M.A. Syllabus

M.A. in Applied Economics

.

Parvatibai Chowgule College of Arts and Science

Autonomous

APPENDIX - 2

M.A. Programme in Applied Economics

Syllabi

Contents:

Syllabi of the following courses that were discussed and approved by the Board of Studies in Economics of Parvatibai Chowgule College, Margao, at the Meeting held on 20th February 2016.

1. Economics Eco I.3 – Macroeconomics I
2. Economics Eco I.5 – Statistics for Economics
3. Economics Eco I.6 – Mathematical Economics
4. Economics Eco II.1 – Fundamentals of Econometrics
5. Economics Eco III.1.1 – Financial Economics
6. Economics Eco III.1.2 – Economics of Banking: Theory, Policy, Practices
7. Economics Eco III.2.1 – Tourism Economics: Concepts and Practices
8. Economics Eco III.3.1 – Demography: Concepts, Techniques, Applications
9. Economics Eco III.4.1 – International Trade and Globalization
10. Economics Eco III.5.1 – Environmental Economics

Economics – Eco I.3

Macroeconomics - I

Course Code: **Eco I.3**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

1. Familiarize students with theoretical macroeconomic analysis.
2. To introduce quantitative application of macroeconomic analysis.
3. To illustrate theoretical analysis with respect to India.

Learning outcome:

1. Students will understand theoretical aspects thoroughly and clearly.
2. The quantitative application will equip them to understand macroeconomics from policy perspectives.

SYLLABUS

Unit 1:Short-rum Macroeconomics (Lecture 20)

Investment and the Rate of interest: The IS schedule; money demand and money supply and the LM curve; equilibrium in the IS-LM model; multiplier effect and crowding out effect; comparative static analysis: impact of fiscal and monetary policies; Aggregate Demand and Aggregate suppy; inflation, unemployment and Phillips curve.

Unit 2:Micro foundation of Macroeconomics (Lecture 15)

Adaptive expectation model of Long-run Phillips curve; rational expectation model and Lucas critique; test of rational expectation; real business cycle theory.

Unit 3:Theory of consumption and investment (Lecture 15)

Permanent income hypothesis: absolute and relative income; life cycle hypothesis. Acceleration principle; Tobin's 'q'; monetary and fiscal policy and investment.

Unit 4:Open economy Macroeconomics (Lectures 10)

BOP: monetary approach; effectiveness of fiscal and monetary policy under fixed exchange rate system; Flexible exchange rate system: the Mundell-Fleming model.

References:

Mandatory Reading:

Froyen, Richard T. (2003): *Macroeconomics: Theories and Policies*; Pearson Education (India).

Supplementary Reading:

Blanchard Olivier (2007): *Macroeconomics*; Fourth edition; Pearson Education (India)

Economics – Eco I.5

Statistics for Economics

Course Code: **Eco I.5**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

1. To provide self-contained introduction to *statistics* with *economic* applications.
2. To provide basic knowledge required for elementary econometrics

Learning Outcomes:

1. On completion of the course students will be able to analyze statistical data.

SYLLABUS:

Unit 1: Measures of Central Tendency and Dispersion (05 Hours)

Meaning and Importance; Mean, Median, Mode; Proportions; Variance and Standard Deviation of the Mean; Skewness and Kurtosis.

Unit 2: Probability and Probability Distributions (15 Hours)

Mathematical, Statistical and Subjective Probabilities; Probability Rules; Probabilities under Conditions of Statistical Independence and Statistical Dependence; Bayes' Theorem; Binomial, Poisson, Normal, Standard Normal.

Unit 3: Sampling and Estimation (10 Hours)

Probability and Non-probability Sampling; Sampling Distributions; Sample Size and Standard Error; Sampling from Normal and Non-normal Populations.Point and Interval Estimates; Small and Large Sample Tests.

Unit 4: Hypothesis Testing (10 Hours)

Null and Alternative Hypothesis; Level of Significance; Type I & II Errors; Testing for Means and Proportions – for single and two populations; Z and t tests; Testing for Variances – F and χ^2 tests.

Unit 5: Correlation and Regression (10 Hours)

Covariance, Correlation: Pearson's r and Spearman's ρ; Introduction to Two-variable Regression.

Unit 6: Time Series Analysis (10 Hours)

Variations in Time Series: Trend, Cyclical, Seasonal and Random variations, Analysis of Trend, Method of Moving Averages, De-seasonalisation of Data.

References:

Levin, Richard I.; Rubin, David S.(2011) *Statistics for Management*, Pearson Education, Delhi.

Economics – Eco I.6

Mathematical Economics

Course Code: **Eco I.6**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

1. The objective of this course is to equip students with clear understanding of the 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 basic/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 apply mathematical techniques in their own research work if requires.

SYLLABUS:

Unit 1: Elementary logic and set theory (15 Hours)

Elementary set operation; Necessary and sufficient conditions; Tautology theorems and proofs; The real number system; Euclidian space; Relations and Functions; Interval; Limit point; Closed and open sets; bounded and compact sets; Convex sets and their properties.

Unit 2: Differential and integral calculus (15 Hours)

Limit, Continuity; sequences; convergent and bounded sequences; Partial and Total Differentiation; Intermediate value theorem; Mean Value theorem; L-Hospital rule; Eulers theorem; Homogenous and Homothetic functions; Definite and indefinite integrals; integration by parts.

Unit 3:Matrix Algebra (15 Hours)

Vectors and matrices; matrix operations; Determinants

Unit 4: Static and Dynamic Optimization (15 Hours)

Unconstrained optimization: First and Second order condition for local interior optima and global optima; conditions, existence and uniqueness of equilibrium; Constrained optimization and Lagrange Multipliers; Optimization with Inequality constraints; Kuhn Tucker conditions.

References:

1. Alton.H.Smith, Walter A Albrecht (1966): *Fundamental Concepts of Analysis*, Prentice Hall.
2. Chiang Alpha C. (1986): *Fundamental Methods of Mathematical Economics*, McGraw Hill, New Delhi.
3. Knut Sydsæter, Peter Hammond (2008): *Essential mathematics for Economic Analysis*, FT Prentice Hall.
4. Simon, Karl. P, Blume, Lawrence (1994): *Mathematics for Economists*, W.W. Norton and Company, United States.

Economics – Eco II.1

Fundamentals of Econometrics

Course Code: **Eco II.1**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

1. To enable the students to understand and evaluate econometric models
2. To enable the students to write simple econometric models.

Learning Outcomes:

1. On completion of the course students will have obtained knowledge about the intricacies of econometric models.
2. Will be able to write econometric models to study and evaluate economic phenomena.

SYLLABUS:

Unit 1: Linear Regression Model (12 Hours)

Two variable regression and multiple regression models – estimation of parameters, properties of estimators, hypothesis testing and model validation.

Unit 2: Problems in Multiple Regression (12 Hours)

Multicollinearity, Autocorrelation and heteroskedasticity; detection and implications.

Unit 3: Systems of equations (12 Hours)

Endogeneity and specification issues; structural form and reduced form models; identification; instrumental variables; two-stage least squares regression analysis.

Unit 4: Models with dummy variables (12 Hours)

Use of Dummy Variables; Regression with Quantitative and Qualitative Dummy Variables; Introduction to Logit, Probit and Tobit model, Models of Qualitative Choice

Unit 5: Introduction to time-series econometrics (12 Hours)

Stationary and non-stationary time series; spurious regression; tests of stationarity; optimal forcasts and methods of forecast evaluation; introduction to ARIMA models.

References: Revise editions

1. Gujarati, Damodar N. (2003):*Basic Econometrics*, McGraw Hill, Singapore
2. Gujarati, Damodar N. (1999):*Essentials of Econometrics*, Irwin/McGraw Hill, Singapore.
3. Johnston, J. &Dinardo, J.D. (1997)*Econometric Methods*, McGraw Hill, New York.
4. Pindyck, Robert S. & Rubinfeld, D.L. (1991) *Econometric Models & Economic Forecasts*, McGraw Hill, Singapore.
5. Ramanathan, Ramu (2002) *Introductory Econometrics with Applications*, Thomson Asia Pte Ltd., Singapore.
6. Studenmund, A. H. (1997) *Using Econometrics: A Practical Guide*, Addison-Wesley, Reading, Mass.

Economics – Eco III.1.1

Financial Economics

Course Code: **Eco III.1.1**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

The objective of the course is:

1. To familiarize students with the different types of financial instruments and valuation techniques of different assets such as money market securities, bonds and common stocks.
2. To introduce techniques of measuring risk involved in financial assets and calculating returns from assets.
3. To provide understanding about different aspects of corporate finance which includes capital budgeting, efficiency Hypothesis.
4. To introduce different aspects of portfolio management.

Learning Outcomes:

On completion of the course the students will

1. Gain a thorough understanding of how the financial market functions.
2. Be able to distinguish between different forms of securities,
3. Gain detail knowledge on Valuation techniques for different assets and risk measurement techniques.
4. Be able to understand the standard models to benchmark valuation of assets.
5. To learn about how corporate finance work.

Overall, this course is designed to equip students with the key concepts and standard functioning of the financial market which will guide them in future studies and research in the relevant area.

SYLLABUS:

Unit 1: Valuation (15 Hours)

Present value (PV) and net present value (NPV);Discount rates and the time value of money; 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. Mutual funds.

Unit 2: Risk Analysis and Portfolio Theory (17 Hours)

Measures of risk; Risk and investment horizon 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; Mean-variance portfolio analysis: The Markowitz model and the two-fund theorem; Risk-free assets and the one-fund theorem.

Unit 3: Capital Market Theory (15Hours)

The CAPM and linear risk/return trade-offs; Applications of the CAPM: Empirical evidence and extensions of the CAPM; Market Efficiency*:* Origins of the efficient markets hypothesis (EMH); Weak form, Semi strong form and strong form efficiency; Implications and empirical tests of the EMH and Recent developments.

Unit 4: Corporate Finance (13Hours)

Valuation of common stocks; Discounted cash flow model; Earning approach to stock valuation; Patterns of corporate financing: common stock, debt, preferences, convertibles; Capital structure and the cost of capital; Corporate debt and dividend policy; The Modigliani-Miller theorem.

References:

1. David G, Luenberger (1997): *Investment Science*, Oxford University Press, USA,.
2. Francis J C & TaylorR.W (1992): *Theory and Problems of Investments*, McGraw Hill, Schaum's Outline Series, Singapore.
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*, McGraw Hill, 7th edition.
5. Thomas E. Copeland, J. Fred Weston and KuldeepShastri**(**2003):*Financial Theory andCorporate Policy*, Prentice Hall, 4th edition.

Economics – Eco III.1.2

Economics of Banking: Theory, Policy and Practices

Course Code: **Eco III.1.2**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

The objective of the course is:

1. To familiarize students with the evolution of banking system and its importance in the modern monetary economy.
2. To understand the role of central bank-effective policy designing, maintaining financial stability.
3. To examine the existing banking regulatory norms and their impacts.
4. To provide students a detail picture of evolution of performance and changing practices in the post liberalization period.
5. To introduce to students the recent developments in Indian the banking system.

Learning Outcome:

Upon completion of the course, students are expected to

1. Gain an in-depth idea of how the banking system functions overall.
2. Understand the risks associated with the banking system, changing pattern of risks over time and critically evaluate the existing regulatory norms.
3. Evaluate the banking policies undertaken and their outcomes from both microeconomic and macroeconomic perspectives.
4. Be able to explore the areas of application and scope of future research in the relevant area.

SYLLABUS:

Unit 1: Evolution of Banking System (15 Hours)

Emergence of Banks as a major financial institution, a modern loanable fund theory, Bank's portfolio problem equilibrium, Sources and uses of funds, Banking network: unitary and Branch banking, Competition, risk taking and financial stability, structure of abnks

Unit 2: Central Banking system (15 Hours)

Open market operations: incentive compatible contracts, the lender of last resort function, RBI's Monetary policy, Monetary-fiscal coordination, Managing aggregate risk: Systemic fragility and policy.

Unit 3: Banking Regulations (15 Hours)

Bank crisis and panics,need and scope for a prudential regulation, Prudential indicators, Risk based regulatory capital, Basel norms, Deposit insurance, Universal Banking.

Unit 4: Recent trends in Indian Banking (15 Hours)

Structure of the banking sector in India, Banking policies in the pre and post liberalization period, changes in priority sector lending, Performance of banks: development banks and new age banks, Recent developments: Electronic banking, relationship banking, collateral lending, Micro-finance institutions.

References:

1. Berger, A, P Molyneux and J. Wilson (2010): *The Oxford Handbook of Banking,* Oxford University Press, New York.
2. Demirguc-Kunt, H. Huizinga (2009): *Bank activity and funding strategies The impact on risk and returns*, Journal of Financial Economics,Vol. 98, No.3. Pp 626-650.
3. Freixas, X and J. Rochet (1999): *Microeconomics of Banking*, The MIT press, Cambridge, Massachusetts.
4. Hardy D.C. and Pazarbasioglu, C. (1998): *Leading Indicators of Banking Crisis: Was Asia Different?* IMF Working Paper.
5. Pathak, Bharati V (2010): *The Indian Financial System: Market, Institutions and Services*, Pearson Publication, India
6. Reserve Bank of India: Reports on Currency and Finances (various issues).

Economics Eco III.3.1

Demography: Concepts, Techniques and Applications

Course Code: **Eco III.3.1**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

This course provides an understanding of demographic concepts and techniques. Further it gives exposure to students on application of demographic techniques. It also gives an understanding about demographic changes and its implications in economics.

Learning outcome:

Upon completion of this course students will gain:

1. Knowledge about demographic concepts and techniques.
2. Understanding about demographic changes and its implications in economics.

SYLLABUS:

Unit 1: Demography and Linkages (10 Hours)
Demography & Linkages: Population, Environment, Economic Development; Theory of demographic transition and demographic dividend.

Unit 2: Population Composition (10 Hours)
Age and Sex composition: trends; Age Pyramid: Concept, construction and application; Changing shapes of population Pyramid; Ageing of population and its consequences on labour force.

Unit 3: Fertility: (10 Hours)
Fertility: Concepts and measurement; Changing fertility patterns and its economic implications.

Unit 4: Morbidity and Mortality (10 Hours)

Morbidity: Concepts, Measurement and trends, Epidemiological transition and its economic implications; Mortality: Concepts, Measurement; Mortality trends and economic consequences; Life table: Concept and construction;

Unit 5: Migration(10 Hours)

Migration: Concepts, Types, Measurement, Patterns; Diaspora changes; Globalization and Migration,

Unit 6: Population Projection (10 Hours)

Population projection: Meaning, Methods, Applications, Projection and economic planning.

References:

1. Bhende A.A. and Kanitkar T (2000) *Principles of Population Studies*, Himalaya Publishers, Mumbai,
2. Bogue D J, Arrigas E E, Anderson Douglas L., (1993) *Reading in Population Studies and Methodology*, Published for United Nations Population Fund By social development Center, Chicago, Illinois,
3. David Y, Douglas A, Jennifer L.(2007): *Demography, the Study of Human Population*, Waveland Press, Illinois.
4. Srinivasan K,(1998): *Basic Demographic Techniques and Applications*, Sage publications, New Delhi.

Economics – Eco III.2.1

Tourism Economics: Concepts and Practices

Course Code: **Eco III.2.1**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

1. To understand types and characteristics of tourism and various concepts associated with it.
2. To know the evolution of tourism in perspective.
3. To realize the importance of tourism by various institutions including the government as means for promoting growth regionally and internationally.

Learning outcome:

1. It will enable the students to have an insight into type of tourism that needs to develop in a destination.
2. Assess the requirements and provide for tourism products in destination.
3. Be a professional to manage a destination in the interest of all the stakeholders.

SYLLABUS:

Unit 1: Introduction to Tourism (15 Hours)

Introduction to Tourism; definition; perspectives on tourism; tourism past; tourism present; scope of travel and tourism; motivation; tourism as an industry.

Unit 2: Tourism Marketing (15 Hours)

Importance of tourism marketing; role of market situations analysis for strategic planning; identifying steps in market segmentation process; importance of Ps price, place and promotion in tourism marketing.

Unit 3: Evaluation of tourism (15 Hours)

Tourism demand and supply; cost and benefits of tourism; tourism taxes as tangible benefits; quality of life; opportunity cost and tourism; import propensity; cost of public services; assessing the economic impact of tourism.

Unit 4: Project (15 Hours)

Prepare a strategic tourism project blueprint based on the knowledge learnt for Goa.

References:

1. Dwyer Larry et.al. (2010): Tourism Economics & Policy (Aspects of tourism texts): Channel View Publication.
2. Mukhopadhyay Sipra (2010 reprint): Tourism Economics; Ave Books Pvt. Ltd.
3. Stabler M.J. et.al. (2010): Economics of Tourism (2nd edition); Routledge London.

Economics – Eco III.4.1

International Trade and Globalization

Course Code: **Eco III.4.1**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

1. The course is designed to provide the students with strong grounding in international trade theories, empirics, and related policy especially in the context of globalization.
2. The course also analyses trade and the movement of factors of production, specially capital and labour, in the context of regionalism and globalism.

Learning Outcomes:

On completing the course the students will be able understand:

1. The reasons for countries trade in specific goods and services and the outcomes of such trade.
2. Contribution of various elements and policies in promoting or hindering trade.
3. Impacts of regionalism and globalism on international trade and international movement of factors of production.

SYLLABUS:

Unit 1: Trade Theories (12 Hours)

Trade in Goods and Services; Trade and Globalization, Issues in Globalization; Comparative Advantage; Reciprocal Demand and Gains from Trade; Revealed Comparative Advantage; Heckscher-Ohlin Model, Empirical Results: Leontief Paradox; Factor price Equalization Theorem; Specific Factors model. Components of Trade in Services.

Unit 2: Alternative Trade Theories (12 Hours)

Intra-industry Trade; Economies of Scale, Imperfect Competition and Trade; Trade based on Dynamic Technological Differences; Product Cycles Model; Cost of Transportation;

Environmental Standards; Industry Location and International Trade; Reciprocal Dumping Model. Gravity Equation. Empirical Results of Intra-industry Trade: Balassa Index, Grubel-Lloyd Index, Aquino Index.

