषेच्या उगमाच्या खुणा जाणून घेऊन प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.
4. विविध पंथीय मराठी वाङ्मयाच्या लेखनप्रेरणा व स्वरूप समजावून देणे.

**Learning Outcome:**

1. भाषिक/ऐतिहासिक दृष्टीने साहित्याचा अभ्यास करणे शक्य होईल.
2. साहित्यप्रकारानुसार अभ्यासाची दिशा प्राप्त होईल.
3. वाङ्मयाचे परीक्षण व समीक्षण करणे शक्य होईल.
4. परीक्षण /समीक्षण / तुलनात्मक अभ्यास यातून अर्थलाभ होईल.

**Syllabus:**

1. यादवपूर्व काळातील मराठीचे स्वरूप. (05 Hours)
2. यादवकालीन मराठी वाङ्मय - महानुभाव पंथ, वारकरी पंथ (ज्ञानेश्वर, नामदेव, संत कवी – सावतामाळी, चोखामेळा, संत कवयित्री – जनाबाई, मुक्ताबाई) (20 Hours)
3. बहामनी कालीन मराठी वाङ्मय - ख्रिस्ती मराठी वाङ्मय, संत कवींची वाङ्मय निर्मिती (एकनाथ) (10 Hours)
4. शिवकालीन मराठी वाङ्मय (तुकाराम आणि रामदास) (10 Hours)
5. उपयोजित स्तर - पाठ्यपुस्तक: तुकारामांचे निवडक अभंग (संपा) प्र.न.जोशी (15 Hours)

**संदर्भ ग्रंथ**

1. गोसावी, र. रा., 'महाराष्ट्रातील पाच भक्ती संप्रदाय', प्रतिमा प्रकाशन
2. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड एक ते तीन)', महाराष्ट्र साहित्य परिषद, पुणे.
3. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई.
4. तुळपुळे, शं. गो., 'महानुभाव पंथ व त्यांचे वाङ्मय', व्हीनस प्रकाशन, पुणे.
5. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग एक (महानुभाव अखेर)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1995.
6. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग दुसरा (ज्ञानदेव - नामदेव)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1996.
7. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग तिसरा (एकनाथ - पर्व - प्रारंभ)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, मे 2002.
8. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग चौथा (एकनाथ - मुक्तेश्वर)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1977.
9. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग पाचवा (तुकाराम - रामदास)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1982.
10. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर.

**Course Title:** मराठी ललित गद्य स्वरूप आणि उपयोजन

**Course Code:** MAR-III.E-2

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. हा एक ललित साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे.
2. मराठी ललित गद्याचा ऐतिहासिक परामर्श घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी ललित गद्याला समृद्ध बनवणाऱ्या ललित निबंधांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. ललित गद्य या वाङ्मयप्रकाराची ओळख होईल व वाचनाची आवड निर्माण होईल.
2. सैध्दांतिक व उपयोजित स्तरावर ललित गद्याचे अध्ययन केल्यामुळे ललित गद्याची लेखन क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. विविध नियतकालिकांतून ललित गद्य प्रसिद्ध होईल.
4. फावल्या वेळात लेखनाचा छंद जोपासून अर्थप्राप्ती होईल

**Syllabus:**

1. सैध्दांतिक स्तर: मराठी ललित गद्य स्वरूप व प्रकार (10 Hours)
2. मराठी ललित गद्य वाटचाल - स्थूल स्वरूप (05 Hours)
3. उपयोजित स्तर - पाठ्यपुस्तक: मुठीतलं आकाश- सिसिलिया कार्व्हालो (निवडक 12 निबंधांचा समावेश) (40 Hours)
4. निवडक ललित निबंधांचे वाचन, चर्चा आणि मूल्यांकन (कोणत्याही गोमंतकीय ललित निबंधाची निवड करता येईल) (5 Hours)

**संदर्भ ग्रंथ**

1. अदवन्त, म. ना., बनहट्टी, श्री. ना., 'बहुरूपी निबन्ध', सुविचार प्रकाशन मंडळ, नागपूर, 1966.

2. आचार्य, मा. ना., 'अनुषंग',
3. चौधुरे, वि. शं., 'ललितगद्य ते मुक्तगद्य', मौज प्रकाशन गृह, मुंबई.
4. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
5. यादव, आनंद, 'ललित गद्याचे तात्त्विक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास', मेहता पब्लिशिंग हाऊस, पुणे, 1996

**Course Title:** साहित्याभिरुचीचे स्वरूप

**Course Code:** MAR-III.E-3

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. विद्यार्थ्यांची वाङ्मयीन अभिरुची विकसित करणे.
2. मराठी साहित्यासंबंधी रुची निर्माण करणे.
3. विद्यार्थ्यांमध्ये साहित्यास्वाद घेण्याची विविधांगी क्षमता विकसित करणे.
4. साहित्याभ्यासातून जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. वैयक्तिक पातळीवर आणि कौटुंबिक किंवा सामाजिक पातळीवरील वाचन संस्कृती विकसित होण्यास हातभार लागेल.
2. वाचनसंस्कृतीतून घरोघरी ग्रंथ संपदा वाढीस लागेल.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.
4. साहित्यविषयक चर्चासत्रे/परिचर्चा/ग्रंथ प्रदर्शने/मेळावे यांचे व्यावसायिकदृष्ट्या आयोजन करणे शक्य होईल.

**Syllabus:**

1. साहित्याचा वाचन व्यवहार - वाचनसंस्कृती वृद्धिंगत होण्यासाठी विद्यार्थ्यांचा सहभाग वाढवण्याचे विविध मार्ग. (10 Hours)
2. साहित्याचा सामाजिक व्यवहार - ग्रंथ प्रकाशन, ग्रंथ चर्चा, साहित्यिकांशी संवाद. (15 Hours)
3. साहित्यविषयक उपक्रमशीलता - ग्रंथ प्रदर्शने, ग्रंथ वितरण, इ. वितरण प्रणाली (15 Hours)
4. गटवार पध्दतीने विविध उपक्रमांचे आयोजन - काव्यवाचन, कथाकथन, पारितोषिक वितरण (15 Hours)
5. राज्य, राष्ट्रीय आणि आंतरराष्ट्रीय, पातळीवरील विविध साहित्य पुरस्कारांची माहिती. (05 Hours)

#### संदर्भ ग्रंथ

1. जोंधळे, महावीर., 'साहित्य आणि आविष्कार', स्वरूप प्रकाशन, औरंगाबाद, 2002.
2. पवार, गो. मा., 'साहित्यमूल्य आणि अभिरुची', साकेत प्रकाशन, औरंगाबाद.
3. पाटील, मोहन., 'ग्रामीण साहित्य आणि संस्कृती', स्वरूप प्रकाशन, औरंगाबाद.
4. पाध्ये, दिगंबर., 'साहित्य, समाज आणि संस्कृती', लोकवाङ्मय गृह, मुंबई.
5. मेश्राम, केशव., 'साहित्य संस्कृती मंथन', स्वरूप प्रकाशन, औरंगाबाद, 2004.
6. यादव, आनंद., 'साहित्याची निर्मितीप्रक्रिया', मेहता प्रकाशन, पुणे.
7. साने. ह. श्री., 'सामाजिकशास्त्रे आणि साहित्य अंतःसंबंध', प्रतिमा प्रकाशन
8. सोमण, अंजली., 'साहित्य आणि सामाजिक संदर्भ', प्रतिमा प्रकाशन, पुणे.
9. प्रकाशनविश्व, 2017
10. लोकराज्य वाचनसंस्कृती विशेषांक, 2016

**Course Title:** गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन  
(कविता, कथा, कादंबरी, बालसाहित्य)

**Course Code:** MAR-III.E-4

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचण्याची आवड निर्माण करणे.
2. विविध साहित्यप्रकारातील साहित्याचे वाचन व त्या त्या साहित्यप्रकारातील साहित्याची ओळख करून घेणे.
3. साहित्याची समीक्षा – विविध साहित्य प्रकारांची ओळख व समीक्षेचे विशेष समजावून घेणे.
4. साहित्य संशोधन – संशोधन स्वरूप, पद्धती व प्राथमिक संशोधनपर अभ्यासाचे महत्त्व समजावून घेता येईल.
5. निवडलेल्या विषयावर लघुशोधनिबंध वा लघुप्रकल्प लेखन तयार करून घेणे.

**Learning Outcome:**

1. गोमंतकीय मराठी साहित्याची/साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी साहित्याचे कोणकोणत्याप्रकारे विकसन झाले, स्थित्यंतरे झाली त्याचा स्थूल परिचय विद्यार्थ्यांना होऊ शकेल.
3. वाचलेल्या गोमंतकीय मराठी साहित्यावर/पुस्तकांवर विविध मराठी वृत्तपत्रांतून, नियतकालिकांतून विद्यार्थ्यांना समीक्षणे लिहिता येतील.
4. साहित्याच्या संशोधन पद्धतीनुसार एखाद्या साहित्य प्रकारातील गोमंतकीय साहित्यावर वा पुस्तकावर लघुशोधनिबंध वा लघुप्रकल्पकार्य तयार करून घेता येतील. विविध योजनांतून अनुदान प्राप्ती होऊ शकेल.

**Syllabus:**

1. चार गोमंतकीय मराठी साहित्य प्रकाराचे आरंभापासूनचे स्वरूप (15 Hours)
2. समीक्षा – स्वरूप, विविध पद्धती, परीक्षण/समीक्षण (15 Hours)
3. लघुशोधनिबंध आणि लघुप्रकल्पकार्यासाठीचे संशोधन व त्याचे स्वरूप (15 Hours)
4. संशोधन लेखन, सादरीकरण, मूल्यांकन (15 Hours)

## लघुशोधनिबंध वा लघुप्रकल्पकार्य - विषय

### (अ) गोमंतकीय मराठी कविता

1. संत सोहिरोबानाथ अंबिये यांच्या स्फुट कवितेतील सामाजिक उपदेशाचे स्वरूप.
2. बा.भ. बोरकर यांच्या 'आनंदभैरवी' या काव्यसंग्रहातील गोमंतकीय निसर्ग.
3. गजानन रायकर यांच्या 'रंगयात्रा' या काव्यसंग्रहातील सामाजिकता

### (ब) गोमंतकीय मराठी कथा

1. पं.महादेवशास्त्री जोशी यांच्या 'खडकातील पाझर' या कथासंग्रहातील संस्कारशीलतेचे स्वरूप.
2. वि.ज. बोरकर यांच्या आदिश या कथासंग्रहातील गोमंतकीय समाजजीवन.
3. विठ्ठल गावस यांच्या 'ओझं' या कथासंग्रहातील प्रादेशिकता.

### (क) गोमंतकीय मराठी कादंबरी

1. सुभाष भेण्डे यांच्या 'अंधारवाटा' या कादंबरीतील महानगरीय जीवन.
2. स.शं.देसाई यांच्या 'महापर्व' कादंबरीतील महाराणी ताराबाईची व्यक्तिरेखा.
3. माधवी देसाई यांच्या 'कथा एका राजाची' या कादंबरीतील स्त्रीजीवन.

### (ड) गोमंतकीय मराठी बालसाहित्य

1. सुधाकर प्रभू यांच्या 'हे अभिमन्यूचे वारस' कादंबरीकेतील ऐतिहासिक घटनाप्रसंगांचे चित्रण.
2. निलिमा आंगले यांच्या 'पऱ्यांचा देश' या संग्रहातील बालकवितेचे विशेष.
3. अवधूत कुडतरकर यांच्या 'जंतर मंतर छू' मधील अद्भुत वातावरण.

### संदर्भ ग्रंथ

1. अडसूळ श्रीकृष्ण, 'गोमंतकीय मराठी साहित्य आशय आणि आविष्कार', शब्दालय प्रकाशन, श्रीरामपूर, 2013
2. अडसूळ श्रीकृष्ण (संपा.), 'गजानन रायकर यांचे साहित्य – स्वरूप आणि मीमांसा', मराठी विभाग-चौगुले कॉलेज प्रकाशन, मडगाव, 2013



3. घवी रवींद्र, श्रीकांत कासकर (संपा.), 'स्वातंत्र्योत्तर गोमंतकीय मराठी कथा', गोमंतक साहित्य सेवक मंडळ प्रकाशन, पणजी, 2006
4. घवी रवींद्र, 'मागोवा: गोमंतकीय मराठी साहित्यिकांचा', राजहंस वितरण, पणजी, 1998
5. तडकोड सु.म.(संपा.), 'नरेंद्र बोडके यांची समग्र कविता', शारिवा प्रकाशन, पुणे, 2012
6. नाडकरणी एस्.एस्., कोमरपंत सोमनाथ (संपा.), 'गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-2)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
7. प्रभुदेसाई वि. बा., घवी रवींद्र (संपा.), 'गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-1)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
8. बोडके नरेंद्र (संपा.), 'गोमंतकीय मराठी कवितेचे अर्धशतक 1960-2010', नंदिनी प्रकाशन, पुणे, 2010

## **S.Y.B.A (Semester - IV)**

**Course Title:** रसविचार आणि समीक्षाविचार

**Course Code:** MAR-IV.C-6

**Marks:** 100

**Credits:** 04

### **Course Objective:**

1. प्राचीन भारतीय साहित्यशास्त्रातील रससंकल्पना समजावून घेणे.
2. साहित्याभ्यासात असलेले रससौंदर्याचे महत्त्व ध्यानात घेणे.
3. साहित्यातील समीक्षेचे महत्त्व ध्यानात आणून देणे.
4. विविध समीक्षा पद्धतींद्वारे एखाद्या पुस्तकाचे समीक्षण करणे.

### **Learning Outcome:**

1. रसविचार समजावून घेतल्याने समीक्षेसाठी आवश्यक ती दृष्टी येईल.
2. साहित्याच्या सौंदर्यातील रसविचाराचे महत्त्व ध्यानात आल्याने अभ्यास / अध्ययनदृष्टी विकसित होईल.
3. समीक्षेतील आधुनिक प्रवाह समजून घेता येतील.
4. निवडलेल्या वाङ्मयप्रकारातील एखाद्या ग्रंथाचे समग्र मूल्यमापन स्वतंत्र निबंधाद्वारे वा ग्रंथिकेद्वारे करणे शक्य होईल.

### **Syllabus:**

1. 'रस' - स्वरूप व सिद्धांतन (15 Hours)
2. रसनिष्पत्तिविषयक विविध उपपत्ती व आधुनिकांचे रसविवेचन (15 Hours)
3. समीक्षा – संकल्पना, प्रयोजन, स्वरूप (15 Hours)
4. विविध समीक्षा पद्धती (15 Hours)

### **संदर्भ ग्रंथ**

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई, 1995
2. गाडगीळ गंगाधर., 'खडक आणि पाणी', उत्कर्ष प्रकाशन, पुणे, 2003
3. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
4. गोडबोले, एन्., 'साहित्य समीक्षा: स्वरूप आणि विकास', व्हीनस प्रकाशन, पुणे, 1981
5. जोग रा. श्री., 'अभिनव काव्यप्रकाश', मौज प्रकाशन, मुंबई, 2008

6. दादेगावकर पद्माकर., 'रसचर्चा', पॉप्युलर प्रकाशन, मुंबई, 1994
7. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
8. देशपांडे, माधव., 'साहित्य साधन', कॉन्टिनेंटल प्रकाशन, पुणे, 1961
9. पाटणकर वसंत., 'साहित्यशास्त्र', पद्मगंध प्रकाशन, पुणे, 2006
10. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001

**Course Title:** प्राचीन मराठी वाङ्मय (1651- 1818)

**Course Code:** MAR-IV.E-5

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.

**Learning Outcome:**

1. भाषिक/ऐतिहासिक दृष्टीने साहित्याचा अभ्यास करणे शक्य होईल.
2. साहित्यप्रकारानुसार अभ्यासाची दिशा प्राप्त होईल.
3. वाङ्मयाचे परीक्षण व समीक्षण करणे शक्य होईल.
4. परीक्षण /समीक्षण / तुलनात्मक अभ्यास यातून अर्थलाभ होईल.

**Syllabus:**

1. प्राचीन आणि मध्ययुगीन साहित्य: या संज्ञातील साम्यभेद (02 Hours)
2. मराठीतील पंडिती काव्य: प्रेरणा, स्वरूप आणि परंपरा (मुक्तेश्वर, वामन पंडित, रघुनाथ पंडित, मोरोपंत) (13 Hours)
3. मराठीतील शाहिरी काव्य: स्वरूप व प्रकार (अनंतफंदी, होनाजी बाळा, रामजोशी, प्रभाकर) (10 Hours)
2. मराठीतील बखर वाङ्मय: (शिवपूर्वकाल, शिवकाल, पेशवेकाल) (10 Hours)
3. उपयोजित स्तर – पाठ्यपुस्तक: पेंजण – म. ना. अदवंत (निवडक कवी व कविता) (25 Hours)

**संदर्भ ग्रंथ**

1. अदवंत, म. ना., 'पेंजण', साहित्य प्रसार केंद्र, नागपूर, सहा. आ, 2013
2. ग्रामोपाध्ये, गं. ब., 'मराठी बखरगद्याचा पुनर्विचार', मेहता पब्लिशिंग हाऊस, पुणे, 1986  
युनिव्हर्सल पब्लिकेशन्स, कोल्हापूर.

3. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड तीन ते पाच)', महाराष्ट्र साहित्य परिषद, पुणे, 1965
4. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई, 2006
5. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर, 1994
6. वाटवे, के. ना., 'प्राचीन मराठी पंडितिकाव्य', जोशी आणि लोखंडे प्रकाशन, पुणे, 1964
7. हेरवाडकर, र. वि., 'मराठी बखर', व्हीनस प्रकाशन, पुणे, 1957

**Course Title:** प्रवासवर्णन: एक अभ्यास

**Course Code:** MAR-IV.E-6

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. या साहित्यप्रकाराची गुणवैशिष्ट्ये समजावून घेणे.
2. मराठी प्रवासवर्णनांचा स्थूल परिचय करून देणे.
3. सैद्धांतिक तसेच उपयोजित स्तरावर या प्रकाराचा अभ्यास करणे.
4. काही निवडक प्रवासवर्णनांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रवासवर्णनपर साहित्याच्या वाचनाची आणि लेखनाची आवड निर्माण होईल.
2. नियतकालिकातून प्रवासवर्णनपर लेखनाची आवड निर्माण होईल.
3. प्रवासवर्णनाचे परीक्षण / समीक्षण करता येईल.
4. प्रवासवर्णने लिहिता येईल/ संपादकीय संस्कार करता येतील.

**Syllabus:**

- |   |            |
|---|------------|
| 1. सैद्धांतिक स्तर: मराठी प्रवासवर्णन प्रेरणा, स्वरूप व घटक | (10 Hours) |
| 2. मराठी प्रवासवर्णन वाटचाल - स्थूल स्वरूप                  | (05 Hours) |
| 3. उपयोजित स्तर - भिंगरीचे पाय- उषा पाणंदीकर                | (40 Hours) |
| 4. निवडक प्रवासवर्णनांचे वाचन, चर्चा आणि मूल्यांकन          | (05 Hours) |

**संदर्भ ग्रंथ**

1. अडसूळ, श्रीकृष्ण.,(संपा.), 'उषा पाणंदीकरांची प्रवासवर्णने स्वरूप आणि चिकित्सा', गोमंतक मराठी अकादमी, 2009
2. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
3. कुलकर्णी, गो. म., (संपा.), 'मराठी वाङ्मयाचा इतिहास', महाराष्ट्र साहित्य परिषद, पुणे, पृ. 213, 1991
4. सावंत, वसंत., 'प्रवासवर्णन: एक वाङ्मयप्रकार', महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 1987

**Course Title:** कार्यक्रम संयोजन व संचालन कौशल्य

**Course Code:** MAR-IV.E-7

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. विद्यार्थ्यांमध्ये संयोजन व संचालनाचे कौशल्य विकसित करणे.
2. कार्यक्रमाची आखणी व अन्य तयारी याविषयीची कौशल्ये आत्मसात करणे.
3. व्यक्तिमत्त्व विकास साधणे.
4. विद्यार्थ्यांमध्ये विविधांगी कलागुण विकसित करून त्यांची जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Learning Outcome:**

1. या क्षेत्रामध्ये रोजगाराची संधी उपलब्ध होईल.
2. स्वयंरोजगाराच्या दृष्टीने या दोन्ही प्रकारांचे महत्त्व पटवून देणे.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. कार्यक्रमाची पूर्वतयारी , कार्यक्रमाची आखणी व अन्य पूर्व तयारी | (10 Hours) |
| 2. सूत्रसंचालनाचे स्वरूप, वैशिष्ट्ये व प्रकार                     | (15 Hours) |
| 3. सूत्रसंचालनाचे तंत्र व सूत्रसंचालकाची भूमिका                   | (15 Hours) |
| 4. संहिता लेखन व वाचन   | (15 Hours) |
| 5. कार्यक्रमाची प्रसिद्धी व दस्तावेज                              | (05 Hours) |

**संदर्भ ग्रंथ**

1. उपयोजित मराठी - 'डॉ. गं. ना. जोगळेकर कृतज्ञताग्रंथ', मोडक केतकी आणि इतर., पद्मगंधा प्रकाशन, पुणे, 2012
2. गडकरी, माधव., 'सभेत कसे बोलावे', क्षितीज प्रकाशन, मुंबई, 1989
3. घाणेकर - थत्ते, ऋचा., 'असे करावे सूत्रसंचालन', अक्षय्य प्रकाशन, पुणे, 2012
4. पंडित, माधव., 'त्रिवेध', प्रकाशन, मडगाव, 2008
5. पाटील, के. आर., 'सूत्रसंचालन कसे करावे?', ज्ञानसंवर्धन प्रकाशन, कोल्हापूर, 2014

6. बागडे आचार्य, ‘कार्यक्रमाचे प्रभावी संयोजन आणि सूत्रसंचालन’, परफेक्ट इव्हेंट मॅनेजमेंट, साकेत प्रकाशन, पुणे, 2016



**Course Title:** गोमंतक आणि कोकण या प्रदेशातील लोककला

**Course Code:** MAR-IV.E-8

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. लोककलांच्या अभ्यासाचे महत्त्व ध्यानात आणून देणे.
2. गोमंतकीय लोककलांच्या अभ्यासाविषयीची आवड निर्माण करणे.
3. कोकणातील लोककलांचा परिचय करून घेणे.
4. गोमंतक आणि कोकण या प्रदेशातील लोककलांतील साम्यभेदांचा शोध घेणे.

**Learning Outcome:**

1. लोककलांच्या परिचयातून लोकसाहित्याचा अभ्यास होईल.
2. गोमंतकीय लोककलांच्या परिचया बरोबरच त्यांचा अभ्यास करणे शक्य होईल.
3. कोकणातील लोककलांचा परिचय होईल.
4. गोमंतक आणि कोकणातील लोककलांत आढळणारे साम्यभेद शोधण्यातून सांस्कृतिक अनुबंध निर्माण होईल.
5. व्यावसायिकदृष्ट्या लोककलांचे दिग्दर्शन / आयोजन करून अर्थलाभ होऊ शकेल.

**Syllabus:**

1. लोकसाहित्याच्या अभ्यासाचे महत्त्व व स्वरूप (10 Hours)
2. गोमंतकीय लोककला - धालो, जागर, मांड, तालगडी, झाडो, शिवोड आणि रणमाले (20 Hours)
3. कोकणातील लोककला - दशावतार, चित्रकथी, कळसुत्री बाहुल्या, नमन, जाखडी, पांगुळ, धालोत्सव (20 Hours)
4. गोमंतक आणि कोकणातील, लोककलांचा सांस्कृतिक साम्यसंबंध (10 Hours)

**संदर्भ ग्रंथ**

1. कुबल रमेश, 'लोकसाहित्याचे अंतरंग', शब्दालय प्रकाशन, श्रीरामपूर, 2014

2. खेडेकर विनायक, 'लोकसरिता', कला आणि संस्कृती संचालनालय, 1993
3. तापस - राजापुरे पुष्पलता, 'कोकणातील लोककला', शब्दालय प्रकाशन, 2014
4. नायक काशिनाथ दामोदर, 'गोमंतकीय संस्कृतीची जडणघडण', गोमंतक विद्यानिकेतन प्रकाशन, 1980
5. पैंगिणकर, अजित., 'काणकोणची लोककला एक दायज', काणकोण अनुजित प्रकाशन, 2001
6. माने वसुधा, 'गोमंतकातील धालो', 1964
7. सातोस्कर बा.द., 'गोमंतक प्रकृती आणि संस्कृती', खंड-1 व खंड -2, 1979
8. सुखटणकर ज.स. - 'रुपड्यांची रुपककथा', 1970

## **T.Y.B.A (Semester - V)**

**Course Title:** व्याकरण

**Course Code:** MAR-V.C-7

**Marks:** 100

**Credits:** 04

### **Course Objectives:**

1. एक स्वतंत्र विषय म्हणून व्याकरणाकडे पाहण्याची जाणीव निर्माण करणे.
2. मराठी व्याकरण परंपरेचा परिचय करून देणे.
3. व्याकरणातील पायाभूत संकल्पनांच्या अभ्यासाचे महत्त्व पटवून देणे.
4. भाषाभ्यासाला व्याकरणाचा अभ्यास कसा साहाय्यभूत ठरतो ते पाहणे.

### **Learning Outcome:**

1. व्याकरण या विषयाची विद्यार्थ्यांना स्वतंत्रपणे ओळख होईल.
2. मराठी व्याकरणाची परंपरा समजू शकेल.
3. व्यावहारिक लेखन, प्रसारमाध्यमांसाठीचे लेखन व्याकरणविषयक नियमांनी करणे शक्य होईल.
4. व्याकरणाच्या अभ्यासामुळे ग्रंथ लेखन, कार्यालयीन लेखन, माध्यमांसाठीचे लेखन इ. रोजगाराची संधी मिळेल.

### **Syllabus:**

1. व्याकरण- व्याख्या, व्याकरणाच्या अभ्यासाचे महत्त्व, मराठीतील व्याकरण परंपरेची ओळख  
(07 hours)
2. वर्णविचार व संधी- वर्णांचे प्रकार, वर्णांचे वर्गीकरण: - एक स्थूल परिचय  
संधी - संधीचे प्रकार; स्वरसंधी, व्यंजनसंधी, विसर्गसंधी  
(15 hours)
3. शब्दविचार- शब्दांचा विकारी व अविकारी जातीलिंग, वचन.  
(20 hours)
4. शब्दविकरण - विभक्ती विचार  
(08 hours)
5. समास - 1. अव्ययीभाव समास  
2. तत्पुरुष समास  
3. व्द्व समास  
4. बहुव्रीही समास  
(10 hours)

### संदर्भ ग्रंथः

1. गोविलकर लीला, 'मराठीचे व्याकरण', मेहता पब्लिशिंग हाऊस, पुणे, 2006
2. दामले मो. के, 'शास्त्रीय मराठी व्याकरण', देशमुख आणि कं., पुणे, 1970
3. भागवत श्रीपाद, 'मराठी व्याकरण', विद्याभारती प्रकाशन, लातूर, 1980
4. मंगरूळकर अरविंद, 'मराठीच्या व्याकरणाचा पुनर्विचार', पुणे विद्यापीठ, पुणे, 1978
5. वाळंबे मो.रा., 'सुगम मराठी व्याकरण लेखन', नितीन प्रकाशन, पुणे, 2011
6. शहा के.पी., 'मराठी व्याकरण', ओम पब्लिकेशन्स, कोल्हापूर, 2012

**Course Title:** मराठी वाङ्मयाचे सांस्कृतिक स्वरूप

**Course Code:** MAR-V.E-9

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. संस्कृती आणि साहित्य यातील परस्पर संबंध समजावून देणे.
2. इंग्रजांच्या आगमनामुळे सांस्कृतिक जीवनात झालेल्या स्थित्यंतरीचा परिचय करून देणे.
3. सामाजिक, शैक्षणिक व सांस्कृतिक क्षेत्राच्या विकासामध्ये योगदान देणाऱ्या व्यक्ती व संस्था यांच्या कार्याचा परिचय करून देणे.
4. साहित्यक्षेत्रातील नवीन प्रेरणा व प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. समाजाच्या विकासामध्ये साहित्य आणि संस्कृती यांच्यातील स्थित्यंतरे कशी कारणीभूत ठरतात यांचा विद्यार्थ्यांना परिचय होईल.
2. इंग्रजांच्या आगमनामुळे साहित्य आणि समाज यांच्यावर झालेले परिणाम समजून घेता येतील.
3. सामाजिक आणि सांस्कृतिक क्षेत्रात आवड निर्माण होईल.
4. सामाजिक आणि सांस्कृतिक क्षेत्रात कार्य करणाऱ्या संस्थातून रोजगार संधी

**Syllabus:**

1. संस्कृती म्हणजे काय ? साहित्य आणि संस्कृती यांचा परस्पर संबंध (10 hours)
2. अव्वल इंग्रजी कालखंडातील - सांस्कृतिक बदलाचा साहित्यावरील परिणाम -  
I. सांस्कृतिक, सामाजिक - परमहंस सभा, आर्य समाज, प्रार्थना समाज, ब्राह्मो समाज, सत्यशोधक समाज  
II. शैक्षणिक - एलफिस्टन, मे. कॅडी, बोर्ड ऑफ एज्युकेशन, दक्षिणा प्राईज कमिटी (18 hours)
3. 1874-1920 या कालखंडातील साहित्य निर्मितीमागील प्रेरणा व प्रवृत्ती -  
विष्णुशास्त्री चिपळूणकर, गो.ग.आगरकर, लोकमान्य टिळक यांचे सामाजिक व सांस्कृतिक कार्य- सुधारणावादाच्या संदर्भात (17 hours)
4. 1920 - 1960 या कालखंडातील बदलत्या विचार प्रवाहांचा मराठी साहित्यावर

I. पडलेला प्रभाव. मार्क्सवाद, समाजवाद आणि गांधीवाद  
(15 hours)

II. मार्क्सवाद, समाजवाद आणि गांधीवाद (15 hours)

### संदर्भ ग्रंथ

1. कऱ्हाडे सदा, 'अर्वाचीन मराठी साहित्याची सांस्कृतिक पार्श्वभूमी', लोकवाडमय गृह, मुंबई, 1981
2. कुलकर्णी कृ.भि, 'आधुनिक मराठी गद्याची उत्क्रांती', मुंबई मराठी ग्रंथ संग्रहालय, मुंबई, 1956
3. जोशी महादेवशास्त्री, 'भारतीय संस्कृतिकोश', भारतीय संस्कृतीकोश मंडळ, पुणे, 1979
4. जोशी लक्ष्मणशास्त्री, 'मराठी विश्वकोश', महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1986
5. श्री.जोग रा.,(संपा.) 'मराठी वाडमयाचा इतिहास खंड तिसरा', महाराष्ट्र साहित्य परिषद, पुणे, 1999
6. श्री.जोग रा.,(संपा.) 'मराठी वाडमयाचा इतिहास खंड चौथा', महाराष्ट्र साहित्य परिषद, पुणे, 1999
7. श्री.जोग रा.,(संपा.) 'मराठी वाडमयाचा इतिहास खंड पाचवा (भाग पहिला व दुसरा)', महाराष्ट्र साहित्य परिषद, पुणे, 1999
8. रा. ग. जाधव,(संपा.) 'मराठी वाडमयाचा इतिहास खंड सातवा (भाग पहिला)', महाराष्ट्र साहित्य परिषद, पुणे, 2009
9. मालशे स.गं, 'साहित्य – सिध्दांत', महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1982

**Course Title:** आत्मचरित्र: साहित्यप्रकार आणि उपयोजन

**Course Code:** MAR-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. आत्मचरित्र या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय करून घेणे.
3. आत्मचरित्रपर वाङ्मयाच्या प्रेरणा, घटक व विशेषांची माहिती करून देणे.
4. उपयोजित आत्मचरित्राच्या अभ्यासामुळे आत्मचरित्राच्या मूल्यमापनासाठी आवश्यक असलेली मनोभूमिका तयार करणे.

**Learning Outcome:**

1. आत्मचरित्रपर साहित्याच्या वाचनाची आणि लेखनाची गोडी विद्यार्थ्यांच्या मनात निर्माण होईल.
2. नियतकालिके आणि प्रसारमाध्यमांसाठी आत्मपर लेखन करता येईल.
3. आत्मचरित्रपर साहित्याचे विविध माध्यमांतून परीक्षण करणे शक्य होईल.
4. आत्मचरित्र लिहून घेता येईल. संपादकीय संस्कार करता येईल.

**Syllabus:**

- |  |            |
|--|------------|
| 1. साहित्यप्रकाराची संकल्पना व आत्मचरित्र  | (05 hours) |
| 2. आत्मचरित्र – व्याख्या, स्वरूप, घटक व प्रकार.                                    | (20 hours) |
| 3. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय                                     | (15 hours) |
| 4. उपयोजित आत्मचरित्राचा विविधांगी / सूक्ष्म अभ्यास - चाकाची खुरची, नासिमा हुर्जुक | (20 hours) |

**संदर्भ ग्रंथ**

1. कऱ्हाडे सदा, 'चरित्र आणि आत्मचरित्र', लोकवाङ्मयगृह प्रकाशन, मुंबई, 1976
2. कुलकर्णी अनंत अनिरुद्ध, 'प्रदक्षिणा खंड 1', कॉन्टिनेन्टल प्रकाशन, पुणे, 2002

3. कुलकर्णी अनंत अनिरुद्ध, 'प्रदक्षिणा खंड 2', कॉन्टिनेन्टल प्रकाशन, पुणे, 2004
4. जाधव रा.ग., 'मराठी वाङ्मयाचा इतिहास खंड 7', (संपा) महाराष्ट्र साहित्य परिषद प्रकाशन, पुणे, 2011
5. जोशी अ.म., 'चरित्र- आत्मचरित्र', सुविचार प्रकाशन, धंतोली, 1965
6. देशपांडे अ.ना., 'आधुनिक मराठी वाङ्मयाचा इतिहास भाग 2', (संपा.) व्हीनस प्रकाशन, पुणे, 1979
7. मोराळे महालक्ष्मी, 'आत्मचरित्रात्मक कादंबरी', पद्मगंधा प्रकाशन, पुणे, 2010
8. यादव आनंद, 'आत्मचरित्रमीमांसा', मेहता पब्लिशिंग हाऊस, पुणे, 2014



**Course Title:** पत्रकारिता: स्वरूप आणि कौशल्ये

**Course Code:** MAR-V.E-11

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. पत्रकारिता म्हणजे काय? तिची उपयुक्तता समजावून देणे.
2. पत्रकारितेतील लेखनकौशल्ये समजावून देणे.
3. पत्रकारितेचे स्वरूप व्याख्या व प्रकार समजावून देणे.
4. पत्रकारितेसाठी आवश्यक गुणकौशल्यांचे ज्ञान करून देणे.

**Learning Outcome:**

1. पत्रकारितेतील लेखनकौशल्यांचा परिचय होईल.
2. विविध प्रसारमाध्यमांतून लेखन करता येईल.
3. स्वतःचे साप्ताहिक / मासिक काढणे शक्य होईल.
4. विविध प्रसारमाध्यमात पत्रकार व संपादक म्हणून रोजगार संधी.

**Syllabus:**

1. पत्रकारिता म्हणजे काय?, मराठी पत्रकारितेचा परिचय (15 hours)
2. बातमी: व्याख्या स्वरूप, बातमी आणि बातमीपत्र लेखन (15 hours)
3. वृत्तपत्रीय लेखन: (वाचकांचा पत्रव्यवहार, लेख, स्तंभलेखन, सदरलेखन, अग्रलेख) (15 hours)
4. इलेक्ट्रॉनिक पत्रकारितेचे स्वरूप (वृत्त वाहिन्या, वृत्तपत्र) (15 hours)

**संदर्भ ग्रंथ**

1. अकलूजकर प्रसन्नकुमार, 'फीचर रायटिंग', श्रीविद्या प्रकाशन, पुणे, 2008
2. कुलकर्णी एस. के., 'बातमीदारी', विद्या प्रकाशन गृह, पुणे, 2001
3. गर्गे स.मा., 'पत्रकार आणि पत्रकारिता', मानसन्मान प्रकाशन, पुणे, 1990
4. ताम्हणे चन्द्रकान्त, 'वार्ता संकलन', पॉप्युलर प्रकाशन, मुंबई, 2003

5. देशपांडे ए.व्ही., 'मराठी पत्रकारिता', सुखद सौरभ प्रकाशन, सातारा, 2008
6. पाध्ये प्रभाकर, 'पत्रकारितेची मूलतत्त्वे', (अनुवाद : परांजपे प्र.ना, परांजपे वसुधा), मेहता पब्लिशिंग हाऊस, पुणे, 2007
7. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
8. लांडगे संजय, 'उपयोजित मराठी', दिलीपराज प्रकाशन प्रा. लि., पुणे, 2011
9. लेले रा.का., 'मराठी वृत्तपत्रांचा इतिहास', कॉन्टिनेन्टल प्रकाशन, पुणे, 2000
10. पिंगळे किरण नामदेव, (संपा), 'संवाद कौशल्ये आणि प्रसारमाध्यमे', शब्दश्री प्रकाशन, पुणे, 2015

**Course Title:** भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास

**Course Code:** MAR-V.E-12

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. व्यक्तिमत्त्व विकासात असलेल्या भाषिक कौशल्याचा परिचय करून घेणे.
2. जनसंपर्कात भाषिक कौशल्याचे महत्त्व कसे असते ते समजावून घेणे.
3. व्यक्तिमत्त्व विकासाचे संवर्धन ज्या घटकांमुळे होऊ शकते त्या घटकांचा अभ्यास करणे.
4. भाषिक कौशल्यांचा अभ्यास व सादरीकरणामुळे व्यक्तिमत्त्वात होणाऱ्या बदलांची जाणीव करून देणे.

**Learning Outcome:.**

1. विविध भाषिक कौशल्यांमुळे व्यक्तिमत्त्वाचा विकास होईल.
2. समाजाचे प्रश्न समजावून घेऊन त्यावर लेखन करता येईल.
3. विविध स्पर्धा परीक्षांना बसता येईल.
4. प्रशासकीय क्षेत्रात नोकरीची संधी उपलब्ध होईल.

**Syllabus:**

1. भाषिक कौशल्यांचे स्वरूप व महत्त्व - श्रवण, वाचन, आकलन, भाषण व संभाषण  
(20 hours)
2. जनसंपर्कात भाषिक कौशल्यांचे महत्त्व आणि इतर भाषिक कौशल्ये - उच्चारण निवेदन, अभिवाचन, भाषाशैली, देहबोली.  
(15 hours)
3. व्यक्तिमत्त्व विकासाचे महत्त्व - कलागुणांची जोपासना, समाजविकासाची जाणीव, नेतृत्व गुणांची जोपासना.  
(15 hours)
4. अन्य भाषिक कौशल्ये - अवतरणे, सुभाषित व सुविचार, ग्रंथांचे संदर्भोल्लेख इ.  
(10 hours)

**संदर्भ ग्रंथ**

1. देसाई रवींद्र, 'प्रभावी भाषणकला', प्रफुल्लता प्रकाशन, पुणे, 2004
2. देशपांडे पु.ल., 'रेडियोवरील भाषणे', मौज प्रकाशन, पुणे, 1980

3. पेंडसे अंजली, 'देहबोली', नीलकंठ प्रकाशन, पुणे, 2004
4. नसिराबादकर ल.रा., 'व्यावहारिक मराठी', फडके प्रकाशन, कोल्हापूर, 2008
5. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
6. साने र.य., 'लेखनमित्र', विद्या विकास पब्लिशर्स प्रा.लि. नागपूर, 2007

**Course Title:** मराठी पथनाट्य: स्वरूप व सादरीकरण

**Course Code:** MAR-V ID-1

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. पथनाट्य या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाङ्मयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. पथनाट्य लेखनातील विविध घटकांचा परिचय होईल.
4. पथनाट्य लेखन व परीक्षणाविषयीची आवड निर्माण होईल.
5. पथनाट्य सादर करण्याची सवय होईल.

**Learning Outcome:**

1. पथनाट्य या नाट्यप्रकाराची एक वाङ्मयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. पथनाट्याचे लेखन करता येईल.
3. पथनाट्य सादरीकरण करता येईल.
4. या नाट्यप्रकाराचे मूल्यमापन करण्याची क्षमता निर्माण होईल.
5. नाटक लेखनाची आवड निर्माण होईल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. नाटक साहित्यप्रकार, पथनाट्य: स्वरूप व घटकांतर्गत अभ्यास    | (10 hours) |
| 2. पथनाट्य - संहिता लेखनाचे स्वरूप                            | (10 hours) |
| 3. पथनाट्य - समीक्षण  | (15 hours) |
| 4. पथनाट्य- प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन        | (10 hours) |
| 5. पथनाट्य / गटचर्चा, मूल्यांकन, सुधारित लेखन, गटवार सादरीकरण | (15 hours) |

**संदर्भ ग्रंथ**

1. कानडे मु.श्री., 'नाट्यशोध', नीहारा प्रकाशन, पुणे – 1987.

2. काळे के.ना व इतर, 'मराठी रंगभूमी नाटक, घटना आणि परंपरा', मराठी साहित्यसंघ, मुंबई - 1971.
3. कुलकर्णी गो.म., 'मराठी नाट्यसृष्टी', मेहता पब्लिशिंग हाऊस, पुणे -30
4. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा), 'वाडमयीन संज्ञा – संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई – 2001.
5. नाईक राजीव, भोळे प्रवीण, 'भारतीय प्रयोग कलांचा परिचय व इतिहास – नाट्य', लोकवाडमयगृह, मुंबई – 2010.
6. सरदेसाई माया, 'भारतीय रंगभूमीची परंपरा', स्नेहवर्धन प्रकाशन, पुणे – 1996.

## **T.Y.B.A (Semester - VI)**

**Course Title:** भाषाविज्ञान

**Course Code:** MAR-VI.C-8

**Marks:** 100

**Credits:** 04

### **Course Objectives:**

1. भाषाविज्ञान, विज्ञान म्हणून स्वरूप समजावून घेणे.
2. भाषेच्या उत्पत्तीविषयक सिद्धांतनाचा परिचय करून घेणे.
3. प्रमाणभाषा व बोलीभाषांच्या अभ्यासाच्या पद्धती अभ्यासणे.
4. भाषाविज्ञानाच्या दृष्टीने मराठीची पूर्वपीठिका समजावून घेणे.

### **Learning Outcomes:**

1. भाषेकडे वैज्ञानिक दृष्टीने पहाणे शक्य होईल.
2. भाषांचा तुलनात्मक अभ्यास करता येईल.
3. शब्दकोश तयार करता येतील.
4. भाषाभ्यास करणाऱ्या संस्थातून नोकरीची संधी उपलब्ध होईल.

### **Syllabus:**

1. भाषा आणि भाषाविज्ञान (15 hours)
  - भाषा व्याख्या व स्वरूप, भाषेच्या विविध अवस्था- आंगिक हावभावाची, दृश्यचिन्हांची, लिपिबद्ध, मौखिक, इ. भाषेचे उपपत्तीविषयक सिद्धांत (निवडक - 5)
2. भाषाभ्यासपद्धती (15 hours)
  - ऐतिहासिक, वर्णनात्मक व सामाजिक
3. मराठीची पूर्वपीठिका (15 hours)
  - आर्यभाषा, आंतर-बहिर्वर्तुळ सिद्धांत, संस्कृत-प्राकृत- महाराष्ट्री- मराठी असा प्रवासाभ्यास
4. प्रमाणभाषा व बोलीभाषा (15 hours)
  - स्वरूप, विशेष व प्रकार, मराठीच्या प्रमुख बोलींचा अभ्यास- मालवणी, चित्पावनी, आगरी

## संदर्भ ग्रंथ

1. कालेलकर ना.गो., 'भाषा आणि संस्कृती', मौज प्रकाशन गृह, मुंबई, 2012
2. कालेलकर ना.गो., 'भाषा इतिहास आणि भूगोल', मौज प्रकाशन गृह, मुंबई, 1985
3. कुलकर्णी कृ.पा., 'मराठी भाषा उद्गम आणि विकास', मोर्डन बुक डिपोट प्रकाशन, 1973
4. केळकर अशोक, 'वैखरी', मॅजेस्टिक बुक प्रकाशन, मुंबई, 1983
5. गर्जेद्रगडकर न., 'भाषा आणि भाषाशास्त्र', व्हिनस प्रकाशन, पुणे, 1991
6. गोविलकर लिला, 'वर्णनात्मक भाषाविज्ञान', आरती प्रकाशन, डोंबीवली, 1992
7. ग्रामोपाध्ये ग., 'भाषाविचार आणि मराठी भाषा', व्हिनस प्रकाशन, पुणे, 1964
8. जोगळेकरगं. ना., 'आधुनिक भाषाविज्ञान', सुविचार प्रकाशन, पुणे, 1987
9. जोशी प्र. न., 'सुबोध भाषाशास्त्र', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 2003
10. पुंडे दत्तात्रय, 'सुलभ भाषाविज्ञान', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 1996
11. भंडारे आनंद, 'भाषाशास्त्र', निर्मल प्रकाशन, नांदेड, 2004
12. मालशे मिलिंद, 'आधुनिक भाषाविज्ञान:सिद्धांत आणि उपयोजन', लोकवाङ्मय गृह, मुंबई, 2004
13. मालशे स गं., 'भाषाविज्ञान परिचय', व्हिनस प्रकाशन, पुणे, 1987
14. मालशे स गं., 'भाषाविज्ञान: वर्णनात्मक आणि ऐतिहासिक', पद्मगंधा प्रकाशन, पुणे, 2005



**Course Title:** मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय

**Course Code:** MAR-VI.E-13

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचनाची आवड निर्माण करणे.
2. पोर्तुगीजपूर्वकालीन साहित्याची ओळख करून घेणे.
3. पोर्तुगीजकालीन साहित्याचे महत्त्व व विशेषांचा अभ्यास करणे.
4. पोर्तुगीजकालीन नियतकालिकांचे स्वरूप व कामगिरी समजावून घेणे.

**Learning Outcome:**

1. भाषिक, ऐतिहासिक दृष्टीने साहित्याचा अभ्यास करणे शक्य होईल.
2. साहित्यप्रकारानुसार अभ्यासाची दिशा प्राप्त होईल.
3. वाङ्मयाचे परीक्षण व संशोधनपर भूमिका तयार होईल.
4. साहित्याचे मूल्यमापन व समीक्षण यातून अर्थप्राप्ती होईल.

**Syllabus:**

1. पोर्तुगीजपूर्व गोमंतकीय संस्कृती व पोर्तुगीज सत्तेचे गोमंतकीय जीवनावर झालेले परिणाम  
(15 hours)
2. पोर्तुगीजकालीन साहित्य -कृष्णदास शामा, विठ्ठल केरीकर, कृष्णभट बांदकर, सोहिरोबानाथ आंबिये  
(15 hours)
3. ख्रिस्ती मराठी वाङ्मय: प्रेरणा व स्वरूप  
(15 hours)
4. पोर्तुगीजपूर्व कालखंडातील नियतकालिके - स्वरूप व कार्य  
(15 hours)

**संदर्भ ग्रंथ**

1. नायक काशिनाथ दामोदर, 'गोमंतकाची सांस्कृतिक जडणघडण', गोमंत विद्या निकेतन प्रकाशित, मडगाव, 2012
2. नायक केशव अनंत, 'पावशतकातील गोमंतक', (संपा.) सारस्वत ब्राम्हण समाज प्रकाशित, मडगाव, 1938

3. प्रभुदेसाई वि.बा., घवी रवीन्द्र, 'गोमंतकीय मराठी वाङ्मयाचा इतिहास- खंड 1', (संपा) गोमंतक मराठी अकादमी प्रकाशित, पणजी, 2003
4. प्रभुदेसाई वि.बा., 'सतराव्या शतकातील गोमंतकीय बोली', मुंबई विश्वविद्यालय, मुंबई, 1963
5. भोबे गोपाळकृष्ण केशव, 'असा हा गोमंतक', पंचेचाळीसावे साहित्य संमेलन समिती प्रकाशित, मडगाव, 1964
6. सरदेसाई मनोहर हिरबा, 'गोमंतकाचे असे ते दिवस', पुरोगामी प्रकाशन, गोवा, 1994
7. सरदेसाई मनोहर हिरबा, 'गोमंतकीय ख्रिश्चन समाज: निर्मिती व कार्य', कला व संस्कृती संचालनालय, गोवा, 2001
8. सातोस्कर बा.द., 'गोमंतक: प्रकृती व संस्कृती (खंड 1 ते खंड 3)', शारदीय प्रकाशन, पणजी, 2009

**Course Title:** मराठी प्रादेशिक कादंबरी: स्वरूप आणि उपयोजन

**Course Code:** MAR-VI.E-14

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. प्रादेशिक कादंबरीचे वेगळेपण समजावून घेणे.
2. मराठी प्रादेशिक कादंबरीचा स्थूल आढावा घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी प्रादेशिक कादंबरीच्या वैशिष्ट्यांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रादेशिक कादंबरी या साहित्यप्रवाहाची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर प्रादेशिक कादंबरीचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. प्रदेशविशिष्ट साहित्य लेखन करता येईल.
4. समीक्षा, मूल्यमापन इ. अर्थप्राप्ती होऊ शकेल.

**Syllabus:**

1. मराठी प्रादेशिक कादंबरी - स्वरूप व घटक (10 hours)
2. मराठी प्रादेशिक कादंबरीची वाटचाल (10 hours)
3. उपयोजन - जोगीण - सुभाष भेण्डे (30 hours)
4. निवडक प्रादेशिक कादंबरी - स्वाध्याय(वाचन, चर्चा आणि मूल्यांकन) (05 hours)

**संदर्भ ग्रंथ**

1. कुलकर्णी मदन, 'मराठी प्रादेशिक कादंबरी: तंत्र आणि स्वरूप', श्री मंगेश प्रकाशन, नागपूर, 1984

2. जगनाळे रेखा रामकृष्ण, 'प्रादेशिक ग्रामीण साहित्य समीक्षेची समीक्षा', विजय प्रकाशन, नागपूर, 2007
3. कुलकर्णी अनिरुद्ध (संपा), 'प्रदक्षिणा – खंड दुसरा', कॉन्टिनेन्टल प्रकाशन, पुणे, 2004.
4. मणगुतकर अशोक, 'सुभाष भेण्डे यांच्या कादंबऱ्या', गोमंतक मराठी अकादमी, गोवा, 2009
5. शेळके भास्कर, 'मराठी प्रादेशिक कादंबरी: स्वरूप आणि विश्लेषण,' शब्दालय प्रकाशन, श्रीरामपूर, 2012
6. शेळके भास्कर, 'मराठी कादंबरीतील प्रादेशिकता', स्नेहवर्धन प्रकाशन, पुणे, 1997

**Course Title:** भाषांतर विद्या

**Course Code:** MAR-VIE-15

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. भाषांतराचे स्वरूप व उद्दिष्टे समजावून देणे.
2. भाषांतराचे महत्व विशद करणे.
3. भाषांतराचे विविध प्रकार समजावून देणे.
4. भाषांतरासाठीच्या आवश्यक कौशल्यांचे ज्ञान करून देणे.
5. तौलनिक साहित्याभ्यासात भाषांतर विद्येचे महत्व समजावून देणे.

**Learning Outcome:**

1. भाषांतराची आजच्या काळातील उपयुक्तता विद्यार्थ्यांच्या ध्यानात येईल.
2. भाषांतरप्रक्रिया समजावून घेता येईल.
3. विविध साहित्यप्रकारांची भाषांतरे नियतकालिकांसाठी करता येईल.
4. ग्रंथांची भाषांतरे करण्यामुळे आर्थिक लाभ होईल.
5. भाषांतरकार म्हणून रोजगारसंधी निर्माण होईल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. भाषांतर स्वरूप आणि उद्दिष्टे                             | (10 hours) |
| 2. भाषांतराचे प्रकार आणि वर्गीकरण                           | (10 hours) |
| 3. भाषांतरकाराचे गुण भाषान्तरप्रक्रिया, भाषांतरातील समस्या, | (20 hours) |
| 4. स्वाध्याय - (मुळ साहित्यकृती व तिचे मराठीमधील भाषांतर)   | (20 hours) |

**संदर्भ ग्रंथ**

1. अर्जुनवाडकर लीला, 'ललित साहित्याचे भाषांतर: एक यक्षप्रश्न' (भाषा आणि जीवन, 10,3, पावलाळा, 1992)
2. कऱ्हाडे सदा, 'भाषांतर', मुंबई, लोकवाडमय गृह प्रकाशन, 2011

3. चित्रे दिलीप, 'कवितेचे भाषांतर', नवभारत, 36.7, एप्रिल 1983
4. देशपांडे एल. एस., 'साहित्य-सेतू (साहित्याचे भाषांतर एक अभ्यास)', निर्मल प्रकाशन, 1999
5. कल्याण काळे /अंजली सोमण (संपा), 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे, 1997
6. सारंग विलास, 'भाषांतर आणि भाषा', मौज प्रकाशन, मुंबई, 2011
7. 'साहित्यसूची' (भाषांतर विशेषांक) दिवाळी, 1989

**Course Title:** माहितीपट (डॉक्युमेंटरी): लेखन आणि उपयोजन

**Course Code:** MAR-VIE-16

**Marks:** 100

**Credits:** 04

**Course objectives:**

1. प्रसारमाध्यम आणि जनसंपर्क क्षेत्रातील माहितीपटाचे महत्त्व ध्यानात आणून देणे.
2. माहितीपटाचे स्वरूप आणि एकूणच रचना कशी असते त्याची माहिती करून देणे.
3. माहितीपट लेखनाचा परिचय आणि सराव करून देणे.
4. माहितीपटाच्या संपूर्ण- चित्रिकरण प्रक्रियेचा परिचय करून देणे.

**Learning outcomes:**

1. माहितीपटाचे स्वरूप अभ्यासल्यामुळे एक व्यावसायिक कौशल्य विकसित होईल.
2. माहितीपटाच्या अभ्यासामुळे पुढील पटकथा वा चित्रपटकथा लेखनाची प्राथमिक तयारी होऊ शकेल.
3. चित्रिकरण प्रक्रियेचा परिचय होऊ शकेल.
4. प्रसारमाध्यमे आणि जनसंपर्क क्षेत्रात रोजगाराची संधी.

**Syllabus:**

1. माहितीपट- व्याख्या, स्वरूप व उद्दिष्टे (15 hours)  
प्रकार-परिचयात्मक (व्यक्ती, संस्था, स्थल इ.)  
जागृतीपर- प्रबोधनपर, संशोधनपर इ. माहितीपट रचनेचे स्वरूप
2. माहितीपट लेखन- विषय, रूपरेषा, साधनसामग्री, इ. (15 hours)  
घटकाभ्यास- निवेदन, संवाद, वातावरण, स्वभावदर्शन,  
गीत, प्रतीक, श्रेयनामावलीचे महत्त्व
3. माहितीपट निर्मितीप्रक्रिया- चित्रीकरणपूर्व तयारी, प्रत्यक्ष चित्रिकरण,  
उपलब्ध चित्रण, छायाचित्रे व अन्य दस्तावेज,  
प्रमुख व्यक्तीचे भाष्य व प्रसंगाची पुनर्निर्मिती (15 hours)

4. माहितीपटाचे उपयोजन / निर्मितीचे सादरीकरण

(15 hours)

- निवडलेल्या विषयावरील माहितीपटाचे सादरीकरण,

**संदर्भ ग्रंथ**

1. पाडळकर विजय, 'गर्द रानात...भर दुपारी', मौज प्रकाशन, मुंबई, 2002
2. पाडळकर विजय, 'फ्लॅशबॅक', मौज प्रकाशन, मुंबई, 2005
3. बर्बे उज्जला, 'जनसंज्ञापन व आधुनिक प्रसारमाध्यमे', वाय.बी.चव्हाण मुक्त विद्यापीठ प्रकाशन, नाशिक, 2010
4. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
5. मुळे अंजली, 'सृजनाचे साक्षात्कार', मौज प्रकाशन, मुंबई, 2001
6. सपकाळ अनिल, 'मराठी चित्रपटाची पटकथा', प्रतिमा प्रकाशन, पुणे, 2003



**Course Title:** मराठी एकांकिका: स्वरूप व सादरीकरण

**Course Code:** MAR-VI. ID-2

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. एकांकिका या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाङ्मयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. एकांकिका लेखनातील विविध घटकांचा परिचय होईल.
4. एकांकिका लेखन व परीक्षणाविषयीची आवड निर्माण होईल.
5. एकांकिका सादर करण्याची सवय होईल.

**Learning Outcome:**

1. एकांकिका या नाट्यप्रकाराची एक वाङ्मयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. एकांकिकेचे लेखन करता येईल.
3. एकांकिकेचे सादरीकरण करता येईल.
4. या नाट्यप्रकाराचे मूल्यमापन करण्याची क्षमता निर्माण होईल.
5. नाटक लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. एकांकिका एक नाट्यप्रकार, साहित्यप्रकार व घटकांतर्गत अभ्यास (10 hours)
2. एकांकिका - संहिता लेखनाचे स्वरूप (15 hours)
3. एकांकिकेची समीक्षा (10 hours)
4. एकांकिका - प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन (10 hours)
5. एकांकिका / गटचर्चा, मूल्यांकन, सुधारित लेखन, गटवार सादरीकरण (15 hours)

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2. कानडे मु.श्री., 'नाट्यशोध', नीहारा प्रकाशन, पुणे, 1987

3. काळे के.ना व इतर, 'मराठी रंगभूमी नाटक', घटना आणि परंपरा, मराठी साहित्यसंघ, मुंबई - 1971.
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5. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा), 'वाडमयीन संज्ञा – संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई, 2001
6. घवी रवींद्र, भावे पुष्पा, व इतर (संपा.), 'प्रदक्षिणा (खंड -2)', कॉन्टिनेंटल प्रकाशन, पुणे, 2008
7. भगत दत्ता, 'निवडक एकांकिका', साहित्य अकादमी प्रकाशन, 2010
8. शिंदे विठ्ठल, (संपा) 'सर्वोत्कृष्ट एकांकिका', जाई प्रकाशन, उल्हासनगर, 2007

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**Course Title:** मराठी वाचन, लेखन आणि संभाषण कौशल्य

**Course Code:** FC-MAR-I

**Marks:** 100

**Credits:** 04

**No. of Hours:** 60 hours

**Course Objective:**

1. मराठी भाषेचा प्रथमच अभ्यास करू पाहणाऱ्या विद्यार्थ्यांना, मराठीतील प्राथमिक अध्ययन कौशल्याचा परिचय करून देणे
2. मराठी भाषेच्या अभ्यासात आवश्यक असलेल्या व्याकरणाचा परिचय करून घेणे.
3. भाषेच्या लिखित रूपात प्रमाणलेखनाचे असलेले महत्त्व समजावून घेणे.
4. संभाषण कौशल्य ज्या घटकांमुळे उत्तमरित्या होऊ शकते त्या घटकांचा अभ्यास करणे.

**Learning Outcome**

1. वाचनकौशल्यातून लेखनकौशल्य विकसित होईल.
2. विविध माध्यमांसाठी लेखन करता येईल.
3. वाचन, लेखन, संभाषणामुळे व्यक्तिमत्त्व चतुरस्त्र होईल.
4. रोजगारक्षम गुणांचे विकसन होईल.

**Syllabus**

1. मराठी भाषा – अध्ययन कौशल्ये  
प्राथमिक लिपिज्ञान, अंकज्ञान, अक्षर सौंदर्य, 1. अनुलेखन, 2. श्रुतलेखन (15 Hours)
2. व्याकरणाची स्थूल ओळख (15 Hours)  
वर्णमाला – स्वर व व्यंजने  
जोडाक्षरांचे लेखन व उच्चारण  
विरामचिन्हे – अनुस्वार, विसर्ग, प्रश्नचिन्ह इ.

3. शुद्धलेखनाचे महत्त्व व शुद्धलेखनविषयक सर्वसाधारण नियम (15 Hours)
4. संभाषण कौशल्य – महत्त्व व घटक (15 Hours)

उच्चारण, निवेदन, भाषण, संभाषण, समूहवाचन, अभिवाचन, देहबोली, जनशैली

1 – छापलेला उतारा एकही चूक न करता जशाचा तसा परत लिहिणे याला अनुलेखन म्हणतात.

2 – ऐकलेला मजकूर जशाचा तसा लिहिणे याला श्रुतलेखन म्हणतात.

### संदर्भ ग्रंथ

1. देसाई, रवींद्र., 'प्रभावी भाषणकला', प्रफुल्लता प्रकाशन, पुणे, 2004.
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3. पेंडसे, अंजली., 'देहबोली', नीलकंठ प्रकाशन, पुणे, 2004.
4. मराठी लेखन कोश, फडके अरूण (संपा), अंकुर प्रकाशन ठाणे, 2009.
5. वाळंबे, मो. रा., 'सुगम मराठी व्याकरण लेखन', नितीन प्रकाशन, पुणे, 2011.
6. साने, र. य., 'लेखनमित्र', विद्या विकास पब्लिशर्स प्रा. लि., नागपूर, 2007.

## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
V	व्याकरण	युनिट ४	स्वरूप व वादविवाद नकोत	अभ्यासक्रम खूप मोठा होत होता
	मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	युनिट २	साहित्यनिर्मिती नको	अभ्यासक्रम खूप मोठा होत होता
	आत्मचरित्र - साहित्यप्रकार आणि उपयोजन	युनिट ३	आत्मचरित्राचे मूल्यमापन	अभ्यासक्रम खूप मोठा होत होता
	पत्रकारिता - स्वरूप आणि कौशल्ये	युनिट २	वार्ता संकलन व बातमी लेखनातील कायदेशीर बाबी	अन्य युनिटमध्ये हा अभ्यास आहे
	भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास	युनिट ४	अन्य भाषांचे स्थान	अन्य भाषांचा अभ्यास अपेक्षित नाही
	मराठी पथनाट्य - स्वरूप व सादरीकरण	युनिट १	पथनाट्य एक नाट्यप्रकार ऐवजी नाटक एक साहित्यप्रकार	नाटकाचा अभ्यास आवश्यक
	भाषाविज्ञान	युनिट २	सिद्धांत १२ऐवजी ५ घ्यावेत	अभ्यासक्रम खूप मोठा होत होता
	मुक्तीपूर्व गोमंतकीय वाङ्मय	युनिट १	पोर्तुगीजकालीन गोमंतकीय संस्कृती ऐवजी पोर्तुगीज सत्तेचे परिणाम	नेमकेपणा
	मराठी प्रादेशिक	युनिट १,२,३,४	तासिकांमध्ये बदल	वेटेजप्रमाणे

	कादंबरी			तासिकांचे नियोजन
VI	भाषांतर विद्या	युनिट ३	भाषांतरातील समस्या	अभ्यासणे आवश्यक
	माहितीपट	युनिट ४	माहितीपटाचे मूल्यमापन वगळण्यात आले	अभ्यासक्रम खूप मोठा होत होता
	मराठी एकांकिका - स्वरूप व सादरीकरण	युनिट १	एकांकिकेची समीक्षा हा नवा टॉपिक	अभ्यास आवश्यक

## COURSE STRUCTURE OF DEPARTMENT OF MARATHI

SE M	CORE CUMPULSARY		CORE ELECTIVES			
I	MAR-I.C-1 मराठी कथा : स्वरूप आणि उपयोजन (1945 ते 2000)	MAR-I.C-2 आधुनिक मराठी कविता : स्वरूप व उपयोजन (आरंभ ते 2000)				
II	MAR-II.C-3 मराठी कदंबरी : स्वरूप व उपयोजन (1945 ते 2000)	MAR-II.C-4 मराठी नाटक : स्वरूप व उपयोजन (1950 ते 2000)				
III	MAR-III.C-5 कव्यशास्त्र (भारतीय व पाश्चात्य)		MAR-III.E-1 प्राचीन मराठी वाङ्मय (प्रारंभ ते 1650)	MAR-III.E-2 मराठी ललित गद्य : स्वरूप आणि उपयोजन	MAR-III.E-3 साहित्याभिरुचीचे स्वरूप	MAR-III.E-1 गोमंतकीय मराठी साहित्य : समीक्षा आणि संशोधन (कविता, कथा, कदंबरी, बालसाहित्य)
	MAR-IV.C-6 रसविचार आणि समीक्षाविचार		MAR-IV.E-5 प्राचीन मराठी वाङ्मय (1650 ते 1818)	MAR-IV.E-6 प्रवासवर्णन : एक अभ्यास	MAR-IV.E-7 कार्यक्रम संयोजन व संचालन कौशल्य	MAR-IV.E-8 गोमंतक आणि कोंकण प्रदेशातील लोककला
V	MAR-V.C-7 व्याकरण		MAR-V.E-9 मराठी वाङ्मयाचे सांस्कृतिक स्वरूप	MAR-V.E-10 आत्मचरित्र साहित्यप्रकार आणि उपयोजन	MAR-V.E-11 पत्रकारिता : स्वरूप आणि कौशल्ये	MAR-V.E-12 भाषिक कौशल्ये आणि व्यक्तिमत्व विकास
VI	MAR-VI.C-8 भाषाविज्ञान		MAR-VI.E-13 मुक्तिपूर्व गोमंतकीय मराठी वाङ्मय	MAR-VI.E-14 मराठी प्रादेशिक कदंबरी : स्वरूप आणि उपयोजन	MAR-VI.E-15 भाषांतरविद्या	MAR-VI.E-16 माहितीपट (डोक्युमेंटरी) : लेखन आणि उपयोजन

Foundation courses

Code

१. व्यावहारिक मराठी

२. मराठी वाचन लेखन आणि संभाषण कौशल्ये

FC-MAR -I

Interdisciplinary Courses

१. मराठी पथनाटय : स्वरूप व सादरीकरण

MAR-V-ID-1

२. मराठी एकांकिक्क : स्वरूप व सादरीकरण

MAR-VI-ID-2



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**F.Y.B.A (Semester - I)**

**Course Title:** मराठी कथा स्वरूप आणि उपयोजन (1945 - 2000)

**Course Code:** MAR-I.C-1

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी कथा हा एक साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कथा साहित्याचा ऐतिहासिक परामर्श घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर कथांचा अभ्यास करणे. मराठी कथा साहित्याला समृद्ध बनवणाऱ्या कथांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Course Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कथा या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठी कथासाहित्यातील महत्त्वाच्या कथाकारांचा परिचय होईल. त्याचप्रमाणे कथेतील विविध प्रवाह समजून घेता येतील. कथालेखनाविषयीची आवड निर्माण होईल. कथेची समिक्षा आणि अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकाराचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

**Syllabus:**

1. सैध्दांतिक स्तर: कथा या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास – घटक व प्रकार (15 Hours)
2. मराठी कथेची वाटचाल (स्त्रीवादी कथा, ग्रामीण कथा, महानगरीय कथा) (15 Hours)
3. उपयोजित स्तर (१९४५ ते १९६० पर्यंत) (15 Hours)
4. उपयोजित स्तर (१९६० नंतर) (15 Hours)

उपयोजित स्तरावर नेमलेल्या कथा खालीलप्रमाणे

1. गंगाधर गाडगीळ - किडलेली माणसे
2. अरविंद गोखले - कातरवेळ
3. व्यंकटेश माडगूळकर - मारुतराया
4. कुसुमावती देशपांडे - समांतर रेषा
5. जी. ए. कुलकर्णी - कैरी
6. महादेव शास्त्री जोशी - मानिनी
7. विद्याधर पुंडलीक - आजी शरण येते
8. गजानन रायकर - नातालीन
9. आनंद यादव - मोट
10. प्रिया तेंडुलकर - नवा गडी

### संदर्भ ग्रंथ

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२. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
३. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
४. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
५. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965
६. जोशी, सुधा., 'कथा: संकल्पना आणि समीक्षा', मुंबई विद्यापीठ आणि मौज प्रकाशन गृह, मुंबई 2000
७. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
८. शेवडे, इंदुमती., 'मराठी कथा: उगम आणि विकास', सोमैया प्रकाशन, मुंबई, 1973
९. सरवटे, वि. सी., 'मराठी साहित्य समालोचन (खंड चौथा)', महाराष्ट्र साहित्य सभा, इंदूर, 1979
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११. अदवंत, म.ना., 'मराठी कथा साहित्यातील एक आलेख', नीहारा प्रकाशन, पुणे
१२. अदवंत, म.ना., 'मराठी कथा इतिहास', नीहारा प्रकाशन, पुणे
१३. अदवंत, म.ना., 'मराठी लघुकथेचा इतिहास', नीहारा प्रकाशन, पुणे

**Course Title:** आधुनिक मराठी कविता स्वरूप व उपयोजन (आरंभ ते 2000)

**Course Code:** MAR-I.C-2

**Marks:** 100

**Credits:** 0 4

**Duration:** 60 hrs

### Course Objective:

कविता हा साहित्याचा एक मूलभूत प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे. मराठी कवितेचा ऐतिहासिक परामर्श घेणे. कवितेच्या अध्ययनातील मूलभूत घटकांचा परिचय करून देणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. कवितेच्या प्रत्यक्ष अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे. कवितेचा आशय, अभिव्यक्ती आणि रचनासौंदर्य इ. चा काही कवितांच्याद्वारे अभ्यास करणे.

### Course Outcome:

सैध्दांतिक व उपयोजित स्तरावर कविता या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. कविता लेखनाविषयीची आवड निर्माण होईल. समीक्षा आणि कवितेचे अध्यापन कसे करावे याची ओळख होऊ शकेल. इतर सर्वच लेखनप्रकारांचा पायाभूत लेखनप्रकार म्हणून या प्रकाराची ओळख विद्यार्थ्यांना होऊ शकेल.

### Syllabus:

1. सैध्दांतिक स्तर: कविता या साहित्यप्रकाराचे स्वरूप (15 Hours)
2. आधुनिक मराठी कवितेची वाटचाल - (15 Hours)
3. उपयोजित स्तर- अ.स्वातंत्र्यपूर्व कविता (15 Hours)
4. उपयोजित स्तर- ब.स्वातंत्र्योत्तर कविता (15 Hours)
4. उपयोजित स्तर: उपयोजित स्तरावर नेमलेल्या कविता खालीलप्रमाणे - (सर्व कवितासंग्रह महाविद्यालयाच्या ग्रंथालयात उपलब्ध असतील, कवितासंग्रहातून विद्यार्थ्यांनी कविता शोधाव्यात अशी अपेक्षा आहे.)
  1. केशवसुत- तुतारी, अंत्यजाच्या मुलाचा पहिला प्रश्न
  2. बालकवी- फुलराणी, खेड्यातील रात्र
  3. बा.भ. बोरकर- तव नयनांचे दल हलले गं, चित्रवीणा
  4. कुसुमाग्रज- कोलंबसाचे गर्वगीत, गाभारा
  5. बहिणाबाई चौधरी- माझी माय सरसोती, देव अजब गारोडी

6. इंदिरा संत- मृण्मयी, कुब्जा
7. शांता शेळके- ही वाट दूर जाते, पैठणी
8. नारायण सुर्वे- आई, दोन दिवस
9. मंगेश पाडगांवकर- अंतिम सत्य, वेंगुल्य़ाचा पाऊस
10. विं.दा. करंदीकर- माझ्या मना बन दगड, धोंड्या न्हावी

### संदर्भ ग्रंथ

1. कुळकर्णी, वा. ल., 'कविता: जुनी आणि नवी', पॉप्युलर प्रकाशन, मुंबई 1980
2. केजरकर, देशपांडे प्रकाश., मराठी कविता - नवी वळणे, साकेत प्रकाशन, औरंगाबाद 1994
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा - संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
5. जोग, रा. श्री. व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2000
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड ४)', महाराष्ट्र साहित्य परिषद, पुणे 1965
7. देशपांडे, बालशंकर., 'विवेचन आणि विश्लेषण', श्रीवत्स प्रकाशन, नागपूर 2002
8. बेडेकर, दि. के., 'आधुनिक मराठी काव्य: उदगम आणि भवितव्य', नागपूर विद्यापीठ, नागपूर 1969
9. रसाळ, सुधीर., 'काही मराठी कविता: जाणिवा आणि शैली', शारदा प्रकाशन, 1984
10. शोभणे, रवींद्र (संपा.), 'मराठी कविता: परंपरा आणि दर्शन', विजय प्रकाशन, नागपूर.
11. द.के. गंधारे(संपा.), मराठी वाङ्मयप्रकार स्वरूप, संकल्पना व वाटचाल, शब्दालय प्रकाशन, श्रीरामपूर, २०१७
12. डहाके, वसंत आबाजी, 'कवितेविषयी', स्वरूप प्रकाशन,

**Course Title:** व्यावहारिक मराठी

**Course Code:**

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

साहित्याच्या अध्यापनाबरोबरच विद्यार्थ्यांना मराठी भाषेच्या, दैनंदिन व्यवहारामध्ये आवश्यक असलेल्या भाषिक कौशल्यांचा – क्षमतांचा विकास करणे. भाषिक कौशल्याचे विविध आविष्कार व संपर्क माध्यमे यांच्यातील परस्पर संबंध समजावून घेणे, मराठीचा कार्यालयीन, व्यावसायिक कामकाजात होणारा वापर, गरज व स्वरूपविशेष यांची माहिती करून देणे.

**Learning Outcome:**

मराठीचा कार्यालयीन, व्यावहारिक कामकाजात कसा वापर होतो त्याची माहिती होईल. दैनंदिन व्यवहारात भाषा व्यवहारासाठी आवश्यक असलेल्या लेखन कौशल्याचा विकास होईल. नोकरी व्यवसाय सांभाळूनही फावल्या वेळात या लेखन कौशल्यामुळे अर्थप्राप्ती होऊ शकेल. स्वतंत्रपणे या लेखनकौशल्यामुळे विद्यार्थ्यांच्या ठिकाणी रोजगारक्षमता कशी प्राप्त होऊ शकते ते ध्यानात येईल.

**Syllabus:**

१. प्रमाणलेखन आणि मुद्रित शोधन	(15 Hours)
२. प्रसार माध्यमासाठी बातमीलेखन	(15 Hours)
३. निवेदन लेखन कार्यालयीन पत्रलेखन	(15 Hours)
४. स्मरणिका- संपादन	(15 Hours)

**संदर्भ ग्रंथ**

१. काळे, कल्याण., पुंडे, दत्तात्रय, 'व्यावहारिक मराठी', निराली प्रकाशन, पुणे 1994
२. जोशी, चंद्रहास., 'मराठी लेखन दर्शन', मेहता पब्लिशिंग हाऊस, पुणे 1999
३. जाधव, शिवाजी., 'माध्यम लेखन', अभिनंदन प्रकाशन, कोल्हापूर 2008
४. 'जोगळेकर गं ना, व्यावहारिक मराठी', पुणे विद्यापीठ, पुणे
५. तावरे, स्नेहल (संपा.), 'व्यावहारिक मराठी', स्नेहवर्धन प्रकाशन, पुणे 2004
६. परब, प्रकाश, 'व्यावहारिक मराठी', मिथुन प्रकाशन, मुंबई 1988

7. पाध्ये, प्रभाकर., 'पत्रकारितेची मूलतत्त्वे', मेहता पब्लिशिंग हाऊस, पुणे 2007
8. बोंबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012
9. माळी, सुनिल., 'बातमीदारी', राजहंस प्रकाशन, पुणे 2008
10. मोकाशी, सयाजीराजे., व नेमाडे रंजना., 'व्यावहारिक मराठी', शेतकरी साहित्य इर्जित (परिषद), महाराष्ट्र 2010
11. गोविलकर लीला, पाटणकर जयश्री, 'व्यावहारिक मराठी' - स्नेहवर्धन पब्लिशिंग हाऊस, पुणे 1985

## **F.Y.B.A (Semester - II)**

**Course Title:** मराठी कादंबरी स्वरूप व उपयोजन (1945-2000)

**Course Code:** MAR-II.C-3

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

### **Course Objective:**

कादंबरी हा एक कथनात्मक साहित्यप्रकार आहे. कथा आणि कादंबरीत कोणता साम्यसंबंध आणि वेगळेपण आहे त्याचा विद्यार्थ्यांना परिचय करून देणे. सैध्दांतिक स्तरावरील अभ्यासामुळे कादंबरीच्या मूल्यमापनाची तयारी होऊ शकेल. कादंबरी वाचनाची आवड निर्माण करणे.

### **Course Outcome:**

सैध्दांतिक व उपयोजित स्तरावर कादंबरी या साहित्यप्रकाराचे अध्ययन केल्यामुळे या साहित्यप्रकाराचा नेमका अभ्यास करण्याची व मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्वाच्या कादंबरीकारांचा परिचय होईल. कादंबरीलेखनाविषयीची आवड निर्माण होईल. कादंबरीचे सूक्ष्म वाचन कसे करावे, परीक्षण कसे करावे आणि कादंबरीचे अध्यापन कसे करावे याची पूर्व तयारी होईल.

### **Syllabus:**

१. सैध्दांतिक स्तर: कादंबरी या साहित्यप्रकाराचा सैध्दांतिक स्तरावर अभ्यास- घटक व प्रकार (15 Hours)
२. मराठी कादंबरीची वाटचाल- स्थूल स्वरूप व प्रवाहांचा थोडक्यात परिचय. (15 Hours)
३. उपयोजित स्तर: पाठ्यपुस्तक – इंधन – हमीद दलवाई ( विस्तृत परिचय) (15 Hours)
४. उपयोजित स्तर: पाठ्यपुस्तक – इंधन – हमीद दलवाई (घटकानुसार अभ्यास) (15 Hours)

### **संदर्भ ग्रंथ**

1. कुरुंदकर, नरहर., 'धार आणि काठ', देशमुख आणि कंपनी, पुणे 1998
2. खोले, विलास (संपा.), 'गेल्या अर्धशतकातील मराठी कादंबरी', लोकवाङ्मयगृह, मुंबई 2002
3. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), 'वाङ्मयीन संज्ञा – संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई 2001
4. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), 'प्रदक्षिणा (खंड 2)', कॉन्टिनेंटल प्रकाशन, पुणे 2008
5. जोग, रा. श्री., व इतर (संपा.), 'प्रदक्षिणा (खंड 1)', कॉन्टिनेंटल प्रकाशन, पुणे 2002
6. जोग, रा. श्री.(संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड 4)', महाराष्ट्र साहित्य परिषद, पुणे 1965

7. देशपांडे, कुसुमावती., 'मराठी कादंबरी पहिले शतक', मुंबई मराठी साहित्य संघ प्रकाशन, मुंबई 1975
8. देशपांडे, बालशंकर., 'कादंबरी विवेचन आणि विश्लेषण', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे 1998
9. बापट, प्र. वा., व गोडबोले ना, वा., 'मराठी कादंबरी तंत्र आणि विकास', व्हिनस प्रकाशन, पुणे 1973
10. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरी: चिंतन आणि समीक्षा', मेहता पब्लिशिंग हाऊस, पुणे 1983
11. बांदिवडेकर, चंद्रकांत., 'मराठी कादंबरीचा इतिहास', मेहता पब्लिकेशन्स, पुणे 1983
12. राजाध्यक्ष विजया (संपा), मराठी कादंबरी आस्वादयात्रा पॉप्युलर प्रकाशन, मुंबई 2001
13. थोरात हरिश्चंद्र कादंबरीविषयी पद्मगंधा प्रकाशन, 2008



**Course Title:** मराठी नाटक स्वरूप व उपयोजन (1950-2000)

**Course Code:** MAR-II.C-4

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

साहित्याच्या मूलभूत प्रकारांपैकी नाटक हा एक प्रकार आहे. नाट्यसंहिता म्हणजे काय? काही उपलब्ध नाट्यसंहितांच्या आधारे अभ्यास. या साहित्यप्रकाराची घटकांतर्गत गुण वैशिष्ट्ये समजावून घेणे. मराठी नाटकांची परंपरा थोडक्यात समजावून घेणे. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे. मराठी नाटकाला समृद्ध बनवणाऱ्या नाटकांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Course Outcome:**

सैध्दांतिक व उपयोजित स्तरावर नाटक या साहित्यप्रकाराचे अध्ययन केल्यामुळे नाट्याभ्यासाची एक दृष्टी विद्यार्थ्यांकडे येईल. विद्यार्थ्यांच्या मनामध्ये या प्रकाराविषयी आवड निर्माण होऊन या साहित्यप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल. तसेच मराठीतील महत्त्वाच्या नाटककारांचा परिचय होईल. नाटक लिहिण्याची आवड निर्माण होईल.

**Syllabus:**

१. सैध्दांतिक स्तर: नाटक या साहित्यप्रकाराचा सैध्दांतिक स्तरावर  
अभ्यास - घटक व प्रकार (15 Hours)
२. मराठी नाटकाची वाटचाल - स्थूल स्वरूप (15 Hours)
३. उपयोजित स्तर- पाठ्यपुस्तक – विजय तेंडुलकर – कमला(संहितेच्या अंगाने) (15 Hours)
४. उपयोजित स्तर- पाठ्यपुस्तक – विजय तेंडुलकर – कमला(प्रयोगाच्या अंगाने) (15 Hours)

**संदर्भ ग्रंथ**

1. काळे, के. नारायण व इतर., *मराठी रंगभूमी: नाटक, घटना आणि परंपरा*, मराठी साहित्य संघ. मुंबई 1971

2. गणोरकर, प्रभा., डहाके, वसंत आबाजी व इतर (संपा.), *वाङ्मयीन संज्ञा – संकल्पना कोश*, पॉप्युलर प्रकाशन, मुंबई 2001
3. घवी, रवींद्र., भावे, पुष्पा., व इतर (संपा.), *प्रदक्षिणा (खंड 2)*, कॉन्टिनेंटल प्रकाशन, पुणे 2008
4. जोग, रा. श्री.(संपा.), *मराठी वाङ्मयाचा इतिहास (खंड 4)*, महाराष्ट्र साहित्य परिषद, पुणे 1965
5. नाईक, राजीव, भोळे, प्रवीण., *भारतीय प्रयोग कलांचा परिचय व इतिहास - नाट्य*, लोकवाङ्मयगृह, मुंबई 2010
6. राजापुरे तापस, पुष्पलता., *खानोलकरांची नाट्यसृष्टी*, शब्दालय प्रकाशन, श्रीरामपूर 2008
7. साठे मकरंद, मराठी रंगभूमीच्या तीस रात्री (त्रिखंडात्मक), पॉप्युलर प्रकाशन, मुंबई, २०१८

**Course Title:** मराठी वाचन लेखन कौशल्य

**Course Code:**

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

वाचनाबरोबरच विविध लेखनकौशल्यांची ओळख करून घेणे, लेखनकौशल्याची क्षमता निर्माण करणे. भाषिक कौशल्ये ज्या ज्या घटकांद्वारे वा माध्यमांद्वारे विकसित होऊ शकतील त्या सर्व घटकांचा व माध्यमांचा सविस्तर परिचय करून देणे. प्रत्यक्ष प्रात्यक्षिक व उपयोजनांस उद्युक्त करून एकंदरीतच लेखन कौशल्याचे आजच्या संदर्भातील महत्त्व पटवून देणे.

**Course Outcome:**

लेखन क्षमता विकसित झाल्यामुळे सर्व माध्यमांसाठी त्या - त्या लेखनप्रकारानुसार विद्यार्थ्यांच्या ठिकाणी लेखनकौशल्ये विकसित होऊ शकतील. अर्थप्राप्तीच्या दृष्टीने ही लेखनकौशल्ये अत्यंत उपयुक्त ठरतील. या लेखनकौशल्यामुळे जीवनात यशस्वी झालेल्यांशी संपर्क होऊन स्वतःचा उद्योग व्यवसाय निर्माण करण्याची क्षमता – आवड विद्यार्थ्यांमध्ये निर्माण होऊ शकेल.

**Syllabus:**

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|--|------------|
| १. वाचनकला आणि विरामचिन्हे(विविध लेखनाच्या संदर्भात)       | (15 Hours) |
| २. लेखनकौशल्ये – ( नाटिका लेखन, पटकथा लेखन, माहितीपट लेखन) | (15 Hours) |
| ३. परीक्षण( ग्रंथ, नाट्य आणि चित्रपट)                      | (15 Hours) |
| ४. भाषांतर   | (15 Hours) |

**संदर्भ ग्रंथ**

१. कऱ्हाडे, सदा., 'भाषांतर', लोकवाङ्मयगृह प्रकाशन, मुंबई.
२. काळे, कल्याण., सोमण, अंजली., 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे.
३. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998
४. फडके, अरूण., 'मराठी लेखन कोश', अंकुर प्रकाशन, ठाणे.
५. बोंबडे, सुहासकुमार., 'मराठी भाषा उपयोजन आणि सर्जन', युनिटी प्रकाशन, पुणे 2012
६. मोहिते, शरदिनी., 'व्यावहारिक मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.
७. रोकडे, मनोहर., 'व्यावहारिक आणि उपयोजित मराठी', स्नेहवर्धन प्रकाशन, पुणे.

8. वाळंबे, मो. रा., 'मराठी शुध्दलेखन प्रदीप', नितीन प्रकाशन, पुणे 2004
9. शेळके, भास्कर., (संपा)., 'प्रसारमाध्यमे आणि मराठी भाषा', स्नेहवर्धन प्रकाशन, पुणे.
10. शेख यास्मिन, मराठी शुध्दलेखन कोश, हर्मिस प्रकाशन, २००७
11. चौगुले.नि.शं. साहित्यसंवाद, प्रतिमा प्रकाशन, २००६
12. केळकर अशोक, रुजवात, लोकवाङ्मयगृह प्रकाशन, २००८

### **S.Y.B.A (Semester - III)**

**Course Title:** काव्यशास्त्र (भारतीय व पाश्चात्य)

**Course Code:** MAR-III.C-5

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

#### **Course Objective:**

1. काव्य या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. काव्यशास्त्र - शास्त्र म्हणून मीमांसा / सिध्दांतन अभ्यासणे.
3. संस्कृत साहित्यातील काव्यलक्षणाची ओळख करून घेण्याबरोबरच पाश्चात्य साहित्यातील काव्यलक्षणांचा परिचय करून देणे.
4. भारतीयांची काव्यप्रयोजने व पाश्चात्यांची काव्यप्रयोजने यांची माहिती होईल.
5. प्रतिभेचे स्वरूप व काव्यातील तिचे महत्त्व कोणते याविषयी विद्यार्थ्यांना माहिती होईल.

#### **Learning Outcome:**

1. काव्य या साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल त्याचबरोबर एक शास्त्र म्हणून काव्यशास्त्राची बाजू ध्यानात येईल.
2. प्राचीन काव्यापासून म्हणजे संस्कृत साहित्यातील काव्यलक्षणे व पाश्चात्य साहित्यातील काव्यलक्षणे समजल्यामुळे, एकूणच काव्यशास्त्राचा सखोल अभ्यास होईल.
3. काव्यनिर्मितीकडे, प्राचीन भारतीय साहित्याभ्यासकांनी आणि पाश्चात्य साहित्याभ्यासकांनी कोणकोणत्या हेतूने पाहिले आणि काव्यनिर्मिताची कोणकोणती प्रयोजने होती त्याचा सविस्तर अभ्यास होईल.
4. काव्यनिर्मितीत प्रतिभेचा महत्त्वाचा परिचय होईल.
5. काव्याकडे पाहण्याची एक समीक्षात्मक, विश्लेषणात्मक दृष्टी प्राप्त होईल.

#### **Syllabus:**

- |                                       |            |
|---------------------------------------|------------|
| 1. काव्यलक्षणे – भारतीय व पाश्चात्य   | (15 Hours) |
| 2. काव्यप्रयोजने – भारतीय व पाश्चात्य | (15 Hours) |
| 3. शब्दशक्ति व प्रतिभाविचार           | (15 Hours) |
| 4. काव्याचे विविध प्रकार              | (15 Hours) |

## संदर्भ ग्रंथ

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई. दु. आ., 1995
2. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
3. जोग रा. श्री., 'अभिनव काव्यप्रकाश'
4. ढवळे वि. ना., 'साहित्याचे तत्त्वज्ञान', प. आ., पुणे, 1984
5. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
6. पाटील गंगाधर, 'समीक्षेची नवी रूपे', मुंबई, 1982
7. यादव आनंद, 'साहित्याची निर्मिती प्रक्रिया', मेहता प्रकाशन, पुणे, 1989
8. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001
9. पाटणकर वसंत, साहित्यशास्त्र- स्वरूप आणि समस्या, पद्मगंधा प्रकाशन, २०११
10. पवार गो.म, हातकणंगलेकर.म.द., निवडक मराठी समीक्षा, साहित्य अकादमी प्रकाशन
11. रसाळ सुधीर, कविता आणि प्रतिमा, मौज प्रकाशन

**Course Title:** प्राचीन मराठी वाङ्मय (प्रारंभ – 1650)

**Course Code:** MAR-III.E-1

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

1. मराठी भाषेच्या उगमाच्या खुणा जाणून घेऊन प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.
4. विविध पंथीय मराठी वाङ्मयाच्या लेखनप्रेरणा व स्वरूप समजावून देणे.

**Learning Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून मराठी भाषेच्या उगमापासूनचा इतिहास विद्यार्थ्यांना अभ्यासता येईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

१. यादवकालीन मराठी वाङ्मय- महानुभाव पंथ, वारकरी पंथ( ज्ञानेश्वर, नामदेव, संत कवी- सावतामाळी, चोखामेळा, संत कवयित्री- जनाबाई, मुक्ताबाई) (15 Hours)
२. बहामनी कालीन मराठी वाङ्मय – अ. दत्त संप्रदाय  
ब. ख्रिस्ती मराठी वाङ्मय (15 Hours)
३. शिवकालीन मराठी वाङ्मय (तुकाराम, रामदास आणि समकालीन) (15 Hours)
४. उपयोजित स्तर – पाठ्यपुस्तक - तुकारामाचे निवडक अभंग, (15 Hours)  
संपा. प्र.न.जोशी

## संदर्भ ग्रंथ

1. गोसावी, र. रा., 'महाराष्ट्रातील पाच भक्ती संप्रदाय', प्रतिमा प्रकाशन
2. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड एक ते तीन)', महाराष्ट्र साहित्य परिषद, पुणे.
3. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई.
4. तुळपुळे, शं. गो., 'महानुभाव पंथ व त्यांचे वाङ्मय', व्हीनस प्रकाशन, पुणे.
5. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग एक (महानुभाव अखेर)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1995.
6. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग दुसरा (ज्ञानदेव - नामदेव)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, जाने 1996.
7. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग तिसरा (एकनाथ - पर्व - प्रारंभ)', व्हीनस प्रकाशन, पुणे, आ. दुसरी, मे 2002.
8. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग चौथा (एकनाथ - मुक्तेश्वर)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1977.
9. देशपांडे, अ. ना., 'प्राचीन मराठी वाङ्मयाचा इतिहास भाग पाचवा (तुकाराम - रामदास)', व्हीनस प्रकाशन, पुणे, आ. पहिली, जाने 1982.
10. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर.



**Course Title:** मराठी ललित गद्य स्वरूप आणि उपयोजन

**Course Code:** MAR-III.E-2

**Marks:** 100

**Credits:** 0 4

**Duration:** 60 hrs

**Course Objective:**

1. हा एक ललित साहित्याचा प्रकार आहे. या साहित्यप्रकाराची गुण वैशिष्ट्ये समजावून घेणे.
2. मराठी ललित गद्याचा ऐतिहासिक परामर्श घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी ललित गद्याला समृद्ध बनवणाऱ्या ललित निबंधांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Course Outcome:**

1. ललित गद्य या वाङ्मयप्रकाराची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर ललित गद्याचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी ललित निबंधांचे लेखन करणाऱ्या महत्त्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील विविध प्रवाह समजून घेता येतील.
5. ललित गद्याच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

१. सैध्दांतिक स्तर - ललित गद्य स्वरूप व प्रकार (15 Hours)
२. मराठी ललित गद्य वाटचाल- स्थूल स्वरूप (15 Hours)
३. उपयोजित स्तर- पाठ्यपुस्तक , मुठीतलं आकाश- सिसिलिया कार्वाल( निवडक १५ निबंधांचा समावेश)  
अ. ललित निबंधाचे सौंदर्य (15 Hours)  
ब. ललित निबंधाचे आकलन (15 Hours)

## संदर्भ ग्रंथ

1. अदवन्त, म. ना., बनहट्टी, श्री. ना., 'बहुरूपी निबन्ध', सुविचार प्रकाशन मंडळ, नागपूर, 1966.
2. आचार्य, मा. ना., 'अनुषंग',
3. चौधुले, वि. शं., 'ललितगद्य ते मुक्तगद्य', मौज प्रकाशन गृह, मुंबई.
4. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
5. यादव, आनंद, 'ललित गद्याचे तात्त्विक स्वरूप आणि मराठी लघुनिबंधाचा इतिहास', मेहता पब्लिशिंग हाऊस, पुणे, 1996

**Course Title:** साहित्याभिरूचीचे स्वरूप

**Course Code:** MAR-III.E-3

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

1. विद्यार्थ्यांची वाङ्मयीन अभिरूची विकसित करणे.
2. मराठी साहित्यासंबंधी रूची निर्माण करणे.
3. विद्यार्थ्यांमध्ये साहित्यास्वाद घेण्याची विविधांगी क्षमता विकसित करणे.
4. साहित्याभ्यासातून जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Course Outcome:**

1. वैयक्तिक पातळीवर आणि कौटुंबिक किंवा सामाजिक पातळीवरील वाचन संस्कृती विकसित होण्यास हातभार लागेल.
2. वाचनसंस्कृतीतून घरोघरी ग्रंथ संपदा वाढीस लागेल.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशीलता वाढीस लागेल.

**Syllabus:**

1. वाचनसंस्कृती आणि वाचनाचे विविध स्तर ( ललित साहित्याचे वाचन , गंभीर साहित्याचे वाचन , नाटक, कादंबरी, कविता यांच्या वाचन संदर्भात) (15 Hours)
2. साहित्याचा सामाजिक व्यवहार - ग्रंथ प्रकाशन, ग्रंथ चर्चा, साहित्यिकांशी संवाद. (15 Hours)
3. साहित्यविषयक उपक्रमशीलता – ग्रंथ प्रदर्शने, ग्रंथ वितरण, इ. वितरण प्रणाली (15 Hours)
4. गटवार पद्धतीने विविध उपक्रमांचे आयोजन – (15 Hours)  
अ. काव्यवाचन, कथाकथन,  
ब. पारितोषिक वितरण आणि विविध पुरस्कारांची माहिती.

### संदर्भ ग्रंथ

1. जोंधळे, महावीर., 'साहित्य आणि आविष्कार', स्वरूप प्रकाशन, औरंगाबाद, 2002.
2. पवार, गो. मा., 'साहित्यमूल्य आणि अभिरुची', साकेत प्रकाशन, औरंगाबाद.
3. पाटील, मोहन., 'ग्रामीण साहित्य आणि संस्कृती', स्वरूप प्रकाशन, औरंगाबाद.
4. पाध्ये, दिगंबर., 'साहित्य, समाज आणि संस्कृती', लोकवाड्मय गृह, मुंबई.
5. मेश्राम, केशव., 'साहित्य संस्कृती मंथन', स्वरूप प्रकाशन, औरंगाबाद, 2004.
6. यादव, आनंद., 'साहित्याची निर्मितीप्रक्रिया', मेहता प्रकाशन, पुणे.
7. साने. ह. श्री., 'सामाजिकशास्त्रे आणि साहित्य अंतःसंबंध', प्रतिमा प्रकाशन
8. सोमण, अंजली., 'साहित्य आणि सामाजिक संदर्भ', प्रतिमा प्रकाशन, पुणे.
9. प्रकाशनविश्व, 2017
10. लोकराज्य वाचनसंस्कृती विशेषांक, 2016

**Course Title:** गोमंतकीय मराठी साहित्य: समीक्षा आणि संशोधन  
(कविता, कथा, कादंबरी, बालसाहित्य)

**Course Code:** MAR-III.E-4

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचण्याची आवड निर्माण करणे.
2. विविध साहित्यप्रकारातील साहित्याचे वाचन व त्या त्या साहित्यप्रकारातील साहित्याची ओळख करून घेणे.
3. साहित्याची समीक्षा – विविध साहित्य प्रकारांची ओळख व समीक्षेचे विशेष समजावून घेणे.
4. साहित्य संशोधन – संशोधन स्वरूप, पद्धती व प्राथमिक संशोधनपर अभ्यासाचे महत्त्व समजावून घेता येईल.
5. निवडलेल्या विषयावर लघुशोधनिबंध वा लघुप्रकल्प लेखन तयार करून घेणे.

**Course Outcome:**

1. गोमंतकीय मराठी साहित्याची/साहित्यप्रकाराची विद्यार्थ्यांना ओळख होईल.
2. गोमंतकीय मराठी साहित्याचे कोणकोणत्याप्रकारे विकसन झाले, स्थित्यंतरे झाली त्याचा स्थूल परिचय विद्यार्थ्यांना होऊ शकेल.
3. वाचलेल्या गोमंतकीय मराठी साहित्यावर/पुस्तकांवर विविध मराठी वृत्तपत्रांतून, नियतकालिकांतून विद्यार्थ्यांना समीक्षणे लिहिता येतील.
4. साहित्याच्या संशोधन पद्धतीनुसार एखाद्या साहित्य प्रकारातील गोमंतकीय साहित्यावर वा पुस्तकावर लघुशोधनिबंध वा लघुप्रकल्पकार्य तयार करून घेता येतील.

**Syllabus:**

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|--|------------|
| 1. चार गोमंतकीय मराठी साहित्य प्रकाराचे आरंभापासूनचे स्वरूप      | (15 Hours) |
| 2. समीक्षा – स्वरूप, विविध पद्धती, परीक्षण/समीक्षण               | (15 Hours) |
| 3. लघुशोधनिबंध आणि लघुप्रकल्पकार्यासाठीचे संशोधन व त्याचे स्वरूप | (15 Hours) |
| 4. संशोधन लेखन, सादरीकरण, मूल्यांकन                              | (15 Hours) |

## लघुशोधनिबंध वा लघुप्रकल्पकार्य - विषय

### (अ) गोमंतकीय मराठी कविता

1. संत सोहिरोबानाथ अंबिये यांच्या स्फुट कवितेतील सामाजिक उपदेशाचे स्वरूप.
2. बा.भ. बोरकर यांच्या 'आनंदभैरवी' या काव्यसंग्रहातील गोमंतकीय निसर्ग.
3. गजानन रायकर यांच्या 'रंगयात्रा' या काव्यसंग्रहातील सामाजिकता

### (ब) गोमंतकीय मराठी कथा

1. पं.महादेवशास्त्री जोशी यांच्या 'खडकातील पाझर' या कथासंग्रहातील संस्कारशीलतेचे स्वरूप.
2. वि.ज. बोरकर यांच्या आदिंश या कथासंग्रहातील गोमंतकीय समाजजीवन.
3. विठ्ठल गावस यांच्या 'ओझं' या कथासंग्रहातील प्रादेशिकता.

### (क) गोमंतकीय मराठी कादंबरी

1. सुभाष भेण्डे यांच्या 'अंधारवाटा' या कादंबरीतील महानगरीय जीवन.
2. स.शं.देसाई यांच्या 'महापर्व' कादंबरीतील महाराणी ताराबाईची व्यक्तिरेखा.
3. माधवी देसाई यांच्या 'कथा एका राजाची' या कादंबरीतील स्त्रीजीवन.

### (ड) गोमंतकीय मराठी बालसाहित्य

1. सुधाकर प्रभू यांच्या 'हे अभिमन्यूचे वारस' कादंबरिकेतील ऐतिहासिक घटनाप्रसंगांचे चित्रण.
2. निलिमा आंगले यांच्या 'पय्यांचा देश' या संग्रहातील बालकवितेचे विशेष.
3. अवधूत कुडतरकर यांच्या 'जंतर मंतर छू' मधील अद्भुत वातावरण.

### संदर्भ ग्रंथ

1. अडसूळ श्रीकृष्ण, 'गोमंतकीय मराठी साहित्य आशय आणि आविष्कार', शब्दालय प्रकाशन, श्रीरामपूर, 2013
2. अडसूळ श्रीकृष्ण (संपा.), 'गजानन रायकर यांचे साहित्य – स्वरूप आणि मीमांसा', मराठी विभाग-चौगुले कॉलेज प्रकाशन, मडगाव, 2013
3. घवी रवींद्र, श्रीकांत कासकर (संपा.), 'स्वातंत्र्योत्तर गोमंतकीय मराठी कथा', गोमंतक साहित्य सेवक मंडळ प्रकाशन, पणजी, 2006
4. घवी रवींद्र, 'मागोवा: गोमंतकीय मराठी साहित्यिकांचा', राजहंस वितरण, पणजी, 1998

5. तडकोड सु.म.(संपा.), 'नरेंद्र बोडके यांची समग्र कविता', शारिवा प्रकाशन, पुणे, 2012
6. नाडकरणी एस्.एस्., कोमरपंत सोमनाथ (संपा.), 'गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-2)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
7. प्रभुदेसाई वि. बा., घवी रवींद्र (संपा.), 'गोमंतकीय मराठी वाङ्मयाचा इतिहास (खंड-1)', गोमंतक मराठी अकादमी प्रकाशन, पणजी, 2003
8. बोडके नरेंद्र (संपा.), 'गोमंतकीय मराठी कवितेचे अर्धशतक 1960-2010', नंदिनी प्रकाशन, पुणे, 2010

## **S.Y.B.A (Semester - IV)**

**Course Title:** रसविचार आणि समीक्षाविचार

**Course Code:** MAR-IV.C-6

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

### **Course Objective:**

1. प्राचीन भारतीय साहित्यशास्त्रातील रससंकल्पना समजावून घेणे.
2. साहित्याभ्यासात असलेले रससौंदर्याचे महत्त्व ध्यानात घेणे.
3. साहित्यातील समीक्षेचे महत्त्व ध्यानात आणून देणे.
4. विविध समीक्षा पद्धतींद्वारे एखाद्या पुस्तकाचे समीक्षण करणे.

### **Course Outcome:**

1. रसविचार समजावून घेतल्याने समीक्षेसाठी आवश्यक ती दृष्टी येईल.
2. साहित्याच्या सौंदर्यातील रसविचाराचे महत्त्व ध्यानात येईल.
3. वेगवेगळ्या समीक्षा पद्धतीचा अभ्यास होईल.
4. निवडलेल्या वाङ्मयप्रकारातील एखाद्या ग्रंथाचे परीक्षण करणे शक्य होईल.

### **Syllabus:**

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| १. 'रस' - स्वरूप व सिद्धांतन   | (15 Hours) |
| २. रसनिष्पत्तिविषयक विविध उपपत्ती व आधुनिकांचे रसविवेचन  | (15 Hours) |
| ३. समीक्षा – संकल्पना, प्रयोजन, स्वरूप   | (15 Hours) |
| ४. विविध समीक्षा पद्धती- (समाजशास्त्रीय समीक्षा, मानसशास्त्रीय समीक्षा, स्त्रीवादी समीक्षा, चरित्रात्मक समीक्षा, आस्वादक समीक्षा.) | (15 Hours) |

### **संदर्भ ग्रंथ**

1. कुळकर्णी वा. ल., 'साहित्य स्वरूप आणि समीक्षा', मुंबई, 1995
2. गाडगीळ गंगाधर., 'खडक आणि पाणी', उत्कर्ष प्रकाशन, पुणे, 2003
3. गाडगीळ स. रा., 'काव्यशास्त्रप्रदीप', व्हीनस प्रकाशन, पुणे, 2010
4. गोडबोले, एन्., 'साहित्य समीक्षा: स्वरूप आणि विकास', व्हीनस प्रकाशन, पुणे, 1981
5. जोग रा. श्री., 'अभिनव काव्यप्रकाश', मौज प्रकाशन, मुंबई, 2008
6. दादेगावकर पद्माकर., 'रसचर्चा', पॉप्युलर प्रकाशन, मुंबई, 1994
7. देशपांडे ग. त्र्यं., 'भारतीय साहित्यशास्त्र', मुंबई, 1980
8. देशपांडे, माधव., 'साहित्य साधन', कॉन्टिनेन्टल प्रकाशन, पुणे, 1961



9. पाटणकर वसंत., 'साहित्यशास्त्र', पद्मगंधा प्रकाशन, पुणे, 2006
10. यशवंत मनोहर, 'नवे साहित्यशास्त्र', विजय प्रकाशन, नागपूर, 2001
11. पाटणकर वसंत, साहित्यशास्त्र- स्वरूप आणि समस्या, पद्मगंधा प्रकाशन, २०११
12. गोखले.म.वि., साहित्यरंग, श्रध्दा प्रकाशन, पुणे

**Course Title:** प्राचीन मराठी वाङ्मय (1651- 1818)

**Course Code:** MAR-IV.E-5

**Marks:** 100

**Credits:** 0 4

**Duration:** 60 hrs

**Course Objective:**

1. प्राचीन मराठी भाषा, साहित्य आणि संस्कृती यांचा परिचय करून देणे.
2. जुन्या मराठी साहित्याच्या विकासाला हातभार लावणाऱ्या साहित्यिकांचा त्यांच्या महत्वाच्या कलाकृतींच्या आधारे परिचय करून देणे.
3. प्राचीन मराठी साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाहांची ओळख करून देणे.

**Course Outcome:**

1. या अभ्यासक्रमाच्या अध्ययनातून जुन्या मराठी साहित्याचा विद्यार्थ्यांना परिचय होईल.
2. प्राचीन मराठीच्या विविध कालखंडांमध्ये साहित्यातील बदलत्या प्रवृत्ती आणि प्रवाह यांचा परिचय होईल.
3. विविध कालखंडातील साहित्यिक व त्यांच्या साहित्याचा परिचय विद्यार्थ्यांना करून घेता येईल.
4. प्राचीन मराठी साहित्यातील विविध साहित्यप्रकारांचा विद्यार्थ्यांना परिचय होईल.

**Syllabus:**

१. मराठीतील पंडिती काव्य: प्रेरणा, स्वरूप आणि परंपरा( मुक्तेश्वर, वामन पंडित, (15 Hours)  
रघुनाथ पंडित, श्रीधर, मोरोपंत)
२. मराठीतील शाहिरी काव्य: स्वरूप व प्रकार(अनंतफंदी, होनाजी बाळा, राम जोशी, (15 Hours)  
प्रभाकर, परशुराम)
३. मराठीतील बखर वाङ्मय(शिवपूर्वकाल, शिवकाल, पेशवेकाल) (15 Hours)
४. उपयोजित स्तर – पाठ्यपुस्तक: पेंजण- म.ना. अदवंत( निवडक कवी व कविता) (15 Hours)

**संदर्भ ग्रंथ**

1. अदवंत, म. ना., ‘पेंजण’, साहित्य प्रसार केंद्र, नागपूर, सहा. आ, 2013

2. ग्रामोपाध्ये, गं. ब., 'मराठी बखरगद्याचा पुनर्विचार', मेहता पब्लिशिंग हाऊस, पुणे, 1986  
युनिव्हर्सल पब्लिकेशन्स, कोल्हापूर.
3. जोग, रा. श्री. (संपा.), 'मराठी वाङ्मयाचा इतिहास (खंड तीन ते पाच)', महाराष्ट्र साहित्य परिषद, पुणे, 1965
4. डहाके, वसंत आबाजी., 'मराठी साहित्य इतिहास आणि संस्कृती', पॉप्युलर प्रकाशन, मुंबई, 2006
5. नसिराबादकर, ल. रा., 'प्राचीन मराठी वाङ्मयाचा इतिहास', फडके प्रकाशन, कोल्हापूर, 1994
6. वाटवे, के. ना., 'प्राचीन मराठी पंडितीकाव्य', जोशी आणि लोखंडे प्रकाशन, पुणे, 1964
7. हेरवाडकर, र. वि., 'मराठी बखर', व्हीनस प्रकाशन, पुणे, 1957
8. धोंड.म.वा, 'मन्हाटी लावणी', मौज प्रकाशन, पुणे, १९५६.
9. म्हांबरे स्नेहा, 'गोमंतकीय शाहीर गोंजी नाईक यांचे वाङ्मय आणि बंदिरवाडा- साखळी.'

**Course Title:** प्रवासवर्णन: एक अभ्यास

**Course Code:** MAR-IV.E-6

**Marks:** 100

**Credits:** 0 4

**Duration:** 60 hrs

**Course Objective:**

1. या साहित्यप्रकाराची गुणवैशिष्ट्ये समजावून घेणे.
2. मराठी प्रवासवर्णनांचा स्थूल परिचय करून देणे.
3. सैद्धांतिक तसेच उपयोजित स्तरावर या प्रकाराचा अभ्यास करणे.
4. काही निवडक प्रवासवर्णनांच्या अध्ययनातून या साहित्यप्रकारातील बदलत्या प्रवाहांचा परिचय करून देणे.

**Course Outcome:**

1. प्रवासवर्णन या वाङ्मयप्रकाराची ओळख होईल.
2. सैद्धांतिक व उपयोजित स्तरावर प्रवासवर्णनांचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. मराठी प्रवासवर्णनांचे लेखन करणाऱ्या महत्त्वाच्या लेखकांचा परिचय होईल.
4. या लेखनप्रकारातील बदलते प्रवाह समजून घेता येतील.
5. या लेखनप्रकाराचे बदलते स्वरूप समजून घेता येईल.
6. प्रवासवर्णनाच्या वाचन व लेखनाची आवड निर्माण होईल.

**Syllabus:**

- |   |            |
|---|------------|
| 1. सैद्धांतिक स्तर- प्रवासवर्णन: प्रेरणा, स्वरूप व घटक              | (15 Hours) |
| 2. मराठी प्रवासवर्णन वाटचाल - स्थूल स्वरूप                          | (15 Hours) |
| 3. उपयोजित स्तर - भिंगरीचे पाय- उषा पाणंदीकर                        | (15 Hours) |
| 4. निवडक प्रवासवर्णनाचे वाचन, चर्चा आणि मूल्यांकन, प्रवासानुभव लेखन | (15 Hours) |

**संदर्भ ग्रंथ**

1. अडसूळ, श्रीकृष्ण., (संपा.), 'उषा पाणंदीकरांची प्रवासवर्णने स्वरूप आणि चिकित्सा', गोमंतक मराठी अकादमी, 2009
2. देसाई, स. शं., दशरथे, अनंत., 'लेखन कला परिचय', परिमल प्रकाशन, औरंगाबाद, 1998.
3. कुलकर्णी, गो. म., (संपा.), 'मराठी वाङ्मयाचा इतिहास', महाराष्ट्र साहित्य परिषद, पुणे, पृ. 213, 1991

4. सावंत, वसंत., ‘प्रवासवर्णनः एक वाङ्मयप्रकार’, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 1987

**Course Title:** कार्यक्रम संयोजन व संचालन कौशल्य

**Course Code:** MAR-IV.E-7

**Marks:** 100

**Credits:** 0 4

**Duration:** 60 hrs

**Course Objective:**

1. विद्यार्थ्यांमध्ये संयोजन व संचालनाचे कौशल्य विकसित करणे.
2. कार्यक्रमाची आखणी व अन्य तयारी याविषयीची कौशल्ये आत्मसात करणे.
3. व्यक्तिमत्त्व विकास साधणे.
4. विद्यार्थ्यांमध्ये विविधांगी कलागुण विकसित करून त्यांची जीवनविषयक दृष्टी विकसित करणे.
5. विविध साहित्यविषयक उपक्रमांचा प्रसार आणि नेतृत्व करणे.

**Course Outcome:**

1. या क्षेत्रामध्ये रोजगाराची संधी उपलब्ध होईल.
2. स्वयंरोजगाराच्या दृष्टीने या दोन्ही प्रकारांचे महत्त्व पटवून देणे.
3. वैयक्तिक पातळीवरील नेतृत्व गुणांची जोपासना करण्याबरोबरच सामाजिक पातळीवरील साहित्यविषयक उपक्रमशिलता वाढीस लागेल.

**Syllabus:**

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|--|------------|
| 1. कार्यक्रमाची पूर्वतयारी , कार्यक्रमाची आखणी व अन्य पूरक तयारी | (15 Hours) |
| 2. सूत्रसंचालनाचे स्वरूप, वैशिष्ट्ये व प्रकार                    | (15 Hours) |
| 3. सूत्रसंचालनाचे तंत्र व सूत्रसंचालकाची भूमिका                  | (15 Hours) |
| 4. संहिता लेखन व वाचन, कार्यक्रमाची प्रसिद्धी                    | (15 Hours) |

**संदर्भ ग्रंथ**

1. उपयोजित मराठी - 'डॉ. गं. ना. जोगळेकर कृतज्ञताग्रंथ', मोडक केतकी आणि इतर., पद्मगंधा प्रकाशन, पुणे, 2012
2. गडकरी, माधव., 'सभेत कसे बोलावे', क्षितीज प्रकाशन, मुंबई, 1989
3. घाणेकर – थत्ते, ऋचा., 'असे करावे सूत्रसंचालन', अक्षय्य प्रकाशन, पुणे, 2012
4. पंडित, माधव., 'त्रिवेध', प्रकाशन, मडगाव, 2008
5. पाटील, के. आर., 'सूत्रसंचालन कसे करावे?', ज्ञानसंवर्धन प्रकाशन, कोल्हापूर, 2014
6. बागडे आचार्य, 'कार्यक्रमाचे प्रभावी संयोजन आणि सूत्रसंचालन', परफेक्ट इव्हेंट मॅनेजमेंट, साकेत प्रकाशन, पुणे, 2016

7. मिरजकर श्यामसुंदर, सूत्रसंचालन एक प्रयत्नसाध्य कला, नाम-नालंदा प्रकाशन

**Course Title:** गोमंतक आणि कोकण या प्रदेशातील लोककला

**Course Code:** MAR-IV.E-8

**Marks:** 100

**Credits:** 04

**Duration:** 60 hrs

**Course Objective:**

1. लोककलांच्या अभ्यासाचे महत्त्व ध्यानात आणून देणे.
2. गोमंतकीय लोककलांच्या अभ्यासाविषयीची आवड निर्माण करणे.
3. कोकणातील लोककलांचा परिचय करून घेणे.
4. गोमंतक आणि कोकण या प्रदेशातील लोककलांतील साम्यभेदांचा शोध घेणे.

**Course Outcome:**

1. लोककलांच्या परिचयातून लोकसाहित्याचा अभ्यास होईल.
2. गोमंतकीय लोककलांच्या परिचया बरोबरच त्यांचा अभ्यास करणे शक्य होईल.
3. कोकणातील लोककलांचा परिचय होईल.
4. गोमंतक आणि कोकणातील लोककलांत आढळणारे साम्यभेद शोधण्यातून सांस्कृतिक अनुबंध निर्माण होईल.

**Syllabus:**

१. लोकसाहित्याच्या अभ्यासाचे महत्त्व व स्वरूप (15 Hours)
२. गोमंतकीय लोककला- धालो, जागर, मांड, तालगडी, झाडो, शिवोड आणि रणमाले (15 Hours)
३. कोकणातील लोककला- दशावतार, चित्रकथी, कळसुत्री बाहुल्या, नमन, जाखडी, पांगुळ, धालोत्सव (15 Hours)
४. गोमंतक आणि कोकणातील लोककलांचा सांस्कृतिक साम्यसंबंध (15 Hours)

**संदर्भ ग्रंथ**

1. कुबल रमेश, 'लोकसाहित्याचे अंतरंग', शब्दालय प्रकाशन, श्रीरामपूर, 2014
2. खेडेकर विनायक, 'लोकसरिता', कला आणि संस्कृती संचालनालय, 1993
3. तापस - राजापुरे पुष्पलता, 'कोकणातील लोककला', शब्दालय प्रकाशन, 2014
4. नायक काशिनाथ दामोदर, 'गोमंतकीय संस्कृतीची जडणघडण', गोमंतक विद्यानिकेतन प्रकाशन, 1980



5. पैंगिणकर, अजित., 'काणकोणची लोककला एक दायज', काणकोण अनुजित प्रकाशन, 2001
6. माने वसुधा, 'गोमंतकातील धालो', 1964
7. सातोस्कर बा.द., 'गोमंतक प्रकृती आणि संस्कृती', खंड-1 व खंड -2, 1979
8. सुखटणकर ज.स. – 'रुपड्यांची रुपककथा', 1970
9. व्यवहारे शरद, सिंह.आर.बी, लोकसाहित्य: रंग आणि रेखा,विश्वभारती प्रकाशन, नागपूर.
10. मांडे प्रभाकर, लोकसाहित्याचे स्वरूप, गोदावरी प्रकाशन, अहमदनगर, २०१७
11. म्हांबरे स्नेहा, गोव्यातील धालो या लोकनाट्य कलाप्रकाराचा चिकित्सक अभ्यास, शुभश्री प्रकाशन, सांगोल्डा.

## **T.Y.B.A (Semester - V)**

**Course Title:** व्याकरण

**Course Code:** MAR-V.C-7

**Marks:** 100

**Credits:** 04

### **Course Objectives:**

1. एक स्वतंत्र विषय म्हणून व्याकरणाकडे पाहण्याची जाणीव निर्माण करणे.
2. मराठी व्याकरण परंपरेचा परिचय करून देणे.
3. व्याकरणातील पायाभूत संकल्पनांच्या अभ्यासाचे महत्त्व पटवून देणे.
4. भाषाभ्यासाला व्याकरणाचा अभ्यास कसा साहाय्यभूत ठरतो ते पाहणे.

### **Learning Outcome:**

1. व्याकरण या विषयाची विद्यार्थ्यांना स्वतंत्रपणे ओळख होईल.
2. मराठी व्याकरणाची परंपरा समजू शकेल.
3. व्यावहारिक लेखन, प्रसारमाध्यमांसाठीचे लेखन व्याकरणविषयक नियमांनी करणे शक्य होईल.
4. व्याकरणाच्या अभ्यासामुळे ग्रंथ लेखन, कार्यालयीन लेखन, माध्यमांसाठीचे लेखन इ. रोजगाराची संधी मिळेल.

### **Syllabus:**

१. व्याकरण- व्याख्या, व्याकरणाच्या अभ्यासाचे महत्त्व, मराठीतील व्याकरण परंपरेची ओळख (15 hours)
२. वर्णविचार व संधी- वर्णांचे प्रकार, वर्णांचे वर्गीकरण: - एक स्थूल परिचय  
संधी - संधीचे प्रकार; स्वरसंधी, व्यंजनसंधी, विसर्गसंधी (15 hours)
३. शब्दविचार- शब्दांचा विकारी व अविकारी जातीलिंग, वचन. (15 hours)
४. शब्दविकरण- विभक्ती विचार( स्वरूप व वादविवादासह अभ्यास) व  
समास- (अव्ययीभाव समास, तत्पुरुष समास, द्वंद्व समास, बहुव्रीही समास) (15 hours)

### **संदर्भ ग्रंथ:**

1. गोविलकर लीला, 'मराठीचे व्याकरण', मेहता पब्लिशिंग हाऊस, पुणे, 2006
2. दामले मो. के., 'शास्त्रीय मराठी व्याकरण', देशमुख आणि कं., पुणे, 1970
3. भागवत श्रीपाद, 'मराठी व्याकरण', विद्याभारती प्रकाशन, लातूर, 1980

4. मंगरूळकर अरविंद, 'मराठीच्या व्याकरणाचा पुनर्विचार', पुणे विद्यापीठ, पुणे, 1978
5. वाळंबे मो.रा., 'सुगम मराठी व्याकरण लेखन', नितीन प्रकाशन, पुणे, 2011
6. शहा के.पी., 'मराठी व्याकरण', ओम पब्लिकेशन्स, कोल्हापूर, 2012
7. हिरेमठ राजशेखर, मराठी व्याकरण परिचय, मेहता पब्लिशिंग हाऊस, पुणे
8. काळे कल्याण, पुंडे दत्तात्रय, व्यावहारिक मराठी, निराली प्रकाशन
9. होलसुरकर सुरेखा, मराठी व्याकरण लेखन परिचय, अकेडेमिक इंडिया प्रकाशन, नवी दिल्ली, २०१३
10. कुलकर्णी खंडेराव, मराठी व्याकरण स्वरूप व चिकित्सा, पद्मगंधा प्रकाशन, पुणे, २०१९

**Course Title:** मराठी वाङ्मयाचे सांस्कृतिक स्वरूप

**Course Code:** MAR-V.E-9

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. संस्कृती आणि साहित्य यातील परस्पर संबंध समजावून देणे.
2. इंग्रजांच्या आगमनामुळे सांस्कृतिक जीवनात झालेल्या स्थित्यंतरीचा परिचय करून देणे.
3. सामाजिक, शैक्षणिक व सांस्कृतिक क्षेत्राच्या विकासामध्ये योगदान देणाऱ्या व्यक्ती व संस्था यांच्या कार्याचा परिचय करून देणे.
4. साहित्यक्षेत्रातील नवीन प्रेरणा व प्रवाहांचा परिचय करून देणे.

**Learning Outcome:**

1. समाजाच्या विकासामध्ये साहित्य आणि संस्कृती यांच्यातील स्थित्यंतरे कशी कारणीभूत ठरतात यांचा विद्यार्थ्यांना परिचय होईल.
2. इंग्रजांच्या आगमनामुळे साहित्य आणि समाज यांच्यावर झालेले परिणाम समजून घेता येतील.
3. समाजिक आणि सांस्कृतिक क्षेत्रात आवड निर्माण होईल.
4. समाजिक आणि सांस्कृतिक क्षेत्रात कार्य करणाऱ्या संस्थातून रोजगार संधी

**Syllabus:**

1. संस्कृती, व्याख्या व स्वरूप- साहित्य आणि संस्कृती यांचा परस्पर संबंध (15 hours)
2. अव्वल इंग्रजी कालखंडातील - सांस्कृतिक बदलाचा साहित्यावरील परिणाम -
  - I. सांस्कृतिक, सामाजिक - परमहंस सभा, आर्य समाज, प्रार्थना समाज, ब्राह्मो समाज, सत्यशोधक समाज
  - II. शैक्षणिक - एलफिस्टन, मे. कॅंडी, बोर्ड ऑफ एज्युकेशन, दक्षिणा प्राईज कमिटी (15 hours)
3. 1874-1920 या कालखंडातील साहित्य निर्मितीमागील प्रेरणा व प्रवृत्ती - विष्णुशास्त्री चिपळूणकर, गो.ग.आगरकर, लोकमान्य टिळक यांचे सामाजिक व सांस्कृतिक कार्य- सुधारणावादाच्या संदर्भात (15 hours)
4. 1920 - 1960 या कालखंडातील बदलत्या विचार प्रवाहांचा मराठी साहित्यावर पडलेला प्रभाव (मार्क्सवाद, समाजवाद आणि गांधीवाद) (15 hours)

**संदर्भ ग्रंथ**

1. कऱ्हाडे सदा, 'अर्वाचीन मराठी साहित्याची सांस्कृतिक पार्श्वभूमी', लोकवाङ्मय गृह, मुंबई, 1981

2. कुलकर्णी कृ.भि, 'आधुनिक मराठी गद्याची उत्क्रांती', मुंबई मराठी ग्रंथ संग्रहालय, मुंबई, 1956
3. जोशी महादेवशास्त्री, 'भारतीय संस्कृतिकोश', भारतीय संस्कृतीकोश मंडळ, पुणे, 1979
4. जोशी लक्ष्मणशास्त्री, 'मराठी विश्वकोश', महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1986
5. श्री.जोग रा.,(संपा.) 'मराठी वाङ्मयाचा इतिहास खंड तिसरा', महाराष्ट्र साहित्य परिषद, पुणे, 1999
6. श्री.जोग रा.,(संपा.) 'मराठी वाङ्मयाचा इतिहास खंड चौथा', महाराष्ट्र साहित्य परिषद, पुणे, 1999
7. श्री.जोग रा.,(संपा.) 'मराठी वाङ्मयाचा इतिहास खंड पाचवा (भाग पहिला व दुसरा)', महाराष्ट्र साहित्य परिषद, पुणे, 1999
8. रा. ग. जाधव,(संपा.) 'मराठी वाङ्मयाचा इतिहास खंड सातवा (भाग पहिला)', महाराष्ट्र साहित्य परिषद, पुणे, 2009
9. मालशे स.गं, 'साहित्य – सिध्दांत', महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, 1982

**Course Title:** आत्मचरित्र: साहित्यप्रकार आणि उपयोजन

**Course Code:** MAR-V.E-10

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. आत्मचरित्र या वाङ्मयप्रकाराच्या व्याख्या व स्वरूप समजावून घेणे.
2. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय करून घेणे.
3. आत्मचरित्रपर वाङ्मयाच्या प्रेरणा, घटक व विशेषांची माहिती करून देणे.
4. उपयोजित आत्मचरित्राच्या अभ्यासामुळे आत्मचरित्राच्या मूल्यमापनासाठी आवश्यक असलेली मनोभूमिका तयार करणे.

**Learning Outcome:**

1. आत्मचरित्रपर साहित्याच्या वाचनाची आणि लेखनाची गोडी विद्यार्थ्यांच्या मनात निर्माण होईल.
2. नियतकालिके आणि प्रसारमाध्यमांसाठी आत्मपर लेखन करता येईल.
3. आत्मचरित्रपर साहित्याचे विविध माध्यमांतून परीक्षण करणे शक्य होईल.
4. आत्मचरित्र लिहून घेता येईल. संपादकीय संस्कार करता येईल.

**Syllabus:**

1. साहित्यप्रकाराची संकल्पना व आत्मचरित्र (15 hours)
2. आत्मचरित्र: संकल्पना, स्वरूप व व्याख्या (15 hours)
3. मराठीतील आत्मचरित्रपर वाङ्मयाचा स्थूल परिचय (15 hours)
4. उपयोजित आत्मचरित्राचा विविधांगी / सूक्ष्म अभ्यास - चाकाची खुर्ची, नासिमा हुर्जुक (15 hours)

**संदर्भ ग्रंथ**

1. कऱ्हाडे सदा, 'चरित्र आणि आत्मचरित्र', लोकवाङ्मयगृह प्रकाशन, मुंबई, 1976
2. कुलकर्णी अनंत अनिरुद्ध, 'प्रदक्षिणा खंड 1', कॉन्टिनेन्टल प्रकाशन, पुणे, 2002
3. कुलकर्णी अनंत अनिरुद्ध, 'प्रदक्षिणा खंड 2', कॉन्टिनेन्टल प्रकाशन, पुणे, 2004
4. जाधव रा.ग., 'मराठी वाङ्मयाचा इतिहास खंड 7', (संपा) महाराष्ट्र साहित्य परिषद प्रकाशन, पुणे, 2011
5. जोशी अ.म., 'चरित्र- आत्मचरित्र', सुविचार प्रकाशन, धंतोली, 1965

6. देशपांडे अ.ना., 'आधुनिक मराठी वाङ्मयाचा इतिहास भाग 2', (संपा.) व्हीनस प्रकाशन, पुणे, 1979
7. मोराळे महालक्ष्मी, 'आत्मचरित्रात्मक कादंबरी', पद्मगंधा प्रकाशन, पुणे, 2010
8. यादव आनंद, 'आत्मचरित्रमीमांसा', मेहता पब्लिशिंग हाऊस, पुणे, 2014

**Course Title:** पत्रकारिता: स्वरूप आणि कौशल्ये

**Course Code:** MAR-V.E-11

**Marks:** 100

**Credits:** 0 4

**Course Objective:**

1. पत्रकारिता म्हणजे काय? तिची उपयुक्तता समजावून देणे.
2. पत्रकारितेतील लेखनकौशल्ये समजावून देणे.
3. पत्रकारितेचे स्वरूप व्याख्या व प्रकार समजावून देणे.
4. पत्रकारितेसाठी आवश्यक गुणकौशल्यांचे ज्ञान करून देणे.

**Learning Outcome:**

1. पत्रकारितेतील लेखनकौशल्यांचा परिचय होईल.
2. विविध प्रसारमाध्यमांतून लेखन करता येईल.
3. स्वतःचे साप्ताहिक / मासिक काढणे शक्य होईल.
4. विविध प्रसारमाध्यमात पत्रकार व संपादक म्हणून रोजगार संधी.

**Syllabus:**

1. पत्रकारिता : स्वरूप, संकल्पना व वाटचाल (15 hours)
2. बातमी: व्याख्या स्वरूप, बातमी आणि बातमीपत्र लेखन (15 hours)
3. वृत्तपत्रीय लेखन: (वाचकांचा पत्रव्यवहार, लेख, स्तंभलेखन, सदरलेखन, अग्रलेख) (15 hours)
4. इलेक्ट्रॉनिक पत्रकारिता (सामाजिक प्रसारमाध्यमे) (15 hours)

**संदर्भ ग्रंथ**

1. अकलूजकर प्रसन्नकुमार, 'फीचर रायटिंग', श्रीविद्या प्रकाशन, पुणे, 2008
2. कुलकर्णी एस. के., 'बातमीदारी', विद्या प्रकाशन गृह, पुणे, 2001
3. गर्गे स.मा., 'पत्रकार आणि पत्रकारिता', मानसन्मान प्रकाशन, पुणे, 1990
4. ताम्हणे चन्द्रकान्त, 'वार्ता संकलन', पॉप्युलर प्रकाशन, मुंबई, 2003
5. देशपांडे ए.व्ही., 'मराठी पत्रकारिता', सुखद सौरभ प्रकाशन, सातारा, 2008
6. पाध्ये प्रभाकर, 'पत्रकारितेची मूलतत्वे', (अनुवाद : परांजपे प्र.ना, परांजपे वसुधा), मेहता पब्लिशिंग हाऊस, पुणे, 2007



7. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
8. लांडगे संजय, 'उपयोजित मराठी', दिलीपराज प्रकाशन प्रा. लि., पुणे, 2011
9. लेले रा.का., 'मराठी वृत्तपत्रांचा इतिहास', कॉन्टिनेन्टल प्रकाशन, पुणे, 2000
10. पिंगळे किरण नामदेव, (संपा), 'संवाद कौशल्ये आणि प्रसारमाध्यमे', शब्दश्री प्रकाशन, पुणे, 2015

**Course Title:** भाषिक कौशल्ये आणि व्यक्तिमत्त्व विकास

**Course Code:** MAR-V.E-12

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. व्यक्तिमत्त्व विकासात असलेल्या भाषिक कौशल्याचा परिचय करून घेणे.
2. जनसंपर्कात भाषिक कौशल्याचे महत्त्व कसे असते ते समजावून घेणे.
3. व्यक्तिमत्त्व विकासाचे संवर्धन ज्या घटकांमुळे होऊ शकते त्या घटकांचा अभ्यास करणे.
4. भाषिक कौशल्यांचा अभ्यास व सादरीकरणामुळे व्यक्तिमत्त्वात होणाऱ्या बदलांची जाणीव करून देणे.

**Learning Outcome:**

1. विविध भाषिक कौशल्यांमुळे व्यक्तिमत्त्वाचा विकास होईल.
2. समाजाचे प्रश्न समजावून घेऊन त्यावर लेखन करता येईल.
3. विविध स्पर्धा परीक्षांना बसता येईल.
4. प्रशासकीय क्षेत्रात नोकरीची संधी उपलब्ध होईल.

**Syllabus:**

1. भाषिक कौशल्यांचे स्वरूप व महत्त्व - श्रवण, वाचन, आकलन, लेखन भाषण व संभाषण (15 hours)
2. जनसंपर्कात भाषिक कौशल्यांचे महत्त्व आणि इतर भाषिक कौशल्ये - उच्चारण निवेदन, अभिवाचन, भाषाशैली, देहबोली. (15 hours)
3. व्यक्तिमत्त्व विकासाचे महत्त्व - कलागुणांची जोपासना, समाजविकासाची जाणीव, नेतृत्व गुणांची जोपासना. (15 hours)
4. अन्य भाषिक कौशल्ये - अवतरणे, सुभाषित व सुविचार, ग्रंथांचे संदर्भोल्लेख इ. (15 hours)

**संदर्भ ग्रंथ**

1. देसाई रवींद्र, 'प्रभावी भाषणकला', प्रफुल्लता प्रकाशन, पुणे, 2004
2. देशपांडे पु.ल., 'रेडियोवरील भाषणे', मौज प्रकाशन, पुणे, 1980
3. पेंडसे अंजली, 'देहबोली', नीलकंठ प्रकाशन, पुणे, 2004
4. नसिराबादकर ल.रा., 'व्यावहारिक मराठी', फडके प्रकाशन, कोल्हापूर, 2008
5. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008

6. साने र.य., 'लेखनमित्र', विद्या विकास पब्लिशर्स प्रा.लि. नागपूर, 2007

**Course Title:** मराठी पथनाट्य: स्वरूप व सादरीकरण

**Course Code:** MAR-V ID-1

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. पथनाट्य या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाडमयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. पथनाट्य लेखनातील विविध घटकांचा परिचय होईल.
4. पथनाट्य लेखन व परीक्षणाविषयीची आवड निर्माण होईल.
5. पथनाट्य सादर करण्याची सवय होईल.

**Learning Outcome:**

1. पथनाट्य या नाट्यप्रकाराची एक वाडमयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. पथनाट्याचे लेखन करता येईल.
3. पथनाट्य सादरीकरण करता येईल.
4. या नाट्यप्रकाराचे मूल्यमापन करण्याची क्षमता निर्माण होईल.
5. नाटक लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. नाटक साहित्यप्रकार, पथनाट्य: स्वरूप व घटकांतर्गत अभ्यास (15hours)
2. पथनाट्य – अ. संहिता लेखनाचे स्वरूप (15hours)  
ब. प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन
3. पथनाट्य - समीक्षण (15 hours)
4. पथनाट्य- गटवार सादरीकरण (15 hours)

**संदर्भ ग्रंथ**

1. कानडे मु.श्री., 'नाट्यशोध', नीहारा प्रकाशन, पुणे – 1987.
2. काळे के.ना व इतर, 'मराठी रंगभूमी नाटक, घटना आणि परंपरा', मराठी साहित्यसंघ, मुंबई - 1971.
3. कुलकर्णी गो.म., 'मराठी नाट्यसृष्टी', मेहता पब्लिशिंग हाऊस, पुणे -30

4. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा), 'वाडमयीन संज्ञा – संकल्पना कोश', पॉप्युलर प्रकाशन, मुंबई – 2001.
5. नाईक राजीव, भोळे प्रवीण, 'भारतीय प्रयोग कलांचा परिचय व इतिहास – नाट्य', लोकवाडमयगृह, मुंबई – 2010.
6. सरदेसाई माया, 'भारतीय रंगभूमीची परंपरा', स्नेहवर्धन प्रकाशन, पुणे – 1996.

## **T.Y.B.A (Semester - VI)**

**Course Title:** भाषाविज्ञान

**Course Code:** MAR-VI.C-8

**Marks:** 100

**Credits:** 04

### **Course Objectives:**

1. भाषाविज्ञान, विज्ञान म्हणून स्वरूप समजावून घेणे.
2. भाषेच्या उत्पत्तीविषयक सिद्धांतनाचा परिचय करून घेणे.
3. प्रमाणभाषा व बोलीभाषांच्या अभ्यासाच्या पद्धती अभ्यासणे.
4. भाषाविज्ञानाच्या दृष्टीने मराठीची पूर्वपीठिका समजावून घेणे.

### **Learning Outcomes:**

1. भाषेकडे वैज्ञानिक दृष्टीने पहाणे शक्य होईल.
2. भाषांचा तुलनात्मक अभ्यास करता येईल.
3. शब्दकोश तयार करता येतील.
4. भाषाभ्यास करणाऱ्या संस्थातून नोकरीची संधी उपलब्ध होईल.

### **Syllabus:**

1. भाषा आणि भाषाविज्ञान (15 hours)  
- भाषा व्याख्या व स्वरूप, भाषेच्या विविध अवस्था- आंगिक हावभावाची, दृश्यचिन्हांची, लिपिबद्ध, मौखिक, इ. भाषेचे उपपत्तीविषयक सिद्धांत (निवडक - 5)
2. भाषाभ्यासपद्धती (15 hours)  
- ऐतिहासिक, वर्णनात्मक व सामाजिक
3. मराठीची पूर्वपीठिका (15 hours)  
आर्यभाषा, आंतर-बहिर्वर्तुळ सिद्धांत, संस्कृत-प्राकृत- महाराष्ट्री- मराठी असा प्रवासाभ्यास
4. प्रमाणभाषा व बोलीभाषा (15 hours)  
- स्वरूप, विशेष व प्रकार, मराठीच्या प्रमुख बोलींचा अभ्यास- मालवणी, चित्पावनी, आगरी

### **संदर्भ ग्रंथ**

1. कालेलकर ना.गो., 'भाषा आणि संस्कृती', मौज प्रकाशन गृह, मुंबई, 2012

2. कालेलकर ना.गो., 'भाषा इतिहास आणि भूगोल', मौज प्रकाशन गृह, मुंबई, 1985
3. कुलकर्णी कृ.पा., 'मराठी भाषा उद्गम आणि विकास', मोर्डन बुक डिपोट प्रकाशन, 1973
4. केळकर अशोक, 'वैखरी', मॅजेस्टिक बुक प्रकाशन, मुंबई, 1983
5. गर्जेद्रगडकर न., 'भाषा आणि भाषाशास्त्र', व्हिनस प्रकाशन, पुणे, 1991
6. गोविलकर लिला, 'वर्णनात्मक भाषाविज्ञान', आरती प्रकाशन, डोंबीवली, 1992
7. ग्रामोपाध्ये ग., 'भाषाविचार आणि मराठी भाषा', व्हिनस प्रकाशन, पुणे, 1964
8. जोगळेकरगं. ना., 'आधुनिक भाषाविज्ञान', सुविचार प्रकाशन, पुणे, 1987
9. जोशी प्र. न., 'सुबोध भाषाशास्त्र', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 2003
10. पुंडे दत्तात्रय, 'सुलभ भाषाविज्ञान', स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, 1996
11. भंडारे आनंद, 'भाषाशास्त्र', निर्मल प्रकाशन, नांदेड, 2004
12. मालशे मिलिंद, 'आधुनिक भाषाविज्ञान: सिद्धांत आणि उपयोजन', लोकवाङ्मय गृह, मुंबई, 2004
13. मालशे स गं., 'भाषाविज्ञान परिचय', व्हिनस प्रकाशन, पुणे, 1987
14. मालशे स गं., 'भाषाविज्ञान: वर्णनात्मक आणि ऐतिहासिक', पद्मगंधा प्रकाशन, पुणे, 2005

**Course Title:** मुक्तीपूर्व गोमंतकीय मराठी वाङ्मय

**Course Code:** MAR-VI.E-13

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. गोमंतकीय मराठी साहित्य वाचनाची आवड निर्माण करणे.
2. पोर्तुगीजपूर्वकालीन साहित्याची ओळख करून घेणे.
3. पोर्तुगीजकालीन साहित्याचे महत्त्व व विशेषांचा अभ्यास करणे.
4. पोर्तुगीजकालीन नियतकालिकांचे स्वरूप व कामगिरी समजावून घेणे.

**Learning Outcome:**

1. भाषिक, ऐतिहासिक दृष्टीने साहित्याचा अभ्यास करणे शक्य होईल.
2. साहित्यप्रकारानुसार अभ्यासाची दिशा प्राप्त होईल.
3. वाङ्मयाचे परीक्षण व संशोधनपर भूमिका तयार होईल.
4. साहित्याचे मूल्यमापन व समीक्षण यातून अर्थप्राप्ती होईल.

**Syllabus:**

1. पोर्तुगीजपूर्व गोमंतकीय संस्कृती व पोर्तुगीज सत्तेचे गोमंतकीय जीवनावर झालेले परिणाम  
(15 hours)
2. पोर्तुगीजकालीन साहित्य -कृष्णदास शामा, विठ्ठल केरीकर, कृष्णभट बांदकर, सोहिरोबानाथ आंबिये  
(15 hours)
3. ख्रिस्ती मराठी वाङ्मय: प्रेरणा व स्वरूप  
(15 hours)
4. पोर्तुगीजपूर्व कालखंडातील नियतकालिके - स्वरूप व कार्य  
(15 hours)

**संदर्भ ग्रंथ**

1. नायक काशिनाथ दामोदर, 'गोमंतकाची सांस्कृतिक जडणघडण', गोमंत विद्या निकेतन प्रकाशित, मडगाव, 2012
2. नायक केशव अनंत, 'पावशतकातील गोमंतक', (संपा.) सारस्वत ब्राम्हण समाज प्रकाशित, मडगाव, 1938
3. प्रभुदेसाई वि.बा., घवी रवीन्द्र, 'गोमंतकीय मराठी वाङ्मयाचा इतिहास- खंड 1', (संपा) गोमंतक मराठी अकादमी प्रकाशित, पणजी, 2003
4. प्रभुदेसाई वि.बा., 'सतराव्या शतकातील गोमंतकीय बोली', मुंबई विश्वविद्यालय, मुंबई, 1963



5. भोबे गोपाळकृष्ण केशव, 'असा हा गोमंतक', पंचेचाळीसावे साहित्य संमेलन समिती प्रकाशित, मडगाव, 1964
6. सरदेसाई मनोहर हिरबा, 'गोमंतकाचे असे ते दिवस', पुरोगामी प्रकाशन, गोवा, 1994
7. सरदेसाई मनोहर हिरबा, 'गोमंतकीय स्त्रिश्चन समाजः निर्मिती व कार्य', कला व संस्कृती संचालनालय, गोवा, 2001
8. सातोस्कर बा.द., 'गोमंतकः प्रकृती व संस्कृती(खंड 1 ते खंड 3)', शारदीय प्रकाशन, पणजी, 2009

**Course Title:** मराठी प्रादेशिक कादंबरी: स्वरूप आणि उपयोजन

**Course Code:** MAR-VI.E-14

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. प्रादेशिक कादंबरीचे वेगळेपण समजावून घेणे.
2. मराठी प्रादेशिक कादंबरीचा स्थूल आढावा घेणे.
3. सैध्दांतिक तसेच उपयोजित स्तरावर त्याचा अभ्यास करणे.
4. मराठी प्रादेशिक कादंबरीच्या वैशिष्ट्यांचा परिचय करून देणे.

**Learning Outcome:**

1. प्रादेशिक कादंबरी या साहित्यप्रवाहाची ओळख होईल.
2. सैध्दांतिक व उपयोजित स्तरावर प्रादेशिक कादंबरीचे अध्ययन केल्यामुळे या लेखनप्रकाराचे मूल्यमापन करण्याची क्षमता विद्यार्थ्यांमध्ये निर्माण होईल.
3. प्रदेशविशिष्ट साहित्य लेखन करता येईल.
4. समीक्षा, मूल्यमापन इ. अर्थप्राप्ती होऊ शकेल.

**Syllabus:**

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|---|------------|
| १. मराठी प्रादेशिक कादंबरी - स्वरूप व घटक           | (15 hours) |
| २. मराठी प्रादेशिक कादंबरीची वाटचाल                 | (15 hours) |
| ३. उपयोजन - जोगीण - सुभाष भेण्डे ( विस्तृत परिचय)   | (15 hours) |
| ४. उपयोजन - जोगीण - सुभाष भेण्डे (घटकानुसार अभ्यास) | (15 hours) |

**संदर्भ ग्रंथ**

1. कुलकर्णी मदन, 'मराठी प्रादेशिक कादंबरी: तंत्र आणि स्वरूप', श्री मंगेश प्रकाशन, नागपूर, 1984
2. जगनाळे रेखा रामकृष्ण, 'प्रादेशिक ग्रामीण साहित्य समीक्षेची समीक्षा', विजय प्रकाशन, नागपूर, 2007
3. कुलकर्णी अनिरुद्ध (संपा), 'प्रदक्षिणा - खंड दुसरा', कॉन्टिनेन्टल प्रकाशन, पुणे, 2004.

4. मणगुतकर अशोक, 'सुभाष भेण्डे यांच्या कादंबऱ्या', गोमंतक मराठी अकादमी, गोवा, 2009
5. शेळके भास्कर, 'मराठी प्रादेशिक कादंबरी: स्वरूप आणि विश्लेषण,' शब्दालय प्रकाशन, श्रीरामपूर, 2012
6. शेळके भास्कर, 'मराठी कादंबरीतील प्रादेशिकता', स्नेहवर्धन प्रकाशन, पुणे, 1997

**Course Title:** भाषांतर विद्या

**Course Code:** MAR-VI.E-15

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. भाषांतराचे स्वरूप व उद्दिष्टे समजावून देणे.
2. भाषांतराचे महत्व विशद करणे.
3. भाषांतराचे विविध प्रकार समजावून देणे.
4. भाषांतरासाठीच्या आवश्यक कौशल्यांचे ज्ञान करून देणे.
5. तौलनिक साहित्याभ्यासात भाषांतर विद्येचे महत्व समजावून देणे.

**Learning Outcome:**

1. भाषांतराची आजच्या काळातील उपयुक्तता विद्यार्थ्यांच्या ध्यानात येईल.
2. भाषांतरप्रक्रिया समजावून घेता येईल.
3. विविध साहित्यप्रकारांची भाषांतरे नियतकालिकांसाठी करता येईल.
4. ग्रंथांची भाषांतरे करण्यामुळे आर्थिक लाभ होईल.
5. भाषांतरकार म्हणून रोजगारसंधी निर्माण होईल.

**Syllabus:**

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|---|------------|
| 1. भाषांतर स्वरूप आणि उद्दिष्टे                             | (15 hours) |
| 2. भाषांतराचे प्रकार आणि वर्गीकरण                           | (15 hours) |
| 3. भाषान्तरप्रक्रिया, भाषांतरातील समस्या, भाषांतरकाराचे गुण | (15 hours) |
| 4. स्वाध्याय - (मुळ साहित्यकृती व तिचे मराठीमधील भाषांतर)   | (15 hours) |

**संदर्भ ग्रंथ**

1. अर्जुनवाडकर लीला, 'ललित साहित्याचे भाषांतर: एक यक्षप्रश्न' (भाषा आणि जीवन, 10,3, पावलाळा, 1992)
2. कऱ्हाडे सदा, 'भाषांतर', मुंबई, लोकवाडमय गृह प्रकाशन, 2011
3. चित्रे दिलीप, 'कवितेचे भाषांतर', नवभारत, 36.7, एप्रिल 1983
4. देशपांडे एल. एस., 'साहित्य-सेतू (साहित्याचे भाषांतर एक अभ्यास)', निर्मल प्रकाशन, 1999
5. कल्याण काळे /अंजली सोमण (संपा), 'भाषांतरमीमांसा', प्रतिमा प्रकाशन, पुणे, 1997

6. सारंग विलास, 'भाषांतर आणि भाषा', मौज प्रकाशन, मुंबई, 2011
7. 'साहित्यसूची' (भाषांतर विशेषांक) दिवाळी, 1989

**Course Title:** माहितीपट (डॉक्युमेंटरी): लेखन आणि उपयोजन

**Course Code:** MAR-VI.E-16

**Marks:** 100

**Credits:** 04

**Course objectives:**

1. प्रसारमाध्यम आणि जनसंपर्क क्षेत्रातील माहितीपटाचे महत्त्व ध्यानात आणून देणे.
2. माहितीपटाचे स्वरूप आणि एकूणच रचना कशी असते त्याची माहिती करून देणे.
3. माहितीपट लेखनाचा परिचय आणि सराव करून देणे.
4. माहितीपटाच्या संपूर्ण- चित्रिकरण प्रक्रियेचा परिचय करून देणे.

**Learning outcomes:**

1. माहितीपटाचे स्वरूप अभ्यासल्यामुळे एक व्यावसायिक कौशल्य विकसित होईल.
2. माहितीपटाच्या अभ्यासामुळे पुढील पटकथा वा चित्रपटकथा लेखनाची प्राथमिक तयारी होऊ शकेल.
3. चित्रिकरण प्रक्रियेचा परिचय होऊ शकेल.
4. प्रसारमाध्यमे आणि जनसंपर्क क्षेत्रात रोजगाराची संधी.

**Syllabus:**

1. माहितीपट- व्याख्या, स्वरूप व उद्दिष्टे (15 hours)  
प्रकार-परिचयात्मक (व्यक्ती, संस्था, स्थल इ.)  
जागृतीपर- प्रबोधनपर, संशोधनपर इ. माहितीपट रचनेचे स्वरूप
2. माहितीपट लेखन- विषय, रूपरेषा, साधनसामग्री, इ. (15 hours)  
घटकाभ्यास- निवेदन, संवाद, वातावरण, स्वभावदर्शन,  
गीत, प्रतीक, श्रेयनामावलीचे महत्त्व
3. माहितीपट निर्मितीप्रक्रिया- चित्रीकरणपूर्व तयारी, प्रत्यक्ष चित्रिकरण,  
उपलब्ध चित्रण, छायाचित्रे व अन्य दस्तावेज,  
प्रमुख व्यक्तीचे भाष्य व प्रसंगाची पुनर्निर्मिती (15 hours)
4. माहितीपटाचे उपयोजन / निर्मितीचे सादरीकरण (15 hours)

- निवडलेल्या विषयावरील माहितीपटाचे सादरीकरण,

### संदर्भ ग्रंथ

1. पाडळकर विजय, 'गर्द रानात...भर दुपारी', मौज प्रकाशन, मुंबई, 2002
2. पाडळकर विजय, 'फ्लॅशबॅक', मौज प्रकाशन, मुंबई, 2005
3. बर्बे उज्जला, 'जनसंज्ञापन व आधुनिक प्रसारमाध्यमे', वाय.बी.चव्हाण मुक्त विद्यापीठ प्रकाशन, नाशिक, 2010
4. माळी सुनील, 'बातमीदारी', राजहंस प्रकाशन, पुणे, 2008
5. मुळे अंजली, 'सृजनाचे साक्षात्कार', मौज प्रकाशन, मुंबई, 2001
6. सपकाळ अनिल, 'मराठी चित्रपटाची पटकथा', प्रतिमा प्रकाशन, पुणे, 2003

**Course Title:** मराठी एकांकिका: स्वरूप व सादरीकरण

**Course Code:** MAR-VI. ID-2

**Marks:** 100

**Credits:** 04

**Course Objective:**

1. एकांकिका या नाट्यप्रकारांचा परिचय होईल.
2. या नाट्यप्रकाराला असलेले वाडमयमूल्य, प्रयोगमूल्य व नाट्यमूल्य अभ्यासणे शक्य होईल.
3. एकांकिका लेखनातील विविध घटकांचा परिचय होईल.
4. एकांकिका लेखन व परीक्षणाविषयीची आवड निर्माण होईल.
5. एकांकिका सादर करण्याची सवय होईल.

**Learning Outcome:**

1. एकांकिका या नाट्यप्रकाराची एक वाडमयप्रकार व कलाप्रकार म्हणून ओळख होईल.
2. एकांकिकेचे लेखन करता येईल.
3. एकांकिकेचे सादरीकरण करता येईल.
4. या नाट्यप्रकाराचे मूल्यमापन करण्याची क्षमता निर्माण होईल.
5. नाटक लेखनाची आवड निर्माण होईल.

**Syllabus:**

1. एकांकिका एक नाट्यप्रकार, साहित्यप्रकार व घटकांतर्गत अभ्यास (15 hours)
2. एकांकिका – अ. संहिता लेखनाचे स्वरूप (15 hours)  
ब. प्राथमिक लेखन, वाचन, गटचर्चा, सुधारित लेखन
3. एकांकिकेची समीक्षा (10 hours)
4. एकांकिका - गटवार सादरीकरण (15 hours)

**संदर्भ ग्रंथ**

1. नाईक राजीव, भोळे प्रवीण, 'भारतीय प्रयोग कलांचा परिचय व इतिहास नाट्य', लोकवाडमयगृह, मुंबई, 2010
2. कानडे मु.श्री., 'नाट्यशोध', नीहारा प्रकाशन, पुणे, 1987
3. काळे के.ना व इतर, 'मराठी रंगभूमी नाटक', घटना आणि परंपरा, मराठी साहित्यसंघ, मुंबई - 1971.
4. कुलकर्णी गो.म., 'मराठी नाट्यसृष्टी', मेहता पब्लिशिंग हाऊस, पुणे -30



5. गणोरकर प्रभा., उहाके वसंत आबाजी व इतर (संपा), 'वाडमयीन संज्ञा – संकल्पना कोश',  
पॉप्युलर प्रकाशन, मुंबई, 2001
6. घवी रवीद्र, भावे पुष्पा, व इतर (संपा.), 'प्रदक्षिणा (खंड -2)', कॉन्टिनेंटल प्रकाशन, पुणे, 2008
7. भगत दत्ता, 'निवडक एकांकिका', साहित्य अकादमी प्रकाशन, 2010
8. शिंदे विठ्ठल, (संपा) 'सर्वोत्कृष्ट एकांकिका', जाई प्रकाशन, उल्हासनगर, 2007

**Parvatibai Chowgule College of Arts and Science**  
**Autonomous**  
**Undergraduate Department of Marathi**  
**Revised Syllabus (2019 – 2020)**

**Course Title:** मराठी वाचन, लेखन आणि संभाषण कौशल्य

**Course Code:** FC-MAR-I

**Marks:** 100

**Credits:** 04

**No. of Hours:** 60 hours

**Course Objective:**

1. मराठी भाषेचा प्रथमच अभ्यास करू पाहणाऱ्या विद्यार्थ्यांना, मराठीतील प्राथमिक अध्ययन कौशल्याचा परिचय करून देणे
2. मराठी भाषेच्या अभ्यासात आवश्यक असलेल्या व्याकरणाचा परिचय करून घेणे.
3. भाषेच्या लिखित रूपात प्रमाणलेखनाचे असलेले महत्त्व समजावून घेणे.
4. संभाषण कौशल्य ज्या घटकांमुळे उत्तमरित्या होऊ शकते त्या घटकांचा अभ्यास करणे.

**Learning Outcome**

1. वाचनकौशल्यातून लेखनकौशल्य विकसित होईल.
2. विविध माध्यमांसाठी लेखन करता येईल.
3. वाचन, लेखन, संभाषणामुळे व्यक्तिमत्त्व चतुरस्त्र होईल.
4. रोजगारक्षम गुणांचे विकसन होईल.

**Syllabus**

1. मराठी भाषा - अध्ययन कौशल्ये  
प्राथमिक लिपिज्ञान, अंकज्ञान, अक्षर सौंदर्य, 1. अनुलेखन, 2. श्रुतलेखन (15 Hours)
2. व्याकरणाची स्थूल ओळख (15 Hours)  
वर्णमाला - स्वर व व्यंजने  
जोडाक्षरांचे लेखन व उच्चारण  
विरामचिन्हे - अनुस्वार, विसर्ग, प्रश्नचिन्ह इ.
3. शुद्धलेखनाचे महत्त्व व शुद्धलेखनविषयक सर्वसाधारण नियम (15 Hours)
4. संभाषण कौशल्य - महत्त्व व घटक (15 Hours)  
उच्चारण, निवेदन, भाषण, संभाषण, समूहवाचन, अभिवाचन, देहबोली, जनशैली

- 1 - छापलेला उतारा एकही चूक न करता जशाचा तसा परत लिहिणे याला अनुलेखन म्हणतात.  
2 - ऐकलेला मजकूर जशाचा तसा लिहिणे याला श्रुतलेखन म्हणतात.

### **संदर्भ ग्रंथ**

1. देसाई, रवींद्र., 'प्रभावी भाषणकला', प्रफुल्लता प्रकाशन, पुणे, 2004.
2. नसिराबादकर, ल. रा., 'व्यावहारिक मराठी', फडके प्रकाशन, कोल्हापूर, 2008.
3. पेंडसे, अंजली., 'देहबोली', नीलकंठ प्रकाशन, पुणे, 2004.
4. मराठी लेखन कोश, फडके अरूण (संपा), अंकुर प्रकाशन ठाणे, 2009.
5. वाळंबे, मो. रा., 'सुगम मराठी व्याकरण लेखन', नितीन प्रकाशन, पुणे, 2011.
6. साने, र. य., 'लेखनमित्र', विद्या विकास पब्लिशर्स प्रा. लि., नागपूर, 2007.

# PHILOSOPHY

# **SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS IN PHILOSOPHY**

## **F.Y.B.A. (SEMESTER-I)**

Paper Title: **MORAL PHILOSOPHY**

Paper code: **PHI-I.C-1**

Name of the faculty: R.V.Patil.

Credits: 04

Marks: 100

**Objective:** The objective of the paper is to –

1. Enable the students realize the importance of ethics and morality in life
2. Introduce the basic concepts and theories of ethics to students
3. Enable the students to analyze and evaluate a situation from moral perspective

**Learning Outcome:** At the end of the course students should be able to –

1. Analyze any situation in terms of different ethical theories
2. Take an ethical position on any situation.
3. Convince others on the importance of the study of ethics.

**Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Content**

#### **INTRODUCTION**

##### **Unit I: About Ethics**

**(15 Lectures)**

- 1.1. Man, Society and Ethics
- 1.2. Meaning, nature and importance of ethics.
- 1.3. Sub-divisions of ethics.
- 1.4. Meaning of moral concepts.

1.5. Ethical relativism v/s absolutism.

1.6. Concept of Dharma

## **Unit II: Freedom and moral responsibility**

**(15 Lectures)**

2.1. Problem of free-will

2.2. Freedom and determinism

2.3. Freedom as indeterminism

2.4. Freedom as self-determinism

2.5. Customary morality and reflective morality.

## **Unit III: Ethical theories.**

**(15 Lectures)**

3.1. Consequentialist theories

3.2. Deontological theories.

3.3. Virtue theories.

3.4. Indian Theories

## **Unit IV: Crime and punishment.**

**(15 Lectures)**

4.1. Nature and types of moral evil.

4.2. Justification for punishment.

4.3. Evaluation of capital punishment

## **Books for Study:**

1. Dowd, Joseph S.K. (2011). *Maximizing Dharma: Krsna's Consequentialism in the Mahabharata*. Praxis Journal of Philosophy (vol-3:1), Department of Philosophy, University of Manchester, U.K.
2. Grcic, Joseph (1989). *Moral Choices—Ethical Theories and Problems*. New Delhi: West publishing Co.
3. Lillie, William (1984). *An Introduction to Ethics*. New Delhi: Allied publishers, Pvt. Ltd.
4. Maitra, S.K. (1978) – *The Ethics of Hindus*. Delhi: Asia Publication Services.
5. Sinha, J.N. (1978). *A Manual of Ethic*. New Delhi: New central Book Agency Pvt. Ltd.
6. Teichman, Jenny & Evans, Katherine C. (1999). *Philosophy-A Beginner's Guide*. U.K.: Wiley -Blackwell Publishers.

Paper Title: **LOGIC**

Paper Code: **PHI-I.C-2**

Name of the Faculty: R.V.Patil

Credits:04

Marks: 100

**Objective:** The objective of the paper is to

1. Introduce to the students the basic elements and concepts in logic.
2. Develop logical thinking skill among the student.

**Learning outcome:** At the end of the course studentssould be able to

1. Distinguish between valid reasoning and invalid reasoning.
2. Deduce logical conclusions.
3. Argue systematically.

**Each paper in non-experimental subject shall have 60 lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Content**

#### **Unit I : About Logic**

**(15 Lectures)**

- 1.1. Meaning,nature and importance of logic.
- 1.2. Argument : Identifying reason and conclusion
- 1.3. Sentences and propositions.
- 1.4. Deductive and Inductive arguments.
- 1.5. Truth,Validity and Soundness.

#### **Unit II : Propositions**

**(15 Lectures)**

- 2.1. meaning and classification of propositions
- 2.2. Nature of standard form categorical propositions
- 2.3. Representation through Venn diagram.
- 2.4. Reduction of sentences to standard form categorical proposition.
- 2.5. Distribution of terms.

### **Unit III : Inferences**

**(15 Lectures)**

- 3.1. Meaning and types of inferences.
- 3.2. Opposition of proposition.
- 3.3. Eductions-its types.
- 3.4. Categorical Syllogism – its structure and evaluation

### **Unit IV: Ordinary language arguments**

**(15 Lectures)**

- 4.1 Hypothetical argument –its nature and rules of validity.
- 4.2 Disjunctive argument – its nature and rules of validity.
- 4.3 Enthymeme- its meaning and types.
- 4.4 Sorites-its meaning and distinction between Aristotelian and Gocleniansorites.

### **Books for Study**

1. Copi, Irving M. & Cohen, Carl. (2006). *Introduction to Logic*. New Delhi: Prentice Hall of India.
2. Hurley, Patrick J. (2007). *Introduction to Logic*. New Delhi: Cengage Learning India Pvt. Ltd.



## **F.Y.B.A (SEMESTER-II)**

Paper Title: **PHILOSOPHY OF RELIGION**

Paper Code: **PHI-II.C-3**

Name of the Faculty: Faryana Shaikh

Credits:04

Marks: 100

### **Course Objectives:**

1. To introduce students to the central areas of debate in the Philosophy of Religion.
2. To introduce students to some of the basic issues and methods of Philosophy of Religion.
3. To develop students' analytic reasoning.

### **Learning Outcome:**

1. Ability to explain and analyze the main issues, concepts and arguments of philosophy of religion.
2. Students will be engage in critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other.
3. The ability to clarify and develop his/her own understanding of religious and theological views.

**(Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.)**

### **Course Content**

#### **Unit I: Introduction**

**(15 Lectures)**

- 1.1. Nature of Philosophy of Religion its scope and methods
- 1.2. Relation of Philosophy of Religion to Philosophy and Theology
- 1.3. Relation of Religion to Morality and Science

## **Unit II: Religious Epistemology**

**(15Lectures)**

2.1. Sources of religious knowledge- Revelation, Faith, Mystical and Spiritual experiences

2.2. Religious concepts:

- Theism and its types
- Atheism
- Agnosticism

## **Unit III: Problems of God**

**(15 Lectures)**

3.1. Grounds for belief in God

- Ontological, Cosmological, Teleological, Moral arguments.

3.2. Grounds for disbelief in God

- Karl Marx's view
- Sigmund Freud's view
- Challenges from science
- Challenges from evil

## **Unit IV: The progress and destiny of man**

**(15Lectures)**

4.1. The goal of human history

4.2. The idea of immortality

4.3. Law of Karma

## **Books for Study**

1. Edward, Paul. (1972). *Encyclopedia of Philosophy*. New York: Macmillan Publishing Co.
2. Galloway, George. (1954). *Philosophy of Religion*. New York: Charles Scribner's Son's.
3. Hick, John. (1991). *Philosophy of Religion*. New Delhi: Prentice Hall of India Private Limited.
4. Honer, S.M.et.al. (2006). *Invitation to Philosophy*. USA: Thomson Learning Academic Resource Center.
5. Lewis, H.D. (1975). *Philosophy of Religion*. London: St. Paul's House.
6. Masih, Y. (1995). *Introduction to Religious Philosophy*. New Delhi: Motilal Banarsidass Publishers Private Limited.

7. Mohapatra, A.R. (1985). *Philosophy of Religion - An Approach to World Religions*. New Delhi: Sterling Publishers Private Limited.
8. Wright, W. K. (1958). *A Students' Philosophy of Religion*. New York: Macmillan Company.

Paper Title: **PRACTICAL ETHICS**

Paper code: **PHI-II.C-4**

Name of the Faculty: R.V.Patil

Credits: 04

Marks: 100

**Objective:** The objective of the paper is

1. Expose students to multiple view points on situations of daily life.
2. To give guidance in analyzing the conflicting positions.
3. To develop decision making skill among the students.

**Learning Outcome :** After completing the course students should

1. Be able to identify situations which are morally conflicting.
2. Develop the skill to think critically.
3. Be able to form their own opinion on any morally conflicting situation.

**Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Content**

#### **Introduction**

#### **Unit I : Bio-ethics**

**(15 Lectures)**

- 1.1 Euthanasia
- 1.2 Abortion
- 1.3 Animal experimentation
- 1.4 Cloning
- 1.5 Surrogacy

## **Unit II : Professional Ethics**

**(15 Lectures)**

- 2.1. Medical ethics
- 2.2. Legal ethics.
- 2.3. Media ethics
- 2.4. Business ethics

## **Unit III : Social Ethics**

**(15 Lectures)**

- 3.1. Homosexuality, gay and lesbian marriages
- 3.2. Racism
- 3.3. Gender discrimination.
- 3.4. Corruption

## **Unit IV : Environmental Ethics**

**(15 Lectures)**

- 4.1. Eco-crisis
- 4.2. Dominion Perspective
- 4.3. Participation Perspective
- 4.4. Stewardship Perspective.

### **Books for Study:**

1. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Learning.
2. DesJardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata McGraw Hill Education Pvt. Ltd.
3. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.

4. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
5. Reich, Warren T. (1995). *Encyclopedia of Bio-Ethics* (relevant articles). New York: Macmillan Publishing Company.
6. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
7. Titus, H.H. (1994). *Living Issues in Philosophy*. New Delhi: Cenagage Learning India Pvt. Ltd.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF PHILOSOPHY**

**COURSE STRUCTURE  
THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	<b>PHI-I.C-1</b> Moral Philosophy	<b>PHI-I.C-2</b> Logic	-	-	-	-
II	<b>PHI-II.C-3</b> Philosophy of Religion	<b>PHI-II.C-4</b> Practical Ethics	-	-	-	-
III	<b>PHI-III.C-5</b> Classical Indian Philosophy (upto Buddhism)	-	<b>PHI-III.E1</b> Study of World Religions	<b>PHI-III.E-2</b> Philosophy of Mind	<b>PHI-III.E-3</b> Symbolic Logic	<b>PHI-III.E-4</b> Value Education
IV	<b>PHI-IV.C-6</b> Orthodox Indian Philosophy	-	<b>PHI-IV.E-5</b> Problems of Philosophy	<b>PHI-IV.E-6</b> Political Philosophy	<b>PHI-IV.E-7</b> Philosophy of Human Rights	<b>PHI-IV.E-8</b> Eco- Philosophy
V	<b>PHI-V.C-7</b> Ancient Greek & Medieval Philosophy	-	<b>PHI-V.E-9</b> Philosophy of Science	<b>PHI-V.E-10</b> Contemporary Indian Philosophy	<b>PHI-V.E-11</b> Philosophy of Education	<b>PHI-V.E-12</b> Philosophy of Management
VI	<b>PHI-VI.C-8</b> Modern Western Philosophy	-	<b>PHI-VI.E-13</b> Contemporary Western Philosophy	<b>PHI-VI.E-14</b> Vedanta Philosophy	<b>PHI-VI.E-15</b> Philosophy of Law	<b>PHI-VI.E-16</b> Applied Philosophy (Yoga & Art of Living)

**BOS APPROVED PHILOSOPHY SYLLABUS FOR SEMESTER III INCLUDING  
INTERDISCIPLINARY PAPER TO BE IMPLIMENTED FROM 2016-17**

**Course Title: Classical Indian Philosophy (upto schools of Buddhism)**

**Course Code: PHI-III, C-5**

**Name of the faculty: R.V. Patil**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e, four lectures per week over a period of fifteen weeks of a semester**

**Objective:** The objective of the paper is to –

- ☐ Expose students to the foundations of Indian Philosophy
- ☐ Enable the students to understand some of the classical systems of Indian Philosophy

**Learning Outcome** – At the end of the course students should –

- ☐ Understand why certain scriptures are considered as foundations of Indian Philosophy
- ☐ Be able to compare different systems of Indian Philosophy
- ☐ Be able to analyse and evaluate the philosophical thought of different Indian systems

## **Course Content**

### **Introduction**

#### **Unit I –Foundations of Indian Philosophy** (15 lectures)

- 1.1. The Vedas
- 1.2. The Upanisads
- 1.3. The Bhagwadgita
- 1.4. Sutras and Prasthanas-traya

#### **Unit II – Charvaka Philosophy** (15 lectures)

- 2.1. Epistemology
- 2.2. Metaphysics
- 2.3. Ethics

#### **Unit III – Jaina Philosophy** (15 lectures)

- 3.1. Epistemology
- 3.2. Metaphysics
- 3.3. Relativism

#### **Unit IV – Buddhist Philosophy** (15 lectures)

- 4.1. Four Noble Truths
- 4.2. Philosophical Doctrines of Buddhism.
- 4.3. Schools of Buddhism.



### ***Books for Study***

- 1) Bishop, Donald H.(Ed). (1975). *Indian thought an Introduction*. Delhi: Willey Eastern pvt. Ltd.
- 2) Chatterjee, S and D M Datta. (1968). *An Introduction to Indian Philosophy*. University of Calcutta.
- 3) Chandradhar, Sharma(1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarasidass Publishers Pvt.Ltd.
- 4) Ramakrishna, Puligandla (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K.Printworld Pvt. Ltd.
- 5) Dasgupta, Surendranath. (2010 Reprint). *A history of Indian Philosophy* (Vol I). New Delhi : Motilal Banarasidass Publishers Pvt. Ltd.
- 6) Hiriyana, M. (1973) *Essentials of Indian Philosophy*. Bombay: George Allen & Unwin(Imdia) Pvt.Ltd.

**Course Title: STUDY OF WORLD RELIGIONS**

**Course code: PHI-III.E-1**

**Name of the faculty: Rajavi Damodar Naik.**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to:

- ☐ Introduce the students to the major religions of the world.
- ☐ Study the belief system and teachings in particular religion.
- ☐ Enable the students to compare different religions.

**Learning Outcome:** At the end of this course students should be able to-

- ☐ Understand the beliefs and teachings of different religions.
- ☐ Make a comparative analysis of different religions.

## **Course Content**

### **Unit I: Hinduism**

**(15 lectures)**

- 1.1.** History
- 1.2.** Concepts
- 1.3.** Myths, beliefs, Customs and Practices
- 1.4.** Sacred Texts and Scriptures.

### **Unit II: Buddhism, Jainism and Sikhism**

**(15 lectures)**

- 2.1.** Buddhism: Origin, History and Development, Schools, Practices
- 2.2.** Jainism: History, Schools, Principles, Teachings, Ethics and Sects
- 2.3.** Sikhism: History, Propounders, Worship, Beliefs and Practices.

### **Unit III: Judaism, Christianity and Islam**

**(15 lectures)**

- 3.1.** Judaism: History; Old testaments; Torah; Ten Commandments; Beliefs and practices.
- 3.2.** Christianity: Origin; Concepts of Christianity; Beliefs and Practices; New Testament; Major Denominations.
- 3.3.** Islam: Origin; Beliefs and Practices; Five pillars; Sects.

### **Unit IV: Confucianism Taoism and Universal Religion**

**(15 lectures)**

- 4.1.** Confucianism: Founders and Teachings; Beliefs and Practices
- 4.2.** Taoism: Founders and Teachings; Beliefs and Practices
- 4.3.** Elements of Universal religion

***Books for study:***

1. Bakshi S.R. and Lipi Mahajan. (2000). *Encyclopaedic History of Indian Culture and Religion: Religions of India*. India: Deep & Deep Publications.
2. Chetterjee, P B. (1971). *Studies in Comparative Religion*. Calcutta.
3. Eliade, Mircea. (2005). *Encyclopedia of Religions*. USA: McMillan Publishers.
4. George, Galloway. (2009). *Philosophy of Religion*. Charleston: Biblio Bazar.
5. Haneef Suzanne. (1994). *What everyone should know about Islam and Muslims*. United States.
6. Helm, E. Thomas. *The Christian Religion An Introduction*: Western Illinois University, Prentice Hall, Englewood cliffs.
7. Jacob, Hermann (1990). *Jaina Sutras*. Atlantic Publishers and Distributors, New Delhi.
8. Krisnamurthy, V. (1989). *Essentials of Hinduism*. Narosa Publishing House.
9. Mohapatra, A.R. *Philosophy of Religion (An Approach to World Religions)*. New Delhi: Sterling Publishers Pvt. Ltd.
10. Robert S. Ellwood, Gregory D. Alles. (2008). *The Encyclopedia of World Religions* Infobase Publishing.
11. Shushtery, A.M.A (1954). *Outlines of Islamic Culture- Historical and Cultural Aspects*: The Bangalore Printing and Publishing Co, Ltd.
12. Singh, Karan. (1983). *Religions of India*. University of Michigan. Clarion Books
13. Wright Beth. (2013). *A Study Companion to Introduction to World Religions*. Augsburg Fortress Publishing.

**Course Title: PHILSOPHY OF MIND**

**Course code: PHI-III.E-2**

**Name of the faculty: Rajavi Damodar Naik.**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to:

- ☐ Introduce the students to various theories of mind.
- ☐ Study the nature of mind, mental functions and mental events.
- ☐ Enable the students to have knowledge about the current issues in philosophy of mind.

**Learning Outcome:** At the end of this course students should be able to-

- ☐ ☐ Understand and critically evaluate the different philosophical approaches covered in this course.
- ☐ Assess and learn the argumentative strategies adopted by the philosophers and thinkers.

## **Course Content**

### **Introduction**

#### **Unit I: (15 lectures)**

- 1.1. Nature of Philosophy of Mind.
- 1.2. Survey of the Problems of Philosophy of Mind.
- 1.3. Ancient and modern concepts of mind.

#### **Unit II: (15lectures)**

- 2.1. Theory of personality- Freud, Adler and Jung.
- 2.2. Theory of Dreams- Freud.
- 2.3. Parapsychology- Telepathy, clairvoyance, Psychokinesis.

#### **Unit III: (15lectures)**

- 3.1. Mind-body relation- Interactionism, Psycho-physical parallelism and Epiphenomenalism.
- 3.2. Personal Identity- Memory criterion and Bodily criterion.
- 3.3. Our Knowledge of other minds.

#### **Unit IV: (15 lectures)**

- 4.1. Concept of mind in Yoga, Nyaya and Vedanta.
- 4.2. Difference between mind and self in Indian philosophy.
- 4.3. Difference between Antahkarana and the western concept of mind.

***Books for study:***

1. Chennakesavan, Saraswati (1960). *Concept of mind in Indian Philosophy*. Bombay: Asia Publishing Housing.
2. Datta, D.M. (1972) *Sixways of knowing: A Critical Study of the Vedanta Theory of Knowledge*. Calcutta: University of Calcutta.
3. Guttenplan, Samuel. (Reprinted 1996). *A Companion to Philosophy of Mind*. U.K: Blakwell Publishers Ltd.
4. Hospers, John (1971). *Introduction to Philosophical Analysis*. Madras: Allied Publishers private Limited.
5. Lowe, E.J. (2000). *An Introduction to the Philosophy of mind*. UK: Cambridge University Press.
6. Lindzey, Gardner. N. (1978). *Theories of Personality: primary sources and research*. California: Wiley- Blackwell.
7. Maslin, Keith. (2007). *An Introduction to Philosophy of Mind*. USA: Wiley- Blackwell.
8. Paul Edwards (1972 Reprint edition). *Encyclopedia of Philosophy*. New York: Macmillan Publishing co. and Free Press.
9. Shaffer, Jerome (1968). *Philosophy of Mind*. Prentice-Hall. California.

**Course Title: Symbolic Logic**

**Course Code: PHI-III, E-3**

**Name of the faculty: R.V.Patil**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e, four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

- ☐ Expose the students to modern logic
- ☐ Enable the students to realize the difference between traditional and modern logic
- ☐ Enable the students to realize the advantage of modern logic over traditional logic
- ☐ ☐ Enable the students to understand and use symbolic logic procedures for analyzing and assessing deductive arguments.

**Learning Outcome:** At the end of the course students should be able to –

- ☐ Symbolize any given argument
- ☐ Identify the statement forms
- ☐ ☐ Exhibit with greater clarity the argument and determine its validity using different methods



## **Course Content**

### **Introduction**

#### **Unit I – Propositional Logic**

**(15 lectures)**

- 1.1. Simple and compound propositions
- 1.2. Symbolising the statements
- 1.3. Truth Table
- 1.4. Identifying statement forms using truth-table
- 1.5. Testing the validity of truth functional arguments using truth-table

#### **Unit II - Method of Formal Proof –I**

**(15 lectures)**

- 2.1. Formal proof of validity
- 2.2. Rules of Inference
- 2.3. Rules of Replacement

#### **Unit III – Method of Formal Proof – II**

**(15 lectures)**

- 3.1. Rule of Conditional Proof
- 3.2. Rule of Indirect Proof
- 3.3. Proving invalidity by the method of assigning truth value.