Unit 3: Trade and Economic Growth (12 Hours)

Growth of Factors of Production: Rybczynski Theorem; Growth and Trade: Small-Country and Large-Country Cases; Comparative Analysis of Closed-economy and Open-economy Dynamic Growth Models. Effects of Economic Growth on Terms of Trade – Welfare, Technical Progress; Immiserizing Growth; Trade and Development.

Unit 4: Trade Policy (12 Hours)

Instruments of Trade Policy; Trade Restrictions: Tariffs – Effects, Partial and General Equilibrium Analysis; Theory of Tariff Structure;, Optimum Tariff, Tariff and Real Rewards to Factors of Production: The Stolper-Samuelson Theorem, Metzler's Paradox; Non-tariff Barriers: Quotas and Export Subsidies. Technical and Other Regulations, Voluntary Export Restraints, Dumping. WTO and Trade Liberalisation.

Unit 5: Globalization and Factor Movements (12 Hours)

Globalism v/s Regionalism. Regional Economic Integration – Theory of Customs Union – Trade Creation and Trade Diversion; Cases: European Union; North American Free Trade Area; South Asian Free Trade Area – Economic Analysis of Strengths and Weaknesses. Gravity Model as an Analytical Tool. Resource Movements: Welfare Effects of International Labour and Capital Movements – FDI, FII. Financial Globalization. Pattern of Capital Movements and Labour Migration in Recent Times.

References:

1. Feenstra R.C., 2004, *Advanced International Trade- Theory and Evidence*, Princeton University Press, Princeton.
2. Carbaugh, Robert J., 2007 *International Economics*, South Western Publishers, New Delhi
3. Grimwade Nigel, 2001, *International Trade*, Routledge, London
4. Kenen, P.B. 2000, *The International Economy*, Cambridge University Press, London.
5. Krugman P.R. and Obstfeld, M., 2009, *International Economics: Theory and Policy*, Pearson, New Delhi.
6. Salvatore D., 2014, International Economics, Wiley, New Delhi
7. Sodersten Bo and Geoffrey, R. 1994, *International Economics*, Macmillan, London,

Economics – Eco III.5.1

Environmental Economics

Course Code: **Eco III.5.1**

Number of Hours: 60 Hours

Number of Credits: 4 Credits

Course Objectives:

3. To introduce students to the issues pertaining to the interconnection between economic growth and the environment.
4. To familiarize the students with the methodological frameworks and analytical tools of environmental economics.

Learning Outcomes:

On completion of the course students will have:

2. A good understanding of the environmental implications of economic growth.
3. A good understanding of the methodological framework and analytical tools to environmental economics

SYLLABUS

Unit 1: Economic Growth and the Environment: (15 Hours)

Economic Growth and Environment, Limits to Growth and Sustainable Development, Environmental Kuznets Curve – Environment as an Economic and Social Good/Asset, Natural Resources (Renewable and Non-renewable) – Accounting and Natural Resources Management-Green Accounting.

Unit 2: Methodological Framework of Environmental Economics: (15 Hours)

Types of Goods and Services – Public, Private and Common-pool Resources; Externalities and Market Failure, Social Cost-Benefit Analysis; Pollution as a Public Bad; the Equi-marginal Principal – Economic Efficiency vs. Equity; Damage Functions and Abatement Costs, Role of Institutions in Environmental Protection; Coase Theorem.

Unit 3: Analytical Tools and Environmental Issues: (15 Hours)

Valuation of Natural Resources: Direct and Indirect Methods - Environmental Impact Assessment, Life Cycle Analysis, Pollution – Air, Water and Noise; Economics of Waste Management and Recycling. Regional, National and Supranational Dimensions of Environmental Degradation, Ozone Layer Depletion, Green House Gas Emissions, Global Warming, and Climate Change

Unit 4: Instruments and Mechanisms: (15 Hours)

Command and Control – Environmental Standards, Technology Mandates; Market-based Instruments – Taxes, Subsidies, Liability Instruments, Tradable Permits; Rehabilitation and Resettlement Policy – Kyoto Protocol; Rio Debate – Paris Agreements.

References:

1. Field, B.C., 1997, *Environmental Economics - An Introduction*, McGraw-Hill International Edition, Singapore,
2. Hanley, N., Shogren J.F., While B., 1997 *Environmental Economics in Theory & Practice*, Macmillan, London
3. Hodge, I., 1995, *Environmental Economics*, MacMillan Press Ltd., London,
4. Jeroen C. J.M. van den Bergh, 2002, *Handbook of Environmental and Resource Economics*, Edward Elgar Publishing, Northampton, M.A.
5. Kolstad, C., 2010, *Environmental Economics*, Oxford University Press, New York,
6. Shankar, U., 2001, *Environmental Economics*, Oxford University Press, Delhi
7. Tietenberg, T., 1994, *Environmental Economics & Policy*, Harper Collins, New York.
8. IPC
9. United Nations Statistical Division: System of Environmental-Economic Accounts (SEEA) http://unstats.un.org/unsd/envaccounting/seearev

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Appendix 2

M.A. in Applied Economics Course Syllabi Approved by the Board of Studies in Economics at the Meeting held during 30th Sept. and 1st October 2016

Sr. No.	Course Code	Course Title	Page No.	Nature of the Course	Course Credits
1	Eco I.4	Macroeconomics II	2	Core Compulsory	4
2	Eco I.7	Public Economics	4	Core Compulsory	4
3	Eco I.8	Development Economics	6	Core Compulsory	4
4	Eco II.3	Linear Programming and Optimization	8	Skill Elective	4
5	Eco III.3.2	Health Economics	10	Applied Concentration	4
6	Eco III.4.2	International Finance	12	Applied Concentration	4
7	Eco III.5.2	Environment and Sustainable Development Strategies*	14	Applied Concentration	4
8	Eco IV.1	Internship	16	Compulsory	20

Course Title: Macroeconomics II
Course Code: Eco I.4
Marks: 100
Hours: 60
Credits: 4

Course Objectives:

1. To study the relationship between crucial macroeconomic variables.
2. To assess the impact of macroeconomic policies.

Learning Outcomes:

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

1. Understanding the nitty-gritty of the working of the economy.
2. Participate in macroeconomic policy analysis.

SYLLABUS:

Unit 1. Demand and Supply of Money (15 Hours)

Money and near money; Fisher's, Cambridge and Keynesian theories of demand for money; Contributions by Baumol, Tobin and Friedman, Patinkin; Empirical evidence on demand for money. Models of money supply determination; Money supply in India.

Unit 2. Interest Rate Theories and Monetary Transmission Mechanism (15 Hours)

Theories of interest rates: Classical, neoclassical, Keynesian and modern approaches; Recent developments; Term structure of interest rates: Yield curve; Theories of term structure of interest rates; Expectation, Market segmentation, and Preferred habitat theories; Empirical evidence. Transmission mechanism of money and credit.

Unit 3. New Classical and New Keynesian Economics (15 Hours)

Rational expectations; Natural rate hypothesis; Continuous market clearing; Imperfect information; Frictions; DSGE (Dynamic stochastic general equilibrium) models; NK (New Keynesian) model of inflation.

Unit 4. Macroeconomic Policy (15Hours)

Goals and targets; Strategies for monetary policy; Targeting monetary aggregates; Interest rate targeting; Intermediate targeting; Money stock versus interest rates. Impact of fiscal and monetary operations on determination of equilibrium output, prices and rates of interest.

References:

1. Bain, K. and Howells P.G.A. (2003), *Monetary Economics: Policy and its Theoretical basis*, Palgrave Macmillan, London.

2. Baye Michel. R and Dennis W.Jansen (1996), *Money banking and financial markets: An economic approach*, Houghton Mifflin, USA.
3. Bofinzer ,P. (2001*), Monetary Policy*, Oxford University Press, Oxford.
4. Froyen Richard T (1999*), Macroeconomics*, Addison Welsey , Delhi.
5. Gupta, Suraj B (1997), *Monetary Planning for India*, Oxford University Press, New Delhi.
6. Handa, J. (2000), *Monetary Economics*, Routledge, London.
7. Harris, Laurence (1985*), Monetary Theory*, McGraw Hill, New York.
8. Heijdra, B.J. and Ploeg, F. (2002), *Foundations of Modern Macroeconomics*, Oxford University Press, Oxford.
9. Lewis, M and Paul Misen (2000), *Monetary Economics*, Oxford University Press, Oxford.
10. Patnaik, Prabhat (2008), *The Value of Money*, Tulika Publishers, New Delhi
11. Romer, David (2012), *Advance Macroeconomics*, McGraw- Hill, New York.
12. Snowdon Brain and H.R.Vane (1997), *Macroeconomic Reader*, Routledge, New York.
13. Walsh Carl.E (1998*), Monetary Theory and Policy*, MIT Press, Cambridge.
14. Wickens, M. (2011), *Macroeconomic Theory and the Dynamic General Equilibrium Approach*, Princeton University Press, Princeton.

Course Title: Public Economics
Course Code: Eco I.7
Marks: 100
Hours: 60
Credits: 04

Course Objective:

1. To provide analytical tools for studying and evaluating the public sector.
2. To apply these tools to evaluate key issues relating to the public finance.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Understand basic concepts and models of modern public economics.
2. Get acquainted with current issues and policy debates in public economics.
3. Understand key concepts characterizing types, properties, and effects of taxes.

SYLLABUS

Unit 1: Rationale of Mixed Economy (15 Hours)

Government and the economy: Efficiency and Equity: Market failure and the rationale of Government intervention – Natural monopolies, Asymmetric information, problems of externality and their internalization. State versus Market.

Unit 2: Theory of Public goods (15 Hours)

Types and characteristics of public goods, Efficient provision of 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: **Analysis of Taxes** (15 Hours)

Impact of direct tax on labour supply, savings and risk taking, Tax incidence: Partial and general equilibrium analysis; Keynesian short run model of tax incidence, Dynamic tax incidence, Excess burden of tax: Direct vs. indirect tax.

Unit 4: Expenditure Evaluation Principle: (15 Hours)

Fundamentals of project evaluation, Types of Benefits and Costs, Measurement of Benefits and costs, Assigning Weights in project selection; Discounting and the cost of capital, Case studies in expenditure policy: National defence, Highways, Education, Low income support programmes.

References:

1. Atkinson, A.B and Stiglitz J.E. (1980), *Lectures on Public Economics*, McGraw–Hill
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.

Web sources and databases:

1. http://econ.worldbank.org/ — World Bank Research.
2. http://www.nber.org/ — National Bureau of Economic Research (USA).
3. http://www.nber.org/papers/ — working papers.

Course Title: Development Economics
Course Code: Eco I.8
Marks: 100
Hours: 60
Credits: 4

Course Objectives:

1. To study the development economics with focus on relevant concepts and theories.
2. To use tool to measure economic growth and development.

Learning outcome:

Upon completion of this course students will learn:

1. Theories and techniques of development

SYLLABUS

Unit 1: Concept and Paradigms of Development (15 Hours)

Nature of economic growth and development – Historical, and Dependence theories (Rostow, Harrod-Domar, Dualistic Theories) – Role of institutions – Endogenous growth and technological change – determinants of development – Limits to growth.

Unit 2: Human Development (15 Hours)

Concepts of Human Capital and Development – Approaches to Human Development – Freedoms – HDI and HPI – manpower planning, R&D – Quantitative and qualitative perspectives – demographic dividend, migration and development.

Unit 3: Inter-sectoral Linkages in Development (15 Hours)

Agriculture-Industry interrelationship – Foreign Capital and Development; Impact of trade and investments – tertiarization: trends and concerns.

Unit 4: Critique and Alternatives in Development (15 Hours)

Emerging economies: conflicts of Development –– role of NGOs – environmental and feministic perspective of development – inclusive growth. Country/local issues in development.

References:

Mandatory:

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

Supplementary:

2. Black J.,(1991), *Development in theory and practice: paradigms and paradoxes*, Boulder, West view, Colarado.

3. Gangadharan, K. (Ed.). (2012). *Financial Inclusion and Inclusive Growth – Scope and Dimension*, New Delhi: Reference Press.
4. Gowda, M.V. Srinivasa & Reddy, B.M. Ramachandra (Eds.). (2016). *Leading Issues in Agribusiness*, Excel Publishers, New Delhi.
5. Gupta, K.R. (2010). *Economic Growth Models*, Atlantic Publishers & Distributors (P) Ltd, New Delhi.
6. Hayami Y, (2005), *Development economics: from the poverty to the wealth of nation*, Oxford India, Paperback, India
7. Institute for Human Development, New Delhi: *Indian Journal of Human Development*
8. Jayasheela, V. Basil Hans, Ravindra Kumar & Kadrolkar, Vilas M. (Eds.). (2012). *Service Sector in India: A Sectoral Analysis*, Global Research Publications, New Delhi.
9. Kabra, Kamal Nayan (2008). *High Growth, Rising Inequalities, Worsening Poverty: India's 'Development' Experience*, Books for Change, Bangalore.
10. Meir Gerald, Raich James (8th edition), *Leading issues in economic development*, Oxford University Press, U.K.
11. Murty, S. (Ed.). 2016. *Meeting Some Macro Economic Objectives in India*, RBSA Publishers, Jaipur.
12. Ravindra Kumar B., Jayasheela and Kadrolkar, Vilas M. (Eds.), (2012). *Demographic Dividend for India: A Step Forward*, New Delhi: Global Research Publications.
13. Ray Debraj, (2007), *Development economics*, Oxford India paperback ,Noida,India.
14. Sabanna, T. (Ed.). (2009). *Service Sector and Globalisation*, Serials Publications, New Delhi..
15. Suprabha and Sequeira, A. H. (Eds.), *Emerging Issues and Challenges in Banking*, McGraw Hill Education (India) Private Limited, New Delhi.
16. The University of Chicago Press: *Journal of Human Capital*
17. Thirlwall A., (2005), *Growth and development: with special reference to developing economies*, Palgrave, Macmilan, USA.

Course Title: Linear Programming and Optimization
Course Code: Eco II.3
Marks: 100
Hours: 60
Credits: 4

Course Objectives:

1. To provide exposure to the methodology of linear programming.
2. To initiate students towards using linear programming as an optimizing tool.

Learning outcome:

1. The students will be able to use linear programming methodology to solve optimization problems.

SYLLABUS

Unit 1: Linear Programming Problem (5 Hours)

Definition of standard form, formulation of LPP, convex set and their properties, extreme points theorem. Graphical solution of LPP.

Unit 2: Simplex Method (20 Hours)

Theorems related to simplex method .and problems. Cases pertaining to existence of multiple solutions, unbounded and no feasible solution. Simplex method. Dual. Big M method.

Unit 3: Transportation Problems (12 Hours)

Mathematical formulation, condition for existence of feasible solution, rank of transportation matrix, Initial basic feasible solution by (i) NWC method (ii) Matrix-minima and (iii) VAM, MODI method to find an optimal solution, balanced and unbalanced transportation problems.

Unit 4: Assignment Problems (8 Hours)

Mathematical formulation, Hungarian methods to solve assignment problems, balanced & unbalanced assignments problems.

Unit 5: Game Theory (15 Hours)

Optimal Solution of Two-Person Zero-Sum Games, Solution of Mixed Strategy Games, Converting Game theory into LPP.

References:

1. Loomba, N. Paul (1980), Linear Programming: An Introductory Analysis, McGraw-Hill Education
2. Osborn, Martin J (2012) An Introduction to Game Theory, Oxford University Press
3. Swarup, Kanti; Gupta, P. K.; Mohan, Man (2005) *Introduction to Operations Research*, Sultan Chand & Sons, New Delhi

4. Swarup, Kanti; Gupta P.K; Mohan, Man (1978) *Operations research*, S Chand & Sons, New Delhi
5. Taha, Hamdy A., (10th Edition) *Operation Research: An Introduction*, Pearson Edition

6. Vajda, *Game Theory*

Course Title: Health Economics
Course Code: Eco III.3.2
Marks: 100
Hours: 60
Credits: 4

Course Objectives:

1. To provide a framework for application of economic principle to health.
2. To evaluate delivery of health care using empirical evidence.

Learning Outcome:

Upon completion of this course students will:

1. Gain an understanding of application of microeconomic tools to health economics.
2. Be able to evaluate health care policy and its functioning.

SYLLABUS:

Unit 1: Introductory health Economics (12 Hours)

The demand for health and health services; production , health and health care; cost of delivering health services; basic market models; supplier induced demand and agency; market failure and government.

Unit 2: Economic Evaluation (10 Hours)

Theoretical bases of economic evaluation, economic evaluation of health care, Economic evaluation as a framework for utility and choice.

Unit 3: Economics of health-care market (10 Hours)

Investment and institutions in health-care; market structures; Hospital and health service provider behavior: motivation, regulation and incentives.

Unit 4: Analysis of Health system (14 Hours)

Health system: framework of analysis; tax and social health insurance mechanism; Private financing mechanism; Health systems around the world: variation and performance; health and allied services; health sector reforms and strategies.

Unit 5: Health approaches in India: (14 Hours)

Principles and practices of health care in India; Equity and health; Risks and returns in health care: Public sector versus private sector; Health financing and insurance: Universal health coverage; Out-of-pocket expenditure on health; Morbidity patterns; Health policy and outcomes.

References:

1. Ghuield S. and Smith P.C.(Eds): (2011), *The oxford Handbook of Health economics*, New York (Module 1A, 3, 4)

2. Henderson J.W.(2001), *Health economics and policy*, South Western, Thomson Learning
3. Mcpake B. and Normand C, (2013), *Health Economics: An international perspective*, Routledge, New York.
4. National Health accounts India (2004-05), http://www.whoindia.org/linkFiles/Health Finance_National_Health_accounts_2004-05.pdf

Course Title: International Finance
Course Code: ECO III.4.2
Marks: 100
Hours: 60
Credits: 4

Course Objectives:

1. To strengthen the student's theoretical foundations of international finance.
2. To develop expertise that will help students to participate in international financial dealings.