#### **Unit IV – Predicate Logic**

**(15 lectures)**

- 4.1. The need for quantification
- 4.2. Universal and Existential quantifiers.
- 4.3. Rules of quantification
- 4.4. Testing the validity of quantificational arguments.

### ***Books for Study***

1. Bason, A. H. & Daniel John O'Conner. (1968). *Introduction to Symbolic Logic*.  
University Tutorial Press.
2. Copi , Irving M. (1979), *Symbolic Logic*(5<sup>th</sup> edition). New York : Macmillan Publishing  
Co.
3. Copi , Irving M.,Cohen ,Carl & McMahon (2013), *Introduction to Logic*( 14<sup>th</sup> edition).  
New York : Pearson
4. Goswami, Chinmay &Singh Arindam Symbolic Logic
5. Hurley, Patrik J. (2007) *Introduction to Logic*. New Delhi: Cengage Learning India  
Pvt.Ltd.
6. Langer, Susanne K. (2013). *An Introduction to Symbolic Logic*. Literary Licensing, LLC.

**Course Title: Value Education**

**Course Code: PHI-III.E-4**

**Name of the Faculty: Sindhu Poudyal**

**Credits: 04**

**Marks: 100**

**Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks.**

**Objective:** The paper is designed with following objectives –

- ☐ ☐ Inculcating education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
- ☐ ☐ Values are related to the norms of a culture hence values tend to influence attitudes and behaviour and help to solve common human problems.
- ☐ ☐ Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens and he or she must be capable of persuading others that at least on ground level values such as peace, love, respect and justice theoretically can be understood.

**Learning Outcome:** At the end of the course the students should be able to –

- ☐ ☐ Approach about the degree of effectiveness of traditional approaches to the teaching of morals and values. As well as implication of those values in personal and social domain.
- ☐ ☐ Tactfully manage the relationship of Individual-Group Behaviour; such as conformity and nonconformity to values in a group, interacting with people as necessary for building relations, conjugal, fraternal and filial relationships, restraints and limitations to a relationship.
- ☐ ☐ Appropriate the issues and situations not simply as a biased person but as an ethical person.

	Course Content	
<b>UNIT - I</b>	<b>Value Education</b>	<b>(15 Lectures)</b>
<b>1.1.</b>	Value education-its purpose and significance	
<b>1.2.</b>	Value Education: Then and Now	
<b>1.3.</b>	Value enculturation: Family, School, Society	
<b>1.4.</b>	Role of Culture and Civilization.	
<b>1.5.</b>	Present deterioration in Value System	

**UNIT - II Psychological, Ethical and Aesthetic Values (15 Lectures)**

- 2.1** Emotional Maturity
- 2.2** Virtues for Self
- 2.3** Creativity
- 2.4** Imagination

**UNIT – III Personality Development (15 Lectures)**

- 3.1.** Leadership
- 3.2.** Communication
- 3.3.** Attitude and Aptitude
- 3.4.** Self Esteem

**UNIT - IV Towards an Ethics of Sustainability (15 Lectures)**

- 4.1** Social Equality and Peace
- 4.2** Conservation and Development
- 4.3** Women Empowerment.
- 4.4** Environmental Awareness

### ***Books for Study***

1. Chakravarthy, S.K. (1999). *Values and ethics for Organizations: Theory and Practice*. New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. & Gupta, V. K. (1995). *Social Values among Young adults: A changing Scenario*. New Delhi: M.D. Publications.
4. Gardner, R., Cairns, J. and Lawton, D. (2003). *Education for values: morals, ethics and citizenship in contemporary teaching*, UK: Rutledge.
5. Halstead, J.M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK. Rutledge.
6. Meyer John, Brian Burnham, John Cholvat (Eds). (1975). *Values Education: Theory, Practice, Problems, Prospects*. Canada: Wilfrid Laurier Univ. Press.
7. Newman, Julie. (2011). *Green Ethics and Philosophy: An A-to-Z Guide*. California: Sage Publications Inc.
8. Satchidananda, M.K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.
9. Wringer, C. (2006). *Moral education: beyond the teaching of right and wrong*. UK: Springer.

**Course Title: Current Ethical Issues (Interdisciplinary Course)**

**Name of the Faculty: Sindhu Poudyal**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The paper is designed with following objectives –

- ☐ ☐ To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principle and examples to a variety of contemporary ethical dilemmas.
- ☐ ☐ To challenge the learners to address these issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through, class discussions, papers, and presentations.
- ☐ ☐ To equip and motivate students toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enables to generate awareness of the ambiguities that go along with ethical situation and evaluation among the learners.

**Learning Outcome:** At the end of the course the students should be able to –

- ☐ ☐ Understand and comprehend a broad outline on which ethics as an applied approach is based.
- ☐ ☐ Take a justified stand on any situation. Increase the need and motivation to raise ethical questions along with the development of skills such as presentation, participation, group discussion etc.
- ☐ ☐ Increase the knowledge of professional codes of ethics and responsibilities associated with a given field with ethical sensibility and self-knowledge.

## **Course Content**

### **UNIT - I      Ethics and Applied Ethics      (15 lectures)**

- 1.1.**            Traditional and Modern theories
- 1.2.**            Applied Ethics Areas

### **UNIT - II      Current Ethical Issues: Individual and Social      ( 15 lectures)**

- 2.2**    Prostitution and Pornography
- 2.3**    Abortion and Infanticide
- 2.4**    Capital punishment
- 2.5**    Human trafficking/child abuse

### **UNIT - III    Science, Technology and Environmental Ethics      (15 lectures)**

- 1.1**    Sex selection , Cloning and Surrogate Motherhood
- 1.2**    Bio-diversity and chemical waste
- 1.3**    Cyber Security
- 1.4**    Animal Health and Welfare
- 1.5**    Ecology and Associate Movements

### **UNIT – IV    Ethics in Business, Research, Politics and Media      (15 Lectures)**

- 4.1**    Corporate and Business Ethics
- 4.2**    Plagiarism
- 4.3**    Political Violence – Torture, War, Naxalism and Terrorism,
- 4.4**    Ethics in Media

### ***Books for Study***

1. Bowie, Norman. (1989). *Business Ethics*. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Cudd, Ann E; Andreasen, Robin O. (2005). *Feminist theory: A Philosophical Anthology*. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.
3. Frey, R. G. And Christopher Heath Wellman (eds). (2003). *A Companion to Applied Ethics*. USA: Blackwell Publishing Ltd.
4. Helga Kuhse and Peter Singer (eds.) (1999). *Bioethics: An Anthology*. USA: Blackwell publisher.
5. Hugh La Follette (ed.) (2003). *The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.
6. Küng, Hans. (2009). *A Declaration towards Global Ethics*. Geneva: Globethics.
7. Paul, Oliver. (2010). *The Student's Guide to Research Ethics*. USA: Open University press.
8. R.G. Frey and Christopher Heath Wellman (eds.) (2003). *A Companion to Applied Ethics*. USA: Blackwell.
9. Rawls, John. (2001). *Justice as Fairness: A Restatement*, Cambridge MA: Belknap Press.
10. Weston. Anthony. (2001). *A Practical Companion to Ethics*. Oxford: Oxford University Press.



## **BOS APPROVED GUIDELINES FOR QUESTION PAPER SETTING**

Evaluation pattern consists of Continuous Assessment (CA) and Semester End Examination (SEE)

Continuous Assessment – 40%

Semester End Examination – 60%

The following are the guidelines approved for the preparation of question paper for the SEE.

1. The question paper shall consist of five questions
2. Equal weightage should be given to all questions i.e. each question should carry 12 marks.
3. One question will be general covering the entire syllabus. One small question from each chapter. This question will have total of 04 sub questions.
4. Other 04 questions will be chapter specific i.e. one question from each chapter.
5. The 04 questions can have internal choice.
6. No objective questions shall be asked in the paper.

**NOMINATION TO ACADEMIC AUDIT COMMITTEE**

The following two names are approved by the Board of Studies for Academic Audit Committee:

1. Prof R. V. Patil

Head, Department of Philosophy  
Parvatibai Chowgule College  
Margao, Goa.

2. Dr. U. A. Vinayakumar

Head, Department of Philosophy  
Goa University  
Taleigao, Plateau, Goa.

**BOS APPROVED PHILOSOPHY SYLLABI OF SEMESTER- IV TO BE  
IMPLEMENTED FROM 2016-17**

**Paper Title: ORTHODOX INDIAN PHILOSOPHY**

**Paper Code: PHI-IV.C-6**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Introduce the different orthodox systems to the students.
2. Enable the students to understand the commonalities and differences among the different orthodox systems.
3. Enable the students to frame their own opinion on different philosophical issues.

**Learning Outcome:** At the end of the course students should be able to –

1. Compare the different orthodox systems of Indian Philosophy.
2. Realize that there is a practical side to philosophy.
3. Understand the uniqueness of each orthodox system.

**Course Content**

**Unit I – Nyāya-Vaiśeṣika Philosophy. (15 Lectures)**

- 1.1. Nyāya Philosophy – Epistemology and Causation.
- 1.2. Vaiśeṣika Philosophy – Padārthas and Atomism.

**Unit II – Sāṃkhya-Yoga Philosophy. (15 Lectures)**

- 2.1. Sāṃkhya Philosophy – Concepts of Prakṛti and Puruṣa, Theory of evolution.
- 2.2. Yoga Philosophy – Aṣṭāṅga Yoga and The problem of God.

**Unit III – Mīmāṃsā and Advaita Philosophy (15 Lectures)**

- 3.1. Mīmāṃsā Philosophy – Theory of truth and validity, Theories of error.
- 3.2. Advaita Philosophy – Concept of Brahman, Māyā and the world, Brahman and Ātman.

**Unit IV – Viśiṣṭādvaita and Dvaita Philosophy**

**(15 Lectures)**

- 4.1.** Viśiṣṭādvaita Philosophy - Concept of God, nature and status of the world, liberation and means to attain it.
- 4.2.** Dvaita Philosophy – Concept of Difference and five-fold differences, Concept of God, Liberation and means to attain it.

***Select Bibliography:***

- 1.** Bishop, Donold H. (ed).(1975). *Indian Thought and Introduction*. Delhi: Wiley Eastern Pvt.Ltd.
- 2.** Chatterjee, S.C. and D.M.Datta. (1968). *An Introduction to Indian Philosophy*. University of Calcutta.
- 3.** Dasgupta, Surendranath. (2010 Reprint). *A History of Indian Philosophy* (Vol I). New Delhi: Motilal Banarsidass Publishers Pvt.Ltd.
- 4.** Hiriyanna M. (1973). *Essentials of Indian Philosophy*. Mumbai: George Allen & Unwin (India) Pvt. Ltd.
- 5.** Mohanty, J.N. (2000). *Classical Indian Philosophy*. U.K; Oxford University Press.
- 6.** Puligandla, Ramakrishna. (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K.Printworld Pvt.Ltd.
- 7.** Sharma. C.D. (1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
- 8.** Sinha, J.N. (2006). *Indian Philosophy* (Vol-1&II). New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

**Paper Title: PROBLEMS OF PHILOSOPHY**  
**Paper Code: PHI-IV. E-5**  
**Credits: 04**  
**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Introduce to the students some of the main philosophical topics.
2. Introduce the students to the philosophical modes of thought.

**Learning Outcome:** At the end of the course student should be able to –

1. Describe the distinctive agendas of different areas of philosophy.
2. Identify and access arguments and information from the academic literature.
3. Form independent philosophical views on different issues.

### **Course Content**

#### **Introduction**

#### **Unit I – Metaphysics (15Lectures)**

- 1.1. Realism v/s Idealism
- 1.2. Appearance and Reality
- 1.3. Substance and Universals
- 1.4. Causation and Human Freedom

#### **Unit II – Epistemology (15 Lectures)**

- 2.1. Rationalism v/s Empiricism
- 2.2. Knowledge and its sources
- 2.3. Scepticism
- 2.4. Truth : Western Theories

**Unit III – Meta-ethics**

**(15 Lectures)**

- 3.1. Normative Ethics and Meta-ethics
- 3.2. Meta-ethical theories:
  - Emotivism,
  - Prescriptivism,
  - Naturalism
  - Intuitionism.

**Unit IV – Philosophical Methods**

**(15 Lectures)**

- 4.1. Introduction to Philosophical Methods
- 4.2. Phenomenology
- 4.3. Hermeneutics
- 4.4. Apophasis/ *Via-Negativa*

***Select Bibliography:***

- 1. Edward, Paul. (1972). *Encyclopedia of philosophy*. New York: Macmillan
- 2. Gensler, Harry. J. (1988). *Ethics: A Contemporary Introduction*. London and New York: Routledge Publishers
- 3. Hospers, John. (1994). *An Introduction to Philosophical Analysis*. Mumbai: Allied Publishers Pvt. Ltd.
- 4. Moran, Dermot. (2000). *Introduction to phenomenology*. USA: Routledge Publishers.
- 5. Miller, Alexander (2003). *An Introduction to Contemporary Meta ethics*. UK: Blackwell Publishers.
- 6. Rai, Chhaya. (1980). *Studies in Philosophical Methods*. University of Jabalpur
- 7. Russell, Bertrand. (1912). *The Problems of Philosophy*. U.K: Oxford University Press.
- 8. Sherrat, Yvonne. (2006). *Continental Philosophy of Social Science*. Cambridge: Cambridge University Press.

**Paper Title: POLITICAL PHILOSOPHY**

**Paper code: PHI-IV.E-6**

**Credits: 04**

**Marks: 100.**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Introduce the students to the ancient, modern and contemporary political thinkers and the theories.
2. To study the theories as foundations of the political set up.

**Learning Outcome:** At the end of the course students should be able to –

1. Critically analyze the political ideas, concepts and theories of different thinkers.
2. Understand which ideas and theories continue to impact and influence the contemporary reality.

### **Course Content**

#### **Unit I – Ancient Political Philosophers**

**(15lectures)**

- 1.1. Plato
- 1.2. Aristotle
- 1.3. Cicero
- 1.4. Kautilya

#### **Unit II – Contemporary Political Philosophers.**

**(15lectures)**

- 2.1. J. S. Mill
- 2.2. John Rawls
- 2.3. B.R Ambedkar
- 2.4. Mahatma Gandhi

**Unit III – Political ideology - I**

**(15lectures)**

- 3.1. Monarchism
- 3.2. Contractualism
- 3.3. Democracy
- 3.4. Communism

**Unit IV – Political ideology - II**

**(15lectures)**

- 4.1. Fascism
- 4.2. Sarvodaya
- 4.3. Radicalism
- 4.4. Multiculturalism

***Select Bibliography:***

1. Cahn, Steve. M (2010.). *Political Philosophy* – (3rd Ed.).U.K: Oxford University Press.
2. Coleman, Janet. (2000). *A History of Political Thought: From Ancient Greece to Early Christianity*. U.K: Blackwell Publishers Ltd.
3. Dunning, William. A. (1902). *A History of Political Theories-Ancient and Medieval*. New York: The Macmillan Company.
4. Eva, Pfostl. (2014). *Between Ethics and Politics: Gandhi Today*. New Delhi: Routledge.
5. Ghoshal, Upendra. N. (1959). *A History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Age*. London: Oxford University Press.
6. Gokhle, B.K. (1985). *Study of Political Theory*. Mumbai: Himalaya Publishing House.
7. Haworth, Alan. (2012). *Understanding the political philosophers: From ancient to modern times* – (2nd Ed). New York: Routledge.
8. Jayapalan, N. (2003). *Indian Political Thinkers*. New Delhi: Atlantic Publishers.
9. Mashruwala, K.G. (195). *Gandhi and Marx*. Ahmadabad: Jivanji Dahyabhai Desai Navajivan Press.
10. Owen, David and Laden, Anthony Simon. (2007). *Multiculturalism and Political Theory*. Cambridge: Cambridge University Press.
11. Rawls, John. (1973). *A Theory of Justice*. Oxford: Oxford University Press.
12. Shamasastri, R. (1956). *Kautilya's Arthasastra*. Mysore: Mysore Printing and Publishing House.



**Paper Title: PHILOSOPHY OF HUMAN RIGHTS**

**Paper code: PHI-IV.E -7**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Enable the students to study the historical evolution and to understand the types and basic concepts involved in human rights.
2. Introduce the students to the nature and practical importance of human rights.
3. To make them aware of national and international human rights policies.

**Learning Outcome:** At the end of the course students should be able to –

1. Understand the importance of human rights in the development of individual and the society.
2. To protect and promote various human rights.

### **Course Content**

#### **Unit I – Introduction (15 lectures)**

- 1.1. Meaning, nature and ethical foundation of Human Rights
- 1.2. Philosophical Evolution of Human Rights
- 1.3. Rights, Responsibilities and Freedom

#### **Unit II – Basic Concepts (15 lectures)**

- 2.1. Freedom, Equality and Justice
- 2.2. Individual Rights v/s Group Rights
- 2.3. Universal Rights v/s Relativism

**Unit III – Types of Human Rights**

**(15 lectures)**

- 3.1. Social and Economic Rights.
- 3.2. Rights of Women and Children
- 3.3. Civil and Political Rights
- 3.4. Minority Rights

**Unit IV – Governance of Human Rights**

**(15 lectures)**

- 4.1. Universal declaration of human rights
- 4.2. Indian Constitution and Human Rights
- 4.3. Human Rights in International Context

***Select Bibliography:***

1. Benn, S.I. and Peters, R.S. (1959). *Social Principles and the Democratic State*. London: Allen and Unwin.
2. Cook, Rebecca J. (1994). *Human Rights of Women: National and International Perspectives*. Philadelphia: University of Pennsylvania Press.
3. Donnelly, Jack. (2013). *Universal Human Rights in Theory and Practice*. New York: Cornell University Press.
4. Douzinas, Costas. (2007). *Human Rights and Empire*. U.K: Routledge.
5. Morsink, Johannes. (1999). *The Universal Declaration of Human Rights: Origins, Drafting and Intent*. Philadelphia: University of Pennsylvania Press.
6. Philip, Alston. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford: Clarendon Press.
7. Philip, Alston. (1991). *The International Covenant on Economic, Social and Cultural Rights. Manual of Human Rights*. New York: United Nations Centre for Human Rights.
8. Philip, Alston and Goodman, Ryan. (2013). *International Human Rights*. U.K : Oxford University Press.
9. Raphael, D. D. (1970). *Problems of Political Philosophy*. London: Pall Mall Press
10. Rosenbaum, S. (1980). *The Philosophy of Human Rights: International Perspectives*. Westport: Greenwood Press.

**Paper Title: ECO-PHILOSOPHY**

**Paper Code: PHI-IV.E-8**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Offer a uniform and synthesized understanding of the philosophy and ecology.
2. Break up the anthropocentric attitudes towards environment and emphasize the concern for environment.
3. Differentiating Shallow with Deep ecology as an eco-philosophy with the notion of development in twenty-first century.

**Learning Outcome:** At the end of the course student should be able to –

1. Understand the relationship between Ecology and Philosophy .i.e. Philosophy can also be ecological based on broader theoretical knowledge.
2. Establish a sense of responsibility for one's moral and obligatory relationship to the environment.
3. Develop a consistent and coherent view on sustainability; its aims, practical necessity alongside the human development and advancements.

### **Course Content**

#### **Unit I – Origins**

**(15 Lectures)**

- 1.1. What is Ecology?
- 1.2. Genesis: Religious
- 1.3. Nature and Value
- 1.4. Metaparadigm
- 1.5. Ecological Humanism

#### **Unit II – Contemporary Movements: Indian**

**(15 Lectures)**

- 2.1. Simple Living: Buddhist Perspective
- 2.2. Ethics and Standards: Jaina Perspective
- 2.3. Spiritual Ecology and Holism: Hinduism
- 2.4. Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda
- 2.5. Twenty first century India and Ecology

**Unit III – Contemporary Movements: Global**

**(15 Lectures)**

- 3.1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
- 3.2. Eco- Feminism
- 3.3. Deep Ecology
- 3.4. Social Ecology and Bioregionalism

**Unit IV – Environmental Crises (Case Studies)**

**(15 Lectures)**

- 4.1. Climate Change, Global warming, Green-house effect
- 4.2. Effects of Pesticides, Eco-farming
- 4.3. Obligation towards Future Generation
- 4.4. Biodiversity, E-waste

**Select Bibliography:**

- 1. Cooper, G.J. (2007). *The Science of the Struggle for Existence: On the Foundations of Ecology*, Cambridge University Press.
- 2. Drengson, A. and Y. Inoue (eds.). (1995). *The Deep Ecology Movement: An Introductory Anthology*. Berkeley: North Atlantic Publishers.
- 3. Drengson A. & B. Devall (eds.). (2008). *The Ecology of Wisdom: Writings by Arne Naess*. Berkeley: Counterpoint Press.
- 4. Frey, R. G. and Christopher Heath Wellman. (eds.) (2005). *A Companion to Applied Ethics*. USA: Blackwell Publishing.
- 5. Hicks, C. Dietmara, R. Eugsterb, M. (2005). "The recycling and disposal of electrical and electronic waste in China—legislative and market responses" in *Environmental Impact Assessment Review* 25 (5): 459–471.
- 6. Joseph R. Des Jardins. (2001). *Environmental Ethics: An Introduction to Environmental Philosophy* 3<sup>rd</sup> Ed. Belmont CA: Wadsworth.
- 7. Kingsland, S.E. (1985) *Modelling Nature: Episodes in the History of Population Ecology*. University of Chicago Press.
- 8. Louis P. Pojman. (2001). *Environmental Ethics: Readings in Theory and Application* 3<sup>th</sup> Ed. USA: Wadsworth/Thomson Learning.
- 9. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". *Inquiry*, 16:95-100.
- 10. Singer, Peter. (ed.) (1986). *Oxford readings in Philosophy: Applied Ethics*. Oxford: Oxford University Press.
- 11. Taylor, Paul W. (1986). *Respect for Nature: A Theory of Environmental Ethics*. Princeton NJ: Princeton University Press.

**Paper Title – PHILOSOPHY AND FILMS (Interdisciplinary Paper)**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2. Approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3. Enable the students to approach a movie not only as a mode of entertainment but also as a spectator to evaluate it as a critique so that they get exposed to the field of interdisciplinary work in aesthetics and cognitive science.

**Learning Outcome:** At the end of the course student should be able to –

1. Recognize a philosophical question/issue through a work of art.
2. Uphold a philosophical position, initiate discussions and develop criticism for various positions – including one's own.
3. Relate a clear sense of the applicability of philosophical ideas to contemporary concerns, i.e. they will be able to bridge the gap between theory and practice easily.

**Course Content**

**Unit I – Analytic and cognitive approaches**

**(15 Lectures)**

- 1.1. Philosophy around films
- 1.2. Document, Documentary and Narratives
- 1.3. Thought orientation through motion picture
- 1.4. Text, Context and Non-text

**Unit II – Film and Art forms**

**(15 Lectures)**

- 2.1. Photography and Representation
- 2.2. Beauty, Symbolism and Metaphors
- 2.3. Music, Dance and Drama
- 2.4. Presentation: Reality and Fiction

**Unit III – Psychological Elements**

**(15 Lectures)**

- 3.1. Films and Emotions : Fear, Comedy, Empathy, Suspense
- 3.2. Imagination
- 3.3. Identification and Spectatorship
- 3.4. Communication and Persuasion

**Unit IV–Ethics in films**

**(15 Lectures)**

- 4.1. Teachings through Cinema
- 4.2. Authorship and copyright
- 4.3. Film Criticism and Virtue theory
- 4.4. Evils and Issues: Pornography, Freewill, Civil Rights Ordinance

**List of Movies: (Tentative)**

**Cognitive Fiction:**

Matrix, The Purple Rose of Cairo, The Rules of the Game, Citizen Kane, The Lady from Shanghai.

**Narrative:**

Mulholland Drive, Rear Window.

**Horror:**

Jurassic Park; The Fly; Repulsion; Scream; The Man Who Knew Too Much; Alien; An American Werewolf in London. The Atomic Cafe (Comedy, Horror, fiction)

**Indian Movies:**

Queen, English Vinglish, Rajneeti, Sarkar, Gangajal. Aankhon Dekhi, Oh My God, PK, Astitva.

**N.B.:** Above mentioned list of movies are subject to availability and also tentative The showcasing of the movies may also differ based on the topic and context (Participants).

***Select Bibliography:***

1. Allen, Richard and Malcolm Turvey (eds.). (2001). *Wittgenstein, Theory and the Arts*. London: Routledge.
2. Bordwell, David. (1997). *Narration in the Fiction Film*. New York: Routledge.
3. Carroll, Noël and Jinhee Choi. (2006). *Philosophy of Film and Motion Pictures*. Malden: Blackwell Publishing.
4. Colman, Felicity. (ed). (2009). *Film, Theory and Philosophy: the key thinkers*. Montreal and Kingston: McGill-Queens University Press.
5. Currie, Gregory. (1995). *Image and Mind: Film, Philosophy, and Cognitive Science*. Cambridge: Cambridge University Press.
6. Freeland, Cynthia A. and Thomas E. Wartenberg (eds.). (1995). *Philosophy and Film*. New York: Routledge.
7. Plantinga, Carl. (1997). *Rhetoric and Representation in Nonfiction Film*. Cambridge: Cambridge University Press.
8. Tan, Ed S. (1996). *Emotion and the Structure of Narrative Film: Film As An Emotion Machine*. London: Routledge.
9. Tredell, Nicholas, (ed.). (2002). *Cinemas of the Mind: A Critical History of Film Theory*. Cambridge: Icon Books.

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**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF PHILOSOPHY**

**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				<b>INTER - DISCIPLINARY</b>
I	<b>PHI-I.C-1</b> Moral Philosophy	<b>PHI-I.C-2</b> Logic	-	-	-	-	-
II	<b>PHI-II.C-3</b> Philosophy of Religion	<b>PHI-II.C-4</b> Practical Ethics	-	-	-	-	-
III	<b>PHI-III.C-5</b> Classical Indian Philosophy	-	<b>PHI-III.E1</b> Study of World Religions	<b>PHI-III.E-2</b> Philosophy of Mind	<b>PHI-III.E-3</b> Symbolic Logic	<b>PHI-III.E-4</b> Value Education	Current Ethical Issues
IV	<b>PHI-IV.C-6</b> Orthodox Indian Philosophy	-	<b>PHI-IV.E-5</b> Problems of Philosophy	<b>PHI-IV.E-6</b> Political Philosophy	<b>PHI-IV.E-7</b> Philosophy of Human Rights	<b>PHI-IV.E-8</b> Eco- Philosophy	Philosophy and Films
V	<b>PHI-V.C-7</b> Ancient Greek & Medieval Philosophy	-	<b>PHI-V.E-9</b> Philosophy of Science	<b>PHI-V.E-10</b> Contemporary Indian Philosophy	<b>PHI-V.E-11</b> Philosophy of Education	<b>PHI-V.E-12</b> Philosophy of Management	
VI	<b>PHI-VI.C-8</b> Modern Western Philosophy	-	<b>PHI-VI.E-13</b> Contemporary Western Philosophy	<b>PHI-VI.E-14</b> Vedanta Philosophy	<b>PHI-VI.E-15</b> Philosophy of Law	<b>PHI-VI.E-16</b> Applied Philosophy (Yoga & Art of Living)	



**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**BOS APPROVED PHILOSOPHY SYLLABI OF SEMESTER V AND VI TO  
IMPLIMENTED FROM 2017-18**

**SEMESTER V**

**Paper title: Ancient Greek and Medieval Philosophy**

**Paper code: PHI-V.C-7**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objectives:** The objective of the paper is to-

1. Acquaint the students with the ancient Greek and medieval philosophy.
2. Enable the students to understand the philosophical foundation of western philosophy.
3. Enable the students to understand the changes in the development of western philosophical thought.

**Learning outcome:** At the end of the course students should be able to –

1. Identify the main theme of ancient and medieval philosophy.
2. Notice the change in the philosophical thinking of ancient and medieval thinkers.

**Course Content**

**Unit I – Ancient Greek Philosophy (upto Socrates)**

**(15 Hours)**

- 1.1 Philosophy of Thales, Anaximander, Anaximenes, Heraclitus, Empedocles, Anaxagoras and Atomists.
- 1.2 Sophists and Socrates
  - a) Sophists – Protagoras and Gorgias
  - b) Socrates - Socratic Method and Socratic ethics.

## **Unit II – Post - Socratic Ancient Greek Philosophy**

**(15 Hours)**

- 2.1 Plato – Epistemology, Theory of ideas, Cosmology.
- 2.2 Aristotle – Criticisms of Plato's theory of ideas, Substance, Form and Matter, Theory of causation.

## **Unit III – St. Augustine, Anselm and Arabic Philosophy**

**(15 Hours)**

- 3.1 St. Augustine – Epistemology, God and the problem of evil, Freedom of the will.
- 3.2 St. Anselm – The problem of God.
- 3.3 Arabic Philosophy (Islamic and Jewish philosophies).

## **Unit IV- Thomas Aquinas, John Duns Scotus and William of Occam**

**(15 Hours)**

- 4.1 Thomas Aquinas- Epistemology, Metaphysics, Theology.
- 4.2 John Duns Scotus – Faith and knowledge, God and the moral law, Doctrine of universals.
- 4.3 William of Occam- Occam's Razor.

### **Basic References:**

1. Copleston, Frederick (1993) *A History A Critical History of Philosophy*. United States: Image Publishers.
2. Masih, Y (2016) *A Critical History of Western Philosophy (Greek, Medieval, Modern)*. New Delhi: Motilal Banarashidas.
3. O'Conner, D.J. (1985) *A Critical History of Western Philosophy*. New York: Free Press.
4. Solomon, R. and Higgins, K. (1996) *A Short History of Philosophy*. New York: Oxford University Press.
5. Stace, W.C. (2015) *A Critical History of Greek Philosophy*. New York: Oxford University Press.
6. Thilly, Frank. (2009) *A History of Philosophy*. Allahabad: Central Book Depot.

**Paper Title: PHILOSOPHY OF SCIENCE**

**Paper Code: PHI-V.E-9**

**Credits: 04**

**Mark: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of the semester.**

**Objective:** The objective of the paper is to –

1. Enable the students to understand and apply correctly the basic concepts of science
2. Acquaint the students with fundamental concepts and issues in philosophy of science.

**Learning Outcome:** At the end of the course students should be able to –

1. Have a critical appreciation of the problems and issues in philosophy of science.
2. Apply correctly the concepts of science

### **Course Content**

#### **Introduction**

Philosophy of science as epistemology and metaphysics.

#### **Unit I – Science and Scientific Explanation**

**(15 Hours)**

- 1.1 Nature and types of sciences
- 1.2 Defining scientific explanation
- 1.3 Role of laws in scientific explanation
- 1.4 Scientific explanation and non-scientific explanation

#### **Unit II- Scientific Method**

**(15 Hours)**

- 2.1 Deduction and Induction
- 2.2 The problem and justification of induction
- 2.3 Induction as a method of science
- 2.4 Hypothesis

### **Unit III - Revolutions in science**

**(15 Hours)**

- 3.1 Positivism v/s post-positivism
- 3.2 Karl Popper- Conjectures and refutations
- 3.3 Thomas Kuhn- Incommensurability, Relativism and Progress

### **Unit IV- Realism and anti-realism**

**(15 Hours)**

- 4.1 Metaphysics of the external world
- 4.2 Scientific realism
- 4.3 Anti-realism
- 4.4 Under-determination.

### **Basic References:**

1. Curd, Martin and Cover, J.A. (eds) (2012) *Philosophy of Science: The central issues*. New York: W.W. Norton & Co.
2. Godfrey-Smith, Peter (2003) *Theory and Reality: An Introduction to Philosophy of Science*. U.S.A: University of Chicago Press Ltd.
3. Kyburg, Henry E.(1968) *Philosophy of Science- A Formal Approach*. New York: The Macmillan Company.
4. Ladyman, James (2002) *Understanding Philosophy of Science*. New York: Routledge
5. Okasha, Samir( 2008) *Philosophy of Science: A very short Introduction*. New York: Oxford University Press.
6. Rosenberg, Alex (2012) *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

**Paper Title: Contemporary Indian Philosophy**

**Paper Code: PHI-V. E-10**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Acquaint the students with the philosophy of contemporary Indian thinkers.
2. Enable the students to connect the classical Indian Philosophy with contemporary Indian philosophy.

**Learning outcome:** At the end of the course students should be able to –

1. Analyse and understand the thoughts and ideas of contemporary Indian thinkers.
2. Compare classical Indian philosophy with contemporary Indian philosophy.

### **Course Content**

**Introduction** – Characteristics of contemporary Indian Philosophy.

#### **Unit I: Mahatma Gandhi and S. Radhakrishnan**

**(15 Hours)**

- 1.1 Mahatma Gandhi- Truth, Non-violence, Satyagraha, Sarvodaya
- 1.2 S. Radhakrishnan- Nature of ultimate reality, Nature of soul, Essence of religion

#### **Unit II: Swami Vivekanand and Aurobindo**

**(15 Hours)**

- 2.1 Swami Vivekanand – Nature of religion, Ideal of universal religion, raj yoga, Practical Vedante.
- 2.2 Aurobindo – The super mind, Triple status of super mind, Integral yoga.

### **Unit III: Mohammad Iqbal and M.N.Roy**

**(15 Hours)**

3.1 Mohamad Iqbal- Nature of intuition, Human destiny

3.2 M.N.Roy – New humanism

### **Unit IV: Rabindranath Tagore and K.C.Bhattacharya**

**(15 Hours)**

4.1 Rabindranath Tagore – Humanism, Religion and God

4.2 K.C.Bhattacharya – Consciousness and its four grades, negation as a basis of philosophy.

#### **Basic References:**

1. Chartterjee Margret (1998) *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidass.
2. Iqbal, Mohammad (1980) *Reconstruction of Religious Thought in Islam*. Delhi: New Taj Office
3. Krishna, Daya(2001) *New Perspectives in Indian Philosophy*. Jaipur: Rawat Publications.
4. Lal, B.K. (2009) *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidass.
5. Mahadevan, T.M.P. & Saroja, G.V. (1981) *Contemporary Indian Philosophy*. New Delhi: Sterling Publishers Pvt.Ltd.
6. Nigam, R. (1988) *Radical Humanism of M.N.Roy*. New Delhi: Indus Publishing Co.
7. Nirvane, V.S. ( ) *Modern Indian Thought*. Mumbai: Asia Publishing House.
8. Radhakrishnan, S. (2009) *An Idealistic view of Life*. Noida: Harper Collins Publishers India Ltd.
9. Sharma, R.N. (1996) *Contemporary Indian Philosophy*. New Delhi: Atlantic Publishers & Distributers.
10. Sri Aurobindo(1972) *Integral Yoga*. Pondicherry: Sri Aurobindo Ashram.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**PROPOSED SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS IN PHILOSOPHY**

**SEMESTER VI**

**Paper Title: MODERN WESTERN PHILOSOPHY**

**Paper Code: PHI-VI.C-8**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Objective:** The objective of the paper is to –

1. Acquaint the students with the developments in modern western philosophy
2. Acquaint the students with the major philosophical trends such as rationalism and empiricism.
3. Acquaint the students with the construction of conceptual structures and world views by different thinkers.

**Learning outcome:** At the end of the course students should be able to –

1. Identify the different stages in the development of modern western philosophy.
2. Distinguish between the philosophies of different thinkers.
3. Analyze the different philosophical concepts.

**Course Content**

**Unit I – The Beginning of Modern Western Philosophy.**

**(15 Hours)**

- 1.1 The spirit of renaissance
- 1.2 Rene Descartes - Method of doubt, Theory of innate ideas, Mind-body problem, Proofs for God's existence.

## **Unit II – Spinoza and Leibniz**

**(15 Hours)**

2.1 Benedict Spinoza - Substance, Attributes, Modes, Pantheism.

2.2 Gottfried Leibniz - Theory of monadology, Doctrine of pre-established harmony, Principles of non-contradiction, sufficient reason, identity of indiscernibles

## **Unit III- Locke, Berkeley and Hume**

**(15 Hours)**

3.1 John Locke - Refutation of innate ideas, Epistemology, Substance and its qualities

3.2 George Berkeley - Rejection of materialism, *Esse est percipi*

3.3 David Hume - Impressions and ideas, Scepticism, Causality

## **Unit IV– Kant and Hegel**

**(15 Hours)**

4.1 Immanuel Kant - Epistemology, Categories of understanding, Rejection of transcendent metaphysics

4.2 Georg Hegel - Dialectical method, Idea of the absolute

### **Basic References:**

1. Copleston, Frederick (1993) *A History of Philosophy* (vol.4, 5, 6). New York: Image Publishers.
2. Falkenberg, Richard (2015) *History of Modern Philosophy*. U.S.A.: Jefferson Publication.
3. Masih, Y. (2016) *A Critical History of Western Philosophy (Greek, Medieval, Modern)*. New Delhi: Motilal Banarasidas.
4. O'Conner, D.J.(1985) *A Critical History of Western Philosophy*. New York: Free Press
5. Rogers, A.K.(1935) *Students History of Philosophy*. New York: The Macmillan Co.
6. Scruton, Roger (2002) *A Short History of Modern Philosophy*. London: Routledge.
7. Solomon, R. and Higgins, K.(1996) *A Short History of Philosophy*. New York; Oxford University Press.
8. Thilly, Frank (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
9. Wright, W.K.( 1958 ) *A History of Modern Philosophy*. New York: The Macmillan Co.



**Paper Title: PHILOSOPHY OF LAW**

**Paper Code: PHI-VI.E-15**

**Credits: 04**

**Marks: 100**

**This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of the semester.**

**Objective:** The objective of the paper is to –

1. Acquaint the students with issues and problems in the theory and practice of law.
2. Throw light on the basic ideas and principles of law.
3. Help in the logical analysis of legal concepts.
4. Train the critical faculties of the mind of the students.

**Learning Outcome:** At the end of the course students should be able to –

1. Critically reflect on the issues and problems involved in the theory and practice of law.
2. Ascertain the principles on which legal rules are based.
3. Obtain a deeper understanding of the nature of law and legal reasoning.

### **Course Content**

#### **Introduction**

#### **Unit I – Analytic Jurisprudence (15 Hours)**

- 1.1. Natural law theory
- 1.2. Legal positivism- Conventionalist thesis, Social fact thesis, seperability thesis.
- 1.3. Ronald Dworkin's theory of law.

#### **Unit II – Normative Jurisprudence (15 Hours)**

- 2.1. Freedom and limits of law- Legal moralism, Legal paternalism, the offence Principle.
- 2.2. The obligation to obey the law.
- 2.3. The justification of punishment.

### **Unit III- Critical theories of law**

**(15 Hours)**

- 3.1.Legal realism
- 3.2.Critical legal studies
- 3.3.Law and economics
- 3.4.Outsider jurisprudence.

### **Unit IV – Legal Relations**

**(15 Hours)**

- 4.1.Rights and Justice
- 4.2.Law and society
- 4.3.Law and morality
- 4.4.Individual rights and the state

### **Basic References:**

1. Feinberg, Joel (ed.) (1994) *Philosophy of Law*. California: Wadsworth publishing Co.
2. Marmor, Andrei. (2014) *Philosophy of Law*. U.S.A.: Princiton University Press.
3. Murphy, Mark C. (2013) *Philosophy of Law: The Fundamentals*. U.S.A.: Wiley-Blackwell.
4. Patterson, dennis (ed.) (2010) *A Companion to Philosophy of Law and Legal Theory*. U.S.A. :Wiley- Blackwell
5. Pound, Roscoe. (1982) *An Introduction to Philosophy of Law*. U.S.A.: Yale University Press.
6. Wacks, Raymond (2014) *Philosophy of Law*. New York: Oxford University Press.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF PHILOSOPHY**  
**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				<b>INTER - DISCIPLINARY</b>
I	<b>PHI-I.C-1</b> Moral Philosophy	<b>PHI-I.C-2</b> Logic	-	-	-	-	-
II	<b>PHI-II.C-3</b> Philosophy of Religion	<b>PHI-II.C-4</b> Practical Ethics	-	-	-	-	-
III	<b>PHI-III.C-5</b> Classical Indian Philosophy	-	<b>PHI.E-1</b> Study of World Religions	<b>PHI.E-2</b> Philosophy of Mind	<b>PHI.E-3</b> Symbolic Logic	<b>PHI.E-4</b> Value Education	
IV	<b>PHI-IV.C-6</b> Orthodox Indian Philosophy	-	<b>PHI.E-5</b> Problems of Philosophy	<b>PHI.E-6</b> Political Philosophy	<b>PHI.E-7</b> Philosophy of Human Rights	<b>PHI.E-8</b> Eco- Philosophy	Philosophy and Films
V	<b>PHI.C-7</b> Ancient Greek & Medieval Philosophy	-	<b>PHI.E-9</b> Philosophy of Science	<b>PHI.E-10</b> Contemporary Indian Philosophy	<b>PHI.E-11</b> Philosophy of Education	<b>PHI.E-12</b> Philosophy of Management	<b>PHI.INT-01</b> Current Ethical Issues
VI	<b>PHI-VI.C-8</b> Modern Western Philosophy	-	<b>PHI.E-13</b> Contemporary Western Philosophy	<b>PHI.E-14</b> Vedanta Philosophy	<b>PHI.E-15</b> Philosophy of Law	<b>PHI.E-16</b> Applied Philosophy (Yoga & Art of Living)	<b>PHI.INT-02</b> Philosophy and Films <b>PHI.INT-03</b> Philosophy of Existentialism in Literature and Films

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
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**BOS APPROVED PHILOSOPHY SYLLABI OF  
INTERDISCIPLINARY COURSE (SEM VI) & ELECTIVE COURSE**

**Course Title: Philosophy of Existentialism in Literature and Films**

**Course Code: PHL.INT-03**

**Course Credits: 04**

**Course Duration: 60hrs**

**Total Marks: 100**

**COURSE OBJECTIVES:**

The main objectives of this course in Western Philosophy that developed in the 19<sup>th</sup> and 20<sup>th</sup> centuries are:

- (i) To provide the students with basic knowledge in the main areas of existentialism.
- (ii) To focus on human situations and its quest for authenticity through literature and films.

**LEARNING OUTCOMES:**

- i) Students will be able to confront existential crises in individual and social life.
- ii) Students should be able to practically apply the philosophy of existentialism to oneself and one's relationships.
- iii) Students will be driven to live life with passion and conviction.

**COURSE CONTENT:**

**UNIT 1: INTRODUCTION TO EXISTENTIALISM (15 LECTURES)**

- 1.1. Background of Existentialism as a Movement
- 1.2. Meaning and Characteristics of Existentialism
- 1.3. Relevance and Key Figures of Existentialism

**UNIT 2: EXISTENTIALISM AND ONTOLOGY (15 LECTURES)**

- 2.1. The Importance of Existence over Essence
- 2.2. Notion of Truth

2.3. The Concept of God

2.4. Being and Becoming

**UNIT 3: CONCEPTS IN EXISTENTIALISM**

**(15 LECTURES)**

3.1. The Self and the Other

3.2. Freedom and Choices

3.3. Evil and Suffering

3.4. Anguish and Dread

3.5. Alienation, Estrangement and Absurd

3.6. Authentic Self

3.7. Death

**UNIT 4. EXISTENTIALISM IN CONTEMPORARY CULTURE**

**(15 LECTURES)**

4.1. Albert Camus' *The Stranger* (1942)

4.2. Jean Paul Sartre's *No Exit* (1947)

4.3. Rick and Morty (Television Series)

4.4. Groundhog Day, Indian Cinema

**Essential Readings:**

- 1) Sartre, Jean-Paul. (1957) *Existentialism and Humanism*, trans. Bernard Frechtman, New York: The Philosophical Library, 1957.
- 2) Kaufmann, Walter. (1968) *ed. Existentialism from Dostoevsky to Sartre*, Cleveland: World Publishing Company.
- 3) Kafka, Franz. (2009) *The Trial*, trans. Anthea Bell. New York: Oxford University Press.
- 4) Sartre, Jean Paul. (1989) *No Exit and Three Other Plays*. New York: Vintage International.
- 5) Camus, Albert. (1942) *The Stranger*, trans. Stuart Gilbert. New York, Vintage International.

**Supplementary Readings:**

- 1) Kierkegaard, Soren. (1946) *Either/Or*, trans. David Swenson, London: Oxford University Press.
- 2) Collins, James. (1935) *The Mind of Kierkegaard*, Chicago: Regnery.
- 3) Heidegger, Martin. (1962) *Being and Time*, trans. John Macquarrie, London: SCM.
- 4) Danske, J. (1970) *Being, Man and Death: A key to Heidegger*, Kentucky: University of Kentucky Press.
- 5) Sartre, Jean-Paul. (1966) *Being and Nothingness*, trans. Hazel Barnes, New York: Washington Square Press.
- 6) Masters, Brian. (1970) *A Student's Guide to Sartre*, London: Heinemann.
- 7) Marcel, Gabriel. (1949) *Being and Having*, trans. K. Farrer, Westminster: Dacre.

**Course Title: Introduction to Feminist Philosophy**

**Course Code: PHLE-17**

**Credits: 04**

**Marks: 100**

**Duration: 60 hours**

**COURSE OBJECTIVES:**

- i. To introduce students to the Philosophy of Feminism.
- ii. To offer a broad outline with regard to the nature and growth of women's movements in the modern age.

**LEARNING OUTCOMES:**

- i. Students would have a proactive change in their mindset with regard to women's rights and issues.

**COURSE CONTENT:**

**UNIT 1: THE RISE OF FEMINIST THINKING**

**(15 LECTURES)**

- 1.1. The world before Feminism
- 1.2. Meaning and Characteristics of Feminism
- 1.3. Relevance of Feminism in today's world

**UNIT 2: HISTORICAL DEVELOPMENT OF FEMINISM**

**(15 LECTURES)**

- 2.1. First, Second, and Third Wave Feminism
- 2.2. Feminism in the 21<sup>st</sup> Century: Fourth Wave?
- 2.3. Feminism in Africa and South America
- 2.4. Feminism in Asia (special reference to India)

**UNIT 3: VARIETIES OF FEMINISM**

**(15 LECTURES)**

- 3.1. Socialist Feminism
- 3.2. Radical Feminism
- 3.3. Liberal Feminism
- 3.4. Post-Modern Feminism

**UNIT 4: CONTEMPORARY FEMINIST ISSUES**

**(15 LECTURES)**

- 4.1. Work and Family
- 4.2. Woman's Body and Rights
- 4.3. Religion and Women
- 4.4. Politics and Gender

### Essential Readings:

1. Beauvoir, Simone de. (1997) *The Second Sex*, London: Vintage.
2. Ingleheart, Ronald and Norris, Pippa. (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*, Cambridge: Cambridge University Press.
3. Johnson, Allan G. (1997) *The Gender Knot: Unraveling our Patriarchal Legacy*, London: Pearson Longman.
4. Kimmel, Michael S. (2008) *The Gendered Society (Third Edition)*, New York: Oxford University Press.
5. Young, Iris Marion. (2005) *On Female Body Experience: "Throwing like a Girl" and Other Essays*, New York: Oxford University Press.
6. "Feminist Traditions" – The Internet Encyclopedia of Philosophy.
7. "Feminism" – Stanford Encyclopedia of Philosophy.

### Supplementary Readings:

1. Desai, Neera and Maithrey Krishnaraj. (1987) *Women and Society in India*, Delhi: Ajantha.
2. Helmi Jarviluoma, Pirkko Moisala & Anni Vilkkö. (2003) *Gender and Qualitative Methods*, Chicago: The University of Chicago Press.
3. Mies, Maria. (1980) *Indian Women and Patriarchy*, Delhi: Concept.
4. Moore, Henrietta. (1988) *Feminism and Anthropology*, Minnesota: University of Minnesota Press.
5. Nanda, B.R. (1976) *Indian Women: From Purdah to Modernity*, Delhi: Vikas.
6. Ramazanoglu C. (2002) *Feminist Methodology: Challenges and Choices*, London: Sage.
7. Scott, Joan W. (1988) *Gender and the Politics of History*, New York: Columbia University Press.
8. Wallace, Ruth. (Ed.) (1989) *Feminism and Sociological Theory*, California: Sage.
9. De Souza, Alfred. (Ed.) (1987) *Women in Contemporary India*, Delhi: Ajanta.
10. John, Mary. (Ed.) (2008) *Women's Studies in India: A Reader*, New Delhi: Penguin.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND  
SCIENCE (AUTONOMOUS)**

**DEPARTMENT OF PHILOSOPHY**

**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				<b>INTER - DISCIPLINARY / GEC</b>
I	<b>PHI-I.C-1</b>  Moral Philosophy	<b>PHI-II.C-4</b>  Practical Ethics	-	-	-	-	Current Ethical Issues (GEC)
II	<b>PHI-II.C-3</b>  Philosophy of Religion	<b>PHI-I.C-2</b>  Logic	-	-	-	-	Philosophy and Films (GEC)
III	<b>PHI-III.C-5</b> Classical Indian Philosophy	-	<b>PHI.E-1</b> Study of World Religions	<b>PHI.E-2</b> Philosophy of Mind	<b>PHI.E-3</b> Symbolic Logic	<b>PHI.E-4</b> Value Education	
IV	<b>PHI-IV.C-6</b> Orthodox Indian Philosophy	-	<b>PHI.E-5</b> Problems Of Philosophy	<b>PHI.E-6</b> Political Philosophy	<b>PHI.E-7</b> Philosophy of Human Rights	<b>PHI.E-8</b> Eco- Philosophy	Philosophy and Films
V	<b>PHI.C-7</b> Ancient Greek & Medieval Philosophy	-	<b>PHI.E-9</b> Philosophy of Science	<b>PHI.E-10</b> Contemporary Indian Philosophy	<b>PHI.E-11</b> Philosophy of Education	<b>PHI.E-12</b> Philosophy of Management	<b>PHI.INT-01</b> Current Ethical Issues
VI	<b>PHI-VI.C-8</b>  Modern Western Philosophy	-	<b>PHI.E-13</b> Contemporar y Western Philosophy	<b>PHI.E-14</b> Vedanta Philosophy	<b>PHI.E-15</b> Philosophy of Law	<b>PHI.E-16</b> Applied Philosophy (Yoga & Art of Living)	Philosophy and Films <b>PHI.INT-03</b> Philosophy of Existentialism in Literature and Films



## **PROPOSED SYLLABI FOR SEMESTER V**

Course Title: ANCIENT GREEK AND MEDIEVAL PHILOSOPHY

Course Code: PHI-V.C-7

Credits: 04

Marks: 100

The Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objectives: The objective of the Course is to:

1. Acquaint the students with the ancient Greek and medieval philosophy.
2. Enable the students to understand the philosophical foundation of western philosophy.
3. Enable the students to understand the changes in the development of western philosophical thought.

Learning Outcomes: At the end of the course students should be able to –

1. Identify the main theme of ancient and medieval philosophy.
2. Notice the change in the philosophical thinking of ancient and medieval thinkers.

### **COURSE CONTENT**

#### **Unit I – Ancient Greek Philosophy (upto Socrates) (15 hours)**

1.1 Philosophy of Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Empedocles, Anaxagoras and Atomists.

1.2 Sophists and Socrates

a) Sophists – Protagoras and Gorgias

b) Socrates - Socratic Method and Socratic ethics.

#### **Unit II –Post - Socratic Ancient Greek Philosophy (15 hours)**

2.1 Plato – Epistemology, Theory of ideas, Cosmology.

2.2 Aristotle – Criticisms of Plato's theory of ideas, Substance, Form and Matter, Theory of causation.

#### **Unit III – St. Augustine, Anselm and Arabic Philosophy (15 hours)**

3.1 St. Augustine – Epistemology, God and the problem of evil, Freedom of the will.

3.2 St. Anselm – The problem of God.

3.3 Arabic Philosophy (Islamic and Jewish philosophies).

**Unit IV- Thomas Aquinas, John Duns Scotus and William of Occam (15 hours)**

4.1 Thomas Aquinas- Epistemology, Metaphysics, Theology.

4.2 John Duns Scotus – Faith and knowledge, God and the moral law, Doctrine of universals.

4.3 William of Occam- Occam's Razor.

**Basic References:**

1. Copleston, Frederick (1993) *A Critical History of Philosophy*. New York: Image Publishers.
2. Masih, Y (2016) *A Critical History of Western Philosophy*. (Greek, Medieval, Modern). New Delhi: Motilal Banarasidas.
3. O'Conner, D.J. (1985) *A Critical History of Western Philosophy*. New York: Free Press.
4. Solomon, R. and Higgins, K. (1996) *A Short History of Philosophy*. New York: Oxford University Press.
5. Stace, W.C. (2015) *A Critical History of Greek Philosophy*. New York: Oxford University Press.
6. Thilly, Frank. (2009) *A History of Philosophy*. Allahabad: Central Book Depot.

## **PROPOSED SYLLABI FOR SEMESTER I (GEC) AND SEMESTER V (IDC)**

Course Title: CURRENT ETHICAL ISSUES

Credits: 04

Marks: 100

The Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Course Objective:** The Course is designed with following objectives –

1. To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principle and examples to a variety of contemporary ethical dilemmas.
2. To challenge the learners to address these issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through, class discussions, papers, and presentations.
3. To equip and motivate students toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enables to generate awareness of the ambiguities that go along with ethical situation and evaluation among the learners.

**Learning Outcome:** At the end of the course the students should be able to –

1. Understand and comprehend a broad outline on which ethics as an applied approach is based.
2. Take a justified stand on any situation. Increase the need and motivation to raise ethical questions along with the development of skills such as presentation, participation, group discussion etc.
3. Increase the knowledge of professional codes of ethics and responsibilities associated with a given field with ethical sensibility and self-knowledge.

### **COURSE CONTENT**

#### **UNIT - I Ethics and Applied Ethics (15 hours)**

- 1.1. Traditional and Modern theories
- 1.2. Applied Ethics Areas

#### **UNIT - II Current Ethical Issues: Individual and Social (15 hours)**

- 2.1. Homosexuality
- 2.2. Prostitution and Pornography
- 2.3. Abortion, Euthanasia and Suicide (Self-Killing)

2.4. Capital Punishment

2.5. Human trafficking/ child abuse

**UNIT - III Science, Technology and Environmental Ethics (15 hours)**

3.1. Sex Selection, Cloning, and Surrogate Motherhood

3.2. Bio Diversity and Chemical Waste

3.3. Cyber Security

3.4. Animal Health and Welfare

3.5 Ecology and Associate Movements

**UNIT - IV Ethics in Business, Research, Politics and Media (15 hours)**

4.1 Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment

4.2 Plagiarism

4.3 Political Violence – Torture, War, Naxalism and Terrorism,

4.4 Ethics in Media

**Books for Study**

1. Bowie, Norman. (1989). Business Ethics. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Cudd, Ann E; Andreasen, Robin O. (2005). Feminist theory: A Philosophical Anthology. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.
3. Frey, R. G. And Christopher Heath Wellman (eds). (2003). A Companion to Applied Ethics. USA: Blackwell Publishing Ltd.
4. Helga Kuhse and Peter Singer (eds.) (1999). Bioethics: An Anthology. USA: Blackwell publisher.
5. Hugh La Follette (ed.) (2003). The Oxford Handbook of Practical Ethics. Oxford: Oxford University Press.
6. Küng, Hans. (2009). A Declaration towards Global Ethics. Geneva: Globethics.
7. Paul, Oliver. (2010). The Student's Guide to Research Ethics. USA: Open University press.
8. R.G. Frey and Christopher Heath Wellman (eds.) (2003). A Companion to Applied Ethics. USA: Blackwell.
9. Rawls, John. (2001). Justice as Fairness: A Restatement, Cambridge MA: Belknap Press.

10. Weston. Anthony. (2001). A Practical Companion to Ethics. Oxford: Oxford University Press.

11. Hudson. W. D., New Studies in Ethics – Volume 2: Modern Theories. London: Macmillan.

## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
5	Ancient Greek and Medieval Philosophy	Unit 1	Addition of philosopher Parmenides to list of pre Socratic philosophers	He is a complementary philosopher with Heraclitus, who is already being studied in the syllabus
1 (GEC) and 5 (ID)	Current Ethical Issues	Unit 2	Addition of sub-topic: Abortion, Euthanasia and Suicide (Self-Killing)	Euthanasia is an important ethical issue that was missing from the syllabus
1 (GEC) and 5 (ID)	Current Ethical Issues	Unit 4	Addition of sub-topic: Ethics in the Workplace: Corporate and Business Ethics and Sexual Harassment	In keeping with the times and the #metoo movement the addition was made

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
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**DEPARTMENT OF PHILOSOPHY**

**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY**

<b>SEME STER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>					<b>INTER - DISCIPLINARY</b>
I	<b>PHI-I.C-1</b> Moral Philosophy	<b>PHI-I.C-2</b> Logic	-	-	-	-		-
II	<b>PHI-II.C-3</b> Philosophy of Religion	<b>PHI-II.C-4</b> Practical Ethics	-	-	-	-		-
III	<b>PHI-III.C-5</b> Classical Indian Philosophy	-	<b>PHI-III.E1</b> Study of World Religions	<b>PHI-III.E-2</b> Philosophy of Mind	<b>PHI-III.E-3</b> Symbolic Logic	<b>PHI-III.E-4</b> Value Education	<b>PHI-IV.E-5</b> Problems of Philosophy	<b>PHI-V.I-1</b> Current Ethical Issues
IV	<b>PHI-IV.C-6</b> Orthodox Indian Philosophy	-	<b>PHI-IV.E-6</b> Political Philosophy	<b>PHI-IV.E-7</b> Philosophy of Human Rights	<b>PHI-IV.E-8</b> Eco- Philosophy	<b>PHI-V.E-9</b> Philosophy of Science	<b>PHI-V.E-10</b> Contemporary Indian Philosophy	Philosophy and Films
V	<b>PHI-V.C-7</b> Ancient Greek & Medieval Philosophy	-	<b>PHI-V.E-11</b> Philosophy of Education	<b>PHI-V.E-12</b> Philosophy of Management	<b>PHI-V.E-13</b> Contemporary Western Philosophy	<b>PHI-V.E-14</b> Vedanta Philosophy		<b>PHI-IV.E-7</b> Philosophy of Human Rights
VI	<b>PHI-VI.C-8</b> Modern Western Philosophy	-	<b>PHI-VI.E-15</b> Philosophy of Law	<b>PHI-VI.E-16</b> Applied Philosophy (Yoga & Art of Living)	<b>PHI-VI.E-17</b> Introduction to Feminist Philosophy			<b>PHI.INT-03</b> Philosophy of Existentialism in literature and Film

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS),  
MARGAO - GOA**

**SYLLABUS FOR PROGRAMME BACHELOR OF ARTS IN PHILOSOPHY**

**F.Y.B.A. (SEMESTER-I)**

Course Title: **MORAL PHILOSOPHY**

Course code: **PHI-I.C-1**

Credits: 04

Marks: 100

Duration: 60 hours

**CourseObjective:** The objective of the paper is to –

1. Enable the students realize the importance of ethics and morality in life
2. Introduce the basic concepts and theories of ethics to students
3. Enable the students to analyze and evaluate a situation from moral perspective

**CourseOutcome:** At the end of the course students should be able to –

**CO1:** Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.

**CO 2:** Describe various theories of ethics,

**CO 3:** Illustrate the nature of moral evil and various forms of punishments

**CO 4:** Analyze any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.

**CO 5:** Critically analyze ethical theories and issues; reduce personal bias.

**CO 6:** Write research articles providing creative suggestions to problems of ethics and taking an ethical position on any situation.

**Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Syllabus**

**Unit I: About Ethics**

**(15 hours)**

- 1.1. Man, Society and Ethics
- 1.2. Meaning, nature and importance of ethics.
- 1.3. Sub-divisions of ethics.
- 1.4. Meaning of moral concepts.
- 1.5. Ethical relativism v/s absolutism.
- 1.6. Concept of Dharma



## Unit II: Freedom and moral responsibility

(15 hours)

- 2.1. Problem of free-will
- 2.2. Freedom and determinism
- 2.3. Freedom as indeterminism
- 2.4. Freedom as self-determinism
- 2.5. Customary morality and reflective morality.

## Unit III: Ethical theories.

(15 hours)

- 3.1. Consequentialist theories
- 3.2. Deontological theories.
- 3.3. Virtue theories.
- 3.4. Indian Theories

## Unit IV: Crime and punishment.

(15 hours)

- 4.1. Nature and types of moral evil.
- 4.2. Justification for punishment.
- 4.3. Evaluation of capital punishment

### References

#### Mandatory reading:

1. Grcic, Joseph (1989). *Moral Choices—Ethical Theories and Problems*. New Delhi: West publishing Co.
2. Lillie, William (1984). *An Introduction to Ethics*. New Delhi: Allied publishers, Pvt. Ltd.
3. Sinha, J. N. (1978). *A Manual of Ethic*. New Delhi: New central Book Agency Pvt. Ltd.
4. Edwards, Paul (1968). *The Encyclopedia of Philosophy*, [University of Pennsylvania Press. https://www.jstor.org/stable/2708299](https://www.jstor.org/stable/2708299)

#### Supplementary Reading:

1. Dowd, Joseph S.K. (2011). *Maximizing Dharma: Krsna's Consequentialism in the Mahabharata*. Praxis Journal of Philosophy (vol-3:1), Department of Philosophy, University of Manchester, U.K.
2. Maitra, S.K. (1978) – *The Ethics of Hindus*. Delhi: Asia Publication Services.
3. Teichman, Jenny & Evans, Katherine C. (1999). *Philosophy-A Beginner's Guide*. U.K.: Wiley -Blackwell Publishers.

#### Web Links:

1. Crimes of Misery and Theories of Punishment. [John B. Mitchell](https://www.jstor.org/stable/10.1525/nclr.2012.15.4.465) *New Criminal Law Review: An International and Interdisciplinary Journal*, Vol. 15, No. 4 (Fall 2012), pp. 465-510 <https://www.jstor.org/stable/10.1525/nclr.2012.15.4.465>
2. Ethical Types (pp. 133 – 164) From: *Ethical Life: Its Natural and Social Histories* [Webb Keane](https://www.jstor.org/stable/j.ctt1h4mhxw) Princeton University Press (2016) <https://www.jstor.org/stable/j.ctt1h4mhxw>

CourseTitle: **LOGIC**

Course Code: **PHI-I.C-2**

Credits: 04

Marks: 100

Duration: 60 hours

**CourseObjective:** The objective of the paper is to

1. Introduce to the students the basic elements and concepts in logic.
2. Develop logical thinking skill among the student.

**Courseoutcome:** At the end of the course students should be able to

**CO 1:**Enumerate and elaborate various methods to reason better logically

**CO 2:** Interpret different arguments so as to design stronger and better logical arguments.

**CO 3:** Apply the concepts of logical thinking to identify mistakes in the points opponents make.

**CO 4:** Critically analyze and assess logical arguments in the context of their relevance in today's world.

**Each paper in non-experimental subject shall have 60 hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

## **Syllabus**

### **Unit I: About Logic**

**(15 hours)**

- 1.1. Meaning, nature and importance of logic.
- 1.2. Argument : Identifying reason and conclusion
- 1.3. Sentences and propositions.
- 1.4. Deductive and Inductive arguments.
- 1.5. Truth, Validity and Soundness.

### **Unit II: Propositions**

**(15 hours)**

- 2.1.meaning and classification of propositions
- 2.2.Nature of standard form categorical propositions
- 2.3.Representation through Venn diagram.
- 2.4.Reduction of sentences to standard form categorical proposition.
- 2.5.Distribution of terms.

### **Unit III: Inferences**

**(15 hours)**

- 3.1. Meaning and types of inferences.
- 3.2. Opposition of proposition.
- 3.3. Eduction-its types.
- 3.4. Categorical Syllogism – its structure and evaluation

#### Unit IV: Ordinary language arguments

(15 hours)

- 4.1 Hypothetical argument –its nature and rules of validity.
- 4.2 Disjunctive argument – its nature and rules of validity.
- 4.3 Enthymeme- its meaning and types.
- 4.4 Socrates-its meaning and distinction between Aristotelian and Gocleniansorites.

#### *References*

##### **Mandatory Reading:**

1. Copi, Irving M. & Cohen, Carl. (2006) – 8<sup>th</sup>& 9<sup>th</sup> edition. *Introduction to Logic*. New Delhi: Prentice Hall of India.
2. Hurley, Patrick J. (2007). *Introduction to Logic*. New Delhi: CengageCourse India Pvt. Ltd.

##### **Supplementary reading:**

1. Black, Max. Critical thinking.(1946). *An Introduction to logic and scientific method*. Prentice-Hall, Inc., New York
2. K.T. Basantani, *Introduction to Logic*, ( Bombay, A.R. Sheth& Co., 1973 )

##### **Web links:**

1. *Use of Formal Logic* Alfred Sidgwick *Mind*, Vol. 41, No. 163 (Jul., 1932), pp. 341-3  
<https://www.jstor.org/stable/2250309>
2. *Ancient Logic* A. C. Lloyd *The Philosophical Quarterly* (1950-), Vol. 5, No. 19 (Apr., 1955), pp. 175-178 <https://www.jstor.org/stable/2217144>

## **F.Y.B.A (SEMESTER-II)**

Course Title: **PHILOSOPHY OF RELIGION**

Course Code: **PHI-II.C-3**

Credits: 04

Marks: 100

Duration: 60 hours

### **Course Objectives:**

1. To introduce students to the central areas of debate in the Philosophy of Religion.
2. To introduce students to some of the basic issues and methods of Philosophy of Religion.
3. To develop students' analytic reasoning.

### **Course Outcome:**

**CO1:** Examine the main issues, concepts and arguments of philosophy of religion such as the concept of God, religion, faith, revelation and immortality of the soul.

**CO 2:** Differentiate and associate between Philosophy and theology, theism, atheism and agnosticism and the beliefs for and against the existence of God.

**CO 3:** Construct arguments/defense in favor of and against the criticisms for the existence of God.

**CO 4:** Engage in critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other.

**CO 5:** Assess various religious viewpoints while understanding their unanimities and celebrating their differences.

**CO 6:** Develop one's understanding of religious and theological views.

**(Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.)**

### **Syllabus**

#### **Unit I: Introduction**

**(15 hours)**

- 1.1. Nature of Philosophy of Religion its scope and methods
- 1.2. Relation of Philosophy of Religion to Philosophy and Theology
- 1.3. Relation of Religion to Morality and Science

#### **Unit II: Religious Epistemology**

**(15hours)**

Sources of religious knowledge- Revelation, Faith, Mystical and Spiritual experiences

Religious concepts:

- Theism and its types
- Atheism
- Agnosticism

### Unit III: Problems of God

(15hours)

- 3.1. Grounds for belief in God
  - Ontological, Cosmological, Teleological, Moral arguments.
- 3.2. Grounds for disbelief in God
  - Karl Marx's view
  - Sigmund Freud's view
  - Challenges from science
  - Challenges from evil

### Unit IV: The progress and destiny of man

(15 hours)

The goal of human history  
The idea of immortality  
Law of Karma

### References

#### Mandatory reading:

1. Hick, John. (1991). *Philosophy of Religion*. New Delhi: Prentice Hall of India Private Limited.
2. Mohapatra, A.R. (1985). *Philosophy of Religion - An Approach to World Religions*. New Delhi: Sterling Publishers Private Limited.
3. Wright, W. K. (1958). *A Students' Philosophy of Religion*. New York: Macmillan Company.
4. Edward, Paul. (1972). *Encyclopedia of Philosophy*. New York: Macmillan Publishing Co.
5. Masih, Y. (1995). *Introduction to Religious Philosophy*. New Delhi: Motilal Banarsidass Publishers Private Limited.

#### Supplementary reading:

1. Galloway, George. (1954). *Philosophy of Religion*. New York: Charles Scribner's Son's.
2. Honer, S.M.et.al. (2006). *Invitation to Philosophy*. USA: Thomson Course Academic Resource Center.
3. Lewis, H.D. (1975). *Philosophy of Religion*. London: St. Paul's House.
4. Davies, Brian. (2004). *An Introduction to Philosophy of Religion*. Oxford University Press. Walton Street. Oxford OX2 6DP Oxford. New York

#### Web Links:

1. Science and Religious Belief in the Modern World: 'Challenges and Opportunities' (pp. 35-46). *Science and Religion: Christian and Muslim Perspectives* Denis Alexander. Georgetown University Press (2012) <https://www.jstor.org/stable/j.ctt2tt5h4>

Course Title: **PRACTICAL ETHICS**

Course code: **PHI-II.C-4**

Credits: 04

Marks: 100

Duration: 60 hours

**CourseObjective:** The objective of the paper is

1. Expose students to multiple view points on situations of daily life.
2. To give guidance in analyzing the conflicting positions.
3. To develop decision making skill among the students.

**CourseOutcome:** After completing the course students should

**CO 1:** Enumerate and elaborate various ethical situations through which one can have a stronger moral code – as an individual and as a member of society.

**CO 2:** Interpret different ethical situations so as to understand the uniqueness of morality based on context.

**CO 3:** Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.

**CO 4:** Critically analyze and assess unethical situations and challenge their validity in the context of today's world.

**Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

## **Syllabus**

### **Unit I: Bio-ethics**

**(15 hours)**

- 1.1 Euthanasia
- 1.2 Abortion
- 1.3 Animal experimentation
- 1.4 Cloning
- 1.5 Surrogacy

### **Unit II: Professional Ethics**

**(15 hours)**

- Medical ethics
- Legal ethics.
- Media ethics
- Business ethics

### **Unit III: Social Ethics**

**(15 hours)**

Homosexuality, gay and lesbian marriages  
Racism  
Gender discrimination.  
Corruption

### **Unit IV: Environmental Ethics**

**(15 hours)**

Eco-crisis  
Dominion Perspective  
Participation Perspective  
Stewardship Perspective.

### ***References***

#### **Mandatory reading:**

2. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
3. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
4. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
5. Titus, H.H. (1994). *Living Issues in Philosophy*. New Delhi: CenagageCourse India Pvt. Ltd.

#### **Supplementary Reading:**

1. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Course.
2. Des Jardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata Mc Grow Hill Education Pvt. Ltd.
3. Reich, Warren T.(1995). *Encyclopedia of Bio-Ethics* (relevant articles). New York: Macmillan Publishing Company.
4. Kush, Helga & Singer, Peter. (2006). *Bioethics – An Anthology*. Blackwell Publishing; 2nd edition (March 20, 2006)
5. Theory and Bioethics. Stanford Encyclopedia. Published Tuesday May 18, 2010. <https://plato.stanford.edu/entries/theory-bioethics/>

#### **Web Links:**

1. Applied Ethics (pp. 517-538) From: *Biblical Studies, Theology, Religion and Philosophy: An Introduction for African Universities*. Joseph B. R. GaieZapf Chancery Publishers Africa Ltd. (2010) <https://www.jstor.org/stable/j.ctvgc6054>

**Course Title: Classical Indian Philosophy (up to schools of Buddhism)**

**CourseCode: PHI-III,C-5**

**Credits:04**

**Marks:100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e, four hours per week over a period of fifteen weeks of a semester**

**Course Objective:** The objective of the paper is to–

- 1) Expose students to the foundations of Indian Philosophy
- 2) Enable the students to understand some of the classical systems of Indian Philosophy

**Course Outcome**–At the end of the course students should–

**CO 1:** Quote and examine philosophical concepts in shruti and smrti texts, and Charvaka, Buddhist and Jaina schools.

**CO 2:** Discover the epistemological, metaphysical and ethical aspects of different schools of Indian Philosophy.

**CO 3:** Demonstrate the inter-linking bonds between Indian and Western perspectives.

**CO 4:** Critically analyze various philosophical theories from different schools of thought.

**CO 5:** Recommend ways in which Indian philosophical concepts can be applied to modern consciousness.

**CO 6:** Integrate the various Indian schools of thought to create a holistic approach to Indian philosophy.

## **Syllabus**

### **Unit I: Foundations of Indian Philosophy**

**(15 hours)**

**1.1.**TheVedas

**1.2.**TheUpanisads

**1.3.**TheBhagwadgita

**1.4.** Sutras and Prasthan-trayas



**Unit II: Charvaka Philosophy****(15 hours)**

- 2.1. Epistemology
- 2.2. Metaphysics
- 2.3. Ethics

**Unit III: Jaina Philosophy****(15 hours)**

- 3.1. Epistemology
- 3.2. Metaphysics
- 3.3. Relativism

**Unit IV: Buddhist Philosophy****(15 hours)**

- 4.1. Four Noble Truths
- 4.2. Philosophical Doctrines of Buddhism.
- 4.3. Schools of Buddhism.

***References*****Mandatory reading:**

1. Chatterjee, SandDMDatta.(1968). *An Introduction to Indian Philosophy*. University of Calcutt a.
2. Hiriyana, M. (1973) *Essentials of Indian Philosophy*. Bombay: George Allen & Unwin (India) Pvt. Ltd.
3. Chandradhar, Sharma (1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarasi Das Publishers Pvt. Ltd.

**Supplementary reading:**

1. Bishop, Donald H. (Ed). (1975). *Indian thought an Introduction*. Delhi: Wiley Eastern Pvt. Ltd.
2. Ramakrishna, Puligandla (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K. Printworld Pvt. Ltd.
3. Das Gupta, Surendranath. (2010 Reprint). *A history of Indian Philosophy* (Vol II). New Delhi: Motilal Banarasi Das Publishers Pvt. Ltd.
4. Radhakrishnan, Sarvepalli. - *Indian Philosophy* – (all 4 Volumes). Oxford. 2 edition .2008
5. Barlingay, S S. *Re-understanding Indian Philosophy*. D.K. Print World Ltd; 1 edition. 1998

**Web Links:**

1. [The Vedantic Solution](https://www.jstor.org/stable/j.ctt22nm7nh) (pp. 75-84) From: *The Age of the Sages: The Axial Age in Asia and the Near East* . MARK W. MUESSE Augsburg Fortress, Publishers (2013) <https://www.jstor.org/stable/j.ctt22nm7nh>

**Course Title: STUDY OF WORLD RELIGIONS**

**Course code: PHI-III.E-1**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to:

- 1) Introduce the students to the major religions of the world.
- 2) Study the belief system and teachings in particular religion.
- 3) Enable the students to compare different religions.

**Course Outcome:** At the end of this course students should be able to-

**CO 1:** Awareness of multiple religious traditions and cultures

**CO 2:** Knowledge of rituals used in different religious traditions

**CO 3:** Awareness of the concept of “religion” and its evolution in multifaceted ways

**CO 4:** General appreciation for the different religious traditions all over the world

**Syllabus**

**Unit I: Hinduism (15 hours)**

- 1.1. History
- 1.2. Concepts
- 1.3. Myths, beliefs, Customs and Practices
- 1.4. Sacred Texts and Scriptures.

**Unit II: Buddhism, Jainism and Sikhism (15 hours)**

- 2.1. Buddhism: Origin, History and Development, Schools, Practices
- 2.2. Jainism: History, Schools, Principles, Teachings, Ethics and Sects
- 2.3. Sikhism: History, Profounders, Worship, Beliefs and Practices

### **Unit III: Judaism, Christianity and Islam**

**(15 hours)**

- 3.1.** Judaism: History; Old testaments; Torah; Ten Commandments; Beliefs and practices.
- 3.2.** Christianity: Origin; Concepts of Christianity; Beliefs and Practices; New Testament; Major Denominations.
- 3.3.** Islam: Origin; Beliefs and Practices; Five pillars; Sects.

### **Unit IV: Confucianism Taoism and Universal Religion**

**(15 hours)**

- 4.1.** Confucianism: Founders and Teachings; Beliefs and Practices
- 4.2.** Taoism: Founders and Teachings; Beliefs and Practices
- 4.3.** Elements of Universal religion

### ***References***

#### **Mandatory reading:**

1. Chetterjee, P.B. (1971). *Studies in Comparative Religion*. Calcutta.
2. Mohapatra, A.R. *Philosophy of Religion (An Approach to World Religions)*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Y. Masih. (1991). *Introduction to Religious Philosophy*. Motilal Banarsidass Publisher.

#### **Supplementary reading:**

1. Bakshi S.R. and Lipi Mahajan. (2000). *Encyclopaedic History of Indian Culture and Religion: Religions of India*.
2. India: Deep & Deep Publications. Eliade, Mircea. (2005). *Encyclopedia of Religions*. USA: McMillan Publishers.
3. George, Galloway. (2009). *Philosophy of Religion*. Charleston: Biblio Bazar.
4. Haneef Suzanne. (1994). *Whatever you should know about Islam and Muslims*. United States.
5. Helm, E. Thomas. *The Christian Religion An Introduction*. Western Illinois University, Prentice Hall, Englewoodcliffs.
6. Jacob, Hermann (1990). *Jaina Sutras*. Atlantic Publishers and Distributors, New Delhi.
7. Krisnamurthy, V. (1989). *Essentials of Hinduism*. Narosa Publishing House.
8. Robert S. Ellwood, Gregory D. Alles. (2008). *The Encyclopedia of World Religions*. InfoBase Publishing.
9. Shushtery, A.M.A (1954). *Outlines of Islamic Culture - Historical and Cultural Aspects*. The Bangalore Printing and Publishing Co, Ltd.
10. Singh, Karan. (1983). *Religions of India*. University of Michigan. Clarion Books
11. Wright Beth. (2013). *A Study Companion to Introduction to World Religions*. Augsburg Fortress Publishing

**Web Links:**

1. Confucianism and Taoism (pp. 54-57) From: *Atlas of World Religions* .Tim DowleyAugsburg Fortress, Publishers (2018) <https://www.jstor.org/stable/j.ctt1tm7gnj>
2. 'Hinduism' and 'Taoism' in Singapore: ' Seeing Points of Convergence Vineeta Sinha*Journal of Southeast Asian Studies*, Vol. 39, No. 1 (Feb., 2008), pp. 123-147  
<https://www.jstor.org/stable/20071873>

**Course Title: PHILOSOPHY OF MIND**

**Course code: PHI-III.E-2**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to:

- 1) Introduce the students to various theories of mind.
- 2) Study the nature of mind, mental functions and mental events.
- 3) Enable the students to have knowledge about the current issues in philosophy of mind.

**Course Outcome:** At the end of this course students should be able to-

**CO 1:** Enumerate and elaborate various basic concepts of the mind-body problem in philosophical thought.

**CO 2:** Interpret how different theories have evolved and developed over centuries with regard to philosophy of the mind.

**CO 3:** Apply the concepts of philosophy of the mind to emphasize an understanding of the human condition and context.

**CO 4:** Critically analyze and assess the value of philosophical ways of thinking with regard to philosophical study of the human mind.

## **Syllabus**

**Unit I:** (15 hours)

- 1.1. Nature of Philosophy of Mind.
- 1.2. Survey of the Problems of Philosophy of Mind.
- 1.3. Ancient and modern concepts of mind.

**Unit II:** (15 hours)

- 2.1. Theory of personality- Freud, Adler and Jung.
- 2.2. Theory of Dreams-Freud.
- 2.3. Parapsychology-Telepathy, clairvoyance, Psychokinesis

**Unit III:****(15 hours)**

- 3.1. Mind-body relation- Interactionism, Psycho-physical parallelism and Epiphenomenalism.
- 3.2. Personal Identity-Memory criterion and Bodily criterion.
- 3.3. Our Knowledge of other minds.

**Unit IV:****(15 hours)**

- 4.1. Concept of mind in Yoga, Nyaya and Vedanta.
- 4.2. Difference between mind and self in Indian philosophy.
- 4.3. Difference between Antahkarana and the western concept of mind.

***References:*****Mandatory reading:**

1. Chennakesavan, Saraswati (1960). *Concept of mind in Indian Philosophy*. Bombay: Asia Publishing Housing.
2. Maslin, Keith. (2007). *An Introduction to Philosophy of Mind*. USA: Wiley- Blackwell.
3. Hospers, John (1971). *Introduction to Philosophical Analysis*. Madras: Allied Publishers private Limited.
4. Paul Edwards (1972 Reprint edition). *Encyclopedia of Philosophy*. New York: Macmillan Publishing co. and Free Press.
5. Shaffer, Jerome (1968). *Philosophy of Mind*. Prentice-Hall. California

**Supplementary reading:**

1. Datta, D.M. (1972) *Sixways of knowing: A Critical Study of the Vedanta Theory of Knowledge*. Calcutta: University of Calcutta.
2. Guttenplan, Samuel. (Reprinted 1996). *A Companion to Philosophy of Mind*. U.K: Blakwell Publishers Ltd.
3. Lowe, E.J. (2000). *An Introduction to the Philosophy of mind*. UK: Cambridge University Press.
4. Lindzey, Gardner. N. (1978). *Theories of Personality: primary sources and research*. California: Wiley- Blackwell.

### Web Links:

1. Adlerian Theory (pp. 168-193) . From: *Transpeople: Repudiation, Trauma, Healing* . CHRISTOPHER SHELLEY . University of Toronto Press (2008)  
<https://www.jstor.org/stable/10.3138/9781442689503>
2. Imitation-Man and the 'New' Epiphenomenalism . Eric Russert Kraemer . *Canadian Journal of Philosophy*, Vol. 10, No. 3 (Sep., 1980), pp. 479-487  
<https://www.jstor.org/stable/40231162>
3. Yoga and Metaphysics (pp. 41-78) . From: *Yoga, Karma, and Rebirth: A Brief History and Philosophy* . Stephen H. Phillips . Columbia University Press (2009)  
<https://www.jstor.org/stable/10.7312/phil14484>

**CourseTitle: SymbolicLogic**

**CourseCode: PHI-III,E-3**

**Credits: 04**

**Marks:100**

Duration: 60 hours

**The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to—

- 1) Expose the students to modern logic
- 2) Enable the students to realize the difference between traditional and modern logic
- 3) Enable the students to realize the advantage of modern logic over traditional logic
- 4) Enable the students to understand and use symbolic logic procedures for analyzing and assessing deductive arguments.

**Course Outcome:** At the end of the course students should be able to—

**CO 1:** Enumerate and elaborate the basic concepts of logic – what it means for an argument to be valid and consistent.

**CO 2:** Interpret on different theories have evolved and developed to recognize and construct correct logical deductions and refutations.

**CO 3:** Apply the concepts of philosophy to evaluate normal language sentences in precise symbolic format.

**CO 4:** Critically analyze and assess the value of logical thinking in a practical context.

## **Syllabus**

### **Unit I–Propositional Logic**

**(15 hours)**

- 1.1. Simple and compound propositions
- 1.2. Symbolizing the statements
- 1.3. Truth-Table
- 1.4. Identifying statement forms using truth-table
- 1.5. Testing the validity of truth functional arguments using truth-table

### **Unit II-Method of Formal Proof–I**

**(15 hours)**

- 2.1. Formal proof of validity
- 2.2. Rules of Inference
- 2.3. Rules of Replacement



### **Unit III– Method of Formal Proof–II**

**(15 hours)**

- 3.1.** Rule of Conditional Proof
- 3.2.** Rule of Indirect Proof
- 3.3.** Proving in validity by the method of assigning truth value.

### **Unit IV–Predicate Logic**

**(15 hours)**

- 4.1.** The need for quantification
- 4.2.** Universal and Existential quantifiers.
- 4.3.** Rules of quantification
- 4.4.** Testing the validity of quantificational arguments.

### ***References***

#### **Mandatory reading:**

1. Bason, A.H.&Daniel John O’Conner.(1968).[\*Introduction to Symbolic Logic\*](#).  
a. University Tutorial Press.
2. Copi , Irving M. (1979), *Symbolic Logic*(8th & 9<sup>th</sup> edition). New York : Macmillan Publishing Co.
3. Hurley, Patrik J. (2007) *Introduction to Logic*. New Delhi: Cengage Course Indian Pvt.Ltd.

#### **Supplementary reading:**

1. Copi, Irving M., Cohen, Carl & McMahon (2013), *Introduction to Logic* (14<sup>th</sup> edition). New York: Pearson
2. Goswami, Chinmay & Singh Arindam *Symbolic Logic*
3. Langer, Susanne K. (2013). [\*An Introduction to Symbolic Logic\*](#). Literary Licensing, LLC
4. Hausman, Alan & Kahane, Howard & Tidman, Paul. (2012). 12<sup>th</sup> Edition. *Logic and Philosophy – A modern Introduction*. Cengage Course publisher.
5. Cohen, Morris R. & Nagel, Ernest. (1934). *An Introduction to Logic and Scientific Method*. Simon Publications

#### **Web links:**

1. Introduction to Symbolic Logic and its Applications by Rudolf Carnap . Review by: Hugues Leblanc . *The Journal of Philosophy*, Vol. 57, No. 9 (Apr. 28, 1960), pp. 311-313; <https://www.jstor.org/stable/2022247>

**Course Title: Value Education**

**CourseCode: PHI-III.E-4**

**Credits:04**

**Marks:100**

Duration: 60 hours

**The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The paper is designed with following objectives–

- 1) Inculcating education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
- 2) Values are related to the norms of a culture hence values tend to influence attitudes and behavior and help to solve common human problems.
- 3) Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens and he or she must be capable of persuading others that at least on ground level values such as peace, love, respect and justice theoretically can be understood.

**Course Outcome:** At the end of the course the students should be able to–

**CO 1:** Enumerate various processes of value formation.

**CO 2:** Understand the impact of individual values on social phenomena.

**CO 3:** Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.

**CO 4:** Appraise various value systems with minimal personal bias.

**CO 5:** Judge the traditional styles of impartation of values and their practical applicability in the modern scenario.

**CO 6:** Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.

## **Syllabus**

### **Unit – I Value Education**

**(15 hours)**

- 1.1 Value education- its purpose and significance
- 1.2 Value Education: Then and Now
- 1.3 Value enculturation: Family, School, Society
- 1.4 Role of Culture and Civilization.
- 1.5 Present deterioration in Value System

## **UNIT- II Psychological, Ethical and Aesthetic Values**

**(15 hours)**

**2.1** Emotional Maturity

**2.2** Virtues for Self

**2.3** Creativity

**2.4** Imagination

## **UNIT–III Personality Development**

**(15 hours)**

**3.1.** Leadership

**3.2.** Communication

**3.3. Attitude** and Aptitude

**3.4.** Self-esteem

## **UNIT-IV towards an Ethics of Sustainability**

**(15hours)**

**4.1** Social Equality and Peace

**4.2** Conservation and Development

**4.3** Women Empowerment.

**4.4** Environmental Awareness

### ***References***

#### **Mandatory reading:**

1. Chakravarthy, S.K. (1999). *Values and ethics for Organizations: Theory and Practice*. New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. & Gupta, V. K. (1995). *Social Values among Young adults: A changing Scenario*. New Delhi: M.D. Publications.

#### **Supplementary reading:**

1. Gardner, R., Cairns, J. and Lawton, D. (2003). *Education for values: morals, ethics and citizenship in contemporary teaching*, UK: Rutledge.
2. Halstead, J.M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK: Rutledge.
3. Meyer John, Brian Burnham, John Cholvat (Eds). (1975). *Values Education: Theory, Practice, Problems, Prospects*. Canada: Wilfrid Laurier Univ. Press.
4. Newman, Julie. (2011). *Green Ethics and Philosophy: An A-to-Z Guide*. California: Sage Publications Inc.
5. Satchidananda, M.K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.
6. Wringer, C. (2006). *Moral education: beyond the teaching of right and wrong*. UK: Springer.

### Web Links:

1. Value Education in the Social Studies Jack R. Fraenkel *The Phi Delta Kappan*, Vol. 50, No. 8 (Apr., 1969), pp. 457-461 <https://www.jstor.org/stable/20372415>
2. Sustainability (pp. 91-132) From: *Environment, Economy, and Christian Ethics: Alternative Views on Christians and Markets* Alistair Young Augsburg Fortress, Publishers (2015) <https://www.jstor.org/stable/j.ctt9m0tgc>
3. Shiva, Vandana. (1988). *Staying Alive – Women, Ecology and Survival in India*. KALI FOR WOMEN. New Delhi 110 017. [https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive\\_djvu.txt](https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive_djvu.txt)

**Course Title: Current Ethical Issues  
(Interdisciplinary Course)**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The paper is designed with following objectives–

- 1) To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principle and examples to a variety of contemporary ethical dilemmas.
- 2) To challenge the learners to address these issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through, class discussions, papers, and presentations.
- 3) To equip and motivate students toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enables to generate awareness of the ambiguities that go along with ethical situation and evaluation among the learners.