Learning Outcomes:

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

1. Analyze and evaluate the conditions relating to international finance.
2. Participate in international financial dealings.

SYLLABUS

Unit 1: International Financial Environment (3 Hours)

Components, Trends, Globalization

Unit 2: Balance of Payments (15 Hours)

Balance of payments: Current and capital accounts and balances; balance of payments and national income accounts; Foreign trade multiplier; Balance of payments adjustments: Elasticity, Absorption, Monetary and Portfolio-balance approaches.

Unit 3: Foreign Exchange Rates (15 Hours)

Foreign exchange rates: Fixed and Flexible: Comparisons; Nominal, Real and Effective Exchange Rates; Purchasing Power Parity and Exchange Rates; Foreign exchange markets: Spot, forward, futures and options currency markets. Foreign exchange risk and exposure: Exposure risk and parity relationship; accounting exposure versus real exposure, operating exposure, hedging risk and exposure. Interest arbitrage and efficiency of foreign exchange markets.

Unit 4: International Financial Markets (15 Hours)

International Money Markets: Eurocurrency market and Asian currency market. International Capital Markets: International bond market, Equity market, GDRs, ADRs. International Derivative Markets: Futures market; Options market; Currency Swaps

Unit 5: International Financial Institutions (12 Hours)

International Monetary Fund; international reserves: special drawing rights. Managed Floating. Theory of Optimum currency areas: international policy

coordination. currency board, European Monetary System, Models of international financial and currency crisis. International monetary reform; International debt: measures of indebtedness, international debt crisis.

References:

1. Carbaugh, Robert J., (2007), *International Economics*, South Western Publishers, New Delhi
2. De Rosa David F., (1998), *Currency Derivatives*, John Wiley, New York.
3. Gandolfo Giancarlo, (2006), *International Finance and Open – Economy Macroeconomics*, Springer, New York.
4. Kenen, P.B. (2000), *The International Economy*, Cambridge University Press, London.
5. Krugman P.R. and Obstfeld, M., 2009, *International Economics: Theory and Policy*, Pearson, New Delhi.
6. Pilbeam. K. (2004), *International Finance*, Macmillan, London
7. Salvatore D., (2014), *International Economics*, Wiley, New Delhi
8. Sodersten Bo and Geoffrey, R. 1994, *International Economics*, Macmillan, London,

Course Title: Environment and Sustainable Development Strategies
Course Code: ECO III.5.2
Marks: 100
Hours: 60
Credits: 4

Course Objectives:

1. To provide the students with an understanding of environmental challenges and the tools to address these challenges.
2. To direct the students towards the entire process of evolving sustainable development strategies.

Learning Outcomes:

On completing the course the students will be able to:

1. Evaluate the various environmental challenges.
2. Establish the process for evolving sustainable development strategies.

SYLLABUS:

Unit 1: Environmental Challenges and Sustainable Development (6 Hours)

Major Environmental Challenges; Sustainable Development as a Common Vision; Strategic Approach to Sustainable Development.

Unit 2: Nature of Sustainable Development Strategies (12 Hours)

Nature and Frameworks of Sustainable Development strategies: Principles for Developing Sustainable Development Strategies; National Level Strategies, Sub-national Strategies: Decentralized Development Planning. Village and Micro-level Strategies. Convergence and Links between National, Sub-national and Local Strategies.

Unit 3: Strategic Management for Sustainable Development (15 Hours)

Effective Strategic Mechanisms; Process and Stakeholders in evolving Sustainable Development Strategies; Coordination and scheduling; Procedures and promotion of sustainable development.

Unit 4: Analytical Tools and Participatory Requirements for Sustainable Development Strategies (15 Hours)

Tools of Analysis: Stakeholder Analysis; Sustainability Analysis; Strategy Process/Mechanism Analysis; Scenario Analysis. Analysis and Ranking Options; Reviewing Strategy Achievements. Participation: Horizontal and Vertical Channels; Importance of Participation; Costs and Benefits of Participation; Methods for Participation in Strategies.

Unit 5: Mechanisms for executing and evaluating Sustainable Development strategies (12 Hours)

Scope, Challenges, Principles and frameworks for decision-making; Institutions and Instruments for implementing strategy decisions. Finance and market for sustainable development; Elements of monitoring and evaluation systems: Dimensions and Limitations. Findings and feedback of monitoring exercises.

References:

1. Dalal-Clayton, Barry and Bass, Stephen (2002), *Sustainable Development Strategies – A Resource Book*, OECD-UNDP, Earthscan, London.
2. Dutta, Abhijit; Dutta, Sunita; Pandey P.N. (2005), *Environmental Issues and Challenges,* A.P.H. Publishing Corporation, New Delhi.
3. Furtado, Jose I. dos R.; Belt, Tamara and Jammi, Ramachandra (2000), *Economic development and environmental sustainability: Policies and principles for a durable equilibrium*, World Bank, Washington.
4. Harvard Business Review (2000), *Business and the Environment*, Harvard Business School Publishing, Boston.
5. Hanley, Nick and Roberts, Colin J. (ed.) (2002), *Issues in Environmental Economics*, Blackwell Publishers, Oxford.
6. Sonak, Sangeeta M. (2014), *Environment and Development – Goa at Crossroads*, Broadway Publishing, Panjim-Goa.

Course Title: Internship
Course Code: Eco IV.1
Marks: 500
Hours: 390
Credits: 20

Course Objectives:

1. To provide skills that will improve employability.
2. To enable students to use their domain knowledge to situations encountered at workplaces.

Learning outcome:

1. On completion of the course the students will be employment ready.

STRUCTURE OF INTERNSHIP STUDY:

Internship component of the course structure of the M.A. programme in Applied Economics is fully faculty monitored component of the curriculum. The component carries 20 credits, 390 hours of learning and is evaluated for 500 marks. Internship study is to be undertaken in the area of any one of the two applied concentration chosen by the student from the five available Applied Concentrations. Internship component may be learnt with reference to a business firm, public sector enterprise, non-governmental organization or a non-profit.

The structure of internship study and work, the allocation of credits and the distribution of marks are as follows:

Parts	Structure	Credits	Marks	Hours
Part I	Pre-internship Study	12	300	180
Part II	Internship Work	6	150	180
Part III	Post Internship Report	2	50	30

Mode of pre-internship study and evaluation: Every two credits of pre-internship study involve thirty hours of self-study by students in groups and monitored by faculty of the Post-graduate Department of Economics. After every five hours of monitored self-study each group will present a seminar – one seminar for every five hours of self-study, the sixth hour being the seminar hour. A total of five seminars will be presented for two credits. Each seminar will be evaluated for 10 marks. Students will have to hand over a copy of the seminar discussion paper for the purpose of evaluation. Marks will be awarded both, for the content of the seminar and the student's response to questions asked, taken together. Pre-internship work will be evaluated group-wise.

1. Pre-Internship Study (Self-study monitored by the Department)

Sr. No.	Components	Credits	Marks	Hours
1	Applied Marketing	2	50	30
2	Applied Accounting	2	50	30
3	Laws and Policies (Relevant)	2	50	30
4	Computer Applications (Analytics)	2	50	30
5	Case Studies on Entrepreneurship Ventures	2	50	30
6	Office Dynamics, Management and Procedures	2	50	30

2. Internship Work (Monitored)

Internship work will be done at internship providing organizations. Internship involves at least 180 hours of work, carrying six credits and 150 marks. The internship is monitored both by the post-graduate department and the internship-providing organizations through periodic reports from the student. Internship work is evaluated for each individual student separately.

3. Post-internship Report

The post-internship report carries two credits and is scheduled to be completed in 30 hours. The post-internship report is a comprehensive report of the overall learning and takes into consideration both pre-internship study and on-job experience. The report is prepared individually by a student and submitted to the post-graduate department as the proof of having completed the internship component of the M.A. programme in Applied Economics. Post-internship report is evaluated individually for 50 marks.

4. Guidelines for Pre-internship Study

The group of students is required to study each component of the pre-internship part through a combination of desk-research and field survey. It is important that students devote some time to research for the material required for their study under this component. The group may seek faculty help for identifying the necessary study material including electronic data bases. It is also important that there is peer collaboration in doing the study. Participation in seminars is a collaborative activity.

Certain guidelines by way of minimum coverage of scope under each component of the pre-internship study are given below. Students may go beyond the minimum coverage.

1. "Applied Marketing" should cover: Decision Making, Key Accounts, Marketing Management, Marketing Models, Marketing Planning, and Marketing Strategy.
2. "Applied Accounting" should cover: Cash flow, VAT and other Tax, Managing Payroll, Managing Expenses, Reconciling Books with Bank Accounts, and Budgeting Projects (each Project).
3. "Laws and Policies" should cover: Laws and Policies influencing the firm or the organization selected and relevant to the student's area of "applied concentration".
4. "Computer Applications for Analytics" should cover: Descriptive Analytics, Diagnostic Analytics, Predictive Analytics, and Prescriptive Analytics.
5. "Case Studies on Entrepreneurship Ventures" should cover: Risk Analysis, Innovation and Imitation, Venture Capital, Organizing ability.
6. "Office Dynamics, Management and Procedures" should include: Uniform Procedures, Setting Task Limit, Treating Staff Fairly and With Respect, Understanding Unique Work Styles, Preparing Priority List, Regular Communication, Time Management, Sticking to Time Schedules, Planning Ahead.

5. Guidelines for Internship Work

Internship work at the internship providing organization may be done at one stretch covering a total of 180 hours or in small parts totally covering 180 hours. Post internship report must bear this fact.

There will be no semester-end examination for the Internship Component of the M.A. programme in Applied Economics.

M.A. in Applied Economics Courses Syllabi

Table: M.A. Courses in Applied Economics Approved by BOS

c	Course Code	Course Title	Nature of the Course	Course Credits
1	Eco I.1	Microeconomics I	Core Compulsory	4
2	Eco I.2	Microeconomics II	Core Compulsory	4
3	Eco I.6	Mathematical Economics	Core Compulsory	4
4	Eco II.4	Risk Analysis and Management	Allied Skill Elective	4
5	Eco III.1.3	Financial Derivatives	Applied Concentration	4
6	Eco III.1.4	Financial Project Appraisal	Applied Concentration	4
7	Eco III.2.2	Managerial Economics for Tourism	Applied Concentration	4
8	Eco III.3.4	Industrial Relations & Labor Welfare	Applied Concentration	4
9	Eco III.4.3	Global Marketing	Applied Concentration	4
10	Eco III.5.3	Environmental Issues & Solutions	Applied Concentration	4

Course Title: Microeconomics I

Course Code: **Eco I.1**

Number of Hours: 60

Total Marks: 100

Number of Credits: 4 Credits

Course Objectives:

1. The objective is to strengthen the theoretical foundations of modern microeconomics under the assumption of complete markets, nonstrategic, utility- maximizing individuals, as well as profit-maximising firms in a competitive market setup with symmetric, perfect and complete information.

Learning Outcomes:

On completing the course the students will be able to:

1. Appreciate, evaluate and use the tools of traditional microeconomics whenever required.

SYLLABUS:

Unit 1: Utility Analysis: (15 hours)

Choice, Preference, rational choice and revealed preference, existence of the utility function-consumer's problem and the demand function, expenditure and indirect utility functions.

Unit 2: Demand Analysis: (13 hours)

Demand function, income-compensated demand functions, Slutsky matrix, and their properties, measurement of efficiency, duality, measuring of welfare effects of a price change

Unit 3: Production Analysis: (12 hours)

Production: returns to scale and varying proportions, production functions (Cobb Douglas, CES) and input demand functions and their properties, costs, derivation of SR and LR supply curve, classical model of the equilibrium of the firm, optimal size of the firm, duality in production, profit function and its properties.

Unit 4: Factor Markets (5 hours)

Factor pricing; Theories of factor pricing; value and distribution.

Unit 5: Market Structure and Equilibrium (15 Hours)

Perfect and imperfect competition; Pareto optimality; Excess demand function and its properties, tatonnement process and the proof of existence of general equilibrium, core and equiliberia, the first and the second fundamental theorem of welfare economics.

References:

Essential Readings

1. Gravelle, H and R. Rees, Microeconomics, Pearson Edition, 2004
2. Jehle, G.A. and P.J. Reny, Advanced Microeconomic Analysis, Oxford University Press, 2005.
3. Mas – Colell, A., M.D. Whinston and J. Green, Microeconomic Anaysis, Oxford University Press, 2005
4. Varian, H.R. Microeconomic Analysis, WW Norton & Co., 1992.
5. Rubinfeld D. and Pindyck R.,Microeconomics, Pearson, 2013

Online Reading:

6. Australian Government, Department of Finance and Deregulation 'Influencing Consumer Behaviour: Improving Regulatory Design', 2013 Source: *https://www.dpmc.gov.au/sites/.../Influencing_**consumer**_behaviour.doc*

Course Title: Microeconomics II

Course Code: **Eco I.2**

Number of Hours: 60

Total Marks: 100

Number of Credits: 4 Credits

Course Objectives:

The objective is to acquaint students and direct them to methods of analyzing strategic microeconomic behavior in the context of asymmetric and incomplete information.

Learning Outcomes:

On completing the course the students will be able to appreciate, evaluate and use the tools of modern microeconomics to analyze strategic microeconomic behavior in the context of asymmetric and incomplete information.

SYLLABUS:

Unit 1: Introduction to Game Theory (15 hours)

Normal and extensive form games, pure and mixed strategy Nash equilibria, sequential games, backward induction and sub-game perfect Nash equilibria, Cournot model, Bertrand model stackleberg model.

Unit 2: Economics of Information (15 hours)

Optimal contracts under symmetric and complete information, moral hazar and optimal contract and optimal contract design, Bayesian games and Bayesian Nash equilibria, Adverse Selection, Signalling and Pooling equilibria.

Unit 3: Industrial Organisational – 1: (15 Hours)

Market power and dominant firms, non-linear pricing and price discrimination, product quality, welfare implications of monopoly.

Unit 4: Industrial Organisational II: (15 hours)

Dynamic models of oligopoly, Product Differentiation, Address Models and Strategic Behaviour, Product Differentiation in vertically integrated firms.

Essential Readings

1. Gibbons R., A Primer in Game Theory, Princeton University Press, 1992
2. Church, J.R. and R. Ware, Industrial Organisation: A Strategic Approach, McGraw Hill, 2000.
3. Maco-staedler, I. and D. Perez- Castrillo, Economics of Information and contracts, Oxford University Press, 2001.

4. Binomre, K., Game Theory: A very Short Introduction, Oxford University Press, 2010
5. Rubinfeld D. and Pindyck R. Microeconomics, Pearson, 2013

N.B : Microeconomics I and Microeconomics II have been adapted from Microeconomics I and Microeconomics II of M.A. in Economics of the University of Mumbai.

Course Title: Mathematical Economics

Course Code: Eco I.6

Number of Hours: 60
Total Marks: 100
Number of Credits: 04

Course Objectives

1. The objective of this course is to equip students with clear understanding of the mathematical tools and techniques frequently applied in different branches of economics.

Learning Outcome

On completing the course, students will be able to:

1. Grasp the essence of basic/advanced economic theories done through quantitative analysis.
2. Present economic proposition in the language of mathematics whenever required and possible.
3. Apply mathematical techniques in their own research work, if requires.

Unit I: Functions and Elementary Set Theory (10 Hours)

The real number system; Euclidian space; Relations and Functions; Elementary set operation; Interval; Limit point; Closed and open sets; bounded and compact sets; Convex sets and their properties.

Unit II: Differential and integral calculus (20 Hours)

Limit, Continuity; sequences; Partial and Total Differentiation; Eulers theorem; Homogenous and Homothetic functions; Taylor's series expansion; Definite and indefinite integrals; integration by parts.

Economic Application: Direct and indirect utility function, Mathematical derivation of indifference curve, isoquants, Marginal utility, marginal cost, Elasticities, Slutsky equation: Decomposition of price effect, Returns to scale, marginal productivity theorem, Consumer's and producer's surplus, 1st degree price discrimination.

Unit III: **Linear Algebra and Matrices (15 Hours)**

Vectors and matrices; matrix operations; Determinants; Eigen values and Eigen vectors; Definite and semi-definite form of matrices.

Unit IV: Optimization (15 Hours)

Unconstrained optimization: First and Second order condition for local interior optima and global optima; conditions, existence and uniqueness of equilibrium; Constrained optimization and Lagrange Multipliers; Optimization with Inequality constraints; Kuhn Tucker conditions. Economic Application: Utility maximization, profit maximization with and without constraints.

Referrences:

1. Alton.H. Smith, Walter A Albrecht : *Fundamental Concepts of Analysis*, Prentice Hall.1966
2. Chiang Alpha C.: *Fundamental Methods of Mathematical Economics*, McGraw Hill, New Delhi.1986
3. Knut Sydsæter, Peter Hammond: *Essential mathematics for Economic Analysis*, FT Prentice Hall. 2008
4. Simon, Karl. P, Blume, Lawrence *Mathematics for Economists*, W.W. Norton and Company, United States. 1994:

Course Title: Risk Analysis and Management
Course Code: Eco II.4
Number of Hours: 60
Marks: 100
Number of Credits: 04

Course Objectives:

1. To provide the students with strong grounding in management of risk in different situations.
2. To develop an understanding the risk management theory and enable its use in practice.
3. To use Experiential Learning Method when dealing with Risk Theory.

Learning Outcomes:
On completing the course the students will have:

1. Inculcated a habit to intuitively look for risk in all situations.
2. Acquired the tools to identify and evaluate risk.
3. Acquired skills to develop customized solutions to risk management problems.

Syllabus:

Unit 1: Risk Management Models and Risk Exposures (12 Hours)

Meaning of risk; Types and sources of risk – exposure and management: The Enterprise Risk Management Model – The 4 step process - Identification of Risk. Exposures – Asset Listing – Flow Charting – Loss Experience History – Fault Tree Analysis.

Unit 2: Evaluation & Treatment of Risk Exposures (6 Hours)
Why evaluate Risk Exposures ? – Loss Frequency – Loss Severity - Maximum Possible Loss v/s Maximum Probable Loss - Probabilistic Loss Assessment - Event Tree Analysis - Catastrophic Loss - Criticality Analysis.

Unit 3: Risk Assessment Models (6 Hours)
Probability Tables - Probability Curves - Z-score – The counter argument – Predictive weakness of Loss Experience History – The concept of Alternative Histories - Unknown unknowns - Retrospective causality - Opacity of history – Complex Domains, Fat Tails and failure of Central Limit Theorem – Ludic Fallacy – Taleb Map – Asymmetry of information - Fragility - Robustness – Antifragility - .

Unit 4.1: Comprehensive Case Study No. 1 (15 Hours)

Unit 4.2: Comprehensive Case Study No. 2 (15 Hours)

Comprehensive Case Studies will be in relation to the two Concentration chosen by a student:

1 : Risk Management for Banking and Finance (15 Hours)
Bank Risk Management – Nonfinancial Risk : A Growing Challenge For The Banks – Example: De-risking Demonetization - Management of Operational Risk - Case Study : Terrorist Financing.

2 : Risk Management for Travel and Tourism (15 Hours)
Understanding the Travel & Tourism Markets – Risk in Service Encounters - Risk Management in the Hotel and Tourism Sector – Risk Management in Global Travel – Managing the Risk in Tourism in Goa - Example: Aviation Risk Managemnt - Disaster Risk Management for Coastal Tourism Destinations.

3 : Risk Management for Demography and Human Resources (15 Hours)
Personal Risk Management : Identification & Evaluation - Managing Hiring Risk - Example: Hospital Risk Management.

4 : Risk Management for Globalization and International Business (15 Hours)
Global Business Risk Management - International Political Risk Management - Cross-Border Exposures and Country Risk – Economics of Security.

5 : Risk Management for Environment and Sustainability (15 Hours)
Environmental Risk Analysis - Resources Concepts - Negentropy & Entropy - Technology and Resources - Environmental Accounting - Toxicity Pathway Based Risk Assessment - Example: Chennai Floods - Flood Risk Exposure Identification for Goa – Environmental Scenario Analysis.

A note on Unit 4.1 and 4.2: Comprehensive Case Study

This case will be chosen and constructed by the students by consensus. Depending upon the number of students, a maximum of two cases will be constructed. As far as possible, the case/cases will be chosen from the Applied Concentrations opted for by the students. The case will be chosen by the students based on the skills acquired by them during the theory units.

The work on the case will begin after the theory units (Units 1.1 to 2.2) are completed, that is after 24 class hours or little less than half the semester is over. During the remaining half of the semester, that is the remaining 36 hours, one hour per 6 hours will be used for discussion of the case; the first 1 hour of these 6 hours will be for the choice of the case and necessary instructions; the last 1 hour will be used for the final presentation of the case. Contrary to the normal practice, the working on the case is not scheduled close to the end of the course, but rather early during the semester, as it has been observed that when the work on the case is placed close to the end, the students do not spend sufficient time on it and do not apply proper mind to the case. Scheduling it sufficiently early gives ample time for discussion of the case.

In the final evaluation, questions shall be set on the case having appropriate weightage. Such questions shall be entirely on extempore problems, that is on problems which have not been discussed earlier. The students shall apply their mind to the problems posed in the context of their understanding of the case. The answers shall be brief enough to be completed in the allotted time. The objective of the questions shall be to assess alertness and originality.

References:

1. Rejda, Principles of Risk Management and Insurance : Pearson.2004
2. Vaughan & Vaughan, : Fundamentals of Risk and Insurance, John Wiley.2003
3. Ayres, : Resources, Environment & Economics, John Wiley.1978
4. Caroll, : Risk Management Handbook For Health Care Organizations, Jossey Bass-Wiley.2001
5. Nixon & Kerr, : Managing Hiring Risk From the HR and Security Perspectives, Elsevier.2008
6. Lovelock, Witz & Chatterjee, : Services Marketing, Pearson.2007
7. Sodersten & Geoffrey, : International Economics, Macmillan, London,1994

Course Title: Financial Derivatives

Course Code: Eco III.1.3

Number of Hours: 60
Marks: 100
Number of Credits: 04

Course Objectives

1. To equip the students with detailed knowledge of derivatives such as forwards, futures and options.
2. To educate the students on their use for various hedging and speculating objectives.
3. To introduce the students to the frameworks and techniques for pricing derivatives.

Learning Outcomes

On completing of the course, students will:

1. Understand the characteristics of various derivatives.
2. Understand the pros and cons of various models that are widely used.
3. Gain some experience in applying these instruments and models for valuation.

SYLLABUS

Unit I: Introduction to Derivatives (10 Hours)

Derivatives: Definition, types of derivatives, derivatives markets, reasons for Trading derivatives: Hedging and arbitraging.

Unit II: Forwards and Futures (20 Hours)

The market for forwards and futures, marking to market and margins, Valuing forward contracts and the forward price, Types of futures contracts: Interest rate futures, Stock Index futures, Commodity futures, currency futures; The futures price.

Unit III: Options (20 Hours)

The market for options. Option payoffs, Factors affecting option prices, No-arbitrage restrictions: The put-call parity, Trading strategies involving options; Option Valuation: The binomial model, The Black Scholes model.

Unit IV: Financial Engineering (10 Hours)

Portfolio insurance and other advanced derivative strategies, Market risk management, Financial Engineering, Exotic options, Employee stock option.

Referrences:

Mandetory Reading:

1. Don M. Chance, Brooks, Robert, *"An introduction to Derivatives and Risk Management",* 10th edition, South-Western Cengage Learning, 2014.
2. John C. Hull, "*Fundamentals of Futures and Options Markets*", 8th Edition, Prentice Hall.
3. John C. Hull, "*Options, Futures and Other Derivatives*", 8th Edition, Prentice Hall. (PDF)

Supplementary Reading:

4. David G. Luenberger, *Investment Science*, Oxford University Press, USA, 1997.
5. Richard A. Brealey and Stewart C. Myers:*Principles of Corporate Finance*, 7th editionMcGrawHill, 2002.
6. Thomas E. Copeland, J. Fred Weston and KuldeepShastri**(**2003):*Financial Theory and Corporate Policy*, Prentice Hall, 4th edition.

Course Title: Financial Project Appraisal

Course Code: Eco III.1.4
Number of Hours: 60
Marks: 100
Number of Credits: 04

Course Objectives

The objective of this course is to equip students with:

1. Detailed understanding of economic aspects of investment projects.
2. Various project impact measurement and assessment tools and techniques.

Learning Outcome

On completing of the course, students will:

1. Gain an overview of different aspect of investment projects.
2. Gain entrepreneurship skills on how to formulate and implement project idea
3. Know and apply techniques of cost benefit analysis for projects.
4. Learn the measurement techniques of impact of the projects.
5. Understand the political economy and welfare aspect of investment projects.

SYLLABUS

Unit I: Overview of project appraisal (10 Hours)
Project and programme evaluation: the project cycle, planning, project selection and appraisal, project quality factors and basic needs, project formulation and feasibility study.

Unit II: Technical Analysis (15 Hours)
Formulation of project idea, market analysis, managing technology, strategic technology leveraging. Risk analysis: Taxonomy of risks, techniques of risk analysis, risk and large projects, uncertainty mitigation strategies.

Unit III: Financial Appraisal (10 Hours)
Investment and operational costs; project finance, appraisal techniques, mutually exclusive projects and other issues. Cost of capital.

Unit IV: Impact Assessment (20 Hours)
Economic impact analysis, cost-benefit analysis, Cost-effectiveness analysis: UNIDO analysis, Little Mirrlees analysis, World Bank approach, Planning Commission approach; Environment impact assessment, An integrated approach to project impact assessment.

Unit V: Project implementation and Management (5 Hours)

Implementation, review and audit (case study example: Social Cost-benefit Analysis of Delhi Metro-2006 study)

Referrences:

1. Anthony Boardman, David Greenberg, Aidan Vining, David Weimer: *"Cost-Benefit Analysis",*Pearson Series in Economics 23 Aug 2010.
2. Harry F. Campbel, Brown, Richard P C: "*Benefit-Cost Analysis: Financial and Economic Appraisal Using Spreadsheets*" Cambridge University Press, 2003.
3. Prasanna Chandra: "*Projects, Planning, Analysis, Selection, Financing, Implementation, and Review",* Tata McGraw-Hill Education, 2009 *7/e:*
4. Murty M. N. et al 'Social Cost-benefit Analysis of Delhi Metro-2006 study'

Course Title: Managerial Economics for Tourism

Course Code: Eco III.2.2

Number of Hours: 60

Total Marks: 100
Number of Credits: 04

Course Objectives:

To help students in understanding application of microeconomic concepts like demand, supply, pricing of tourism products.

1. To understand risks and uncertainty associated with tourism.
2. To apply simulation and decision theory in analysis.

Learning Outcome:

On completion of the course the students will be:

1. Equipped to apply the microeconomic tools for practical application.
2. Able to quantify the elements of risks and uncertainty in the profession.
3. Able to formulate good business decision for tourism promotion.

SYLLABUS

Unit 1: Introduction to Managerial Economics in Tourism: (10 Hours)

Nature and Complexities of Tourism Industries; Economics and Decision Making; Cost and Revenue of Tourism; Tourism and Economic Development.

Unit 2: Demand for and Supply of tourism: (15 Hours)

Consumer behavior and tourism demand; Determinants of Tourism demand, Measurement of Tourism demand: Elasticity of Demand - meaning, types; Tourism Demand Forecasting. Supply of tourism: Patterns and characteristics, Elasticity of Supply, pricing of Tourism product.

Unit 3: Production

The Production Function; Production with One Variable Inputs; Economies of Scales and Scope; Cost-Benefit analysis in tourism, concept of beak-even analysis and Project Feasibility Study.

Unit 4: The economic impacts of tourism

Direct, indirect, induced and negative: the measurement of economic impact: Multiplier – meaning and types (Investment, Employment and Tourism Multipliers), Linkages and leakages.

REFERENCES:

Mandatory Reading:

1. Lundburg Donald E., Krishnamoorthy M., Stavenga Mink H.: *Tourism Economics*, John Wiley & Sons, New York.1995

Additional Reading

2. Witt. Stephen F. and Luiz Mountinho (eds) : *Tourism Marketing and Management Handbook*, Prentice Hall, New York.1989
3. Bull, Adrian: *The Economics of Travel of Tourism*, Longman, Cheshire, Melbourne.2000
4. Cooper, Chris, Fletcher, John, Gilbert, David and Wanhil Stephen,: *Tourism Principles and practice*, Pitman Publishing, London.2001

Course Title: Industrial Relations and Labour Welfare

Course Code: Eco III.3.4

Number of Hours: 60

Total Marks: 100

Number of Credits: 4 Credits

Course Objectives:

The objective is to provide students a broad understanding of Industrial relations and labor welfare in India with due focus on legislative aspects.

Learning Outcomes:

On completing the course the students will understand the processes and mechanism to resolve industrial conflicts and promote welfare of labour.

SYLLABUS

Unit 1: Industrial Relations **(12 hours)**

Industrial Relations: Concept, Approaches to industrial relations: Workers participation in Management, Code of conduct, Tripartite bodies, Changing face of Industrial Relations in India,

Unit 2: Trade Unionism **(12 hours)**

Trade Unions: Concept, Evolution, Importance & functions; Trade Union Movement in India: Leadership & Governance, Relevance of Trade Unions.

Unit 3: Industrial Disputes **(12 hours)**

Industrial Disputes: Overview; Grievance procedures & disputes resolution: Government Machinery to resolve industrial disputes, mediation, conciliation, Arbitration, Adjudication, Industrial tribunals.

Unit 4: Labor Welfare **(12 hours)**

Labor Security & Welfare- Issues & Importance, Measures-Voluntary, Statutory and Non statutory; Agencies of Labor Welfare.

Unit 5: Labor legislation **(12 hours)**

Labor legislation: Evolution of labor' legislation in India and Indian Constitution; Acts & rules related to Industrial safety and health, Child and woman labor, Social security ,Wages; Amendments: Need & Action

References

1. Sharma R.C.,Industrial relation and labour legislation ,PHI learning private limited, New Delhi, 2016,
2. Punekar S.D., Labour welfare, Trade unionism and industrial relations, Himalaya Publishing house, revised edition ,2011

Course Title: Global Marketing
Course Code: Eco III.4.3
Number of Hours: 60
Total Marks: 100
Number of Credits: 04

Course Objectives:

To familiarize the students with the concept and issues of international marketing in case of consumer and industrial goods.

Learning Outcomes:

On completing the course the students will be able to:

1. Analyse domestic and international market environment.
2. Develop professional competency in international marketing of consumer and industrial goods.

SYLLABUS:

Unit 1: International and Global Marketing: An Overview (10 hours)

Introduction to International Business - an overview; International Marketing Environment: Influence of physical, economic, socio - cultural, political and legal environments on international marketing decisions; International marketing information system.

Unit 2: Market Entry Strategies (10 hours)

Country scanning – opportunities and assessment; International Market Segmentation, Selection and Positioning; International market entry strategies – Exporting, licensing, contract manufacturing, green-field investment; joint venture, setting -up of wholly owned subsidiaries aboard.

Unit 3: International Product Planning and Pricing decisions (15 hours)

Major Product decisions – product design, labeling, packaging, branding and product support services; Product standardization vs. adaptation; Managing product line; International trade product life cycle; New product development. Pricing decisions for International Markets: Factors affecting international price determination; International pricing process and policies; Delivery terms and currency for export price quotations; Transfer pricing; Counter trade as a pricing tool – types and problems of counter trading.

Unit 4: Global Distribution Decisions (10 hours)

Distribution channel – from traditional to modern channel structures, Intermediaries for international markets – their roles and functions; Alternative middlemen choices, Factors affecting choice of channels; Locating, selecting and motivating channel members; International distribution logistics – Issues and Planning.

Unit 5: Global Promotion Strategies: **(15 hours)**

Communications across countries – complexities and issues; Country-of-origin effect; Sales promotions in international markets, trade fairs and exhibitions; International public relations, International Advertising decisions, Personal selling and sales management; Developing international promotion campaign.

Suggested Readings:

1. Keegan, Warran J. and Mark C. Green, *Global Marketing*, Pearson.2015
2. Cateora, Phillip R. ;Grahm, John L. and Prashant Salwan,*International Marketing*,Tata McGraw Hill.2010
3. Czinkota, Michael R. and Illka A. Ronkainon, *International Marketing*, Cengage Learning.
4. Terpstra, Vern; Foley, James and Ravi Sarathy, *International Marketing*, Naper Press.
5. Jain, Subash C., *International Marketing*, South-Western.2012
6. Kotabe, Masaaki and Kristiaan Helsen, *Global Marketing Management*, John Wiley and Sons.2016
7. Onkvist, Sak and John J.Shaw, *International Marketing; Analysis and Strategy*, Psychology Press.2004
8. Rajagopal, *International Marketing*, Vikas Publishing House.2006

N.B : Global Marketing syllabus has been adapted from the University of Delhi.

Course Title: Environmental Issues and Solutions
Course Code: Eco III.5.3
Number of Hours: 60
Total Marks: 100
Number of Credits: 04

Course Objectives:

1. To identify the key environmental issues affecting the community.
2. To expose students to the debate on issues related to environment.
3. To differentiate between economic and non-economic solution to these issues
4. To analyse economic methodologies to tackle these environmental issues.

Learning Outcomes:

On completing the course the students will:

1. Get sensitized to contemporary environmental issues.
2. Appreciate the economic and non-economic solutions.
3. Develop frameworks to generate solutions to these issues.

SYLLABUS:

Unit 1: Introduction to pressing environmental Issues (8 Hours)

Human relationship with the Environment: environment as an asset. Issues: Climate change, pollution, deforestation, water scarcity, loss of biodiversity, soil erosion and degradation. Regional pollutants: acid rains; global pollutants: ozone depletion.

Unit 2: Analysis of Environmental Issues (15 Hours)

Risks of inaction; Impact reducing strategies; Mitigation strategies. Cost effective analysis; impact analysis. Approaches to cost estimation: survey, engineering, combined approach. Treatment of risk; Applying the concepts: pollution control, preservation v/s development. Critical appraisal.

Unit 3: Non-economic Solutions to Environmental issues (10 Hours)

Technological, political, sociological and psychological solutions

Unit 4: Economic Solutions to Environmental Issues (12 Hours)

Market instruments – pollution charges: charge per unit, single polluter case. Environmental standards and their economic implications; Challenges to implementing environmental policy.

Unit 5: Modeling Holistic Solutions to Environmental Issues (15 Hours)

Modeling emission charge: Multiple-Polluter case, pollution charges in practice. Modelling an abatement equipment subsidy; Environmental taxes and subsidies in practice; Market based solutions. Examples: Deposit/refund system, Pollution Permit Trading System.

Suggested Reading:

Mandatory:

1. Titenberg, Tom *'Environmental and Natural Resource Economics',* 9th edition, U.S.A., Pearson Education, Inc 2003
2. Kolstad, C. D. *Environmental Economics*, Oxford University Press 2003
3. Callan, Scott J. and Thomas Janet M. *Environmental Economics and Management theory, Policy, and Applications, 5th* edition, Bentley University, Cengage Learning, 2013

Supplementary:

4. Murthy, D.B.N.. *Environmental Planning and Management*, New Delhi, published by Deep and Deep 2005
5. Dwivedi, D.N, *Managerial Economics*, 8th edition, Vikas Publishing House.*1980*
6. Robert, C. J. *Environmental Challenges and Solutions*, I K International Publishing House Pvt. Ltd
7. Lovei M., Weiss C.,*Environmental Management and Institutions in OECD Countries*, World Bank Washington, DC, USA.*1998*
8. Shah Ghanshyam, *REVIEWOF LITERATURE PDF* Social Movements in India
9. Agardy F., Nemerow N., *Environmental solutions,* Academic Press Theobald's Road London, UK. *2005*

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Parvatibai Chowgule College of Arts and Science
(Autonomous)
Annexure I
Syllabi of M.A. Courses in Applied Economics (Approved by BOS 7-10-2017)

Course Title: Research Methods in Economics
Course Code: Eco. I.10
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To provide an orientation to student to the process for conducting research.
2. To acquaint students with the methods of processing data and compiling research work.