**Course Outcome:** At the end of the course the students should be able to–

**CO 1:** Enumerate and elaborate various ethical issues that influence individuals and society today.

**CO 2:** Interpret how different moral theories have evolved and developed over centuries.

**CO 3:** Apply the concepts of ethical thinking to emphasize empathy to the general human condition in daily life situations.

**CO 4:** Critically analyze and assess moral dogma that impedes basic human rights.

**Syllabus**

**UNIT - I Ethics and Applied Ethics (15 hours)**

1.1. Traditional and Modern theories

1.2. Applied Ethics Areas

**UNIT – II Current Ethical Issues: Individual and Social (15 hours)**

2.1. Homosexuality

2.2. Prostitution and Pornography

2.3. Abortion, Euthanasia and Suicide (Self-Killing)

2.4. Capital Punishment

2.5. Human trafficking/ child abuse

**UNIT – III Science, Technology and Environmental Ethics****(15 hours)**

- 3.1. Sex Selection, Cloning, and Surrogate Motherhood
- 3.2. Bio Diversity and Chemical Waste
- 3.3. Cyber Security
- 3.4. Animal Health and Welfare
- 3.5 Ecology and Associate Movements

**UNIT – IV Ethics in Business, Research, Politics and Media****(15 hours)**

- 4.1 Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment
- 4.2 Plagiarism
- 4.3 Political Violence – Torture, War, Naxalism and Terrorism,
- 4.4 Ethics in Media

***References*****Mandatory reading:**

1. Frey, R. G. And Christopher Heath Wellman (eds). (2003). A Companion to Applied Ethics. USA: Blackwell Publishing Ltd.
2. Hugh La Follette (ed.) (2003). The Oxford Handbook of Practical Ethics. Oxford: Oxford University Press.
3. Helga Kuhse and Peter Singer (eds.) (1999). Bioethics: An Anthology. USA: Blackwell publisher.

**Supplementary reading:**

1. Bowie, Norman. (1989). Business Ethics. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Küng, Hans. (2009). A Declaration towards Global Ethics. Geneva: Globethics.
3. Paul, Oliver. (2010). The Student's Guide to Research Ethics. USA: Open University press.
4. Rawls, John. (2001). Justice as Fairness: A Restatement, Cambridge MA: Belknap Press.
5. Weston. Anthony. (2001). A Practical Companion to Ethics. Oxford: Oxford University Press.
6. Cudd, Ann E; Andreasen, Robin O. (2005). Feminist theory: A Philosophical Anthology. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.

### Web Links:

1. Business Ethics (pp. 143-155) From: Ethics for A-Level Mark Dimmock, Andrew Fisher  
Edition: 1 Open Book Publishers (2017) <https://www.jstor.org/stable/j.ctt1wc7r6j.12>
2. Psychology of Political Violence Gopal Singh *Social Scientist*, Vol. 4, No. 6 (Jan., 1976),  
pp. 3-13 <https://www.jstor.org/stable/3516257>
3. **EMPOWERMENT** (pp. 104-143). Networking Arguments: Rhetoric, Transnational  
Feminism, and Public Policy Writing. REBECCA DINGO. University of Pittsburgh  
Press (2012). <https://www.jstor.org/stable/j.ctt5hjn0g>

**Course Title: ORTHODOX INDIAN PHILOSOPHY**

**Course Code: PHI-IV.C-6**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to –

1. Introduce the different orthodox systems to the students.
2. Enable the students to understand the commonalities and differences among the different orthodox systems.
3. Enable the students to frame their own opinion on different philosophical issues.

**Course Outcome:** At the end of the course students should be able to –

**CO 1:** Identify and describe the orthodox systems of Indian Philosophy

**CO 2:** Compare between the orthodox systems of Indian Philosophy and between Indian and Western Schools.

**CO 3:** Apply the practical aspects of the Indian schools to modern lifestyle.

**CO 4:** Critically analyze various theories given by the orthodox schools.

**CO 5:** Assess the process of evolution of thought in each of the orthodox schools.

**CO 6:** Formulate creative alternatives to the philosophical arguments given in the Orthodox Indian schools of thought

## **Syllabus**

### **Unit I –Nyāya-Vaiśeṣika Philosophy.**

**(15 hours)**

- 1.1. Nyāya Philosophy – Epistemology and Causation.
- 1.2. Vaiśeṣika Philosophy – Padārthas and Atomism.

### **Unit II –Sāṃkhya-Yoga Philosophy.**

**(15 hours)**

- 2.1. Sāṃkhya Philosophy – Concepts of Prakṛti and Puruṣa, Theory of evolution.
- 2.2. Yoga Philosophy – Aṣṭāṅga Yoga and The problem of God.



### Unit III –Mīmāṃsā and Advaita Philosophy

(15 hours)

- 1.1. Mīmāṃsā Philosophy – Theory of truth and validity, Theories of error.
- 1.2. Advaita Philosophy – Concept of Brahman, Māyā and the world, Brahman and Ātman.

### Unit IV – Viśiṣṭādvaita and Dvaita Philosophy

(15 hours)

- 4.1. Viśiṣṭādvaita Philosophy - Concept of God, nature and status of the world, liberation and means to attain it.
- 4.2. Dvaita Philosophy – Concept of Difference and five-fold differences, Concept of God, Liberation and means to attain it.

### References

#### Mandatory reading:

1. Chatterjee, S.C. and D.M.Datta. (1968). [\*An Introduction to Indian Philosophy\*](#). University of Calcutta.
2. Sinha, J.N. (2006). *Indian Philosophy* (Vol-1&II). New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
3. Dasgupta, Surendranath. (2010 Reprint). *A History of Indian Philosophy* (Vol I). New Delhi: Motilal Banarsidass Publishers Pvt.Ltd.
4. Hiriyanna M. (1973). *Essentials of Indian Philosophy*. Mumbai: George Allen & Unwin (India) Pvt. Ltd.
5. Sharma. C.D. (1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

#### Supplementary reading:

1. Bishop, Donald H. (ed).(1975). *Indian Thought and Introduction*. Delhi: Wiley Eastern Pvt.Ltd.
2. Mohanty, J.N. (2000). *Classical Indian Philosophy*. U.K; Oxford University Press.
3. Puligandla, Ramakrishna. (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K.Printworld Pvt.Ltd.

#### Web Links:

1. [THE PHILOSOPHY OF MADHVA DVAITA VEDĀNTA](#) Nagraj Rao *Annals of the Bhandarkar Oriental Research Institute*, Vol. 23, No. 1/4 (1942), pp. 379-385  
<https://www.jstor.org/stable/44002578>

**Course Title: PROBLEMS OF PHILOSOPHY**

**Course Code: PHI-IV. E-5**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to –

1. Introduce to the students some of the main philosophical topics.
2. Introduce the students to the philosophical modes of thought.

**Course Outcome:** At the end of the course student should be able to –

**CO 1:** To describe the distinctive agendas of different areas of philosophy.

**CO 2:** To identify the different Philosophical issues.

**CO 3:** To apply philosophical methods in understanding society

**CO 4:** Explain various meta-ethical theories.

## **Syllabus**

### **Unit I – Metaphysics (15 hours)**

- 1.1. Realism v/s Idealism
- 1.2. Appearance and Reality
- 1.3. Substance and Universals
- 1.4. Causation and Human Freedom

### **Unit II – Epistemology (15 hours)**

- 2.1. Rationalism v/s Empiricism
- 2.2. Knowledge and its sources
- 2.3. Skepticism
- 2.4. Truth : Western Theories

### **Unit III – Meta-ethics (15 hours)**

- 3.1. Normative Ethics and Meta-ethics
- 3.2. Meta-ethical theories: Emotivism, Prescriptivism, Naturalism, Intuitionism

### **Unit IV – Philosophical Methods (15 hours)**

- 4.1. Introduction to Philosophical Methods
- 4.2. Phenomenology
- 4.3. Hermeneutics
- 4.4. Apophasis/ *Via-Negativa*

## **References**

### **Mandatory reading:**

1. Hospers, John. (1994). *[An Introduction to Philosophical Analysis](#)*. Mumbai: Allied Publishers Pvt. Ltd.
2. Rai, Chhaya. (1980). *Studies in Philosophical Methods*. University of Jabalpur
3. Russell, Bertrand. (1912). *[The Problems of Philosophy](#)*. U.K: Oxford University Press.
4. Edward, Paul. (1972). *Encyclopedia of philosophy*. New York: Macmillan
5. Gensler, Harry. J. (1988). *Ethics: A Contemporary Introduction*. London and New York: Routledge Publishers

### **Supplementary reading:**

1. Moran, Dermot. (2000). *Introduction to phenomenology*. USA: Routledge Publishers.
2. Miller, Alexander (2003). *An Introduction to Contemporary Meta ethics*. UK: Blackwell Publishers.
3. Sherrat, Yvonne. (2006). *Continental Philosophy of Social Science*. Cambridge: Cambridge University Press.
4. Cunningham, G. Watts. (1956). *Problems of Philosophy – An Introductory survey*. Chuckervetty, Chatterjee & CO, Ltd. Calcutta.
5. *Introduction to Philosophy*. (2010). University of Ibadan Distance Course Centre Open and Distance Course Series Development. Prof. Bayo Okunade (editor). Nigeria

### **Web links:**

1. The Methods and Problems of Philosophy . Jared S. Moore . *Philosophy*, Vol. 16, No. 61 (Jan., 1941), pp. 56-73 <https://www.jstor.org/stable/3747645>
2. Moral Philosophy and Meta-Ethics . Mary Mothersill . *The Journal of Philosophy*, Vol. 49, No. 18 (Aug. 28, 1952), pp. 587-594 <https://www.jstor.org/stable/2020439>
3. On Philosophical Subjects and Methods . Fuchun Peng, Xuemeng Cheng . *Frontiers of Philosophy in China*, Vol. 1, No. 3 (Sep., 2006), pp. 432-454 <https://www.jstor.org/stable/30209981>

**Course Title: POLITICAL PHILOSOPHY**

**Course Code: PHI-IV.E-6**

**Credits: 04**

**Marks: 100.**

Duration: 60 hours

**This paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to –

1. Introduce the students to the ancient, modern and contemporary political thinkers and the theories.
2. To study the theories as foundations of the political set up.

**Course Outcome:** At the end of the course students should be able to –

**CO 1:** Examine various concepts involved in political philosophy and the roots of political ideologies.

**CO 2:** Understand the necessity and evolution of political theories and their application in the modern society.

**CO 3:** Demonstrate the underlying philosophy behind a particular political system and form of governance.

**CO 4:** Critically analyze the political ideas, concepts and theories of different thinkers.

**CO 5:** Rank the efficacy of following a political ideology in a given society.

**CO 6:** Integrate creative suggestions into a given political structure in order to enhance its political governance.

## **Syllabus**

### **Unit I – Ancient Political Philosophers**

**(15 hours)**

- 1.1. Plato
- 1.2. Aristotle
- 1.3. Cicero
- 1.4. Kautilya

### **Unit II – Contemporary Political Philosophers.**

**(15 hours)**

- 1.1. J. S. Mill
- 1.2. John Rawls
- 1.3. B.R Ambedkar
- 1.4. Mahatma Gandhi

### **Unit III – Political ideology - I**

**(15 hours)**

- 3.1. Monarchism
- 3.2. Contractualism
- 3.3. Democracy
- 3.4. Communism

### **Unit IV – Political ideology - II**

**(15 hours)**

- 4.1. Fascism
- 4.2. Sarvodaya
- 4.3. Radicalism
- 4.4. Multiculturalism

### ***References***

#### **Mandatory reading:**

1. Cahn, Steve. M (2010.). *Political Philosophy* – (3rd Ed.).U.K: Oxford University Press.
2. Coleman, Janet. (2000). *A History of Political Thought: From Ancient Greece to Early Christianity*. U.K: Blackwell Publishers Ltd.
3. Dunning, William. A. (1902). *A History of Political Theories-Ancient andMedieval*. New York: The Macmillan Company.
4. Jayapalan, N. (2003). *Indian Political Thinkers*. New Delhi: Atlantic Publishers.
5. Shamasastri, R. (1956). *Kautilya'sArthasastra*. Mysore: Mysore Printing and Publishing House.

#### **Supplementary reading:**

1. Eva, Pfohl. (2014). *Between Ethics and Politics: Gandhi Today*. New Delhi: Routledge.
2. Ghoshal, Upendra. N. (1959). *A History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Age*. London: Oxford University Press.
3. Gokhle, B.K. (1985). *Study of Political Theory*. Mumbai: Himalaya Publishing House.
4. Haworth, Alan. (2012). *Understanding the political philosophers: From ancient to modern times* – (2nd Ed). New York: Routledge.
5. Mashruwala, K.G. (195). *Gandhi and Marx*. Ahmadabad: JivanjiDahyabhai Desai Navajivan Press.
6. Owen, David and Laden, Anthony Simon. (2007). *Multiculturalism and PoliticalTheory*. Cambridge: Cambridge University Press.
7. Rawls, John. (1973). *A Theory of Justice*. Oxford: Oxford University Press.
8. Raphael, D. D. (2<sup>nd</sup> edition). (1990). Macmillan Publishers Limited. Palgrave, London.

**Web links:**

1. Why Political Philosophy? (pp. 1-9) . From: Political Philosophy . STEVEN B. SMITH Yale University Press (2012) <https://www.jstor.org/stable/j.ctt32bv21>
2. FASCISM (pp. 151-170); From: Karl Polanyi's Political and Economic Thought: A Critical Guide . Gareth Dale, Mathieu Desan . Agenda Publishing (2019) <https://www.jstor.org/stable/j.ctvnjbfgk>
3. SARVODAYA . BUDDHADEB BHATTACHARYYA . *The Indian Journal of Political Science*, Vol. 19, No. 4 (October-December 1958), pp. 375-387 <https://www.jstor.org/stable/42753640>
4. Multiculturalism (pp. 21-26) . From: Significant difference? A comparative analysis of multicultural policies in the United Kingdom and the Netherlands . Laura Coello . Amsterdam University Press (2010) <https://www.jstor.org/stable/j.ctt6wp5j3>

**Course Title: PHILOSOPHY OF HUMAN RIGHTS**

**Coursecode: PHI-IV.E -7**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**CourseObjective:** The objective of the paper is to –

1. Enable the students to study the historical evolution and to understand the types and basic concepts involved in human rights.
2. Introduce the students to the nature and practical importance of human rights.
3. To make them aware of national and international human rights policies.

**Course Outcome:** At the end of the course students should be able to –

**CO 1:** Examine basic concepts of human rights such as Freedom, Equality and Justice, Individual Rights and Universal Rights

**CO 2:** Demonstrate the changing nature of human rights and the necessity of human rights at the individual and social level.

**CO 3:** Compare various types of human rights and apply them in a given situation.

**CO 4:** Analyze the historical evolution of human rights and its changing nature.

**CO 5:** Evaluate the process of governance of human rights in an international context.

**CO 6:** Formulate suggestions to facilitate the protection and promotion of human rights at the national and international level.

## **Syllabus**

### **Unit I – Introduction**

**(15 hours)**

- 1.1. Meaning, nature and ethical foundation of Human Rights
- 1.2. Philosophical Evolution of Human Rights
- 1.3. Rights, Responsibilities and Freedom

### **Unit II – Basic Concepts**

**(15 hours)**

- 1.1. Freedom, Equality and Justice
- 1.2. Individual Rights v/s Group Rights
- 1.3. Universal Rights v/s Relativism

### Unit III – Types of Human Rights

(15 hours)

- 3.1. Social and Economic Rights.
- 3.2. Rights of Women and Children
- 3.3. Civil and Political Rights
- 3.4. Minority Rights

### Unit IV – Governance of Human Rights

(15 hours)

- 4.1. Universal declaration of human rights
- 4.2. Indian Constitution and Human Rights
- 4.3. Human Rights in International Context

### References

#### Mandatory reading:

1. Benn, S.I. and Peters, R.S. (1959). *Social Principles and the Democratic State*. London: Allen and Unwin.
2. [Donnelly](#), Jack. (2013). *Universal Human Rights in Theory and Practice*. New York: Cornell University Press.
3. Morsink, Johannes. (1999). *The Universal Declaration of Human Rights: Origins, Drafting and Intent*. Philadelphia: University of Pennsylvania Press.

#### Supplementary reading:

1. Cook, Rebecca J. (1994). *Human Rights of Women: National and International Perspectives*. Philadelphia: University of Pennsylvania Press.
2. Douzinas, Costas. (2007). *Human Rights and Empire*. U.K: Routledge.
3. Philip, Alston. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford: Clarendon Press.
4. Philip, Alston. (1991). *The International Covenant on Economic, Social and Cultural Rights. Manual of Human Rights*. New York: United Nations Centre for Human Rights.
5. Philip, Alston and Goodman, Ryan. (2013). *International Human Rights*. U.K : Oxford University Press.
6. Raphael, D. D. (1970). *Problems of Political Philosophy*. London: Pall Mall Press
7. Rosenbaum, S. (1980). *The Philosophy of Human Rights: International Perspectives*. Westport: Greenwood Press.

#### Web Links:

1. Cultural Relativism and Universal Human Rights Author(s): Jack Donnelly Source: Human Rights Quarterly, Vol. 6, No. 4 (Nov., 1984), pp. 400-419 Published by: The Johns Hopkins University Press Stable URL: <https://www.jstor.org/stable/762182>
2. Individual Rights Revisited Author(s): WulfGaertner, Prasanta K. Pattanaik and Kotaro Suzumura Source: Economica, New Series, Vol. 59, No. 234 (May, 1992), pp. 161-177 Published by: Wiley on behalf of The London School of Economics and Political Science and The Suntory and Toyota International Centres for Economics and Related Disciplines Stable URL: <https://www.jstor.org/stable/2554744>
3. Individual, collective and group rights: History, theory, practice and contemporary evolution Author(s): B. G. RAMCHARAN Source: International Journal on Group Rights, Vol. 1, No. 1 (1993), pp. 27-43 Published by: Brill Stable URL: <https://www.jstor.org/stable/24674494>



**CourseTitle: ECO-PHILOSOPHY**

**CourseCode: PHI-IV.E-8**

**Credits: 04**

**Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**CourseObjective:** The objective of the paper is to –

1. Offer a uniform and synthesized understanding of the philosophy and ecology.
2. Break up the anthropocentric attitudes towards environment and emphasize the concern for environment.
3. Differentiating Shallow with Deep ecology as an eco-philosophy with the notion of development in twenty-first century.

**Course Outcome:** At the end of the course student should be able to –

**CO 1:** Describe important concepts in eco-philosophy and the importance of theoretical basis of ecological perspectives.

**CO 2:** Discover the spirituality of ecology and its implications in the 21<sup>st</sup> century.

**CO 3:** Apply religious teachings to ecological problems as experienced in modern society.

**CO 4:** Connect Indian and Western ecological movements leading to a holistic understanding of eco-criticism.

**CO 5:** Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.

**CO 6:** Develop a consistent and coherent view on sustainability; its aims, practical necessity alongside human development

## **Syllabus**

### **Unit I – Origins**

**(15 hours)**

- 1.1. What is Ecology?
- 1.2. Genesis: Religious
- 1.3. Nature and Value
- 1.4. Metaparadigm
- 1.5. Ecological Humanism

### **Unit II – Contemporary Movements: Indian**

**(15 hours)**

- 2.1. Simple Living: Buddhist Perspective
- 2.2. Ethics and Standards: Jaina Perspective
- 2.3. Spiritual Ecology and Holism: Hinduism
- 2.4. Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda
- 2.5. Twenty first century India and Ecology

### **Unit III – Contemporary Movements: Global**

**(15 hours)**

- 3.1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
- 3.2. Eco- Feminism
- 3.3. Deep Ecology
- 3.4. Social Ecology and Bioregionalism

### **Unit IV – Environmental Crises (Case Studies)**

**(15 hours)**

- 4.1. Climate Change, Global warming, Green-house effect
- 4.2. Effects of Pesticides, Eco-farming
- 4.3. Obligation towards Future Generation
- 4.4. Biodiversity, E-waste

### ***References***

#### **Mandatory Reading:**

1. Joseph R. Des Jardins. (2001). [\*Environmental Ethics: An Introduction to Environmental Philosophy\*](#) 3<sup>rd</sup> Ed. Belmont CA: Wadsworth.
2. Frey, R. G. and Christopher Heath Wellman. (eds.) (2005). *A Companion to Applied Ethics*. USA: Blackwell Publishing.
3. Louis P. Pojman. (2001). *Environmental Ethics: Readings in Theory and Application* 3th Ed. USA: Wadsworth/Thomson Course.
4. Singer, Peter. (ed.) (1986). *Oxford readings in Philosophy: Applied Ethics*. Oxford: Oxford University Press.

#### **Supplementary reading:**

1. Drengson, A. and Y. Inoue (eds.). (1995). *The Deep Ecology Movement: An Introductory Anthology*. Berkeley: North Atlantic Publishers.
2. Drengson A. & B. Devall (eds.). (2008). *The Ecology of Wisdom: Writings by Arne Naess*. Berkeley: Counterpoint Press.
3. Kingsland, S.E. (1985) *Modelling Nature: Episodes in the History of Population Ecology*. University of Chicago Press.
4. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". *Inquiry*, 16:95-100.
5. Taylor, Paul W. (1986). *Respect for Nature: A Theory of Environmental Ethics*. Princeton NJ: Princeton University Press.
6. Cooper, G.J. (2007). *The Science of the Struggle for Existence: On the Foundations of Ecology*, Cambridge University Press.
7. Hicks, C. Dietmar, R. Eugster, M. (2005). "The recycling and disposal of electrical and electronic waste in China—legislative and market responses" in *Environmental Impact Assessment Review* 25 (5): 459–471.

### Web Links:

1. An Assessment of Buddhist Eco-Philosophy . Donald K. Swearer . *The Harvard Theological Review*, Vol. 99, No. 2 (Apr., 2006), pp. 123-137  
[.https://www.jstor.org/stable/4125290](https://www.jstor.org/stable/4125290)
2. An Eco-Deconstructive Account of the Emergence of Normativity “Nature” (pp. 279 - 302) .From: *Eco-Deconstruction: Derrida and Environmental Philosophy* . Matthias Fritsch . Edition: 1; Fordham University (2018).  
<https://www.jstor.org/stable/j.ctt201mp8w>

**CourseTitle – PHILOSOPHY AND FILMS (Interdisciplinary Paper)**

**Credits: 04**

**Marks: 100**

**Duration: 60 hours**

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**CourseObjective:** The objective of the paper is to –

1. Explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2. Approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3. Enable the students to approach a movie not only as a mode of entertainment but also as a spectator to evaluate it as a critique so that they get exposed to the field of interdisciplinary work in aesthetics and cognitive science.

**Course Outcome:** At the end of the course student should be able to –

**CO 1:** Enumerate and elaborate upon the concepts in the philosophy of movies.

**CO 2:** Interpret a film plot in the context of philosophical thinking.

**CO 3:** Apply the concepts of philosophy that are learnt from films in practical situations.

**CO 4:** Critically analyze the Philosophical characteristics of films as a product and manifestation of the society in which we live.

**CO 5:** Assess arguments for and against concepts that crop up through a study of films.

**CO 6:** Design videos, plays, etc. that depict human life in the aesthetic context of movies.

## **Syllabus**

### **Unit I – Analytic and cognitive approaches**

**(15 hours)**

- 1.1. Philosophy around films
- 1.2. Document, Documentary and Narratives
- 1.3. Thought orientation through motion picture
- 1.4. Text, Context and Non-text

### **Unit II – Film and Art forms**

**(15 hours)**

- 2.1. Photography and Representation
- 2.2. Beauty, Symbolism and Metaphors
- 2.3. Music, Dance and Drama
- 2.4. Presentation: Reality and Fiction

### **Unit III – Psychological Elements**

**(15 hours)**

- 3.1.** Films and Emotions : Fear, Comedy, Empathy, Suspense
- 3.2.** Imagination
- 3.3.** Identification and Spectatorship
- 3.4.** Communication and Persuasion

### **Unit IV–Ethics in films**

**(15 hours)**

- 4.1.** Teachings through Cinema
- 4.2.** Authorship and copyright
- 4.3.** Film Criticism and Virtue theory
- 4.4.** Evils and Issues: Pornography, Freewill, Civil Rights Ordinance

### **List of Movies: (Tentative)**

**Cognitive Fiction:** Matrix, The Purple Rose of Cairo, The Rules of the Game, Citizen Kane, The Lady from Shanghai.

**Narrative:** Mulholland Drive, Rear Window.

**Horror:** Jurassic Park; The Fly; Repulsion; Scream; The Man Who Knew Too Much; Alien; An American Werewolf in London. The Atomic Cafe (Comedy, Horror, fiction)

**Indian Movies:** Queen, English Vinglish, Rajneeti, Sarkar, Gangajal. Aankhon Dekhi, Oh My God, PK, Astitva.

**N.B.:** Above mentioned list of movies are subject to availability and also tentative. The showcasing of the movies may also differ based on the topic and context (Participants).

### ***References***

#### **Mandatory reading:**

- 1.** Carroll, Noël and Jinhee Choi. (2006). *Philosophy of Film and Motion Pictures*. Malden: Blackwell Publishing.
- 2.** Colman, Felicity. (ed). (2009). *Film, Theory and Philosophy: the key thinkers*. Montreal and Kingston: McGill-Queens University Press.
- 3.** Freeland, Cynthia A. and Thomas E. Wartenberg (eds.). (1995). *Philosophy and Film*. New York: Routledge.
- 4.** Tredell, Nicholas, (ed.). (2002). *Cinemas of the Mind: A Critical History of Film Theory*. Cambridge: Icon Books.

**Supplementary readings:**

1. Allen, Richard and Malcolm Turvey (eds.). (2001). *Wittgenstein, Theory and the Arts*. London: Routledge.
2. Bordwell, David. (1997). *Narration in the Fiction Film*. New York: Routledge.
3. Currie, Gregory. (1995). *Image and Mind: Film, Philosophy, and Cognitive Science*. Cambridge: Cambridge University Press.
4. Plantinga, Carl. (1997). *Rhetoric and Representation in Nonfiction Film*. Cambridge: Cambridge University Press.
5. Tan, Ed S. (1996). *Emotion and the Structure of Narrative Film: Film As An Emotion Machine*. London: Routledge.

**Web links:**

1. Apperception on Display: Structural Films and Philosophy . Jinhee Choi . *The Journal of Aesthetics and Art Criticism*, Vol. 64, No. 1, Special Issue: Thinking through Cinema: Film as Philosophy (Winter, 2006), pp. 165-172 <https://www.jstor.org/stable/3700501>

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)**  
**BOS APPROVED PHILOSOPHY SYLLABI OF SEMESTER V AND VI TO**  
**IMPLIMENTED FROM 2017-18**

**SEMESTER V**

**Course Title: ANCIENT GREEK AND MEDIEVAL PHILOSOPHY**

**Course Code: PHI-V.C-7**

**Credits: 04**

**Marks: 100**

**Duration: 60 hours**

**The Course shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

Course Objectives: The objective of the Course is to:

1. Acquaint the students with the ancient Greek and medieval philosophy.
2. Enable the students to understand the philosophical foundation of western philosophy.
3. Enable the students to understand the changes in the development of western Philosophical thought.

**Course Outcomes:** At the end of the course students should be able to –

**CO 1:** Identify important philosophers and describe important concepts in Ancient Greek and Medieval Philosophy.

**CO 2:** Compare Ancient Greek and Medieval Philosophy with Modern Western Philosophy.

**CO 3:** Apply concepts of Ancient Greek and Medieval Philosophy to modern understanding of philosophical thinking.

**CO 4:** Connect contemporary Ancient Greek and Medieval Philosophy with Modern Western Philosophy as well as Eastern and Indian Philosophy

**CO 5:** Critically analyze the contributions of Ancient Greek and Medieval Philosophers and their influence in today's world.

**CO 6:** Integrate Ancient Greek and Medieval Philosophy views into the present day ideologies and society.

**SYLLABUS**

**Unit I – Ancient Greek Philosophy (upto Socrates)**

**(15 hours)**

1.1 Philosophy of Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Empedocles, Anaxagoras and Atomists.

1.2 Sophists and Socrates

a) Sophists – Protagoras and Gorgias

b) Socrates - Socratic Method and Socratic ethics.

## **Unit II –Post - Socratic Ancient Greek Philosophy**

**(15 hours)**

2.1 Plato – Epistemology, Theory of ideas, Cosmology.

2.2 Aristotle – Criticisms of Plato's theory of ideas, Substance, Form and Matter, Theory of causation.

## **Unit III – St. Augustine, Anselm and Arabic Philosophy**

**(15 hours)**

3.1 St. Augustine – Epistemology, God and the problem of evil, Freedom of the will.

3.2 St. Anselm – The problem of God.

3.3 Arabic Philosophy (Islamic and Jewish philosophies).

## **Unit IV- Thomas Aquinas, John Duns Scotus and William of Occam**

**(15 hours)**

4.1 Thomas Aquinas- Epistemology, Metaphysics, Theology.

4.2 John Duns Scotus – Faith and knowledge, God and the moral law, Doctrine of universals.

4.3 William of Occam- Occam's Razor.

### ***References***

#### **Mandatory reading:**

1. Stace, W.C. (2015) [\*A Critical History of Greek Philosophy\*](#). New York: Oxford University Press.
2. Thilly, Frank. (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
3. O'Conner, D.J. (1985) *A Critical History of Western Philosophy*. New York: Free Press.

#### **Supplementary reading:**

1. Copleston, Frederick(1993) *A Critical History of Philosophy*. New York: Image Publishers.
2. Masih, Y (2016) *A Critical History of Western Philosophy*. (Greek, Medieval, Modern). New Delhi: MotilalBanarasidas.
2. Solomon, R. and Higgins, K. (1996) *A Short History of Philosophy*. New York: Oxford University Press.
3. Russell, Bertrand. (1945). *A History of Western Philosophy*. Simon & Schuster. Inc. Rockefeller Center, 1230 6<sup>th</sup> Avenue. New York
4. Rogers, Arthur K. (1907). *A Student's History of Philosophy*. New York, The Macmillan company; London, Macmillan & co., ltd.



### Web Links:

1. **INDIAN AND GREEK PHILOSOPHY** Francisco R. Adrados *Annals of the Bhandarkar Oriental Research Institute*, Vol. 58/59, Diamond Jubilee Volume (1977-1978), pp. <https://www.jstor.org/stable/41691672>

**Course Title: PHILOSOPHY OF SCIENCE**

**CourseCode: PHI-V.E-9**

**Credits: 04**

**Mark: 100**

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of the semester.**

**Course Objective:** The objective of the paper is to –

1. Enable the students to understand and apply correctly the basic concepts of science
2. Acquaint the students with fundamental concepts and issues in philosophy of science.

**Course Outcome:** At the end of the course students should be able to –

**CO 1:** Enumerate and elaborate various basic concepts of understanding scientific knowledge through philosophy.

**CO 2:** Interpret how different theories have developed of the progress and evolution of scientific thought and theory.

**CO 3:** Apply the concepts of philosophy of the mind to emphasize an understanding of the scientific enterprise and its understanding of the world around us.

**CO 4:** Critically analyze and assess the value of philosophical ways of thinking with regard to generating well-organized and objective scientific argument through critical and analytical processes.

## **SYLLABUS**

### **Unit I – Science and Scientific Explanation (15 hours)**

- 1.1 Nature and types of sciences
- 1.2 Defining scientific explanation
- 1.3 Role of laws in scientific explanation
- 1.4 Scientific explanation and non-scientific explanation

### **Unit II- Scientific Method (15 hours)**

- 1.1 Deduction and Induction
- 1.2 The problem and justification of induction
- 1.3 Induction as a method of science
- 1.4 Hypothesis

### **Unit III - Revolutions in science (15 hours)**

- 3.1 Positivism v/s post-positivism
- 3.2 Karl Popper- Conjectures and refutations
- 3.3 Thomas Kuhn- Incommensurability, Relativism and Progress

## Unit IV- Realism and anti-realism

(15 hours)

- 4.1 Metaphysics of the external world
- 4.2 Scientific realism
- 4.3 Anti-realism
- 4.4 Under-determination.

### *References*

#### **Mandatory reading:**

1. Curd, Martin and Cover, J.A. (eds) (2012) *Philosophy of Science: The central issues*. New York: W.W. Norton & Co.
2. Godfrey-Smith, Peter (2003) *Theory and Reality: An Introduction to Philosophy of Science*. U.S.A: University of Chicago Press Ltd.
3. Kuhn, Thomas. S. (1962). 2<sup>nd</sup> edition, *The Structure of scientific Revolutions*. The University of Chicago Press, Ltd., London
4. Ayer, A. J. (1935). *Language, truth and Logic*. 11 Foubert's Place, London

#### **Supplementary reading:**

1. Kyburg, Henry E.(1968) *Philosophy of Science- A Formal Approach*. New York: The Macmillan Company.
2. Ladyman, James (2002) *Understanding Philosophy of Science*. New York: Routledge
3. Okasha, Samir( 2008) *Philosophy of Science: A very short Introduction*. New York: Oxford University Press.
4. Rosenberg, Alex (2012) *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

#### **Web links:**

Karl Popper . JONATHAN LIEBERSON . *Social Research*, Vol. 49, No. 1, Modern Masters (SPRING 1982), pp. 68-115 <https://www.jstor.org/stable/40970854>

THOMAS KUHN & THE SHADOW OF WITTGENSTEIN (pp. 13 – 34) .From: *Social Inquiry After Wittgenstein and Kuhn: Leaving Everything as It Is* . John G. Gunnell . Columbia University Press (2014) <https://www.jstor.org/stable/10.7312/gunn16940>

**Course Title: Contemporary Indian Philosophy**

**Course Code: PHI-V. E-10**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to –

1. Acquaint the students with the philosophy of contemporary Indian thinkers.
2. Enable the students to connect the classical Indian Philosophy with contemporary Indian philosophy.

**Course outcome:** At the end of the course students should be able to –

**CO 1:** Identify important philosophers and describe important concepts in Contemporary Indian Philosophy.

**CO 2:** Compare Classical Indian Philosophy with Contemporary Indian Philosophy

**CO 3:** Apply concepts of Contemporary Indian Philosophers to modern social practices, practices in education, nationalism and religion.

**CO 4:** Connect contemporary Indian Philosophy with Modern and contemporary Western Philosophy

**CO 5:** Critically analyze the contributions of Contemporary Indian Philosophers and their influence on modern society.

**CO 6:** Integrate Contemporary Indian Philosophical views into present day Indian politics, ideologies and society.

## **SYLLABUS**

**Introduction** – Characteristics of contemporary Indian Philosophy.

**Unit I: Mahatma Gandhi and S. Radhakrishnan** **(15 hours)**

- 1.1 Mahatma Gandhi- Truth, Non-violence, Satyagraha, Sarvodaya
- 1.2 S. Radhakrishnan- Nature of ultimate reality, Nature of soul, Essence of religion

**Unit II: Swami Vivekanand and Aurobindo** **(15 hours)**

- 1.1 Swami Vivekanand – Nature of religion, Ideal of universal religion, raj yoga, Practical Vedante.
- 1.2 Aurobindo – The super mind, Triple status of super mind, Integral yoga.

**Unit III: Mohammad Iqbal and M.N.Roy****(15 hours)**

3.1 MohamadIqbal- Nature of intuition, Human destiny

3.2 M.N.Roy – New humanism

**Unit IV: Rabindranath Tagore and K.C.Bhattacharya****(15 hours)**

4.1 Rabindranath Tagore – Humanism, Religion and God

4.2 K.C.Bhattacharya – Consciousness and its four grades, negation as a basis of philosophy.

***References*****Mandatory reading:**

1. Chartterjee Margret (1998) *Contemporary Indian Philosophy*. New Delhi: MotilalBanarasidass.
2. Iqbal, Mohammad (1980) *Reconstruction of Religious Thought in Islam*. Delhi: New Taj Office
3. Nigam, R. (1988) *RadicalHumanism of M.N.Roy*. New Delhi: Indus Publishing Co.
4. Radhakrishnan, S. (2009) *An Idealistic view of Life*. Noida: Harper Collins Publishers India Ltd.
5. Sri Aurobindo(1972) *Integral Yoga*. Pondicherry: Sri Aurobindo Ashram.

**Supplementary reading:**

1. Krishna, Daya(2001) *New Perspectives in Indian Philosophy*. Jaipur: Rawat Publications.
2. Lal, Basant. K. (2010). *Contemporary Indian Philosophy*. MotilalBanarsidass Publishers Pvt. Ltd., New Delhi, India.
3. Mahadevan, T.M.P. &Saroja, G.V. (1981) *Contemporary Indian Philosophy*. New Delhi: Sterling Publishers Pvt.Ltd.
4. Nirvana, V.S. (1964) *Modern Indian Thought*. Mumbai: Asia Publishing House.
5. Sharma, R.N. (1996) *Contemporary Indian Philosophy*. New Delhi: Atlantic Publishers & Distributers.

**Web Links:**

1. THE MAN IN GANDHIAN PHILOSOPHYADI H. DOCTOR*The Indian Journal of Political Science*, Vol. 53, No. 2 (April - June, 1992), pp. 152-167  
<https://www.jstor.org/stable/41855605>
2. Swami Vivekananda and the Mainstreaming of the Yoga Sutra (pp. 116-142) From: The "Yoga Sutra of Patanjali": A BiographyDavid Gordon WhitePrinceton University Press (2014) <https://www.jstor.org/stable/j.ctt6wq06fn>

## **SEMESTER VI**

**CourseTitle: MODERN WESTERN PHILOSOPHY**

**CourseCode: PHI-VI.C-8**

**Credits: 04**

**Marks: 100**

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**CourseObjective:** The objective of the paper is to –

1. Acquaint the students with the developments in modern western philosophy
2. Acquaint the students with the major philosophical trends such as rationalism and empiricism.
3. Acquaint the students with the construction of conceptual structures and world views by different thinkers.

**Course outcome:** At the end of the course students should be able to –

**CO 1:** Identify important philosophers and describe important concepts in Modern Western Philosophy.

**CO 2:** Compare Modern Western Philosophy with Ancient Greek and Medieval Philosophy.

**CO 3:** Apply concepts of Modern Western Philosophy to contemporary understanding of philosophical thinking.

**CO 4:** Connect contemporary Modern Western Philosophy with Ancient Greek and Medieval Philosophy in general, and Eastern and Indian Philosophy in particular.

**CO 5:** Critically analyze the contributions of Modern Western Philosophers and their influence in today's world.

**CO 6:** Integrate Modern Western Philosophy views into the present day ideologies and society.

## **SYLLABUS**

### **Unit I – The Beginning of Modern Western Philosophy.**

**(15 hours)**

- 1.1 The spirit of renaissance
- 1.2 Rene Descartes - Method of doubt, Theory of innate ideas, Mind-body problem, Proofs for God's existence.

## **Unit II – Spinoza and Leibniz**

**(15 hours)**

2.1 Benedict Spinoza - Substance, Attributes, Modes, Pantheism.

2.2 Gottfried Leibniz - Theory of monadology, Doctrine of pre-established harmony, Principles of non-contradiction, sufficient reason, identity of indiscernibles

## **Unit III- Locke, Berkeley and Hume**

**(15 hours)**

1.1 John Locke - Refutation of innate ideas, Epistemology, Substance and its qualities

1.2 George Berkeley - Rejection of materialism, *Esse est percipi*

1.3 David Hume - Impressions and ideas, Scepticism, Causality

## **Unit IV– Kant and Hegel**

**(15 hours)**

4.1 Immanuel Kant - Epistemology, Categories of understanding, Rejection of transcendent metaphysics

4.2 Georg Hegel - Dialectical method, Idea of the absolute

### ***References***

#### **Mandatory reading:**

1. Thilly, Frank (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
2. Wright, W.K.( 1958 ) *A History of Modern Philosophy*. New York: The Macmillan Co.
3. Masih, Y. (2016) *A Critical History of Western Philosophy* (Greek, Medieval, Modern). New Delhi: Motilal Banarasidas.
4. O'Conner, D.J.(1985) *A Critical History of Western Philosophy*. New York: Free Press

#### **Supplementary reading:**

1. Copleston, Frederick (1993) *A History of Philosophy* (vol.4, 5, 6). New York: Image Publishers.
2. Falkenberg, Richard (2015) *History of Modern Philosophy*. U.S.A.: Jefferson Publication.
3. Rogers, A.K.(1935) *Students History of Philosophy*. New York: The Macmillan Co.
4. Scruton, Roger (2002) *A Short History of Modern Philosophy*. London: Routledge.
5. Solomon, R. and Higgins, K.(1996) *A Short History of Philosophy*. New York; Oxford University Press.

#### **Web Links:**

1. [modern western philosophy](http://www.universityofcalicut.info). VI SEMESTER. CORE COURSE. BA PHILOSOPHY. (2011 Admission onwards). UNIVERSITY OF CALICUT. SCHOOL OF ...  
www.universityofcalicut.info › SDE › Modern Western Philosophy; VI Semester  
MODERN WESTERN PHILOSOPHY – University\_ PDF

**Course Title: PHILOSOPHY OF LAW**

**CourseCode: PHI-VI.E-15**

**Credits: 04**

**Marks: 100**

**This paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of the semester.**

**CourseObjective:** The objective of the paper is to –

1. Acquaint the students with issues and problems in the theory and practice of law.
2. Throw light on the basic ideas and principles of law.
3. Help in the logical analysis of legal concepts.
4. Train the critical faculties of the mind of the students.

**Course Outcome:** At the end of the course students should be able to –

**CO 1:** Examine various concepts involved in the theories of law.

**CO 2:** Distinguish between Normative and Analytical Jurisprudence.

**CO 3:** Demonstrate the necessity of law in the functioning of the society.

**CO 4:** Critically analyze the principles on which legal rules are based

**CO 5:** Evaluate the manner in which justice is derived and the implication of penal laws.

**CO 6:** Develop the applicability of legal reasoning to current socio-ethical phenomena.

## **SYLLABUS**

### **Unit I – Analytic Jurisprudence (15 hours)**

- 1.1. Natural law theory
- 1.2. Legal positivism- Conventionalist thesis, Social fact thesis, seperability thesis.
- 1.3. Ronald Dworkin's theory of law.

### **Unit II – Normative Jurisprudence (15 hours)**

- 2.1. Freedom and limits of law- Legal moralism, Legal paternalism, the offence Principle.
- 2.2. The obligation to obey the law.
- 2.3. The justification of punishment.

### **Unit III- Critical theories of law (15 hours)**

- 1.1. Legal realism
- 1.2. Critical legal studies
- 1.3. Law and economics
- 1.4. Outsider jurisprudence.



## Unit IV – Legal Relations

(15 hours)

- 4.1.Rights and Justice
- 4.2.Law and society
- 4.3.Law and morality
- 4.4.Individual rights and the state

### *References*

#### **Mandatory reading:**

1. Feinberg, Joel (ed.) (1994) *Philosophy of Law*. California: Wadsworth publishing Co.
2. Marmor, Andrei. (2014) *Philosophy of Law*. U.S.A.: Princiton University Press.
3. Murphy, Mark C. (2013) *Philosophy of Law: The Fundamentals*. U.S.A.: Wiley-Blackwell.

#### **Supplementary reading:**

1. Patterson, dennis (ed.) (2010) *ACompanion to Philosophy of Law and Legal Theory*. U.S.A. :Wiley- Blackwell
2. Pound, Roscoe. (1982) *An Introduction to Philosophy of Law*. U.S.A.: Yale University Press.
3. Wacks, Raymond (2014) *Philosophy of Law*. New York: Oxford University Press.

#### **Web Links:**

1. Cardozo's Philosophy of Law. Edwin W. Patterson. *University of Pennsylvania Law Review and American Law Register*, Vol. 88, No. 1 (Nov., 1939), pp. 71-9. <https://www.jstor.org/stable/3308899>

## **INTERDISCIPLINARY COURSE (SEM VI) & ELECTIVE COURSE**

**Course Title: Philosophy of Existentialism in Literature and Films**

**Course Code: PHLINT-03**

**Course Credits: 04**

**Total Marks: 100**

**COURSE OBJECTIVES:** The main objectives of this course in Western Philosophy that developed in the 19<sup>th</sup> and 20<sup>th</sup> centuries are:

- (i) To provide the students with basic knowledge in the main areas of existentialism.
- (ii) To focus on human situations and its quest for authenticity through literature and films.

### **COURSE OUTCOMES:**

**CO 1:** Enumerate and elaborate upon the concepts in the school of existentialism.

**CO 2:** Interpret a given literary text or film in the light of philosophy of existentialism.

**CO 3:** Apply the concepts of existentialism in practical situations of modern living.

**CO 4:** Critically analyze the characteristics of the school of existentialism as a product of a war-torn western society.

**CO 5:** Assess arguments for/against concepts that exist in existential tensions.

**CO 6:** Design posters/videos/role plays/ essays that depict existential dilemmas in human life.

### **SYLLABUS**

#### **UNIT 1: INTRODUCTION TO EXISTENTIALISM (15 hours)**

- 1.1. Background of Existentialism as a Movement
- 1.2. Meaning and Characteristics of Existentialism
- 1.3. Relevance and Key Figures of Existentialism

#### **UNIT 2: EXISTENTIALISM AND ONTOLOGY (15 hours)**

- 2.1. The Importance of Existence over Essence
- 2.2. Notion of Truth
- 2.3. The Concept of God
- 2.4. Being and Becoming

### **UNIT 3: CONCEPTS IN EXISTENTIALISM**

**(15 hours)**

- 3.1. The Self and the Other
- 3.2. Freedom and Choices
- 3.3. Evil and Suffering
- 3.5. Alienation, Estrangement and Absurd
- 3.6. Authentic Self
- 3.7. Death

### **UNIT 4. EXISTENTIALISM IN CONTEMPORARY CULTURE**

**(15 hours)**

- 4.1. Albert Camus' *The Stranger* (1942)
- 4.2. Jean Paul Sartre's *No Exit* (1947)
- 4.3. Rick and Morty (Television Series)
- 4.4. Groundhog Day, Indian Cinema

### ***References***

#### **Mandatory Readings:**

1. Sartre, Jean-Paul. (1957) *Existentialism and Humanism*, trans. Bernard Frechtman, New York: The Philosophical Library, 1957.
2. Kaufmann, Walter. (1968) *ed. Existentialism from Dostoevsky to Sartre*, Cleveland: World Publishing Company.
3. Kafka, Franz. (2009) *The Trial*, trans. Anthea Bell. New York: Oxford University Press.
4. Sartre, Jean Paul. (1989) *No Exit and Three Other Plays*. New York: Vintage International.
5. Camus, Albert. (1942) *The Stranger*, trans. Stuart Gilbert. New York, Vintage International.
6. Heidegger, Martin. (1962) *Being and Time*, trans. John Macquarrie, London: SCM.

#### **Supplementary Readings:**

1. Kierkegaard, Soren. (1946) *Either/Or*, trans. David Swenson, London: Oxford University Press.
2. Collins, James. (1935) *The Mind of Kierkegaard*, Chicago: Regnery.
3. Danske, J. (1970) *Being, Man and Death: A key to Heidegger*, Kentucky: University of Kentucky Press.
4. Sartre, Jean-Paul. (1966) *Being and Nothingness*, trans. Hazel Barnes, New York: Washington Square Press.
5. Masters, Brian. (1970) *A Student's Guide to Sartre*, London: Heinemann.
6. Marcel, Gabriel. (1949) *Being and Having*, trans. K. Farrer, Westminster: Dacre.

#### **Web links:**

1. Six Existentialist Thinkers. H. J. BLACKHAM. HARPER TORCHBOOKS. THE ACADEMY LIBRARY. HARPER & BOW, PUBLISHERS. NEW YORK. 1959.  
[https://drive.google.com/file/d/1yc\\_u6WimBAx1bqpWexw4Miizbt7dVzk-/view](https://drive.google.com/file/d/1yc_u6WimBAx1bqpWexw4Miizbt7dVzk-/view)

**Course Title: Introduction to Feminist Philosophy**

**Course Code: PHLE-17**

**Credits: 04**

**Marks: 100**

**COURSE OBJECTIVES:**

- i. To introduce students to the Philosophy of Feminism.
- ii. To offer a broad outline with regard to the nature and growth of women's movements in the modern age.

**COURSE OUTCOMES:**

**CO 1:** Enumerate and elaborate various basic concepts of Feminist Philosophy.

**CO 2:** Interpret how different theories have evolved and developed with regard to the role gender plays in daily life – individual and community.

**CO 3:** Apply the concepts of philosophy of the mind to emphasize an understanding of traditional philosophical thinking from a feminist and human standpoint.

**CO 4:** Critically analyze and assess the value of philosophical ways of thinking with regard to feminism transcends gender thereby seeing humanity empathetically, as well as towards campaigning for the rights of women.

**SYLLABUS**

**UNIT 1: THE RISE OF FEMINIST THINKING (15 hours)**

- 1.1. The world before Feminism
- 1.2. Meaning and Characteristics of Feminism
- 1.3. Relevance of Feminism in today's world

**UNIT 2: HISTORICAL DEVELOPMENT OF FEMINISM (15 hours)**

- 2.1. First, Second, and Third Wave Feminism
- 2.2. Feminism in the 21<sup>st</sup> Century: Fourth Wave?
- 2.3. Feminism in Africa and South America
- 2.4. Feminism in Asia (special reference to India)

**UNIT 3: VARIETIES OF FEMINISM (15 hours)**

- 3.1. Socialist Feminism
- 3.2. Radical Feminism
- 3.3. Liberal Feminism
- 3.4. Post-Modern Feminism

## UNIT 4: CONTEMPORARY FEMINIST ISSUES

(15 hours)

- 4.1. Work and Family
- 4.2. Woman's Body and Rights
- 4.3. Religion and Women
- 4.4. Politics and Gender

### *References*

#### **Mandatory Readings:**

1. Beauvoir, Simone de. (1997) *The Second Sex*, London: Vintage.
2. Ingleheart, Ronald and Norris, Pippa. (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*, Cambridge: Cambridge University Press.
3. Johnson, Allan G. (1997) *The Gender Knot: Unraveling our Patriarchal Legacy*, London: Pearson Longman.
4. Kimmel, Michael S. (2008) *The Gendered Society (Third Edition)*, New York: Oxford University Press.
5. Young, Iris Marion. (2005) *On Female Body Experience: "Throwing like a Girl" and Other Essays*, New York: Oxford University Press.
6. "Feminist Traditions" – The Internet Encyclopedia of Philosophy.
7. "Feminism" – Stanford Encyclopedia of Philosophy.

#### **Supplementary readings:**

1. Desai, Neera and MaithreyKrishnaraj. (1987) *Women and Society in India*, Delhi: Ajantha.
2. Helmi Jarviluoma, Pirkko Moisala & Anni Vilkkö. (2003) *Gender and Qualitative Methods*, Chicago: The University of Chicago Press.
3. Mies, Maria. (1980) *Indian Women and Patriarchy*, Delhi: Concept.
4. Moore, Henrietta. (1988) *Feminism and Anthropology*, Minnesota: University of Minnesota Press.
5. Nanda, B.R. (1976) *Indian Women: From Purdah to Modernity*, Delhi: Vikas.
6. Ramazanoglu C. (2002) *Feminist Methodology: Challenges and Choices*, London: Sage.
7. Scott, Joan W. (1988) *Gender and the Politics of History*, New York: Columbia University Press.
8. Wallace, Ruth. (Ed.) (1989) *Feminism and Sociological Theory*, California: Sage.
9. De Souza, Alfred. (Ed.) (1987) *Women in Contemporary India*, Delhi: Ajanta.
10. John, Mary. (Ed.) (2008) *Women's Studies in India: A Reader*, New Delhi: Penguin.

#### **Web Links:**

1. Introduction to Feminist Philosophy and the Problem of Evil, Part I and Part II Robin May Schott *Hypatia*, Vol. 18, No. 2, Indigenous Women in the Americas (Spring, 2003), pp. 152-154 <https://www.jstor.org/stable/3811018>
2. 'The feminist reader' MARGARET BEETHAM, HELEN BEETHAM *Critical Survey*, Vol. 4, No. 2, Feminist criticism (1992), pp. 168-173 <https://www.jstor.org/stable/41555648>

**PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE  
(AUTONOMOUS)  
MARGAO - GOA**

**Department of Philosophy**

**Teaching Methodologies**

<b>Traditional Methods</b>	<b>Innovative Teaching Methods</b>
1. Chalk/ Marker and Board	1. Power point Presentations
2. Direct Instructions	2. Experiential Learning (Movies, Documentaries, Role-plays, Debates)
3. Class Discussions	3. Co-operative Learning (activities, Interviews, Case Studies, Communication skills, Critical thinking skills)
-----	4. Flipped learning (Pole to pole discussion, Students tutoring absent students, Active learning, Peer instruction, Collaborative learning, Problem-based learning)

**Minutes of Meeting 2019 - 2020**

**Department of Philosophy**

**ANNEXURE A**

**(Summary of changes incorporated in the syllabus)**

<b>Semester</b>	<b>Course Title</b>	<b>Existing (Indicate only the unit where the change is proposed)</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
I	Moral Philosophy	References	Mandatory reading and Supplementary reading	-----
I	Logic	References	Mandatory reading and Supplementary reading	-----
II	Philosophy of religion	<ul style="list-style-type: none"><li>• COs</li><li>• References</li></ul>	<ul style="list-style-type: none"><li>• CO 3 is changed</li><li>• Mandatory reading and Supplementary reading</li></ul>	-----
II	Practical ethics	References	Mandatory reading and Supplementary reading	-----
III	Classical Indian Philosophy (up to Buddhism)	References	Mandatory reading and Supplementary reading	-----
III	Study of world Religion	References	Mandatory reading	-----
III	Philosophy of Mind	References	Mandatory reading and Supplementary reading	-----
III	Symbolic Logic	References	Mandatory reading and Supplementary reading	-----
III	Value Education	References	Web link	-----
III	Current Ethical Issues	References	Mandatory reading, Supplementary reading and Web links	-----



IV	Orthodox Indian Philosophy	References	Mandatory reading	-----
III	Problems of Philosophy	<ul style="list-style-type: none"> <li>• COs</li> <li>• References</li> </ul>	<ul style="list-style-type: none"> <li>• CO 3 &amp; CO 4 are changed</li> <li>• Mandatory reading and Supplementary reading</li> </ul>	-----
IV	Political Philosophy	References	Supplementary reading	-----
IV	Eco-Philosophy	References	Mandatory reading and Supplementary reading	-----
V	Ancient Greek and Medieval Philosophy	References	Mandatory reading and Supplementary reading	-----
IV	Philosophy of Science	References	Mandatory reading and Supplementary reading	-----
IV	Contemporary Indian Philosophy	References	Supplementary reading	-----
VI	Modern Western Philosophy	References	Mandatory reading	-----
VI	Philosophy of Existentialism in Literature and Films	References	Mandatory reading	-----

**PORTUGUESE**

Parvatibai Chowgule College of Arts and Science

(Autonomous)

DEPARTMENT OF PORTUGUESE

COURSE STRUCTURE

THREE YEAR B.A. DEGREE COURSE IN PORTUGUESE

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	POR-I.C-1 Portuguese Language Elementary I	POR-I.C-2 Introduction to the Portuguese History and Culture				
II	POR-I.C-3 Portuguese Language Elementary II	POR-I.C-4 Introduction to the Portuguese Art and Culture				
III	POR-I.C-5 Portuguese Language Intermediate I		POR-III.E-1 Introduction to Translation I	POR-III.E-2 Portuguese for Travel and Tourism	POR-III.E-3 Introduction to Literary Analysis	
IV	POR-I.C-6 Portuguese Language Intermediate II		POR-III.E-4 Introduction to Translation II	POR-III.E-5 Business Portuguese	POR-III.E-6 Narrative Text	
V	POR-I.C-7 Portuguese Language Advanced I		POR-III.E-7 Mass Media in Contemporary Society	POR-III.E-8 Lusophone Cultures	POR-III.E-9 Dramatical Text	
VI	POR-I.C-8 Portuguese Language Advanced II		POR-III.E-10 Practice of Translation /Interpretation – Portuguese- English; English-Portuguese	POR-III.E-11 Introduction to the Lusophone Literature	POR-III.E-12 The Canone of Portuguese Literature	

<b>SEMESTER</b>	<b>OPTIONAL</b>
I	Portuguese Language Basic I / Portuguese Language Elementary I
II	Portuguese Language Basic II / Portuguese Language Elementary II

# **DEPARTMENT OF PORTUGUESE**

**Syllabi of Semester I and II approved by the Board of Studies in Portuguese on  
28<sup>th</sup> January, 2016**

## **Semester I**

**Paper Title:** Portuguese Language Elementary I

**Paper Code:** POR-I.C-1

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

## **Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To develop and strengthen the capacity of comprehension and written expression.
3. To broaden and adapt vocabulary to different communicative situations.
4. To practice and consolidate more complex structures of the Portuguese language.
5. To contact with different aspects of Portuguese culture.

## **Course Outcomes**

At the end of the course, students will be able to:

1. Understand the essential points in a spoken sequence about themes related to school, work, free time, etc.
2. Understand texts in which a day to day language related to work predominates.
3. Capture the idea of the main print and audio visual texts.
4. Prepare without previous preparation in a conversation about known topics, of personal interest or related to day to day.
5. Prepare oral elementary presentations of adequate complexity.
6. Narrate or recount in a simple manner experiences, dreams, ambitions, explain or justify opinions, narrate the plot of a story, film, and describe his own reactions.
7. Be self efficient in the application of vocabulary and grammar

## **Syllabus:**

### **Unit 1 - 10 hours**

**Competências:** apresentar-se. Dar e pedir informações de carácter pessoal, profissional e de ocupação dos tempos livres. Falar sobre ações habituais do passado. Fazer descrição do passado. Fazer pedidos com delicadeza.

**Vocabulário:** Identificação e caracterização pessoal. Atividades no tempo livre. Qualidades e defeitos. O dia a dia e hábitos no presente e no passado. Descrição física.

**Gramática:** Pretérito Imperfeito. P.P.S. / Pretérito Imperfeito

## **Unit 2 - 10 hours**

**Competências:** compreender anúncios publicitários e folhetos publicitários. Compreender informações, instruções e explicações em diferentes áreas de serviços. Aconselhar. Expressar opinião.

**Vocabulário:** Serviços. Publicidade. Avisos, regras e instruções. Nomes e funções de objetos úteis.

**Gramática:** Infinitivo Pessoal e Infinitivo Impessoal.

## **Unit 3 - 10 hours**

**Competências:** compreender a programação televisiva. Expressar opinião. Fazer comparações. Falar de ações anteriores a outras no passado. Compreender entrevistas na imprensa escrita. Contar a história de um filme.

**Vocabulário:** Programação de televisão. Cinema. Espetáculos. Música: o fado. Entrevista.

**Gramática:** Particípio Passado (regular e irregular). Pretérito mais que perfeito composto. Palavras derivadas por prefixação.

## **Unit 4 - 10 hours**

**Competências:** compreender informações sobre o estado do tempo. Falar sobre o estado do tempo e suas consequências. Compreender o horóscopo. Formular perguntas que expressam dúvida. Fazer previsões para o futuro.

**Vocabulário:** o estado do tempo. Mapas com a previsão do estado do tempo. Catástrofes naturais. Horóscopo. Previsões para o futuro. Superstições.

**Gramática:** Futuro Imperfeito do Indicativo. Será que...?

## **Unit 5 - 10 hours**

**Competências:** compreender ementas. Dar opinião e defendê-la. Argumentar e aconselhar. Compreender e analisar informação de gráficos. Compreender artigos de imprensa escrita relacionados com os temas. Reproduzir o que alguém disse. Comparar a situação em Portugal com a do seu país.

**Vocabulário:** no restaurante. Alimentação equilibrada e saúde. Roda dos alimentos e Pirâmide alimentar. Comida vegetariana. Hábitos sociais prejudiciais para a saúde: o tabaco e o álcool.

**Gramática:** Condicional. Imperfeito do Indicativo / Condicional. Discurso Indireto.

## **Unit 6 - 10 hours**

**Competências:** falar de acontecimentos que começaram no passado e continuam até ao presente. Expressar opinião sobre stress. Aconselhar. Compreender artigos de imprensa escrita relacionados com o tema. Analisar mapa com o resultado de aulas em ginásio.

**Vocabulário:** causas e consequências do stress. Formas de ultrapassar o stress. Desporto e saúde. Modalidades desportivas. Desportos radicais.

**Gramática:** Pretérito perfeito composto do indicativo.

### **Required Books:**

1. Tavares, Ana (2004) *Português XXI*. Livro do Aluno 2. Nível A2, Lisboa: Lidel.
2. Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 2. Nível A2, Lisboa: Lidel.
3. Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.

**Paper Title:** Introduction to the Portuguese History and Culture

**Paper Code:** POR-I.C-2

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** English

### **Course Objectives:**

1. To develop an understanding of the major historical events in the history of Portugal.
2. To present a review of the history of Portugal from its origins to the XIX century.
3. To encourage discussion and the exchange of ideas regarding the course content.

### **Course Outcomes**

At the end of the course, students will be able to:

1. Identify the unique characteristics of various historical periods and analyze the change over time in Portugal.

### **Syllabus:**

#### **Unit 1 - A Península Ibérica: dos primeiros povos à formação de Portugal - 10 hours**

1. A ocupação romana e muçulmana da Península Ibérica.
2. D. Afonso Henriques e a luta pela Independência.
3. Dimensão e fronteiras do Reino de Portugal e do Algarve.

#### **Unit 2 - Portugal do século XII ao séc XVI - 10 hours**

1. Portugal no séc. XIII
2. A Revolução de 1383 - 1385
3. A chegada à Índia e ao Brasil
4. A vida urbana no século XVI - Lisboa quinhentista

#### **Unit 3 - Portugal nos séculos XVI e XVII - 10 hours**

1. A morte de D. Sebastião e a sucessão do trono
2. A União Ibérica e os levantamentos populares
3. A revolta de 1 de Dezembro de 1640 e a Guerra da Restauração

#### **Unit 4 - Portugal no Século XVIII - 10 hours**

1. A Sociedade Portuguesa no tempo de D. João V
2. A Lisboa Pombalina

#### **Unit 5- Portugal no Século XIX - 10 hours**



1. As Invasões Napoleónicas
2. A fuga da Corte para o Brasil
3. A Revolução Liberal de 1820
4. A Independência do Brasil

### **Unit 6 - Clima e Relevo de Portugal - 10 hours**

1. Posição geográfica de Portugal: a Europa, o Atlântico e o Mediterrâneo.
2. O Atlântico e o Mediterrâneo: as influências climáticas.
3. O relevo e o clima em Portugal Continental.

### **Required Books:**

1. Anderson, James M. - The History of Portugal: (The Greenwood Histories of the Modern Nations).
2. Oliveira, Marques A.H. de – History of Portugal, Volume I: From Lusitania to Empire. Columbia University Press, New York 1972.
3. Oliveira, Marques A.H. de – History of Portugal, Volume II: From Empire to Corporate State. Columbia University Press, New York 1972.

*Other suitable books and materials will be required or recommended at the beginning of the course*

## **Semester II**

**Paper Title:** Portuguese Language Elementary II

**Paper Code:** POR-I.C-3

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

### **Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To develop and strengthen the capacity of comprehension and written expression.
3. To broaden and adapt vocabulary to different communicative situations.
4. To practice and consolidate more complex structures of the Portuguese language.
5. To contact with different aspects of Portuguese culture.

### **Course Outcomes**

At the end of the course, students will be able to:

1. Decode texts with reading as a point of view.
2. Express, narrate and describe in written form.
3. Prepare without previous preparation in a conversation about known topics, of personal interest or related to day to day.
4. Write a text in accordance to the level studied about known or topics of personal interest.
5. Acquire a solid competence in reading.self efficient in the application of vocabulary and grammar.
6. Be self efficient in the application of vocabulary and grammar.

### **Syllabus:**

#### **Unit 1 - 10 hours**

**Competências:** dar informações básicas sobre problemas de saúde. Comparar sistemas de saúde. Compreender testemunhos sobre sistema de saúde. Falar de experiências pessoais. Marcar uma consulta.

**Vocabulário:** no consultório. Especialidades médicas. Sistemas de saúde em Portugal. Medicinas alternativas.

**Gramática:** pronomes relativos invariáveis: que, quem, onde. Colocação dos pronomes pessoais.

## **Unit 2 - 10 hours**

**Competências:** compreender notícias de jornal sobre acontecimentos do dia. Identificar diferentes tipos de texto escrito. Compreender mensagens orais e reproduzi-las.

**Vocabulário:** pequenas notícias de jornal sobre acontecimentos do dia. Temas mais destacados na imprensa. Diferentes tipos de texto escrito. Mensagens escritas e orais.

**Gramática:** participípios duplos. Voz passiva.

## **Unit 3 - 10 hours**

**Competências:** comprar, trocar, devolver e reclamar. Conhecer nomes de diferentes estabelecimentos comerciais. Responder a um inquérito. Expressar opinião. Falar da realidade do seu país.

**Vocabulário:** na loja de roupa. Estabelecimentos comerciais. Um dia no centro comercial. Hábitos e direitos dos consumidores. Gastos dos portugueses. Formas de pagamento.

**Gramática:** Contração pronominal. Sufixo - aria.

## **Unit 4 - 10 hours**

**Competências:** falar de festas populares. Contar uma lenda do país. Falar sobre o desemprego e as profissões do futuro. Compreender oralmente diálogos diferentes.

**Vocabulário:** festas dos santos populares. Quadras populares. Lendas. Profissões tradicionais e modernas. O desemprego.

**Gramática:** Gerúndio. Substantivos coletivos. Sufixos: -eiro, -or, -ista.

## **Unit 5 - 10 hours**

**Competências:** conhecer diferenças entre o português de Portugal e o português do Brasil. Compreender o português do Brasil. Conhecer diferentes visões sobre o Rio de Janeiro. Expressar opinião.

**Vocabulário:** vida no Rio de Janeiro. Na lanchonete, no hotel, na loja de câmbio, no restaurante.

**Gramática:** estar + Gerúndio. Uso de *você*. Posição pronominal. Possessivos sem artigo.

## **Unit 6 - 10 hours**

**Competências:** Conhecer os países africanos de língua oficial portuguesa. Reconhecer diferenças de pronúncia. Falar sobre mercados de rua.

**Vocabulário:** Cabo Verde: a Morna e a cachupa. Países Africanos de Língua Oficial Portuguesa. Mercados africanos. Receita culinária.

**Gramática:** Pronomes relativos variáveis: cujo, o qual. Ir + gerúndio.

## **Required Books:**

1. Tavares, Ana (2004) *Português XXI*. Livro do Aluno 2. Nível A2, Lisboa: Lidel.
2. Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 2. Nível A2, Lisboa: Lidel.
3. Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.

**Paper Title:** Introduction to the Portuguese Art and Culture

**Paper Code:** POR-I.C-4

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 lectures of one hour duration)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** English

### **Course Objectives:**

1. This course is an introductory approach to Portuguese Arts and Literature from the 13th to the 20th century.
2. To provide students with an overview of the literature, visual arts, architecture and costumes that were and are still produced in Portugal.
3. To read and discuss of major authors and short literary texts representative of Portugal's rich literary tradition with an emphasis on the twentieth century.
4. To encourage discussion and the exchange of ideas regarding the course content.

### **Course Outcomes**

At the end of the course, students will be able to:

1. Identify and analyze some of the most important works of art.
2. Identify and analyze some of the most important literary works written in Portuguese language as well as its authors.

### **Syllabus:**

#### **Unit 1 - A herança cultural de Portugal- 10 hours**

1. Vestígios arquitetónicos dos romanos e muçulmanos em Portugal.
2. As influências flamengas, francesas e italianas nas artes portuguesas
3. As viagens marítimas e a inspiração oriental

#### **Unit 2 - A arquitetura portuguesa: o passado e o presente- 10 hours**

1. Os estilos romanesco e gótico - sécs. XI a XIII
2. Os estilos manuelino e barroco - sécs. XIV a XVIII
3. O estilo clássico do séc. XVIII
4. A Arte Nova, vanguardas e tendências modernistas do séc. XX

### **Unit 3 -As artes visuais do séc. XII aos nossos dias- 10 hours**

1. A escultura portuguesa
2. A pintura portuguesa
3. Artes contemporâneas

### **Unit 4 - A literatura portuguesa do séc. XII à literatura moderna- 10 hours**

1. O trovadorismo português
2. A literatura quinhentista: Gil Vicente e Luís de Camões
3. A literatura dos sécs. XIX e XX: Almeida Garrett, Alexandre Herculano, Eça de Queirós, Bocage, Fernando Pessoa
4. A literatura contemporânea: José Saramago, Lídia Jorge, Gonçalo M.Tavares, Herberto Helder.

### **Unit 5- A música portuguesa e as artes performativas - 10 hours**

1. Cantares e danças populares
2. A música contemporânea
3. A dança contemporânea
4. Cinema e Teatro

### **Unit 6 - Os costumes ou tradições portuguesas- 10 hours**

1. Os festivais ou romarias
2. Os trajes regionais do Alentejo, Minho, Trás-os-Montes, Madeira.
3. Lendas e tradições

### **Required Books:**

1. Reis, A., (Coord.), (2007), *Retrato de Portugal – Factos e Acontecimentos*, Lisboa, Temas e Debates
2. Melo, A., (2007), *Arte e Artistas em Portugal*, Lisboa, Bertrand Editora.
3. Reis, A., (Coord.), (2007), *Portrait Of Portugal: Facts and Events*. Lisboa, Temas e Debates.
4. Melo, A., (2007), *Art and Artists in Portugal*, Lisboa, Bertrand Editora. English Edition.

*Other suitable books and materials will be required or recommended at the beginning of the course*

## **Semester I (Foundation Course)**

**Paper Title:** Portuguese Language Basic I

**Foundation Course**

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

### **Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To acquire the basics of phonology, morphology and lexicon;
3. To prepare students to experience the Portuguese culture in the context of language immersion.

### **Course Outcomes**

At the end of the course, students will be able to:

1. Establish basic social contact by using everyday expressions like: greetings; farewells, thank you, etc;
2. To be able to introduce himself/herself and others;
3. Ask and answer simple questions in areas such as: eating and drinking, directions and shopping;
4. To initiate and respond to simple statements in areas of immediate need: making appointments, leisure activities and plans.

## **Syllabus:**

### **Unit 1 - 10 hours**

**Competências:** Apresentar(-se), cumprimentar, despedir-se, dar informações de carácter pessoal.

**Vocabulário:** Nome, morada, estado civil, nacionalidades, países/cidades, profissões, números (até 20), adjetivos.

**Gramática:** Pronomes pessoais, Ser/ser de, artigos definidos e indefinidos, frases afirmativas/interrogativas, interrogativos, preposições.

### **Unit 2 - 10 hours**

**Competências:** localizar, descrever lugares, pedir informações sobre lugares, reservar um quarto no hotel

**Vocabulário:** cidade, lojas, casa, mobília, escola, hotel, números (até 100)

**Gramática:** ser/estar, presente do indicativo: verbos em -ar, artigos indefinidos, verbo haver, preposições, locuções de lugar, adjetivos, interrogativos, demonstrativos

### **Unit 3 - 10 hours**

**Competências:** perguntar e dizer as horas, pedir no café/restaurante e noutras lojas, falar de ações da vida quotidiana, falar de ações que decorrem no momento, expressar preferência.

**Vocabulário:** horas, partes do dia, dias da semana, refeições, comidas e bebidas, a ementa, na papelaria, números (101-1000).

**Gramática:** Presente do indicativo dos verbos regulares, verbos reflexos, interrogativos, preposições de tempo, advérbios, estar a + infinitivo.

### **Unit 4 - 10 hours**

**Competências:** Convidar / aceitar /recusar, pedir desculpa, falar de atividades do tempo livre, concordar/discordar, escrever uma carta

**Vocabulário:** ações do dia a dia, meios de transporte, passatempos, convites, países/cidades, ao telefone.

**Gramática:** Presente do indicativo dos verbos irregulares, há/desde, preposições de movimento, pronomes pessoais de complemento indireto, ter de, ir + infinitivo.

### **Unit 5 - 10 hours**

**Competências:** fazer planos, falar de passatempos e das férias, sugerir, falar sobre o tempo, aconselhar, comparar países e hábitos.

**Vocabulário:** meses, estações do ano, épocas festivas, o tempo, vestuário, cores, férias, tempos livres e passatempos, ordinais.

**Gramática:** Presente do indicativo dos verbos irregulares, preposições de tempo, com + pronome, comparativos e superlativos, possessivos.

### **Unit 6 - 10 hours**

**Competências:** fazer compras, perguntar preços, pedir artigos em lojas, ir ao médico, descrever pessoas, aconselhar e dar instruções.

**Vocabulário:** nos correios/ no pronto a vestir / no banco / na farmácia / no médico, especialidades médicas, sintomas, a família, preços, telefone, descrições físicas e psicológicas.

**Gramática:** Presente do indicativo dos verbos irregulares, precisar de/ dever, imperativo, demonstrativos, para/ por.

### **Required Books:**

1. Tavares, Ana (2004) *Português XXI*. Livro do Aluno 1. Nível A1, Lisboa: Lidel.
2. Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 1. Nível A1, Lisboa: Lidel.
3. Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.



## **Semester II (Foundation Course)**

**Paper Title:** Portuguese Language Basic II

**Foundation Course**

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

### **Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To acquire the basics of phonology, morphology and lexicon;
3. To prepare students to experience the Portuguese culture in the context of language immersion.

### **Course Outcomes**

At the end of the course, students will be able to:

1. To socialize effectively using everyday expressions for greeting and address people;
2. To ask and answer questions about personal details and daily life;
3. To write short and simple texts and fill in forms with personal details.

## **Syllabus:**

### **Unit 1 - 10 hours**

**Competências:** aconselhar, indicar direções, reconhecer instruções, seguir um mapa, descrever uma cidade.

**Vocabulário:** intruções, publicidade, indicação de direções.

**Gramática:** imperativo dos verbos irregulares, indefinidos, preposições + pronomes

### **Unit 2 - 10 hours**

**Competências:** falar de festas populares e de tradições, falar sobre acontecimentos passados, defender pontos de vista, argumentar, desenvolver a compreensão oral

**Vocabulário:** festas e tradições, hábitos, a tourada, ações relacionadas com o passado, opiniões.

**Gramática:** pretérito perfeito simples (ser, estar, ir e ter), P.P.S. dos verbos regulares, advérbios, haver de + infinitivo.

### **Unit 3 - 10 hours**

**Competências:** falar de ações passadas, utilizar expressões de cortesia adequadas, planificar uma festa, enviar convites.

**Vocabulário:** festas, utensílios domésticos, fórmulas de cortesia, convites.

**Gramática:** P.P.S. dos verbos irregulares, conseguir/ saber / poder

### **Unit 4 - 10 hours**

**Competências:** escrever uma carta, relatar fatos presentes, passados e futuros, falar de experiências.

**Vocabulário:** relato de ações no passado, experiências de vida, viagens, relatos biográficos.

**Gramática:** P.P.S. dos verbos irregulares, pronomes pessoais de complemento direto.

### **Unit 5 - 10 hours**

**Competências:** apresentar características profissionais, falar dos objetivos e dos interesses profissionais, falar da experiência profissional, enfrentar uma entrevista, fazer e responder a inquéritos de rua.

**Vocabulário:** características profissionais, o Curriculum Vitae, perfil profissional, uma entrevista, inquéritos.

**Gramática:** andar a + infinitivo, costumar + infinitivo, partícula apassivante, pronomes relativos, advérbios em -mente, pronomes pessoais de complemento direto.

### **Unit 6 - 10 hours**

**Competências:** falar de ações habituais no passado, expressar agrado ou desagrado, analisar as dificuldades de adaptação a uma nova cultura.

**Vocabulário:** ações habituais no passado, problemas de adaptação a um novo país ou cultura, palavras que podem provocar confusão.

**Gramática:** pretérito imperfeito: ações habituais no passado, advérbios.

### **Required Books:**

1. Tavares, Ana (2004) *Português XXI*. Livro do Aluno 1. Nível A1, Lisboa: Lidel.
2. Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 1. Nível A1, Lisboa: Lidel.
3. Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)**  
**DEPARTMENT OF PORTUGUESE - COURSE STRUCTURE**

<b>Semester</b>	<b>Core</b>		<b>Elective</b>			
I	Portuguese Language Part 1- A2.1.POR-I.C-1	Introduction to the Portuguese Culture Part 1 POR-I.C-2				
II	Portuguese Language Part 2- A2.2.POR-I.C-3	Introduction to the Portuguese Culture Part 2 POR-I.C-4				
III	Portuguese Language Part 3- B1.1.POR-I.C-5		Introdução à Tradução I POR-III.E.1	Português Técnico POR-III.E.2	Introdução aos Estudos Literários POR-III.E.3	
IV	Portuguese Language Part 4 - B1.2.POR-I.C-6		Introdução à Tradução II POR-III.E.5	Português para Negócios POR-III.E.6	O Texto Narrativo e o Texto Lírico POR-III.E.7	
V	Portuguese Language Part 5- B2.1.POR-I.C-7	Project	Os Mass Media na Sociedade Contemporânea POR-III.E.9	Culturas Lusófonas POR-III.E.10	O Texto Dramático e o Teatro Português POR-III.E.11	
VI	Portuguese Language Part 6- B2.2.POR-I.C-8	Project	Prática de Tradução Português-Inglês POR-III.E.13	Introdução à Literatura Lusófona POR-III.E.14	Literatura Portuguesa: Contos e Crônicas POR-III.E.15	

<b>SEMESTER</b>	<b>INTERDISCIPLINARY</b>
<b>I</b>	<b>Portuguese Language A1.1</b>
<b>II</b>	<b>Portuguese Language A1.2</b>

**DEPARTMENT OF PORTUGUESE**

**Syllabi of Semester III, IV, V and VI approved by the Board of Studies in Portuguese on**  
**9<sup>th</sup> March, 2018**

**Semester III**

**Paper Title:** Portuguese Language B1.1

**Code:** POR-I.C-5

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 Lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

**Course Objectives:**

- To develop and consolidate the capacity of oral comprehension and expression.
- To develop and consolidate the capacity of written expression and comprehension.
- To broaden and adapt the vocabulary acquired to various communicative situations.
- To practice and consolidate more complex structures of the Portuguese language.
- To contact with the various aspects of the Portuguese culture.

**Course Outcomes**

At the end of the course, students will be able to:

- To understand long oral and written texts and of increasing order of complexity.
- To understand the general sense of television programmes about the present themes.
- To communicate spontaneously, revealing already some fluency and vocabulary dominated.
- To produce oral texts of discursive type.
- To write texts of diverse type such as narrate, explain, express and describe.
- To transmit and receive information.
- To consult bilingual/monolingual dictionaries and grammar books.
- To combine the tone, duration, volume of voice to produce paralinguistic effects.
- To intervene in a conversation, expressing opinions with argumentative efficiency.
- Take down notes on the contents of a class or an event.
- To relate, describe and express.
- To be efficient in the application of vocabulary and grammar.

**Syllabus:**

### **Unit 1 - 10 hours**

**Competências:** apresentar(-se); dar informações de carácter pessoal, profissional e de ocupação dos tempos livres; conhecer e apresentar figuras conhecidas; comentar texto da imprensa escrita; falar de sonhos e conhecer provérbios portugueses.

**Vocabulário:** identificação e caracterização pessoal; atividades no tempo livre; qualidades e defeitos; descrição física e psicológica; provérbios.

**Gramática:** palavras compostas (formação do plural); revisão do imperativo e de outros tempos verbais.

### **Unit 2 - 10 hours**

**Competências:** compreender textos da imprensa escrita sobre os temas da separação e reciclagem do lixo e poluição; compreensão oral e escrita de notícias sobre o tema; expressar dúvida e opinião; apresentar sugestões para a obtenção de um melhor meio-ambiente.

**Vocabulário:** separação e reciclagem do lixo; poluição: causas e consequências.

**Gramática:** Presente do Conjuntivo; Infinitivo Pessoal/ Presente do Conjuntivo.

### **Unit 3 - 10 hours**

**Competências:** conhecer a realidade da emigração, da imigração e da migração em Portugal; compreender entrevistas e testemunhos na imprensa escrita; comparar a situação de Portugal com a do seu país; compreensão oral e escrita de entrevista; expressar opinião, desejo, sentimento e aprovação.

**Vocabulário:** emigração, imigração e migração: causas e consequências; casos de sucesso e de insucesso na emigração; entrevistas e testemunhos.

**Gramática:** Presente do Conjuntivo.

### **Unit 4 - 10 hours**

**Competências:** conhecer melhor Portugal continental e ilhas; compreender e comentar perspectivas de vida diferentes; falar sobre aspetos mais interessantes do seu país; compreender o significado de expressões idiomáticas comuns; expressar opinião; compreensão oral de uma lenda açoriana.

**Vocabulário:** Portugal continental e ilhas: geografia e outras informações de interesse; viver numa ilha: vantagens e desvantagens; expressões idiomáticas; horóscopo; previsões para o futuro; superstições.

**Gramática:** verbos derivados de: *fazer, pôr, pedir, ter, ver, vir*; verbos *dar, ficar e passar*, seguidos de preposição.

### **Unit 5 - 10 hours**

**Competências:** compreender e comentar textos críticos e gráficos da imprensa escrita; conhecer dados sobre o tema: os portugueses e a felicidade; comparar a situação em Portugal com a do seu país; expressar opinião e argumentar; traçar objetivos de vida, expressar condição; compreender notícias de rádio.

**Vocabulário:** textos de imprensa escrita sobre os portugueses e a felicidade; a vida num mundo com pressa (artigo crítico); notícias de rádio; ditados populares.

**Gramática:** Futuro do Conjuntivo; Presente do Conjuntivo + Futuro do Conjuntivo.

### **Unit 6 - 10 hours**

**Competências:** Conhecer costumes, tradições e produtos típicos portugueses; falar do tema em relação ao seu país; compreender e comentar gráficos e textos informativos, críticos ou irónicos da imprensa escrita; compreensão oral de textos publicitários da área do turismo; falar de férias e de destinos de viagens mais comuns no seu país.

**Vocabulário:** costumes, tradições e produtos típicos; férias: épocas e destinos; viagens; textos publicitários da área do turismo; expressões idiomáticas: comparações; sinónimos.

**Gramática:** Palavras derivadas por prefixação e sufixação.

### **Required Books:**

- Tavares, Ana (2005) *Português XXI*. Livro do Aluno 3. Nível B1, Lisboa: Lidel.
- Tavares, Ana (2005) *Português XXI*. Caderno de Exercícios 3. Nível B1, Lisboa: Lidel.
- Coimbra, Olga Mata & Coimbra, Isabel (2012) *Gramática Ativa II*, Lisboa: Lidel.

## **Semester IV**

**Paper Title:** Portuguese Language B1.2

**Paper Code:** POR-I.C-6

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 Lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

### **Course Objectives:**

- To develop and consolidate the capacity of oral comprehension and expression.
- To develop and consolidate the capacity of written expression and comprehension.
- To broaden and adapt the vocabulary acquired to various communicative situations.
- To practice and consolidate more complex structures of the Portuguese language.
- To contact with the various aspects of the Portuguese culture.

### **Course Outcomes**

At the end of the course, students will be able to:

- To understand long oral and written texts and of increasing order of complexity.
- To understand the general sense of television programmes about the present themes.
- To communicate spontaneously, revealing already some fluency and vocabulary dominated.
- To produce oral texts of discursive type.
- To write texts of diverse type such as narrate, explain, express and describe.
- To transmit and receive information.
- To consult bilingual/monolingual dictionaries and grammar books.
- To combine the tone, duration, volume of voice to produce paralinguistic effects.
- To intervene in a conversation, expressing opinions with argumentative efficiency.
- Take down notes on the contents of a class or an event.
- To relate, describe and express.
- To be efficient in the application of vocabulary and grammar.

### **Syllabus:**

#### **Unit 1 - 10 hours**

**Competências:** conhecer a situação dos sem-abrigo em Portugal; conhecer organizações de trabalho voluntário em Portugal; compreender gráficos, notícias e crónicas sobre o tema do



desemprego; compreensão oral de testemunhos de experiências de vida difíceis; expressar condições irreais; expressar opinião.

**Vocabulário:** os sem-abrigo; o desemprego; associações de solidariedade social; trabalho voluntário; sinónimos.

**Gramática:** Imperfeito do Conjuntivo; Se + Imperfeito do Conjuntivo + Condicional/ Imperfeito do Indicativo.

## **Unit 2 - 10 hours**

**Competências:** compreender e comentar textos da imprensa escrita sobre a dependência dos jovens face às novas tecnologias e à televisão; expressar opinião sobre temas; compreender a linguagem escrita dos SMS; expressar condição com diferentes graus de probabilidade; compreensão oral de diferentes experiências e modos de vida de jovens.

**Vocabulário:** os jovens e as novas tecnologias; a linguagem abreviada dos SMS; as crianças e a televisão; o mundo aos 18 anos: ocupação dos tempos livres e a vida noturna.

**Gramática:** Pretérito Mais-que-perfeito composto do Conjuntivo; frases condicionais: Se + Futuro do Conjuntivo; Se + Imperfeito do Conjuntivo; Se + Pretérito Mais- que- perfeito do Conjuntivo.

## **Unit 3 - 10 hours**

**Competências:** compreender e comentar textos da imprensa escrita; expressar opinião; responder a inquérito; reproduzir o que alguém disse; compreensão oral de testemunhos reais.

**Vocabulário:** idosos ativos; envelhecimento da população; a luta contra o envelhecimento e ideais de beleza; expressões idiomáticas.

**Gramática:** Discurso Indireto: Interrogativas Indiretas; Indicativo/Conjuntivo.

## **Unit 4 - 10 hours**

**Competências:** conhecer e falar sobre a variedade de imprensa escrita existente; expressar opinião sobre um mundo ideal; conhecer a visão de alguns portugueses sobre a União Europeia e expressar a sua própria visão; compreensão oral – diálogo.

**Vocabulário:** sucesso da imprensa gratuita; diferentes secções de um jornal e diferentes tipos de jornal; um mundo ideal; Portugal e a União Europeia; Portugal: informações gerais.

**Gramática:** conjugação pronominal com o Futuro do Indicativo e com o Condicional.

### **Unit 5 - 10 hours**

**Competências:** conhecer diferenças entre o português de Portugal e o do Brasil; compreender o português do Brasil; conhecer diferentes visões de S. Paulo; compreender textos da imprensa escrita brasileira; expressar opinião.

**Vocabulário:** a Amazônia; a cidade de S. Paulo; sinónimos; como preparar uma caipirinha.

**Gramática:** fonética; acentuação e ortografia,

### **Unit 6 - 10 hours**

**Competências:** conhecer um pouco da história de certas regiões de Angola; conhecer o espírito de festa que se vive em Luanda; reconhecer diferenças na pronúncia; conhecer um pouco sobre Timor-Leste; compreender o português que se fala em Luanda e algum vocabulário que se usa em Angola.

**Vocabulário:** Angola: o Lubango e o Namibe; as línguas dos países africanos de língua oficial portuguesa; o espírito de festa em Luanda; um olhar sobre Timor-Leste.

**Gramática:** Formas, ortografia e partículas usadas especificamente no português de Angola.

### **Required Books:**

- Tavares, Ana (2005) *Português XXI*. Livro do Aluno 3. Nível B1, Lisboa: Lidel.
- Tavares, Ana (2005) *Português XXI*. Caderno de Exercícios 3. Nível B1, Lisboa: Lidel.
- Coimbra, Olga Mata & Coimbra, Isabel (2012) *Gramática Ativa II*, Lisboa: Lidel.

## **Semester V**

**Paper Title:** Portuguese Language B2.1

**Paper Code:** POR-I.C-7

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 Lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

**Course Objectives:** This course is aimed at developing student's language skills in Portuguese (listening, speaking, reading and writing) to an advanced intermediate level of ability and helping them to gain further insight into aspects of the culture and society of the Portuguese speaking countries.

### **Course Outcomes**

At the end of the course, students will be able to:

- Consolidate their knowledge of tenses in the indicative and the subjunctive;
- Learn how to use more complex sentences and structures, as well as idioms and expressions.
- Work with longer texts from a range of media, including lectures, TV news and current affairs programmes, and films.
- Understand the main ideas of complex texts on both concrete and abstract topics;
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **Syllabus:**

#### **Unit 1 - 10 hours**

**Competências:** relatar vivências e preferências pessoais; apresentar familiares e colegas; discutir informalmente tópicos relacionados com a família e círculo de amigos.

**Vocabulário:** família; expressões idiomáticas; escola; preferências e vivências pessoais.

**Gramática:** nomes uniformes; plural dos nomes compostos; adjetivo qualificativo e adjetivo relacional.

## **Unit 2 - 10 hours**

**Competências:** compreender textos informativos-expositivos; analisar textos literários: romance, conto, poema; relatar vivências pessoais; apresentar notas biográficas; fazer um pedido de dispensa de uma atividade; apresentar pontos de vista.

**Vocabulário:** continentes, países, regiões.

**Gramática:** Maiúsculas; língua oral e língua escrita

## **Unit 3 - 10 hours**

**Competências:** compreender e analisar textos informativos-expositivos; relatar vivências pessoais; produzir guias de viagem; preparar um debate.

**Vocabulário:** campo lexical e campo semântico; viagens; turismo.

**Gramática:** Pretérito Mais-que-perfeito Composto e Simples do Indicativo; Pronomes e Pronominalização.

## **Unit 4 - 10 hours**

**Competências:** compreender anúncios publicitários e diálogos; analisar textos sobre Portugal visto por escritores e poetas; compreender textos da imprensa escrita.

**Vocabulário:** arte e arquitetura; gostos e interesses pessoais.

**Gramática:** advérbio: de afirmação, dúvida, intensidade, lugar, exclusão, inclusão, designação, interrogativo e relativo, terminado em –mente; graus do advérbio *bem*.

## **Unit 5 - 10 hours**

**Competências:** compreender capas de jornais e revistas; compreender e analisar textos informativos-expositivos; produzir textos de opinião; preparar um guião de entrevista.

**Vocabulário:** media.

**Gramática:** Complemento oblíquo, predicativo do sujeito.

## **Unit 6 - 10 hours**

**Competências:** compreender e comentar entrevistas; apresentar oralmente uma entrevista; ler e analisar reportagens de carácter social e sobre os media em Portugal.

**Vocabulário:** media portugueses; notícias e entrevistas.

**Gramática:** Predicativo do Complemento Direto; articuladores de discurso.

## **Required Books:**

- Dias, Ana Paula (2014) *Falas Português?* Livro do Aluno. Nível B2, : Porto Editora.
- Dias, Ana Paula (2014) *Falas Português?* Caderno de Exercícios. Nível B2, : Porto Editora.
- Coimbra, Olga Mata & Coimbra, Isabel (2012) *Gramática Ativa II*, Lisboa: Lidel.

## **Semester VI**

**Paper Title:** Portuguese Language B2.2

**Code:** POR-I.C-8

**Name of Faculty:** Ms. Gilda Machado

**Marks:** 100

**Credits:** 4 (60 Lectures of one hour duration each)

**Teaching Learning Process:** The learning process takes place in the classroom and is focused on the communication needs of the students, involving the realization of dynamic activities in pairs or groups (games, discussions and simulations).

**Contact Language:** Portuguese

**Course Objectives:** This course is aimed at developing student's language skills in Portuguese (listening, speaking, reading and writing) to an advanced intermediate level of ability and helping them to gain further insight into aspects of the culture and society of the Portuguese speaking countries.

### **Course Outcomes**

At the end of the course, students will be able to:

- Consolidate their knowledge of tenses in the indicative and the subjunctive;
- Learn how to use more complex sentences and structures, as well as idioms and expressions.
- Work with longer texts from a range of media, including lectures, TV news and current affairs programmes, and films.
- Understand the main ideas of complex texts on both concrete and abstract topics;
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **Syllabus:**

#### **Unit 1 - 10 hours**

**Competências:** compreender e comentar bandas desenhadas; preparar e apresentar leituras dramatizadas; compreender e preparar anúncios de emprego; elaboração de uma carta de candidatura (resposta a um anúncio) e do *Curriculum Vitae*.

**Vocabulário:** mundo do trabalho; trabalho em Portugal.

**Gramática:** Futuro simples e composto; Futuro imperfeito e perfeito; Condicional simples e composto.

## **Unit 2 - 10 hours**

**Competências:** compreender e comentar textos críticos da imprensa escrita; apresentar pontos de vista; preparar questionários de inquérito e apresentar os resultados oralmente; redigir uma dissertação.

**Vocabulário:** tempos livres, cinema, música, leitura.

**Gramática:** Modo conjuntivo: presente, pretérito imperfeito; pretérito perfeito e pretérito mais-que-perfeito.

## **Unit 3 - 10 hours**

**Competências:** compreender e analisar textos informativos-expositivos; argumentar a favor e/ou contra um ponto de vista; interpretar mapas; compreender e preparar resumos e reportagens.

**Vocabulário:** cidade; toponímia; cidadania; capitais da CPLP.

**Gramática:** Modo conjuntivo: os tempos compostos.

## **Unit 4 - 10 hours**

**Competências:** compreender textos informativos; analisar textos literários: excertos de contos de autores; apresentar notas biográficas; compreensão dos diferentes modos literários; recontar uma história.

**Vocabulário:** narrativa; linguagem literária.

**Gramática:** figuras literárias; modos literários: narrativa.

## **Unit 5 - 10 hours**

**Competências:** compreender e analisar textos literários: contos tradicionais portugueses e poemas; elaborar um texto narrativo; compreensão dos diferentes modos literários; apresentar um livro.

**Vocabulário:** lendas, autores de literatura portuguesa.

**Gramática:** figuras literárias; modos literários: narrativa e lírico.

## **Unit 6 - 10 hours**

**Competências:** compreender e analisar textos literários: poemas e excertos de peças de teatro; compreensão dos diferentes modos literários; leitura expressiva de poemas e de diálogo teatral; argumentar a favor e/ou contra um ponto de vista.

**Vocabulário:** glossário de termos literários.

**Gramática:** registos de língua; diálogo; modos literários: lírico e dramático.

### **Required Books:**

- Dias, Ana Paula (2014) *Falas Português?* Livro do Aluno. Nível B2, : Porto Editora.
- Dias, Ana Paula (2014) *Falas Português?* Caderno de Exercícios. Nível B2, : Porto Editora.
- Coimbra, Olga Mata & Coimbra, Isabel (2012) *Gramática Ativa II*, Lisboa: Lidel.



# PSYCHOLOGY

# Psychology Courses

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Sr. No.	Code	CORE PAPERS	Code	ELECTIVE PAPERS
1.1a	PSY-I.C-1	Basic Course in Psychology		
1.1b	PSY-I.C-2	Emotional Development		
1.2a	PSY-II.C-3	Personality Theories		
1.2b	PSY-II.C-4	Basics of Counselling		
2.1	PSY-III.C-5	Psychopathology I	PSY-III.E-1	Health Psychology
			PSY-III.E-2	Child Psychology
			PSY-III.E-3	Interpersonal Relationships
			PSY-III.E-4	Sports Psychology
2.2	PSY-IV.C-6	Psychopathology II	PSY-IV.E-5	Psychology of Adjustment
			PSY-IV.E-6	Criminal Psychology
			PSY-IV.E-7	Psychology of Adolescence
			PSY-IV.E-8	Positive Psychology
3.1	PSY-V.C-7	Experimental Psychology	PSY-V.E-9	Cognitive Psychology
		Project Paper	PSY-V.E-10	Applied Statistics in Psychology
			PSY-V.E-11	Environmental Psychology
			PSY-V.E-12	Parenting
3.2	PSY-VI.C-8	Psychological Testing	PSY-VI.E-13	Gerontology
		Project Paper	PSY-VI.E-14	Organizational Behaviour
			PSY-VI.E-15	Intelligence and Creativity
			PSY-VI.E-16	Cross Cultural Psychology

**Paper Title:** Basic Course in Psychology

**Paper Code:** PSY-I.C-1 (Non-experimental)

**Name of Faculty:** Mrs. Kavita Borker, Associate Professor; H.O.D

**Marks:** 100

**Credits:** 4

**Course Objectives:** 1. To build the foundation necessary to study Psychology.  
2. To equip with basic knowledge of behavioural aspects.

**Learning Outcomes:** At the end of this course, students will be able to understand:

- a) The biological foundation of behaviour
- b) The concepts of and processes involved in perception, motivation, memory and learning.
- c) The application of these concepts and processes in various areas.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I: Understanding Psychology**

Number of Hours: 06

- A. Psychology – past and present
- B. Major subfields of Psychology

### **Unit II. The Biological foundations of behaviour**

Number of Hours:12

- A. Characteristics of the nervous system
- B. Divisions of the nervous system
  - a. Central Nervous System
  - b. Peripheral Nervous System
  - c. Limbic system
- C. Endocrine system and its impact on behaviour
- D. Sensation and Perception
  - a. Introduction to different senses
  - b. Principles of Perceptual Organization

E. Application: Principles of Perceptual Organization

**Unit III: Motivation**

Number of Hours:15

- A. Approaches to motivation
- B. Biological motives
  - a. Hunger
  - b. Thirst
  - c. Sex
  - d. Sleep
  - e. Temperature regulation
  - f. Pain avoidance
- C. Psychological motives
  - a. Need for achievement
  - b. Aggression
  - c. Need for Competence
  - d. Need for power
  - e. Need for affiliation
  - f. Need for novelty
- D. Application: Anger Management/ How to overcome fear

**Unit IV: Memory and Forgetting**

Number of Hours:12

- A. Theories of memory
  - a. Information processing
  - b. Stage theory of memory
  - c. Levels of processing
- B. Forgetting
  - a. Theories of Forgetting
- C. Application: How to improve memory

**Unit V: Learning**

Number of Hours:15

- a. Classical Conditioning
  - a. Factors in Classical Conditioning
  - b. Applications of Classical Conditioning
- b. Operant Conditioning
  - a. Edward Thorndike
  - b. B.F. Skinner and Reinforcement
  - c. Types of Reinforcers
  - d. Factors in Operant Conditioning

- e. Applications of Operant Conditioning
- c. Cognitive Theories of Learning (Ref: Lahey)
  - a. Place Learning
  - b. Latent Learning
  - c. Insight Learning
  - d. Modeling
- d. Application: Factors influencing learning

**Books for Study:**

Baron, R.A. (2001). Psychology (first Edition) new Delhi, Pearson Education

Lahey, B.B. (1998). *Psychology: An Introduction* (6<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

Santrock, J.W. (2005). Psychology Essentials (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.

Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Paper Title: Emotional Development****Paper Code:** PSY-I.C-2 (Experimental – Theory)**Name of Faculty:** Mrs. Sobita Kirtani, Asst. Professor**Marks:** 75**Course Objectives:** 1. To introduce students to the understanding of emotions of human behaviour.

2. To help understand emotions of self and others.

**Outcomes:** At the end of this course students will be able to:

- a) Understand nature of emotions
- b) Attain theoretical orientation of emotions
- c) Understand the pattern of emotional development
- d) Appreciate the concept of emotional intelligence.

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus****Unit I. Introduction to emotions**

Number of Hours:06

- a. Meaning and definition
- b. Different types of emotions
- c. Expression of emotions
- d. Biology of emotions

**Unit II. Theories of Emotions**

Number of Hours:09

- a. Cannon-Bard Theory
- b. James-Lange Theory
- c. Cognitive Theories

**Unit III. Development of Emotions**

Number of Hours:12

- a. Pattern of emotional development
- b. Conditions responsible for emotional development
- c. Characteristics of children's emotions
- d. Common emotional patterns
- e. Emotional dominance
- f. Emotional Balance

- g. Emotional Control
- h. Emotional Catharsis
- i. Hazards in emotional development

#### **Unit IV. Temperament and Attachment**

Number of Hours:12

- A. Temperament
  - a. Temperamental patterns
  - b. Biological basis of temperament
- B. Attachment
  - a. Patterns of attachment
  - b. How attachment is established
  - c. Influences on attachment
  - d. The role of temperament
  - e. Long-Term effects of attachment

#### **Unit V. Emotional Intelligence**

Number of Hours:06

- a. Domains of emotional intelligence
- b. Emotional Intelligence at workplace

Books for study:

Goleman, D. (1995) *Emotional Intelligence – Why it can matter more than IQ*, New York, Bantam Books.

Hurlock, Elizabeth. (2013). *Child Development*. 6<sup>th</sup> Ed. New Delhi: Tata McGraw Hill.

Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.

Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Paper Title:** Emotional Development

**Paper Code:** PSY-I.C-2 (Experimental component)

**Name of Faculty:** Mrs.Kavita Borker, Associate Professor; HOD

**Marks:** 25

**Credits:** 1

**Syllabus:**

- A. Research in Psychology (Atkinson)
  - a. Practical component
    - i. Case study analysis
    - ii. Survey
- B. Field visit and report writing (based on observation): e.g. ‘Comparative analysis of emotions of children raised in orphanages and children raised in homes’.
  
- C. Experiments
  - a. Motivation
    - a. Strength of motives
    - b. Level of aspiration
  - b. Memory
    - a. Recall and Recognition
    - b. Immediate memory span
  - c. Learning
    - a. Reading v/s recitation
    - b. Part v/s whole
  - d. Experiment on Judgment of emotions
  - e. Emotional Intelligence Test

**Books for Study:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.



**Paper Title: Personality Theories**

**Paper Code:** PSY-II.C-3 (Non-experimental)

**Name of Faculty :** Dr. Mahadevi Waddar , Assistant Professor

**Marks:** 100

**Credits:** 4

**Course Objective:** 1. To help students to develop an understanding of personality.

**Learning Outcomes:** At the end of this course, students will be able to:

- a) Define personality
- b) Assess personality
- c) Understand various theories of personality

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I: Studying Personality**

Number of Hours: 12

- a. Study of Personality
  - A. Definitions of Personality
  - B. Personality, Internet and Social Networking
- b. Ethnic and Gender Issues in Personality
- c. Assessment of Personality
  - A. Self report personality tests
  - B. Projective techniques
  - C. Clinical interviews
  - D. Behavioural assessment procedures
- d. Personality in perspective
  - A. Genetic factor
  - B. Environmental factor
  - C. Learning factor
  - D. Parental factor
  - E. Developmental factor

## **Unit II: Psychoanalytic approach**

Number of Hours:12

- a. Instincts
- b. Levels of personality
- c. Structure of personality
- d. Anxiety- a threat to the ego
- e. Defenses against anxiety
- f. Psychosexual stages

## **Unit III: Behavioural approach**

Number of Hours:12

- a. Contribution of E.L. Thorndike
  - a. Law of Effect
- b. Contribution of B.F. Skinner
  - a. Reinforcement - the basis of behaviour
  - b. Operant conditioning and the Skinner's box
  - c. Applications of Operant Conditioning

## **Unit IV: Humanistic Approach**

Number of Hours:12

- A. Abraham Maslow: Needs Hierarchy Theory
  - a. Personality development: The Hierarchy of Needs
  - b. The study of self actualizers
- B. Carl Rogers: Self Actualization Theory
  - a. The development of the Self in childhood
  - b. The self and the tendency toward actualization
  - c. Characteristics of fully functioning persons

## **Unit V: Some Additional Theories**

Number of Hours:12

- a. The social learning theory
- b. Locus of Control
- c. Learned helplessness

## **Books for Study:**

1. Schultz, D., & Schultz, S. (2001). *Theories of Personality*. (7<sup>th</sup> Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-55107-6.
2. Ryckman, R. (2000). *Theories Of Personality*. (7<sup>th</sup> Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-34898-X.

3. Pervin, L. (2003). *The Science Of Personality*. (2<sup>nd</sup> Ed.). New York: Oxford University Press. ISBN– 0-19-515102-X.
4. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Paper Title: Basics of Counselling

Paper Code: PSY-II.C-4 (Experimental: Theory)

Name of Faculty: Mrs. Sobita Kirtani, Asst. Professor

Marks: 75

Credits: 3

**Course Objectives:** 1. To help students understand the nature and significance of Counselling

2. To help students understand basic approaches of Counselling.

**Outcomes:** At the end of this course students will be able to understand:

- a) The stages involved in Counselling process
- b) The role of a Counsellor
- c) The basic approaches of Counselling
- d) The basic areas of Counselling

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I. Understanding Counselling as a Process**

Number of Hours:09

- a. Definition of Counselling
- b. Outcome goals of Counselling
- c. Process Goals of Counselling
- d. Stages of Counselling process

### **Unit II. The Counsellor: Person and Professional**

Number of Hours:09

- a. Personal Characteristics of Effective Counsellors
- b. Issues faced by Beginning Therapists
- c. Working with transference and countertransference
- d. Ethical Guidelines

### **Unit III. Guiding Principles of Counselling**

Number of Hours:09

- a. Building a Therapeutic Alliance
  - a. Empathy, acceptance and genuineness
  - b. Respectful curiosity

- c. Problem free talk
  - d. Humor
  - e. Self awareness
- b. Focusing on strengths, skills and resources
  - a. From distress to healing
  - b. Two sides of a story
  - c. Coping with problems

#### **Unit IV. Two approaches to Counselling**

Number of Hours:09

- A. Person Centered approach
  - a. Key concepts
  - b. The therapeutic process
- B. Cognitive Behaviour approach
  - a. Key concepts
  - b. The therapeutic process

#### **Unit V. Special areas of Counselling**

Number of Hours:09

- A. Counselling Families
- B. Counselling Addicts
- C. Working with suicidal adolescents
  - a. Depression and suicide
  - b. A Strengths-based approach to suicide risk.

#### **Books for study:**

Rao, S.N. (1991) Counselling and Guidance, New Delhi, Tata McGraw Hill Publishing Company Limited.

Welfel, E.R. and Patterson, L.E. (2005) The Counselling Process, New Delhi, Cengage Learning

Sharry, J. (2004) Counselling Children, Adolescents and Families, New Delhi, Sage Publications.

Gerald, C. (1996) Theory and Practice of Counselling and Psychotherapy, USA, Brooks/Cole Publishing Company.

**Paper Title: Basics of Counselling**

**Paper Code:** PSY-II.C-4 (Experimental component)

**Name of Faculty:** Mrs. Kavita Borker, Associate Professor; H.O.D

**Marks:** 25

**Credits:** 1

Syllabus

- A. Taking Case History
- B. Preparing checklist for behavioural problems
- C. Field visit to a Counselling Center and report writing.
- D. Psychological Tests:
  - a. Neyman Kohlstedt Test for Intraversion Extraversion
  - b. Word Association Test
  - c. Sentence Completion
  - d. Draw a Person Test
  - e. Locus of Control
  - f. Self Concept Scale
  - g. Sports Specific Personality Test
  - h. Type A/B Behavioural Pattern Scale

**Books for study:**

1. Anastasi, A., Urbina, S. (2008). *Psychological Testing*. (7<sup>th</sup> Ed.). New Delhi: Pearson Education.
2. Cohen, J.R., & Swerdlik, M.E. (2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7<sup>th</sup> Ed.). New York: Mc Graw-Hill Publishing International Edition Company Ltd.
3. Dandekar, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
4. Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
5. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
6. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
7. Test Manuals

**Board of Studies in Psychology**  
**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**  
**Margao – Goa**

**Syllabi of Core Courses and Elective Courses for B.A. Psychology**

**Approved by the Board of Studies in Psychology on October 27, 2015.**

<b>Sr. No.</b>	<b>Paper Titles</b>	<b>Nature of course</b>	<b>UG Level at which Offered</b>	<b>Page No.</b>
1	Abnormal Psychology	Compulsory	BA (Psychology)	1
2	Health Psychology	Elective	BA (Psychology)	4
3	Child Psychology	Elective	BA (Psychology)	7
4	Interpersonal Relationships	Elective	BA (Psychology)	9
5	Sports Psychology	Elective	BA (Psychology)	11
6	Pattern of Question Paper		BA (Psychology)	14

**1- Core Courses**

**Paper Title:** Abnormal Psychology

**Paper Code:** PSY-III.C-5 (Experimental)

**Name of the Faculty:** Dr. Mahadevi Waddar

**Marks:** 75

**Credits:** 03

**Course Description**

Abnormal psychology studies abnormal experiences of individual which surround an individual quite frequently - at our home, neighborhood, place of study/workplace, or in media reports and such others. These issues capture our interests, demand our attention and concern. Hence this specialization paper aims to create interest in the students regarding these issues by introducing them to the concept of abnormality, different types of psychological disorders, causes, and treatment.

**Course Objectives**

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and

the theories about Abnormality

- 2) To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and for a career in Clinical Psychology.

### **Learning Outcomes**

At the completion of the course students will be able:

- 1) To gain an understanding of different aspects of abnormal behaviour.
- 2) To attain theoretical orientation of behavioural dysfunctions
- 3) To understand various types of therapeutic interventions.

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I: Abnormal Psychology: An overview**

Number of Hours: 13  
20 Marks

- A. What is abnormal psychology
  - a) Triggers of mental health problems
  - b) The stigma of abnormal behaviour
  - c) Adaptive and maladaptive behaviour
- B. Classification of mental disorders
  - a) Why do we need to classify mental disorders
  - b) What are the advantages and disadvantages of classification
  - c) The multiaxial approach
  - d) DSM-IV-TR
  - e) The major diagnostic categories
- C. Assessment: the basic classification
  - a) The interview
  - b) Intelligence tests
  - c) Neuropsychological tests
  - d) Personality, behavioural, cognitive, relational and bodily assessment.

#### **Unit II. Theoretical perspectives of maladaptive behaviour**

Number of Hours:10  
15 Marks

- A. The biological perspective
- B. The psychodynamic perspective
- C. The behavioural perspective
- D. The cognitive perspective
- E. The community-cultural perspective

#### **Unit III: Somatoform and dissociative disorders**

Number of Hours:11  
20 Marks

- A. Somatoform Disorders
  - a) Hypochondriasis
  - b) Somatization Disorders
  - c) Conversion Disorders
  - d) Body Dysmorphic Disorders
  - e) Factitious Disorder and Malingering
- B. Dissociative Disorders



- a) Depersonalization Disorder
- b) Dissociative Amnesia and Fugue
- c) Dissociative Identity Disorders
- C. Treatment and Outcome

**Unit IV: The therapeutic enterprise: Choices, Techniques, Evaluation** Number of Hours:11

- A. Psychotherapy 20 Marks
- B. Humanistic and existential therapies
- C. Brief psychotherapies
- D. Cognitive-behavioural approaches
- E. Group approaches
- F. Biological therapies
- G. Hospitalization

**References:**

**Mandatory**

- 1) Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13<sup>th</sup> Edition.
- 2) Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

**Supplementary**

- 1) Comer, R.J. (2005). Fundamentals of Abnormal psychology. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.
- 2) Davison, G.C. & Neale, J.M. (1998). Abnormal Psychology. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
- 3) Koeksema-susan Nolen. (2007). Abnormal Psychology. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York.

**Paper Title:** Abnormal Psychology

**Paper Code:** PSY-III.C-5 (Practical Component)

**Name of Faculty:** Dr. Mahadevi Waddar

**Marks:** 25

**Credits:** 1

**No. of Practicals:** 08

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

**Syllabus:**

**A. Research in Abnormal Psychology (3 hrs each)**

- a) Case Study Analysis (Mental Disorder)
- b) Survey (Mental Health)

**B. Experiments (Any Six, 4 hrs each)**

- a) Personality test
- b) Sentence completion test
- c) Intelligence test
- d) General health questionnaire
- e) Beck's depression inventory
- f) Anxiety assessment scale
- g) Self acceptance
- h) Life satisfaction
- i) ANDI

**References:**

- 1) Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13<sup>th</sup> Edition.
- 2) Salvatore V. DiMatteo. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
- 3) Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup> Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
- 4) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
- 5) Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7<sup>th</sup> Edition. Wiley.

**2- Elective Courses**

**Paper Title:** Health Psychology

**Paper Code:** PSY-III.E-1 (Non-experimental)

**Name of Faculty:** Mrs. Kavita Borker, Mrs. Sobita Kirtanir

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- 1) To understand the influence of health on psychological well-being.
- 2) To understand various aspects of well-being and ill health.

**Learning Outcomes:** At the end of this course, students will be able to:

- 1) Gain an understanding of the importance of health and well-being.
- 2) Develop an insight into their own health status.
- 3) Learn how stress and other factors influence health.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I. Introduction to health psychology**

Number of Hours: 12

- 1) What is health?
    - a. An illness/wellness continuum
  - 2) Definition of Health Psychology
  - 3) The mind-body relationship: a brief history
  - 4) Why is the field of health psychology needed?
  - 5) Current perspectives on health and illness
  - 6) Health and Psychology across cultures
- } Taylor pg 4-11

### **Unit II. Health related behavior and health promotion**

Number of Hours: 12

- a) Health and behaviour
  - a) Lifestyles, risk factors and health
  - b) Interdisciplinary perspective on preventing illness
  - c) Problems in promoting wellness
- b) What determines people's health related behavior?
  - a) General factors in health related behavior
  - b) The role of beliefs and intentions
  - c) The role of less rational processes
- c) Developmental, Gender and Sociocultural factors in health
- d) Methods for promoting health

### **Unit III. Stress**

Number of Hours: 12

- 1) Experiencing stress in our lives
  - a) What is stress?
  - b) Appraising events as stressful
- 2) Biopsychosocial aspects of stress
  - a) Biological aspects of stress
  - b) Psychosocial aspects of stress
- 3) Reducing the potential for stress
  - a) Enhancing social support
  - b) Improving one's personal control
  - c) Organizing one's world better
  - d) Exercising: links to stress and health
  - e) Preparing for stressful events

- 4) Reducing stress reactions: stress management
  - a) Medication
  - b) Behavioural and cognitive methods
  - c) Massage, meditation and hypnosis

#### **Unit IV. Reducing substance use and abuse**

Number of Hours: 12

- 1) Substance abuse
  - a) Addiction and dependence
  - b) Processes leading to dependence
- 2) Smoking tobacco
  - a) Who smokes and how much?
  - b) Why people smoke
  - c) Smoking and health
- 3) Alcohol use and abuse
  - a) Who drinks and how much?
  - b) Why people use and abuse alcohol
  - c) Drinking and health
- 4) Reducing substance use and abuse
  - a) Preventing substance abuse
  - b) Quitting a substance without therapy
  - c) Treatment methods to stop substance use and abuse
  - d) Dealing with relapse problems

#### **Unit V. Improving nutrition, weight control and diet**

Number of Hours: 12

- 1) Nutrition
  - a) Components of food
  - b) What people eat
  - c) Nutrition and health
- 2) Weight control and diet
  - a) Desirable and undesirable weights
  - b) Becoming overly fat
  - c) Dieting and treatments to lose weight
- 3) Exercise
  - a) The health effects of exercise
  - b) Who gets enough exercise, who does not and why?
  - c) Promoting exercise behavior

#### **References:**

#### **Mandatory**

- 1) Sarafino, P. (2012), Health Psychology – Biopsychosocial Interactions, New York, John Wiley and Sons, Inc. 7<sup>th</sup> edition.

- 2) Taylor, S.E. (2006), Health Psychology, New York, McGraw Hill, 6<sup>th</sup> edition.

### **Supplementary**

- 1) Dimatteo, M.R. and Martin, L.R. (2002) Health Psychology, New Delhi, Dorling Kindersley.
- 2) Kaplan Robert M., Sallis James F., Patterson Thomas L. (1993), Health and Human Behaviour, New York, McGraw Hill International editions.
- 3) Mraks, D.F., Murray, M., Evans, B. and Estacio, E.V. (2011), Health Psychology, New Delhi, Sage Publications.

**Paper Title:** Child Psychology

**Paper Code:** PSY-III.E-2 (Non-experimental)

**Name of Faculty:** Mrs. Kavita Borker, Mrs. Sobita Kirtani.

**Marks:** 100

**Credits:** 4

### **Course Objectives:**

- 1) To study the basic factors that influence the growth and development of children.
- 2) To study various aspects of development.

**Learning Outcomes:** At the end of this course, students will be able to:

- 1) Gain an understanding of development from conception till late childhood.
- 2) Become aware of care needed to be taken during pregnancy.
- 3) Learn to evaluate the development of a child.
- 4) Learn to accept differences in children.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I. Fertilization and Heredity**

Number of Hours 12

- A. Genetic Foundations
  - a. The genetic code
  - b. The sex cells
  - c. Boy or girl?
  - d. Multiple offspring
  - e. Genes
    - i. Dominant and recessive genes
    - ii. Mutation

- f. Chromosomal abnormalities
- B. Genetic counseling

**Unit II. Prenatal development and birth (birth to late childhood)**      Number of Hours 12

- a) Conception
- b) Period of the zygote
- c) Period of the embryo
- d) Period of the fetus
- e) Prenatal environmental influences
  - i. Teratogens
  - ii. Other maternal factors
- f) Childbirth
- g) Approaches to Childbirth
- h) Birth complications

**Unit III. Cognitive development (birth to late childhood)**      Number of Hours 12

- a) Piaget's stages of Cognitive development
- b) Vygotsky's theory of Cognitive development
- c) Development of Language

**Unit IV. Self and Social Understanding (birth to late childhood)**      Number of Hours 12

- a) Emergence of self and development of self concept
- b) Self esteem
- c) Erikson's theory of Psychosocial development (4 stages) (Papalia)

**Unit V. The family (birth to late childhood)**      Number of Hours 12

- A. Origins and functions of the family
- B. The family as a social system
- C. Socialization within the family
- D. Family lifestyles and transition
- E. Vulnerable families

**References:**

**Mandatory**

- 1) Berk, L. E. (2013). Child Development, Delhi, PHI Learning Private Limited, 9<sup>th</sup> Edition.
- 2) Papalia, D. Olds, S. Feldman, R. (2004) Human development, Tata McGraw Hill, 9<sup>th</sup> edition

**Supplementary**

- 1) Berger, K and Thompson, R. (1998) The Developing person: Through The Life Span, New York, Worth publishers, 4<sup>th</sup> edition
- 2) Hurlock, E. (1978) Child Development, New Delhi, Tata McGraw Hill, 6<sup>th</sup> edition
- 3) Santrock, J. (2007) Child Development, New Delhi, Tata McGraw Hill, 11<sup>th</sup> edition
- 4) Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993) Understanding Children, Mayfield Publishing Company, 2<sup>nd</sup> edition.

**Paper Title:** Interpersonal Relationships

**Paper Code:** PSY-III.E-3 (Non-experimental)

**Name of Faculty:** Mrs. Sobita Kirtani, Assistant Professor

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- 1) To understand the basic nature governing human relationships.
- 2) To study how interpersonal relationships affect our well-being.

**Learning Outcomes:** At the end of this course, students will be able to understand:

- 1) The factors that influence interpersonal relationships.
- 2) The effect of relationships on health.
- 3) The individual, social and cultural variations in relationships.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I: Introduction to Interpersonal Relationships**

Number of Hours: 14

- A. Affiliation – the basic need
- B. Types of relationships
- C. What is love?
  - a) Rubin's model of liking and loving
  - b) Sternberg's triangle of love
  - c) Lee's six styles of loving
  - d) Types of love and attachment styles
- D. Theories of interpersonal attraction
  - a) Learning theory
  - b) Social exchange theory
  - c) Equity theory
  - d) Sociobiology

## **Unit II: Formation, maintenance and course of relationships**

Number of Hours: 14

- A. Factors determining relationship formation
  - a) Proximity
  - b) Similarity
  - c) Physical attraction
  - d) Reciprocal liking
  - e) Complementarity
  - f) Competence
- B. Maintenance and course of relationships
  - a) Kerckhoff and Davis' Filter theory
  - b) Murstein: Stimulus-value-role model
  - c) Levinger: stage theory model

## **Unit III: Components and effects of relationships**

Number of Hours: 12

- A. Components of relationships
  - a) Self-disclosure
  - b) Rules
  - c) Power
- B. Health and happiness
  - a) Effects on physical health
  - b) Effects on mental health
  - c) Effects on happiness
  - d) Effects of loss of a relationship
  - e) Gender differences in benefits of relationships
  - f) Reasons why social support affects health and happiness
  - g) The negative effects of relationships

## **Unit IV: The dissolution of relationships**

Number of Hours: 10

- A. Conflicts in relationships
- B. Duck's model of relationship dissolution
- C. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

## **Unit V: Individual, social and cultural variations in Relationships**

Number of Hours: 10

- A. Homosexual relationships
  - a) Similarities and differences
- B. Cross-cultural differences in heterosexual relationships
  - a) Choosing a partner
  - b) Assessing marital happiness
  - c) Types of relationships studied.

## **References:**

## **Mandatory**



- 1) Dwyer, D. (2012). *Interpersonal Relationships*, London, Routledge.

### **Supplementary**

- 1) Baron, R. A., Byrne, D. (2008). *Social Psychology*. (10<sup>th</sup> Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
- 2) Myers, D. G. (2007). *Social Psychology*. (10<sup>th</sup> Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 3) Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). *Social Psychology*. (10<sup>th</sup> Ed.). New Jersey, U.S.A: Prentice Hall International.

**Paper Title:** Sports Psychology

**Paper Code:** PSY-III.E-4 (Non-experimental)

**Name of Faculty:** Mrs. Kavita Borker

**Marks:** 100

**Credits:** 4

### **Course Objectives:**

- 1) To study the relation between sports and psychological characteristics.
- 2) To acquire skills and knowledge about Sports Psychology and its application.

**Learning Outcomes:** At the end of this course, students will be able to:

- 1) Understand psychological issues related to sports.
- 2) Apply the theoretical knowledge to respond to challenges encountered in sports and physical activity.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I. Introduction to Sports psychology**

Number of Hours: 12

- a) What is sport psychology?
- b) A brief history of sport psychology
- c) Who is a sport psychologist?
- d) Development of sport psychology
- e) Fundamental types of research in sports psychology

#### **Unit II. Attitude to sports**

Number of Hours: 12

- a) The nature of attitudes

- b) Measuring attitudes
- c) The formation of attitudes to sport
- d) Attitudes to sport and sporting behaviour
- e) Changing people's attitudes to sport

### **Unit III. Aggression in sports**

Number of Hours: 12

- a) Defining aggression
- b) Theories of aggression
- c) Situational factors affecting aggression in sport
- d) Does sports increase or reduce aggression?
- e) The reduction of aggression
- f) Player related variables
- g) Implications for sports

### **Unit IV. Motivation and sports**

Number of Hours: 12

- a) Intrinsic and extrinsic motivation
- b) Humanistic perspectives on motivation
- c) Achievement-motivation
- d) Cognitive approaches to motivation
- e) Contemporary research on motives for sports participation
- f) Motivation and sport performance

### **Unit V. Coaching psychology**

Number of Hours: 12

- a) Planning with the athletes
- b) Planning by the coach
- c) Making the plans work
- d) Group structure and process
- e) Contracting between coaches and athletes and athlete-to-athlete
  - i) Developing ground rules for assistance
  - ii) Developing ground rules for assisting one another
- f) Conflict resolution
- g) Goal setting, planning, and evaluation
- h) Commitment and goals

### **References:**

#### **Mandatory**

- 1) Jarvis, M. (1999). Sport psychology. Routledge modular psychology series, USA and Canada.
- 2) Singh, Y. (2005), sports Psychology, Sports publication, Delhi.

**Supplementary:**

- 1) Burton, D., & Raedeke, T. (2008). Coaching philosophy. Sport psychology for coaches. Champaign, IL: Human Kinetics.
- 2) Burton, D., & Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics.
- 3) Burton, D., & Raedeke, T. (2008). Relaxation/Energization. Sport psychology for coaches. Champaign, IL: Human Kinetics.

Board of Studies in Psychology  
Parvatibai Chowgule College of Arts and Science  
(Autonomous)  
Margao – Goa

## Pattern of Question Papers

Semester End Assessment (SEA) / Semester End Evaluation (SEE)

Question Paper Pattern Approved for:

B.A. (Psychology Papers)

1. For courses with no laboratory components the total marks at the SEA / SEE are 60 and the duration of the exam is 2 hours.
2. Question Paper will provide overall choice to candidates.
3. Question paper (QP) of the course shall cover all the modules / units of the syllabus.
4. Total number of questions (main questions) in the question paper will be seven.
5. One of the main questions, preferably question one, shall be a compulsory question. This question should be used for comprehensive evaluation of the subject and to test the student's overall learning in the course using Bloom's taxonomy of higher order learning.
1. Overall choice pertains to the remaining 6 questions out of which students will have to answer any 4 questions.
7. All main questions will carry 12 marks each.
  - a. The main questions may be split into sub-questions.
  - b. No sub-question will carry less than 4 marks.
  - c. Aggregate marks of all the sub-questions of the main question shall not exceed 12.

For courses with laboratory components the total marks at the SEA / SEE are 45 and the duration of the exam is 2 hours.

**Note:** Teachers are requested to take a note that Q4 in their respective question paper should preferably be set involving a higher order thinking. You are requested to submit answer key to the respective question paper.

	Q1	Q2	Q3	Q4	Max marks
C	Any 3 OF 4 (3 marks each)	Any 2 OF 3 (6 marks each)	Any 2 OF 3 (6 marks each)	Any 1 OF 2 (12 marks each)	45

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

DEPARTMENT OF PSYCHOLOGY

COURSE STRUCTURE B.A.

DEGREE COURSE IN PSYCHOLOGY

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I		PSY-III.E-1 Health Psychology	PSY-III.E-2 Child Psychology	PSY-III.E-3 Interpersonal Relationships	PSY-III.E-4 Sports Psychology
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adjustment	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adolescence	PSY-IV.E-8 Positive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Core Project	PSY-V.E-9 Cognitive Psychology	PSY-V.E-10 Applied Statistics in Psychology	PSY-V.E-11 Environmental Psychology	PSY-V.E-12 Parenting
VI	PSY-VI.C-8 Psychological Testing	PSY-VI.CP Core Project	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-15 Intelligence and Creativity	PSY-VI.E-16 Cross Cultural Psychology

# Parvatibai Chowgule College of Arts and Science (Autonomous)

## B.A. Psychology Syllabi of Semester IV

Approved by the Board of Studies in Psychology on 10<sup>th</sup> February, 2016

**Paper Title:** Psychopathology II

**Paper Code:** PSY-IV.C-6 (Experimental)

**Name of the Faculty:** Dr. Mahadevi Waddar

**Marks:** 75

**Credit:** 03

### Course Description

Psychopathology is designed to build on student's understanding of psychopathology, including diagnosis and theories of etiology. This course covers most of the major psychiatric diagnoses currently in use. There will be an emphasis on increasing understanding of clinical issues and current research related to arrests in development and maladaptive behavior. Hence this specialization paper aims to create interest in the students regarding these issues by introducing them to the concept of abnormality, different types of psychological disorders and their causes, etc.

### Course Objective:

- a) To create awareness about mental health problems
- b) The course will provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

**Learning Outcome:** At the completion of the course students will be able:

- a) To understand different aspects of abnormal behaviour.
- b) Understand various behavioural dysfunctions and use the same in day-to-day life.

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

### Syllabus:

#### Unit I: Schizophrenia and Other Psychotic Disorders

Number of Hours: 12

- A. Schizophrenia
- B. Positive Negative symptoms
- C. The Development of Schizophrenia
- D. DSM-IV-TR Subtypes of Schizophrenia and changes in DSM V
- E. Therapeutic Approaches

**Unit II: Personality Disorders**

Number of Hours: 12

- A. Classification of Personality Disorders
- B. Odd or Eccentric Behavior
- C. Dramatic, Emotional, or Erratic Behavior
- D. Anxious or Fearful Behavior
- E. Treatment of Personality Disorders

**Unit III: Sexual Variants and Disorders**

Number of Hours: 12

- A. Changing Views of Sexual Behavior
- B. The sexual response cycle (Carson)
- C. Sexual Dysfunctions and Treatment
- D. Gender Identity Disorders
- E. The Paraphilias
- F. Psychological interventions

**Unit IV: Substance-Related Disorders**

Number of Hours: 09

- A. Substance –Use Disorder
- B. Substance-Induced Disorders
- C. Alcohol-Related Disorders
- D. Other Drugs and related effects
- E. Treatment and rehabilitation

**References:****Mandatory:**

1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

**Supplementary:**

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksma-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.

**Note:** Additional articles and web resources will be provided to students as required.



**Paper Title:** Psychopathology II  
**Paper Code:** PSY-IV.C-6 (Practical Component)  
**Name of the Faculty:** Dr. Mahadevi Waddar  
**Marks:** 25  
**Credits:** 1  
**No. of Practical:** 08  
**Duration:** 15 Session of 2 hrs  
**Practical Session:** one session per week

**Syllabus:**

- A. Research in Abnormal Psychology (3 hrs each)
  - a) Submit case report on any one type of psychopathology.
  - b) Research facts about serious mental illness from 2010
- B. Experiments (Any Six, 4 hrs each)
  - a) Word Association Test
  - b) Sexual Attitudes
  - c) Attitudes Toward Homosexuality by Mary E. Kite
  - d) Obsessive Compulsive Drinking Scale
  - e) Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
  - f) Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009
  - g) Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
  - h) The Multidimensional Measurement of the Positive Symptoms of Psychosis
  - i) Sensation-Seeking Scale by Marvin Zuckerman

**References:**

1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
2. Salvatore V. Diato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

**Paper Title:** Psychology of Adjustment

**Paper Code:** PSY-IV.E-5 (Non-Experimental)

**Name of the Faculty:** Dr. Mahadevi Waddar

**Marks:** 100

**Credit:** 04

**Course Objectives:**

- a) To understand the nature of adjustment
- b) To enable students to prepare for effective adjustment in various fields.

**Learning Outcomes:** At the end of this course, students will:

- a) Gain an understanding of the different perspectives of human adjustment
- b) Understand how individual family members adjust to challenges
- c) Examine how one's initial expectations of marriage influence the later course of marital adjustment
- d) Consider the relationship between a person's work and psychological adjustment

**Syllabus:**

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**UNIT I: The Fully Functioning Person**

Number of Hours: 15

- A. Personal adjustment from four perspectives
- B. Self and Role
- C. Decisions, Values and Conflicts
- D. The Challenges of Adjustment: A Synthesis

**UNIT II: Adjustment in Family**

Number of Hours: 15

- A. What is a fully functioning family?
- B. Effective parenting
- C. The birth order and relationships with siblings
- D. Challenges of family adjustment

**UNIT III: Adjustment in Marriage**

Number of Hours: 15

- A. Initial Expectations
- B. Power and Responsibility
- C. Sources of Marital Conflict
- D. Resolving Marital Conflict

**UNIT IV: World of Work**

Number of Hours: 15

- A. Situation today
- B. Choosing your work
- C. Work and human needs
- D. Finding the Right Job

E. Work and Adjustment

**References:**

**Mandatory:**

1. Belkin, S. G. & Nass, S. (1984). *Psychology of Adjustment*. Library of congress cataloging in publication data. United States of America

**Supplementary:**

1. Audrey, H., & Runyon, R. (1984). *Psychology of Adjustment*. Illinois: The Dorsey Press.
2. Davison, C., & Neale John M. (1990). *Abnormal Psychology*. (5thEd.). USA: John Wiley & Sons Inc.
3. Weiten, W., & Lloyd, A. M. (2003). *Psychology Applied to Modern Life: Adjustment in the 21st Century*. (8thEd.). New Delhi: Thomson Learning.

**Paper Title:** Criminal Psychology

**Paper Code:** PSY-IV.E-6 (Non-experimental)

**Name of the Faculty:** Mrs. Sobita Kirtani, Assistant Professor

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To study crime from different theoretical viewpoints.
- b) To understand ways of preventing crime and of dealing with criminals

**Learning Outcomes:** At the end of this course, students will be able to:

- a) Understand crime from different perspectives
- b) Gain an understanding of nature of violent and sexual offending
- c) Evaluate the effectiveness of punishment
- d) Understand ways of preventing crime and rehabilitation of criminals.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Understanding Criminal Behaviour**

Number of Hours: 15

- A. What is Crime?
- B. What is Criminal Psychology?
- C. The nature of explanation
  - a. Evolutionary approaches
  - b. Social-structural and cultural approaches
  - c. Developmental approaches
  - d. Psychological approaches
  - e. Biological approaches
  - f. Situational approaches

**Unit II: Violent and Sexual Offending**

Number of Hours: 15

- A. The nature of violent offending
- B. Community violence – male-male violence
- C. Family violence
  - a. Intimate partner violence
  - b. Violence against children
  - c. Elder abuse
- D. School violence

**Unit III: Sexual offending**

Number of Hours: 15

- A. Nature and extent

- B. Characteristics of sexual offenders – adult and child sex offenders
- C. Social cognitive approach to sexual offending
- D. Nature of rape and rape myths (Howitt)

#### **Unit IV: Punishment, Rehabilitation and Prevention**

Number of Hours: 15

- A. Punishment
  - a. The nature and scope of criminal justice responses to crime
  - b. The harms of punishment
  - c. Rationales for punishment
  - d. Does punishment work?
- B. Rehabilitation
  - a. Nature of rehabilitation
- C. Approaches to rehabilitation Prevention
  - a. What is crime prevention?
  - b. Social crime prevention
  - c. Situational crime prevention

#### **References:**

##### **Mandatory:**

1. Durant, R. (2013). *An Introduction to Criminal Psychology*. (2nd Ed.). Britain, British Library Publication.
2. Howitt, D. (2009). *An Introduction to Forensic and Criminal Psychology*. (3<sup>rd</sup> Ed.). England: Pearson Education Publications.

##### **Supplementary:**

1. Hagan, F. (2011). *An Introduction to Criminology - Theories, Methods and Criminal Behavior*. (1st Ed.). Thousand Oaks, California, Sage Publications.
2. Pakes, F. (2012). *Criminal Psychology*. (2nd Ed.). Britain. British Library Publication.
3. Clifton, D. (2001). *Encyclopedia of Criminal and Deviant Behavior*. (1st Ed.) Taylor & Frances Group Publication.
4. Bartal, R. (1999). *Criminal Behavior - A Psychosocial Approach*. (5th Ed.). New Delhi: Prentice Hall Publication.
5. Routledge, H.C., & Paul, K. (1989). *Psychology and Crime - An Introduction to Criminal Psychology*. (1st Ed.). London Group

**Paper Title:** Psychology of Adolescence

**Paper Code:** PSY-IV.E-7 (Non-experimental)

**Name of Faculty:** Mrs. Sobita Kirtani, Assistant Professor

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To study the basic factors influencing the growth and development of adolescents.
- b) To study various aspects and issues in adolescent development.

**Learning Outcomes:** At the end of this course, students will be able to:

- a) Understand adolescence from various theoretical perspectives.
- b) Gain an understanding of development in adolescence.
- c) Become aware of various issues in adolescence.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Introduction to Psychology of Adolescence**

Number of Hours: 15

- A. The Historical Perspective
  - a. Early history
  - b. The twentieth and twenty first centuries
  - c. Stereotyping of adolescents
  - d. A positive view of Adolescence
- B. The nature of development
  - a. Processes and periods
  - b. Development transitions
- C. Theories of Adolescent Development
  - a. Psychoanalytic theories
  - b. Cognitive theories
  - c. Behavioural and social cognitive theories
  - d. Ecological theory

**Unit II: Physical and Cognitive Development**

Number of Hours: 15

- A. Puberty
  - a. Determinants of puberty
  - b. Growth spurt
  - c. Sexual maturation
  - d. Secular trends in puberty
  - e. Psychological dimensions of puberty

- B. Cognitive development
  - a. Experience and plasticity
  - b. Social cognition
    - i. Adolescent egocentrism
    - ii. Perspective taking

### **Unit III: Self, Identity, Emotions and Personality**

Number of Hours: 15

- A. The self
  - a. Self-understanding
  - b. Self-esteem and self-concept
- B. Identity
  - a. Erikson's ideas on identity
  - b. The four statuses of identity
  - c. Developmental changes in identity
  - d. Identity and social contexts
  - e. Identity and intimacy
- C. Emotional development
  - a. Emotions
  - b. Hormones, experience and Emotions
  - c. Emotional competence
- D. Personality development
  - a. Personality
  - b. Temperament

### **Unit IV: Issues in adolescence**

Number of Hours: 15

- A. Physical
  - a. Early and late maturation
  - b. Nutrition Exercise and Sports
  - c. Sleep
- B. Social-emotional
  - a. Parent-adolescent conflict
  - b. Loneliness
  - c. Dating
  - d. Adolescent pregnancy
- C. Other issues
  - a. Drug and Alcohol abuse
  - b. Delinquency
  - c. Depression
  - d. Eating disorders
  - e. E-gadget addiction

**References:**

**Mandatory:**

1. Santrock, J.W. (2011) *Adolescence*, New Delhi, Tata McGraw Hill 12<sup>th</sup> Edition

**Supplementary:**

1. Arnett, J. J. (2013) *Adolescence and Emerging Adulthood*, New Delhi, Pearson, (5<sup>th</sup> Edition).
2. Steinberg, L. (2010). *Adolescence*, New York, McGraw Hill (9th Ed.)



**Paper Title:** Positive Psychology

**Paper Code:** PSY-IV.E-8 (Non-experimental)

**Name of the Faculty:** Mrs. Kavita Borker, H.O.D. & Associate Professor

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To understand the nature and need of happiness.
- b) To appreciate the importance of various factors related to well-being.

**Learning Outcomes:** At the end of this course, students will be able to understand:

- a) The importance of the study of positive psychology.
- b) The influence of positive emotions on well-being and health.
- c) The relation between resilience and well-being.
- d) The relation between money and happiness.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Positive Psychology**

Number of Hours: 15

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
  - a. Physical Resources
  - b. Psychological Resources
  - c. Social Resources

**Unit II: Happiness**

Number of Hours: 15

- A. Why a Psychology of Well-Being?
  - a. Objective versus Subjective Measures
  - b. Negative versus Positive Functioning
- B. What is Happiness? Two Traditions
  - a. Hedonic Happiness
  - b. Eudaimonic Happiness
- C. Focus on Research: Positive Affect and a Meaningful Life
- D. Subjective Well-Being: The Hedonic Basis of Happiness
  - a. Measuring Subjective Well-Being
  - b. Life Satisfaction
  - c. Positive Affect, Negative Affect, and Happiness
- E. Focus on Research: Is Your Future Revealed in Your Smile
- F. Self-Realization: The Eudaimonic Basis of Happiness
  - a. Psychological Well-Being and Positive Functioning
  - b. Need Fulfillment and Self-Determination Theory

- c. Focus on Research: What Makes a “Good” Day?
- G. Comparing Hedonic and Eudaimonic Views of Happiness
  - a. Definition and Causes of Happiness and Well-Being
  - b. Complementarity and Interrelations

### **Unit III: Resilience**

Number of Hours: 15

- A. What is Resilience?
  - a. Developmental Perspectives
  - b. Clinical Perspectives
- B. Resilience Research
  - a. Sources of Resilience
  - b. The Dangers of Blaming the Victim
  - c. Sources of Resilience in Children
  - d. Focus on Research: Resilience Among Disadvantaged Youth
  - e. Sources of Resilience in Adulthood and Later Life
  - f. Successful Aging
- C. Growth Through Trauma
  - a. Negative Effects of Trauma
  - b. Positive Effects of Trauma
  - c. Explanations for Growth Through Trauma
  - d. Focus on Research: In Their Own Words—Making Sense of Loss

### **Unit IV: Money, Happiness and Culture**

Number of Hours: 15

- A. The Paradox of Affluence
- B. Well-Being across Nations
  - a. Between-Nations comparisons
  - b. Within-Nation Comparisons
- C. Understanding Money and Happiness
  - a. Focus on Research: Do Happy People Make More Money?
  - b. Focus on Research: adaptation to Extreme Events—Lottery Winners and Accident Victims
- D. The Meaning of Happiness: Relative or Universal?
- E. Culture and Well-Being
  - a. The Self in Individualistic and Collectivist Cultures
  - b. Culture and the Meaning of Happiness
  - c. The American-Individualistic Style of Happiness
  - d. The Asian-Collectivist Style of Happiness

### **References:**

### **Mandatory:**

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.

2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. (2<sup>nd</sup> Ed.). New Delhi: Sage Publications India Pvt. Ltd.

**Supplementary:**

1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology*. New Delhi: Global Vision Publishing House.

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF PSYCHOLOGY**

**B.A. COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I		PSY-III.E-1 Health Psychology	PSY-III.E-2 Child Psychology	PSY-III.E-3 Interpersonal Relationships	PSY-III.E-4 Sports Psychology
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adjustment	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adolescence	PSY-IV.E-8 Positive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Project Paper	PSY-V.E-9 Cognitive Psychology	PSY-V.E-10 Statistics in Psychology	PSY-V.E-11 Environmental Psychology	PSY-V.E-12 Parenting
VI	PSY-VI.C-8 Psychological Testing	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-15 Intelligence and Creativity	PSY-VI.E-16 Cross Cultural Psychology

# **Parvatibai Chowgule College of Arts and Science**

## **Autonomous**

### **DEPARTMENT OF PSYCHOLOGY**

#### **BA Syllabi**

**Paper Title:** Experimental Psychology

**Paper Code:** PSY-V.C-7 (Experimental)

**Marks:** 75

**Credits:** 3

#### **Course Objectives:**

1. To make students aware about Experimentation in Psychology.
2. To create a foundation necessary for scientific research in the field.

#### **Learning Outcomes:**

At the end of this course, students will be able to:

1. Gain an understanding of Experimentation in the field of Psychology
2. Understand various research designs
3. Critically evaluate studies
4. Understand the way data is dealt with

#### **Course Duration:**

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

#### **Syllabus:**

##### **Unit I: Designing the Experiment**

Number of Hours: 12

- A. The experimental approach
- B. Independent, Control and Dependent Variables
- C. Types of experimental research
- D. A single independent variable
- E. Two independent variables
- F. Role of randomization and control in experiments
- G. Selecting subjects from subject populations
- H. Selecting stimuli from stimulus populations
- I. Selecting conditions from trials or trial blocks

## **Unit II: Dealing with Data**

Number of Hours: 09

- A. Describing Data:
  - a) Organising Data
  - b) Summarising Data
  - c) Normal Distribution and its Properties
- B. Selecting a Statistical Test:
  - a) The Nature of the Research Question
  - b) Type of Experimental Design
  - c) Type of Measurement Used
  - d) Deciding Whether Your Data Are Parametric or Non-Parametric
  - e) The Nature of the Specific Hypothesis to be Tested
  - f) Deciding What Test to Use

## **Unit III: Pitfalls in Experimentation**

Number of Hours: 12

- A. Pitfalls in designing the experiment
- B. Pitfalls in running the experiment
- C. Pitfalls in data analysis
- D. Pitfalls in interpreting the results

## **Unit IV: Some Classic Experiments**

Number of Hours: 12

- A. Mental Chronometry:
  - a. Donders' Subtraction Method
  - b. Issues in Using Reaction Time as a Dependent Variable
- B. Psychophysics:
  - a. Detections and discrimination
  - b. Classical (High Threshold) Theory
  - c. Signal Detection Theory
- C. Reasoning:
  - a. Deductive Reasoning
  - b. Inductive Reasoning

## **References:**

1. Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7<sup>th</sup> Ed.). US: Wiley-Blackwell.
2. Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course*. US: Wiley-Blackwell.
3. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). *Human Experimental Psychology*. USA: Oxford University Press.

**Paper Title:** Experimental Psychology  
**Paper Code:** PSY-V.C-7 (Experimental component)  
**Marks:** 25  
**Credits:** 1

**No. of Practical:** 8

**Duration:** 15 sessions of 2 hours each

**Practical session:** one session per week

**Syllabus:**

A. APA guidelines – ethical guidelines (APA Publication 6<sup>th</sup> edition) Practical component: identify any two research works that have been criticized for breach of ethics.

B. Experiments

a. Psychophysics:

- a. Signal detection (Cog lab)
- b. Method of constant stimuli

b. Memory:

- a. Encoding specificity (Cog lab)
- b. Word superiority (Cog lab)

c. Perception:

- a. Visual depth perception
- b. Muller Lyer Illusion (Cog lab)

d. Concepts:

- a. Concept formation
- b. Prototypes (Cog lab)

e. Attention:

- a. Stroop effect (Cog lab)
- b. Spatial cueing (Cog lab)

f. Environmental:

- a. Effect of music on performance
- b. Effect of frustration on performance

C. Tests

- a. Parenting
- b. Memory
- c. Stress and coping
- d. Family environment

**References:**

1. American Psychological Association, (2009), *Publication Manual of the American Psychological Association*, (6th Ed.). USA: American Psychological Association.
2. Dandekaer, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune, Anmol Prakashan.
3. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras, Geoffrey Cumberlege Oxford University Press.
4. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers



**Paper Title:** Cognitive Psychology  
**Paper Code:** PSY-V.E-9 (Non-experimental)  
**Marks:** 100  
**Credits:** 4

**Course Objectives:**

1. To introduce students to a field of psychology that describes how we acquire, store, transform and use knowledge.
2. To help students explore mental processes.

**Learning Outcomes:**

At the end of this course, students will be able to understand:

1. How we acquire, store, transform and use knowledge.
2. The mental processes involved in perception, attention, memory and concept formation.

**Course Duration:**

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: A brief introduction to Cognitive psychology**

Number of Hours: 04

- A. The cognitive revolution
- B. Paradigms of Cognitive Psychology
  - a. The information processing approach
  - b. The connectionist approach
  - c. The evolutionary approach
  - d. The ecological approach

**Unit II: Perceiving objects and recognizing patterns**

Number of Hours: 14

- A. Gestalt approaches to perception
- B. Bottom up processes
  - a. Template matching
  - b. Feature analysis
  - c. Prototype matching
- C. Top down processes
  - a. Perceptual learning
  - b. The word superiority effect
  - c. A connectionist model of word perception
  - d. A neuropsychological perspective on word perception
- D. Direct perception
- E. Disruptions of perception: visual agnosias

### **Unit III: Attention**

Number of Hours: 14

- A. Selective attention
  - a. Filter theory
  - b. Attenuation theory
  - c. Late selection theory
  - d. Multimode theory
  - e. Attention, capacity and mental effort
  - f. Schema theory
- B. Neuropsychological studies of attention
  - a. Networks of visual attention
  - b. Event-related potentials and selective attention
- C. Automaticity and the effects of practice
  - a. The stroop task
  - b. Automatic versus attentional processing
  - c. Feature integration theory
  - d. Attentional capture
- D. Divided attention
  - a. Dual task performance
  - b. The attention hypothesis of automatization
  - c. The psychological refractory period
  - d. Divided attention outside the laboratory

### **Unit IV: Memory**

Number of Hours: 14

- A. The semantic/episodic distinction
- B. Semantic memory models
  - a. The hierarchical semantic network model
  - b. The feature comparison model
  - c. Other network models
  - d. Connectionist models
- C. Schemata
  - a. script
- D. Implicit versus explicit memory
  - a. The process dissociation framework

### **Unit V: Concepts and categorization**

Number of Hours: 14

- A. Theoretical descriptions of the nature of concepts
  - a. The classic view
  - b. The prototype view

- c. The exemplar view
  - d. The schemata view
  - e. The knowledge based view
- B. Forming new concepts and classifying new instances
- a. Concept attainment strategies
  - b. Acquiring prototypes
  - c. Implicit concept learning
  - d. Using and forming scripts
  - e. Psychological essentialism

**References:**

1. Galotti, K. M. (2004), *Cognitive Psychology in and out of the laboratory*, Delhi, Thomson Wadsworth (India edition) 3<sup>rd</sup> edition
2. Hunt, R. R. and Ellis H. C. (2004), *Fundamentals of Cognitive Psychology*, 7<sup>th</sup> edition, New Delhi, Tata McGraw Hill Publishing Company Ltd.
3. Matlin, M. M. (2005), *Cognition*, 6<sup>th</sup> edition USA, John Wiley & Sons, Inc.

**Paper Title:** Statistics in Psychology

**Paper Code:** PSY-V.E-10

**Marks:** 100

**Credits:** 04

**Course objective:**

1. An introduction to the statistical reasoning in psychology.
2. To understand the concepts, definitions and significance of statistics.

**Learning outcome:**

At the end of the course students will be able to:

- 1 Gain understanding on the basic concept of statistics in Psychology
- 2 Need for statistics in Psychological research
- 3 To test a Hypothesis
- 4 Understand statistical inferences

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Statistics- Meaning and Use**

Number of Hours: 15

- a) Meaning of Statistics
- b) Need and importance of Statistics in Education and Psychology
- c) Prerequisites for studying statistics
- d) Sample and population
- e) Probability

**Unit II: The Normal Curve and Its Application**

Number of Hours: 15

- a) What is a Normal Curve?
- b) Characteristics and Properties of a Normal Curve
- c) Applications of the Normal Curve
- d) Illustration of the applications of the Normal Curve

**Unit III: Hypothesis testing**

Number of Hours: 15

- a) A Hypothesis-Testing
- b) The Core logic of Hypothesis testing
- c) The Hypothesis- Testing process

- d) One-Tailed and Two-Tailed Hypothesis tests
- e) Decision errors

#### **Unit IV: The Significance of the Mean and of Other Statistics**

Number of Hours: 15

- a) The Meaning of Statistical Inference
- b) The Significance of the Mean and of the Median
- c) The Significance of Measures of Variability Significance of Percentages and of the Correlation Coefficient
- d) Sampling and the Use of Standard Error Formulas

#### **References:**

##### **Mandatory:**

1. Aron. A, Aron.E.N, (2006) Coups E.J, *Statistics for Psychology*, Fourth Edition, Pearson's Education, New Delhi.
2. Garrett E.H. (2008), *Statistics in Psychology and Education*. David Mckay company, Inc. and Longman Group Ltd.
3. Mangal, S.K. (2009) *Statistics in Psychology and Education*. 2<sup>nd</sup> edition, Asoke K.Ghosh, PHI Learning Private limited, New Delhi.

##### **Supplementary:**

1. King B.M Minium E.W, (2008) *Statistical reasoning in the behavioral sciences*, 5<sup>th</sup> edition, Wiley and Sons.
2. McNemar, Q. (1962), *Psychological Statistics*. 3rd ed, John Wiley and Sons, New York.
3. Tate, M. W. (1943), *Statistics in Education*. Macmillan Co, New York.

**Paper Title:** Psychological Testing (Experimental)

**Paper Code:** PSY-VI.C-8

**Marks:** 75

**Credits:** 03

**Course objective:**

1. The course will provide students an understanding of the principles of assessment and beginning competency in the application of assessment principles to selecting and using assessment instruments.

**Learning outcome:**

At the end of the course students will demonstrate:

1. A mastery of the principles of reliability and validity of assessment tools.
2. A mastery of accepted practices for test construction and guidelines for responsible test use and interpretation.

**Course Duration:**

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Nature and use of Psychological tests**

Number of Hours- 10

- a) What is a psychological test and characteristics of a good test?
- b) Uses and varieties and control of use of psychological tests
- c) Test administration Examiner and situational variables and test-taker's perspective.
- d) Effects of training on test performance
- e) Sources of information about tests
- f) Some assumptions about psychological Testing and Assessment

**Unit II: Norms and Test bias**

Number of Hours- 10

- a) what are norms
- b) sampling to develop norms
- c) types of norms
- d) fixed reference group scoring system
- e) norm- referenced versus criterion-referenced evaluation

- f) the question of test bias
- g) social values and test fairness

### **Unit III: Reliability**

Number of Hours- 12

- a) The concept of Reliability
- b) Estimates of Reliability
- c) Using and interpreting a coefficient of reliability
- d) Standard error of measurement
- e) Reliability applied to mastery testing and cut-off scores

### **Unit IV: Validity**

Number of Hours- 13

- a) Definition
- b) Content validity
- c) Criterion- related validity
- d) Construct validity
- e) Approaches to construct validity
- f) Theory – consistent group differences
- g) Extra validity concerns and the widening scope of test validity

### **References:**

#### **Mandatory**

1. Anastasi. A. *Psychological testing*, 7<sup>th</sup> ed. By Pearson Education, Inc., Publishing as Prentice Hall.
2. Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6<sup>th</sup> Ed.). Boston: Allyn & Bacon.
3. Cohen, R. J. & Swerdlik, M. E, *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (seventh Edition). New York: McGraw-Hill

#### **Supplementary**

1. N.J. Salkind, (2013), *Test Measurement for People Who (Think They) Hate Test & Measurements*, 2nd edition, Delhi. American
2. Psychological Association, (2009), *Publication Manual of the American Psychological Association*, (6th Ed.). USA: American Psychological Association.

**Paper Title:** Psychological Testing (Practical component)

**Paper Code:** PSY-VI. C-8

**Marks:** 25

**Credits:** 01

**No. of Practical:** 8

**Duration:** 15 sessions of 2 hours each

**Practical session:** one session per week

**Syllabus:**

- A) Workshop: Test construction  
Application of test construction
- B) Constructing a consent form and socio demographic form
- C) **Psychological tests: ( any six)**
  - a) Ability testing
  - b) Aptitude tests
  - c) Projective techniques
  - d) Performance tests
  - e) Attitude test
  - f) Adjustment inventory
  - g) Social maturity scale
  - h) Malines intelligence test

**References:**

- 1) Anastasi. A. *Psychological testing*, 7<sup>th</sup> ed. By Pearson Education, Inc., Publishing as Prentice Hall.
- 2) Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6<sup>th</sup> Ed.). Boston: Allyn & Bacon.
- 3) Cohen, R. J. & Swerdlik, M. E, *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (seventh Edition). New York: McGraw-Hill.



**Paper Title:** Organizational Behaviour

**Paper Code:** PSY-VI.E-14

**Marks:** 100

**Credits:** 04

**Course Objectives:**

1. To help students understand the basic concepts of organizational behavior.
2. To acquaint students with the different theories of motivation and leadership and their applications.
3. To help students understand the causes of conflicts at workplace and how to resolve them.

**Learning outcomes:**

At the end of the course students will be able to understand:

1. The basic concepts of organizational behavior
2. The application of the various theories of motivation and leadership.
3. The nature of workplace conflicts and ways to resolve them.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Organizational Behavior and Opportunity**

Number of Hours: 15

- a) Human Behaviour in organizations
- b) The organizational Context
- c) Change Creates Opportunities
- d) Learning about Organizational Behavior
- e) Managerial Implications: Foundations for the Future

**Unit II: Motivation at Work**

Number of Hours: 15

- a) Motivation at Work and Behavior
- b) Maslow's Need Hierarchy
- c) Theory X & Theory Y
- d) ERG Theory
- e) McClelland's Need Theory
- f) Herzberg's Two Factor Theory
- g) Two New Ideas in Motivation
- h) Social Exchange and Equity Theory
- i) Expectancy Theory of Motivation
- j) Managerial Implications: Many Ways to Motivate People

**Unit III: Leadership and Followership**

Number of Hours: 15

- a) Leadership and Management
- b) Early Trait Theories
- c) Behavioral Theories
- d) The leadership Grid: a Contemporary Extension
- e) Contingency Theories
- f) The Emergence of Inspirational Leadership Theories
- g) Emerging Issues in Leadership
- h) Cultural Differences in Leadership
- i) Followership
- j) Guidelines for Leadership

**Unit IV: Conflict and Negotiation**

Number of Hours: 15

- a) The Nature of Conflicts in Organizations
- b) Causes of Conflicts in Organization
- c) Globalization and conflict
- d) Forms of Conflict in Organizations
- e) Intrapersonal & Interpersonal Conflicts
- f) Conflict Management Strategies and Techniques
- g) Conflict Management Styles
- h) Managerial Implications: Creating a Conflict-Positive organization

**References:****Mandatory:**

1. James Campbell Quick, Debra L. Nelson & Preetam Khandelwal (2013), *Organizational Behaviour A South-Asian Perspective*, (7<sup>th</sup> Edition), Cengage Learning India Pvt. Ltd.; Delhi.

**Supplementary:**

1. John W. Newstrom (2010), *Organizational Behaviour Human Behavior at Work*, (12<sup>th</sup> edition), Tata McGraw Hill Private Limited; New Delhi.
2. L.M Prasad (2011), *Organizational Behavior* (5<sup>th</sup> edition), Sultan Chand & Sons; New Delhi.
3. Stephen P. Robbins, Timothy A. Judge & Neharika Vohra (2013), *Organizational Behavior*, (15<sup>th</sup> edition), Dorling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education, South Asia.

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF PSYCHOLOGY**

**B.A. COURSE STRUCTURE**

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I		PSY-III.E-1 Health Psychology	PSY-III.E-2 Child Psychology	PSY-III.E-3 Interpersonal Relationships	PSY-III.E-4 Sports Psychology
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adjustment	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adolescence	PSY-IV.E-8 Positive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Project Paper	PSY-V.E-9 Cognitive Psychology	PSY-V.E-10 Statistics in Psychology	✓ PSY-V.E-11 Environmental Psychology	✓ PSY-V.E-12 Psychology of Adulthood
VI	PSY-VI.C-8 Psychological Testing	PSY-VI.CP Project Paper	✓ PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	✓ PSY-VI.E-15 Neuropsychology	✓ PSY-VI.E-16 Cross Cultural Psychology

**PARVATIBAI CHOWGULE COLLEGE OF  
ARTS AND SCIENCE  
(AUTONOMOUS)**

**UNDERGRADUATE DEPARTMENT OF  
PSYCHOLOGY**

**SYLLABUS**

**SEMESTER V & VI FOR THE ACADEMIC  
YEAR 2017-2018**

## **UNDERGRADUATE COURSE**

**Sem V**

**Paper Title:** Environmental Psychology

**Paper Code:** PSY-V.E-11

**Marks:** 100

**Credits:** 04

**Course objectives:**

1. To acquaint students with the basic concepts of Environmental Psychology
2. To help students understand environmental influences on human behavior
3. To understand how individuals can save the environment by changing their behavior.

**Outcomes:** At the end of the course students will:

1. Be acquainted with the basic concepts of Environmental Psychology
2. Understand the Environmental influences on human behavior
3. Understand that individuals can save the environment by changing their behavior.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. An introduction to Environmental Psychology**

**Number of Hours 12**

A) Environmental psychology

Tewari & Mathur  
pages 01-23

- Defining Environmental Psychology
- What is Environmental Psychology
- History
- Orientation
- Concepts
- Classification of Environment: Natural, Built and Types of Built Environment
- Human Environment Relationship
- Application and Future

**Unit II. Theories of Environment Behavior Relationship**

**Number of Hours 12**

- Arousal Theory
- Environmental Load or Overstimulation Approach
- The Adaptation Level Theory
- Ecological Theories
- The Environmental Stress Approach
- Attention Restoration Theory

Tewari & Mathur  
pages 25-37

**Unit III. Environmental Influences**

**Number of Hours 12**

- Crowding
- Personal Space
- Territoriality

Tewari & Mathur  
pages 93-111  
& 133-153

**Unit IV. Encouraging Pro-Environmental Behavior****Number of Hours 12**

- Environment Psychology and Saving The Environment      Tewari & Mathur
- Environment and Health Behaviors      pages 154-162 & 191-204

**Note:** other environmental influences such as pollution, population, will be dealt with in the form of CA's.

**References:**

- Rajeshree Tewari & Anushri Mathur (2014); Environmental Psychology; Pointer Publishers, Jaipur (Raj.) India.
- Linda Steg, Agnes E. van den Berg & Judith. I. M. De Groot (13<sup>th</sup> April 2012); Environmental Psychology: An Introduction; The British Psychological Society, Blackwell

**Paper Title:** Psychology of Adulthood

**Paper Code:** PSY-V.E-12

**Marks:** 100

**Credits:** 04

**Course objectives:**

4. To acquaint students with an understanding of physical and cognitive development in adulthood – young and middle age
5. To acquaint students with an understanding of psychosocial development in adulthood – young and middle age

**Outcomes:** At the end of the course students will:

1. Understand physical and cognitive development in adulthood – young and middle age
2. Understand psychosocial development in adulthood – young and middle age

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. Physical and cognitive development in young adulthood      Number of hours: 15**

- a. Physical development
  - a. Health and physical condition
  - b. Sexual and reproductive issues
- b. Cognitive development
  - a. Perspective on adult cognition
  - b. Moral development

**Unit II. Psychosocial development in young adulthood      Number of hours: 15**

- a. Personality development: four views
- b. Foundations of intimate relationships
- c. Nonmarital and marital lifestyles
- d. Parenthood
- e. When marriage ends

**Unit III. Physical and cognitive development in middle adulthood      Number of hours: 15**

- a. Physical development
  - a. Physical changes
  - b. Health
- b. Cognitive development
  - a. Measuring cognitive abilities in middle age
  - b. Distinctiveness of adult cognition
  - c. Work and education



**Unit IV. Psychosocial development in middle adulthood**

**Number of hours: 15**

- a. Looking at the life course in middle age
- b. Change at midlife: classic theoretical approaches
- c. The self at midlife: issues and themes
- d. Changes in relationships at midlife
- e. Consensual relationships
- f. Relationships with maturing children
- g. Other kinship ties

**References:**

Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

# **UNDERGRADUATE COURSE**

**Sem VI**

**Paper Title: Gerontology**

**Paper Code: PSY-VI.E-13 (Non-experimental)**

**Marks: 100**

**Credits: 4**

**Course Objectives:** 1. To raise students' awareness about the later stages of human life cycle.  
2. To sensitize students toward issues of old age.

**Learning Outcomes:** At the end of this course, students will be able to understand:

- a) Ageing from a theoretical point of view.
- b) Various factors affecting the process of ageing.
- c) The future perspective of healthy ageing.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I. Imagining old age: cultural interpretation**

**Number of hours:08**

- a. Social and cultural variables affecting the process of ageing
- b. Time as a relative concept
- c. Ageing across cultures
- d. Changing demography of India

Paltasingh  
& Tyagi  
206-222

#### **Unit II. Theories and concepts of gerontology**

**Number of hours:12**

- a) Biological theories
- b) Psychological theories
- c) Sociological theories and social gerontology
- d) Disengagement theory
- e) Activity theory
- f) Continuity theory
- g) Exchange theory
- h) Modernization theory
- i) Social theories: a critical analysis
- j) Recent development in social gerontology

Paltasingh  
& Tyagi  
19-33

#### **Unit III. Issues in old age**

**Number of hours:12**

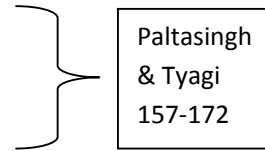
- a) Physical and mental health
- b) Cognitive development
- c) Living arrangements
- d) Death and loss
  - i. Confronting one's own death
  - ii. Patterns of grieving

Papalia  
624-640;  
662-688-

#### **Unit IV. Prospective approach to healthy ageing**

**Number of hours:08**

- a) Epidemiological transition and implications
- b) Health care and ageing
- c) The future perspective of healthy ageing



#### **References:**

##### **Mandatory References:**

Paltasingh, T. and Tyagi, R. (Eds.) (2015) *Caring for the elderly*, New Delhi, Sage Publications.

Papalia et al.(2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

##### **Additional references:**

Sharma, K.L. (Ed) (2007). *Studies in gerontology*, Jaipur, Rawat Publications.

**Paper Title:** Neuropsychology

**Paper Code:** PSY-VI.E-15

**Marks:** 100

**Credits:** 04

**Course objective:**

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of lateralization of the brain.

**Learning outcomes:** At the end of the course students will:

1. Understand various research methods used to study structure and functions of the brain
2. Understand the process of neural conduction and transmission.
3. Become aware of processes involved in sleep and dreaming.
4. Understand differences in the right and left hemisphere of the brain.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit 1: The Research Methods of Biopsychology (15 Hours)**

1. Methods of visualizing and stimulating the living human brain.
2. Recording human psychophysiological activity
3. Invasive physiological research methods
4. Pharmacological research methods
5. Genetic engineering

**Unit 2: Neural Conduction and Synaptic Transmission (15 Hours)**

1. The neurons resting membrane potential
2. Generation and conduction of postsynaptic potentials
3. Integration of postsynaptic potentials and generation of action potential
4. Conduction of action potential
5. Synaptic transmission: chemical transmission of signals from one neuron to another

**Unit 3: Sleep, Dreaming and Circadian Rhythms (15 Hours)**

1. The physiological and behavioral events of sleep
2. REM sleep and dreaming

3. Why do we sleep? And why do we sleep when we do?
4. Comparative analysis of sleep
5. Circadian sleep cycles

**Unit 4: Lateralization, Language, and the Split Brain**

**(15 Hours)**

1. Cerebral lateralization of function: introduction
2. The split brain
3. Differences between the left and the right hemispheres
4. The cognitive neuroscience approach and dyslexia

**References:**

John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.

Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

**Paper Title:** Cross-cultural Psychology

**Paper Code:** PSY-VI. E-16

**Marks:** 100

**Credits:** 04

**Course objective:** This course provides an introduction to cross-cultural psychology. Cross-cultural psychology offers an opportunity to develop an appreciation of the interplay of individual, ethnic, and cultural contributions to personal and group growth and well-being and their role in psychotherapy and cross-cultural interactions.

**Learning outcome:** At the end of the course students will be able to:

1. Understand the content areas which will be assessed through your ability to communicate effectively during discussions.
2. Find similarities and Differences in behavior across cultures
3. Apply research findings across cultures

## **Syllabus**

### **Unit 1: Introduction to cross-cultural psychology**

**(15Hours)**

1. What is cross-cultural psychology?
2. Goals of cross-cultural psychology
3. Relationships with other disciplines
4. Ethnocentrism in psychology
5. A general framework for cross-cultural psychology

### **Unit 2: Cultural transmission and individual development**

**(15Hours)**

1. Cultural and biological transmission
2. Early development and caretaking
3. Enculturation and socialization
4. Adolescence
5. Moral development
6. Conceptualizations of development
  - Is childhood a cultural notion?
  - Culture as context for development
7. Individualism and collectivism
8. Gender behavior and gender stereotype.

### **Unit 3: Personality, emotions and language**

**(15Hours)**

1. Traits across cultures
2. Self in social context
3. Conceptions of the person

4. Understanding others
5. Universality of emotions
6. Emotions as cultural state
7. Language development
8. Bilingualism

#### **Unit 4: Health behavior**

**(15Hours)**

1. Culture and health
2. Psychopathologies across cultures
3. Positive mental health
4. Cultural factors in psychotherapy
5. Cultural factors in health behavior
6. Ecology, population, and health

#### **References:**

##### **Mandatory:**

1. Berry, J.W., Poortinga, Y. H., Segall, M.H., and Dasen, P.R, *Cross- Cultural Psychology Research and Applications*, 2nd ed , published in the united states of America by Cambridge University Press, New York.
2. Kenneth D. Keith, *Cross- Cultural Psychology contemporary themes and perspectives*, SPi publisher services, Pondicherry, India.

##### **Supplementary book:**

3. Berry, J. W., Dalal, A., &Pande, N. (1994). *Disability attitudes, beliefs and behaviors: Across-cultural study*. Kingston: International Centre for Community-Based Rehabilitation.
4. Berry, J.W., Poortinga, Y. H., Pandey, J., Dasen, P. R., Saraswathi, T. S. Segall, M.H., Kagitcibasi, C. (1997) *Handbook of cross cultural psychology*



**Parvatibai Chowgule College of Arts and Science  
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**DEPARTMENT OF PSYCHOLOGY**

**B.A. COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I (Practical Component)		PSY-III.E-1 Health Psychology	PSY-III.E-2 Child Psychology	PSY-III.E-3 Interpersonal Relationships	PSY-III.E-4 Sports Psychology
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adjustment	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adolescence	PSY-IV.E-8 Positive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Project Paper	PSY-V.E-9 Cognitive Psychology	PSY-V.E-10 Statistics in Psychology	PSY-V.E-11 Environmental Psychology	PSY-V.E-12 Psychology of Adulthood
VI	PSY-VI.C-8 Psychological Testing (Practical Component)	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-15 Neuropsychology	PSY-VI.E-16 Cross Cultural Psychology
<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES</b>					
V/VI	PSY-INT-1 Business Psychology		PSY-INT-2 Sports Psychology		PSY-INT-3 Environmental Psychology	

**Parvatibai Chowgule College of Arts and Science**

**Autonomous**

**Department of Psychology**

**Approved Syllabi of Undergraduate**

**Course Title:** Basic Course in Psychology

**Course Code:** PSY-I.C-1 (Non-experimental)

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To build the foundation necessary to study Psychology.
- b) To equip with basic knowledge of behavioral aspects.

**Learning Outcomes:**

At the end of this course, students will be able to understand:

- a) The biological foundation of behavior
- b) The concepts of and processes involved in perception, motivation, memory and learning.
- c) The application of these concepts and processes in various areas.

**Syllabus:**

**Unit I: Introduction and Biological Foundation**

15 Hours

- A. Psychology – past and present
- B. Contemporary perspectives and specialty areas in psychology
- C. What we know about human behavior: Some starting places
- D. Characteristics of the nervous system
- E. Divisions of the nervous system
  - a. Central Nervous System
  - b. Peripheral Nervous System
- F. Structures and functions of the brain
- G. Forebrain: Cognition, motivation, emotion and action
- H. Endocrine system and its impact on behaviour

**Unit II: Motivation**

15 Hours

- A. Approaches to motivation
- B. Biological motives
  - a. Hunger
  - b. Thirst
  - c. Sex

- d. Sleep
- e. Temperature regulation
- f. Pain avoidance
- C. Psychological motives
  - a. Need for achievement
  - b. Aggression
  - c. Need for Competence
  - d. Need for power
  - e. Need for affiliation
  - f. Need for novelty
- D. Application: Anger Management/ How to overcome fear

### **Unit III: Memory and Forgetting**

15 Hours

- A. Theories of memory
  - a. Information processing
  - b. Stage theory of memory
  - c. Levels of processing
- B. Forgetting
  - a. Theories of Forgetting
- C. Application: How to improve memory

### **Unit IV: Learning**

15 Hours

- A. Classical Conditioning
  - a. Factors in Classical Conditioning
  - b. Applications of Classical Conditioning
- B. Operant Conditioning
  - a. Edward Thorndike
  - b. B.F. Skinner and Reinforcement
  - c. Types of Reinforcers
  - d. Factors in Operant Conditioning
  - e. Applications of Operant Conditioning
- C. Cognitive Theories of Learning (Ref: Lahey)
  - a. Place Learning
  - b. Latent Learning
  - c. Insight Learning
  - d. Modeling
- D. Application: Factors influencing learning

### **References:**

- a. Baron, R.A. (2001). Psychology (first Edition) new Delhi, Pearson Education

- b. Lahey, B.B. (2012). *Psychology: An Introduction* (11<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
- c. Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.
- d. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Emotional Development

**Course Code:** PSY-I.C-2 (Experimental – Theory)

**Marks:** 75

**Credit:** 3

**Course Objectives:**

- a) To introduce students to the understanding of emotions of human behaviour.
- b) To help understand emotions of self and others.

**Learning Outcomes:**

At the end of this course students will be able to:

- a) Understand nature of emotions
- b) Attain theoretical orientation of emotions
- c) Understand the pattern of emotional development
- d) Appreciate the concept of emotional intelligence.

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. Introduction to emotions**

12 Hours

- A. Introduction
  - a. Meaning and definition
  - b. Different types of emotions
  - c. Expression of emotions
  - d. Biology of emotions
- B. Theories of Emotions
  - a. Cannon-Bard Theory
  - b. James-Lange Theory

c. Cognitive Theories

**Unit II. Development of Emotions**

12 Hours

Pattern of emotional development

- a. Conditions responsible for emotional development
- b. Characteristics of children's emotions
- c. Common emotional patterns
- d. Emotional dominance
- e. Emotional Balance
- f. Emotional Control
- g. Emotional Catharsis
- h. Hazards in emotional development

**Unit III. Temperament and Attachment**

12 Hours

- A. Temperament
  - a. Temperamental patterns
  - b. Biological basis of temperament
- B. Attachment
  - a. Patterns of attachment
  - b. How attachment is established
  - c. Influences on attachment
  - d. The role of temperament
  - e. Long-Term effects of attachment

**Unit IV. Emotional Intelligence**

9 Hours

- A. Domains of emotional intelligence
  - a. Can emotions be intelligent?
  - b. IQ and emotions: Pure types
  - c. Know thyself
- B. Emotional Intelligence at workplace
  - a. Managing with the heart
  - b. Criticism is job one
  - c. The worst way to motivate someone
  - d. The artful critique
  - e. Dealing with diversity
  - f. The roots of prejudice
  - g. Zero tolerance for intolerance
  - h. Organizational savvy and the group IQ

**References:**

- a) Goleman, D. (1995) *Emotional Intelligence – Why it can matter more than IQ*, New York, Bantam Books.
- b) Hurlock, Elizabeth. (2013). *Child Development*. 6<sup>th</sup> Ed. New Delhi: Tata McGraw Hill.
- c) Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata McGraw Hill Publishing Company Limited.
- d) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Emotional Development

**Course Code:** PSY-I.C-2 (Experimental component)

**Marks:** 25

**Credits:** 1

**Syllabus:**

- A. Research in Psychology (Atkinson)
  - a. Practical component
    - i. Case study analysis
    - ii. Survey
- B. Field visit and report writing (based on observation): e.g. 'Comparative analysis of emotions of children raised in orphanages and children raised in homes'.
- C. Experiments
  - a. Motivation
    - a. Strength of motives
    - b. Level of aspiration
  - b. Memory
    - a. Recall and Recognition
    - b. Immediate memory span
  - c. Learning
    - a. Reading v/s recitation
    - b. Part v/s whole
  - d. Experiment on Judgment of emotions
  - e. Emotional Intelligence Test

**References:**

- a) Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune :AnmolPrakashan.
- b) Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras: Geoffrey Cumberlege Oxford University Press.
- c) Mohanty, G. (1996). *Experiments in Psychology*. New Delhi: Kalyani Publishers.
- d) Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay: Allied Publishers Private Limited.
- e) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Health Psychology

**Course Code:** PSY-III.E-1 (Non-experimental)

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To understand the influence of health on psychological well-being.
- b) To understand various aspects of well-being and ill health.

**Learning Outcomes:**

At the end of this course, students will be able to:

- a) Gain an understanding of the importance of health and well-being.
- b) Develop an insight into their own health status.
- c) Learn how stress and other factors influence health.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one-hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:****Unit I. Introduction to health psychology**

15 Hours

- A. What is health? a. An illness/wellness continuum
- B. Definition of Health Psychology
- C. The mind-body relationship: a brief history
- D. Why is the field of health psychology needed?
- E. Current perspectives on health and illness

**Unit II. Health related behavior and health promotion**

15 Hours

- A) Health and behaviour
  - a. Lifestyles, risk factors and health
  - b. Interdisciplinary perspective on preventing illness
  - c. Problems in promoting wellness
- B) What determines people's health related behavior?
  - a. General factors in health related behavior
  - b. The role of beliefs and intentions
  - c. The role of less rational processes
- C) Developmental, Gender and Sociocultural factors in health
- D) Methods for promoting health

**Unit III. Stress**

15 Hours

- A) Experiencing stress in our lives
  - a) What is stress?
  - b) Appraising events as stressful
- B) Biopsychosocial aspects of stress
  - a) Biological aspects of stress
  - b) Psychosocial aspects of stress
- C) Reducing the potential for stress
  - a) Enhancing social support
  - b) Improving one's personal control
  - c) Organizing one's world better
  - d) Exercising: links to stress and health
  - e) Preparing for stressful events
- D) Reducing stress reactions: stress management
  - a) Medication
  - b) Behavioural and cognitive methods
  - c) Massage, meditation and hypnosis

**Unit IV. Improving nutrition, weight control and diet**

15 Hours

- A) Nutrition
  - a) Components of food
  - b) What people eat
  - c) Nutrition and health
- B) Weight control and diet



- a) Desirable and undesirable weights
  - b) Becoming overly fat
  - c) Dieting and treatments to lose weight
- C) Exercise
- a) The health effects of exercise
  - b) Who gets enough exercise, who does not and why?
  - c) Promoting exercise behavior

**References:**

**Mandatory:**

- a) Sarafino, P. (2012), *Health Psychology – Biopsychosocial Interactions*, New York, John Wiley and Sons, Inc. 7<sup>th</sup> edition.
- b) Taylor, S.E. (2006), *Health Psychology*, New York, McGraw Hill, 6<sup>th</sup> edition.

**Supplementary:**

- a) Dimatteo, M.R. and Martin, L.R. (2002) *Health Psychology*, New Delhi, Dorling Kindersley.
- b) Kaplan Robert M., Sallis James F., Patterson Thomas L. (1993), *Health and Human Behaviour*, New York, McGraw Hill International editions.
- c) Mraks, D.F., Murray, M., Evans, B. and Estacio, E.V. (2011), *Health Psychology*, New Delhi, Sage Publications.