Learning Outcomes:

1. On completing the course students will be confident about conducting research work, searching for data and compiling research findings.

SYLLABUS

Unit 1. Introduction to Research in Economics ` 15 Hours

Definition of Research; Objectives of Research; Research in Social Sciences; Research in Economics; Ethical Issues in Research.

Unit 2. Research Formulation, Design and Methods 15 Hours

Defining and formulating the research problem; Review of Literature; Identifying gap areas from literature review. Formulation of Hypothesis; Research Design: Basic principles and Significance; Developing an Appropriate Research Design.

Unit 3. Data Collection and Processing 15 Hours

Primary and Secondary Data; Methods and Tools of Primary Data Collection: Survey, Case-study, Pilot Experiments; Questionnaire, Interviews, Observation; Secondary Data Sources: International, National, Local; Handling of Data; Processing of data using Statistical Methods and Testing of Hypothesis. Use of Data-Processing Software (Exposure to at least one such software)

Unit 4. Writing a Dissertation 15 Hours

Reports and Dissertation; Report-writing-Types of report- Different steps in report-writing; Structure of Dissertation; Writing of Review of Literature, Research Methods and Results, Analysis and Discussion, Conclusions and Direction for Future Work. Citations, References and Bibliography, Appendices.

References:

1. Berg Bruce Lawrence & Lune Howard (2012), Qualitative Research Methods, Pearson Education.
2. Baronov, David (2004), Conceptual Foundations of Research Methods, Paradigm Publishers, Boulder, US.
3. Coley, S.M.and Scheinberg, C.A (1990),Proposal Writing, Sage Publication, New Delhi
4. Cooper, R. Donald and Pamela S. Schindler (2003), Business Research Methods, Tata McGraw-Hill.
5. Fink, A (2009), Conducting Research Literature Reviews: From the Internet to Paper, Sage Publications, New Delhi.
6. Flick, U (2011), Introducing Research Methodology: A Beginner's Guide to doing a Research Project, Sage Publications India, New Delhi.
7. Gerard , Gutherie (2010), Basic Research Methods An Entry into to Social Science Research, Sage Publications India, New Delhi.
8. Goode, W.J and Hatte, P.K (1981 ed), Methods in Social Research,Mc Graw- Hill, Singapore.

9. Kothari C.R (2013), Research Methodology: Methods and Techniques, New Age International Publishers. New Delhi.
10. Shipman, Keith F, (1996), Introduction to Social Research, Sage , London.
11. Young Pauline V. (1996), Scientific Social Surveys and Research, Prentice-Hall of India New Delhi.

Course Title: Accounting for Decision-Making
Course Code: Eco II.2
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To provide the students with an exposure to the accounting processes and information
2. To enable students to uses accounting information for decision-making

Learning Outcomes:

1. On completing the course the student will be able to use accounting statements to generate useful additional information about the health of the firm.
2. Students will be able to use the information for objective decision-making.

SYLLABUS

Unit 1: The Financial Accounting Framework **15 Hours**

Introduction to financial accounting; Accounting Principles and Conventions; Fundamental Accounting Equation; Accounting Identity; Recording of Financial Transactions: Preparation of Accounting Statements.

Unit 2: Understanding and Analyzing Financial Statements **15 Hours**

Reading and Understanding Financial Statements: Balance Sheet, Income Statement and Cash Flow Statement; Ratio analysis; Understanding Relationship between Profitability Drivers; Assessing Financial Health through Credit Scoring Model.

Unit 3: Costing and Cost Analysis for Decision Making **15 Hours**

Cost Sheet in Manufacturing and Service Industries (Preparation), Job and Process Costing; Activity-based Costing; Behaviour of Costs; Break-even Analysis; Costing Approaches for Different Decision-making Scenarios.

Unit 4: Budgeting and Variance Analysis **15 Hours**

Preparation of operational and financial budgets; Comparing actual performance with budget estimates. Variance Analysis: Price and Quantity; Controllable and Non-controllable; Revenue and Contribution variances.

References:

1. Gibson, Charles H. (2013), *Financial Statement Analysis*, Cengage Learning, Delhi.
2. Horngren, Charles Y (2017), *Cost Accounting a Managerial Emphasis*, Pearson
3. Khan M. Y. ; Jain P. K. (2014), *Financial Management*, Tata McGraw-Hill Publishing, New Delhi
4. Singal, Santosh (2012), *Accounting and Financial Analysis*, International Book House, New Delhi.

Course Title: Travel and Tourism Infrastructure
Course Code: ECO III.2.3
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To assess the infrastructure in the tourism sector
2. To evaluate the transportation and accommodation infrastructure.
3. To evaluate the growth and development of other infrastructure important for tourism.

Learning Outcome:

On successful completion of the course, the students will be able to:

1. Assess the role of infrastructure in promoting tourism
2. Ascertain the importance of transportation and connectivity in tourism
3. Understand the role of other infrastructure in growth and development of tourism.

SYLLABUS:

Unit 1. Infrastructure Related to Travel and Tourism **15 Hours**

Tourism Infrastructure: Connectivity, Accommodation, Civic Amenities and other Infrastructure; Assessment of availability: Gap between Expected and Actual availability; Gap Analysis; Initiatives by State Government: Policy Measures, Innovative Practices, Up-coming Projects.

Unit 2. Transportation Infrastructure **15 Hours**

Internal and External Connectivity; Importance of Transportation Infrastructure; Dynamically Changing Needs and Means of Transportation; Tourism Transport System: Roads, Railways, Airways and Waterways; Comparative Analysis; Limitations. Problems of Transportation Infrastructure; Public Sector and Private Sector Involvement in Providing and Maintaining Transportation Infrastructure.

Unit 3. Accommodation Infrastructure **15 Hours**

Concept, Types and Typologies of Accommodation; Importance of Accommodation Infrastructure and Linkage with Tourism; Emerging Dimensions of Accommodation Industry – Heritage Hotels, Motels and Resort Properties. Time-Share Establishments. Human Resource Development with respect to Accommodation: Human Resource Requirements, Training Facilities, Constraints. Fiscal and Non-fiscal Incentive Available to Hotel Industry in India. Ethical, Legal and Regulatory Aspects of Accommodation Infrastructure.

Unit 4. Other Types of Infrastructure **15 Hours**

Travel Agency and Tour Operations Business: Growth and Development; Linkages; On-line Infrastructure: Booking Apps. Amusement and Recreation Infrastructure.

References: -

1. Roady Sunetra; Bival Archana; Joshi Vandana (2009) *Tourism Operations and Management*, Oxford Higher Education
2. Ali, Barkat Abu (2015) *Travel and Tourism Management*, PHI Learning, Delhi.
3. FICCI Report (2014) *Tourism Infrastructure: the Role States Play*
4. Government of Goa, *Goa Economic Survey*

Course Title: Tourism in Goa
Course Code: ECO III.2.3
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

4. To acquaint the students with unique tourist-centric resources.
5. To understand policy formulations for tourism development in the State and its implications.
6. To highlight the major tourist-related issues.

Learning Outcome:

On successful completion of the course, the students will be able to learn the tourism related issues in Goa for future development.

SYLLABUS:

Unit 1. Factors Influencing Tourism in Goa: 15 Hours

Westernization of Culture; Geographical Location and Connectivity; Religious and Pilgrimage Centers in Goa; Food and Entertainment, Natural Attraction, Customs and Receptive Attitude of Locals, Major Festivals in Goa.

Unit 2. Planning and Policies: 15 Hours

Importance of Tourism in Goan Economy; Tourism in Budget Planning; Role of Ministry of Tourism; GTDC; Other Government and Private Agencies; Broad Tourism Policy in terms of Tourism Master Plan for Sustainable Development.

Unit 3. Tourism and Tourist Trends: 15 Hours

Types of Tourism – Pilgrimage, Adventure and Sports, Beach, Eco-Tourism, Health, Village/Rural, Spiritual Tourism; Heritage Tourism, Places of Tourist Attraction; Tourist Trends –Domestic and Foreign; Duration of Stay; Steps to Improve Return of Tourist and Recommend Goa for Tourism. Steps to Brand Goa.

Unit 4. Major Challenges in tourism development in Goa: 15 Hours

Issues related to garbage, traffic and transport, infrastructure, tourist taxi operators, Drugs and Trafficking, Law and Order

References: -

1. Department of Tourism (2011), *Tourism Master Plan*, Government of Goa, Panjim.
2. Department of Tourism (2003), *Tourism Policy*, Government of Goa, Panjim.
3. Directorate of Statistics, Planning and Evaluation, *Economic survey*, Government of Goa.
4. Gupta**,** Om**;** Seth**,** Rabindra (2005), '*Tourism In India: An Overview*', Kalpaz Publications.
5. Sarngadharan**,** M. (2009), '*Health Tourism in India'*, New Century Publication
6. Solomon, Ranjan (ed.) (2009), The Challenge and Prospects of Tourism in Goa Today, Council for Social Justice and Peace, Panjim
7. Centre for Responsible Tourism in Goa http://responsibletourismgoa.com/

Course Title: Strategic Human Resources Management
Course Code: ECO III.3.3
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To study as how to think systematically and strategically about the aspects of managing the organization's human assets.
2. To study the conceptual framework and practices of strategic human resource management.
3. To explore the emerging developments in Human Resource Management.

Learning Outcomes:

1. Students will be able to think systematically and strategically about human resources.
2. Students will understand the conceptual framework of strategic human resources management.
3. Students will develop a critical perspective of changing needs and emerging developments in strategic human resource management.

SYLLABUS:

Unit 1: Frameworks of Strategic Human Resources Management: 15 Hours

Strategic Human Resources Management: Concepts, perspectives, frameworks. HRM and SHRM. HRM and SHRM Models: (HRM models: Caldwell's change matrix, Ulrich's Human Resource Champion model; SHRM Models: 5 P-model, environment model, matching model, resource based view model); Integrating human resource strategy in the organization's objective set.

Unit 2: **Recruitment of Human Resource: 15 Hours**

Practices in Human Resources Recruitment; Sourcing of Talent; Selection and Hiring Process; Training and Development; Universalist approaches to SHRM (best practices approach, configurational approach): Developing global workforce and intercultural competence.

Unit 3: Performance Management: **15 Hours**

Strategic appraisal; Motivation, Compensation, Rewards System; Workplace flexibility: employers, employees and HRM perspectives; Attrition and Employee Retention.

Unit 4: Managing Human Resources for Organizational development: 15 Hours

Communication during Change; Knowledge Sharing and Management; Managing personal Transitions; Resistance to Change; Managing the Employee involvement, engagement and participation; Impact of SHRM practices on the performance of employees – global evidences. Consequences of investment in HRD on retention of employees. Changes in Strategic Human Resources management practices.

References:

1. Amstrong Michael (2016) *Strategic Human Resource Management* ,Kogan Page, London.
2. Dhar Rajib Lochan (2012), Strategic Human Resource Management, Excel Books, New Delhi
3. Greer Charles (2001) *Strategic Human Resource Managaement*, Pearson Custom Publishing, Boston.
4. Jeffrey A. Melo, (2015), *Strategic Human Resource Management* cengage learning, fourth edition Australia.
5. Rees Gary (2017), *Strategic Human Resource Management: An international perspective*, 2nd revised edition, edited by Paul E Smith Sage publications.
6. Truss, Catherine; Mankin David; Kelliher, Clare (2012), *Strategic Human Resource Management*, Oxford university press, London

Course Title: International Trade Practices, Documentation and Procedures
Course Code: Eco III.4.4
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To orient students in international trade practices, documentation and procedures.
2. To expose the students on latest developments in Foreign Trade policy

Learning Outcomes:

1. On completing the course the students will have gained sufficient expertise in handling exports and imports.

SYLLABUS

Unit 1: Foreign Trade Policy and Practices **15 Hours**

Foreign Trade Policy of the Government of India (2015-2020 and latest) – Objectives, Main Provisions; Foreign Trade (Development & Regulation) Act, 1992 – Objectives, Main Provisions; Foreign Exchange Management Act – Objectives, Main Provisions; Excise Law, Customs Law; GST and Foreign Trade. Trade Negotiations and Contract; Standardization and INCO Terms; Trade Finance and Credit; Consignment Sale.

Unit 2: Export-Import Documentation **15 Hours**

Importance of Export-Import Documentation; Types of Export-Import Documents; Features; Mandatory Documents Listed by World Bank and India; Variations in the List of Documents required by Different Countries (Example India, USA, EU, etc.).

Unit 3: Export-Import Procedures **15 Hours**

Foreign Trade Procedures of the Government of India (2015-2020; Export-Import Risks and Risk Management: Cargo Risk, Credit Risk, Commercial and Political Risk; Insurance; Customs Clearance Procedures; Valuation and Harmonized System of Nomenclature. Physical Examination of Goods.

Unit 4: Export Incentives and Promotional Schemes **15 Hours**

Export from India Schemes, Duty Exemption/Remission Schemes, Duty-free Import Authorization Schemes, Export Promotion Schemes for Specific Industries; Export Oriented Units, Technology Parks; SEZs, Deemed Exports.

References:

1. Apeda Agri Exchange, *Export Documentation and Procedures*, http://agriexchange.apeda.gov.in/Ready%20Reckoner/EXPORT_DOCUMENTATION.aspx
2. Bade, Donna L. (2015) "Export Import Procedures and Documentation", AMACOM, New York
3. Government of India, Directorate of Valuation "Procedures for Clearances of Imported and Export Goods", www.dov.gov.in/newsite.3/clearance_procedure.asp
4. Government of India (2015) "FOREIGN TRADE POLICY [1st April, 2015 – 31st March, 2020]", Available at: http://dgft.gov.in/exim/2000/ftp2015-20E.pdf
5. Government of India (2015) "Handbook of Procedures [1st April, 2015 – 31st March, 2020]", Available at: http://dgft.gov.in/exim/2000/FTPproc2015-20E.pdf
6. Government of India (2015) "(Appendices and Aayat Niryat Forms) of FTP 2015-2020", Available at http://dgft.gov.in/exim/2000/APPANFS2015.pdf
7. Government of India (2015): Mandatory Documents Required For Export And Import Reduced To Three Each, Available at http://pib.nic.in/newsite/PrintRelease.aspx?relid=116935

8. International Chamber of Commerce, “Incoterms Rules 2010”, Available at http: https://iccwbo.org/resources-for-business/incoterms-rules/incoterms-rules-2010/
9. Nelson, Carl A. (2009) “Import/Export: How to Get Started in International Trade”, Tata McGraw- Hill, New Delhi,
10. Nelson, Carl A. (2009) “Import/Export: How to Take Your Business Across Borders”, McGraw Hill, New York. E-book Available at; http://citd.org/wp-content/uploads/2014/01/ImportExportbyNelson.pdf
11. O'Meara Arthur (2017) “Making Money with Incoterms(R) 2010: Strategic Use of Incoterms(R) Rules in Purchases and Sales” e-book, Available at http://store.iccwbo.org/making-money-with-incoterms-2010
12. Government of India, Indian Trade Portal, “How to Export”, Available at: http://www.indiantradeportal.in/vs.jsp?lang=0&id=0,25,44

Course Title: Environmental Policy and Governance
Course Code: Eco III.5.4
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To expose students to more recent international environmental agreements.
2. To enlighten the students on India's environmental policies.
3. To expose the students to the framework of policy implementation in India.
4. To analyse the environmental governance issues in India.

Learning Outcomes:

On completing the course the students will:

1. Get educated on the various international environmental agreements
2. Get familiar with the environmental policies in India
3. Get exposure to implementation framework and governance issues in India.

SYLLABUS

Unit 1. International Environmental Agreements 15 Hours

Nature and Importance of International Environmental Agreements; Global and Regional IEA; Multilateral and Bilateral Environmental Agreements; Important Recent Multilateral Agreements; UN Framework Convention On Climate Change, Montreal Protocol on Ozone Protection, Convention On Biological Diversity, Convention On Long-Range Trans-boundary Air Pollution. Global Dialogue on Climate Change.

Unit 2. India's Environmental Policies – Objectives and Strategies 15 Hours

Policies to Protect the Environment: Environment Protection Act, 1986; National Environment Policy, 2006; Vision Statement on Environment and Health. Legislations and Rules for the Protection: Water Pollution; Air Pollution; Environment Protection; Wildlife; Forest Conservation; Biodiversity; National Green Tribunal; Animal Welfare

Unit 3. Framework for Implementation of Environmental Policy in India 15 Hours

Institutional Framework: Legislation enforcing Environmental Policy. Structure for the implementation: Ministry of Environment and Forests, Mobilization of Resources, Coordination between Ministries; National Green Tribunal and the Judiciary, State Level Implementation of Environmental Policy and Law (Case Study on Goa); Role of Activists and Non-state Actors in Implementation.

Unit 4. Environmental Governance 15 Hours

The System of Global Environmental Governance (GEG); Key Challenges to Effective GEG; Reforming GEG. Environmental Governance in India: Phase 1: Hesitant Beginning; Phase II: Strengthening of Environmental Governance in India; the Environmental Impact Assessment Notification, 2006, Transparency, Public Participation in Environmental Decision-making; Phase III: Dilution Phase: Weakening of Environmental Governance; Influence of Powerful Lobbies; Making Environmental Laws Subservient to Industrial Growth; Attempt to Curtail the Power of the NGT; Efforts to Curtail the Activities of Environmental Activist Groups; Dilution of Environmental Law; Dilution of the Existing Legal and Policy Architecture Established to Protect our Environment.