**Course Title:** Child Psychology

**Course Code:** PSY-III.E-2 (Non-experimental)

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To study the basic factors that influences the growth and development of children.
- b) To study various aspects of development.

**Learning Outcomes:**

At the end of this course, students will be able to:

- a) Gain an understanding of development from conception till late childhood.
- b) Become aware of care needed to be taken during pregnancy.
- c) Learn to evaluate the development of a child.
- d) Learn to accept differences in children.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I. Prenatal development and birth (birth to late childhood) 12 Hours**

- A. Conception
- B. Period of the zygote
- C. Period of the embryo
- D. Period of the fetus
- E. Prenatal environmental influences
  - a. Teratogens
  - b. Other maternal factors
- F. Childbirth
- G. Approaches to Childbirth
- H. Birth complications

### **Unit II. Cognitive development (birth to late childhood) 12 Hours**

- A. Piaget's stages of Cognitive development
- B. Vygotsky's theory of Cognitive development
- C. Development of Language

### **Unit III. Self and Social Understanding (birth to late childhood) 12 Hours**

- A. Emergence of self and development of self concept
- B. Self esteem
- C. Erikson's theory of Psychosocial development (4 stages) (Papalia)

### **Unit IV. The family (birth to late childhood) 12 Hours**

- A. Origins and functions of the family
- B. The family as a social system
- C. Socialization within the family
- D. Family lifestyles and transition
- E. Vulnerable families

**\*Fertilization and Heredity should be covered through CA**

## **References:**

### **Mandatory:**

- a) Papalia, D. Olds, S. Feldman, R. (2004) Human development, Tata McGraw Hill, 9<sup>th</sup> edition.

**Supplementary:**

- a) Berger, K and Thompson, R. (1998) *The Developing person: Through The Life Span*, New York, Worth publishers, 4<sup>th</sup> edition.
- b) Hurlock, E. (1978) *Child Development*, New Delhi, Tata McGraw Hill, 6<sup>th</sup> edition.
- c) Santrock, J. (2007) *Child Development*, New Delhi, Tata McGraw Hill, 11<sup>th</sup> edition.
- d) Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993) *Understanding Children*, Mayfield Publishing Company, 2<sup>nd</sup> edition.

**Course Title:** Psychopathology I (Practical Component)

**Course Code:** PSY-III.C-5

**Marks:** 25

**Credits:** 1

**No. of Practicals:** 08

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

**Syllabus:**

A. Research in Abnormal Psychology (3 hrs each)

- a) Case Study Analysis (Mental Disorder)
- b) Survey (Mental Health)

B. Experiments (Any Six, 4 hrs each)

- a) Personality test
- b) Sentence completion test
- c) Intelligence test
- d) General health questionnaire
- e) Beck's depression inventory
- f) Vineland social maturity scale
- g) Self-acceptance scale
- h) Life satisfaction
- i) ANDI

**References:**

- a) Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal*

- Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
- b) Salvatore V. DiMatteo. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
  - c) Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem of Maladaptive Behavior*. (11<sup>th</sup> Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
  - d) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgard's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
  - e) Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.

**Course Title:** Experimental Psychology  
**Course Code:** PSY-V.C-7 (Experimental)  
**Marks:** 75  
**Credits:** 3

### **Syllabus:**

<b>Unit I: Designing the Experiment</b>	9 Hours
<ul style="list-style-type: none"> <li>A. The experimental approach</li> <li>B. Independent, Control and Dependent Variables</li> <li>C. Types of experimental research</li> <li>D. A single independent variable</li> <li>E. Two independent variables</li> <li>F. Role of randomization and control in experiments</li> </ul>	
<b>Unit II Selecting Experimental Components</b>	12 Hours
<ul style="list-style-type: none"> <li>A. Selecting subjects from subject populations</li> <li>B. Selecting stimuli from stimulus populations</li> <li>C. Selecting conditions from trials or trial blocks</li> <li>D. Selecting a Statistical Test: (Sani and Todman) <ul style="list-style-type: none"> <li>a) The Nature of the Research Question</li> <li>b) Type of Experimental Design</li> <li>c) Type of Measurement Used</li> <li>d) Deciding Whether Your Data Are Parametric or Non-Parametric</li> <li>e) The Nature of the Specific Hypothesis to be Tested</li> <li>f) Deciding What Test to Use</li> </ul> </li> </ul>	
<b>Unit III: Pitfalls in Experimentation</b>	12 Hours
<ul style="list-style-type: none"> <li>A. Pitfalls in designing the experiment</li> <li>B. Pitfalls in running the experiment</li> <li>C. Pitfalls in data analysis</li> <li>D. Pitfalls in interpreting the results</li> </ul>	

## **Unit IV: Some Classic Experiments**

12 Hours

### **A. Mental Chronometry:**

- a. Donders' Subtraction Method
- b. Issues in Using Reaction Time as a Dependent Variable

### **B. Psychophysics:**

- a. Detections and discrimination
- b. Classical (High Threshold) Theory
- c. Signal Detection Theory

### **C. Reasoning:**

- a. Deductive Reasoning
- b. Inductive Reasoning

## **References:**

- a) Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7<sup>th</sup> Ed.). US: Wiley-Blackwell.
- b) Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course*. US: Wiley-Blackwell.
- c) Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). *Human Experimental Psychology*. USA: Oxford University Press.

**Course Title:** Statistics in Psychology

**Course Code:** PSY-V.E-10

**Marks:** 100

**Credits:** 04

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **Syllabus:**

### **Unit I: Introduction to Statistics in Psychology**

04 Hours

- a) Meaning of Statistics
- b) Need and importance of Statistics in Education and Psychology
- c) Prerequisites for studying statistics
- d) Sample and population
- e) Probability

### **Unit II: The Normal Curve and Its Application**

14 Hours

- a) What is a Normal Curve?
- b) Characteristics and Properties of a Normal Curve
- c) Applications of the Normal Curve
- d) Illustration of the applications of the Normal Curve

### **Unit III: Measures of summarizing data**

14 Hours

- a) Mean, Median, Mode

- b) Calculations of Mean, Properties of Mean
- c) The Assumed Mean Method
- d) Standard Deviation

**Unit IV: Hypothesis testing**

14 Hours

- a) A Hypothesis-Testing
- b) The Core logic of Hypothesis testing
- c) The Hypothesis- Testing process
- d) One-Tailed and Two-Tailed Hypothesis tests
- e) Decision errors
- f) Independent samples t test

**Unit V: Correlation**

14 Hours

- a) The Meaning of Correlation
- b) The Product Moment Coefficient of Correlation
- c) The Rank Order Correlation of Coefficient
- d) Calculation of Product Moment and Rank Order Correlation of Coefficient

**References:**

**Mandatory:**

- a) Aron. A, Aron.E.N, (2006) Coups E.J, *Statistics for Psychology*, Fourth Edition, Pearson's Education, New Delhi.
- b) Garrett E.H. (2008), *Statistics in Psychology and Education*. David Mckay company, Inc. and Longman Group Ltd.
- c) Mangal, S.K. (2009) *Statistics in Psychology and Education*. 2<sup>nd</sup> edition, Asoke K.Ghosh, PHI Learning Private limited, New Delhi.

**Supplementary:**

- a) King B.M Minium E.W, (2008) *Statistical reasoning in the behavioral sciences*, 5<sup>th</sup> edition, Wiley and Sons.
- b) Mcnemar, Q. (1962), *Psychological Statistics*. 3<sup>rd</sup> ed, John Wiley and Sons, New York.
- c) Tate, M. W. (1943), *Statistics in Education*. Macmillan Co, New York.

**Course Title:** Environmental Psychology

**Course Code:** PSY-V.E-11

**Marks:** 100

**Credits:** 04

**Course objectives:**

- a) To acquaint students with the basic concepts of Environmental Psychology

- b) To help students understand environmental influences on human behavior
- c) To encourage pro-environmental behaviour.

**Learning Outcomes:** At the end of the course students will:

- a) Be acquainted with the basic concepts of Environmental Psychology
- b) Understand the Environmental influences on human behavior
- c) Be able to take proactive measures to protect the environment.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## Syllabus

### Unit I. An introduction to Environmental Psychology

15 Hours

#### A) Environmental psychology

- Introduction to Environmental Psychology
  - History
  - Definitions
- Orientation
- Concepts
- Classification of Environment: Natural, Built and Types of Built Environment
- Human Environment Relationship
- Application and Future

Tewari & Mathur  
pages 01-23

### Unit II. Theories of Environment Behaviour Relationship

15 Hours

- Arousal Theory
- Environmental Load or Overstimulation Approach
- The Adaptation Level Theory
- Ecological Theories
- The Environmental Stress Approach
- Behaviour constraint theory
- Attention Restoration Theory

Tewari & Mathur  
pages 25-37

### Unit III. Environmental Influences

15 Hours

- Crowding
- Personal Space
- Territoriality

Tewari & Mathur  
pages 93-111  
& 133-153

### Unit IV. Encouraging Pro-Environmental Behavior

15 Hours

- Environment Psychology and Saving The Environment      Tewari & Mathur
- Environment and Health Behaviors      pages 154-162 & 191-204

**References:**

- Tewari, R. & Mathur, A. (2014). *Environmental Psychology*, Jaipur (Raj.) India Pointer Publishers,.
- Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*, Blackwell, The British Psychological Society.

**Course Title:** Psychological testing (Practical component)

**Course Code:** PSY-VI. C-8

**Marks:** 25

**Credits:** 01

**No. of Practical:** 8

**Duration:** 15 sessions of 2hours each Practical session: one session per week

**Syllabus:**

A) Test construction: Examining procedures mentioned in test manuals.

B) Constructing a consent form and socio demographic form

C) Psychological tests: (any six)

- Ability testing
- Aptitude tests
- Projective techniques
- Performance tests
- Attitude test
- Adjustment inventory
- Social maturity scale
- Malines intelligence test

**References:**

- Anastasi. A. *Psychological testing*, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.
- Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn & Bacon.
- Cohen, R. J. & Swerdlik, M. E, *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (seventh Edition). New York: McGraw-Hill.



## **Approved syllabi of Interdisciplinary courses**

**Course Title:** Business Psychology

**Course Code:** PSY-INT-1

**Marks:** 100

**Credits:** 4

### **Course objectives:**

- a) To acquaint students with the basic concepts of Business Psychology

### **Learning Outcomes:**

At the end of the course students will:

- a) Be acquainted with the basic concepts of Business Psychology

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I: Introduction to Business psychology**

15 Hours

- A. What is psychology? Major subfields of psychology.
- B. What is Business Psychology (IO)? Historical perspectives
- C. Memory: concepts and application
  - a. Stage level theory
  - b. Forgetting
  - c. Improving memory
- D. Learning: concepts and application
  - d. Conditioning Theories
  - e. Cognitive theory
- E. Ethics: Work and business

### **Unit II: The individual at the workplace**

15 Hours

- A. Attitude formation
- B. Motivation
  - a. Need theories of motivation
  - b. culture and motivation
  - c. problems with motivation

- C. Job design: job specialization, job enlargement, job enrichment, further perspectives
- D. Communication: processes, barriers, problems, improving communication
- E. Decision making: decision cycle, negotiation
- F. Job satisfaction: emotions, causes of job satisfaction, measuring job satisfaction, organizational commitment

### **Unit III: Working in Groups**

15 Hours

- A. Groups
  - a. Types of group
  - b. characteristics of a group
  - c. reasons for joining a group
- B. Teambuilding
  - a. Types of teams
  - b. Problems with teambuilding
  - c. Team management wheel
- C. Leadership
  - a. Leadership versus management
  - b. Contemporary trends
- D. Power and Conflict
  - a. Power tactics
  - b. Politics: causes of political behavior
  - c. Conflict: Types, sources and management

### **Unit IV: The organization**

15 Hours

- I. Organizational culture
  - a) Types of cultures
  - b) Benefits of cultures
- J. Human resource practices
  - a) Personnel selection: job analysis, selection methods
  - b) Performance appraisal: goals, techniques, problems
  - c) Training process: needs assessment, training methods
- K. Health and work : Stress
  - a) Physiological reactions, burnout, PTSD
  - b) Stressors: within organization, within individual
  - c) Stress management techniques: cognitive strategies, social support

### **References:**

- a) Lahey, B.B. (1998). *Psychology: An Introduction* (6<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
- b) McKenna, E. (2002). *Business Psychology and Organisational Behaviour: A Student's Handbook* (3<sup>rd</sup> Edition). USA: Psychology Press.

- c) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Sports Psychology

**Course Code:** PSY-INT-2

**Marks:** 100

**Credits:** 4

**Course Objectives:**

- a) To study the relation between sports and psychological characteristics.
- b) To acquire skills and knowledge about Sports Psychology and its application.

**Learning Outcomes:** At the end of this course, students will be able to:

- a) Understand psychological issues related to sports.
- b) Apply the theoretical knowledge to respond to challenges encountered in sports and physical activity.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. Introduction to Sports psychology**

12 Hours

- A. What is sport psychology?
- B. A brief history of sport psychology
- C. Who is a sport psychologist?
- D. Development of sport psychology
- E. Fundamental types of research in sports psychology

**Unit II. Attitude to sports**

12 Hours

- L. The nature of attitudes
- M. Measuring attitudes
- N. The formation of attitudes to sport
- O. Attitudes to sport and sporting behaviour
- P. Changing people's attitudes to sport

**Unit III. Aggression in sports**

12 Hours

- A. Defining aggression
- B. Theories of aggression
- C. Situational factors affecting aggression in sport
- D. Does sports increase or reduce aggression?

- E. The reduction of aggression
- F. Player related variables
- G. Implications for sports

#### **Unit IV. Motivation and sports**

12 Hours

- A. Intrinsic and extrinsic motivation
- B. Humanistic perspectives on motivation
- C. Achievement-motivation
- D. Cognitive approaches to motivation
- E. Contemporary research on motives for sports participation
- F. Motivation and sport performance

#### **Unit V. Coaching psychology**

12 Hours

- A. Planning with the athletes
- B. Planning by the coach
- C. Making the plans work
- D. Group structure and process
- E. Contracting between coaches and athletes and athlete-to-athlete
  - a) Developing ground rules for assistance
  - b) Developing ground rules for assisting one another
- F. Conflict resolution
- G. Goal setting, planning, and evaluation
- H. Commitment and goals

#### **References:**

##### **Mandatory:**

- a) Jarvis, M. (1999). *Sport psychology*. Routledge modular psychology series, USA and Canada.
- b) Singh, Y. (2005), *Sports Psychology*, Sports publication, Delhi.

##### **Supplementary:**

- a) Burton, D., & Raedeke, T. (2008). *Coaching philosophy*. Sport psychology for coaches. Champaign, IL: Human Kinetics.
- c) Burton, D., & Raedeke, T. (2008). *Introduction to mental skills training*. Sport psychology for coaches. Champaign, IL: Human Kinetics.

**Course Title:** Environmental Psychology

**Course Code:** PSY-INT-3

**Marks:** 100

**Credits:** 04

**Course objectives:**

- a) To acquaint students with the basic concepts of Environmental Psychology
- b) To help students understand environmental influences on human behavior
- c) To encourage pro-environmental behaviour.

**Learning Outcomes:** At the end of the course students will:

- a) Be acquainted with the basic concepts of Environmental Psychology
- b) Understand the Environmental influences on human behavior
- c) Be able to take proactive measures to protect the environment.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. An introduction to Environmental Psychology**

15 Hours

A) Environmental psychology

- Introduction to Environmental Psychology
  - History
  - Definitions
- Orientation
- Concepts
- Classification of Environment: Natural, Built and Types of Built Environment
- Human Environment Relationship
- Application and Future

Tewari & Mathur pages 01-23
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**Unit II. Theories of Environment Behaviour Relationship**

15 Hours

- Arousal Theory
- Environmental Load or Overstimulation Approach
- The Adaptation Level Theory
- Ecological Theories
- The Environmental Stress Approach
- Behaviour constraint theory
- Attention Restoration Theory

Tewari & Mathur  
pages 25-37

**Unit III. Environmental Influences****15 Hours**

- Crowding
- Personal Space
- Territoriality

Tewari&Mathur  
pages 93-111  
& 133-153

**Unit IV. Encouraging Pro-Environmental Behavior****15 Hours**

- Environment Psychology and Saving The Environment
- Environment and Health Behaviors

Tewari & Mathur  
pages 154-162 & 191-204

**References:**

- a) Tewari, R. & Mathur, A. (2014). *Environmental Psychology*, Jaipur (Raj.) India Pointer Publishers,.
- b) Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*, Blackwell, The British Psychological Society.

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

**DEPARTMENT OF PSYCHOLOGY**

**B.A. COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I (Practical Component)		PSY-III.E-1 Child Psychology	PSY-III.E-2 Sports Psychology	PSY-III.E-3 Interpersonal Relationships	PSY - III.E-4 Biological Basis of Behaviour
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adolescence	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adjustment	PSY-V.E-8 Cognitive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Project Paper	PSY-V.E-9 Psychology of Adulthood	PSY-IV.E-10 Positive Psychology	PSY-V.E-11 Environmental Psychology	PSY-VI.E-12 Neuropsychology
VI	PSY-VI.C-8 Psychological Testing (Practical Component)	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-15 Cross Cultural Psychology	PSY-VI.E-16 Neuroplasticity
<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES</b>					
V/VI	PSY-INT-1 Business Psychology		PSY-INT-2 Sports Psychology		PSY-INT-3 Environmental Psychology	

**Course Title: Emotional Development**  
**Course Code: PSY-I.C-2 (Experimental component)**  
**Marks: 25**  
**Credits: 1**

**Course Objectives:** To train students to paraphrase

**Learning Outcomes:** At the end of this course students will be able to:

1. Paraphrase and write an introduction to the given experiment

**Syllabus:**

- A. An overview of research in Psychology (Atkinson)
- B. Experiments (Any six)
  1. Strength of motives
  2. Immediate memory span
  3. Reading v/s recitation
  4. Completed v/s Interrupted tasks, (Parry and Adisheshiah, Pg. 184)
  5. Part v/s whole
  6. Judgment of emotions
  7. Emotional Intelligence Test
  8. Attachment styles

**References:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgard's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.



**Course Title: Personality Theories**  
**Course Code: PSY-II.C-3 (Non-experimental)**  
**Marks: 100**  
**Credits: 4**  
**Duration: 60 Hours**

**Course Objective:**

1. To help students to develop an understanding of personality.

**Learning Outcomes:** At the end of this course, students will be able to:

1. Define personality
2. Assess personality
3. Understand various theories of personality

**Syllabus**

**Unit I: Studying Personality**

**12 Hours**

- a. Study of Personality
  - A. Definitions of Personality
  - B. Personality, Internet and Social Networking
- b. Ethnic and Gender Issues in Personality
- c. Assessment of Personality
  - A. Self report personality tests
  - B. Projective techniques
  - C. Clinical interviews
  - D. Behavioural assessment procedures
- d. Personality in perspective
  - A. Genetic factor
  - B. Environmental factor
  - C. Learning factor
  - D. Parental factor
  - E. Developmental factor

## **Unit II: Behavioral approach**

**12 Hours**

- a. Contribution of E.L. Thorndike
  - a. Law of Effect
- b. Contribution of B.F. Skinner
  - a. Reinforcement - the basis of behaviour
  - b. Operant conditioning and the Skinner's box
  - c. Applications of Operant Conditioning

## **Unit III: Humanistic Approach**

**12 Hours**

- A. Abraham Maslow: Needs Hierarchy Theory
  - a. Personality development: The Hierarchy of Needs
  - b. The study of self actualizers
- B. Carl Rogers: Self Actualization Theory
  - a. The development of the Self in childhood
  - b. The self and the tendency toward actualization
  - c. Characteristics of fully functioning persons

## **Unit IV: The Genetic Approach and Some Additional Theories**

**12 Hours**

- A. Raymond Cattell: Trait theory
  - a. Cattell's Approach to personality
  - b. Source Traits: the basic factors of personality
  - c. Dynamic Traits: the motivating factors
  - d. The influences of Heredity and Environment
  - e. Stages of personality development
- B. Hans Eysenck: The Five Factor Model
  - a) The dimensions of personality
  - b) The five factor model
  - c) Personality traits and the internet
- C. The social learning theory
- D. Locus of Control
- E. Learned helplessness

## **References:**

1. David, G.M and Nathan Dewall, C. (2014). *Psychology in Everyday Life*, (3rd Ed)Worth Publishers.
2. Hurlock, E.B. 2008, *Personality Development*, Tata Mc Graw-Hill Publishing Company limited.(TMH Edition). Noida, NewDelhi.
3. Pervin, L. (2003). *The Science Of Personality*. (2nd Ed.). New York: Oxford University Press. ISBN– 0-19-515102-X.
4. Ryckman, R. (2000). *Theories Of Personality*. (7<sup>th</sup> Ed.). USA: Wadsworth Thomson

Learning. ISBN 0-534-34898-X.

5. Schultz, D., & Schultz, S. (2001). *Theories of Personality*. (7<sup>th</sup> Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-55107-6.
6. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title: Basics of Counselling**  
**Course Code: PSY-II.C-4 (Experimental: Theory)**  
**Marks: 75**  
**Credits: 3**  
**Duration: 45 Hours**

**Course Objectives:**

1. To help students understand the nature and significance of Counselling
2. To help students understand basic approaches of Counselling.

**Learning Outcomes:** At the end of this course students will be able to understand:

1. The stages involved in Counselling process
2. The role of a Counsellor
3. The basic approaches of Counselling
4. The basic areas of Counselling

**Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. Understanding Counselling as a Process**

**9 Hours**

- a. Definition of Counselling
- b. Outcome goals of Counselling
- c. Process Goals of Counselling
- d. Stages of Counselling process
- e. Focusing on strengths, skills and resources
  - From distress to healing
  - Two sides of a story
  - Coping with problems

**Unit II. The Counselor: Person and Professional**

**9 Hours**

- a. Personal Characteristics of Effective Counsellors
- b. Building a Therapeutic Alliance
  - Respectful curiosity
  - Problem free talk
  - Self- awareness

- Humour
- c. Issues faced by Beginning Therapists
- d. Working with transference and countertransference
- e. Ethical Guidelines

### **Unit III. Two approaches to Counselling**

**9 Hours**

#### A. Person Centered approach

- a. Key concepts
- b. The therapeutic process

#### B. Cognitive Behaviour approach

- a. Key concepts
- b. The therapeutic process

### **Unit IV. Special areas of Counselling**

**9 Hours**

#### A. Counselling Families

#### B. Counselling Addicts (Substance Users)

#### C. Working with suicidal adolescents

- a. Depression and suicide
- b. A Strengths-based approach to suicide risk.

### **References:**

1. Gerald, C. (1996), *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.
2. Leukefeld, C.G. ; Gullotta, T.P and Tindall M.S.( 2009), *Adolescent Substance Abuse: Evidence Based Approaches to Prevention and Treatment*, Springer Science, New York, NY 10013, USA, Springer Publications.
3. Rao, S.N. (1991), *Counselling and Guidance*, New Delhi, Tata McGraw Hill Publishing Company Limited.
4. Sharry, J. (2004), *Counselling Children, Adolescents and Families*, New Delhi, Sage Publications.
5. Welfel, E.R. and Patterson, L.E. (2005), *The Counselling Process*, New Delhi, Cengage Learning

**Paper Title: Basics of Counselling****Paper Code: PSY-II.C-4 (Experimental component)****Marks: 25****Credits: 1**

**Course Objectives:** To train students to be able to write the methodology, in-text citation and references

**Learning Outcome:** At the end of this course, students will be able to

1. Do in-text citation
2. Write the methodology i.e. operationally define the hypothesis, variables and state the design of the experiment
3. Write references according to the APA guidelines

**Syllabus:**

Psychological Tests: (Any 06)

- a. Recall and Recognition
- b. Neyman Kohlstedt Test for Intraversion Extraversion
- c. Retroactive inhibition, (Parmeshwaran and Rao, Pg. 132)
- d. Imagery (Galton's Questionnaire Method)
- e. Distraction of Attention
- f. Locus of Control
- g. Self Concept Scale
- h. Sports Specific Personality Test
- i. Type A/B Behavioural Pattern Scale

**References:**

1. Anastasi, A., Urbina, S.(2008). *Psychological Testing*. (7<sup>th</sup> Ed.). New Delhi: Pearson Education.
2. Cohen, J.R., & Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7<sup>th</sup> Ed.). New York: Mc Graw-Hill Publishing International Edition Company Ltd.
3. Dandekar, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune: Anmol Prakashan.
4. Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras: Geoffrey Cumberlege Oxford University Press.
5. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.

6. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay: Allied Publishers Private Limited.
7. Test Manuals

**Course Title: Business Psychology**

**Course Code: PSY-INT-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course objectives:**

1. To help students understand the use of psychology in business
2. Use the different concepts of psychology in understanding human behavior at work place

**Learning Outcomes:** At the end of the course students will:

1. Be acquainted with the basic concepts of Business Psychology
2. Understand and use the different concepts of human behavior when dealing with individuals at work place.

**Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit 1: Introduction to Business psychology**

**15 hours**

- What is psychology? Major subfields of psychology.
- What is Business Psychology?
- Historical perspectives of business psychology
- Ethics: Work and business

**Unit 2: The individual at the workplace**

**15 hours**

- Motivation ○Need theories of motivation ○culture and motivation ○problems with motivation
- Job design: job specialization, job enlargement, job enrichment, further perspectives
- Communication: processes, barriers, problems, improving communication
- Decision making: decision cycle, negotiation
- Job satisfaction: emotions, causes of job satisfaction, measuring job satisfaction, organizational commitment



### Unit 3: Working in Groups

15 hours

- Groups ○Types of group ○characteristics of a group
  - reasons for joining a group
- Teambuilding ○Types of teams ○Problems with teambuilding
  - Team management wheel
- Leadership ○Leadership versus management ○Contemporary trends
- Power and Conflict ○Power tactics
  - Politics: causes of political behavior○Conflict: Types, sources and management

### Unit 4: The organization

15 hours

- Organizational culture ○What is culture?
  - Benefits of cultures
- Human resource practices ○Personnel selection: job analysis, selection methods ○Performance appraisal: goals, techniques, problems ○Training process: needs assessment, training methods
- Health and work : Stress ○Physiological reactions, burnout, PTSD ○Stressors: within organization
  - Stress management techniques: cognitive strategies, social support

### References:

1. Lahey, B.B. (1998). *Psychology: An Introduction* (6<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
2. McKenna, E. (2002). *Business Psychology and Organisational Behaviour: A Student's Handbook* (3<sup>rd</sup> Edition). USA: Psychology Press.
3. Vohra .N; Robbins S.P and Judge T.A.(2014). *Organizational Behavior*, (Fifteenth Edition)Published by Pearson Education.

# Parvatibai Chowgule College of Arts and Science

(Autonomous)

## DEPARTMENT OF PSYCHOLOGY

### B.A. COURSE STRUCTURE

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I (Practical Component)		PSY-III.E-1 Child Psychology	PSY-III.E-2 Sports Psychology	PSY-III.E-3 Interpersonal Relationships	PSY - III.E-4 Biological Basis of Behaviour
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adolescence	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adjustment	PSY-V.E-8 Cognitive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Project Paper	PSY-V.E-9 Psychology of Adulthood	PSY-IV.E-10 Positive Psychology	PSY-V.E-11 Environmental Psychology	PSY-VI.E-12 Neuropsychology -I
VI	PSY-VI.C-8 Psychological Testing (Practical Component)	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-15 Cross Cultural Psychology	PSY-VI.E-16 Neuropsychology - II
SEMESTER	INTERDISCIPLINARY COURSES					
V/VI	PSY-INT-1 Business Psychology		PSY-INT-2 Sports Psychology		PSY-INT-3 Environmental Psychology	

**Course Title:** Basic Course in Psychology  
**Course Code:** PSY-I.C-1 (Non-experimental)  
**Marks:** 100  
**Credits:** 4

**Course Objectives:** 1. To build the foundation necessary to study Psychology.  
2. To equip with basic knowledge of behavioral aspects.

**Course Outcome:** After completion of the course students will be able to:

1. Identify the basic elements of human psychology
2. Distinguish various schools of psychology and their work.
3. To apply and analyze the necessary concepts to their own experience.
4. Relate course concepts to current research trends.
5. Describe the functioning of the nervous system and our motives.
6. Recognize the importance of schema's in the way we view others.

## **Syllabus**

### **Unit I: Introduction and Foundation**

Number of Hours: 15

- A. Psychology – past and present
- B. Contemporary perspectives and specialty areas in psychology
- C. What we know about human behavior: Some starting places
- D. Characteristics of the nervous system
- E. Divisions of the nervous system
  - a. Central Nervous System
  - b. Peripheral Nervous System
  - c. Autonomic nervous system
- F. Structures and functions of the brain
- G. Forebrain: Cognition, motivation, emotion and action
- H. Endocrine system and its impact on behaviour

### **Unit II: Motivation**

Number of Hours: 15

- A. Approaches to motivation
- B. Biological motives
  - a. Hunger
  - b. Thirst
  - c. Sex
  - d. Sleep
  - e. Temperature regulation
  - f. Pain avoidance

- C. Psychological motives
  - a. Need for achievement
  - b. Aggression
  - c. Need for Competence
  - d. Need for power
  - e. Need for affiliation
  - f. Need for novelty
- D. Application: Anger Management/ How to overcome fear

### **Unit III: Memory and Forgetting**

Number of Hours: 15

- A. Theories of memory
  - a. Information processing
  - b. Stage theory of memory
  - c. Levels of processing
- B. Forgetting
  - a. Theories of Forgetting
- C. Application: How to improve memory

### **Unit IV: Learning**

Number of Hours: 15

- a. Classical Conditioning
  - a. Factors in Classical Conditioning
  - b. Applications of Classical Conditioning
- b. Operant Conditioning
  - a. Edward Thorndike
  - b. B.F. Skinner and Reinforcement
  - c. Types of Reinforcers
  - d. Factors in Operant Conditioning
  - e. Applications of Operant Conditioning
- c. Cognitive Theories of Learning (Ref: Lahey)
  - a. Place Learning
  - b. Latent Learning
  - c. Insight Learning
  - d. Modeling
- d. Application: Factors influencing learning

### **References:**

1. Baron, R.A. (2001). *Psychology* (first Edition) new Delhi, Pearson Education
2. Lahey, B.B. (2012). *Psychology: An Introduction* (11<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.

**Course Title:** Biological Basis of Behaviour  
**Course Code:** PSY-III.E- 4 (Non-experimental)  
**Marks:** 100  
**Credits:** 4

**Course objectives:**

1. To orient students to biological basis of behaviour.
2. To guide students' understanding of functioning of the brain
3. To help students to apply, evaluate and analyse concepts learnt in the course.

**Course outcome:** At the end of this course students will be able to:

1. Describe how genes influence behaviour and cause individual differences
2. Explain the impact of endocrine system on behaviour
3. Explain functioning of the nervous system and the brain
4. Discuss how perception is linked with sensation
5. Describe the relation between consciousness and electrical activity of the brain

**SYLLABUS**

**UNIT I. Genetic blueprints of behaviour**

1. Chromosomes, genes and DNA
2. Genetic studies of behaviour
  - a. Selective breeding
  - b. Twin studies
  - c. Molecular genetics of behaviour
  - d. Environmental influences on gene action
3. Genetics and evolution
4. Genetic testing and genetic counselling

**UNIT II. The Biological foundations of behaviour**

1. The Nervous system
2. Divisions of the nervous system
  - a. Central Nervous System
  - b. Peripheral Nervous System
3. Structures and Functions of the brain
4. Endocrine system and its impact on behaviour

**UNIT III. Sensation and Perception**

1. Sensation and perception
  - a. The nature of sensation and perception
  - b. Sensory receptors and the brain
  - c. Thresholds
  - d. Sensory adaptation
2. Visual system

- a. Visual stimuli and the eye
  - b. Visual processing in the brain
  - c. Visual perceptions of dimensions
- 3. Auditory system
  - a. Structure and functions of the ear
  - b. The experience of sound

#### **UNIT IV. Consciousness**

- 1. Nature of consciousness
- 2. Levels of awareness
- 3. Consciousness and Electrical activity of the brain
- 4. Sleep and dreaming

#### **References:**

##### **Mandatory:**

- 1. Santrock, J.W. (2006) *Psychology Essentials*, New Delhi, Tata McGraw Hill Publication, 2<sup>nd</sup> edition
- 2. Nolen-Hoeksema, , Fredrickson, Loftus and Wagenaar (2009) *Atkinson and Hilgard's Psychology an Introduction*, Delhi, Cengage Learning
- 3. Lahey, B.B. (2012). *Psychology: An Introduction* (11<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

##### **Supplementary:**

- 1. Baron, R.A. (2012) *Psychology*, New Delhi, Pearson Education, 5<sup>th</sup> edition.

**Course Title:** Emotional Development  
**Course Code:** PSY-I.C-2 (Experimental – Theory)  
**Marks:** 75

**Course Objectives:** 1. To introduce students to the understanding of emotions of human behaviour.

2. To help understand emotions of self and others.

**Outcomes:** At the end of this course students will be able to:

- a) Understand nature of emotions
- b) Attain theoretical orientation of emotions
- c) Understand the pattern of emotional development
- d) Appreciate the concept of emotional intelligence.

At the end of this course students will be able to:

1. Differentiate between moods and emotions.
2. Describe the process of experience of emotions
3. Map emotional patterns of children
4. Analyse case with regard to emotional hazards that occurred in the case
5. Identify different temperamental patterns
6. List out ways in which secure attachment can be formed between parents and children
7. Measure emotional intelligence and analyse the same

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

## **Syllabus**

### **Unit I. Introduction to emotions**

Number of Hours: 12

- I. Introduction
  - a. Meaning and definition
  - b. Different types of emotions
  - c. Expression of emotions
  - d. Biology of emotions
- II. Theories of Emotions
  - a. Cannon-Bard Theory
  - b. James-Lange Theory
  - c. Cognitive Theories



## **Unit II. Development of Emotions**

Number of Hours: 12

- a. Pattern of emotional development
- b. Conditions responsible for emotional development
- c. Characteristics of children's emotions
- d. Common emotional patterns
- e. Emotional dominance
- f. Emotional Balance
- g. Emotional Control
- h. Emotional Catharsis
- i. Hazards in emotional development

## **Unit III. Temperament and Attachment**

Number of Hours: 12

- A. Temperament
  - a. Temperamental patterns
  - b. Biological basis of temperament
- B. Attachment
  - a. Patterns of attachment
  - b. How attachment is established
  - c. Influences on attachment
  - d. The role of temperament
  - e. Long-Term effects of attachment

## **Unit IV. Emotional Intelligence**

Number of Hours: 09

- I. Domains of emotional intelligence
  - a. Can emotions be intelligent?
  - b. IQ and emotions: Pure types
  - c. Know thyself
- II. Emotional Intelligence at workplace
  - a. Managing with the heart
  - b. Criticism is job one
  - c. The worst way to motivate someone
  - d. The artful critique
  - e. Dealing with diversity
  - f. The roots of prejudice
  - g. Zero tolerance for intolerance
  - h. Organizational savvy and the group IQ

## **References:**

- 1- Goleman, D. (1995) *Emotional Intelligence – Why it can matter more than IQ*, New York, Bantam Books.

- 2- Hurlock, Elizabeth. (2013). *Child Development*. 6<sup>th</sup> Ed. New Delhi: Tata McGraw Hill.
- 3- Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata McGraw Hill Publishing Company Limited.
- 4- Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Emotional Development  
**Course Code:** PSY-I.C-2 (Experimental component)  
**Marks:** 25  
**Credits:** 1

**Syllabus:**

- A. Research in Psychology (Atkinson)
  - a. Practical component
    - i. Case study analysis
    - ii. Survey
- B. Field visit and report writing (based on observation): e.g. ‘Comparative analysis of emotions of children raised in orphanages and children raised in homes’.
  
- C. Experiments
  - a. Motivation
    - a. Strength of motives
    - b. Level of aspiration
  - b. Memory
    - a. Recall and Recognition
    - b. Immediate memory span
  - c. Learning
    - a. Reading v/s recitation
    - b. Part v/s whole
  - d. Experiment on Judgment of emotions
  - e. Emotional Intelligence Test

**References:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune :AnmolPrakashan.
2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi :Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Interpersonal Relationships  
**Course Code:** PSY-III.E-3 (Non-experimental)  
**Marks:** 100  
**Credits:** 4

**Course Objectives:**

- 1) To understand the basic nature governing human relationships.
- 2) To study how interpersonal relationships affect our well-being.

**Course Outcome:** After completion of the course students will be able to:

1. Apply fundamental concepts of relationship to oneself.
2. Analyze the effects of relationships on health and happiness
3. Implement strategies for a healthy relationship.
4. Propose a relationship guide.
5. Evaluate relationship dissolution.
6. Compare cross-cultural similarities-differences in relationships.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I: Introduction to Interpersonal Relationships**

Number of Hours: 14

- A. Affiliation – the basic need
- B. Types of relationships
- C. What is love?
  - a) Rubin's model of liking and loving
  - b) Sternberg's triangle of love
  - c) Lee's six styles of loving
  - d) Types of love and attachment styles
- D. Theories of interpersonal attraction
  - a) Learning theory
  - b) Social exchange theory

c) Equity theory

d) Sociobiology

## **Unit II: Formation, maintenance and course of relationships**

Number of Hours: 14

### **A. Factors determining relationship formation**

a) Proximity

b) Similarity

c) Physical attraction

d) Reciprocal liking

e) Complementarity

f) Competence

### **B. Maintenance and course of relationships**

a) Kerckhoff and Davis' Filter theory

b) Murstein: Stimulus-value-role model

c) Levinger: stage theory model

## **Unit III: Components and effects of relationships**

Number of Hours: 12

### **A. Components of relationships**

a) Self-disclosure

b) Rules

c) Power

### **B. Health and happiness**

a) Effects on physical health

b) Effects on mental health

c) Effects on happiness

d) Effects of loss of a relationship

e) Gender differences in benefits of relationships

f) Reasons why social support affects health and happiness

g) The negative effects of relationships

**Unit IV: The dissolution of relationships**

Number of Hours: 10

A. Conflicts in relationships

B. Duck's model of relationship dissolution

C. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

**Unit V: Individual, social and cultural variations in Relationships**

Number of Hours: 10

A. Homosexual relationships

a) Similarities and differences

B. Cross-cultural differences in heterosexual relationships

a) Choosing a partner

b) Assessing marital happiness

c) Types of relationships studied.

**References:**

**Mandatory:**

1) Dwyer, D. (2012). *Interpersonal Relationships*, London, Routledge.

**Supplementary:**

1) Baron, R. A., Byrne, D. (2008). *Social Psychology*. (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.

2) Myers, D. G. (2007). *Social Psychology*. (10th Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.

3) Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). *Social Psychology*. (10th Ed.). New Jersey, U.S.A: Prentice Hall International.

**Course Title:** Psychopathology I  
**Course Code:** PSY-III.C-5 (Experimental)  
**Marks:** 75  
**Credits:** 03

### **Course Objectives**

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- 2) To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behavior and common classification systems,
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and for a career in Clinical Psychology.

**Course Outcome:** After completion of the course students will be able to:

1. To evaluate the theoretical perspectives of maladaptive behavior
2. To differentiate between DSM-IV-TR and DSM-5 diagnostic categories
3. To apply the DSM 5 to understand case history.
4. To identify and use appropriate treatment intervention for maladaptive behaviours
5. To evaluate misconceptions portrayed in movies/books regarding maladaptive behaviors.

Each paper in Experimental subjects shall have forty-five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I: Abnormal Psychology: An overview**

Number of Hours: 13

- A. What is abnormal psychology
  - a) Triggers of mental health problems
  - b) The stigma of abnormal behaviour
  - c) Adaptive and maladaptive behaviour
- B. Classification of mental disorders
  - a) Why do we need to classify mental disorders?
  - b) What are the advantages and disadvantages of classification?
  - c) The multiaxial approach
  - d) DSM-IV-TR
  - e) The major diagnostic categories
- C. Assessment: the basic classification
  - a) The interview
  - b) Intelligence tests
  - c) Neuropsychological tests
  - d) Personality, behavioural, cognitive, relational and bodily assessment.

#### **Unit II. Theoretical perspectives of maladaptive behaviour**

Number of Hours:10

- A. The biological perspective
- B. The psychodynamic perspective
- C. The behavioural perspective

- D. The cognitive perspective
- E. The community-cultural perspective

### **Unit III: Somatoform and dissociative disorders**

Number of Hours:11

- A. Somatoform Disorders
  - a) Illness anxiety disorder
  - b) Somatic Symptom Disorders
  - c) Conversion Disorders
  - d) Body Dysmorphic Disorders
  - e) Factitious Disorder and Malingering
- B. Dissociative Disorders
  - a) Depersonalization/Derealization Disorder
  - b) Dissociative Amnesia
  - c) Dissociative Identity Disorders
- C. Treatment and Outcome

### **Unit IV: The therapeutic enterprise: Choices, Techniques, Evaluation**    Number of Hours:11

- A. Psychotherapy
- B. Humanistic and existential therapies
- C. Brief psychotherapies
- D. Cognitive-behavioural approaches
- E. Group approaches
- F. Biological therapies
- G. Hospitalization

### **References:**

#### **Mandatory:**

- 1) Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13<sup>th</sup> Edition.
- 2) *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing. ... (American Psychiatric Association, 2013).
- 3) Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

#### **Supplementary:**

- 1) Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.
- 2) Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
- 3) Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York



**Course Title:** Psychopathology I  
**Course Code:** PSY-III.C-5 (Practical Component)  
**Marks:** 25  
**Credits:** 1  
**No. of Practicals:** 06  
**Duration:** 15 Session of 2 hrs  
**Practical Session:** one session per week

**Syllabus:**

A. Research in Abnormal Psychology (2 hrs each)

- a) Case Study Analysis (Mental Disorder)
- b) Survey (Mental Health)

B. Tests/Assessments (Any four, 2 hrs each)

- a) Personality test
- b) Sentence completion test
- c) Intelligence test
- d) General health questionnaire
- e) Beck's depression inventory
- f) Vineland social maturity scale

**References:**

- 1) Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
- 2) Salvatore V. DiMatteo. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
- 3) Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem of Maladaptive Behavior*. (11<sup>th</sup> Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
- 4) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgard's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
- 5) Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.

**Course Title:** Sports Psychology  
**Course Code:** PSY-III.E-2 (Elective)  
**Marks:** 100  
**Credits:** 4

**Course Objectives:**

- a) To study the relation between sports and psychological characteristics.
- b) To acquire skills and knowledge about Sports Psychology and its application.

**Learning Outcomes:** At the end of this course, students will be able to:

- 1) Apply the relevance of psychology in sports.
- 2) Identify the importance of attitude formation in sports.
- 3) Analyze the role of aggression in sports.
- 4) Identify the situational and player related variables affecting aggression in sports.
- 5) Apply techniques for reducing aggression in sports.
- 6) Differentiate between intrinsic and extrinsic motivation in sports.
- 7) Analyze the different perspectives of motivation in sports.
- 8) Describe the importance of coaching psychology in sports.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. Introduction to Sports psychology**

Number of Hours: 12

1. What is sport psychology?
2. A brief history of sport psychology
3. Who is a sport psychologist?
4. Development of sport psychology
5. Fundamental types of research in sports psychology

**Unit II. Attitude to sports**

Number of Hours: 12

1. The nature of attitudes
2. Measuring attitudes
3. The formation of attitudes to sport
4. Attitudes to sport and sporting behaviour
5. Changing people's attitudes to sport

**Unit III. Aggression in sports**

Number of Hours: 12

1. Defining aggression
2. Theories of aggression
3. Situational factors affecting aggression in sport
4. Does sports increase or reduce aggression?
5. The reduction of aggression

6. Player related variables
7. Implications for sports

#### **Unit IV. Motivation and sports**

Number of Hours: 12

1. Intrinsic and extrinsic motivation
2. Humanistic perspectives on motivation
3. Achievement-motivation
4. Cognitive approaches to motivation
5. Contemporary research on motives for sports participation
6. Motivation and sport performance

#### **Unit V. Coaching psychology**

Number of Hours: 12

1. Planning with the athletes
2. Planning by the coach
3. Making the plans work
4. Group structure and process
5. Contracting between coaches and athletes and athlete-to-athlete
  - a) Developing ground rules for assistance
  - b) Developing ground rules for assisting one another
6. Conflict resolution
7. Goal setting, planning, and evaluation
8. Commitment and goals

#### **References:**

##### **Mandatory:**

1. Jarvis, M. (1999). *Sport psychology*. Routledge modular psychology series, USA and Canada.
2. Singh, Y. (2005), *sports Psychology*, Sports publication, Delhi.

##### **Supplementary:**

1. Burton, D., &Raedeke, T. (2008). *Coaching philosophy. Sport psychology for coaches*. Champaign, IL: Human Kinetics.
2. Burton, D., &Raedeke, T. (2008). *Introduction to mental skills training. Sport psychology for coaches*. Champaign, IL: Human Kinetics.
3. Burton, D., &Raedeke, T. (2008). *Relaxation/Energization. Sport psychology for coaches*. Champaign, IL: Human Kinetics.

## ANNEXURE A

### **Board of Studies- Department of Psychology**

**28<sup>th</sup> September, 2018**

#### **(Summary of changes incorporated in the syllabus)**

<b>Semester</b>	<b>Course Title</b>	<b>Existing (Indicate only the unit where the change is proposed)</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
I	Basic Course in Psychology	N.A.	Change in outcomes	
I	Emotional Development	N.A.	Change in outcomes	
III	Sports Psychology	N.A.	Change in outcomes	
III	Interpersonal Relationships	N.A.	Change in outcomes	
III	Psychopathology I (Theory)	Unit I and III	Shift from DSM IV-TR to DSM V as a reference manual; Change in outcomes	DSM V is the latest version of the manual
III	Psychopathology I (Practical)	N.A.	Reduction in number of practical sessions from 8 to 6	Change done to focus more on quality of work done by students rather than quantity
III	Biological Basis of Behaviour	N.A.	Proposed new elective course. Syllabus approved.	N.A.
III	Neuroplasticity	N.A.	Proposed new elective course. Not approved.	The existing course of neuropsychology is proposed to be expanded into part I and II with neuroplasticity as a unit in part II.

- vi. Approval for revision of the course structure at the undergraduate program. The following structure will come into immediate effect from academic year 2019-20 onwards. As per the revision, the Core courses of Semesters V and VI will be offered in Semesters III and IV, and vice-versa. This is to facilitate research related activities of the students as also to enable them to work better on their projects.

<b>Sr. No.</b>	<b>Code</b>	<b>CORE COURSES</b>	<b>Code</b>	<b>ELECTIVE COURSES</b>
1.1a	PSY-I.C-1	Basic Course in Psychology		
1.1b	PSY-I.C-2	Emotional Development		
1.2a	PSY-II.C-3	Personality Theories		
1.2b	PSY-II.C-4	Basics of Counselling		
2.1	PSY-V.C-7	Experimental Psychology	PSY-III.E-2	Child Psychology
			PSY-III.E-4	Sports Psychology
			PSY-III.E-3	Interpersonal Relationships
			PSY – III.E-17	Biological Basis of Behaviour
2.2	PSY-VI.C-8	Psychological Testing	PSY-IV.E-7	Psychology of Adolescence
			PSY-IV.E-6	Criminal Psychology
			PSY-IV.E-5	Psychology of Adjustment
			PSY-V.E-9	Cognitive Psychology
3.1	PSY-III.C-5	Psychopathology I	PSY-V.E-12	Psychology of Adulthood
		Project Paper	PSY-IV.E-8	Positive Psychology

			PSY-V.E-11	Environmental Psychology
			PSY-V.E-15	Neuropsychology I
3.2	PSY-IV.C-6	Psychopathology II	PSY-VI.E-13	Gerontology
		Project Paper	PSY-VI.E-14	Organizational Behaviour
			PSY-VI.E-16	Cross Cultural Psychology
			PSY-VI.E-18	Neuropsychology II

<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES</b>		
V/VI	PSY-INT-1 Business Psychology	PSY-INT-2 Sports Psychology	PSY-INT-3 Environmental Psychology

## PSYCHOLOGY COURSE STRUCTURE (UG)

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>PSY-I.C-1</b> Basic Course in Psychology	<b>PSY-I.C-2</b> Emotional Development (Practical Component)				
II	<b>PSY-II.C-3</b> Personality Theories	<b>PSY-II.C-4</b> Basics of Counseling (Practical Component)				
III	<b>PSY-V.C-7</b> Experimental Psychology (Practical Component)		<b>PSY- III.E-2</b> Child Psychology	<b>PSY- III.E-4</b> Sports Psychology	<b>PSY-III. E-3</b> Interpersonal Relationships	<b>PSY- III.E-17</b> Biological Basis of Behaviour
IV	<b>PSY-VI.C-8</b> Psychological Testing (Practical Component)		<b>PSY- IV.E-7</b> Psychology of Adolescence	<b>PSY- IV.E-6</b> Criminal Psychology	<b>PSY- IV.E-5</b> Psychology of Adjustment	<b>PSY- V.E-9</b> Cognitive Psychology
V	<b>PSY-III.C-5</b> Psychopathology I (Practical Component)	<b>PSY-V.CP</b> Project Paper	<b>PSY- V.E-12</b> Psychology of Adulthood	<b>PSY- IV.E-8</b> Positive Psychology	<b>PSY- V.E-11</b> Environmental Psychology	<b>PSY-V.E-15</b> Neuropsychology I
VI	<b>PSY-IV.C-6</b> Psychopathology II (Practical Component)	<b>PSY-VI.CP</b> Project Paper	<b>PSY-VI. E-13</b> Gerontology	<b>PSY- VI.E-14</b> Organizational Behaviour	<b>PSY- VI.E-16</b> Cross Cultural Psychology	<b>PSY- VI.E-18</b> Neuropsychology II

SEMESTER	INTERDISCIPLINARY COURSES		
V/VI	<b>PSY-INT-1</b> Business Psychology	<b>PSY-INT-2</b> Sports Psychology	<b>PSY-INT-3</b> Environmental Psychology

**Course Title: INTERPERSONAL RELATIONSHIPS**

**Course Code: PSY-III.E-3 (Non-experimental)**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. To understand the basic nature governing human relationships.
2. To study how interpersonal relationships affect our well-being.

**Course Outcome:** After completion of the course students will be able to:

1. Apply different theoretical perspectives to understand interpersonal relationships
2. Identify factors determining relationship formation.
3. Examine the effects of relationship on various aspects of life.
4. Identify ways to prevent dissolutions of relationships.
5. Suggest ways to dissolve relationships in a healthy manner.
6. Examine variations in relationships.

**Syllabus**

**UNIT I: Introduction to Interpersonal Relationships**

Number of Hours: 15

- A. Affiliation – the basic need
- B. Types of relationships
- C. What is love?
  - a. Rubin's model of liking and loving
  - b. Sternberg's triangle of love
  - c. Lee's six styles of loving
  - d. Types of love and attachment styles
- D. Theories of interpersonal attraction
  - a. Learning theory
  - b. Social exchange theory
  - c. Equity theory
  - d. Sociobiology

**UNIT II: Formation, maintenance, course and dissolution of relationships**

Number of Hours: 15

- A. Factors determining relationship formation
  - a. Proximity
  - b. Similarity
  - c. Physical attraction
  - d. Reciprocal liking
  - e. Complementarity
  - f. Competence



- B. Maintenance and course of relationships
  - a. Kerckhoff and Davis' Filter theory
  - b. Murstein: Stimulus-value-role model
  - c. Levinger: stage theory model
- C. Conflicts in relationships
  - a. Duck's model of relationship dissolution
  - b. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

### **UNIT III: Components and effects of relationships**

Number of Hours: 15

- A. Components of relationships
  - a. Self-disclosure
  - b. Rules
  - c. Power
  - d. Health and happiness
- B. Effects on physical health
- C. Effects on mental health
- D. Effects on happiness
- E. Effects of loss of a relationship
- F. Gender differences in benefits of relationships
- G. Reasons why social support affects health and happiness
- H. The negative effects of relationships

### **UNIT IV: Individual, social and cultural variations in Relationships**

Number of Hours: 15

- A. Homosexual relationships
  - a. Similarities and differences
- B. Cross-cultural differences in heterosexual relationships
  - a. Choosing a partner
  - b. Assessing marital happiness
  - c. Types of relationships studied.

### **References**

#### **Mandatory**

1. Dwyer, D. (2012). Interpersonal Relationships, London, Routledge.

#### **Supplementary reading:**

1. Baron, R. A., Byrne, D. (2008). Social Psychology. (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Myers, D. G. (2007). Social Psychology. (10th Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
3. Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). Social Psychology. (10th Ed.). New Jersey, U.S.A: Prentice Hall International.

**Course Title: EMOTIONAL DEVELOPMENT**

**Course Code: PSY-I.C-2 (Experimental – Theory)**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

1. To introduce students to the development of emotions in human beings.
2. To help understand emotions of self and others.

**Course Outcomes:** At the end of this course students will be able to:

1. Differentiate between moods and emotions.
2. Describe the process involved in the experience of emotions
3. Categorize people according to their temperament
4. Extrapolate how attachment between a parent and child can influence future relationships of the child
5. Describe the importance of emotional intelligence

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I. Introduction to emotions**

Number of Hours: 12

**A. Introduction**

- a. Expression and perception of emotions
- b. The physiology of emotions
  - i. The autonomic nervous system
  - ii. Patterns of bodily response in emotion
  - iii. The brain and emotion
  - iv. Arousal

**B. Theories of Emotions**

- a. Emotions and bodily states
  - i. James-Lange Theory
  - ii. Cannon-Bard Theory
  - iii. Schachter Singer Theory
- b. A Cognitive Appraisal Theory of Emotions
- c. A theory of relationships among emotions
- d. Opponent process theory

## **UNIT II. Development of Emotions**

Number of Hours: 12

- A. Development of emotional expression
  - a. Basic emotions
  - b. Self-conscious emotions
  - c. Emotional self-regulation
  - d. Acquiring emotional display rules
- B. Understanding and responding to the emotions of others
  - a. Social Referencing
  - b. Emotional Understanding in childhood
  - c. Empathy and sympathy

## **UNIT III. Temperament and Attachment**

Number of Hours:12

- A. Temperament
  - a. Structure of Temperament
  - b. Measuring temperament
  - c. Stability of temperament
  - d. Genetic and environmental influences
  - e. Temperament as a predictor of children's behaviour
  - f. Temperament and child rearing: goodness of fit model
- B. Attachment
  - a. Bowlby's Ethological Theory
  - b. Measuring the security of attachment
  - c. Stability of attachment
  - d. Cultural variations
  - e. Factors that affect attachment security
  - f. Multiple attachment
  - g. Attachment and later development

## **UNIT IV. Exploring Emotions**

Number of Hours:09

- A. Emotional Intelligence
  - a. Major components of emotional intelligence
  - b. EI: Evidence on its existence and effects
- B. Emotions, Gender and Culture
- C. Pursuit of Happiness

### **Books for study:**

1. Baron, R. A. (2012) Psychology (5<sup>th</sup> Edition) New Delhi, Dorling Kindersley.
2. Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education
3. Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education
- Lahey, B.B. (2012). Psychology An Introduction (11<sup>th</sup> Edition). New York, McGraw Hill

4. Morgan, C.T., King, R. A., Weisz, J. R., &Schopler, J. (1993) Introduction to Psychology (7<sup>th</sup> edition) Chennai, McGraw Hill Education Pvt Ltd.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Emotional Development

**Course Code:** PSY-I.C-2 (Experimental component)

**Marks:** 25

**Credits:** 1

**Course Objectives:**

To train students to build rapport, collect subject's information, and give instructions

**Course Outcomes:** At the end of this course students will be able to:

1. Build rapport,
2. Collect subject's information,
3. Give instructions

**Syllabus:**

- A. An overview of research in Psychology
- B. Experiments (Any six)
  - a. Strength of motives
  - b. Immediate memory span
  - c. Reading v/s recitation
  - d. Completed v/s Interrupted tasks,
  - e. Part v/s whole
  - f. Judgment of emotions
  - g. Emotional Intelligence Test
  - h. Attachment styles

**Books for Study:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title: NEUROPSYCHOLOGY I**

**Course Code: PSY-VI.E-15**

**Marks: 100**

**Credits: 04**

**Course objective:**

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of role of biopsychology in psychiatric disorders.

**Course outcome:** At the end of this course students will be able to:

1. To explain the process of neural conduction and synaptic transmission
2. To Describe the development of the nervous system.
3. To describe the organization, structure, and function of the human central nervous system.
4. To explain the effects of sleep deprivation and sleep disorders
5. To explain the role of biopsychology in psychiatric disorders.

**Syllabus**

**UNIT I: Neural Conduction and Synaptic Transmission**

Number of Hours: 15

- A. The neurons resting membrane potential
- B. Generation and conduction of postsynaptic potentials
- C. Integration of postsynaptic potentials and generation of action potential
- D. Conduction of action potential
- E. Synaptic transmission: chemical transmission of signals from one neuron to another

**UNIT II: Development of the Nervous System**

Number of Hours: 15

- A. Phases of neurodevelopment
- B. Postnatal cerebral development in human infants
- C. Effects of experience on the early development, maintenance and reorganisation of neural circuits.
- D. Disorders of neurodevelopment: autism

**UNIT III: Sleep, Circadian Rhythms and Sleep Disorders**

Number of Hours: 15

- A. The physiological and behavioral events of sleep
- B. Effects of deprivation
- C. Four areas of the brain involved in sleep
- D. Sleep disorders
- E. The effects of long –term sleep reduction

#### **UNIT IV: Biopsychology of Psychiatric disorders**

Number of Hours: 15

- A. Schizophrenia
- B. Affective disorders: depression and mania
- C. Anxiety disorders
- D. Tourette Syndrome
- E. Clinical trials: Development of new psychotherapeutic drugs

#### **References**

##### **Mandatory:**

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

**Course Title: NEUROPSYCHOLOGY II**

**Course Code: PSY-VI.E-18**

**Marks: 100**

**Credits: 04**

**Course objectives:**

1. To acquaint students causes of brain damage
2. To provide an understanding of neuroplasticity
3. To provide an understanding of lateralization of the brain.

**Course outcome:**At the end of this course students will be able to:

1. To describe Neuroplastic property of the brain in the face of brain damage.
2. to apply the phenomena of split brain to the study of personality.
3. To examine the role of the nervous system in the development of learning disorders.
4. To describe the functioning of the nervous system in drug addicts
5. To explain the brain reward circuit and its role in addiction
6. To explain various research methods used to study structure and functions of the brain.

**Syllabus**

**UNIT I: Brain Damage and neuroplasticity**

Number of Hours: 15

- A. Causes of brain damage
- B. Neuropsychological diseases
- C. Neuroplastic responses to nervous system damage: degeneration, regeneration, reorganisation and recovery.
- D. Neuroplasticity and the treatment of nervous system damage.

**UNIT II: Lateralization, Language, and the Split Brain**

Number of Hours: 15

- A. Cerebral lateralization of function: introduction
- B. The split brain
- C. Differences between the left and the right hemispheres
- D. cortical localization of language: The Wernicke-Geschwind Model
- E. The cognitive neuroscience approach and dyslexia

**UNIT III: Drug addiction and the brains reward circuits**

Number of Hours: 15

- A. Basic principles of drug action
- B. Role of learning in drug tolerance and drug withdrawal
- C. Biopsychological theories of addiction
- D. Intracranial self-stimulation and the pleasure centres of the brain
- E. Neural mechanisms of motivation and addiction.



**UNIT IV: The Research Methods of Biopsychology**

Number of Hours: 15

- A. Methods of visualizing and stimulating the living human brain.
- B. Recording human psychophysiological activity
- C. Invasive physiological research methods
- D. Pharmacological research methods
- E. Genetic engineering

**References****Mandatory**

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

**ANNEXURE A**  
**Board of Studies- Department of Psychology**

**15<sup>th</sup> March, 2019**

**(Summary of changes incorporated in the syllabus)**

<b>Semester</b>	<b>Course Title</b>	<b>Existing (Indicate only the unit where the change is proposed)</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
I	Emotional Development	Unit 1 to 4	Restructuring of the units	Better reference material was sourced for the paper.
III	Interpersonal Relationships	Unit 2 and Unit 4	Merging of both units	To maintain in similar concepts and to reduce the total number of units from 5 to 4.
V	Neuropsychology I	Unit 1	Unit 1 shifted to Neuropsychology II	To balance the intensity of content across both neuropsychology papers
V	Neuropsychology I	Unit 2	New Unit added	To account for change above.
V	Neuropsychology I	Unit 3	Sleep disorders and deprivation added	To enhance content for the paper.
V	Neuropsychology I	Unit 4	Bio-psychology of psychiatric disorders added	To create sync in syllabus of paper
VI	Neuropsychology II	N.A.	New paper floated	In continuation of 'vertical' electives from previous semesters

**Parvatibai Chowgule College of Arts & Science (Autonomous)**

**Margao – Goa**

**DEPARTMENT OF PSYCHOLOGY**

**PART B:** Important Points/ recommendations of BoS that require consideration / approval of Academic Council:

**For the PG Section**

- i. Approval for revision in the course structure in the postgraduate program. The following structure will come into effect from academic year 2019-20 onwards, for new students only, and won't be implemented for the current students. The following changes were made:
  - a. The credits of the following courses were reduced from 5 credits to 4 credits: Practicum, Counselling therapies I, Counselling therapies II and Management of Disabilities.
  - b. The credits for all elective courses were increased from 2 credits to 4 credits.
  - c. Dissertation will be offered as an elective course.

<b>Sr. No.</b>	<b>Code</b>	<b>CORE COURSES</b>	<b>Code</b>	<b>ELECTIVE COURSES</b>
1.1a	PG-PSY-I.C-1	Child Development	PG-PSY-I. E-1.1	Research Methodology in Psychology
1.1b	PG-PSY-I.S-1	Practicum	PG-PSY-I. E-2.1	School Counselling
1.1c	PG-PSY-I.S-2	Case Studies in Child Development	PG-PSY-I. E-3.1	Positive Psychology
1.2a	PG-PSY-II.C-2	Child Psychopathology	PG-PSY-II. E-4.1	Advanced Statistics in Psychology
1.2b	PG-PSY-	Counselling Therapies for	PG-PSY-II. E-	Psychology of Adolescence

	II.S-3	Children I	5.1	& Adulthood
1.2c	PG-PSY-II.S-4	Case Studies in Child Psychopathology	PG-PSY-II. E-6.1	NGO Management
1.2d	PG-PSY-Int	Internship		
2.1a	PG-PSY-III.C-3	Counselling Approaches	PG-PSY-D.1	Dissertation
2.1b	PG-PSY-III.S-5	Counselling Therapies for Children II	PG-PSY-III. E-7.1	Paediatric Psychology
2.1c	PG-PSY-III.S-6	Case Studies way to understand Psychotherapies	PG-PSY-III. E-8.1	Child & Crime
2.1d	PG-PSY-Int	Internship		
2.2a	PG-PSY-IV.C-4	Children with Disabilities and Understanding Special needs	PG-PSY-D.1	Dissertation
2.2b	PG-PSY-IV.S-7	Management of Learning Disabilities	PG-PSY-IV. E-9.1	Rehabilitation Psychology
2.2c	PG-PSY-IV.S-8	Case Studies in Childhood Disabilities and Understanding Special needs	PG-PSY-IV. E-10.1	Counselling Parents

ii. Approval for changes in the syllabi of the following courses in the postgraduate program.

Course Titles	Code	Nature of course
Practicum	PG-PSY-I.S-1	Core
Counselling Therapies for Children I	PG-PSY-II. S-3	Core
Advanced Statistics in Psychology	PG-PSY-II.E-4.1	Elective
School Counselling	PG-PSY-I. E-2.1	Elective

NGO Management	PG-PSY-II. E-6.1	Elective
Positive Psychology	PG-PSY-I.E-3.1	Elective
Research Methodology for Psychology	PG-PSY-I. E-1.1	Elective
Psychology of Adolescence and Adulthood	PG-PSY-I.E-5.1	Elective

### For the UG Section

- iii. Approval of program specific outcomes and revised course outcomes of the following courses in the undergraduate program

Course Titles	Code	Nature of course
Basic Course in Psychology	PSY-I.C-1	Core
Emotional Development	PSY-I.C-2	Core
Personality Theories	PSY-II.C-3	Core
Basics of Counselling	PSY-II.C-4	Core
Experimental Psychology	PSY-V.C-7	Core
Psychological Testing	PSY-VI.C-8	Core
Psychopathology I	PSY-III.C-5	Core
Psychopathology II	PSY-IV.C-6	Core
Child Psychology	PSY-III.E-2	Elective
Sports Psychology	PSY-III.E-4	Elective
Interpersonal Relationships	PSY-III.E-3	Elective
Biological Basis of Behaviour	PSY-III.E-17	Elective
Psychology of Adolescence	PSY-IV.E-7	Elective
Criminal Psychology	PSY-IV.E-6	Elective
Psychology of Adjustment	PSY-IV.E-5	Elective
Cognitive Psychology	PSY-V.E-9	Elective

Psychology of Adulthood	PSY-V.E-12	Elective
Positive Psychology	PSY-IV.E-8	Elective
Environmental Psychology	PSY-V.E-11	Elective
Neuropsychology I	PSY-V.E-15	Elective
Gerontology	PSY-VI.E-13	Elective
Organizational Behaviour	PSY-VI.E-14	Elective
Cross Cultural Psychology	PSY-VI.E-16	Elective
Neuropsychology II	PSY-VI.E-18	Elective
Business Psychology	PSY-INT-1	Inter-disciplinary
Sports Psychology	PSY-INT-2	Inter-disciplinary
Environmental Psychology	PSY-INT-3	Inter-disciplinary

- iv. Approval for changes in the syllabus of the following courses at the undergraduate program

<b>Course Titles</b>	<b>Code</b>	<b>Nature of course</b>
Interpersonal Relationships	PSY-III.E-3	Elective
Emotional Development	PSY-I.C-2	Core
Neuropsychology I	PSY-V.E-12	Elective

- v. Approval of syllabus of the following new course at the undergraduate level:

Course Titles	Code	Nature of course
Neuropsychology II	PSY-VI.E-16	Elective

- vi. Approval for revision of the course structure at the undergraduate program. The following structure will come into immediate effect from academic year 2019-20 onwards. As per the revision, the Core courses of Semesters V and VI will be offered in Semesters III and IV, and vice-versa. This is to facilitate research related activities of the students as also to enable them to work better on their projects.

<b>Sr. No.</b>	<b>Code</b>	<b>CORE COURSES</b>	<b>Code</b>	<b>ELECTIVE COURSES</b>
1.1a	PSY-I.C-1	Basic Course in Psychology		
1.1b	PSY-I.C-2	Emotional Development		
1.2a	PSY-II.C-3	Personality Theories		
1.2b	PSY-II.C-4	Basics of Counselling		
2.1	PSY-V.C-7	Experimental Psychology	PSY-III.E-2	Child Psychology
			PSY-III.E-4	Sports Psychology
			PSY-III.E-3	Interpersonal Relationships
			PSY – III.E-17	Biological Basis of Behaviour
2.2	PSY-VI.C-8	Psychological Testing	PSY-IV.E-7	Psychology of Adolescence
			PSY-IV.E-6	Criminal Psychology
			PSY-IV.E-5	Psychology of Adjustment
			PSY-V.E-9	Cognitive Psychology
3.1	PSY-III.C-5	Psychopathology I	PSY-V.E-12	Psychology of Adulthood
		Project Paper	PSY-IV.E-8	Positive Psychology

			PSY-V.E-11	Environmental Psychology
			PSY-V.E-15	Neuropsychology I
3.2	PSY-IV.C-6	Psychopathology II	PSY-VI.E-13	Gerontology
		Project Paper	PSY-VI.E-14	Organizational Behaviour
			PSY-VI.E-16	Cross Cultural Psychology
			PSY-VI.E-18	Neuropsychology II

<b>SEMESTER</b>	<b>INTERDISCIPLINARY COURSES</b>		
V/VI	PSY-INT-1 Business Psychology	PSY-INT-2 Sports Psychology	PSY-INT-3 Environmental Psychology



### PSYCHOLOGY COURSE STRUCTURE (UG)

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>PSY-I.C-1</b> Basic Course in Psychology	<b>PSY-I.C-2</b> Emotional Development (Practical Component)				
II	<b>PSY-II.C-3</b> Personality Theories	<b>PSY-II.C-4</b> Basics of Counseling (Practical Component)				
III	<b>PSY-V.C-7</b> Experimental Psychology (Practical Component)		<b>PSY- III.E-2</b> Child Psychology	<b>PSY- III.E-4</b> Sports Psychology	<b>PSY-III. E-3</b> Interpersonal Relationships	<b>PSY- III.E-17</b> Biological Basis of Behaviour
IV	<b>PSY-VI.C-8</b> Psychological Testing (Practical Component)		<b>PSY- IV.E-7</b> Psychology of Adolescence	<b>PSY- IV.E-6</b> Criminal Psychology	<b>PSY- IV.E-5</b> Psychology of Adjustment	<b>PSY- V.E-9</b> Cognitive Psychology
V	<b>PSY-III.C-5</b> Psychopathology I (Practical Component)	<b>PSY-V.CP</b> Project Paper	<b>PSY- V.E-12</b> Psychology of Adulthood	<b>PSY- IV.E-8</b> Positive Psychology	<b>PSY- V.E-11</b> Environmental Psychology	<b>PSY-V.E-15</b> Neuropsychology I
VI	<b>PSY-IV.C-6</b> Psychopathology II (Practical Component)	<b>PSY-VI.CP</b> Project Paper	<b>PSY-VI. E-13</b> Gerontology	<b>PSY- VI.E-14</b> Organizational Behaviour	<b>PSY- VI.E-16</b> Cross Cultural Psychology	<b>PSY- VI.E-18</b> Neuropsychology II

SEMESTER	INTERDISCIPLINARY COURSES		
V/VI	<b>PSY-INT-1</b> Business Psychology	<b>PSY-INT-2</b> Sports Psychology	<b>PSY-INT-3</b> Environmental Psychology

**Course Title: INTERPERSONAL RELATIONSHIPS**

**Course Code:** PSY-III.E-3 (Non-experimental)

**Marks:** 100

**Credits:** 4

**Course Objectives:**

1. To understand the basic nature governing human relationships.
2. To study how interpersonal relationships affect our well-being.

**Course Outcome:** After completion of the course students will be able to:

1. Apply different theoretical perspectives to understand interpersonal relationships
2. Identify factors determining relationship formation.
3. Examine the effects of relationship on various aspects of life.
4. Identify ways to prevent dissolutions of relationships.
5. Suggest ways to dissolve relationships in a healthy manner.
6. Examine variations in relationships.

**Syllabus**

**UNIT I: Introduction to Interpersonal Relationships**

Number of Hours: 15

- A. Affiliation – the basic need
- B. Types of relationships
- C. What is love?
  - a. Rubin's model of liking and loving
  - b. Sternberg's triangle of love
  - c. Lee's six styles of loving
  - d. Types of love and attachment styles
- D. Theories of interpersonal attraction
  - a. Learning theory
  - b. Social exchange theory
  - c. Equity theory
  - d. Sociobiology

**UNIT II: Formation, maintenance, course and dissolution of relationships**

Number of Hours: 15

- A. Factors determining relationship formation
  - a. Proximity
  - b. Similarity
  - c. Physical attraction
  - d. Reciprocal liking
  - e. Complementarity
  - f. Competence

- B. Maintenance and course of relationships
  - a. Kerckhoff and Davis' Filter theory
  - b. Murstein: Stimulus-value-role model
  - c. Levinger: stage theory model
- C. Conflicts in relationships
  - a. Duck's model of relationship dissolution
  - b. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

### **UNIT III: Components and effects of relationships**

Number of Hours: 15

- A. Components of relationships
  - a. Self-disclosure
  - b. Rules
  - c. Power
  - d. Health and happiness
- B. Effects on physical health
- C. Effects on mental health
- D. Effects on happiness
- E. Effects of loss of a relationship
- F. Gender differences in benefits of relationships
- G. Reasons why social support affects health and happiness
- H. The negative effects of relationships

### **UNIT IV: Individual, social and cultural variations in Relationships**

Number of Hours: 15

- A. Homosexual relationships
  - a. Similarities and differences
- B. Cross-cultural differences in heterosexual relationships
  - a. Choosing a partner
  - b. Assessing marital happiness
  - c. Types of relationships studied.

### **References**

#### **Mandatory**

1. Dwyer, D. (2012). Interpersonal Relationships, London, Routledge.

#### **Supplementary reading:**

1. Baron, R. A., Byrne, D. (2008). Social Psychology. (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Myers, D. G. (2007). Social Psychology. (10th Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
3. Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). Social Psychology. (10th Ed.). New Jersey, U.S.A: Prentice Hall International.

**Course Title: EMOTIONAL DEVELOPMENT**

**Course Code: PSY-I.C-2 (Experimental – Theory)**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

1. To introduce students to the development of emotions in human beings.
2. To help understand emotions of self and others.

**Course Outcomes:** At the end of this course students will be able to:

1. Differentiate between moods and emotions.
2. Describe the process involved in the experience of emotions
3. Categorize people according to their temperament
4. Extrapolate how attachment between a parent and child can influence future relationships of the child
5. Describe the importance of emotional intelligence

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I. Introduction to emotions**

Number of Hours: 12

**A. Introduction**

- a. Expression and perception of emotions
- b. The physiology of emotions
  - i. The autonomic nervous system
  - ii. Patterns of bodily response in emotion
  - iii. The brain and emotion
  - iv. Arousal

**B. Theories of Emotions**

- a. Emotions and bodily states
  - i. James-Lange Theory
  - ii. Cannon-Bard Theory
  - iii. Schachter Singer Theory
- b. A Cognitive Appraisal Theory of Emotions
- c. A theory of relationships among emotions
- d. Opponent process theory

## **UNIT II. Development of Emotions**

Number of Hours: 12

- A. Development of emotional expression
  - a. Basic emotions
  - b. Self-conscious emotions
  - c. Emotional self-regulation
  - d. Acquiring emotional display rules
- B. Understanding and responding to the emotions of others
  - a. Social Referencing
  - b. Emotional Understanding in childhood
  - c. Empathy and sympathy

## **UNIT III. Temperament and Attachment**

Number of Hours:12

- A. Temperament
  - a. Structure of Temperament
  - b. Measuring temperament
  - c. Stability of temperament
  - d. Genetic and environmental influences
  - e. Temperament as a predictor of children's behaviour
  - f. Temperament and child rearing: goodness of fit model
- B. Attachment
  - a. Bowlby's Ethological Theory
  - b. Measuring the security of attachment
  - c. Stability of attachment
  - d. Cultural variations
  - e. Factors that affect attachment security
  - f. Multiple attachment
  - g. Attachment and later development

## **UNIT IV. Exploring Emotions**

Number of Hours:09

- A. Emotional Intelligence
  - a. Major components of emotional intelligence
  - b. EI: Evidence on its existence and effects
- B. Emotions, Gender and Culture
- C. Pursuit of Happiness

### **Books for study:**

1. Baron, R. A. (2012) Psychology (5<sup>th</sup> Edition) New Delhi, Dorling Kindersley.
2. Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education
3. Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education
- Lahey, B.B. (2012). Psychology An Introduction (11<sup>th</sup> Edition). New York, McGraw Hill

4. Morgan, C.T., King, R. A., Weisz, J. R., &Schopler, J. (1993) Introduction to Psychology (7<sup>th</sup> edition) Chennai, McGraw Hill Education Pvt Ltd.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title:** Emotional Development

**Course Code:** PSY-I.C-2 (Experimental component)

**Marks:** 25

**Credits:** 1

**Course Objectives:**

To train students to build rapport, collect subject's information, and give instructions

**Course Outcomes:** At the end of this course students will be able to:

1. Build rapport,
2. Collect subject's information,
3. Give instructions

**Syllabus:**

- A. An overview of research in Psychology
- B. Experiments (Any six)
  - a. Strength of motives
  - b. Immediate memory span
  - c. Reading v/s recitation
  - d. Completed v/s Interrupted tasks,
  - e. Part v/s whole
  - f. Judgment of emotions
  - g. Emotional Intelligence Test
  - h. Attachment styles

**Books for Study:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title: NEUROPSYCHOLOGY I**

**Course Code: PSY-VI.E-15**

**Marks: 100**

**Credits: 04**

**Course objective:**

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of role of biopsychology in psychiatric disorders.

**Course outcome:** At the end of this course students will be able to:

1. To explain the process of neural conduction and synaptic transmission
2. To Describe the development of the nervous system.
3. To describe the organization, structure, and function of the human central nervous system.
4. To explain the effects of sleep deprivation and sleep disorders
5. To explain the role of biopsychology in psychiatric disorders.

**Syllabus**

**UNIT I: Neural Conduction and Synaptic Transmission**

Number of Hours: 15

- A. The neurons resting membrane potential
- B. Generation and conduction of postsynaptic potentials
- C. Integration of postsynaptic potentials and generation of action potential
- D. Conduction of action potential
- E. Synaptic transmission: chemical transmission of signals from one neuron to another

**UNIT II: Development of the Nervous System**

Number of Hours: 15

- A. Phases of neurodevelopment
- B. Postnatal cerebral development in human infants
- C. Effects of experience on the early development, maintenance and reorganisation of neural circuits.
- D. Disorders of neurodevelopment: autism

**UNIT III: Sleep, Circadian Rhythms and Sleep Disorders**

Number of Hours: 15

- A. The physiological and behavioral events of sleep
- B. Effects of deprivation
- C. Four areas of the brain involved in sleep
- D. Sleep disorders
- E. The effects of long –term sleep reduction



#### **UNIT IV: Biopsychology of Psychiatric disorders**

Number of Hours: 15

- A. Schizophrenia
- B. Affective disorders: depression and mania
- C. Anxiety disorders
- D. Tourette Syndrome
- E. Clinical trials: Development of new psychotherapeutic drugs

#### **References**

##### **Mandatory:**

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

**Course Title: NEUROPSYCHOLOGY II**

**Course Code: PSY-VI.E-18**

**Marks: 100**

**Credits: 04**

**Course objectives:**

1. To acquaint students causes of brain damage
2. To provide an understanding of neuroplasticity
3. To provide an understanding of lateralization of the brain.

**Course outcome:**At the end of this course students will be able to:

1. To describe Neuroplastic property of the brain in the face of brain damage.
2. to apply the phenomena of split brain to the study of personality.
3. To examine the role of the nervous system in the development of learning disorders.
4. To describe the functioning of the nervous system in drug addicts
5. To explain the brain reward circuit and its role in addiction
6. To explain various research methods used to study structure and functions of the brain.

**Syllabus**

**UNIT I: Brain Damage and neuroplasticity**

Number of Hours: 15

- A. Causes of brain damage
- B. Neuropsychological diseases
- C. Neuroplastic responses to nervous system damage: degeneration, regeneration, reorganisation and recovery.
- D. Neuroplasticity and the treatment of nervous system damage.

**UNIT II: Lateralization, Language, and the Split Brain**

Number of Hours: 15

- A. Cerebral lateralization of function: introduction
- B. The split brain
- C. Differences between the left and the right hemispheres
- D. cortical localization of language: The Wernicke-Geschwind Model
- E. The cognitive neuroscience approach and dyslexia

**UNIT III: Drug addiction and the brains reward circuits**

Number of Hours: 15

- A. Basic principles of drug action
- B. Role of learning in drug tolerance and drug withdrawal
- C. Biopsychological theories of addiction
- D. Intracranial self-stimulation and the pleasure centres of the brain
- E. Neural mechanisms of motivation and addiction.

**UNIT IV: The Research Methods of Biopsychology**

Number of Hours: 15

- A. Methods of visualizing and stimulating the living human brain.
- B. Recording human psychophysiological activity
- C. Invasive physiological research methods
- D. Pharmacological research methods
- E. Genetic engineering

**References****Mandatory**

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

**ANNEXURE A**  
**Board of Studies- Department of Psychology**

**15<sup>th</sup> March, 2019**

**(Summary of changes incorporated in the syllabus)**

<b>Semester</b>	<b>Course Title</b>	<b>Existing (Indicate only the unit where the change is proposed)</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
I	Emotional Development	Unit 1 to 4	Restructuring of the units	Better reference material was sourced for the paper.
III	Interpersonal Relationships	Unit 2 and Unit 4	Merging of both units	To maintain in similar concepts and to reduce the total number of units from 5 to 4.
V	Neuropsychology I	Unit 1	Unit 1 shifted to Neuropsychology II	To balance the intensity of content across both neuropsychology papers
V	Neuropsychology I	Unit 2	New Unit added	To account for change above.
V	Neuropsychology I	Unit 3	Sleep disorders and deprivation added	To enhance content for the paper.
V	Neuropsychology I	Unit 4	Bio-psychology of psychiatric disorders added	To create sync in syllabus of paper
VI	Neuropsychology II	N.A.	New paper floated	In continuation of 'vertical' electives from previous semesters

## **Courses Revised in BoS meeting held on 6<sup>th</sup> March 2020**

**Course Title: BASIC COURSE IN PSYCHOLOGY**

**Course Code:** PSY-I.C-1 (Non-experimental)

**Marks:** 100

**Credits:** 4

### **Course Objectives:**

1. To build the foundation necessary to study Psychology.
2. To equip with basic knowledge of behavioural aspects.

**Course Outcome:** After completion of the course students will be able to:

- a) Distinguish between various schools of psychology.
- b) Describe the functioning of the nervous system.
- c) Analyse the influence of motives on behaviour.
- d) Use various techniques to improve memory.
- e) Apply learning theories to modify behaviour.

**Course Duration:** Each paper in Nonexperimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

### **Syllabus**

#### **Unit I: Introduction and Biological Foundation**

Number of Hours:15

- A. Psychology – past and present
- B. Contemporary perspectives and specialty areas in psychology
- C. What we know about human behavior: Some starting places
- D. Characteristics of the nervous system
- E. Divisions of the nervous system
  - a. Central Nervous System
  - b. Peripheral Nervous System
- F. Structures and functions of the brain
- G. Forebrain: Cognition, motivation, emotion and action
- H. Endocrine system and its impact on behaviour

#### **Unit II: Motivation**

Number of Hours:15

- A. Approaches to motivation
- B. Biological motives
  - a. Hunger
  - b. Thirst
  - c. Sex
  - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives

- a. Need for achievement
- b. Aggression
- c. Need for affiliation
- d. Need for stimulation
- e. Need for Competence, Power, and Novelty : In brief

### **Unit III: Memory and Forgetting**

Number of Hours:15

- A. Theories of memory
  - a. Information processing
  - b. Stage theory of memory
  - c. Levels of processing
- B. Forgetting
  - a. Theories of Forgetting
- C. Application: How to improve memory

### **Unit IV: Learning**

Number of Hours:15

- a. Classical Conditioning
  - a. Factors in Classical Conditioning
  - b. Applications of Classical Conditioning
- b. Operant Conditioning
  - a. Edward Thorndike
  - b. B.F. Skinner and Reinforcement
  - c. Types of Reinforcers
  - d. Factors in Operant Conditioning
  - e. Applications of Operant Conditioning
- c. Cognitive Theories of Learning (Ref: Lahey)
  - a. Place Learning
  - b. Latent Learning
  - c. Insight Learning
  - d. Modeling
- d. Application: Factors influencing learning

\*All applications should be made mandatory as the topic of CA rather than a part of the syllabus.

\*\*Implications of motives to be included for Unit II as CA/Class activity

### **Books for Study:**

1. Lahey, B.B. (2012). *Psychology: An Introduction* (11<sup>th</sup> Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

2. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
3. Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.
4. Baron, R.A. (2001). *Psychology* (first Edition) new Delhi, Pearson Education

#### Web Resources:

1. Psychology, The basis of human behaviour (43-53), Retrieved from <http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron, Retrieved from <https://www.youtube.com/watch?reload=9&v=HZh0A-lWSmY>
3. Matthew Barry Jensen, Structure of the nervous system, Retrieved from <https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-the-nervous-and-endocrine-systems/v/structure-of-the-nervous-system>
4. Introduction to psychology, Emotion and Motivation, Retrieved from <https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>
5. Australian Academy of Science, Retrieved from <https://www.science.org.au/curious/people-medicine/how-memory-develops>
6. Jeffrey Walsh, Positive and negative reinforcement, Retrieved from <https://www.khanacademy.org/test-prep/mcat/behavior/learning-slug/v/operant-conditioning-positive-and-negative-reinforcement-and-punishment>

**Course Title: EMOTIONAL DEVELOPMENT**

**Course Code: PSY-I.C-2 (Experimental – Theory)**

**Marks: 75**

**Credits: 03**

**Course Objectives:**

1. To introduce students to the development of emotions in human beings.
2. To help understand emotions of self and others.

**Course Outcomes:** At the end of this course students will be able to:

1. Describe the process involved in the experience of emotions
2. Analyse the impact of maturation, gender, and culture on expression of emotions
3. Describe the importance of emotional intelligence
4. Categorize people according to their temperament
5. Extrapolate how attachment between a parent and child can influence future relationships of the child

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I. Introduction to emotions**

Number of Hours: 15

- A. Introduction
  - a. Expression and perception of emotions
  - b. The physiology of emotions
    - i. The autonomic nervous system
    - ii. Patterns of bodily response in emotion
    - iii. The brain and emotion
    - iv. Arousal
- B. Theories of Emotions
  - a. Emotions and bodily states
    - i. James-Lange Theory
    - ii. Cannon-Bard Theory
    - iii. Schachter Singer Theory
  - b. A Cognitive Appraisal Theory of Emotions
  - c. A theory of relationships among emotions
  - d. Opponent process theory

**UNIT II. Development of Emotions**

Number of Hours: 15

- A. Development of emotional expression
  - a. Basic emotions
  - b. Self-conscious emotions



- c. Emotional self-regulation
  - d. Acquiring emotional display rule
  - e. Emotions, Gender and Culture
- B. Understanding and responding to the emotions of others
  - a. Social Referencing
  - b. Emotional Understanding in childhood
  - c. Empathy and sympathy
- C. Emotional Intelligence
  - a. Major components of emotional intelligence
  - b. EI: Evidence on its existence and effects

### UNIT III. Temperament and Attachment

Number of Hours:15

- A. Temperament
  - a. Structure of Temperament
  - b. Measuring temperament
  - c. Stability of temperament
  - d. Genetic and environmental influences
  - e. Temperament as a predictor of children's behaviour
  - f. Temperament and child rearing: goodness of fit model
- B. Attachment
  - a. Bowlby's Ethological Theory
  - b. Measuring the security of attachment
  - c. Stability of attachment
  - d. Cultural variations
  - e. Factors that affect attachment security
  - f. Multiple attachment
  - g. Attachment and later development

#### Books for study:

- Baron, R. A. (2012) Psychology (5<sup>th</sup> Edition) New Delhi, Dorling Kindersley.
- Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education
- Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education
- Lahey, B.B. (2012). Psychology An Introduction (11<sup>th</sup> Edition). New York, McGraw Hill
- Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993) Introduction to Psychology (7<sup>th</sup> edition) Chennai, McGraw Hill Education Pvt Ltd.
- Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Web Resources:**

1. Martin Luenendonk, Overview of the 6 major theories of emotion, Retrieved from <https://www.cleverism.com/6-major-theories-of-emotion/>
2. Emotional Intelligence, Mind Tools, Retrieved from [https://www.mindtools.com/pages/article/newCDV\\_59.htm](https://www.mindtools.com/pages/article/newCDV_59.htm)
3. Catherine Moore, Emotional Intelligence Skills and How to develop them, Retrieved from <https://positivepsychology.com/emotional-intelligence-skills/>
4. Albert, Isabelle & Trommsdorff, Gisela & Mishra, Ramesh. (2007). Parenting and adolescent attachment in India and Germany, Retrieved from [https://www.researchgate.net/publication/30014433\\_Parenting\\_and\\_adolescent\\_attachment\\_in\\_India\\_and\\_Germany](https://www.researchgate.net/publication/30014433_Parenting_and_adolescent_attachment_in_India_and_Germany)

**Course Title: EMOTIONAL DEVELOPMENT**

**Course Code:** PSY-I.C-2 (Experimental component)

**Marks:** 25

**Credits:** 1

**Course Objectives:**

To train students to build rapport, collect subject's information, and give instructions

**Course Outcomes:** At the end of this course students will be able to:

1. Build rapport, Collect subject's information, Give instructions
2. Report practicals in the correct format

**Syllabus:**

- A. Introduction to Experimentation and Testing in Psychology  
\*Orient students toward elements of practical reports
- B. Experiments (to be conducted in the order specified below)
  - a. Strength of motives
  - b. Judgment of emotions
  - c. Measures of Retention
  - d. Retroactive inhibition, (Parmeshwaran and Rao, Pg. 132)
  - e. Emotional Intelligence Test
  - f. Attachment styles

**Books for Study:**

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.

2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14<sup>th</sup> Ed.- 4<sup>th</sup> Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

**Course Title: BASICS OF COUNSELLING**

**Course Code:** PSY-II.C-4 (Experimental: Theory)

**Marks:** 75

**Credits:** 3

**Course Objectives:** 1. To help students understand the nature of Counselling  
2. To help students understand basic approaches of Counselling.  
3. To help students understand basic skills of counselling.

**Course Outcomes:** At the end of this course students will be able to:

- a) Differentiate between mental health professionals
- b) Describe characteristics of an effective helper
- c) Contrast Individual Approaches to Counseling
- d) Describe skills needed for effective counselling
- e) Discuss ethical issues in counselling

**Course Duration:** Each course in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental course shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus**

**Unit I. The Counsellor's Identity: What, Who and How?** Number of Hours:15

- a. Guidance, Counselling and Psychotherapy: Variations on the same theme?
- b. Comparison of mental health professionals
- c. Characteristics of the Effective Helper

**Unit II. Individual Approaches to Counseling** Number of Hours:15

- a. Four Conceptual Orientations to Counseling and Associated Theories
  - a. Psychodynamic Approaches
  - b. Existential–Humanistic Approaches
  - c. Cognitive–Behavioral Approaches
  - d. Post-Modern Approaches
- b. Extensions, Adaptations, and Spinoffs of the Major Theories
- c. Integrative Counseling and Psychotherapy (Eclecticism)
- d. Multicultural/Social Justice Focus: Bias in Counseling Approaches
- e. Ethical, Professional, and Legal Issues
- f. The Counselor in Process: Embracing a Theory but Open to Change

**Unit III. Counselling Process** Number of Hours:15

- a. The Counseling Environment
- b. Counseling Skills

- c. Conceptualizing Client Problems: Case Conceptualization
- d. Stages of the Counseling Relationship
- e. Theory, Skills, Stages, and Case Conceptualization: A Reciprocal Relationship
- f. Case Notes
- g. Multicultural/Social Justice Focus: Applying Skills Cross- Culturally
- h. Ethical, Professional, and Legal Issues
- i. The Counselor in Process: The Developmental Nature of Counseling Skills

### **Books for study:**

Ed Neukrug (2012) *The World of the Counselor: An Introduction to the Counseling Profession* Fourth Edition, Canada, Brooks Cole

Rao, S.N. (1991) *Counselling and Guidance*, New Delhi, Tata McGraw Hill Publishing Company Limited.

Welfel, E.R. and Patterson, L.E. (2005) *The Counselling Process*, New Delhi, Cengage Learning

Sharry, J. (2004) *Counselling Children, Adolescents and Families*, New Delhi, Sage Publications.

Gerald, C. (1996) *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.

Leukefeld, C.G. ; Gullotta, T.P and Tindall M.S. (2009) *Adolescent Substance Abuse: Evidence Based Approaches to Prevention and Treatment*, Springer Science, New York, NY 10013, USA, Springer Publications.

### **Web resources**

1. A guide to careers in counselling. Retrieved from <https://www.learnpsychology.org/counseling/>
2. Drab K. J. The top ten basic counselling skills. Retrieved from <https://www.people.vcu.edu/~krhall/resources/cnslskills.pdf>
3. Brunt B. V. (2010). The Preparation and Role of College Counsellors. Retrieved from <https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-36.pdf>
4. Counselling vs Clinical Psychology. Retrieved from. <https://www.div17.org/about-cp/counseling-vs-clinical-psychology/>

**Course Title: BASICS OF COUNSELLING**

**Course Code:** PSY-II.C-4 (Experimental component)

**Marks:** 25

**Credits:** 1

**Course Objectives:**

1. To train students to be able to write citations in introduction and references according to the APA guidelines
2. To Introduce students to personality tests
3. To practice basic counselling techniques

**Course Outcomes:** At the end of this course, students will be able to

1. Include citations in introduction
2. Write references according to the APA guidelines
3. Administer a personality test and write a report
4. Exhibit basic skills of counselling

**Syllabus**

- A. Basics of Counselling
  - a. History taking
  - b. Counselling Techniques – to be conducted in groups of 3 wherein group members rotate roles of being client, counsellor and observer
- B. Psychological Tests:
  - a. Neyman Kohlstedt Test for Intraversion Extraversion
  - b. Free association technique
  - c. Locus of Control
  - d. Big Five Inventory

**Books for study:**

6. Anastasi, A., Urbina, S. (2008). *Psychological Testing*. (7<sup>th</sup> Ed.). New Delhi: Pearson Education.
7. Cohen, J.R., & Swerdlik, M.E. (2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7<sup>th</sup> Ed.). New York: Mc Graw-Hill Publishing International Edition Company Ltd.
8. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
9. Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
10. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
11. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
12. Test Manuals

**Course Title: EXPERIMENTAL PSYCHOLOGY**

**Course Code: PSY-V.C-7 (Experimental- Theory)**

**Marks: 75**

**Credits: 3**

**Course Objectives:**

1. To introduce students to basics of experimentation
2. To help students to design an experiment
3. To analyse experiments along various dimensions

**Course Outcomes:** At the end of this course, students will be able to

1. Design an experiment having one or two variables
2. Weigh methods of subject selection from subject populations
3. Examine the criteria for selecting stimuli from stimulus population.
4. Select the statistical test to be used for the given experimental research
5. Minimize pitfalls in experiments

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus:**

**UNIT I: Designing the Experiment**

Number of Hours: 15

- A. The experimental approach
- B. Independent, Control and Dependent Variables
- C. Types of experimental research
- D. A single independent variable
- E. Two independent variables
- F. Role of randomization and control in experiments

**UNIT II Selecting Experimental Components**

Number of Hours: 15

- A. Selecting subjects from subject populations
- B. Selecting stimuli from stimulus populations
- C. Selecting conditions from trials or trial blocks
- D. Selecting a Statistical Test: (Sani and Todman)
  - a. The Nature of the Research Question
  - b. Type of Experimental Design
  - c. Type of Measurement Used
  - d. Deciding Whether Your Data Are Parametric or Non-Parametric
  - e. The Nature of the Specific Hypothesis to be Tested
  - f. Deciding What Test to Use

### **UNIT III: Pitfalls in Experimentation**

Number of Hours: 15

- A. Pitfalls in designing the experiment
- B. Pitfalls in running the experiment
- C. Pitfalls in data analysis
- D. Pitfalls in interpreting the results

#### **Books for study:**

1. American Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.
2. Goodwin, J., & Goodwin, K. (2012). Research In Psychology: Methods and Design, (7th Ed.). US: Wiley-Blackwell.
3. Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.
5. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). Human Experimental Psychology. USA: Oxford University Press.

#### **Web Resources:**

Paul C. P, Jhangiani, R & I-Chant (2015). Experimental research, Research Methods in Psychology, Retrieved from <https://opentextbc.ca/researchmethods/chapter/experimental-design/>

Mendonça, Gulnar Azevedo Silva. (1995). Selection of subjects in case-controls studies. Sao Paulo Medical Journal, 113(2, Suppl. ), 41-42. <https://doi.org/10.1590/S1516-31801995000700024>

Suresh K. (2011). An overview of randomization techniques: An unbiased assessment of outcome in clinical research. Journal of human reproductive sciences, 4(1), 8–11. <https://doi.org/10.4103/0974-1208.82352>

**Course Title: EXPERIMENTAL PSYCHOLOGY**

**Course Code:** PSY-V.C-7 (Experimental component)

**Marks:** 25

**Credits:** 1

#### **Course Objectives:**

1. To bridge the gap between theory and experimentation
2. To introduce students to various experimental designs

**Course Outcomes:** At the end of this course, students will be able to

1. Write the methodology i.e. operationally define the variables, write hypothesis and state the design of the experiment



## **Syllabus:**

A. APA guidelines – ethical guidelines (APA Publication 7<sup>th</sup> edition)

B. Experiments (*Any one from set a to e; f is compulsory*)

a. Psychophysics:

- a. Signal detection (Cog lab) (Introduction should include the Signal detection theory)
- b. Method of constant stimuli (Introduction should include classical theory)

b. Memory:

- a. Encoding specificity (Cog lab)
- b. Word superiority (Cog lab)

c. Perception:

- a. Visual depth perception
- b. Muller Lyer Illusion

d. Concepts:

- a. Concept formation
- b. Prototypes (Cog lab)

e. Attention:

- a. Stroop effect (Cog lab)
- b. Spatial cueing (Cog lab)

f. Mental Chronometry

- a. Reaction time (simple/choice)(Cog lab)(Introduction should include methodological issues of dealing with outliers)

## **Books for study:**

1. Dandekar, W.N. (1999). Fundamentals in Experimental Psychology. Pune, AnmolPrakashan.
2. Kuppuswamy, B. (1954). Elementary Experiments in Psychology. Madras, GeoffreyCumberlege Oxford University Press.
3. Mohanty, G. (1996). Experiments in Psychology. New Delhi : Kalyani Publisher

**Course Title: PSYCHOLOGICAL TESTING**

**Course Code: PSY-VI.C-8 (Experimental)**

**Marks: 75**

**Credits: 03**

**Course Objective:**

1. The course will provide students an understanding of the principles of assessment
2. The course will provide students beginning competency in the application of assessment principles to selecting and using assessment instruments.

**Course outcomes:** At the end of the course students will be able to:

1. Describe the characteristics, and user guidelines of a psychological test.
2. Explain the importance and types of norms in testing.
3. Describe the essential components (reliability and validity) of a psychological test.
4. Critically evaluate the scientific soundness of a psychological test.
5. Draft items for a psychological test.

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

**Syllabus:**

**UNIT I: Nature and Use of Psychological Tests**

Number of Hours- 15

- A. What is a psychological test and characteristics of a good test?
- B. Uses and varieties and control of use of psychological tests
- C. Test administration Examiner and situational variables and test-takers perspective.
- D. Effects of training on test performance
- E. Sources of information about tests
- F. Some assumptions about psychological Testing and Assessment

**UNIT II: Norms, Reliability and Validity in Testing**

Number of Hours- 15

- A. What are norms
- B. Sampling to develop norms
- C. Types of norms
- D. The concept of Reliability
- E. Estimates of Reliability
- F. Definition
- G. Content validity
- H. Criterion- related validity
- I. Construct validity

### UNIT III: Test Development

Number of Hours- 15

- A. Test Conceptualization
  - a. Some preliminary questions
  - b. Pilot work
- B. Test Construction
  - a. Scaling
  - b. Writing items
  - c. Scoring items
- C. Test Tryout
- D. Item Analysis
  - a. Item-reliability index
  - b. Item-validity index
  - c. Item-discrimination index
  - d. Qualitative item analysis
- E. Test Revision
  - a. As a Stage in New Test Development
  - b. In the Life Cycle of an Existing Test

### References:

#### *Mandatory*

1. Anastasi. A. Psychological testing, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.
2. Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill
3. Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.

#### *Supplementary Reading*

1. N.J. Salkind, (2013), Test Measurement for People Who (Think They) Hate Test & Measurements, 2nd edition, Delhi. American
2. Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.

### Web Resources:

1. Overview of Psychological Testing. (2015). Retrieved from [https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec\\_000071](https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec_000071)
2. Understanding psychological testing and assessment. (2013). Retrieved from <https://www.apa.org/topics/psychological-testing-assessment>
3. Naglieri, J. A.; et. al. (2004). Psychological Testing on the Internet: New Problems, Old Issue. American Psychologist. 59 (3). 150-162.  
Retrieved from <https://www.psychosphere.com/Psych%20Testing%20on%20the%20Internet%20by%20Naglieri%20et%20al..pdf>
4. Framingham, J. (2018). What is Psychological Assessment. Retrieved from <https://psychcentral.com/lib/what-is-psychological-assessment/>

**Course Title: PSYCHOLOGICAL TESTING** (Practical component)

**Course Code:** PSY-VI. C-8

**Marks:** 25

**Credits:** 01

No. of Practical: 8

Duration: 15 sessions of 2 hours each Practical session: one session per week

**Course Objectives:**

To train students to administer, score and interpret different types of tests

**Course Outcomes:** At the end of this course students will be able to:

3. Administer, score and interpret different types of tests
4. Differentiate between different types of tests
5. Construct a consent form and socio demographic form

**Syllabus:**

A) Constructing a consent form and socio demographic form

B) Psychological tests (any five):

- a) Individual test (projective technique or intelligence test)
- b) Group tests (personality/aptitude/interest/attitude/well-being etc)
- c) Speed test (clerical aptitude)
- d) Power test (ability test)
- e) Verbal (intelligence/personality)
- f) Performance tests (any two components of WAIS)

\*Special emphasis to be given to the test construction procedures mentioned in test manuals.

**References:**

1) Anastasi. A. Psychological testing, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.

2) Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.

3) Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill.

**Course Title: PSYCHOPATHOLOGY I**

**Course Code: PSY-III.C-5 (Experimental)**

**Marks: 75**

**Credits: 03**

### **Course Objectives**

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- 2) To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and for a career in Clinical Psychology.

### **Course Outcomes**

At the completion of the course students will be able:

1. Describe various forms of assessment used to classify mental disorders/conditions
2. Analyse maladaptive behaviour from different theoretical perspectives
3. Describe different therapeutic approaches to deal with maladaptive behaviour
4. Differentiate between symptoms of various mood disorders
5. Differentiate between symptoms of various anxiety disorders
6. Differentiate between symptoms of various eating disorders.

### **Syllabus**

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

#### **Unit I: Abnormal Psychology: An overview**

Number of Hours: 14

- A. What is abnormal psychology
  - a) Triggers of mental health problems
  - b) The stigma of abnormal behaviour
  - c) Adaptive and maladaptive behaviour
- B. Classification of mental disorders
  - a) Why do we need to classify mental disorders
  - b) What are the advantages and disadvantages of classification
  - c) The DSM V and ICD 11
- C. Assessment: the basic classification
  - a) The interview
  - b) Intelligence tests
  - c) Neuropsychological tests
  - d) Personality, behavioural, cognitive, relational and bodily assessment.

#### **Unit II. Theoretical perspectives and therapies of maladaptive behaviour**

Number of Hours: 14

- A. Theoretical perspectives

- a. The biological perspective
  - b. The psychodynamic perspective
  - c. The behavioural perspective
  - d. The cognitive perspective
  - e. The community-cultural perspective
- B. The Therapeutic enterprise: Choices, Techniques and Evaluation
- a. Psychotherapy
  - b. Humanistic and existential therapies
  - c. Brief psychotherapies
  - d. Cognitive-behavioural approaches
  - e. Group approaches
  - f. Biological therapies
  - g. Hospitalization

### **Unit III: Mood and Anxiety disorders**

Number of Hours: 17

- A. Depression
  - a. Major Depressive Disorder
- B. Bipolar Disorder
  - a. Bipolar I and Bipolar II Disorders
- C. Anxiety Disorders
  - a. Social Anxiety Disorder
  - b. Panic Disorder
  - c. Generalized Anxiety Disorder
  - d. Obsessive Compulsive Disorder
  - e. PTSD
- D. Eating Disorders
  - a. Anorexia Nervosa
  - b. Bulimia Nervosa
  - c. Binge-eating disorder

\*For disorders in UNIT III discuss only diagnostic criteria from DSM V

### **Books for Study:**

- Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
- Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13<sup>th</sup> Edition.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

**Suggested Reading:**

- Comer, R.J. (2005). Fundamentals of Abnormal psychology. (4<sup>th</sup> edi). Worth publishers. 41 Madison Avenue.
- Davison, G.C. & Neale, J.M. (1998). Abnormal Psychology. (7<sup>th</sup> edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
- Koeksema-susan Nolen. (2007). Abnormal Psychology. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York.

**Web Resources:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascde%3AUS%3A907fa51f-b6cb-494c-95b1-5cac626fc55>
2. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

**Course Title:** PSYCHOPATHOLOGY I

**Course Code:** PSY-III.C-5 (Practical Component)

**Marks:** 25

**Credits:** 1

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

**Course Objective:**

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

**Course Outcomes:** At the end of this course, students will be able to

1. Carry out a survey on mental health and compile a report
2. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
3. Administer screening tools and interpret the findings

**Syllabus:**

A. Survey (Mental Health)

B. Case Study Analysis (Mental Disorder)

C. Experiments (Any four, 4 hrs each)

- General health questionnaire (depression/anxiety)
- Beck's depression inventory
- Leobowitz Social Anxiety scale
- OCD scale (YBOCS)
- Perceived Stress scale (Sheldon Cohen)
- Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009

### **Books for study:**

- Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition. [SEP]
- Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal. [SEP]
- Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11<sup>th</sup> Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
- Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). Atkinson & Hilgards's Introduction to Psychology (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd. [SEP]
- Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology. 7th Edition. Wiley. [SEP]



**Course Title: PSYCHOPATHOLOGY II**

**Course Code: PSY-IV.C-6 (Experimental)**

**Marks: 75**

**Credit: 03**

**Course Objective:**

- a) To create awareness about mental health problems
- b) The course will provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

**Course Outcome:** At the completion of the course students will be able:

- a) 1. Describe the symptoms of schizophrenia
- 2. Describe the symptoms of dissociative disorders
- 3. Differentiate between various types of somatic symptom based disorders
- 4. Differentiate between various types of personality disorders
- 5. Explain the symptoms of gender dysphoria
- 6. Contrast between addictive, substance-related and non-substance related disorders

**Course Duration:** Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

**Syllabus:**

**Unit I: Schizophrenia, Dissociative and Somatic Disorders**

Number of Hours: 15

- A. Schizophrenia
  - a. Positive and Negative symptoms
  - b. The Development of Schizophrenia
  - c. The Schizophrenia spectrum in DSM V
- B. Dissociative Disorders
  - a) Dissociative Identity Disorder
  - b) Other Specified Dissociative Disorder
    - a. Dissociative Trance
- C. Somatic Symptom and Related Disorders
  - a) Somatic Symptom Disorder
  - b) Illness Anxiety Disorder
  - c) Conversion Disorder

**Unit II: Personality Disorders and Gender Dysphoria**

Number of Hours: 18

- A. Classification of Personality Disorders
- B. Cluster A Personality Disorders
  - a. Paranoid Personality Disorder
  - b. Schizoid Personality Disorder
  - c. Schizotypal Personality Disorder
- C. Cluster B Personality Disorders
  - a. Antisocial Personality Disorder

- b. Borderline Personality Disorder
  - c. Histrionic Personality Disorder
  - d. Narcissistic Personality Disorder
- D. Cluster C Personality Disorders
  - a. Avoidant Personality Disorder
  - b. Dependent Personality Disorder
  - c. Obsessive-Compulsive Personality Disorder
- E. Gender Dysphoria
  - a. Gender Dysphoria
    - i. In Children
    - ii. In Adolescents and Adults

### **Unit III: Addictive, Substance-related and Non-substance related Disorders**

Number of Hours: 12

- A. Substance –Use Disorder
  - a. Features, Severity and Specifiers
  - b. Substance intoxication and withdrawal
  - c. Substance/Medication-Induced Mental Disorders
- B. Alcohol-Related Disorders
  - a. Alcohol Use Disorder
  - b. Alcohol Intoxication
  - c. Alcohol Withdrawal
- C. Other Drugs and related effects
- D. Non-substance related Disorders
  - a. Internet Gaming disorder
  - b. Gambling disorder

**\*Probable CA idea:** Research facts about serious mental illness from 2010

#### **Books for study:**

1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
2. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

#### **Supplementary:**

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup>edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.

3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup>Edi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4<sup>th</sup>edi). Worth publishers.  
41 Madison Avenue.

**Note:** Additional articles and web resources will be provided to students as required.

#### **Web Resources:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascde%3AUS%3A907fa51f-b6cb-494c-95b1-5cac626fc55>
2. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

#### **Paper Title: PSYCHOPATHOLOGY II**

**Paper Code:** PSY-IV.C-6 (Practical Component)

**Marks:** 25

**Credits:** 1

**Duration:** 15 Session of 2 hrs

**Practical Session:** one session per week

#### **Course Objective:**

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

**Course Outcomes:** At the end of this course, students will be able to

1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
2. Administer screening tools and interpret the findings

#### **Syllabus:**

A. Case Study Analysis (Mental Disorder).

B. Experiments (Any five, 4 hrs each)

- Internet Addiction scale (Internet Addiction Test)
- Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
- Drug Assessment Scale (DAS10)
- Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
- Gambling Scale (Gambling symptoms assessment scale)
- Personality Disorder scale (suggestions follow)
  - Dependence personality disorder
  - Antisocial personality disorder
  - Narcissistic Personality disorder scale (Jonathan Cheek)

**Books for study:**

1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
2. Salvatore V. Diato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

**Course Title: COGNITIVE PSYCHOLOGY**

**Course Code: PSY-V.E-9 (Non-experimental)**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. To introduce students to a field of psychology that describes how we acquire, store, transform and use knowledge.
2. To help students understand mental processes.

**Course Outcome:** After completion of the course students will be able to:

1. Distinguish between bottom-up and top-down processes in perception.
2. Demonstrate how we acquire, store, transform and use information.
3. Apply the concepts of perception, attention, memory and concept formation in daily activities.
4. To map the link between various cognitive processes.

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Syllabus**

**UNIT I: Perceiving objects and recognizing patterns**

Number of Hours: 15

- A. Gestalt approaches to perception
- B. Bottom up processes
  - a. Template matching
  - b. Feature analysis
  - c. Prototype matching
- C. Top down processes
  - a. Perceptual learning
  - b. The word superiority effect
  - c. A connectionist model of word perception
  - d. A neuropsychological perspective on word perception
- D. Direct perception
- E. Disruptions of perception: visual agnosias

**UNIT II: Attention**

Number of Hours: 15

- A. Selective attention
  - a. Filter theory
  - b. Attenuation theory
  - c. Late selection theory
  - d. Multimode theory

- e. Attention, capacity and mental effort
  - f. Schema theory
- B. Neuropsychological studies of attention
  - a. Networks of visual attention
  - b. Event-related potentials and selective attention
- C. Automaticity and the effects of practice
  - a. The stroop task
  - b. Automatic versus attentional processing
  - c. Feature integration theory
  - d. Attentional capture
- D. Divided attention
  - a. Dual task performance
  - b. The attention hypothesis of automatization
  - c. The psychological refractory period
  - d. Divided attention outside the laboratory

### **UNIT III: Memory**

Number of Hours: 15

- A. The semantic/episodic distinction
- B. Semantic memory models
  - a. The hierarchical semantic network model
  - b. The feature comparison model
  - c. Other network models
  - d. Connectionist models
- C. Schemata
  - a. Script
- D. Implicit versus explicit memory
  - a. The process dissociation framework

### **UNIT IV: Concepts and categorization**

Number of Hours: 15

- A. Theoretical descriptions of the nature of concepts
  - a. The classic view
  - b. The prototype view
  - c. The exemplar view
  - d. The schemata view
  - e. The knowledge based view
- B. Forming new concepts and classifying new instances
  - a. Concept attainment strategies
  - b. Acquiring prototypes
  - c. Implicit concept learning
  - d. Using and forming scripts
  - e. Psychological essentialism

### **Books for Study:**

1. Galotti, K. M. (2004), Cognitive Psychology in and out of the laboratory, Delhi, Thomson Wadsworth (India edition) 3rd edition
2. Hunt, R. R. and Ellis H. C. (2004), Fundamentals of Cognitive Psychology, 7th edition, New Delhi, Tata McGraw Hill Publishing Company Ltd.

3. Matlin, M. M. (2005), Cognition, 6th edition USA, John Wiley & Sons, Inc.

**Web Resources:**

1. Gestalt Principles of Perception Retrieved from  
<https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>
2. How bottom up processing works Retrieved from  
<https://www.verywellmind.com/bottom-up-processing-and-perception-4584296>
3. Top down processing and perception Retrieved from  
<https://www.verywellmind.com/what-is-top-down-processing-2795975>
4. Theories of attention (2018) Retrieved from  
<https://www.simplypsychology.org/attention-models.html>
5. Divided attention - cognitive skills Retrieved from  
<https://www.cognifit.com/science/cognitive-skills/divided-attention>
6. Semantic memory Retrieved from  
[https://en.m.wikipedia.org/wiki/Semantic\\_memory#ACT-R:\\_a\\_production\\_system\\_model](https://en.m.wikipedia.org/wiki/Semantic_memory#ACT-R:_a_production_system_model)
7. Schema Retrieved from  
[https://en.m.wikipedia.org/wiki/Schema\\_\(psychology\)](https://en.m.wikipedia.org/wiki/Schema_(psychology))
8. Concepts Retrieved from  
<https://en.m.wikipedia.org/wiki/Concept>
9. Concept formation Retrieved from  
<https://www.britannica.com/topic/concept-formation>

## **ANNEXURE A**

### **Board of Studies– Department of Psychology**

**06<sup>th</sup> March, 2020**

#### **(Summary of changes incorporated in the syllabus)**

#### **Changes for the UG program**

<b>Sem</b>	<b>Course Title</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
I	Basic Course in Psychology	<ul style="list-style-type: none"><li>- Retain only 4 biological motives; include subtopics on sleep, temperature regulation and pain avoidance under ‘Other motives’</li><li>- In ‘Psychological motives’, add ‘need for stimulation’; focus on implications instead of analysis of motives; briefly mention need for competence, power and novelty</li><li>- Include Mind maps in application for unit on Memory</li><li>- Include reference book of Tony Buzan for mental maps</li></ul>	<ul style="list-style-type: none"><li>- Unit II (Motivation) deliberated upon to streamline sub-topics and to source for references</li></ul>
I	Emotional Development	<ul style="list-style-type: none"><li>- subtopics from unit IV (Exploring Emotions) included in unit II (Development of Emotions)</li><li>- one sub-topic from unit IV omitted</li><li>- Practicals have been reorganized according to the syllabus</li></ul>	To reduce the number of units to three so that it matches with the number of credits for the course
II	Basics of Counselling	<ul style="list-style-type: none"><li>- Entire syllabus restructured to reflect new reference books</li><li>- Books on the Indian perspective to be included as additional references</li><li>- Practicals have been reorganized.</li></ul>	To reduce the number of units to three so that it matches with the number of credits for the course Changes in practicals are done to match both the courses taught in the syllabus
III	Experimental Psychology	<ul style="list-style-type: none"><li>- Unit IV (Classic experiments in Psychology) omitted from the theory. Practicals on the same sub-topics to be discussed during practical sessions.</li><li>- APA manual (7<sup>th</sup> ed.) to be included as a reference</li></ul>	To reduce the number of units to three so that it matches with the number of credits for the course. To ensure that all important subtopics are covered.
IV	Psychological Testing	<ul style="list-style-type: none"><li>- Units II (Norms), III (Reliability) and IV (Validity) merged into one unit with omission of some sub-topics</li><li>- New Unit on Test Development introduced</li><li>- Practical component on Test Construction omitted</li></ul>	To reduce the number of units to three so that it matches with the number of credits for the course. To provide a better understanding to



		- Practicals listed on the basis of types of tests rather than the title of the test. Under each type of test options have been specified	students about types of tests
V	Psychopathology I	<ul style="list-style-type: none"> <li>- Syllabus for both courses (I and II) restructured to provide continuity in learning from one semester to the next</li> <li>- Introductions to DSM V and ICD 11 incorporated</li> <li>- Entire syllabus revised to reflect changes due to revision of DSM IV-TR to DSM V</li> <li>- Specific tests identified for practical components of both courses</li> <li>- Textbook by Sudhir Kakkar suggested as reference</li> </ul>	<p>To reduce the number of units to three so that it matches with the number of credits for the course.</p> <p>To include tests that match the theory</p>
VI	Psychopathology II		
IV	Cognitive Psychology	- Discard Unit I (Introduction to Cognitive Psychology). The same can be addressed directly in the classroom	To reduce the number of units to three so that it matches with the number of credits for the course

-X-X-X-

# **SOCIOLOGY**

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF SOCIOLOGY**

**COURSE STRUCTURE  
THREE YEARS B.A. DEGREE COURSE IN SOCIOLOGY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
<b>I</b>	<b>SOC-I.C-1</b>  Fundamentals of Sociology	<b>SOC-I.C-2</b>  Social Change and Processes	-	-	-	-
<b>II</b>	<b>SOC-II.C-3</b>  Social Movements in India	<b>SOC-II.C-4</b>  Sociology of Religion	-	-	-	-
<b>III</b>	<b>SOC-III.C-5</b>  Social Institution in India	-	<b>SOC-III.E-1</b>  Understanding Goa's culture	<b>SOC-III.E-2</b>  Introduction to Qualitative Research Methods	<b>SOC-III.E-3</b>  Introduction to NGO Management-1	<b>SOC-III.E-4</b>  Globalization and New Media (Digital Story Telling)
<b>IV</b>	<b>SOC-IV.C-6</b>  Sociology of Education	-	<b>SOC-IV.E-5</b>  Teaching sociology: Theory and Practice	<b>SOC-IV.E-6</b>  Producing Knowledge (research paper writing)	<b>SOC-IV.E-7</b>  Strategies for Social Development	<b>SOC-IV.E-8</b>  Family, Kinship and Marriage in India
<b>V</b>	<b>SOC-V.C-7</b>  Classical Sociology	-	<b>SOC-V.E-9</b>  Rural sociology	<b>SOC-V.E-10</b>  Social concern's in Contemporary India-1	<b>SOC-V.E-11</b>  Women and Society in India	<b>SOC-V.E-12</b>  Introduction to Social Work and Social Welfare
<b>VI</b>	<b>SOC-VI.C-8</b>  Schools of Sociological Theory	-	<b>SOC-VI.E-13</b>  Urban sociology	<b>SOC-VI.E-14</b>  Social Concern's in Contemporary India-2	<b>SOC-VI.E-15</b>  Contemporary Issues of Women in India	<b>SOC-VI.E-16</b>  Migration and Society in Goa

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**APPROVED SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS IN SOCIOLOGY**

**SEMESTER I**

**Paper Title: FUNDAMENTAL'S OF SOCIOLOGY**

Paper Code: **SOC-I.C-1**

Name of Faculty:

Marks: 100

Credits: 4

**Course Objective:**

1. To acquaint the students to the sociological perspective
2. To strengthen the fundamentals of sociology

**Learning Outcomes:** At the end of this course students will be able to

1. Students will be able understand the emergence of sociology as a science.
2. Understand the various aspects of society from a sociological perspective.
3. Students will be able to define, compare and contrast, explain and apply the various concepts in sociology to one's day to day life.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Content**

- |  |                       |
|--|-----------------------|
| I. Introduction                                  | (30 marks) (20 hours) |
| 1.1 Idea of science                              |                       |
| 1.2 Division of social sciences                  |                       |
| 1.3 Emergence of Sociology                       |                       |
| 1.4 Understanding Sociology and its perspectives |                       |

II. Uses/relevance of sociology

(20 marks) (10 hours)

2.1 Applied sociology

2.2 Roles/careers in sociology

III. Organizing social life

(20 marks) (10 hours)

3.1 Society

3.2 Culture

IV. Creation of Social beings

(30 marks) (20 hours)

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

**Essential Reading.**

Haralambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press,  
Rao, C.N.Shankara.2011. Sociology.New Delhi:S.Chand

**Additional Reading:**

Inkeless, Alex.1987.What is sociology? New Delhi: Prentice Hall of India,

Jayaram, N. 1988.Introductory sociology. Madras: Macmillan India

Johnson, Harry M. 1995.Sociology: A systematic introduction. New Delhi: Allied Publishers

Schaefer, Richard T. and Robert P. Lamm .1999.Sociology. New Delhi: Tata-McGraw Hill

**Paper Title: SOCIAL CHANGE AND PROCESSES**

Paper Code: **SOC –II.C-2**

Name of Faculty:

Marks: 100

Credits: 4

**Course Objective:** This paper is intended

- (1) to train the students to look at Indian society from the sociological perspective,
- (2) to familiarize students with factors/processes of change in Indian society, and
- (3) to make students understand the changing aspects of Indian society.

**Learning Outcome:** Students will be able

- 1. To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society
- 2. Understand, define, differentiate the various concepts associated with social change

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Content**

- 1. Social Change: Basic Concepts (25 marks) (20 lectures)
  - 1.1 Evolution
  - 1.2 Progress
  - 1.3 Revolution
  - 1.4 Social change.
- 2. Revolutions as social movements (10 hours)
  - 2.1 The French Revolution
  - 2.2 The Russian Revolution

### 3. Factors/Processes of Change in India

(30 marks) (20

lectures)

#### 3.1 Sanskritisation

#### 3.2 Westernisation and modernization

#### 3.3 Industrialisation and urbanization

### 4. Social Change in Goa since liberation

#### 4.1 Gaonkari System

#### 4.2. Transportation

#### 4.3. Education

#### 4.4 Tourism

#### 4.5 The Big Families and Mining

#### 4.6. Cultural Change

### **Essential readings:**

Ahuja, Ram.1993. Indian social system, Jaipur, Rawat Publications

Bottomore, T.1975. Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,

Dube, S.C. 1990.Indian Society: New Delhi: National Book Trust

Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press:Mapusa

De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.

Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press:Mapusa

### **Additional Readings**

Lannoy, Richard.1997. The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press

Singh, Yogendra.1994.Modernization of Indian tradition. Jaipur: Rawat Publications

Srinivas, M.N.1992.Social change in modern India, Delhi: Orient Longman

Srinivas M.N.1996.Caste: Its twentieth century avatar. New Delhi: Viking Penguin

## **SEMESTER II**

**Paper Title: SOCIAL MOVEMENTS IN INDIA**

Paper Code: **SOC-II.C-3**

Name of Faculty:

Marks: 100

Credits: 4

**Course Objectives:** This course aims at

1. Familiarizing students with the phenomenon of social movements.
2. It attempts to present a balanced perspective on social change by taking into consideration the processual dimensions of social reality with special reference to India.

**Learning Outcomes:** Students will be able to

1. Define and elaborate the Idea of social movement
2. Understand the structure of social movement and apply it in the analyses of various social movements
3. Understand, the nature, causes and outcomes of various social movements in India

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Content**

- |  |            |
|--|------------|
| 1. Perspectives on social movements                        | (10 hours) |
| 1.1 Social movement: Definition, characteristics and types |            |
| 1.2 Structure of a social movement                         |            |
| 2. Collective action and state response                    | (30 hours) |
| 2.1 Peasant movements                                      |            |
| 2.2 Student and youth movements                            |            |
| 2.3 Tribal movements                                       |            |
| 2.4 Dalit movement   |            |
| 2.5 Women Movement   |            |



3. New social movement (10 hours)
- 3.1 General characteristics
- 3.2 Environmental Movements (Narmada Bachao Andolan, Chipko Movement and Salient Valley movement)
4. Social Movements in Goa (10 hours)
- 4.1 Progressive student's movements
- 4.2 Anti-Meta Strips Movement
- 4.3 Goa Bachao Andolan
- 4.4 Anti-SEZ movement
- 4.5 Ramponkar Movement

**Basic readings:**

- Alvares, Claude.1999. Fish, Curry and Rice. Goa Foundation: Goa
- Dantes, Norman.1999. The transforming of Goa. ed. Dantes. Other India Press: Mapusa
- De Souza, Teotonio.1994. Goa To Me. Concept Publishing Co: New Delhi.
- Newman, R.S.2001. Of umbrellas, goddesses and dreams. Other India Press: Mapusa
- Rao, M.S.A.: *Social movements and social transformation*. New Delhi: Manohar, 1978. Shah, Ghanshyam: *Social movements in India*. New Delhi: Sage, 1990.

**Additional readings:**

- Jones, Kenneth.1989. *Socio-religious reform movements in British India*. Hyderabad: Orient Longman
- Omvedt, Gail.1994. *Dalits and the democratic revolution*. New Delhi: Sage
- Oommen, T.K.1990. *Protest and change*. New Delhi: Sage
- Touraine, Alain.2004 'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

**Paper Title: SOCIOLOGY OF RELIGION**

Paper Code: **SOC-1.C-4**

Name of Faculty:

Marks: 100

Credits: 4

**Course Objective:** Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. The objective of this course are

1. To introduce the students to the subfield of sociology of religion.
2. To analyze the basic concepts and key interpretations of religion,
3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.
4. To analyze social change in relation to religion.

While the canvas of the paper is Global, it draws illustrations from Goa.

**Learning Outcomes.**

1. Students will be able to understand 'religion' and its functioning from a sociological perspective.
2. Students will be able to analyze the relationship between religion and society.
3. Students will be able to describe, understand and analyze the role of religion in social change.

UNIT-1:	The scope of sociology of religion	(10 hours)
1.1	Religion in Contemporary sociology and their cultural analysis	
UNIT-2:	Religion as a phenomena, definition and dimensions	(15 hours)
2.1	Classical sociologist and their theories of religion	
UNIT-3:	Society and Religion	(15 hours)
3.1	Religion is socially learned	
3.2	Social life affecting religion	

### 3.3 Religion affecting social life

UNIT-4:	Religion and Culture	(20 hours)
a.	Popular Religiosity	
b.	New Religious Movements	
c.	Religion and Globalization	
d.	Secularization	

#### **Essential Reading**

Repstad, Pal.2006. An Introduction to the Sociology of Religion. England:Ashgate publishing Ltd.

Zuckerman, Phil. 2003. Invitation to Sociology of Religion.Newyork: Routledge

#### **Additional Reading**

D'Souza, Leela:2005. *The sociology of religion: A historical review*. Jaipur: Rawat Publishers

Madan, T.N. 1992.(ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press,

Roberts, Keith A.1984: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF SOCIOLOGY**

**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN SOCIOLOGY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
<b>I</b>	<b>SOC-I.C-1</b> Fundamentals of Sociology	<b>SOC-I.C-2</b> Social Change and Processes	-	-	-	-
<b>II</b>	<b>SOC-II.C-3</b> Social Movements in India	<b>SOC-II.C-4</b> Sociology of Religion	-	-	-	-
<b>III</b>	<b>SOC-III.C-5</b> Social Institution in India	-	<b>SOC-III.E-1</b> Understanding Goa's culture	<b>SOC-III.E-2</b> Introduction to Qualitative Research Methods	<b>SOC-III.E-3</b> Introduction to NGO Management-1	<b>SOC-III.E-4</b> Globalization and New Media (Digital Story Telling)
<b>IV</b>	<b>SOC-IV.C-6</b> Sociology of Education	-	<b>SOC-IV.E-5</b> Teaching sociology: Theory and Practice	<b>SOC-IV.E-6</b> Producing Knowledge (research paper writing)	<b>SOC-IV.E-7</b> Strategies for Social Development	<b>SOC-IV.E-8</b> Family, Kinship and Marriage in India
<b>V</b>	<b>SOC-V.C-7</b> Classical Sociology	-	<b>SOC-V.E-9</b> Rural sociology	<b>SOC-V.E-10</b> Social concern's in Contemporary India-1	<b>SOC-V.E-11</b> Women and Society in India	<b>SOC-V.E-12</b> Introduction to Social Work and Social Welfare
<b>VI</b>	<b>SOC-VI.C-8</b> Schools of Sociological Theory	-	<b>SOC-VI.E-13</b> Urban sociology	<b>SOC-VI.E-14</b> Social Concern's in Contemporary India-2	<b>SOC-VI.E-15</b> Contemporary Issues of Women in India	<b>SOC-VI.E-16</b> Migration and Society in Goa

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMY)**

**SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN SOCIOLOGY**

**CORE PAPER**

**SEMESTER III**

**Paper Title: SOCIAL INSTITUTION IN INDIA**

Paper Code:

Name of Faculty: Sachin S. Moraes

Marks: 100

Credits: 4

**Course Objective**

1. To train the students to look at Indian society from the sociological perspective.
2. To make students understand the important structural aspects of Indian society.

**Learning Outcomes:** At the end of the course students will be able to

1. Analyze the process in the making of Indian society.
2. Define: Village, Caste, Marriage, Family, Kinship and Religion.
3. Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion.
4. Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Content:**

I. Making of Indian Society (10 hours)

II. Village and Caste (20 Hours)

2.1: Concept

2.2: Characteristics

2.3: Types of Village community

2.4: Caste Vs Jati

2.5: Changes in Caste, Village and emergence of urban communities

III. Marriage, Family and Kinship (15 hours)

- 3.1: Concept
- 3.2: Characteristics/features
- 3.3: Functions
- 3.4: Types of Marriage, Family and Kinship

IV: Religion (15 hours)

- 4.1: Concept
- 4.2: Characteristics
- 4.3: Types
- 4.4: Functions

**Essential Reading.**

1. Ahuja, Ram: Indian social system, Jaipur, Rawat Publications, 1993.
2. Bottomore, T.: Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons, 1975.
3. Anthropology of Man: Indrani Basu.
4. Dube, S.C.: Indian Society: New Delhi: National Book Trust, 1990

**Additional Reading:**

1. Lannoy, Richard: The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press, 1997 (Reprint edition).
2. Singh, Yogendra: Modernization of Indian tradition. Jaipur: Rawat Publications, 1984.
3. Srinivas, M.N.: Social Change in Modern India, Delhi: Orient Longman, 1992.
4. Srinivas M.N.: Caste: Its Twentieth Century Avatar. New Delhi: Viking Penguin, 1996.

## **ELECTIVE PAPERS**

### **1. Elective Paper Title: UNDERSTANDING GOA'S CULTURE**

Paper Code:

Name of Faculty: Sachin S. Moraes

Marks: 100

Credits: 4

#### **Course Objective:**

The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.

**Learning Outcomes:** At the end of the course students will be able to

1. Describe and explain the various aspects of Goan culture.
2. Sketch the developments in the evolution of Goa's culture.
3. Evaluate the social conditions and dimensions in the making of Goan's culture.
4. Analyze each facets of Goa's culture and judge its impact.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Content:**

Unit 1: Understanding Goa's Village-Caste and Religion (20 hours)

- 1.1: Origin of Goan village myth Vs fact.
- 1.2: The Ganv, the Gaonkari and Comunidade.
- 1.3: Religions in Goa: A historical perspective.
- 1.4: Religious practices and Religious syncretism.
- 1.5: Caste in Goa: Origins, continuity and change.
- 1.6: Caste and Occupations in Goa
- 1.7: The changing village.

Unit 2: Understanding the language of Goa (10 hours)

- 2.1: History of language.
- 2.2: Usage and changes.
- 2.3: Language movement.

2.4: Politicization of language.

2.5: Language and Education.

Unit 3: Understanding the Cuisines of Goa

(15 hours)

3.1: The Sociology of food.

3.2: Portuguese influences in food.

3.3: Religious differences in cuisines.

3.4: Goan food its preparation (Sociological perspective)

Unit 4: Dances, festivals and attire of Goa

(15 hours)

4.1: Types of Dances in Goa and its performance.

4.2: Types of festivals and its social significance.

4.3: Types of clothing in Goa and its social significance (Durkheimian Perspective)

**Essential Reading.**

1. Dantes,N.: The Transforming of Goa. Mapusa:Other India Press, 1999.
2. Rodricks,Wendell.Moda Goa.Harper Colins:India, 2012.
3. Da Cunha, Gerson.: The Konkani Language and Literature. New Delhi: Asian Educational Service, 1991.
4. Newman, R.S.:Of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press, 2001.
5. Da Costa Rodrigues, Maria. Feasts, Festivals and Observances of Goa.L & L Publications, 2004.
6. Da Silva Gracias, Fátima: Cozinha de Goa: History and Tradition of Goan Food. Goa:Mapusa, 1556.

**Additional Reading:**

1. De Souza,Teotonio.: Goa To Me. New Delhi: Concept Publishing Co: 1994.
2. Gomes, Olivinho.: A Concise History of Goa. Panaji : Directorate of Art and Culture, 2010.
3. Alvares,C.: Fish,Curry and Rice. Goa: Goa Foundation, 1999.
4. Mennel, Stephen; et al. The Sociology of Food. New Delhi: Sage, 1992.



## **2. Elective Paper Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS**

Name of Faculty: Freda Tavares

Credits: 04

Marks: 100

Hours: 60

### **Course Objectives:**

1. To introduce students to research methods and differentiate between Qualitative and Quantitative methods.
2. To familiarize students with basic Qualitative Methods.
3. To provide students with a hands-on experience of using Qualitative methods.

**Learning Outcomes:** On the completion of this course students will be:

1. Able to understand the fundamentals of qualitative research.
2. Able to independently use Qualitative methods in order to undertake a research.
3. To raise the issue of ethics in Qualitative research.
4. To design a research proposal based on Qualitative methods.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Content**

Unit 1: Introduction	10 hours
1.1 Introduction to qualitative research.	
1.2 Understanding qualitative methods.	
1.3 Research ethics.	
Unit 2: Qualitative Interviews	10 hours
2.1 Understanding interview guides, schedules, and interview questions.	
2.2 Issues of language and power.	
2.3 Design an interview schedule.	
2.4 Interviewing Skills.	
Unit 3: Case Study	10 hours
3.1 What is a case?	
3.2 Value of Case study research.	

3.3 Problems of Case study?

3.4 How to do case study?

Unit 4: Ethnography and Participant Observation.

20 hours

4.1 Entering the field and doing Observation.

4.2 Negotiating Insider/Outsider concerns.

4.3 Technicalities of Field based observation.

Unit 5: Designing a Research Proposal

10 hours

**Essential Reading.**

1. Curtis, B. and Cate Curtis, Social Research: A practical Introduction, Sage Publication, New Delhi. 2011.
2. Sharma, B.A. V. Et al., Research Methods in Social Sciences, Sterling Publishers Private Limited, New Delhi. 1983.
3. Neuman, W.L., Social Reseach Methods: Qualitative and Quantitaive Approaches, Sixth Edition,Dorling Kindersley (India) Pvt. Ltd. New Delhi, 2007.
4. Goode W.J. and Hatt P. K., Methods in Social Research, McGraw-Hill International book Company, New Delhi, 1983.

### **3. Elective Paper Title: INTRODUCTION TO NGO MANAGEMENT**

Name of Faculty:

Credits: 04

Marks: 100

Hours: 60

#### **Course Objectives:**

1. To introduce students about the Non – Government Organization and its structure.
2. To understand the Management of Projects individually and organizationally.
3. Students should be informed about the working areas of Non – Government organizations.
4. To acquire skills to participate in management and administrative process and programme delivery.

#### **Learning Outcomes:**

1. Understand the meaning and functioning of NGO.
2. Plan and manage simple projects at the individual and organizational level.
3. Demonstrate the steps in starting an NGO.
4. Appraise the various processes in the smooth functioning of an NGO.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Content**

Unit-1 – Introduction (16 hours)  
Management Concepts: Definition, Principles of Management, Functions of Management, Management of interpersonal, inter-group and organizational theories, Significance of management for social work, Management for Non-Governmental Organizations, Development Concepts: Definition, Objectives, Developed, Underdeveloped and Developing, Indicators of Development, Social Development and Ngo's.

Unit 2: Non- Governmental Organization (16 Hours)  
History and concepts of NGO in India, NGO Movement in India, Role and Function of NGO's, Advocacy and Lobbying, NGO and Social Problems, Challenges to NGO's, Legislation related to NGO's in India: Indian Societies Registration Act 1860, Indian Trust Act 1950, Indian Companies Act 1948, Foreign Contribution of Regulation Act 1976.

### Unit 3. - NGO Types

(12 Hours)

Voluntary Organization, Charity, Community based Organization, Faith Based Organization, Civil Society Organization, Right Based Organization, Relief providing organization.

### Unit 4. - NGO Formation

(16 Hours)

Process of establishment of an NGO, Preparation of Bye Laws and Memorandum of Association, Factors in NGO Management: Visioning and envisioning as a Team, Capacity Building of Staff, Conducting Performance Appraisal, NGO culture and Social Work Ethics. Preparation of Agenda of Meeting, Fund Raising, Writing meeting Minutes, Proceedings of meeting, Passing Resolutions, Preparation of MOU, Ledgers, Registers, Vouchers, Receipts and payments, Audit Report, Structure of a Project Proposal, Preparation and Submission of Monthly, Half yearly and Yearly Reports.

### Essential Reading

1. Sarkar, Ashok.: NGOs and Globalization, Jaipur: Rawat Publication, 2008.
2. Dharmarajan, Shivani.: NGO as Prime movers, Kaniska Publication, New Delhi
3. Subedar, I.S., 2007, Field work Practice in Social Work
4. Bills and Margaret Harris: Voluntary Agencies: Challenges of Organization and Management (ed) .Macmillan, London, 2000.

### Additional Reading

1. Todaro, Michael.: Economic Development, 7<sup>th</sup> Edition, Pearson Education Ltd. 2000.
2. Desai, Vandana and Robert B. Potter (Ed).: The Companion of Development Studies
3. Kapila, Uma.: Understanding the Problems of India Economy, Academic Foundation, 2004.
4. Drez, Jean and Amartya Sen, India Development, Second edition, Oxford University Press, 1997.

#### **4. Elective Paper Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)**

Name of Faculty: Raisa Cardozo

Credits: 4

Marks 100

Duration 60 hour

##### **Course Objectives:**

1. Make students able to express their stories from a sociological perspective using the new media.
2. Make the students able to produce knowledge using technology.

##### **Learning outcomes:** Students will learn;

1. How to structure story.
2. Voice recording and editing.
3. Picture selection and basic editing.
4. Video filming and basic editing.
5. Use free ready to use software for merging sound and images.
6. To digitally narrate stories from Sociological perspective.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

##### **Course Contents**

Unit 1. Globalisation and the role of media	10 hours
Unit 2. Digital Story Telling (using images only)	20 hours
2.1: Structuring a story	
2.2: Editing pictures	
2.3: Voice recording	
2.4: Making of DST	
Unit 3. Video Filming and Editing.	15 hours
3.1     Structuring a story	
3.2     Video Recording	
3.3     Editing	
Unit 4. Creating a documentary (final product)	15 hours

**Essential Reading:**

1. Cohen, Dan. Roy Rosenzweig., *Digital History: A Guide to Gathering, Preserving and Presenting the past on the web*, University Of Pennsylvania Press, 2005.
2. Macionis John J. Ken Plummer., *Sociology: A Global Introduction*, England New York Pearson/Prentice Hall, Harlow, 2012.
3. Frazel, Midge. *Digital Storytelling: Guide for Educators*, International Society For Technology in Education, 2010.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN SOCIOLOGY**

**CORE PAPER**

**SEMESTER IV**

**Paper Title: SOCIOLOGY OF EDUCATION**

Paper Code: **SOC-IV.C-6**

Marks: 100

Credits: 4

**Course Objectives:**

To introduce students to the field of sociology of education in general and the issues relating to the education in Indian society.

**Learning outcomes:**

1. Understand the nature and scope of sociology of education.
2. Understand the objective of education.
3. Assess the evolution of formal education and issues.
4. Critically evaluate the issues arising in the contemporary system of education in India.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

## **Course Content:**

Unit1: Introduction to sociology of education (15 lectures)

- 1.1: Nature and scope of sociology of education
- 1.2: Sociology of education and educational sociology
- 1.3: Theoretical perspectives on education: Functionalist, Liberal and Marxian
- 1.4: Socialization and education
- 1.5: Formal, informal and non-formal education
- 1.6: Agencies of education

Unit2: Social history of education in India (10 lectures)

- 2.1: Pre-colonial: Vedic, Buddhist and Muslim
- 2.2: Colonial: British
- 2.3: Post-independence developments
- 2.4: The new educational policy initiative

Unit3: Social issues of education in India (20 lectures)

- 3.1: Higher education: unemployment of the educated and student unrest
- 3.2: Special problems of the education of SCs STs and women
- 3.3: Problem of medium of instruction

Unit 4: Education in India: Current Issues (15 lectures)

- 4.1: Education: Positive discrimination and reservation
- 4.2: Information technology and education
- 4.3: Globalization and education



**Essential Reading:**

1. Chaube, S.P. and Akhilesh Chaube. 1981. Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
2. Chitnis, Suma and Philip G. Altbach (eds.). 1993. Higher Education Reform in India: Experience and Perspectives. New Delhi: Sage Publications.
3. Gore, M.S. and Suma Chitnis. 1990. Education and Modernization in India. Jaipur: Rawat Publications.
4. Jayaram, N. 1982. Sociology of Education in India. Jaipur: Rawat Publications.
5. Mathur, S.S. 1981. A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
6. Shukla, Sureshchandra and Krishna Kumar (eds.) 1990. Sociological Perspective in Education. Delhi: Chanakya Publications.

**Additional Reading**

1. Chaube, S.P. and Akhilesh Chaube. 1999. Education in Ancient and Medieval India. New Delhi: Vikas Publishing House.
2. Shah, B.V. and K.B. Shah. 1998. Sociology of Education. New Delhi: Rawat Publications.
3. Haralambos, M. 1997. Sociology: Themes and Perspectives. Delhi: Oxford University Press,

**Paper Title: TEACHING SOCIOLOGY: THEORY AND PRACTICE**

Paper Code: **SOC-IV.E-5**

Marks: 100

Credits: 4

**Course Objectives:**

1. Gain insight into the general aims and specific objectives of teaching.
2. Acquire knowledge of various methods of teaching sociology and develop skills related to it.
3. Give practice in planning and the usage of teaching learning material.
4. Identify and utilize appropriate resources in teaching sociology.
5. Acquire evaluation skills.

**Learning outcomes:**

1. Demonstrate knowledge of teaching philosophies including critical pedagogy.
2. Demonstrate familiarity with addressing diversity in the classroom, particularly as it relates to teaching Sociology topics.
3. Describe and use multiple methods for teaching key sociological ideas.
4. Locate and use a variety of resources for teaching sociology.
5. Present materials necessary for applying for a teaching Sociology position.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

## **Course Content:**

Unit 1: Understanding Learners, Learning and Learning Styles (10 lectures)

Unit 2: Approaches / Methods & Techniques of Teaching (10 lectures)

- 2.1 Teacher – Centered Methods -Lecture, Lecture Cum Demonstration, Historical
- 2.2 Learner – Centered Methods- Project, Heuristic, Experimental, Activity, Problem Solving Methods, Group.
- 2.3 Techniques of Teaching, Supervisory Study, Source Method, Jurisprudential Enquiry, Dramatization, Role Play, Brain-Storming, Assignment and Quiz

Unit 3: Planning (15 lectures)

- 3.1 Course Plan: Meaning, Components, objective and Construction
- 3.2 Unit Plan : Meaning, Components, objective and Construction
- 3.3 Lesson Plan: Meaning, Components, objective and Construction

Unit 4: Execution and Assessment (Practical) (15 lectures)

- 4.1 Execution of the Lesson plan
- 4.2 Execution using multiple teaching-learning methods
- 4.3 Formative assessment: Types, objectives and construction
- 4.4 Summative assessment: Types, objectives and construction

Unit 5: Evaluation (10 lectures)

- 5.1 Evaluating the process of teaching and learning
- 5.2 Reflection
- 5.3 Student feedback

### **Essential Readings**

1. Heather, Fry. Ketteridge, Steve and Stephanie Marshal. 2009. A Handbook of Teaching and Learning in Higher Education. Routledge: New York.
2. Braun, Henry. Kanjee, Anil. Bettinger, Eric. and Michael Kremer. 2006. Improving Education, Through Assessment, Innovation and Evaluation. Cambridge: American Academy of Arts and Science.
3. Dummont, H. Instance, D. and Benavedes, F.2010.The Nature of Learning: Using Research to Inspire Practice.OECD.

### **Additional Readings**

1. Wirth, K. Perkins, D. 2008. Learning to Learn
2. <http://www.macalester.edu/geology/wirth/CourseMaterials.html>
3. Kaur, B. 2012. Understanding Teaching and Learning: Classroom Research Revisited. Rotterdam: Sense Publishers.

**Paper Title: CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS**

Paper Code: **SOC-IV.E-6**

Marks: 100

Credits: 4

**Course Objectives:**

1. Correlate the past history of Goa with the present.
2. Critically review the developments in Goa post liberation.
3. Evaluate the various issues and concerns of contemporary Goa.

**Learning Outcomes:**

1. Debate the developments in Goa post liberation.
2. Assess the various historical process in the birth of contemporary Goa.
3. Critically evaluate the various issues and concerns of contemporary Goa
4. Propose plans in dealing with the issues.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Content:**

Unit 1: Reviewing Goa past and present (10 lectures)

- 1.1. Transformation of Goa.
- 1.2. Goa: 50 years after Liberation.

Unit 2: Challenges to traditional occupations in Goa (10 lectures)

Unit 3: Issues of Konkani Mai (15 lectures)

3.1 Konkani Mai ascends the throne: The basis of Goan statehood.

3.2 Konkani a language at crossroads.

3.3 The issue of medium of instruction.

Unit 4: Civil society and Movements in contemporary times  
lectures)

(25

4.1: Mining

4.2: Tourism

4.3. The dialectics of SEZ

4.4: The Regional plan: Reviewing RP 2011 and 2021

4.5: Migration

### **Essential Reading.**

1. Newman, Robert. 2001. of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press.
2. Abreu, Savio. and Rudolf Heredia. 2011. Goa 2011: Reviewing and Recovering Fifty Years. New Delhi: Concept Publishers.
3. Alvares, C. 1999. Fish, Curry and Rice. Goa: Goa Foundation.
4. Botelho, Afonso. 2011. Language and Early Schooling in Goa. Panaji: Government of Goa, Directorate of Official Language.
5. Mascrenhas-Keyes, Stella. 2011. Colonialism, Migration and International Goan Community. Mapusa: Goa 1556.
6. Trichur, Raghuram. 2013. Refiguring Goa: From Trading Post to Tourism Destination. Saligao: Goa 1556.

### **Additional Reading:**

1. De Souza, Teotonio. 1994. Goa To Me. New Delhi: Concept Publishing Co
2. Gomes, Olivinho. 2010. A Concise History of Goa. Panaji: Directorate of Art and Culture.
3. Dantes, Norman. 1999. The Transforming of Goa. Mapusa: Other India Press

**Paper Title: AN INTRODUCTION TO SOCIOLOGY IN INDIA**

Paper Code:

Marks: 100

Credits: 4

**Course Objectives:**

To familiarize students with the development and growth of sociology in India, as well as introduce them to some of the Pioneers of Indian Sociology.

**Learning outcomes:**

1. Understand the forces leading the development of Sociology in India
2. Understand the contributions of Indian pioneers.
3. Critically evaluate the present and the future of Indian Sociology.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Content:**

Unit 1: Forces driving the growth of Sociology in India

- 1.1 Anthropology and Sociology
- 1.2 Colonization and Sociology
- 1.3 Schools of Sociology in India

Unit 2: Govind Sadashiv Ghurye

- 2.1 Biography
- 2.2 Caste and Race
- 2.3 The Aborigines

Unit 3: Contributions of Pioneers of Indian Sociology

- 3.1 Radha Kamal Mukherjee: General Theory of Society

- 3.2 Dhurjati Prasad Mukherji: Modernity and Tradition
- 3.3 Dhirendra Nath Majumdar: Tribal Studies
- 3.4 Kanaïyalal Motilal Kapadia: Marriage and Kinship
- 3.5 Mysore Narasimhachar Srinivas: Social Mobility in India

#### Unit 4: Contemporary Sociology in India

- 4.1 Recent Sociologists: Irawati Karve, Shyama Charan Dube, Akshay Ramanlal Dessai
- 4.2 Current Perspectives

#### **Essential Readings**

1. Dhanagare, D.N. 1993. Themes and perspectives in Indian Sociology. New Delhi: Rawat Publications.
2. Madan, T.N. 1995. Pathways: Approaches to the study of society in India. New Delhi: Oxford University Press.
3. Singh, Yogendra. 1986. Indian Sociology: Social conditioning and emerging trends. New Delhi: Vistaar.
4. Madan, T. N. 2011. Sociological Traditions: Methods and perspectives in the Sociology of India. New Delhi: Sage.
5. Mukherjee, Ramkrishna. 1979. Sociology of Indian sociology. New Delhi: Allied.

#### **Additional Reading**

1. Sociology in India: <http://mrunal.org/2013/06/download-sociology-ignou-ba-ma-no-registration-ncert-nios-topper-notes-last-34-years-question-papers-1979-2012.html#603>



**Paper Title: FAMILY, KINSHIP AND MARRIAGE IN INDIA**

Course Code: **SOC-IV.E-8**

Marks: 100

Credits: 4

**Course Objective:**

1. To acquaint the students with the different family, marriage and kinship system across India.
2. To have an in-depth idea of how family, marriage and kinship work.

**Course Outcome:**

1. Students will be able to understand the family, marriage and kinship system in India
2. Students will be able to analyze changing patterns in family, marriage and kinship system in India.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Content**

Unit 1: Meaning and concepts (5 hours)

- 1.1 Family: A global perspective
- 1.2 Marriage around the world
- 1.3 Understanding Kinship

Unit 2: The Kinship System (15 hours)

- 2.1 Features and categories of kinship
- 2.2 Linguistic structure and terminology of Kinship
- 2.3 Rules of Decent and Lineage

Unit 3: Family (15 hours)

- 3.1 Forms/ Types of family

3.2 Changing family patterns

3.3 Factors affecting family

Unit 4: Marriage

(25 hours)

4.1 Marriage and its dissolution

4.2 Marriage and the changing attitudes in the 21<sup>st</sup> century

**Essential Reading.**

1. Ahuja, Ram. 1999. Society in India Concepts Theories and Recent Changes. New Delhi: Rawat Publication.
2. Macionis, John. 2005. Sociology. New Jersey: Pearson Prentice Hall.
3. Ahuja, Ram. 1993. Indian Social System. New Delhi: Rawat Publication.
4. Macionis, John. and Ken Plummer. 2008. Sociology: A Global Introduction. New Jersey: Prentice Hall.
5. Basu, Indrani. 2013. Anthropology: An Introduction to Man. New Delhi: S. Chand Limited
6. Karve, Irawati. 1990. Kinship Organization in India. South Asia Books

## COURSE STRUCTURE

### THREE YEARS B.A. DEGREE COURSE IN SOCIOLOGY

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	<b>SOC-I.C-1</b> Fundamentals of Sociology	<b>SOC-I.C-2</b> Social Change and Processes	-	-	-	-
II	<b>SOC-II.C-3</b> Social Movements in India	<b>SOC-II.C-4</b> Sociology of Religion	-	-	-	-
III	<b>SOC-III.C-5</b> Social Institution in India	-	<b>SOC-III.E-1</b> Understanding Goa's culture	<b>SOC-III.E-2</b> Introduction to Qualitative Research Methods	<b>SOC-III.E-3</b> Introduction to NGO Management-1	<b>SOC-III.E-4</b> Globalization and New Media (Digital Story Telling)
IV	<b>SOC-IV.C-6</b> Sociology of Education	-	<b>SOC-IV.E-5</b> Teaching sociology: Theory and Practice	<b>SOC-IV.E-6</b> Contemporary Goan Society: Issues and Concerns	<b>SOC-IV.E-7</b> An Introduction to Sociology in India	<b>SOC-IV.E-8</b> Family, Marriage and Kinship in India
V	<b>SOC-V.C-7</b> Classical Sociology	-	<b>SOC-V.E-9</b> Rural sociology	<b>SOC-V.E-10</b> Social concerns in Contemporary India-1	<b>SOC-V.E-11</b> Women and Society in India	<b>SOC-V.E-12</b> Introduction to Social Work
VI	<b>SOC-VI.C-8</b> Introduction of Schools of Sociological Theory	-	<b>SOC-VI.E-13</b> Urban sociology	<b>SOC-VI.E-14</b> Social Concerns in Contemporary India-2	<b>SOC-VI.E-15</b> Contemporary Issues of Women in India	<b>SOC-VI.E-16</b> Migration and Society in Goa

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**

**(AUTONOMOUS)**

**SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**

**SEMESTER V**

**Paper Title: CLASSICAL SOCIOLOGY**

Paper Code: **SOC-5.C-7**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives**

1. To introduce the students to the major ideas of Comte, Spencer, Durkheim, Marx and Weber.
2. To evaluate and analyze the contribution of each of the pioneers.
3. To relate the contribution of the pioneers to the social reality.

**Course Outcome:** At the end of this course students will be able to

1. Know the pioneers of sociology and understand their lives and contribution.
2. Compare, contrast, evaluate and analyze the contributions.
3. Apply and relate the contributions to the understanding of varied social reality.

**Course Content**

**1. Auguste Comte and Herbert Spencer (The Founding fathers)**

**20 hours**

- 1.1 Static and dynamic sociology
- 1.2 The law of three stages
- 1.3 Positivism

- 1.4 Hierarchy of social sciences
- 1.5 The evolutionary doctrine
- 1.6 The organic analogy
- 1.7 The types of society

## **2. Emile Durkheim and French sociology**

**10 hours**

- 2.1 Social facts: Concept and characteristics
- 2.2 The Division of Labour in Society: Mechanical and organic solidarity
- 2.3 Suicide
- 2.4 Religion

## **3. Karl Marx**

**15 hours**

- 3.1 The Concept of Dialectics and Historical materialism
- 3.2 Class conflict
- 3.3 Alienation

## **4. Max Weber**

**15 hours**

- 4.1 Social action: Concept and types
- 4.2 Verstehen and Ideal Types
- 4.3 Religion and Social Change
- 4.4 Types of Authority

### **Basic References:**

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology ( 2 vols ). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
7. Zeitlin, I.M.: Ideology and the development of Sociological Theory, (3rd edition), New Delhi: Prentice-Hall of India, 1986.

**Paper Title: RURAL SOCIOLOGY**

Paper Code: **SOC-V.E-9**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline on rural dimensions in India.
2. To develop an understanding of the fundamental social reality, social processes and changes in development perspectives of rural communities.

**Course Outcomes:**

1. Students will be able to analyse the rural life and the problem rural societies face.
2. Students will be able to know the various programmes and critically evaluate and propose changes in the programmes in force to develop rural society.

**Course Content**

**1. Rural Sociology 10 hours**

- 1.1 Nature, scope, and significance
- 1.2 Indian rural society – its basic features.

**2. Village Social Structure 20 hours**

- 2.1 Family in rural India
- 2.2 Caste system and Jajmani relations
- 2.3 Rural elite and village panchayats
- 2.4 Relevance of Sanskritisation and Westernisation
- 2.5 Dominant castes

**3. Rural Economy** **20 hours**

- 3.1 Land tenure systems and land reforms: Critical evaluation
- 3.2 Rural Indebtedness
- 3.3 Village co-operatives
- 3.4 Green revolution

**4. Rural Goa** **10 hours**

- 4.1 Politics at grass root level
- 4.2 Contemporary village communities

**Basic References:**

1. Desai, A. R. Rural Sociology in India. Mumbai: Popular Prakashan, 1977.
2. Dhanagare, D.N. Peasant movements in India. New Delhi: OUP, 1988.
3. Doshi, S. L. Rural sociology. Jaipur: Rawat Publishers, 1999.
4. Mehta Sushila. A study of rural sociology in India, 1980.
5. Sharma, Rajendra Kumar. Rural Sociology. New Delhi: Atlantic Publisher, 2011
6. Singh, Katar. Rural Development Principles, Policies and Management. New Delhi: SAGE publication. 2009.
7. Sarathi De, Partha. Rural Sociology. New Delhi: Pearson. 2012.

**Paper Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I**

Paper Code: **SOC-V.E-10**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

**Course Outcomes:**

1. The students will acquire understanding on the concept of a social problem and its varied characteristics and approaches.
2. The students will understand and critically analyze the problems like population, poverty, delinquency, child abuse and unemployment and will be able to propose remedies.

**Course Content**

**1. Introduction**

**15 hours**

- 1.1 Meaning of a social problem
- 1.2 Approaches to the study of social problems
- 1.3 Theories of deviance

**2. Population dynamics**

**15 hours**

- 2.1 India's population profile: Emerging trends
- 2.2 Demographic trends in Goa
- 2.3 Comparison between India and Goa



### **3. Poverty and unemployment**

**15 hours**

- 3.1 The problem of poverty: Extent, causes and remedies
- 3.2 The problem of unemployment: Extent, causes and remedies

### **4. Delinquency and child abuse**

**15 hours**

- 4.1 Juvenile delinquency: Meaning, types, and causes
- 4.2 Child labour
- 4.3 Pedophilia with special reference to Goa
- 4.4 Legislation

### **Basic References:**

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 2013.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
5. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
7. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
8. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.

**Paper Title: WOMEN AND SOCIETY IN INDIA**

Paper Code: **SOC-V.E-11**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce the students to the field of women's studies and feminist perspectives to the status of women in contemporary Indian society.
2. To familiarize students with position of women through the ages.

**Course Outcomes:**

1. Students will understand the development of feminism and the varied feminist perspectives and its application in the social world.
2. Students will be able to define gender and empowerment and critically evaluate its construction and application.
3. Students will understand the status of women through the ages in India.

**Course Content**

**1. Introduction**

**20 hours**

- 1.1 Sex and gender
- 1.2 Social construction of gender
- 1.3 Women in the family: Socialisation and gender roles, Private/public dichotomy, Sexual division of labour

**2. Feminist theories**

**10 hours**

- 2.1 Liberal feminism
- 2.2 Radical feminism

2.3 Marxist feminism

2.4 Socialist feminism

### **3. Women in Indian society: The changing profile**

**15 hours**

3.1 Vedic

3.2 Medieval

3.3 Colonial

3.4 Independent India

### **4. Women's empowerment**

**15 hours**

4.1 Seventy fourth constitutional amendment and women's political empowerment

4.2 SHGs and empowerment

4.3 Legislation and empowerment of women

### **Basic References:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Women's University, 1995.
2. Desai, Neera and Maitreyi Krishna Raj: Women and society in India. Bombay: Ajanta Publications, 1987.
3. Devendra, Kiran: Changing status of women in India. New Delhi: Vikas, 1994.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991
7. Pillai, JK: Women and Empowerment. New Delhi: Gyan Publishing House, 1995
8. Tapan, Neeta: Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publications; first edition, 2010
9. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
10. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications. 2002

**Paper Title: INTRODUCTION TO SOCIAL WORK**

Paper Code: **SOC-V.E-12**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To update the students the increasing demand for social work.
2. To equip the students with the skills required to undertake social work.
3. To qualify the students for the careers demanding social work.

**Course Outcomes:**

1. The students will be able to know the history of social work.
2. The students will be able to know the ethics, methods and process of social work.

**Course Content**

**1. Introduction to Social Work 10 hours**

- 1.1 Evolution of Social Work in America
- 1.2 Evolution of Social Work in Europe
- 1.3 Evolution of Social Work in India

**2. Social Work and Social Welfare services in India 15 hours**

- 2.1: Definition and Nature of Voluntary Action
- 2.2: Area of Intervention and Implication of Voluntary Action
- 2.3: Voluntary Service in India
- 2.4: Government and Voluntary Action
- 2.5: Trends in Social Welfare, Inequality and Participation

**3: Social Work Ethics** **15 hours**

- 3.1: Ethics – An Introduction,
- 3.2: Need for Ethical Behaviour in Social Work
- 3.3: Purpose of a Code of Ethics

**4: Methods of Conducting Social Work Programmes** **10 hours**

- 4.1: Approaches in Doing Social Work
- 4.2: Managing of Social Work Programmes

**5: Social Work in Goa: A case study** **10 hours**

**Basic References:**

1. Charles H. Zastrow, Introduction to Social Work and Social Welfare: Empowering People, Cengage Learning, USA, 2010
2. David Howe, A Brief Introduction to Social Work Theory, Palgrave Macmillan, Norwich, 2009
3. O. William Farley, Scott W. Boyle, Larry Lorenzo Smith, Introduction to Social Work, Allyn & Bacon, 2011

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**APPROVED SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS IN SOCIOLOGY**

**SEMESTER I**

**Paper Title:****INTRODUCING SOCIOLOGY**

**Paper Code:****SOC-I.C-1**

**Marks:** 100

**Credits:** 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:**

1. To acquaint the students to the sociological perspective
2. To strengthen the fundamentals of sociology

**Learning Outcomes:** At the end of this course students will be able to

1. Students will be able understand the emergence of sociology as a science.
2. Understand the various aspects of society from a sociological perspective.
3. Students will be able to define, compare and contrast, explain and apply the various concepts in sociology to one's day to day life.

**Course Content**

**1. Introduction**

**20 hours**

- 1.1 Idea of science
- 1.2 Division of social sciences
- 1.3 Emergence of Sociology
- 1.4 Understanding Sociology and its perspectives

**2. Uses/relevance of sociology****10 hours**

2.1 Applied sociology

2.2 Roles/careers in sociology

**3. Organizing social life****10 hours**

3.1 Society

3.2 Culture

**4. Creation of Social beings****20 hours**

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

**Essential Reading.**

Haralambos, M. 1998.Sociology: Themes and perspectives. New Delhi: Oxford University Press,

Rao, C.N.Shankara.2011. Sociology.NewDelhi:S.Chand

**Additional Reading:**

Inkeless, Alex.1987.What is sociology? New Delhi: Prentice Hall of India,

Jayaram, N. 1988.Introductory sociology. Madras: Macmillan India

Johnson, Harry M. 1995.Sociology: A systematic introduction. New Delhi: Allied Publishers

Schaefer, Richard T. and Robert P. Lamm .1999.Sociology. New Delhi: Tata-McGraw Hill

**Paper Title:****SOCIAL CHANGE AND PROCESSES**

Paper Code: **SOC –II.C-2**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:** This paper is intended

- (1) To train the students to look at Indian society from the sociological perspective,
- (2) To familiarize students with factors/processes of change in Indian society, and
- (3) To make students understand the changing aspects of Indian society.

**Learning Outcome:** Students will be able

1. To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society
2. Understand, define, differentiate the various concepts associated with social change

### **Course Content**

#### **1. Social Change: Basic Concepts**

**20 hours**

- 1.1 Evolution
- 1.2 Progress
- 1.3 Revolution
- 1.4 Social change.

#### **2. Revolutions as social movements**

**10 hours**

- 2.1 The French Revolution
- 2.2 The Russian Revolution

#### **3. Factors/Processes of Change in India**

**20 hours**

- 3.1 Sanskritisation
- 3.2 Westernisation and modernization



### 3.3 Industrialisation and urbanization

## **4. Social Change in Goa since liberation**

**10 hours**

4.1 Gaonkari System

4.2. Transportation

4.3. Education

4.4 Tourism

4.5 The Big Families and Mining

4.6. Cultural Change

### **Essential readings:**

Ahuja, Ram.1993. Indian social system, Jaipur, Rawat Publications

Bottomore, T.1975. Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,

Dube, S.C. 1990.Indian Society: New Delhi: National Book Trust

Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press:Mapusa

De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.

Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press:Mapusa

### **Additional Readings**

Lannoy, Richard.1997. The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press

Singh, Yogendra.1994.Modernization of Indian tradition. Jaipur: Rawat Publications

Srinivas, M.N.1992.Social change in modern India, Delhi: Orient Longman

Srinivas M.N.1996.Caste: Its twentieth century avatar. New Delhi: Viking Penguin

## **SEMESTER II**

**Paper Title:****SOCIAL MOVEMENTS IN INDIA**

**Paper Code:** SOC-II.C-3

**Marks:** 100

**Credits:** 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course aims at

1. Familiarizing students with the phenomenon of social movements.
2. It attempts to present a balanced perspective on social change by taking into consideration the processual dimensions of social reality with special reference to India.

**Learning Outcomes:** Students will be able to

1. Define and elaborate the Idea of social movement
2. Understand the structure of social movement and apply it in the analyses of various social movements
3. Understand, the nature, causes and outcomes of various social movements in India

### **Course Content**

#### **1. Perspectives on social movements**

**10 hours**

- 1.1 Social movement: Definition, characteristics and types
- 1.2 Structure of a social movement

#### **2. Collective action and state response**

**30 hours**

- 2.1 Peasant movements
- 2.2 Student and youth movements
- 2.3 Tribal movements
- 2.4 Dalit movement
- 2.5 Women Movement

### **3. New social movement**

**10 hours**

3.1 General characteristics

3.2 Environmental Movements (Narmada BachaoAndolan, Chipko Movement and Salient Valley movement)

### **4.Social Movements in Goa**

**10 hours**

4.1 Progressive student's movements

4.2 Anti-Meta Strips Movement

4.3 Goa BachaoAndolan

4.4 Anti-SEZ movement

4.5 Ramponkar Movement

#### **Basic readings:**

Alvares, Claude.1999. Fish,Curry and Rice.GoaFoundation:Goa

Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press: Mapusa

De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.

Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press: Mapusa

Rao, M.S.A.: *Social movements and social transformation*. New Delhi: Manohar, 1978. Shah, Ghanshyam: *Social movements in India*. New Delhi: Sage, 1990.

#### **Additional readings:**

Jones, Keneth.1989. *Socio-religious reform movements in British India*. Hyderabad: Orient Longman

Omvedt, Gail.1994.*Dalits and the democratic revolution*. New Delhi: Sage

Oommen, T.K.1990. *Protest and change*. New Delhi: Sage

Touraine, Alain.2004'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

**Paper Title:****SOCIOLOGY OF RELIGION**

Paper Code: **SOC-1.C-4**

Marks: 100

Credits: 4

**Course Objective:** Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. The objectives of this course are

1. To introduce the students to the subfield of sociology of religion.
2. To analyze the basic concepts and key interpretations of religion,
3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.
4. To analyze social change in relation to religion.

While the canvas of the paper is Global, it draws illustrations from Goa.

**Learning Outcomes.**

1. Students will be able to understand ‘religion’ and its functioning from a sociological perspective.
2. Students will be able to analyze the relationship between religion and society.
3. Students will be able to describe, understand and analyze the role of religion in social change.

**1. The scope of sociology of religion**

**10 hours**

1.1 Religion in Contemporary sociology and their cultural analysis

**2. Religion as a phenomena, definition and dimensions**

**15 hours**

2.1 Classical sociologist and their theories of religion

**3. Society and Religion**

**15 hours**

3.1 Religion is socially learned

3.2 Social life affecting religion

3.3 Religion affecting social life

#### **4.Religion and Culture**

**20 hours**

4.1 Popular Religiosity

4.2 New Religious Movements

4.3 Religion and Globalization

4.4 Secularization

#### **Essential Reading**

Repstad, Pal.2006. An Introduction to the Sociology of Religion. England:Ashgate publishing Ltd.

Zuckerman, Phil. 2003. Invitation to Sociology of Religion.Newyork: Routledge

#### **Additional Reading**

D'Souza, Leela:2005. *The sociology of religion: A historical review*. Jaipur: Rawat Publishers

Madan, T.N. 1992.(ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press,

Roberts, Keith A.1984: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

## **SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN SOCIOLOGY**

### **SEMESTER III**

#### **CORE PAPER**

**Paper Title: SOCIAL INSTITUTION IN INDIA**

Paper Code:

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objective**

1. To train the students to look at Indian society from the sociological perspective.
2. To make students understand the important structural aspects of Indian society.

**Learning Outcomes:** At the end of the course students will be able to

1. Analyze the process in the making of Indian society.
2. Define: Village, Caste, Marriage, Family, Kinship and Religion.
3. Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion.
4. Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

#### **Course Content:**

- |   |                 |
|---|-----------------|
| <b>1. Making of Indian Society</b>                                | <b>10 hours</b> |
| <b>2. Village and Caste</b>                                       | <b>20 hours</b> |
| 2.1: Concept  |                 |
| 2.2: Characteristics  |                 |
| 2.3: Types of Village community                                   |                 |
| 2.4: Caste Vs Jati  |                 |
| 2.5: Changes in Caste, Village and emergence of urban communities |                 |
| <b>3. Marriage, Family and Kinship</b>                            | <b>15 hours</b> |
| 3.1: Concept  |                 |
| 3.2: Characteristics/features                                     |                 |
| 3.3: Functions  |                 |
| 3.4: Types of Marriage, Family and Kinship                        |                 |

#### **4. Religion**

**15 hours**

- 4.1: Concept
- 4.2: Characteristics
- 4.3: Types
- 4.4: Functions

#### **Essential Reading.**

1. Ahuja, Ram: Indian social system, Jaipur, Rawat Publications, 1993.
2. Bottomore, T.: Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons, 1975.
3. Anthropology of Man: Indrani Basu.
4. Dube, S.C.: Indian Society: New Delhi: National Book Trust, 1990

#### **Additional Reading:**

1. Lannoy, Richard: The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press, 1997 (Reprint edition).
2. Singh, Yogendra: Modernization of Indian tradition. Jaipur: Rawat Publications, 1984.
3. Srinivas, M.N.: Social Change in Modern India, Delhi: Orient Longman, 1992.
4. Srinivas M.N.: Caste: Its Twentieth Century Avatar. New Delhi: Viking Penguin, 1996.

### **ELECTIVE PAPERS**

#### **1. Elective Paper Title: UNDERSTANDING GOA'S CULTURE**

Paper Code:

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objective:**

The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.

**Learning Outcomes:**At the end of the course students will be able to

1. Describe and explain the various aspects of Goan culture.
2. Sketch the developments in the evolution of Goa's culture.
3. Evaluate the social conditions and dimensions in the making of Goan's culture.
4. Analyze each facets of Goa's culture and judge its impact.

**Course Content:**

<b>1: Understanding Goa's Village-Caste and Religion</b>	<b>20 hours</b>
1.1: Origin of Goan village myth Vs fact.	
1.2: The Gany, the Gaonkari and Comunidade.	
1.3: Religions in Goa: A historical perspective.	
1.4: Religious practices and Religious syncretism.	
1.5: Caste in Goa: Origins, continuity and change.	
1.6: Caste and Occupations in Goa	
1.7: The changing village.	
<b>2: Understanding the language of Goa</b>	<b>10 hours</b>
2.1: History of language.	
2.2: Usage and changes.	
2.3: Language movement.	
2.4: Politicization of language.	
2.5: Language and Education.	
<b>3: Understanding the Cuisines of Goa</b>	<b>15 hours</b>
3.1: The Sociology of food.	
3.2: Portuguese influences in food.	
3.3: Religious differences in cuisines.	
3.4: Goan food its preparation (Sociological perspective)	
<b>4: Dances, festivals and attire of Goa</b>	<b>15 hours</b>
4.1: Types of Dances in Goa and its performance.	
4.2: Types of festivals and its social significance.	
4.3: Types of clothing in Goa and its social significance (Durkheimian Perspective)	



**Essential Reading.**

1. Dantes,N...: The Transforming of Goa. Mapusa:Other India Press, 1999.
2. Rodricks,Wendell.ModaGoa.HarperColins:India, 2012.
3. Da Cunha, Gerson.: The Konkani Language and Literature. New Delhi: Asian Educational Service, 1991.
4. Newman, R.S.:Of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press, 2001.
5. Da Costa Rodrigues, Maria. Feasts, Festivals and Observances of Goa.L& L Publications, 2004.
6. Da Silva Gracias,Fátima:Cozinha de Goa: History and Tradition of Goan Food. Goa:Mapusa, 1556.

**Additional Reading:**

1. De Souza,Teotonio.: Goa To Me. New Delhi: Concept Publishing Co: 1994.
2. Gomes, Olivinho.: A Concise History of Goa. Panaji : Directorate of Art and Culture, 2010.
3. Alvares,C.: Fish,Curry and Rice. Goa: Goa Foundation, 1999.
4. Mennel, Stephen; et al. The Sociology of Food. New Delhi: Sage, 1992.

**2. Elective Paper Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS**

Credits: 04

Marks: 100

Hours: 60

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce students to research methods and differentiate between Qualitative and Quantitative methods.
2. To familiarize students with basic Qualitative Methods.
3. To provide students with a hands-on experience of using Qualitative methods.

**Learning Outcomes:** On the completion of this course students will be:

1. Able to understand the fundamentals of qualitative research.
2. Able to independently use Qualitative methods in order to undertake a research.
3. To raise the issue of ethics in Qualitative research.
4. To design a research proposal based on Qualitative methods.

## **Course Content**

### **1: Introduction** **10 hours**

- 1.1 Introduction to qualitative research.
- 1.2 Understanding qualitative methods.
- 1.3 Qualitative research ethics.

### **2: Qualitative Interviews** **10 hours**

- 2.1 Understanding interview guides, schedules, and interview questions.
- 2.2 Issues of language and power.
- 2.3 Design an interview schedule.
- 2.4 Interviewing Skills.

### **3: Case Study** **10 hours**

- 3.1 What is a case?
- 3.2 Value of Case study research.
- 3.3 Problems of Case study?
- 3.4 How to do case study?

### **4: Ethnography and Participant Observation.** **20 hours**

- 4.1 Entering the field and doing Observation.
- 4.2 Negotiating Insider/Outsider concerns.
- 4.3 Technicalities of Field based observation.

### **5: Designing a Research Proposal** **10 hours**

#### **Essential Reading.**

1. Curtis, B. and Cate Curtis, Social Research: A practical Introduction, Sage Publication, New Delhi. 2011.
2. Sharma, B.A. V. Et al., Research Methods in Social Sciences, Sterling Publishers Private Limited, New Delhi. 1983.
3. Neuman, W.L., Social Research Methods: Qualitative and Quantitative Approaches, Sixth Edition, Dorling Kindersley (India) Pvt. Ltd. New Delhi, 2007.
4. Goode W.J. and Hatt P. K., Methods in Social Research, McGraw-Hill International book Company, New Delhi, 1983.

### **3. Elective Paper Title: INTRODUCTION TO NGO MANAGEMENT**

Credits: 04

Marks: 100

Hours: 60

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objectives:**

1. To introduce students about the Non – Government Organization and its structure.
2. To understand the Management of Projects individually and organizationally.
3. Students should be informed about the working areas of Non – Government organizations.
4. To acquire skills to participate in management and administrative process and programme delivery.

#### **Learning Outcomes:**

1. Understand the meaning and functioning of NGO.
2. Plan and manage simple projects at the individual and organizational level.
3. Demonstrate the steps in starting an NGO.
4. Appraise the various processes in the smooth functioning of an NGO.

#### **Course Content**

##### **1 – Introduction**

**16 hours**

Management Concepts: Definition, Principles of Management, Functions of Management, Management of interpersonal, inter-group and organizational theories, Significance of management for social work, Management for Non-Governmental Organizations, Development Concepts: Definition, Objectives, Developed, Underdeveloped and Developing, Indicators of Development, Social Development and Ngo's.

##### **2 - Non- Governmental Organization**

**16 hours**

History and concepts of NGO in India, NGO Movement in India, Role and Function of NGO's, Advocacy and Lobbying, NGO and Social Problems, Challenges to NGO's, Legislation related to NGO's in India: Indian Societies Registration Act 1860, Indian Trust Act 1950, Indian Companies Act 1948, Foreign Contribution of Regulation Act 1976.

### **3. - NGO Types**

**12 hours**

Voluntary Organization, Charity, Community based Organization, Faith Based Organization, Civil Society Organization, Right Based Organization, Relief providing organization.

### **4. - NGO Formation**

**16 hours**

Process of establishment of an NGO, Preparation of Bye Laws and Memorandum of Association, Factors in NGO Management: Visioning and envisioning as a Team, Capacity Building of Staff, Conducting Performance Appraisal, NGO culture and Social Work Ethics. Preparation of Agenda of Meeting, Fund Raising, Writing meeting Minutes, Proceedings of meeting, Passing Resolutions, Preparation of MOU, Ledgers, Registers, Vouchers, Receipts and payments, Audit Report, Structure of a Project Proposal, Preparation and Submission of Monthly, Half yearly and Yearly Reports.

### **Essential Reading**

1. Sarkar, Ashok.: NGOs and Globalization, Jaipur: Rawat Publication, 2008.
2. Dharmarajan, Shivani.: NGO as Prime movers, Kaniska Publication, New Delhi
3. Subedar, I.S., 2007, Field work Practice in Social Work
4. Bills and Margaret Harris: Voluntary Agencies: Challenges of Organization and Management (ed) .Macmillan, London, 2000.