References:

1. Ahluwalia,V.K., Sunita M. (2009) '*Environmental Science*', Ane Books, New Delhi.
2. Government of India, Ministry of Environment and Forests, "*Strategic Plan 2012-13 To 2016-17*", http://www.moef.nic.in/downloads/public-information/Strategic_Plan_MoEF.pdf

3. Indian Institute of Ecology and Environment**, "***Environmental Governance in India***",** http://www.ecology.edu/environmental-governance.html
4. Krishnamoorthy, Bala (2017) *Environmental Management : Text And Cases,* PHI Learning, Delhi
5. OECD (2006) "*Environmental Compliance and Enforcement in India: Rapid Assessment*" https://www.oecd.org/env/outreach/37838061.pdf
6. Quitzow, Rainer; Jacob, Klaus; Bär, Holger. (2013) *Environmental Governance in India, China, Vietnam and Indonesia: A Tale of Two Paces,* FFU-Report 01-2013, Freie Universität Berlin, http://edocs.fu-berlin.de/docs/servlets/MCRFileNodeServlet/FUDOCS_derivate_000000002313/Environmental_governance_Aisa_20130204.pdf
7. Razzaque, Jona (2013), *Environmental Governance in Europe and Asia: A Comparative Study of Institutional and Legislative Frameworks,* Routledge
8. Sandåker, Anne-Line (2009) "*Implementing Environmental Policies in India: A Case Study of Scandinavian TNCs*", University of Oslo, https://www.duo.uio.no/bitstream/handle/10852/24388/Anne-LinexSandaker_final.pdf?sequence=1
9. Sandhu, Vikram; Sidhu A.S.(2015), "*Environmental Governance in India: A Systematic Review of the Initiatives*", Pacific Business Review International, Volume 8, Issue 4, October 2015, pp. 49-57, http://www.pbr.co.in/October2015/7.pdf
10. Titenberg, Tom (2003) '*Environmental and Natural Resource Economics*', Pearson Education,

M.A. in Applied Economics

Amendment to "Internship"Course Syllabus (Course Code: Eco IV.1)

Section on Pre-Internship Study

Existing Section of Pre-internship Study in the Course Syllabus of "Internship" at M.A. in Applied Economics requiring Amendment	**Reason for Amendment**	**Section of Pre-internship Study in the Course Syllabus of "Internship" at M.A. in Applied Economics after Amendment**
Mode of pre-internship study and evaluation: Every two credits of pre-internship study involve thirty hours of self-study by students in groups and monitored by faculty of the Post-graduate Department of Economics. After every five hours of monitored self-study each group will present a seminar – one seminar for every five hours of self-study, the sixth hour being the seminar hour. A total of five seminars will be presented for two credits. Each seminar will be evaluated for 10 marks. Students will have to hand over a copy of the seminar discussion paper for the purpose of evaluation. Marks will be awarded both, for the content of the seminar and the student's response to questions asked, taken together. Pre-internship work will be evaluated group-wise.	1. Students are involved in too many assessments and find it difficult to go deep into the study. Their involvement is only cursory. 2. To comply with the Academic Council recommendation, College policy as well as industry suggestion to reduce the number of practical experiments / seminars but deepen their learning in each.	**Mode of pre-internship study and evaluation:**Every two credits of pre-internship study involve thirty hours of self-study by students in groups and monitored by faculty of the Post-graduate Department of Economics, on topics assigned to students. At the end of the monitored self-study of thirty hours, each group will present a seminar on the topic of self-study. This seminar will be evaluated for fifty marks and carry two credits. Students will have to hand over a copy of the seminar discussion paper for the purpose of evaluation. Marks will be awarded both, for the content of the seminar and the student's response to questions asked, taken together. Pre-internship work will be evaluated group-wise.
Coloured part to be amended		Coloured part after amendment

M.A. in English

Parvatibai Chowgule College of Arts and Science
Autonomous

DEPARTMENT OF ENGLISH
COURSE STRUCTURE
TWO YEAR M.A. DEGREE COURSE IN ENGLISH

SEMESTER	CORE COMPULSORY		CORE BRIDGE
I	**PG-ENG-C-1** English Poetry	**PG-ENG-C-2** Twentieth Century English Drama	**PG-ENG-B-1** Engaging Literature
	PG-ENG-C-3 Exploring Narratives in Fiction	**PG-ENG-C-4** Linguistics	---
	PG-ENG-C-5 Literary Theory	---	---
II	**PG-ENG-C-6** The Indian Subaltern: Dalit and Transgender Narratives	**PG-ENG-C-7** World Subaltern: Aboriginal Narratives	**PG-ENG-B-2** Research Methodology
	PG-ENG-C-8 World Literature	**PG-ENG-C-9** Asian Literature	---
	PG-ENG-C-10 Modern European Literature	**PG-ENG-C-11** Post Colonial: Theory And Practice	---

SEMESTER	CORE COMPULSORY		CORE ELECTIVE					
III	---	---	**PG-ENG-E-1** Writing for the Media (Technical Writing)	**PG-ENG-E-2** ELT	**PG-ENG-E-3** Green Studies	**PG-ENG-E-4** Film Studies	**PG-ENG-E-5** Visual Literature	**PG-ENG-E-6** Creative Writing
IV	---	---	**PG-ENG-E-7** Prose Writing (Diarists, Essays, Autobiogra-phies)	**PG-ENG-E-8** Indian Literature in Translation	**PG-ENG-E-9** Popular Literature (genre)	**PG-ENG-E-10** Children's Literature	**PG-ENG-E-11** Women's Literature	**PG-ENG-E-12** A Reflection of Gender & Sexuality
	---	---	**PG-ENG-E-13** Shakespeare	**PG-ENG-E-14** Mythology, Archetype & Literature	---	---	---	---

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
AUTONOMOUS

DEPARTMENT OF ENGLISH
APPROVED SYLLABI OF SEMESTER I & II FOR THE ACADEMIC YEAR 2018 – 2019
M.A. IN ENGLISH

SEMESTER I - CORE COURSE

Course Title: English Poetry

Course Code: PG-ENG-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 provide students with the language for literary description.

2. Learning Outcomes:

1. Trace the development of poetry.
2. Recognize and define major poetic schools and forms.
3. Know and identify prosodic features like rhyme, rhythm and meter.
4. Understand and appreciate the connotative and denotative meaning of a poem.
5. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, imagery.
6. To relate the nature of a poem to its historical background

3. Number of hours: 4 hours per week

4. Course Content: **Total number of hours: 60**

UNIT I: The Elizabethan songs and sonnets; Metaphysical Poetry **15 hours**

1. Edmund Spenser
   a) The Prologue to *The Faerie Queene*
   b) *Amoretti*: One Day I Wrote her Name (Sonnet No. LXXV)

2. William Shakespeare
   a) The Phoenix and the Turtle
   b) All The World's A Stage
   c) Fear No More (non-detailed)
   d) Blow, Blow, Thou Winter Wind

3. Sir Philip Sidney from *Astrophel and Stella*
   a) Loving in Truth
   b) Some call Stella's face the Court of Queen Virtue

4. Michael Dryton from *Idea*
   a) Since there is No Help
   b) Go you, my lines, ambassadors of love (non-detailed)

5. John Donne
   a) The Sun Rising (non-detailed)
   b) The Flea
   c) Canonization

6. George Herbert
   a) Pulley
   b) The Collar

7. Andrew Marvell
   a) To his Coy Mistress
   b) The Garden (non-detailed)

8. Henry Vaughan
   a) The Retreat
   b) The World (non-detailed)

UNIT II: Classical and Neoclassical Poetry **15 hours**

1. Ben Jonson
   a) Song: To Celia
   b) To my Son

2. Robert Herrick
   a) To the Virgins to Make Much of Time
   b) Delight in Disorder

3. *Paradise Lost* -Book IX - John Milton (Excerpt)

4. Mac Flecknoe - John Dryden (non-detailed)

5. Essay on Criticism - Alexander Pope (Excerpt)

UNIT III: Pre-Romantic, Romantic Poetry and Victorian Poetry 15 hours

1. Thomas Gray
    a) Elegy Written in a Country Church-yard (non-detailed)

2. William Collins
    a) Ode to evening

3. William Blake
    a) Piping down the Valleys Wild
    b) The Chimney-Sweeper
    c) To Autumn
    d) Divine Image
    e) A Divine Image
    f) The Sick Rose

4. Samuel Taylor Coleridge
    a) Kubla Khan

5. William Wordworth
    a) Tables Turned (non-detailed)
    b) Lines Written above Tintern Abbey
    c) Michael
    d) Lines Written in Early Spring
    e) To a Skylark

6. Percy Bysshe Shelley
    a) Love's Philosophy (non-detailed)
    b) Ode to the west Wind
    c) Adonais (Excerpts)
    d) To a Skylark

7. John Keats
    a) Ode to Autumn
    b) Fancy (non-detailed)
    c) Ode on a Grecian Urn
    d) Ode on Melancholy (non-detailed)

8. Alfred Lord Tennyson
    a) In Memoriam (Excerpts)

9. Matthew Arnold
    a) Dover Beach
    b) The Scholar Gipsy (non-detailed)

10. Robert Browning
    a) Porphyria's Lover
    b) The Bishop Orders His Tomb at Saint Praxed's Church

11. Gabriel Charles Dante Rossetti
    a) The Blessed Damozel

12. Algernon Charles Swinburn
    a) Time and Life (non-detailed)
    b) A Years Carols (non-detailed)

UNIT IV: Modern Poetry **15 hours**

1. Gerald Hopkins
    a) Pied Beauty (non-detailed)
    b) The Windhover: To Christ our Lord
    c) The Wreck of the Deutschland

2. William Butler Yeats
    a) When You Are Old (non-detailed)
    b) To Ireland In The Coming Times
    c) The Second Coming
    d) Easter 1916

3. Thomas Stearns Eliot
    a) The waste Land(Excepts)-Burial; A Game of Chess
    b) The Hollow Men
    c) Little Gidding

4. War Poets
    a) Rupert Brook- The Dead
    b) Wilfred Owen- Anthem for Doomed
    c) Siegfried Sassoon- Attack
    d) Robert Graves- A Dead Bosche
    e) Edmund Blunden-Report on Experience

5. Imagist Poets
    a) Ezra Pound
        i. In A Station Of The Metro
        ii. Alba
        iii. The Garden

    b) Amy Lowell
        i. The City of Falling Leaves (non-detailed)

c) William Carlos Williams
   i. The Red Wheelbarrow (non-detailed)

d) Carl Sandburg
   i. Fog (non-detailed)

e) Dylan Thomas
   i. A Refusal To Mourn The Death, By Fire, Of A Child In London

5. Reference Books:

Primary References:

1. Bowra C.M. *Heroic Poetry*. Macmillan, 1966.
2. Bradley. A.C. *Oxford Lectures on Poetry*. Atlantic, 2009.
3. Broadbent J.B. *Poetic Love*. Chatto &Windus London, 1964.
4. Daiches, David. *A Critical History of English Literature*. Allied Publishers, 2005.
5. Ford, Boris(ed). *The Pelican Guide to English Literature*. Penguin, 1982
6. Green, David. *The Winged Word*. MacMillan India Ltd, Madras, 1974.
7. Milton, John. *Paradise Lost* (Book - IX). MacMillan India Ltd.
8. Nicolson, Hope Marjorie. *John Milton: A Reader's Guide to His Poetry*. Octagon Books, 1971.
9. Singh, Brijraj (ed). *Five Centuries of Poetry*. Oxford University Press.

Secondary References:

1. Bottrall Margaret.(ed) *William Blake : Songs& Innocence & Experiences*. Macmillan, 1970.
2. Chatterjee, Bhabatosh. *John Keats: His Mind and Work*. Sarat Book House, 2014.
3. Danby, F. John. *The Simple Wordsworth: Studies in the Poems: 1797 -1807*. Routledge & Kegan Paul, London, 2017.
4. Dekle, Bernard. *Profiles of modern American Authors*. Charles E. Tuttle Co. Rutland, Vermont,, 1970
5. Fogle, Harter Richard. *The Imagery Of Keats and Shelley: A Comparative Study*. The University of North Caroline Press, Chapel Hill, 1949.
6. Gardner, Stanley(ed). *Blake.* Evans Brothers Ltd.
7. King, Desmond. *Shelley: His Thoughts and Works*. Palgrave Macmillan, 1984.
8. Lyall. *Alfred. Tennyson*. S. Chand & Co, 1958.

9. Marshall, H. William. *Byron, Shelley & The Liberal*. University of Pennsylvania Press, Philadelphia.
10. O'Neill, Judith(ed). *Critics On Keats*. Univ of Miami Pr., 1986.
11. Roy, E. Gridley. *Browning*. Routledge, 2017.
12. Trivedi R.D. *A Compendious History of English Literature*. Vikas Publishing House, 2009.

M.A. IN ENGLISH

SEMESTER I - CORE COURSE

Course Title: Twentieth Century English Drama

Course Code: PG-ENG-C-2

Marks: 100

Credits: 4

1. **Course Objectives:** The aim of this course is:
    1. To provide students with a historical perspective of the period
    2. To familiarise students with representative texts.

2. **Learning Outcomes:** After the completion of the course the students:
    1. Will be acquainted with the major trends in contemporary drama in British, American and Indian literature.

3. Number of hours: 4 hours per week

4. Course Content: **Total number of hours: 60**

Unit I: **15 hours**

1. Naturalism
    a) The Cherry Orchard - Anton Chekhov
2. Kitchen Sink Drama
    a) Look Back in Anger - John Osborne (non-detailed)

Unit II: **15 hours**

1. Epic theatre
    a) The Threepenny Opera - Brecht Bertolt
2. The Absurd Theatre
    a) The American Dream- Edward Albee
    b) Endgame - Samuel Beckett (non-detailed)

Unit III: **15 hours**

1. Expressionism
    a) The Hairy- Ape - Eugene O'Neill

Unit IV: **15 hours**

1. Political play
    a) Ghashiram Kotwal - Vijay Tendulkar

{*Note : This course should be taught through lectures, discussions, play-readings, scene works and viewing theatrical videos.}

5. Reference Books:

Primary References:

1. Beckett, Samuel. *Endgame*. Marvel Enterprises, 2007.
2. Brecht, Bertolt. *Mother Courage*. Springer-Verlag Berlin and Heidelberg GmbH & Co. KG, 2009.
3. Brecht Bertolt. *The Threepenny Opera*. Avalon Travel Publishing, 1994.
4. Chekhov, Anton. *The Cherry Orchard*. Black's Reader's service company, New York, 1929.
5. Osborne, John. *Look Back in Anger.* Pearson Education, 2011.
6. O'Neill, G. Eugene. *The Hairy Ape*. Book Jungle, 2009.
7. Tendulkar, Vijay. Ghashiram Kotwal . Seagull Books, 2009.

Secondary References:

1. Adler, Stella. *Stella Adler on America's Master Playwrights: Eugene O'Neill, Clifford Odets, Tennessee Williams, Arthur Miller, Edward Albee*, et al. Knopf, NY, 2012.
2. Ali Khan, Masood. *Modern American Drama*. Sublime Publications, Jaipur, 2004.
3. Bennett, Y. Michael. *The Cambridge Introduction to Theatre and Literature of the Absurd*. Cambridge University Press, 2016.
4. Bigsby, W.E.Christopher. *Modern American Drama,1945-2000*. Cambridge University Press, Cambridge, 2004.
5. Brater, Enoch and Ruby Cohn, eds. *Around the Absurd: Essays on Modern and Postmodern Drama.* University of Michigan, Ann Arbor, 1990.
6. Fischer-Lichte, Erika. *History of European Drama and Theatre.* Routledge, 2004.

7. Gupta, Monika. *The Plays of Eugene O'Neill : A Critical Study*. 01 Edition. Atlantic , New Delhi, 2008.

8. Harris, Trudier, ed, Jennifer Larson assistant ed. *Reading Contemporary American Drama: Fragments of History, Fragments of Self*. Peter Lang New York, 2007.

9. Reddy, Venkata and R.K. Dhawan (ed).*Flowering of Indian Drama: Growth and Development*. Prestige, New Delhi, 2004.

10. Szondi, P. *The Theory of Modern Drama.* Polity Press, University of Minnesota Pr , Minneapolis, 1987.

11. Styan, J.L. *Modern Drama in Theory and Practice 1: Reaslism and Naturalism.* Cambridge University Press, 1983.

12. Styan, J.L. *Modern Drama in Theory and Practice 2: Symbolism and the Absurd.* Cambridge University Press, 1983.

13. Styan, J.L. *Modern Drama in Theory and Practice 3: Expressionism and Epic Theatre*. Cambridge University Press, 1983.

14. Prabhanjan, Mane: *Interpreting Drama.* Atlantic Publishers, New Delhi, 2010.

15. Eyre, Richard and Nicholas Wright, *Changing Stages: A View of British and American*

16. *Theatre in the Twentieth Century*, Alfred A. Knopf, New York, 2001.

17. Innes, Christopher. *Modern British Drama: 1890-1990*. Cambridge University Press, Cambridge, 1992.

18. Styan J.L. *Modern Drama in Theory and Practice.* Cambridge University Press, Cambridge, 1981.

19. Esslin, Martin. *Theatre of the Absurd*. 3rd edition. Vintage, 2001.

20. Unwin, Stephen and Carole Woddis. *A Pocket Guide to 20th Century Drama*. Faber & Faber, London, 2001.

21. Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge University Press, 2002.

22. Innes, Christopher. *A Sourcebook on Naturalist Theatre*. Routledge, New York, 2002.

PREREQUISITES:

Students are required to be familiar with general trends in British literature, preferably should have completed the course in the history of British literature.

M.A. DEGREE IN ENGLISH

SEMESTER I – CORE COURSE

Course Title: Exploring Narratives in Fiction

Course Code: PG-ENG-C-3

Marks: 100

Credits: 4

1. Course Objectives:

1. To familiarize students with various forms of contemporary narratives.
2. To explore contemporary and classic texts through classification of the narratives.
3. To analyze texts as representations of ideology, and zeitgeist of the time.

2. Learning Outcomes: But the end of the course the student will be able:

1. To understand the selected narratives available in literature, and apply the processes to other narratives.
2. To recognize writers, forms, and movements associated with the narratives.
3. To have the ability to analyze texts (of different forms) critically.

3. Number of hours: 04 hours per week

4. Course Content: **Total number of hours: 60**

Note: The teaching methodology should be student centric with the focus on encouraging students to complete the readings of the texts. The background of each narrative classification ought to be taught contextually, where the texts become a gateway to the genre and its place in the canon of English Literature. The instructor may introduce other texts into the classroom to illustrate the above.The film texts are to be learnt along with the original texts, if possible. For this purpose, the instructor may choose to focus on certain aspects of these texts to be perused within the class. The film texts themselves may not be evaluated, but aspects of the narrative are open to examination. Final Evaluation ought to be term-papers for effective examination of the course.