### **Additional Reading**

1. Todaro, Michael.: Economic Development, 7<sup>th</sup> Edition, Pearson Education Ltd. 2000.
2. Desai, Vandana and Robert B. Potter (Ed).: The Companion of Development Studies
3. Kapila, Uma.: Understanding the Problems of India Economy, Academic Foundation, 2004.
4. Drez, Jean and Amartya Sen, India Development, Second edition, Oxford University Press, 1997.

**4. Elective Paper Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)**

Credits: 4

Marks 100

Duration 60 hour

**Course Objectives:**

1. Make students able to express their stories from a sociological perspective using the new media.
2. Make the students able to produce knowledge using technology.

**Learning outcomes:** Students will learn;

1. How to structure story.
2. Voice recording and editing.
3. Picture selection and basic editing.
4. Video filming and basic editing.
5. Use free ready to use software for merging sound and images.
6. To digitally narrate stories from Sociological perspective.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Contents**

<b>1.Globalisation and the role of media</b>	<b>10 hours</b>
<b>2.Digital Story Telling (using images only)</b>	<b>20 hours</b>
2.1: Structuring a story	
2.2: Editing pictures	
2.3: Voice recording	
2.4: Making of DST	
<b>3. Video Filming and Editing.</b>	<b>15 hours</b>
3.1 Structuring a story	
3.2 Video Recording	
3.3 Editing	
<b>4. Creating a documentary (final product)</b>	<b>15 hours</b>

**Essential Reading:**

1. Cohen, Dan. Roy Rosenzweig., *Digital History: A Guide to Gathering, Preserving and Presenting the past on the web*, University Of Pennsylvania Press, 2005.
2. Macionis John J. Ken Plummer., *Sociology: A Global Introduction*, England New York Pearson/Prentice Hall, Harlow, 2012.
3. Frazel, Midge. *Digital Storytelling: Guide for Educators*, International Society For Technology in Education, 2010.

**SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS IN SOCIOLOGY****CORE PAPER****SEMESTER IV**

**Paper Title: SOCIOLOGY OF EDUCATION**

Paper Code: **SOC-IV.C-6**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

To introduce students to the field of sociology of education in general and the issues relating to the education in Indian society.

**Learning outcomes:**

1. Understand the nature and scope of sociology of education.
2. Understand the objective of education.
3. Assess the evolution of formal education and issues.
4. Critically evaluate the issues arising in the contemporary system of education in India.

## **Course Content:**

### **1: Introduction to sociology of education**

**15hours**

- 1.1: Nature and scope of sociology of education
- 1.2: Sociology of education and educational sociology
- 1.3: Theoretical perspectives on education: Functionalist, Liberal and Marxian
- 1.4: Socialization and education
- 1.5: Formal, informal and non-formal education
- 1.6: Agencies of education

### **2: Social history of education in India**

**10hours**

Pre-colonial: Vedic, Buddhist and Muslim

- 2.1: Colonial: British
- 2.2: Post-independence developments
- 2.3: The new educational policy initiative

### **3: Social issues of education in India**

**20hours**

Higher education: unemployment of the educated and student unrest

- 3.2: Special problems of the education of SCs STs and women
- 3.3: Problem of medium of instruction

### **4: Education in India: Current Issues**

**15hours**

Education: Positive discrimination and reservation

- 4.2: Information technology and education
- 4.3: Globalization and education

## **Essential Reading:**

1. Chaube, S.P. and Akhilesh Chaube. 1981. Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
2. Chitnis, Suma and Philip G. Altbach (eds.). 1993. Higher Education Reform in India: Experience and Perspectives. New Delhi: Sage Publications.
3. Gore, M.S. and Suma Chitnis. 1990. Education and Modernization in India. Jaipur: Rawat Publications.
4. Jayaram, N. 1982. Sociology of Education in India. Jaipur: Rawat Publications.

5. Mathur, S.S. 1981. A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
6. Shukla, Sureshchandra and Krishna Kumar (eds.) 1990. Sociological Perspective in Education. Delhi: Chanakya Publications.

### **Additional Reading**

1. Chaube, S.P. and Akhilesh Chaube. 1999. Education in Ancient and Medieval India. New Delhi: Vikas Publishing House.
2. Shah, B.V. and K.B. Shah. 1998. Sociology of Education. New Delhi: Rawat Publications.
3. Haralambos, M. 1997. Sociology: Themes and Perspectives. Delhi: Oxford University Press,

### **Paper Title: TEACHING SOCIOLOGY: THEORY AND PRACTICE**

Paper Code: **SOC-IV.E-5**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Objectives:**

1. Gain insight into the general aims and specific objectives of teaching.
2. Acquire knowledge of various methods of teaching sociology and develop skills related to it.
3. Give practice in planning and the usage of teaching learning material.
4. Identify and utilize appropriate resources in teaching sociology.
5. Acquire evaluation skills.



**Learning outcomes:**

1. Demonstrate knowledge of teaching philosophies including critical pedagogy.
2. Demonstrate familiarity with addressing diversity in the classroom, particularly as it relates to teaching Sociology topics.
3. Describe and use multiple methods for teaching key sociological ideas.
4. Locate and use a variety of resources for teaching sociology.
5. Present materials necessary for applying for a teaching Sociology position.

**Course Content:****1: Understanding Learners, Learning and Learning Styles 10 hours****2: Approaches / Methods & Techniques of Teaching 10 hours**

Teacher – Centered Methods -Lecture, Lecture Cum Demonstration, Historical

Learner – Centered Methods- Project, Heuristic, Experimental, Activity, Problem Solving Methods, Group.

Techniques of Teaching, Supervisory Study, Source Method, Jurisprudential Enquiry, Dramatization, Role Play, Brain-Storming, Assignment and Quiz

**3: Planning 15 hours**

Course Plan: Meaning, Components, objective and Construction

Unit Plan : Meaning, Components, objective and Construction

Lesson Plan: Meaning, Components, objective and Construction

**4: Execution and Assessment (Practical) 15 hours**

Execution of the Lesson plan

Execution using multiple teaching-learning methods

Formative assessment: Types, objectives and construction

Summative assessment: Types, objectives and construction

**5: Evaluation 10 hours**

Evaluating the process of teaching and learning

Reflection

Student feedback

### **Essential Readings**

1. Heather, Fry. Ketteridge, Steve and Stephanie Marshal. 2009. A Handbook of Teaching and Learning in Higher Education. Routledge: NewYork.
2. Braun, Henry. Kanjee, Anil. Bettinger, Eric. and Michael Kremer. 2006. Improving Education, Through Assessment, Innovation and Evaluation. Cambridge: American Academy of Arts andScience.
3. Dummont, H. Instance, D. and Benavedes, F.2010.The Nature of Learning: Using Research to InspirePractice.OECD.

### **Additional Readings**

1. Wirth, K. Perkins, D. 2008. Learning toLearn
2. <http://www.macalester.edu/geology/wirth/CourseMaterials.html>
3. Kaur, B. 2012. Understanding Teaching and Learning: Classroom Research Revisited. Rotterdam: SensePublishers.

**Paper Title: CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS**

Paper Code: SOC-IV.E-6

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. Correlate the past history of Goa with the present.
2. Critically review the developments in Goa postliberation.
3. Evaluate the various issues and concerns of contemporary Goa.

**Learning Outcomes:**

1. Debate the developments in Goa postliberation.
2. Assess the various historical process in the birth of contemporary Goa.
3. Critically evaluate the various issues and concerns of contemporary Goa.
4. Propose plans in dealing with the issues.

**Course Content:**

- |   |                 |
|---|-----------------|
| <b>1: Reviewing Goa past and present</b>                          | <b>10 hours</b> |
| 1.1. Transformation of Goa.                                       |                 |
| 1.2. Goa: 50 years after Liberation.                              |                 |
| <b>2: Challenges to traditional occupations in Goa</b>            | <b>10 hours</b> |
| <b>3: Issues of Konkani Mai</b>                                   | <b>15 hours</b> |
| 3.1. Konkani Mai ascends the throne: The basis of Goan statehood. |                 |
| 3.2. Konkani a language at crossroads.                            |                 |
| 3.3. The issue of medium of instruction.                          |                 |
| <b>4: Civil society and Movements in contemporary times</b>       | <b>25 hours</b> |
| 4.1. Mining   |                 |
| 4.2. Tourism  |                 |

4.3. The dialectics of SEZ

4.4. The Regional plan: Reviewing RP 2011 and 2021

4.5. Migration

### **Essential Reading.**

1. Newman, Robert. 2001. *of Umbrellas, Goddesses and Dreams*. Mapusa: Other India Press.
2. Abreu, Savio. and Rudolf Heredia. 2011. *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishers.
3. Alvares, C. 1999. *Fish, Curry and Rice*. Goa: Goa Foundation.
4. Botelho, Afonso. 2011. *Language and Early Schooling in Goa*. Panaji: Government of Goa, Directorate of Official Language.
5. Mascarenhas-Keyes, Stella. 2011. *Colonialism, Migration and International Goan Community*. Mapusa: Goa 1556.
6. Trichur, Raghuram. 2013. *Refiguring Goa: From Trading Post to Tourism Destination*. Saligao: Goa 1556.

### **Additional Reading:**

1. De Souza, Teotonio. 1994. *Goa To Me*. New Delhi: Concept Publishing Co
2. Gomes, Olivinho. 2010. *A Concise History of Goa*. Panaji: Directorate of Art and Culture.
3. Dantes, Norman. 1999. *The Transforming of Goa*. Mapusa: Other India Press

**Paper Title: AN INTRODUCTION TO SOCIOLOGY IN INDIA**

Paper Code:

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

To familiarize students with the development and growth of sociology in India, as well as introduce them to some of the Pioneers of Indian Sociology.

**Learning outcomes:**

1. Understand the forces leading the development of Sociology in India
2. Understand the contributions of Indian pioneers.
3. Critically evaluate the present and the future of Indian Sociology.

**Course Content:**

**1: Forces driving the growth of Sociology in India 15 hours**

- 1.1. Anthropology and Sociology
- 1.2. Colonization and Sociology
- 1.3. Schools of Sociology in India

**2: Govind Sadashiv Ghurye 15 hours**

- 2.1. Biography
- 2.2. Caste and Race
- 2.3. The Aborigines

**3: Contributions of Pioneers of Indian Sociology 15 hours**

- 3.1. Radha Kamal Mukherjee: General Theory of Society
- 3.2. Dhurjati Prasad Mukherji: Modernity and Tradition
- 3.3. Dharendra Nath Majumdar: Tribal Studies

3.4. Kanaiyalal Motilal Kapadia: Marriage and Kinship

3.5. Mysore Narasimhachar Srinivas: Social Mobility in India

#### **4: Contemporary Sociology in India**

4.1. Recent Sociologists: Irawati Karve, Shyama Charan Dube, Akshay Ramanlal Dessai

4.2. Current Perspectives

#### **Essential Readings**

1. Dhanagare, D.N. 1993. Themes and perspectives in Indian Sociology. New Delhi: Rawat Publications.
2. Madan, T.N. 1995. Pathways: Approaches to the study of society in India. New Delhi: Oxford University Press.
3. Singh, Yogendra. 1986. Indian Sociology: Social conditioning and emerging trends. New Delhi: Vistaar.
4. Madan, T. N. 2011. Sociological Traditions: Methods and perspectives in the Sociology of India. New Delhi: Sage.
5. Mukherjee, Ramkrishna. 1979. Sociology of Indian sociology. New Delhi: Allied.

#### **Additional Reading**

1. Sociology in India: <http://mrunal.org/2013/06/download-sociology-ignou-ba-ma-no-registration-ncert-nios-topper-notes-last-34-years-question-papers-1979-2012.html#603>

**Paper Title: FAMILY, KINSHIP AND MARRIAGE IN INDIA**

Course Code: **SOC-IV.E-8**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:**

1. To acquaint the students with the different family, marriage and kinship system across India.
2. To have an in-depth idea of how family, marriage and kinshipwork.

**Course Outcome:**

1. Students will be able to understand the family, marriage and kinship system inIndia
2. Students will be able to analyze changing patterns in family, marriage and kinship system inIndia.

**Course Content**

**1: Meaningandconcepts**

**5hours**

- 1.1. Family: A globalperspective
- 1.2. Marriage around theworld
- 1.3. UnderstandingKinship

**2: TheKinshipSystem**

**15 hours**

- 2.1.Features and categories ofkinship
- 2.2. Linguistic structure and terminology ofKinship
- 2.3. Rules of Decent andLineage

**3:Family**

**15hours**

- 3.1 Forms/ Types offamily
- 3.2.Changing familypatterns
- 3.3. Factors affectingfamily

#### **4:Marriage**

**25hours**

4.1.Marriage and itsdissolution

4.2. Marriage and the changing attitudes in the 21<sup>st</sup> century

#### **Essential Reading.**

1. Ahuja, Ram. 1999. Society in India Concepts Theories and Recent Changes. New Delhi: RawatPublication.
2. Macionis, John. 2005. Sociology. New Jersey: Pearson PrenticeHall.
3. Ahuja, Ram. 1993. Indian Social System. New Delhi: RawatPublication.
4. Macionis, John. and Ken Plummer. 2008. Sociology: A Global Introduction. New Jersey: PrenticeHall.
5. Basu, Indrani. 2013. Antropology: An Introduction to Man. New Delhi: S. Chand Limited
6. Karve, Irawati. 1990. Kinship Organization in India. South AsiaBooks



# **SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**

## **SEMESTER V**

**Paper Title: CLASSICAL SOCIOLOGY**

**Paper Code: SOC-5.C-7**

**Marks: 100**

**Credits: 4**

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Objectives**

1. To introduce the students to the major ideas of Comte, Spencer, Durkheim, Marx and Weber.
2. To evaluate and analyze the contribution of each of the pioneers.
3. To relate the contribution of the pioneers to the social reality.

**Course Outcome:** At the end of this course students will be able to

1. Know the pioneers of sociology and understand their lives and contribution.
2. Compare, contrast, evaluate and analyze the contributions.
3. Apply and relate the contributions to the understanding of varied social reality.

### **Course Content**

#### **1. Auguste Comte and Herbert Spencer (The Founding fathers) 20 hours**

- 1.1 Static and dynamic sociology
- 1.2 The law of three stages
- 1.3 Positivism
- 1.4 Hierarchy of social sciences
- 1.5 The evolutionary doctrine
- 1.6 The organic analogy
- 1.7 The types of society

**2. Emile Durkheim and French sociology****10 hours**

- 2.1 Social facts: Concept and characteristics
- 2.2 The Division of Labour in Society: Mechanical and organic solidarity
- 2.3 Suicide
- 2.4 Religion

**3. Karl Marx****15 hours**

- 3.1 The Concept of Dialectics and Historical materialism
- 3.2 Class conflict
- 3.3 Alienation

**4. Max Weber****15 hours**

- 4.1 Social action: Concept and types
- 4.2 Verstehen and Ideal Types
- 4.3 Religion and Social Change
- 4.4 Types of Authority

**Basic References:**

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology ( 2 vols ). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
7. Zeitlin, I.M.: Ideology and the development of Sociological Theory, (3rd edition), New Delhi: Prentice-Hall of India, 1986.

**Paper Title: RURAL SOCIOLOGY**

Paper Code: **SOC-V.E-9**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline on rural dimensions in India.
2. To develop an understanding of the fundamental social reality, social processes and changes in development perspectives of rural communities.

**Course Outcomes:**

1. Students will be able to analyse the rural life and the problem rural societies face.
2. Students will be able to know the various programmes and critically evaluate and propose changes in the programmes in force to develop rural society.

**Course Content**

**1. Rural Sociology 10 hours**

- 1.1 Nature, scope, and significance
- 1.2 Indian rural society – its basic features.

**2. Village Social Structure 20 hours**

- 2.1 Family in rural India
- 2.2 Caste system and Jajmani relations
- 2.3 Rural elite and village panchayats
- 2.4 Relevance of Sanskritisation and Westernisation
- 2.5 Dominant castes

**3. Rural Economy** **20 hours**

- 3.1 Land tenure systems and land reforms: Critical evaluation
- 3.2 Rural Indebtedness
- 3.3 Village co-operatives
- 3.4 Green revolution

**4. Rural Goa** **10 hours**

- 4.1 Politics at grass root level
- 4.2 Contemporary village communities

**Basic References:**

1. Desai, A. R. Rural Sociology in India. Mumbai: Popular Prakashan, 1977.
2. Dhanagare, D.N. Peasant movements in India. New Delhi: OUP, 1988.
3. Doshi, S. L. Rural sociology. Jaipur: Rawat Publishers, 1999.
4. Mehta Sushila. A study of rural sociology in India, 1980.
5. Sharma, Rajendra Kumar. Rural Sociology. New Delhi: Atlantic Publisher, 2011
6. Singh, Katar. Rural Development Principles, Policies and Management. New Delhi: SAGE publication. 2009.
7. Sarathi De, Partha. Rural Sociology. New Delhi: Pearson. 2012.

**Paper Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I**

Paper Code: **SOC-V.E-10**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

**Course Outcomes:**

1. The students will acquire understanding on the concept of a social problem and its varied characteristics and approaches.
2. The students will understand and critically analyze the problems like population, poverty, delinquency, child abuse and unemployment and will be able to propose remedies.

**Course Content**

<b>1. Introduction</b>	<b>15 hours</b>
1.1 Meaning of a social problem	
1.2 Approaches to the study of social problems	
1.3 Theories of deviance	
<b>2. Population dynamics</b>	<b>15 hours</b>
2.1 India's population profile: Emerging trends	
2.2 Demographic trends in Goa	
2.3 Comparison between India and Goa	
<b>3. Poverty and unemployment</b>	<b>15 hours</b>
3.1 The problem of poverty: Extent, causes and remedies	
3.2 The problem of unemployment: Extent, causes and remedies	

#### **4. Delinquency and child abuse**

**15 hours**

- 4.1 Juvenile delinquency: Meaning, types, and causes
- 4.2 Child labour
- 4.3 Pedophilia with special reference to Goa
- 4.4 Legislation

#### **Basic References:**

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 2013.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
6. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
7. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
8. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.

#### **Paper Title: WOMEN AND SOCIETY IN INDIA**

Paper Code: **SOC-V.E-11**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objectives:**

1. To introduce the students to the field of women's studies and feminist perspectives to the status of women in contemporary Indian society.
2. To familiarize students with position of women through the ages.

**Course Outcomes:**

1. Students will understand the development of feminism and the varied feminist perspectives and its application in the social world.
2. Students will be able to define gender and empowerment and critically evaluate its construction and application.
3. Students will understand the status of women through the ages in India.

**Course Content****1. Introduction****20 hours**

- 1.1 Sex and gender
- 1.2 Social construction of gender
- 1.3 Women in the family: Socialisation and gender roles, Private/public dichotomy, Sexual division of labour

**2. Feminist theories****10 hours**

- 2.1 Liberal feminism
- 2.2 Radical feminism
- 2.3 Marxist feminism
- 2.4 Socialist feminism

**3. Women in Indian society: The changing profile****15 hours**

- 3.1 Vedic
- 3.2 Medieval
- 3.3 Colonial
- 3.4 Independent India

**4. Women's empowerment****15 hours**

- 4.1 Seventy fourth constitutional amendment and women's political empowerment
- 4.2 SHGs and empowerment
- 4.3 Legislation and empowerment of women

**Basic References:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Women's University, 1995.
2. Desai, Neera and Maitreyi Krishna Raj: Women and society in India. Bombay: Ajanta Publications, 1987.
3. Devendra, Kiran: Changing status of women in India. New Delhi: Vikas, 1994.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991
7. Pillai, JK: Women and Empowerment. New Delhi: Gyan Publishing House, 1995
8. Tapan, Neeta: Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publications; first edition, 2010
9. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
10. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications.2002

**Paper Title: INTRODUCTION TO SOCIAL WORK**

Paper Code: **SOC-V.E-12**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To update the students the increasing demand for social work.
2. To equip the students with the skills required to undertake social work.
3. To qualify the students for the careers demanding social work.



**Course Outcomes:**

1. The students will be able to know the history of social work.
2. The students will be able to know the ethics, methods and process of social work.

**Course Content**

<b>1. Introduction to Social Work</b>	<b>10 hours</b>
1.1 Evolution of Social Work in America	
1.2 Evolution of Social Work in Europe	
1.3 Evolution of Social Work in India	
<b>2. Social Work and Social Welfare services in India</b>	<b>15 hours</b>
2.1: Definition and Nature of Voluntary Action	
2.2: Area of Intervention and Implication of Voluntary Action	
2.3: Voluntary Service in India	
2.4: Government and Voluntary Action	
2.5: Trends in Social Welfare, Inequality and Participation	
<b>3: Social Work Ethics</b>	<b>15 hours</b>
3.1: Ethics – An Introduction,	
3.2: Need for Ethical Behaviour in Social Work	
3.3: Purpose of a Code of Ethics	
<b>4: Methods of Conducting Social Work Programmes</b>	<b>10 hours</b>
4.1: Approaches in Doing Social Work	
4.2: Managing of Social Work Programmes	
<b>5: Social Work in Goa: A case study</b>	<b>10 hours</b>

**Basic References:**

1. Charles H. Zastrow, Introduction to Social Work and Social Welfare: Empowering People, Cengage Learning, USA, 2010
2. David Howe, A Brief Introduction to Social Work Theory, Palgrave Macmillan, Norwich, 2009
3. O. William Farley, Scott W. Boyle, Larry Lorenzo Smith, Introduction to Social Work, Allyn& Bacon, 2011

**SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**  
**SEMESTER VI**

**Paper Title: INTRODUCTION TO SCHOOLS OF SOCIOLOGICAL THEORY**

Paper Code: **SOC-5.C-8**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester**

**Course Objectives**

1. To introduce the students with the major schools of sociological theory.
2. To acquaint the students with the fundamental theories of Sociology.

**Course Outcomes:**

1. The students will be able to understand and analyze the theories.
2. The students will be able to apply the theories to social situations in the society.

**Course Content**

- |  |                     |
|--|---------------------|
| <b>1. Introduction to Sociological theory and functionalism</b>  | <b>20 hours</b>     |
| <div style="margin-left: 40px;">1.1. Understanding sociological theory</div> <div style="margin-left: 40px;">1.2. Functionalism: Brief history, meaning and features</div> <div style="margin-left: 40px;">1.3. Early functionalist and their contributions</div> <div style="margin-left: 40px;">1.4. Robert King Merton</div> <div style="margin-left: 40px;">1.5. Talcott Parsons</div> |                     |
| <br><b>2. Conflict Theory</b>  | <br><b>15 hours</b> |
| <div style="margin-left: 40px;">2.1. Conflict Theory: Brief history, meaning and features</div>  |                     |

2.2. Ralph Dahrendorf

2.3. Lewis Coser

### **3. Symbolic Interactionism**

**15 hours**

3.1: Brief history, meaning and features

3.3: George Herbert Mead

3.4: Charles Horton Cooley

### **4. Exchange Theory**

**10 hours**

4.1: Brief history, meaning and features

4.2: George Homas

4.3: Peter Blau

### **Basic References:**

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology ( 2 vols ). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Haralambos, M.: Sociology: Themes and Perspectives,
7. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
8. Wallace, Ruth A; Wolf, Alison: Contemporary Sociological Theory. United states, Prentice Hall. 1980.

**Paper Title: URBAN SOCIOLOGY**

Paper Code: SOC-VI.E-13

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester**

**Course Objectives**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline of urban dimensions in India.
2. To develop an understanding of the fundamental social reality, social processes and changes in the development perspectives of urban communities.

**Course Outcomes:**

1. Student will be able to trace the history of urbanization in India.
2. Students will be able to understand and evaluate the problems of crimes, pollution and urban planning and propose remedies.

**Course Content**

- |   |                     |
|---|---------------------|
| <b>1. Urban Sociology</b>                                       | <b>15 hours</b>     |
| 1.1 Nature, scope and significance                              |                     |
| 1.2 Urbanization  |                     |
| 1.3 Urbanism as a way of life                                   |                     |
| 1.4 Rural-urban continuum                                       |                     |
| <br><b>2. City: A historical perspective</b>                    | <br><b>15 hours</b> |
| 2.1 pre-historical, early historical and medieval cities        |                     |
| 2.2 Urbanization in British & post-independence period in India |                     |

### **3. Theories of urban growth**

**10 hours**

- 3.1 Concentric zone theory
- 3.2 Sector theory
- 3.3 Multiple nuclei Theory.

### **4. Urban problems and Urban Planning in India**

**10 hours**

- 4.1 Crime
- 4.2 Urban environmental problems: Pollution, waste disposal, Housing, and slums
- 4.3 Urban planning in India

### **5. Urbanism in Goa**

**10 hours**

#### **Basic References:**

1. Bose, Ashish. India's urbanization. New Delhi: Tata Mc Graw Hill, 1978.
2. Ramchandran, R. Urbanization and urban systems in India. New Delhi: OUP, 1989.
3. Rao, M.S.A. Urban sociology in India. New Delhi: Orient Longman, 1974.
4. Rao, M. Prathap, Urban planning Theory and Practice. New Delhi, CBS Publishers & Distributors. 2001.
5. Aggarwal, S.K.; Nath, V. Urbanisation Urban Development and Metropolitan Cities in India. New Delhi. 2007.

**Paper Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA – II**

Paper Code: SOC-VI.E-14

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives**

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

**Course Outcomes:**

1. The students will gain an understanding into the social problems in India.
2. The students will be able to analyze the problems specific to India from a sociological perspective.

**Course Content**

- |  |                     |
|--|---------------------|
| <b>1. Substance abuse</b>                            | <b>15 hours</b>     |
| 1.1 Alcoholism                                       |                     |
| 1.2 Alcoholism in Goa                                |                     |
| 1.3 Drug Abuse                                       |                     |
| 1.4 Drug Abuse in Goa                                |                     |
| <br><b>2. Problem of AIDS</b>                        | <br><b>10 hours</b> |
| 2.1 AIDS in Goa                                      |                     |
| <br><b>3. Problems of specific social categories</b> | <br><b>20 hours</b> |
| 3.1 SCs, STs and OBCs                                |                     |
| 3.2 Gender discrimination                            |                     |
| 3.3 Transgender                                      |                     |
| 3.4 People with special needs                        |                     |

#### **4. Current challenges**

**15 hours**

- 4.1 Corruption
- 4.2 Communalism
- 4.3 Terrorism
- 4.4 Human Rights

#### **Basic References:**

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 1997.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
5. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
6. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
7. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.
8. Fernandes, Auriliano. Assessing Urban Governance, Goa Citizen Report Card on Public Service. Panjim, CIVITAS & Broadway Book Centre. 2010.

**Paper Title: CONTEMPORARY ISSUES OF WOMEN IN INDIA**

Paper Code: **SOC-VI.E-15**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objectives**

1. To sensitize the students to the various issues and problems of women in India.
2. To know the evolution and challenges faced by women's movement

3. To answer some of the vital questions that arise in the wake of deliberate attempts to improve the living conditions of women both by the governmental and non-governmental agencies.

**Course Outcomes:**

1. The students will be aware of the various problems faced by the women in India.
2. Students will understand and evaluate the emergence and challenges of women's movement.
3. The students will be able to know about the various agencies helping and supporting women in distress.

**Course Content**

**1 Social institutions and gender 15 hours**

- 1.1 Economy and women: Marginalization of women and multiple role management of working women.
- 1.2 Marriage and single women
- 1.3 Law and women: Personal laws, Civil Code in Goa

**2. Violence against women 15 hours**

- 2.1 Dowry system and bride burning
- 2.2 Rape and its consequences
- 2.3 Sex determination and sex pre-selection tests
- 2.4 Women in prostitution
- 2.5 Domestic violence

**3. Issues affecting women's image and quality of life 15 hours**

- 3.1 Portrayal of women in mass media
- 3.2 Education
- 3.3 Health
- 3.4 Tourism and women in Goa



#### **4. Action for Change**

**15 hours**

- 4.1 Government schemes
- 4.2 Women's movement in India
- 4.3 Emergence of new women's groups
- 4.4 Challenges before women today

#### **Basic Readings:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Womens University, 1995.
2. Desai, Neera and Thakkar, Usha: Women in Indian Society. New Delhi: National Book Trust, India, 2001.
3. Da Silva Gracias, Fatima. Kaleidoscope of Women in Goa. New Delhi, Consept Publishers. 1996.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991 Sociology
7. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
8. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications. 2002
9. Omvedt, Gail: Violence against women: New Movements and New theories in India. New Delhi: Kali for women. 1995

**Paper Title: MIGRATION AND SOCIETY IN GOA**

Paper Code: SOC-VI.E-16

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce the students to the sociological phenomena of international migration in Goa.
2. To know the evolution of international migration in Goa.
3. To help students analyze the process of change in the varied aspects inaugurated due to international migration.
4. To present the experience of Goan diaspora in selected host nations.

**Course Outcomes:**

1. Students will be able to understand and analyze the emergence of the sociological phenomena of international migration.
2. Students would be able to discuss debate and critically evaluate the changes resulting from international migration in the Goan society.
3. Students will be able to understand the experience of Goan diaspora.

**Course Content**

**1. Migration and Diaspora**

**15 hours**

- 1.1: Migration: Concept and varied dimensions
- 1.2: Diaspora: Meaning and evolution of the concept
- 1.3: The Indian Diaspora
- 1.4: The Goan Diaspora

## **2. Migration and its causes**

**15 hours**

2.1: Stages of migration in Goa

2.2: Social causes of migration

2.3: Economic causes of migration

2.4: Political causes of migration

## **3. Goa as a sending society: Socio-economic dynamics**

**15 hours**

3.1: International migration and cultural impact

3.2: International migration and social impact

3.3: International migration and economic impact

## **4. The Goan Diaspora**

**15 hours**

### **Basic Readings:**

1. Carvalho, Selma.: Into the Diaspora Wilderness- Goa's untold migration stories from the British Empire to the New World. Panjim, Goa: Broadway Publishing, 2010.
2. Clarke, Colin; Ceri Peach and Steven Vertovec (eds.): South Asians overseas. Cambridge: Cambridge University Press, 1990.
3. Jain, Ravindra K: Indian communities abroad: Themes and literature. New Delhi: Manohar, 1993.
4. Kurian, George and Ram P. Srivastava (eds.): Overseas Indians: A study in adaptation. New Delhi: Vikas Publishing House, 1983.
5. Rao, M.S.A. (ed.): Studies in migration: Internal and international migration in India. Delhi: Manohar Publications, 1986.
6. Sociological bulletin, 38 (1), Special issue on Indians abroad, edited by S.L. Sharma. 1989.
7. Vaz, Yvonne Ezdani: Songs of the Survivors. Saligao, Goa: Goa 1556, 2007.
8. Mascarenhas-Keyes, Stella. Colonialism, International Migration and the Catholic Goan Community. Saligao, Goa: Goa 1556, 2011.
9. Kurzon, Dennis. Where East Looks West. New York, Multilingual Matters, Ltd. 2003.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF SOCIOLOGY**

**COURSE STRUCTURE**

**THREE YEARS B.A. DEGREE COURSE IN SOCIOLOGY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	<b>SOC-I.C-1</b>  Introducing Sociology	<b>SOC-I.C-2</b>  Social Change and Processes in India	-	-	-	-
II	<b>SOC-II.C-3</b>  Social Movements in India	<b>SOC-II.C-4</b>  Sociology of Religion	-	-	-	-
III	<b>SOC-III.C-5</b>  Social Institution in India	-	<b>SOC-III.E-1</b>  Understanding Goa's culture	<b>SOC-III.E-2</b>  Introduction to Qualitative Research Methods	<b>SOC-III.E-3</b>  Introduction to NGO Management-1	<b>SOC-III.E-4</b>  Globalization and New Media (Digital Story Telling)
IV	<b>SOC-IV.C-6</b>  Sociology of Education	-	<b>SOC-IV.E-5</b>  Teaching sociology: Theory and Practice	<b>SOC-IV.E-6</b>  Contemporary Goan Society: Issues and Concerns	<b>SOC-IV.E-7</b>  An Introduction to Sociology in India	<b>SOC-IV.E-8</b>  Family, Marriage and Kinship in India
V	<b>SOC-V.C-7</b>  Classical Sociology	-	<b>SOC-V.E-9</b>  Rural sociology	<b>SOC-V.E-10</b>  Social concerns in Contemporary India-1	<b>SOC-V.E-11</b>  Women and Society in India	<b>SOC-V.E-12</b>  Introduction to Social Work
VI	<b>SOC-VI.C-8</b>  Introduction of Schools of Sociological Theory	-	<b>SOC-VI.E-13</b>  Urban sociology	<b>SOC-VI.E-14</b>  Social Concerns in Contemporary India-2	<b>SOC-VI.E-15</b>  Contemporary Issues of Women in India	<b>SOC-VI.E-16</b>  Migration and Society in Goa

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**APPROVED SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS IN SOCIOLOGY**

**SEMESTER I**

**Course Title: INTRODUCING SOCIOLOGY**

**Course Code: SOC-I.C-1**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objective:**

1. To acquaint the students to the sociological perspective
2. To strengthen the fundamentals of sociology

**Learning Outcomes:** At the end of this course students will be able to

1. Students will be able understand the emergence of sociology as a science.
2. Understand the various aspects of society from a sociological perspective.
3. Students will be able to define, compare and contrast, explain and apply the various concepts in sociology to one's day to day life by observation and reflective exercises.

**Course Content**

**1. Introduction**

**20 hours**

- 1.1 Idea of science
- 1.2 Emergence of Sociology
- 1.3 Understanding Sociology and its perspectives

**2. Sociological Practice and its relevance**

**10 hours**

- 2.1 Applied sociology
- 2.2 Roles/careers in sociology

### **3. Organizing social life**

**10 hours**

3.1 Nation

3.2 Society

3.3 Culture

### **4. Creation of Social beings**

**20 hours**

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

#### **Essential Reading:**

1. Haralambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
2. Rao, C.N. Shankara. 2011. Sociology. New Delhi: S. Chand

#### **Additional Reading:**

1. Inkeless, Alex. 1987. What is sociology? New Delhi: Prentice Hall of India,
2. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India
3. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers
4. Schaefer, Richard T. and Robert P. Lamm .1999. Sociology. New Delhi: Tata-McGraw Hill

**Course Title: SOCIAL CHANGE AND PROCESSES IN INDIA**

Course Code: **SOC –II.C-2**

Marks: 100

Credits: 4

Duration: 60 hours

**Course Objective:** This paper is intended

- (1) To train the students to look at Indian society from the sociological perspective,
- (2) To familiarize students with factors/processes of change in Indian society, and
- (3) To make students understand the changing aspects of Indian society.

**Learning Outcome:** Students will be able

1. To understand, define, and differentiate the various concepts associated with social change.
2. To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society

**Course Content**

**1. Social Change: Basic Concepts** **20 hours**

- 1.1 Evolution
- 1.2 Progress
- 1.3 Revolution
- 1.4 Social change

**2. Revolutions as social movements** **10 hours**

- 2.1 The French Revolution
- 2.2 The Russian Revolution

**3. Factors/Processes of Change in India** **20 hours**

- 3.1 Sanskritisation
- 3.2 Westernisation and modernization
- 3.3 Industrialisation and urbanization

#### **4. Social Change in Goa since liberation**

**10 hours**

- 4.1 Gaonkari System
- 4.2. Transportation
- 4.3. Education
- 4.4 Tourism
- 4.5 The Big Families and Mining
- 4.6. Cultural Change

#### **Essential readings:**

1. Ahuja, Ram.1993. Indian social system, Jaipur, Rawat Publications
2. Bottomore, T.1975. Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,
3. Dube, S.C. 1990.Indian Society: New Delhi: National Book Trust
4. Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press:Mapusa
5. De Souza, Teotonio. 1994. Goa To Me. Concept Publishing Co: New Delhi.
6. Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press:Mapusa

#### **Additional Readings:**

1. Lannoy, Richard.1997. The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press
2. Singh, Yogendra.1994.Modernization of Indian tradition. Jaipur: Rawat Publications
3. Srinivas, M.N.1992.Social change in modern India, Delhi: Orient Longman
4. Srinivas M.N.1996.Caste: Its twentieth century avatar. New Delhi: Viking Penguin



## SEMESTER II

**Course Title: SOCIAL MOVEMENTS IN INDIA**

**Course Code: SOC-II.C-3**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objectives:** This course aims at

1. Familiarizing students with the phenomenon of social movements.
2. It attempts to present a balanced perspective on social change by taking into consideration the processual dimensions of social reality with special reference to India.

**Learning Outcomes:** Students will be able to

1. Define and elaborate the Idea of social movement
2. Understand the structure of social movement and apply it in the analyses of various social movements
3. Understand, the nature, causes and outcomes of various social movements in India

### **Course Content**

#### **1. Perspectives on social movements**

**10 hours**

1.1 Social movement: Definition, characteristics and types

1.2 Structure of a social movement

#### **2. Collective action and state response**

**30 hours**

2.1 Peasant movements: Nature, Causes and Types

2.2 Student and youth movements: Nature, Causes and Types

2.3 Tribal movements: Nature, Causes and Types

2.4 Dalit movement: Nature, Causes and Types

2.5 Women Movement: Nature, Causes and Types

### **3. New social movement**

**10 hours**

3.1 General characteristics

3.2 Environmental Movements (Narmada Bachao Andolan, Chipko Movement and Salient Valley movement)

### **4. Social Movements in Goa**

**10 hours**

4.1 Progressive student's movements

4.2 Anti-Meta Strips Movement

4.3 Anti-SEZ movement

4.4 Ramponkar Movement

#### **Essentials readings:**

1. Alvares, Claude.1999. Fish,Curry and Rice.Goa Foundation:Goa
2. Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press: Mapusa
3. De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.
4. Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press: Mapusa
5. Rao, M.S.A.: *Social movements and social transformation*. New Delhi: Manohar, 1978.  
Shah, Ghanshyam: *Social movements in India*. New Delhi: Sage, 1990.

#### **Additional readings:**

1. Jones, Keneth.1989. *Socio-religious reform movements in British India*. Hyderabad: Orient Longman
2. Omvedt, Gail.1994.*Dalits and the democratic revolution*. New Delhi: Sage
3. Oommen, T.K.1990. *Protest and change*. New Delhi: Sage
4. Touraine, Alain.2004'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

**Course Title: SOCIOLOGY OF RELIGION**

**Course Code: SOC-1.C-4**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course Objective:** Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. The objectives of this course are

1. To introduce the students to the field of sociology of religion.
2. To analyze the basic concepts and key interpretations of religion,
3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.
4. To analyze social change in relation to religion.

While the canvas of the paper is Global, it draws illustrations from Goa.

**Learning Outcomes.**

1. Students will be able to understand 'religion' and its functioning from a sociological perspective.
2. Students will be able to analyze the relationship between religion and society.
3. Students will be able to describe, understand and analyze the role of religion in social change.

**Course Content**

**1. The scope of sociology of religion**

**10 hours**

- 1.1 Religion in Contemporary sociology and their cultural analysis
- 1.2 Jurgen Habermas: The place of religion in rational dialogue
- 1.3 Peter L. Berger and Thomas Luckmann: Religion as a social construction
- 1.4 Erving Goffman: Everyday life as drama and rituals.

**2. Religion as a phenomena, definition and dimensions** **15 hours**

2.1 Classical sociologist and their theories of religion

**3. Society and Religion** **15 hours**

3.1 Religion is socially learned

3.2 Social life affecting religion

3.3 Religion affecting social life

**4. Religion and Culture** **20 hours**

4.1 Popular Religiosity

4.2 New Religious Movements

4.3 Religion and Globalization

4.4 Secularization

**Essential Reading**

1. Repstad, Pal.2006. An Introduction to the Sociology of Religion. England:Ashgate publishing Ltd.
2. Zuckerman, Phil. 2003. Invitation to Sociology of Religion. Newyork: Routledge

**Additional Reading**

1. D'Souza, Leela: 2005. *The sociology of religion: A historical review*. Jaipur: Rawat Publishers
2. Madan, T.N. 1992. (ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press,
3. Roberts, Keith A.1984: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)  
DEPARTMENT OF SOCIOLOGY  
COURSE STRUCTURE  
THREE YEARS B.A. DEGREE COURSE IN SOCIOLOGY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>			
I	<b>SOC-I.C-1</b> Introducing Sociology	<b>SOC-I.C-2</b> Social Change and Processes	-	-	-	-
II	<b>SOC-II.C-3</b> Social Movements in India	<b>SOC-II.C-4</b> Sociology of Religion	-	-	-	-
III	<b>SOC-III.C-5</b> Social Institution in India	-	<b>SOC-III.E-1</b> Understanding Goa's culture	<b>SOC-III.E-2</b> Introduction to Qualitative Research Methods	<b>SOC-III.E-3</b> Introduction to NGO Management-1	<b>SOC-III.E-4</b> Globalization and New Media (Digital Story Telling)
IV	<b>SOC-IV.C-6</b> Sociology of Education	-	<b>SOC-IV.E-5</b> Teaching sociology: Theory and Practice	<b>SOC-IV.E-6</b> Contemporary Goan Society: Issues and Concerns	<b>SOC-IV.E-7</b> An Introduction to Sociology in India	<b>SOC-IV.E-8</b> Family, Marriage and Kinship in India
V	<b>SOC-V.C-7</b> Classical Sociology	-	<b>SOC-V.E-9</b> Rural sociology	<b>SOC-V.E-10</b> Social concerns in Contemporary India-1	<b>SOC-V.E-11</b> Women and Society in India	<b>SOC-V.E-12</b> Introduction to Social Work
VI	<b>SOC-VI.C-8</b> Introduction of Schools of Sociological Theory	-	<b>SOC-VI.E-13</b> Urban sociology	<b>SOC-VI.E-14</b> Social Concerns in Contemporary India-2	<b>SOC-VI.E-15</b> Contemporary Issues of Women in India	<b>SOC-VI.E-16</b> Migration and Society in Goa

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**APPROVED SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS IN SOCIOLOGY**

**SEMESTER I**

**Paper Title: FUNDAMENTAL'S OF SOCIOLOGY**

**Paper Code: SOC-I.C-1**

**Marks: 100**

**Credits: 4**

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:**

1. To acquaint the students to the sociological perspective
2. To strengthen the fundamentals of sociology

**Learning Outcomes:** At the end of this course students will be able to

1. Students will be able understand the emergence of sociology as a science.
2. Understand the various aspects of society from a sociological perspective.
3. Students will be able to define, compare and contrast, explain and apply the various concepts in sociology to one's day to day life.

**Course Content**

**1. Introduction**

**20 hours**

- 1.1 Idea of science
- 1.2 Division of social sciences
- 1.3 Emergence of Sociology
- 1.4 Understanding Sociology and its perspectives

**2. Uses/relevance of sociology** **10 hours**

2.1 Applied sociology

2.2 Roles/careers in sociology

**3. Organizing social life** **10 hours**

3.1 Society

3.2 Culture

**4. Creation of Social beings** **20 hours**

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

**Essential Reading.**

Haralambos, M. 1998.Sociology: Themes and perspectives. New Delhi: Oxford University Press,

Rao, C.N.Shankara.2011. Sociology.New Delhi:S.Chand

**Additional Reading:**

Inkeless, Alex.1987.What is sociology? New Delhi: Prentice Hall of India,

Jayaram, N. 1988.Introductory sociology. Madras: Macmillan India

Johnson, Harry M. 1995.Sociology: A systematic introduction. New Delhi: Allied Publishers

Schaefer, Richard T. and Robert P. Lamm .1999.Sociology. New Delhi: Tata-McGraw Hill

**Paper Title: SOCIAL CHANGE AND PROCESSES**

Paper Code: **SOC –II.C-2**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:** This paper is intended

- (1) To train the students to look at Indian society from the sociological perspective,
- (2) To familiarize students with factors/processes of change in Indian society, and
- (3) To make students understand the changing aspects of Indian society.

**Learning Outcome:** Students will be able

1. To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society
2. Understand, define, differentiate the various concepts associated with social change

### **Course Content**

#### **1. Social Change: Basic Concepts**

**20 hours**

- 1.1 Evolution
- 1.2 Progress
- 1.3 Revolution
- 1.4 Social change.

#### **2. Revolutions as social movements**

**10 hours**

- 2.1 The French Revolution
- 2.2 The Russian Revolution

#### **3. Factors/Processes of Change in India**

**20 hours**

- 3.1 Sanskritisation
- 3.2 Westernisation and modernization



### 3.3 Industrialisation and urbanization

## **4. Social Change in Goa since liberation**

**10 hours**

4.1 Gaonkari System

4.2. Transportation

4.3. Education

4.4 Tourism

4.5 The Big Families and Mining

4.6. Cultural Change

### **Essential readings:**

Ahuja, Ram.1993. Indian social system, Jaipur, Rawat Publications

Bottomore, T.1975. Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,

Dube, S.C. 1990.Indian Society: New Delhi: National Book Trust

Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press:Mapusa

De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.

Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press:Mapusa

### **Additional Readings**

Lannoy, Richard.1997. The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press

Singh, Yogendra.1994.Modernization of Indian tradition. Jaipur: Rawat Publications

Srinivas, M.N.1992.Social change in modern India, Delhi: Orient Longman

Srinivas M.N.1996.Caste: Its twentieth century avatar. New Delhi: Viking Penguin

## SEMESTER II

**Paper Title: SOCIAL MOVEMENTS IN INDIA**

Paper Code: **SOC-II.C-3**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:** This course aims at

1. Familiarizing students with the phenomenon of social movements.
2. It attempts to present a balanced perspective on social change by taking into consideration the processual dimensions of social reality with special reference to India.

**Learning Outcomes:** Students will be able to

1. Define and elaborate the Idea of social movement
2. Understand the structure of social movement and apply it in the analyses of various social movements
3. Understand, the nature, causes and outcomes of various social movements in India

### **Course Content**

**1. Perspectives on social movements** **10 hours**

1.1 Social movement: Definition, characteristics and types

1.2 Structure of a social movement

**2. Collective action and state response** **30 hours**

2.1 Peasant movements

2.2 Student and youth movements

2.3 Tribal movements

2.4 Dalit movement

2.5 Women Movement

### **3. New social movement**

**10 hours**

3.1 General characteristics

3.2 Environmental Movements (Narmada Bachao Andolan, Chipko Movement and Salient Valley movement)

### **4. Social Movements in Goa**

**10 hours**

4.1 Progressive student's movements

4.2 Anti-Meta Strips Movement

4.3 Goa Bachao Andolan

4.4 Anti-SEZ movement

4.5 Ramponkar Movement

#### **Basic readings:**

Alvares, Claude.1999. Fish, Curry and Rice. Goa Foundation: Goa

Dantes, Norman.1999. The transforming of Goa. ed. Dantes. Other India Press: Mapusa

De Souza, Teotonio.1994. Goa To Me. Concept Publishing Co: New Delhi.

Newman, R.S.2001. Of umbrellas, goddesses and dreams. Other India Press: Mapusa

Rao, M.S.A.: *Social movements and social transformation*. New Delhi: Manohar, 1978. Shah, Ghanshyam: *Social movements in India*. New Delhi: Sage, 1990.

#### **Additional readings:**

Jones, Keneth.1989. *Socio-religious reform movements in British India*. Hyderabad: Orient Longman

Omvedt, Gail.1994. *Dalits and the democratic revolution*. New Delhi: Sage

Oommen, T.K.1990. *Protest and change*. New Delhi: Sage

Touraine, Alain.2004 'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

**Paper Title: SOCIOLOGY OF RELIGION**

Paper Code: **SOC-1.C-4**

Marks: 100

Credits: 4

**Course Objective:** Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. The objectives of this course are

1. To introduce the students to the subfield of sociology of religion.
2. To analyze the basic concepts and key interpretations of religion,
3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.
4. To analyze social change in relation to religion.

While the canvas of the paper is Global, it draws illustrations from Goa.

**Learning Outcomes.**

1. Students will be able to understand 'religion' and its functioning from a sociological perspective.
2. Students will be able to analyze the relationship between religion and society.
3. Students will be able to describe, understand and analyze the role of religion in social change.

**1. The scope of sociology of religion 10 hours**

- 1.1 Religion in Contemporary sociology and their cultural analysis

**2. Religion as a phenomena, definition and dimensions 15 hours**

- 2.1 Classical sociologist and their theories of religion

**3. Society and Religion 15 hours**

- 3.1 Religion is socially learned  
3.2 Social life affecting religion  
3.3 Religion affecting social life

#### **4. Religion and Culture**

**20 hours**

4.1 Popular Religiosity

4.2 New Religious Movements

4.3 Religion and Globalization

4.4 Secularization

#### **Essential Reading**

Repstad, Pal.2006. An Introduction to the Sociology of Religion. England:Ashgate publishing Ltd.

Zuckerman, Phil. 2003. Invitation to Sociology of Religion.Newyork: Routledge

#### **Additional Reading**

D'Souza, Leela:2005. *The sociology of religion: A historical review*. Jaipur: Rawat Publishers

Madan, T.N. 1992.(ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press,

Roberts, Keith A.1984: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

## **SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN SOCIOLOGY**

### **SEMESTER III**

#### **CORE PAPER**

**Paper Title: SOCIAL INSTITUTION IN INDIA**

Paper Code:

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objective**

1. To train the students to look at Indian society from the sociological perspective.
2. To make students understand the important structural aspects of Indian society.

**Learning Outcomes:** At the end of the course students will be able to

1. Analyze the process in the making of Indian society.
2. Define: Village, Caste, Marriage, Family, Kinship and Religion.
3. Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion.
4. Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

#### **Course Content:**

- |   |                 |
|---|-----------------|
| <b>1. Making of Indian Society</b>                                | <b>10 hours</b> |
| <b>2. Village and Caste</b>                                       | <b>20 hours</b> |
| 2.1: Concept  |                 |
| 2.2: Characteristics  |                 |
| 2.3: Types of Village community                                   |                 |
| 2.4: Caste Vs Jati  |                 |
| 2.5: Changes in Caste, Village and emergence of urban communities |                 |
| <b>3. Marriage, Family and Kinship</b>                            | <b>15 hours</b> |
| 3.1: Concept  |                 |
| 3.2: Characteristics/features                                     |                 |
| 3.3: Functions  |                 |
| 3.4: Types of Marriage, Family and Kinship                        |                 |

#### **4. Religion**

**15 hours**

- 4.1: Concept
- 4.2: Characteristics
- 4.3: Types
- 4.4: Functions

#### **Essential Reading.**

1. Ahuja, Ram: Indian social system, Jaipur, Rawat Publications, 1993.
2. Bottomore, T.: Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons, 1975.
3. Anthropology of Man: Indrani Basu.
4. Dube, S.C.: Indian Society: New Delhi: National Book Trust, 1990

#### **Additional Reading:**

1. Lannoy, Richard: The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press, 1997 (Reprint edition).
2. Singh, Yogendra: Modernization of Indian tradition. Jaipur: Rawat Publications, 1984.
3. Srinivas, M.N.: Social Change in Modern India, Delhi: Orient Longman, 1992.
4. Srinivas M.N.: Caste: Its Twentieth Century Avatar. New Delhi: Viking Penguin, 1996.

### **ELECTIVE PAPERS**

#### **1. Elective Paper Title: UNDERSTANDING GOA'S CULTURE**

Paper Code:

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objective:**

The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.

**Learning Outcomes:** At the end of the course students will be able to

1. Describe and explain the various aspects of Goan culture.
2. Sketch the developments in the evolution of Goa's culture.
3. Evaluate the social conditions and dimensions in the making of Goan's culture.
4. Analyze each facets of Goa's culture and judge its impact.

**Course Content:**

**1: Understanding Goa's Village-Caste and Religion** **20 hours**

- 1.1: Origin of Goan village myth Vs fact.
- 1.2: The Gany, the Gaonkari and Comunidade.
- 1.3: Religions in Goa: A historical perspective.
- 1.4: Religious practices and Religious syncretism.
- 1.5: Caste in Goa: Origins, continuity and change.
- 1.6: Caste and Occupations in Goa
- 1.7: The changing village.

**2: Understanding the language of Goa** **10 hours**

- 2.1: History of language.
- 2.2: Usage and changes.
- 2.3: Language movement.
- 2.4: Politicization of language.
- 2.5: Language and Education.

**3: Understanding the Cuisines of Goa** **15 hours**

- 3.1: The Sociology of food.
- 3.2: Portuguese influences in food.
- 3.3: Religious differences in cuisines.
- 3.4: Goan food its preparation (Sociological perspective)

**4: Dances, festivals and attire of Goa** **15 hours**

- 4.1: Types of Dances in Goa and its performance.
- 4.2: Types of festivals and its social significance.
- 4.3: Types of clothing in Goa and its social significance (Durkheimian Perspective)



**Essential Reading.**

1. Dantes,N...: The Transforming of Goa. Mapusa:Other India Press, 1999.
2. Rodricks,Wendell.Moda Goa.Harper Colins:India, 2012.
3. Da Cunha, Gerson.: The Konkani Language and Literature. New Delhi: Asian Educational Service, 1991.
4. Newman, R.S.:Of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press, 2001.
5. Da Costa Rodrigues, Maria. Feasts, Festivals and Observances of Goa.L & L Publications, 2004.
6. Da Silva Gracias, Fátima: Cozinha de Goa: History and Tradition of Goan Food. Goa:Mapusa, 1556.

**Additional Reading:**

1. De Souza,Teotonio.: Goa To Me. New Delhi: Concept Publishing Co: 1994.
2. Gomes, Olivinho.: A Concise History of Goa. Panaji : Directorate of Art and Culture, 2010.
3. Alvares,C.: Fish,Curry and Rice. Goa: Goa Foundation, 1999.
4. Mennel, Stephen; et al. The Sociology of Food. New Delhi: Sage, 1992.

**2. Elective Paper Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS**

Credits: 04

Marks: 100

Hours: 60

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce students to research methods and differentiate between Qualitative and Quantitative methods.
2. To familiarize students with basic Qualitative Methods.
3. To provide students with a hands-on experience of using Qualitative methods.

**Learning Outcomes:** On the completion of this course students will be:

1. Able to understand the fundamentals of qualitative research.
2. Able to independently use Qualitative methods in order to undertake a research.
3. To raise the issue of ethics in Qualitative research.
4. To design a research proposal based on Qualitative methods.

## **Course Content**

### **1: Introduction** **10 hours**

- 1.1 Introduction to qualitative research.
- 1.2 Understanding qualitative methods.
- 1.3 Qualitative research ethics.

### **2: Qualitative Interviews** **10 hours**

- 2.1 Understanding interview guides, schedules, and interview questions.
- 2.2 Issues of language and power.
- 2.3 Design an interview schedule.
- 2.4 Interviewing Skills.

### **3: Case Study** **10 hours**

- 3.1 What is a case?
- 3.2 Value of Case study research.
- 3.3 Problems of Case study?
- 3.4 How to do case study?

### **4: Ethnography and Participant Observation.** **20 hours**

- 4.1 Entering the field and doing Observation.
- 4.2 Negotiating Insider/Outsider concerns.
- 4.3 Technicalities of Field based observation.

### **5: Designing a Research Proposal** **10 hours**

#### **Essential Reading.**

1. Curtis, B. and Cate Curtis, Social Research: A practical Introduction, Sage Publication, New Delhi. 2011.
2. Sharma, B.A. V. Et al., Research Methods in Social Sciences, Sterling Publishers Private Limited, New Delhi. 1983.
3. Neuman, W.L., Social Research Methods: Qualitative and Quantitative Approaches, Sixth Edition, Dorling Kindersley (India) Pvt. Ltd. New Delhi, 2007.
4. Goode W.J. and Hatt P. K., Methods in Social Research, McGraw-Hill International book Company, New Delhi, 1983.

### **3. Elective Paper Title: INTRODUCTION TO NGO MANAGEMENT**

Credits: 04

Marks: 100

Hours: 60

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objectives:**

1. To introduce students about the Non – Government Organization and its structure.
2. To understand the Management of Projects individually and organizationally.
3. Students should be informed about the working areas of Non – Government organizations.
4. To acquire skills to participate in management and administrative process and programme delivery.

#### **Learning Outcomes:**

1. Understand the meaning and functioning of NGO.
2. Plan and manage simple projects at the individual and organizational level.
3. Demonstrate the steps in starting an NGO.
4. Appraise the various processes in the smooth functioning of an NGO.

#### **Course Content**

##### **1 – Introduction**

**16 hours**

Management Concepts: Definition, Principles of Management, Functions of Management, Management of interpersonal, inter-group and organizational theories, Significance of management for social work, Management for Non-Governmental Organizations, Development Concepts: Definition, Objectives, Developed, Underdeveloped and Developing, Indicators of Development, Social Development and Ngo's.

##### **2 - Non- Governmental Organization**

**16 hours**

History and concepts of NGO in India, NGO Movement in India, Role and Function of NGO's, Advocacy and Lobbying, NGO and Social Problems, Challenges to NGO's, Legislation related to NGO's in India: Indian Societies Registration Act 1860, Indian Trust Act 1950, Indian Companies Act 1948, Foreign Contribution of Regulation Act 1976.

### **3. - NGO Types**

**12 hours**

Voluntary Organization, Charity, Community based Organization, Faith Based Organization, Civil Society Organization, Right Based Organization, Relief providing organization.

### **4. - NGO Formation**

**16 hours**

Process of establishment of an NGO, Preparation of Bye Laws and Memorandum of Association, Factors in NGO Management: Visioning and envisioning as a Team, Capacity Building of Staff, Conducting Performance Appraisal, NGO culture and Social Work Ethics. Preparation of Agenda of Meeting, Fund Raising, Writing meeting Minutes, Proceedings of meeting, Passing Resolutions, Preparation of MOU, Ledgers, Registers, Vouchers, Receipts and payments, Audit Report, Structure of a Project Proposal, Preparation and Submission of Monthly, Half yearly and Yearly Reports.

### **Essential Reading**

1. Sarkar, Ashok.: NGOs and Globalization, Jaipur: Rawat Publication, 2008.
2. Dharmarajan, Shivani.: NGO as Prime movers, Kaniska Publication, New Delhi
3. Subedar, I.S.,2007, Field work Practice in Social Work
4. Bills and Margaret Harris: Voluntary Agencies: Challenges of Organization and Management (ed) .Macmillan, London, 2000.

### **Additional Reading**

1. Todaro, Michael.: Economic Development, 7<sup>th</sup> Edition, Pearson Education Ltd. 2000.
2. Desai, Vandana and Robert B. Potter (Ed).: The Companion of Development Studies
3. Kapila, Uma.: Understanding the Problems of India Economy, Academic Foundation, 2004.
4. Drez, Jean and Amartya Sen, India Development, Second edition, Oxford University Press, 1997.

**4. Elective Paper Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)**

Credits: 4

Marks 100

Duration 60 hour

**Course Objectives:**

1. Make students able to express their stories from a sociological perspective using the new media.
2. Make the students able to produce knowledge using technology.

**Learning outcomes:** Students will learn;

1. How to structure story.
2. Voice recording and editing.
3. Picture selection and basic editing.
4. Video filming and basic editing.
5. Use free ready to use software for merging sound and images.
6. To digitally narrate stories from Sociological perspective.

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Contents**

<b>1. Globalisation and the role of media</b>	<b>10 hours</b>
<b>2. Digital Story Telling (using images only)</b>	<b>20 hours</b>
2.1: Structuring a story	
2.2: Editing pictures	
2.3: Voice recording	
2.4: Making of DST	
<b>3. Video Filming and Editing.</b>	<b>15 hours</b>
3.1 Structuring a story	
3.2 Video Recording	
3.3 Editing	
<b>4. Creating a documentary (final product)</b>	<b>15 hours</b>

**Essential Reading:**

1. Cohen, Dan. Roy Rosenzweig., *Digital History: A Guide to Gathering, Preserving and Presenting the past on the web*, University Of Pennsylvania Press, 2005.
2. Macionis John J. Ken Plummer., *Sociology: A Global Introduction*, England New York Pearson/Prentice Hall, Harlow, 2012.
3. Frazel, Midge. *Digital Storytelling: Guide for Educators*, International Society For Technology in Education, 2010.

**SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS IN SOCIOLOGY****CORE PAPER****SEMESTER IV**

**Paper Title: SOCIOLOGY OF EDUCATION**

Paper Code: **SOC-IV.C-6**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

To introduce students to the field of sociology of education in general and the issues relating to the education in Indian society.

**Learning outcomes:**

1. Understand the nature and scope of sociology of education.
2. Understand the objective of education.
3. Assess the evolution of formal education and issues.
4. Critically evaluate the issues arising in the contemporary system of education in India.

## **Course Content:**

### **1: Introduction to sociology of education**

**15 hours**

- 1.1: Nature and scope of sociology of education
- 1.2: Sociology of education and educational sociology
- 1.3: Theoretical perspectives on education: Functionalist, Liberal and Marxian
- 1.4: Socialization and education
- 1.5: Formal, informal and non-formal education
- 1.6: Agencies of education

### **2: Social history of education in India**

**10 hours**

- 2.1: Pre-colonial: Vedic, Buddhist and Muslim
- 2.1: Colonial: British
- 2.2: Post-independence developments
- 2.3: The new educational policy initiative

### **3: Social issues of education in India**

**20 hours**

- 3.1: Higher education: unemployment of the educated and student unrest
- 3.2: Special problems of the education of SCs STs and women
- 3.3: Problem of medium of instruction

### **4: Education in India: Current Issues**

**15 hours**

- 4.1: Education: Positive discrimination and reservation
- 4.2: Information technology and education
- 4.3: Globalization and education

## **Essential Reading:**

1. Chaube, S.P. and Akhilesh Chaube. 1981. Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
2. Chitnis, Suma and Philip G. Altbach (eds.). 1993. Higher Education Reform in India: Experience and Perspectives. New Delhi: Sage Publications.
3. Gore, M.S. and Suma Chitnis. 1990. Education and Modernization in India. Jaipur: Rawat Publications.
4. Jayaram, N. 1982. Sociology of Education in India. Jaipur: Rawat Publications.

5. Mathur, S.S. 1981. A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
6. Shukla, Sureshchandra and Krishna Kumar (eds.) 1990. Sociological Perspective in Education. Delhi: Chanakya Publications.

**Additional Reading**

1. Chaube, S.P. and Akhilesh Chaube. 1999. Education in Ancient and Medieval India. New Delhi: Vikas Publishing House.
2. Shah, B.V. and K.B. Shah. 1998. Sociology of Education. New Delhi: Rawat Publications.
3. Haralambos, M. 1997. Sociology: Themes and Perspectives. Delhi: Oxford University Press,

**Paper Title: TEACHING SOCIOLOGY: THEORY AND PRACTICE**

Paper Code: **SOC-IV.E-5**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. Gain insight into the general aims and specific objectives of teaching.
2. Acquire knowledge of various methods of teaching sociology and develop skills related to it.
3. Give practice in planning and the usage of teaching learning material.
4. Identify and utilize appropriate resources in teaching sociology.
5. Acquire evaluation skills.



**Learning outcomes:**

1. Demonstrate knowledge of teaching philosophies including critical pedagogy.
2. Demonstrate familiarity with addressing diversity in the classroom, particularly as it relates to teaching Sociology topics.
3. Describe and use multiple methods for teaching key sociological ideas.
4. Locate and use a variety of resources for teaching sociology.
5. Present materials necessary for applying for a teaching Sociology position.

**Course Content:****1: Understanding Learners, Learning and Learning Styles 10 hours****2: Approaches / Methods & Techniques of Teaching 10 hours**

Teacher – Centered Methods -Lecture, Lecture Cum Demonstration, Historical  
Learner – Centered Methods- Project, Heuristic, Experimental, Activity, Problem Solving  
Methods, Group.  
Techniques of Teaching, Supervisory Study, Source Method, Jurisprudential Enquiry,  
Dramatization, Role Play, Brain-Storming, Assignment and Quiz

**3: Planning 15 hours**

Course Plan: Meaning, Components, objective and Construction  
Unit Plan : Meaning, Components, objective and Construction  
Lesson Plan: Meaning, Components, objective and Construction

**4: Execution and Assessment (Practical) 15 hours**

Execution of the Lesson plan  
Execution using multiple teaching-learning methods  
Formative assessment: Types, objectives and construction  
Summative assessment: Types, objectives and construction

**5: Evaluation 10 hours**

Evaluating the process of teaching and learning  
Reflection  
Student feedback

### **Essential Readings**

1. Heather, Fry. Ketteridge, Steve and Stephanie Marshal. 2009. A Handbook of Teaching and Learning in Higher Education. Routledge: New York.
2. Braun, Henry. Kanjee, Anil. Bettinger, Eric. and Michael Kremer. 2006. Improving Education, Through Assessment, Innovation and Evaluation. Cambridge: American Academy of Arts and Science.
3. Dummont, H. Instance, D. and Benavedes, F.2010.The Nature of Learning: Using Research to Inspire Practice.OECD.

### **Additional Readings**

1. Wirth, K. Perkins, D. 2008. Learning to Learn
2. <http://www.macalester.edu/geology/wirth/CourseMaterials.html>
3. Kaur, B. 2012. Understanding Teaching and Learning: Classroom Research Revisited. Rotterdam: Sense Publishers.

**Paper Title: CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS**

Paper Code: **SOC-IV.E-6**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. Correlate the past history of Goa with the present.
2. Critically review the developments in Goa post liberation.
3. Evaluate the various issues and concerns of contemporary Goa.

**Learning Outcomes:**

1. Debate the developments in Goa post liberation.
2. Assess the various historical process in the birth of contemporary Goa.
3. Critically evaluate the various issues and concerns of contemporary Goa
4. Propose plans in dealing with the issues.

**Course Content:**

<b>1: Reviewing Goa past and present</b>	<b>10 hours</b>
1.1. Transformation of Goa.	
1.2. Goa: 50 years after Liberation.	
<b>2: Challenges to traditional occupations in Goa</b>	<b>10 hours</b>
<b>3: Issues of Konkani Mai</b>	<b>15 hours</b>
3.1. Konkani Mai ascends the throne: The basis of Goan statehood.	
3.2. Konkani a language at crossroads.	
3.3. The issue of medium of instruction.	
<b>4: Civil society and Movements in contemporary times</b>	<b>25 hours</b>
4.1. Mining	
4.2. Tourism	

4.3. The dialectics of SEZ

4.4. The Regional plan: Reviewing RP 2011 and 2021

4.5. Migration

**Essential Reading.**

1. Newman, Robert. 2001. of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press.
2. Abreu, Savio. and Rudolf Heredia. 2011. Goa 2011: Reviewing and Recovering Fifty Years. New Delhi: Concept Publishers.
3. Alvares, C. 1999. Fish, Curry and Rice. Goa: Goa Foundation.
4. Botelho, Afonso. 2011. Language and Early Schooling in Goa. Panaji: Government of Goa, Directorate of Official Language.
5. Mascrenhas-Keyes, Stella. 2011. Colonialism, Migration and International Goan Community. Mapusa: Goa 1556.
6. Trichur, Raghuram. 2013. Refiguring Goa: From Trading Post to Tourism Destination. Saligao: Goa 1556.

**Additional Reading:**

1. De Souza, Teotonio. 1994. Goa To Me. New Delhi: Concept Publishing Co
2. Gomes, Olivinho. 2010. A Concise History of Goa. Panaji: Directorate of Art and Culture.
3. Dantes, Norman. 1999. The Transforming of Goa. Mapusa: Other India Press

**Paper Title: AN INTRODUCTION TO SOCIOLOGY IN INDIA**

Paper Code:

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

To familiarize students with the development and growth of sociology in India, as well as introduce them to some of the Pioneers of Indian Sociology.

**Learning outcomes:**

1. Understand the forces leading the development of Sociology in India
2. Understand the contributions of Indian pioneers.
3. Critically evaluate the present and the future of Indian Sociology.

**Course Content:**

**1: Forces driving the growth of Sociology in India 15 hours**

- 1.1. Anthropology and Sociology
- 1.2. Colonization and Sociology
- 1.3. Schools of Sociology in India

**2: Govind Sadashiv Ghurye 15 hours**

- 2.1. Biography
- 2.2. Caste and Race
- 2.3. The Aborigines

**3: Contributions of Pioneers of Indian Sociology 15 hours**

- 3.1. Radha Kamal Mukherjee: General Theory of Society
- 3.2. Dhurjati Prasad Mukherji: Modernity and Tradition
- 3.3. Dharendra Nath Majumdar: Tribal Studies

3.4. Kanaiyalal Motilal Kapadia: Marriage and Kinship

3.5. Mysore Narasimhachar Srinivas: Social Mobility in India

#### **4: Contemporary Sociology in India**

4.1. Recent Sociologists: Irawati Karve, Shyama Charan Dube, Akshay Ramanlal Dessai

4.2. Current Perspectives

#### **Essential Readings**

1. Dhanagare, D.N. 1993. Themes and perspectives in Indian Sociology. New Delhi: Rawat Publications.
2. Madan, T.N. 1995. Pathways: Approaches to the study of society in India. New Delhi: Oxford University Press.
3. Singh, Yogendra. 1986. Indian Sociology: Social conditioning and emerging trends. New Delhi: Vistaar.
4. Madan, T. N. 2011. Sociological Traditions: Methods and perspectives in the Sociology of India. New Delhi: Sage.
5. Mukherjee, Ramkrishna. 1979. Sociology of Indian sociology. New Delhi: Allied.

#### **Additional Reading**

1. Sociology in India: <http://mrunal.org/2013/06/download-sociology-ignou-ba-ma-no-registration-ncert-nios-topper-notes-last-34-years-question-papers-1979-2012.html#603>

**Paper Title: FAMILY, KINSHIP AND MARRIAGE IN INDIA**

Course Code: **SOC-IV.E-8**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objective:**

1. To acquaint the students with the different family, marriage and kinship system across India.
2. To have an in-depth idea of how family, marriage and kinship work.

**Course Outcome:**

1. Students will be able to understand the family, marriage and kinship system in India
2. Students will be able to analyze changing patterns in family, marriage and kinship system in India.

**Course Content**

**1: Meaning and concepts**

**5 hours**

- 1.1. Family: A global perspective
- 1.2. Marriage around the world
- 1.3. Understanding Kinship

**2: The Kinship System**

**15 hours**

- 2.1. Features and categories of kinship
- 2.2. Linguistic structure and terminology of Kinship
- 2.3. Rules of Decent and Lineage

**3: Family**

**15 hours**

- 3.1 Forms/ Types of family
- 3.2. Changing family patterns
- 3.3. Factors affecting family

#### **4: Marriage**

**25 hours**

4.1. Marriage and its dissolution

4.2. Marriage and the changing attitudes in the 21<sup>st</sup> century

#### **Essential Reading.**

1. Ahuja, Ram. 1999. Society in India Concepts Theories and Recent Changes. New Delhi: Rawat Publication.
2. Macionis, John. 2005. Sociology. New Jersey: Pearson Prentice Hall.
3. Ahuja, Ram. 1993. Indian Social System. New Delhi: Rawat Publication.
4. Macionis, John. and Ken Plummer. 2008. Sociology: A Global Introduction. New Jersey: Prentice Hall.
5. Basu, Indrani. 2013. Anthropology: An Introduction to Man. New Delhi: S. Chand Limited
6. Karve, Irawati. 1990. Kinship Organization in India. South Asia Books



# **SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**

## **SEMESTER V**

**Paper Title: CLASSICAL SOCIOLOGY**

**Paper Code: SOC-5.C-7**

**Marks: 100**

**Credits: 4**

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Objectives**

1. To introduce the students to the major ideas of Comte, Spencer, Durkheim, Marx and Weber.
2. To evaluate and analyze the contribution of each of the pioneers.
3. To relate the contribution of the pioneers to the social reality.

**Course Outcome:** At the end of this course students will be able to

1. Know the pioneers of sociology and understand their lives and contribution.
2. Compare, contrast, evaluate and analyze the contributions.
3. Apply and relate the contributions to the understanding of varied social reality.

### **Course Content**

#### **1. Auguste Comte and Herbert Spencer (The Founding fathers) 20 hours**

- 1.1 Static and dynamic sociology
- 1.2 The law of three stages
- 1.3 Positivism
- 1.4 Hierarchy of social sciences
- 1.5 The evolutionary doctrine
- 1.6 The organic analogy
- 1.7 The types of society

**2. Emile Durkheim and French sociology****10 hours**

- 2.1 Social facts: Concept and characteristics
- 2.2 The Division of Labour in Society: Mechanical and organic solidarity
- 2.3 Suicide
- 2.4 Religion

**3. Karl Marx****15 hours**

- 3.1 The Concept of Dialectics and Historical materialism
- 3.2 Class conflict
- 3.3 Alienation

**4. Max Weber****15 hours**

- 4.1 Social action: Concept and types
- 4.2 Verstehen and Ideal Types
- 4.3 Religion and Social Change
- 4.4 Types of Authority

**Basic References:**

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology ( 2 vols ). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
7. Zeitlin, I.M.: Ideology and the development of Sociological Theory, (3rd edition), New Delhi: Prentice-Hall of India, 1986.

**Paper Title: RURAL SOCIOLOGY**

Paper Code: **SOC-V.E-9**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline on rural dimensions in India.
2. To develop an understanding of the fundamental social reality, social processes and changes in development perspectives of rural communities.

**Course Outcomes:**

1. Students will be able to analyse the rural life and the problem rural societies face.
2. Students will be able to know the various programmes and critically evaluate and propose changes in the programmes in force to develop rural society.

**Course Content**

**1. Rural Sociology 10 hours**

- 1.1 Nature, scope, and significance
- 1.2 Indian rural society – its basic features.

**2. Village Social Structure 20 hours**

- 2.1 Family in rural India
- 2.2 Caste system and Jajmani relations
- 2.3 Rural elite and village panchayats
- 2.4 Relevance of Sanskritisation and Westernisation
- 2.5 Dominant castes

**3. Rural Economy** **20 hours**

- 3.1 Land tenure systems and land reforms: Critical evaluation
- 3.2 Rural Indebtedness
- 3.3 Village co-operatives
- 3.4 Green revolution

**4. Rural Goa** **10 hours**

- 4.1 Politics at grass root level
- 4.2 Contemporary village communities

**Basic References:**

1. Desai, A. R. Rural Sociology in India. Mumbai: Popular Prakashan, 1977.
2. Dhanagare, D.N. Peasant movements in India. New Delhi: OUP, 1988.
3. Doshi, S. L. Rural sociology. Jaipur: Rawat Publishers, 1999.
4. Mehta Sushila. A study of rural sociology in India, 1980.
5. Sharma, Rajendra Kumar. Rural Sociology. New Delhi: Atlantic Publisher, 2011
6. Singh, Katar. Rural Development Principles, Policies and Management. New Delhi: SAGE publication. 2009.
7. Sarathi De, Partha. Rural Sociology. New Delhi: Pearson. 2012.

**Paper Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I**

Paper Code: **SOC-V.E-10**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

**Course Outcomes:**

1. The students will acquire understanding on the concept of a social problem and its varied characteristics and approaches.
2. The students will understand and critically analyze the problems like population, poverty, delinquency, child abuse and unemployment and will be able to propose remedies.

**Course Content**

<b>1. Introduction</b>	<b>15 hours</b>
1.1 Meaning of a social problem	
1.2 Approaches to the study of social problems	
1.3 Theories of deviance	
<b>2. Population dynamics</b>	<b>15 hours</b>
2.1 India's population profile: Emerging trends	
2.2 Demographic trends in Goa	
2.3 Comparison between India and Goa	
<b>3. Poverty and unemployment</b>	<b>15 hours</b>
3.1 The problem of poverty: Extent, causes and remedies	
3.2 The problem of unemployment: Extent, causes and remedies	

#### **4. Delinquency and child abuse**

**15 hours**

- 4.1 Juvenile delinquency: Meaning, types, and causes
- 4.2 Child labour
- 4.3 Pedophilia with special reference to Goa
- 4.4 Legislation

#### **Basic References:**

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 2013.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
6. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
7. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
8. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.

#### **Paper Title: WOMEN AND SOCIETY IN INDIA**

Paper Code: **SOC-V.E-11**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objectives:**

1. To introduce the students to the field of women's studies and feminist perspectives to the status of women in contemporary Indian society.
2. To familiarize students with position of women through the ages.

**Course Outcomes:**

1. Students will understand the development of feminism and the varied feminist perspectives and its application in the social world.
2. Students will be able to define gender and empowerment and critically evaluate its construction and application.
3. Students will understand the status of women through the ages in India.

**Course Content****1. Introduction****20 hours**

- 1.1 Sex and gender
- 1.2 Social construction of gender
- 1.3 Women in the family: Socialisation and gender roles, Private/public dichotomy, Sexual division of labour

**2. Feminist theories****10 hours**

- 2.1 Liberal feminism
- 2.2 Radical feminism
- 2.3 Marxist feminism
- 2.4 Socialist feminism

**3. Women in Indian society: The changing profile****15 hours**

- 3.1 Vedic
- 3.2 Medieval
- 3.3 Colonial
- 3.4 Independent India

**4. Women's empowerment****15 hours**

- 4.1 Seventy fourth constitutional amendment and women's political empowerment
- 4.2 SHGs and empowerment
- 4.3 Legislation and empowerment of women

**Basic References:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Women's University, 1995.
2. Desai, Neera and Maitreyi Krishna Raj: Women and society in India. Bombay: Ajanta Publications, 1987.
3. Devendra, Kiran: Changing status of women in India. New Delhi: Vikas, 1994.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991
7. Pillai, JK: Women and Empowerment. New Delhi: Gyan Publishing House, 1995
8. Tapan, Neeta: Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publications; first edition, 2010
9. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
10. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications.2002

**Paper Title: INTRODUCTION TO SOCIAL WORK**

Paper Code: **SOC-V.E-12**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To update the students the increasing demand for social work.
2. To equip the students with the skills required to undertake social work.
3. To qualify the students for the careers demanding social work.



**Course Outcomes:**

1. The students will be able to know the history of social work.
2. The students will be able to know the ethics, methods and process of social work.

**Course Content**

<b>1. Introduction to Social Work</b>	<b>10 hours</b>
1.1 Evolution of Social Work in America	
1.2 Evolution of Social Work in Europe	
1.3 Evolution of Social Work in India	
<b>2. Social Work and Social Welfare services in India</b>	<b>15 hours</b>
2.1: Definition and Nature of Voluntary Action	
2.2: Area of Intervention and Implication of Voluntary Action	
2.3: Voluntary Service in India	
2.4: Government and Voluntary Action	
2.5: Trends in Social Welfare, Inequality and Participation	
<b>3: Social Work Ethics</b>	<b>15 hours</b>
3.1: Ethics – An Introduction,	
3.2: Need for Ethical Behaviour in Social Work	
3.3: Purpose of a Code of Ethics	
<b>4: Methods of Conducting Social Work Programmes</b>	<b>10 hours</b>
4.1: Approaches in Doing Social Work	
4.2: Managing of Social Work Programmes	
<b>5: Social Work in Goa: A case study</b>	<b>10 hours</b>

**Basic References:**

1. Charles H. Zastrow, Introduction to Social Work and Social Welfare: Empowering People, Cengage Learning, USA, 2010
2. David Howe, A Brief Introduction to Social Work Theory, Palgrave Macmillan, Norwich, 2009
3. O. William Farley, Scott W. Boyle, Larry Lorenzo Smith, Introduction to Social Work, Allyn & Bacon, 2011

**SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**  
**SEMESTER VI**

**Paper Title: INTRODUCTION TO SCHOOLS OF SOCIOLOGICAL THEORY**

Paper Code: **SOC-5.C-8**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester**

**Course Objectives**

1. To introduce the students with the major schools of sociological theory.
2. To acquaint the students with the fundamental theories of Sociology.

**Course Outcomes:**

1. The students will be able to understand and analyze the theories.
2. The students will be able to apply the theories to social situations in the society.

**Course Content**

- |  |                     |
|--|---------------------|
| <b>1. Introduction to Sociological theory and functionalism</b>  | <b>20 hours</b>     |
| <div style="margin-left: 40px;">1.1. Understanding sociological theory</div> <div style="margin-left: 40px;">1.2. Functionalism: Brief history, meaning and features</div> <div style="margin-left: 40px;">1.3. Early functionalist and their contributions</div> <div style="margin-left: 40px;">1.4. Robert King Merton</div> <div style="margin-left: 40px;">1.5. Talcott Parsons</div> |                     |
| <br><b>2. Conflict Theory</b>  | <br><b>15 hours</b> |
| <div style="margin-left: 40px;">2.1. Conflict Theory: Brief history, meaning and features</div>  |                     |

2.2. Ralph Dahrendorf

2.3. Lewis Coser

### **3. Symbolic Interactionism**

**15 hours**

3.1: Brief history, meaning and features

3.3: George Herbert Mead

3.4: Charles Horton Cooley

### **4. Exchange Theory**

**10 hours**

4.1: Brief history, meaning and features

4.2: George Homas

4.3: Peter Blau

#### **Basic References:**

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology ( 2 vols ). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Haralambos, M.: Sociology: Themes and Perspectives,
7. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
8. Wallace, Ruth A; Wolf, Alison: Contemporary Sociological Theory. United states, Prentice Hall. 1980.

**Paper Title: URBAN SOCIOLOGY**

Paper Code: **SOC-VI.E-13**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester**

**Course Objectives**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline of urban dimensions in India.
2. To develop an understanding of the fundamental social reality, social processes and changes in the development perspectives of urban communities.

**Course Outcomes:**

1. Student will be able to trace the history of urbanization in India.
2. Students will be able to understand and evaluate the problems of crimes, pollution and urban planning and propose remedies.

**Course Content**

**1. Urban Sociology 15 hours**

- 1.1 Nature, scope and significance
- 1.2 Urbanization
- 1.3 Urbanism as a way of life
- 1.4 Rural-urban continuum

**2. City: A historical perspective 15 hours**

- 2.1 pre-historical, early historical and medieval cities
- 2.2 Urbanization in British & post-independence period in India

### **3. Theories of urban growth**

**10 hours**

- 3.1 Concentric zone theory
- 3.2 Sector theory
- 3.3 Multiple nuclei Theory.

### **4. Urban problems and Urban Planning in India**

**10 hours**

- 4.1 Crime
- 4.2 Urban environmental problems: Pollution, waste disposal, Housing, and slums
- 4.3 Urban planning in India

### **5. Urbanism in Goa**

**10 hours**

#### **Basic References:**

1. Bose, Ashish. India's urbanization. New Delhi: Tata Mc Graw Hill, 1978.
2. Ramchandran, R. Urbanization and urban systems in India. New Delhi: OUP, 1989.
3. Rao, M.S.A. Urban sociology in India. New Delhi: Orient Longman, 1974.
4. Rao, M. Prathap, Urban planning Theory and Practice. New Delhi, CBS Publishers & Distributors. 2001.
5. Aggarwal, S.K.; Nath, V. Urbanisation Urban Development and Metropolitan Cities in India. New Delhi. 2007.

**Paper Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA – II**

Paper Code: SOC-VLE-14

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives**

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

**Course Outcomes:**

1. The students will gain an understanding into the social problems in India.
2. The students will be able to analyze the problems specific to India from a sociological perspective.

**Course Content**

- |  |                     |
|--|---------------------|
| <b>1. Substance abuse</b>                            | <b>15 hours</b>     |
| 1.1 Alcoholism                                       |                     |
| 1.2 Alcoholism in Goa                                |                     |
| 1.3 Drug Abuse                                       |                     |
| 1.4 Drug Abuse in Goa                                |                     |
| <br><b>2. Problem of AIDS</b>                        | <br><b>10 hours</b> |
| 2.1 AIDS in Goa                                      |                     |
| <br><b>3. Problems of specific social categories</b> | <br><b>20 hours</b> |
| 3.1 SCs, STs and OBCs                                |                     |
| 3.2 Gender discrimination                            |                     |
| 3.3 Transgender                                      |                     |
| 3.4 People with special needs                        |                     |

#### **4. Current challenges**

**15 hours**

- 4.1 Corruption
- 4.2 Communalism
- 4.3 Terrorism
- 4.4 Human Rights

#### **Basic References:**

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 1997.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
5. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
7. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
8. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.
9. Fernandes, Auriliano. Assessing Urban Governance, Goa Citizen Report Card on Public Service. Panjim, CIVITAS & Broadway Book Centre. 2010.

**Paper Title: CONTEMPORARY ISSUES OF WOMEN IN INDIA**

Paper Code: **SOC-VLE-15**

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objectives**

1. To sensitize the students to the various issues and problems of women in India.
2. To know the evolution and challenges faced by women's movement

3. To answer some of the vital questions that arise in the wake of deliberate attempts to improve the living conditions of women both by the governmental and non-governmental agencies.

**Course Outcomes:**

1. The students will be aware of the various problems faced by the women in India.
2. Students will understand and evaluate the emergence and challenges of women's movement.
3. The students will be able to know about the various agencies helping and supporting women in distress.

**Course Content**

**1 Social institutions and gender 15 hours**

- 1.1 Economy and women: Marginalization of women and multiple role management of working women.
- 1.2 Marriage and single women
- 1.3 Law and women: Personal laws, Civil Code in Goa

**2. Violence against women 15 hours**

- 2.1 Dowry system and bride burning
- 2.2 Rape and its consequences
- 2.3 Sex determination and sex pre-selection tests
- 2.4 Women in prostitution
- 2.5 Domestic violence

**3. Issues affecting women's image and quality of life 15 hours**

- 3.1 Portrayal of women in mass media
- 3.2 Education
- 3.3 Health
- 3.4 Tourism and women in Goa



#### **4. Action for Change**

**15 hours**

- 4.1 Government schemes
- 4.2 Women's movement in India
- 4.3 Emergence of new women's groups
- 4.4 Challenges before women today

#### **Basic Readings:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Womens University, 1995.
2. Desai, Neera and Thakkar, Usha: Women in Indian Society. New Delhi: National Book Trust, India, 2001.
3. Da Silva Gracias, Fatima. Kaleidoscope of Women in Goa. New Delhi, Consept Publishers. 1996.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991 Sociology
7. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
8. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications. 2002
9. Omvedt, Gail: Violence against women: New Movements and New theories in India. New Delhi: Kali for women. 1995

**Paper Title: MIGRATION AND SOCIETY IN GOA**

Paper Code: SOC-VLE-16

Marks: 100

Credits: 4

**Each paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce the students to the sociological phenomena of international migration in Goa.
2. To know the evolution of international migration in Goa.
3. To help students analyze the process of change in the varied aspects inaugurated due to international migration.
4. To present the experience of Goan diaspora in selected host nations.

**Course Outcomes:**

1. Students will be able to understand and analyze the emergence of the sociological phenomena of international migration.
2. Students would be able to discuss debate and critically evaluate the changes resulting from international migration in the Goan society.
3. Students will be able to understand the experience of Goan diaspora.

**Course Content**

**1. Migration and Diaspora**

**15 hours**

1.1: Migration: Concept and varied dimensions

1.2: Diaspora: Meaning and evolution of the concept

1.3: The Indian Diaspora

1.4: The Goan Diaspora

## **2. Migration and its causes**

**15 hours**

2.1: Stages of migration in Goa

2.2: Social causes of migration

2.3: Economic causes of migration

2.4: Political causes of migration

## **3. Goa as a sending society: Socio-economic dynamics**

**15 hours**

3.1: International migration and cultural impact

3.2: International migration and social impact

3.3: International migration and economic impact

## **4. The Goan Diaspora**

**15 hours**

### **Basic Readings:**

1. Carvalho, Selma.: Into the Diaspora Wilderness- Goa's untold migration stories from the British Empire to the New World. Panjim, Goa: Broadway Publishing, 2010.
2. Clarke, Colin; Ceri Peach and Steven Vertovec (eds.): South Asians overseas. Cambridge: Cambridge University Press, 1990.
3. Jain, Ravindra K: Indian communities abroad: Themes and literature. New Delhi: Manohar, 1993.
4. Kurian, George and Ram P. Srivastava (eds.): Overseas Indians: A study in adaptation. New Delhi: Vikas Publishing House, 1983.
5. Rao, M.S.A. (ed.): Studies in migration: Internal and international migration in India. Delhi: Manohar Publications, 1986.
6. Sociological bulletin, 38 (1), Special issue on Indians abroad, edited by S.L. Sharma. 1989.
7. Vaz, Yvonne Ezdani: Songs of the Survivors. Saligao, Goa: Goa 1556, 2007.
8. Mascarenhas-Keyes, Stella. Colonialism, International Migration and the Catholic Goan Community. Saligao, Goa: Goa 1556, 2011.
9. Kurzon, Dennis. Where East Looks West. New York, Multilingual Matters, Ltd. 2003.