Prerequisite Knowledge: Evolution of the English Novel

Unit I: Classics **12 hours**

1. Oroonoko - Aphra Behn
2. Heart of Darkness - Joseph Conrad
3. Pride and Prejudice (2005 Feature Film) - Jane Austen
4. Oliver Twist – The Musical (movie) Non-Evaluative

Unit II: Whodunnits?: Crime, Mystery and Detective Fiction **12 hours**

1. "The Murders in the Rue Morgue", "The Purloined Letter" - Edgar Allan Poe
2. And Then There Were None - Agatha Christie
3. Mumbai Noir (Selected Stories) - Altaf Tyrewala (Ed.)
4. Sherlock (BBC series - Selections) - Steven Moffat

Unit III: Here there be Tygers: Horror and Supernatural Fiction **12 hours**

1. Frankenstein - Mary Shelley

2. Supernatural Horror in Literature, “The Call of the Cthulu”, “The Shadow of Innsmouth” - H. P.Lovecraft
3. “The Fall of the House of Usher”, “The Cask of Amontillado” - Edgar Allan Poe
4. Skeleton Crew - "Survivor Type", "Gramma", Essay - "Why we crave horror films." - Stephen King
5. Dracula (1992 Feature Film) - Bram Stoker

Unit IV: What's our Future?: Dystopia and Science Fiction **12 hours**

1. “Nightfall”, “The Dead Past” - Isaac Asimov
2. A Brave New World- Alduous Huxley
3. 1984 (1984 Feature Film) - George Orwell
4. Hitchiker’s Guide to the Galaxy (Adapted Radio Play) – Douglas Adams
5. Handmaids Tale (2017 TV Series) - Margaret Atwood
6. Avatar – Dir. James Cameron
7. 2001:A Space Odyssey¨- Arthur C. Clarke (Movie and book) [evaluation optional]

Unit V: So be it: Fantasy Fiction **12 hours**

1. Gulliver’s Travels - Jonathan Swift
2. A Wrinkle in Time – Madeliene L’Engle
3. American Gods (2017 TV Series) - Neil Gaiman
4. The Hobbit (2012 Feature Film) -J. R. R. Tolkein

5. Reference Books:

Primary References:

1. Asimov, Isaac. *Nightfall and other Stories*. Doubleday, 1969.

2. Behn, Aphra. *Oroonoko*. Ed. Phillip Henderson. London, 1967.

3. Christie, Agatha. *And Then There Were None*. Harper Uk, n.d.

4. Conrad, Joseph. *Heart of Darkness*. Planet pdf, 2002. pdf.

5. Huxley, Aldous. *A Brave New World*. 1998.

6. King, Stephen. *Skeleton Crew*. 1986.

7. L'Engle, Madeliene. *A Wrinkle in Time*. 1962.

8. Lovecraft, Howard Phillip. *Supernatural Horror in Literature*. 1927.

9. —. *The Fiction: Complete and Unabridged*. Barnes and Noble, 2008.

10. Poe, Edgar Allan. *Complete Stories and Poems of Edgar Allan Poe*. Doubleday, 1966.

11. Shelley, Mary. *Frankenstein* . Electronic Books Directory, 1994.

12. Swift, Jonathan. *Gulliver's Travels*. Oxford University Press, 2005.

13. Tyrewala, Altaf, ed. *Mumbai Noir*. New York: Akashic Books, 2012.

Secondary References:

1. Bloom, Harold, ed. *Stephen King (Bloom's Critical Edition)*. Chelsea House Publishers, 2007.

2. Fisher, Benjamin, ed. *The Cambridge Introduction to Edgar Allan Poe*. Cambridge University Press, 2008.

3. Hogle, Jerrold E., ed. *The Cambridge Companion to Gothic Fiction*. Cambridge University Press, 2002.

4. Hughes, Derek and Janet Todd, *The Cambridge Companion to Aphra Behn*. Cambridge University Press, 2004.

5. James, Edward and Farah Mendelson, *The Cambridge Companion to Science Fiction*. Cambridge University Press, 2003.

6. Peters, John G., ed. *The Cambridge Introduction to Joseph Conrad*. Cambridge University Press, 2006.

7. Priestman, Martin, ed. *The Cambridge Companion to Crime Fiction*. Cambridge University Press, 2003.

8. Strengell, Heidi. *Dissecting Stephen King - From Gothic to LIterary Naturalism*. The University of Wisconsin Press, 2005.

M.A. DEGREE IN ENGLISH

SEMESTER I - CORE COURSE

Course Title: Linguistics

Course Code: PG-ENG-C-4

Marks: 100

Credits: 4

1. **Course Objectives:**

   1. To acquaint the students with the basic concepts in linguistics and various sub disciplines of linguistics.
   2. To learn the terminology used to describe and analyze the structure and systems of language.
   3. To make them aware of the phenomenon of World Englishes.
   4. To sensitize them to English used in India.
   5. To understand the concept of style in literature.
   6. To provide hands on experience in stylistic analysing texts.

2. **Learning Outcomes**:

   1. An overall improvement in their English listening, speaking, reading and writing skills.
   2. Ability to identify and classify English sounds.
   3. To produce utterances with correct stress and rhythm.
   4. Ability to analyse English syntax.
   5. Ability to distinguish between different international varieties of English and registers of English, especially Indian English.
   6. Ability to analyse stylistic features of prose and poetry.

3. **Number of hours: 4 hours per week**

4. Course Content: **Total number of hours: 60**

Unit I: Language and Linguistics **15 hours**

1. Language and communication
2. Theories on the origin of language
3. Language varieties: standard and non-standard language, International varieties of English
4. Historical Linguistics

Unit II: English Phonetics and Phonology and morphology **15 hours**

1. The Speech mechanism: Place and manner of articulation, Phonemes of English: Description and classification
2. Word Stress; Sentence Stress
3. Intonation patterns and its functions
4. Morphemes: Definition and types
5. Word formation in English; The process of word formation: Backformation, reduplication, blends, clippings, acronyms

Unit III: English Syntax and semantics **15 hours**

1. Structure of a language: Structural rules and relations; Generativists and Structuralists.
2. Detailed analysis of English syntax - Nature and types of phrases, clauses and sentences in English language.
3. Words as signs - Conceptual v/s associative meaning.
4. Lexical relations: synonymy, antonymy, hyponymy, homophony, homonymy, polysemy.

Unit IV: Applied Linguistics **15 hours**

1. Linguistic approach to Literature (Stylistics): Figurative language; linguistic deviations; Phonological patterns of rhyme metre, alliteration, assonance, clustering of vowel and consonant sounds, Lexical patterns
2. Linguistics and language teaching: First language acquisition; Second language learning, barriers in learning second language
3. Methods of teaching Second language: Grammar-translation method, Direct method, audio-lingual method, the Communicative approach.

5. Reference Books:

Primary References:

1. Akmajian, Demers and Farmer, Harnish. *Linguistics: An Introduction to Language and Communication.*PHI Learning Private Limited, New Delhi, 2009.
2. Gimson, A.C. *Pronunciation of English*. Arnold International, London, 2001.
3. Jones, Daniel. *An Outline of English Phonetics*. Cambridge Uni. Press, 1972.
4. Leech, Geoffrey. *A Lingustic Guide to Poetry*. Routledge, London, 1969.
5. Lyons, John. *Language and Linguistics an Introduction*. Cambridge University Press, 2003.
6. O'Connor, JD. *Better English Pronunciation*. Cambridge University Press. London, 1980.
7. Quirk, Randolph and Greenbaum, Sidney. *A University Grammar of English*. Pearson Education Ltd, 2012.
8. Richard, I. A. *Practical Criticism*. Myers Press, USA, 2008.
9. Wallwork, J. F. *Language and Linguistics: An Introduction to the study of Language.* Heinemann Educational Books, London, 1969.
10. 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*. Blackwell Publishing, Malden, 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*. Routledge, London, 2001.
4. Dixon, R. M. W. *A Semantic Approach to English Grammar*. 2nd ed. Oxford University Press, 2005.
5. Hyland, Ken, ed. *English for Academic Purposes - An advanced resource book.* Routledge, New York, 2006.
6. Kretzschmar, Jr. and William A. *The Linguistic of Speech*. Cambridge University Press, New York, 2009.

7. Lester, Beason. *Handbook of English Grammar and Usage*. McGraw Hill, New York, 2004.
8. Meyer, Charles. *Introducing English Linguistics*. Cambridge University Press, Edinburgh, 2009.
9. Radden, Gunter and Rene, Dirven. *Cognitive English Grammar*. John Benjamins Publishing Company, 2007.
10. Richard, I. A. *Practical Criticism*. Myers Press, 2008.
11. Trask, R. L. *Language & Linguistics - The Key Concepts*. Ed. Peter Stockwell. Routledge, New York, 2007.
12. Trousdale, Graeme and Nikolas, Gisborne. *Constructional Approaches to English Grammar*. Mouton de Gruyter, Berlin, 2008.

M.A. DEGREE IN ENGLISH

SEMESTER I - CORE COURSE

Course Title: Literary Theory

Course Code: PG-ENG-C-5

Marks: 100

Credits: 4

1. **Course Objectives:**

    1. This course is designed to introduce post-graduate students to the major principles ofliterary theory and to established methods of literary research.
    2. To enable them to use the various critical approaches and advanced literary Theories.
    3. To enhance their analytical skills
    4. To enable them to mobilize various theoretical parameters in the analysis of literary texts
    5. To familiarize the learners with the trends and cross-disciplinary nature of literary theories
    6. To introduce them to the conventions of research papers

2. Learning Outcomes:Upon completion of the course the student should be able to:

1. Students will find themselves equipped with a variety of critical approachesto literary texts.
2. Be able to comprehend with precision, the various concepts, and texts in the field of literary study.
3. Ability to apply the critical principles of different theoretical schools to literary texts.

3. Number of hours: 04 hours per week

4. Course Content: **Total number of hours: 60**

Unit I: Theory before 'Theory' **15 hours**

1. Introduction**:**
    a) Barry, "Theory before 'Theory'" (excerpt)

2. Classical/Neoclassical Theories:
   a) Basic tenets of Classical and Neoclassical theory.

Comprehension aided by:

i. Plato, Republic
ii. Aristotle, Poetics, pp. 90-95
iii. Horace, ArsPoetica
iv. Longinus, On Sublime
v. John Dryden's major contributions
vi. Alexander Pope major contributions
vii. William Wordsworth, Personal Theory of Literature

**To be taught according to 'Touch-and-Go' method.

Unit II: Formalism, Practical and New Criticism **15 hours**

1. Formalism –
   i. British and American (New Criticism),
   ii. Russian Formalism;
2. Excerpts from *Tradition and Individual Talent*,
3. Practical Criticism,
4. New Criticism, *Art as Device* by Victor Shlovsky

Unit III: Marxism, Feminism, and Psychoanalysis **15 hours**

5. Marxism:
   a) Basic tenets of Marxist theory.

   Comprehension aided by:

   i. Karl Marx and Friedrich Engels, Chp 2 (overview) and Chp 4
   ii. Louis Althusser, Ideology and Ideological State Apparatuses

2. Feminism:
   a) Basic tenets of Feminist theory.

   Comprehension aided by:

   i. Helen Cixous, "The Laugh of Medusa"
   ii. Sandra Gilbert and Susan Gubar, The Madwoman in the Attic (excerpt)
   iii. Michel Foucault, The History of Sexuality (Chapter 2)

3. Psychoanalysis:
   a) Basic tenets of Psychoanalytic theory.

   Comprehension aided by:

   i. Sigmund Freud, "The Dream-Work" & "The 'Uncanny'"
   ii. Jacques Lacan, "The Mirror Stage as Formative of the *I* Function"

Unit IV A: Structuralism, Post Structuralism period **15 hours**

1. Structuralism:
   a) Basic tenets of Structuralist theory.

   Comprehension aided by:

   i. Saussure, Course in General Linguistics (excerpts)
   ii. Roman Jakobson, "Two Aspects of Language"

2. Post Structuralism:
   a) Basic tenets of Post-Structuralist theory.

   Comprehension aided by:
   i. Jacques Derrida, Of Grammatology (Chp 1)
   ii. Roland Barthes, "The Death of the Author" and "From Work to Text"

3. Modernism:
   a) Basic tenets of Modernist theory.

   Comprehension aided by:
   i. T. S. Eliot, The Possibility of a Poetic Drama

Unit IV B: Post Modernism and Reader Response Theory

1. Post-Modernism:
   a) Basic tenets of Post-Modernist theory.

   Comprehension aided by:
   i. Jacques Derrida, "Structure, Sign, and Play in the Discourse of the Human Sciences" (excerpts)
   ii. Jean-FracoisLyotard, "Defining the Postmodern" & "Answering the Question: What is Postmodernism" (excerpt)
   iii. FredrichJameson, Postmodernism and Consumer Society
   iv. Julia Kristeva, Revolution in Poetic Language

2. Reader Response Theory:
   a) Basic tenets of Reader Response Theory

   Comprehension aided by:
   i. Wolfgang Iser, *The Act of Reading*(excerpts)
   ii. Louise Rosenblatt, *Literature as Exploration*
   iii. C. S. Lewis, *An Experiment in Criticism*(excerpts)

Note to Instructor:

1. This course is structured in the style of a Concept-based paper. In each unit, the instructor is to inform and discuss the main tenets of each movement in the field of Literary Theory, featured in the syllabus.
2. Each section has certain specific texts mentioned. These texts should not be viewed as a wholesome representation of the each movement, but rather the instructor is to use these texts to train the students to 'identify' the tenets of the movement.
3. Examinations: This paper should be viewed as an opportunity to expand the students' analytical understanding of literature through the application of theory. Therefore, with reference to the list of 'Novels for Applicative Reading,' they should be allowed to write essays/ papers of word counts that increase gradually.
   Ex.: CA 1: 450-500 words, CA 2: 800 words, CA 3: 1000 words, Semester End Exam: 1500-2000 words.

5. Reference Books:

Primary References:

1. Barry,Peter.*Beginning Theory* (Manchester: Manchester UP, 2009)

2. Cain, William E. et al, ed. *The Norton Anthology of Theory and Criticism* (New Yorkand London: W. W. Norton, 2010)
3. Eagleton, Terry.*Literary Theory: An Introduction* (Oxford: Blackwell, 2008)
4. Lamb, Peter. *Marx and Engels' 'Communist Manifesto': A Reader's Guide.*
5. Selden, Raman et al., *A Reader's Guide to Contemporary Literary Theory* (London:Longman, 2005)

Secondary References:

1. Althusser, Louis."Ideology and Ideological State Apparatuses". *On The Reproduction Of Capitalism: Ideology And Ideological State Apparatuses.* Verso; Later Printing edition (February 4, 2014)
2. Aristotle. *Poetics.* Penguin India. Revised ed. edition (26 September 1996)
3. Burke, Sean. Roland Barthes: "The Death of the Author" and "From Work to Text": *The Death and Return of the Author: Criticism and Subjectivity in Barthes, Foucault and Derrida* 3rd Edition. Edinburgh University Press; 3rd edition (October 24, 2008)
4. Cixous, Helene. "The Laugh of Medusa". *The Hélène Cixous Reader*. Edited by Susan Sellers. Routledge (September 30, 1994).
5. Derrida, Jaques. *Of Grammatology* (Chp 1). Translated by GayatriChakravortySpivak. Johns Hopkins University Press. 2016.
6. Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences". Essay – Online.
7. Eliot, T. S."The Possibility of a Poetic Drama" *The Sacred Wood: essays on poetry and criticism*. New York: Alfred A. Knopf, 1921.
8. Foucault Michel.*The History of Sexuality: Volume I: An Introduction*(Chap 2). Translated by Robert Hurley. Pantheon Books (1978).
9. Freud, Sigmund. "The Dream-Work": *The Interpretation of Dreams.* Avon (1998)
10. Freud, Sigmund. "The 'Uncanny'": First published in *Imago,* Bd. V., 1919; reprinted in Sammlung, FünfteFolge. Translated by Alix Strachey.
11. Gilbert, Sandra, Gubar Susan, *The Madwoman in the Attic* (excerpt). Yale University Press; Subsequent edition (July 11, 2000).
12. Horace, ArsPoetica: *Horace: Satires, Epistles and ArsPoetica (Loeb Classical Library, No. 194) (English and Latin Edition).* Harvard University Press; Revised edition (January 1, 1929)
13. Iser, Wolfgang. The Act of Reading (excerpt): *The Act of Reading: A Theory of Aesthetic Response.* The Johns Hopkins University Press; 1st US - 1st Printing edition (December 1, 1978)
14. Jakobson, Roman. "Two Aspects of Language": Roman Jacobson: Selected Writings. Mouton Press, Paris. 1971.
15. Jameson, Friedrich. Postmodernism and Consumer Society. Essay available –Online.
16. Kristeva, Julia.*Revolution in Poetic Language.* Translated by Margaret Waller. Columbia University Press; 1st edition (April 15, 1984)
17. Lacan, Jacques. "The Mirror Stage as Formative of the *I*Function": Ecrits. Translated by Bruce Fink. W. W. Norton and Company, London. 2006.

18. Lewis, C. S. *An Experiment in Criticism*. Cambridge University Press (27 September 2013).
19. Longinus. *On Sublime*. Translated by Benjamin Jowett. CreateSpace Independent Publishing Platform (March 15, 2014)
20. Lyotard, Jean-Fracois. "Defining the Postmodern": *The Cultural Studies Reader*. Edited by Simon During.
21. Lyotard, Jean-Fracois. "Answering the Question: What is Postmodernism": The Postmodern Explained to Children, Sydney, Power Publications, 1992.
22. Marx, Karl, Friedrich Engles. *The Communist Manifesto*. CreateSpace Independent Publishing Platform (November 23, 2017)
23. Plato. *The Republic.* Penguin India. New edition (31 May 2007)
24. Rosenblatt, Louise. *Literature as Exploration*. Heinemann Educational Publishers (December 31, 1986).
25. Saussure, Ferdinand de. *Course in General Linguistics*. Gerald Duckworth & Co Ltd; New edition edition (6 February 2036)

Novels for Applicative Reading:

**Please note, the texts mentioned below are mere suggestions, and choice is in no way curtailed by the categories under which they have been place. Each of these texts are open to applicative reading using any of the theories, should one see the potential.

Students should be encouraged to use texts (prose and poetry) that they have, or are studying in their current courses.

1. Heroes and Villains by Angela Carter
2. The Great Gatsby by F. Scott Fitzgerald
3. Pygmalion by George Bernard Shore
4. Fight Club by Chuck Palahnuik
5. A Room of One's Own by Virginia Woolf
6. The Yellow Wallpaper by Charlotte Perkins Gilman
7. The Awakening by Kate Chopin
8. The Women's Room by Marilyn French
9. Hamlet by William Shakespeare
10. The Sound and the Fury by William Faulkner
11. When Nietzsche Wept by Irvin D Yalom
12. Blood and Guts in High School by Kathy Acker

M.A. DEGREE IN ENGLISH

SEMESTER I – BRIDGE COURSE

Course Title: Engaging Literature

Course Code: PG-ENG-B-1

Marks: 50

Credits: 2

1. Course Objectives:

1. To teach students how to engage with various forms of Literatures.
2. To explore modes of reading literature and their construction of meaning.
3. Totrain students in writing about literature, using their opinions, analytical and critical skills.
4. To introduce students to the synthesis of thoughts across courses using it as a foundation to make comparisons and contrasts.

2. Learning Outcomes: But the end of the course the student will be able:

1. To engage with various forms of literature.
2. To read literature for academic purposes.
3. To write analytically and critically about studied texts.
4. To use Learning Management systems as an aid to their course.

3. Number of hours: 10 hours per week (Short term Bridge course)

4. Course Content: **Total number of hours: 30**

Note: This Bridge Course will use texts from the other courses being taught concurrently. Choices of texts will be made by the instructor in consultation with the other instructors. This course will aim to practically aid the other courses in the completion of reading goals linked with the MA programme. It will also ground students in the teaching methodology adopted by the instructors, along with introducing them to the learning management systems adopted by the institution. Efforts are to be made to complete this course as quickly as possible, preferably within the first month of the programme.

Unit I: Reading Literature **10 hours**

How to read across various forms of Literature – Poetry, Prose, Drama and Fiction

Concepts/Terms associated with forms of literatures – Poetry, Prose, Drama and Fiction

- Implied author/Reader, Connotation/Denotation, Dystopia/Utopia,

Reading across media including TV, Film, Radio, Audio-books, Advertising, Art and photography.

Narrative Modes – Figurative Language

Texts and Contexts – Zeitgeist

Unit II: Writing Literature **12 hours**

How to write an academic paper (Term-papers, Research papers)

– Readings, and focused papers.

- Structure, and Style
- MLA
- Plagiarization

Unit III: Presenting Literature **06 hours**

Various other modes of presenting – Technology and Literature

Presentations, Audio, Videos, Films and Info-graphic

Learning Management system – Google Classroom

5. Reference Books:

Primary References:

1. Brooks, Cleanth; Warren, Robert Penn. *Understanding Fiction.* Prentice Hall, 1979
2. ----------. *Understanding Poetry:An Anthology for College Students.* Prentice Hall 1939
3. Damrosch, David. *How to read World Literature*. Wiley - Blackwell, 2009.
4. Mikics, David. *A New Handbook of Literary Terms*. Yale University Press, 2007.
5. Pirie, Daid B. *How to Write Critical Essays*. London: Routledge , 1985.

Secondary References:

1. Childs, Peter and Roger Fowler, *The Routledge Dictionary of Literary Terms*. London: Routledge, 2006.
2. Shaffer, Brian W. *Reading the Novel in English 1950 - 2000*. Oxford: Blackwell Publishing, 2006.
3. Foster, Thomas. *How to read Literature like a Professor*. New York: HarperCollins, 2003.

M.A. DEGREE IN ENGLISH

SEMESTER II - CORE COURSE

Course Title: The Indian Subaltern: Dalit and Transgender Narratives

Course Code: PG-ENG-C-6

Marks: 100

Credits: 4

1. **Course Objectives:** The aim of this paper is:
    1. To acquaint students with the theories of resistant literature.
    2. To arrive at an understanding of the concept of Dalit and its literature.
    3. To interrogate issues of representation.
    4. To promote intellectual growth by strengthening student's abilities to read analytically and critically.

2. **Learning Outcomes:** By the end of the course, the students will be able to:

    1. Have an insight into the diversities of Dalit Literature.
    2. Critically analyse the works of Dalit literature and representative works.
    3. Understand the theories of Dalit Literature; concepts and movements.

3. **Number of hours: 4 hours per week**

4. **Course Content:** **Total number of hours: 60**

Unit I: Background Theories and Concepts (Non – Evaluative/Application)

10 hours

1. Marxist and Post-Marxist theorizations of power and resistance: Marx and Engels; Gramsci; Lukacs; Althusser
2. Non-Western mediations of Marx: Mao; Che Guevara
3. Poststructuralist/Postmodern theories of power/resistance: Foucault; Butler
4. The Subalternity question: Subaltern Studies Group; Spivak

5. The concept of Dalit and The Aryan Invasion Theory
6. Namdeo Dhasal - Black (Dalit) Panther movement.

Unit II: Caste Resistance - Dalit Studies (Critical Works in Dalit Literature) 12 hours

1. Slavery - Jotirao Phule , translated by P.G. Patil
2. The Annihilation of Caste - Dr. B. R. Ambedkars
3. Towards an Aesthetic of Dalit Literature - Sharankumar Limbale

Unit III: Short Stories and Poems 12 hours

1. The Poisoned Bread - Arjun Dangle (Selected Stories and Poems)

Unit IV: Representation of Dalit Experiences (Autobiography) 8 hours

1. Joothan - Om Prakash Valmiki

Unit V: Novel 18 hours

1. Me Hijra, Me Laxmi – Laxminarayan Tripathi

5. Reference Books :

Primary References:

1. Ambedkar, B.R. "*The Annihilation of Caste"*, Navayana; Latest Edition edition, 2015.
2. Dangle, Arjun. *The Poisoned Bread: Translations From Marathi Dalit Literature*, Orient Blackswan, October 1, 2010.
3. Kamble, Baby. *The Prisons We Broke*, Translated by Maya Pandit, Orient BlackSwan; First edition 2008.
4. Limbale, Sharankumar. "*Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*." Hyderabad: Orient Longman, 2004.
5. Phule, Jotirao. "*Collected Works of Mahatma Phule, Vol.1, Slavery"*, translated by Prof. P.G. Patil, Mahatma Phule Bombay: Death Centenary Central Committee, Government of Maharashtra, 1991.

6. Valmiki, Omprakash. *Joothan: A Dalit's Life,* Translated by Arun Prabha Mukherjee, Bhatkal and Sen, 2nd Edition.

Secondary References:

1. Ambedkar, Bhimrao Ramji and Vasant Moon. *Dr. Babasaheb Ambedkar: Writings and Speeches* Vol. 1 & 2. Education Department, Govt. of Maharashtra, 1981, 1995.
2. Bloch, Ernst et al. *Aesthetics and Politics.* London: New Left Books, 1977.
3. Burger, Peter. *Theory of the Avant Garde*. Trans. Michael Shaw. Minneapolis: University of Minnesota Press, 1992.
4. Eagleton, Terry. *The Ideology of the Aesthetic*. Oxford: Blackwell, 1990.
5. Ecker, Giselle. Ed. *Feminist Aesthetics*. London: Women's Press, 1985.
6. G.N. Devy, *After Amnesia: Tradition and Change in Indian Literary Criticism*, Orient Longman,
7. Ghurye, G. S. *Caste, Class and Occupation*. Popular Book Depot, 1961
8. Gramsci, Antonio. *Prison Notebooks* Columbia: Columbia University Press, 2007.
9. Guha, Ranajit and Gayatri Chakravorty Spivak (eds) *Selected Subaltern* Studies Oxford and New delhi: Oxford University Press, 1988.
10. Jameson, Fredric. *Postmodernism, or the Cultural Logic of Late Capitalism.* Duke University Press, 1992
11. Karl Marx and Friedrich Engels, *On Literature and Art*, Progress Publishers, Moscow, 1978.
12. Lohia, Ram Manohar. *Jati Pratha*.Hyderabad: Navhind, 1964.
13. Lukacs, Georg. *History and Class Consciousness.* Cambridge, MA: MIT Press, 1971.
14. Makarand Paranjape (ed.), *Nativism: Essays in Criticism*, Sahyita Akademi, Delhi, 1997.
15. *Moi, Toril. Sexual/Textual Politics:* Toril Moi, London, Metheun,1985.
16. Mukherjee, Arun Prabha. *Towards an Aesthetics of Opposition*, William Wallace, 1988.
17. Rao, Anupama (ed.) *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi: Kali for Women, 2003 .
18. Raymond Williams, *Marxism and Literature*, Oxford University Press, Oxford, 1977.
19. Rege, Sharmila. *Writing Caste, Writing Gender: Reading dalit Women's Testimonios*. New Delhi: Zubaan, 2006.
20. Samel, Swapna H. *Dalit Movement in South India: 1857-1950*. New Delhi: Serials, 2004.

21. Sharma, Pradeep K. *Dalit Politics and Literature*. Delhi: Shipra, 2006. New Delhi: Kalpaz Publications, 2006.
22. Showalter, Elaine. *Sexual Anarchy: Gender and Culture at the Fin de Siecle.* London: Bloomsbury, 1991.
23. Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar Prakashan, 1998.
24. Bhagwan, Manu and Anne Feldhaus. *Speaking Truth to Power: Religion, Caste and the subaltern Question inIndia*. New Delhi: Oxford University Press, 2010.

M.A. DEGREE IN ENGLISH

SEMESTER II - CORE COURSE

Course Title: World Subaltern: Aboriginal Narratives

Course Code: PG-ENG-C-7

Marks: 100

Credits: 4

1. **Course Objectives:** The aim of the paper is:

    1. To acquaint students with the theories of resistant literature.
    2. To arrive at an understanding of the concept of Aborigines and its literature.
    3. To interrogate issues of representation.
    4. To promote intellectual growth by strengthening student's abilities to read analytically and critically.

2. **Learning Outcomes:**

    By the end of the course, the students will be able to:

    1. Have an insight into the diversities of Aboriginal Literature.
    2. Critically analyse the works of Aboriginal literature and representative works.
    3. Understand the theories of Aboriginal Literature; concepts and movements.

3. **Number of hours: 4 hours per week**

4. **Course Content:** **Total number of hours: 60**

Unit I: Background (Aborigines and Australia) Non evaluative/Applicative 10 hours

1. Brief history of Australia.
2. Aboriginality and Land
3. Heritage and Identity.
4. Issues of 'Indigeneity' and Indigenous texts and narratives
5. Hybrid/Mixed race, Black Theory and Racist Theory.

Unit II: Novel **20 hours**

1. Johnno /An Imaginary Life - David Malouf

Unit III: Drama **15 hours**

1. Bran Nue Dae - Jimmy Chi

Unit IV: Poems **15 hours**

1. Oodgeroo Noonuccal (Kath Walker)
    a) A Song of Hope
    b) The Dawn is at Hand
    c) All One Race

2. Lionel Fogarty
    a) Dreamtime
    b) Nightmare
    c) Remember Something Like This

3. Samuel Wagan Watson
    a) Monster
    b) A One Ended Boomerang
    c) Booranga Wire Songs

4. Lisa Bellear
    a) Women's Liberation
    b) Final Warning
    c) Message Failed

5. Roberta Sykes
    a) Identities: Who Am I?

5. Reference Books :

Primary References:

1. Birns, Nicholas and Rebecca McNeer. (eds.) *A Companion to Australian Literature since 1900.* New York: Camden House, 2007.
2. Bradford, Clare. *Reading Race: Aboriginality in Australian Children's Literature.* Melbourne: Melbourne University Publishing, 2001.
3. Chi, Jimmy. *Bran Nue Dae*, Routledge, 1996.
4. Malouf, David. *An Imaginary Life*. Picador, 1994

Secondary References:

1. Callahan, David. (ed.) *Contemporary Issues in Australian Literature*. London: Frank Cass Publishers, 2002.
2. Dixon, Robert. *Writing the Colonial Adventure: Race, Gender and Nation in Anglo-Australian popular Fiction, 1875-1914*. Cambridge: Cambridge University Press, 1995.
3. Dodgeson-Katiyo, Pauline and Gina Visker. (eds.) *Rites of passage in Postcolonial Women's Writing*. Amsterdam & New York: Rodopi, 2010.
4. Gelder, Ken and Paul Salzman. *After the Celebration: Australian Fiction: 1989 – 2007*. Melbourne: Melbourne University Press, 2009.
5. Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism*. Oxford: Oxford University Press, 2007.
6. Jayasuriya, Laksiri. *Transforming a 'White Australia': Issues of racism and Immigration*. New Delhi: SSS Publications, 2012.
7. Kramer, Leonie J. B. And Adrian Mitchell. (ed.) *The Oxford History of Australian Literature.* Oxford: oxford University Press, 1981.
8. O'Reilly, Nathaniel. (ed.) *Postcolonial Issues in Australian Literature*. Amherst, NY: Cambria Press, 2010.
9. Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge: Cambridge University Press, 2009.
10. Ravenscroft, Alison. *The Postcolonial Eye: White Australian Desire and the Visual Field of Race*. Ashgate Publishing, 2013.
11. Sarangi, Jaydeep and Binod Mishra. (ed.) *Explorations in Australian Literature*. New Delhi: Sarup and Sons, 2006.
12. Sarwal, Amit and Reema Sarwal. (eds.) *Reading Down Under: Australian Literary Studies reader*. New Delhi: SSS Publications, 2009.

M.A. DEGREE IN ENGLISH

SEMESTER II - CORE COURSE

Course Title: World Literature

Course Code: PG-ENG-C-8

Marks: 100

Credits: 4

1. **Course Objectives:** This paper aims:
   1. To appreciate the variety of literature of different regions and nations.
   2. To understand the concept of World Literature.
   3. To trace the development of New Literatures in English.
   4. To promote intellectual growth by strengthening student's abilities to read analytically and critically.

2. **Learning Outcomes:** By the end of the course, the students will be able:
   1. To have an insight into the diversities of World Literature.
   2. To critically analyse the works of literature across cultures.
   3. To have the knowledge of various themes of World Literature.

3. **Number of hours: 4 hours per week**

4. **Course Content:** **Total Number of hours: 60**

Unit I: Background and Understanding **10 hours**

1. Regional Literature; National Literature
2. Goethe's Concept of World Literature
3. World Literature Today.
4. (Readings: David Damrosch, "What is World Literature?"; Vilashini Cooppan, "World Literature and Global Theory: Comparative Literature for the New Millennium")

Unit II: New Zealand Literature **16 hours**

1. A brief history of New Zealand
2. Prelude - Katherine Mansfield
3. The Piano (1993 – Movie) dir. Jane Campion
4. The End - Janet Frame
5. The Happy Prince - Janet Frame

Unit III: Japanese Poems and Short Stories **16 hours**

1. About south East Asia and its Literature.

2. Matsuo Basho
   a) An old silent pond...
   b) Autumn moonlight
   c) In the twilight rain

3. Yosa Buson
   a) A summer river being crossed
   b) Light of the moon.
   c) In the moonlight

4. Toddler Hunting - Taeko Kono (Trans. Lucy North, Lucy Lower)

5. The Garden - Ryunosuke Akutagawa (Trans. Charles De Wolf)

Unit IV: African and South African Literature **18 hours**

1. A brief history of Nigerian colonization.
2. Socio-economic and political scene in South Africa.
3. A Dance of The Forests - Wole Soyinka
4. Cry, The Beloved Country- Alan Paton
5. An Occasion for Loving – Nadine Gordimer

5. Reference Books:

Primary References:

1. Damrosch, David. *"What Is World Literature?"* Princeton: Princeton University Press, 2003.

2. *Mansfield, Katherine. Prelu*de by Katherine Mansfield. <http://www.katherinemansfieldsociety.org/assets/KM-Stories/PRELUDE1917.pdf>.

3. Paton, Alan. *Cry, The Beloved Country,* Vintage Classics, 1 August 2002.

4. Soyinka, Wole. *Collected Plays: Volume 1: A Dance of the Forests; The Swamp Dwellers; The Strong Breed; The Road; The Bacchae of Euripides: 001,* OUP UK; New edition, 1 October 1997.

Secondary References:

1. Bernheimer, C. (ed.) *Comparative Literature in the Age of Multiculturalism.* Baltimore: John Hopkins University Press, 1995.
2. Bhabha, Homi (ed.) *Nation and Narration*. London: Routledge, 1990.
3. Bhabha, Homi. *Location of Culture*. London: Routledge, 1994.
4. Bharusha, Nilufer E. (ed.) *World Literature: Contemporary Postcolonial and Post-Imperial Literatures.*New Delhi: Prestige, 2007.
5. Damrosch, David. *How to Read World Literature*. London: Blackwell, 2009.
6. Damrosch, David, April Alliston, Marshall Brown, Page duBois, Sabry Hafez, Ursula K.

   Heise, Djelal Kadir, David L. Pike, Sheldon Pollock, Bruce Robbins, Haruo Shirane, Jane Tylus, and Pauline Yu, eds. *The Longman Anthology of World Literature*. New York: Pearson Longman, 2009. 6 Vols.
7. Haun Saussy, *Comparative Literature in the Age of Globalisation*, John Hopkins University Press, 2006. Ngugi Wa Thiong'o, *Homecoming: Essays on African and Caribbean Literature, Culture and Politics*, New York: Lawrence Hill and Company, 1973.
8. Sturm-Trigonakis, Elke. *Comparative Cultural Studies and the New Weltliteratur*. West Lafayette: Purdue University Press, 2013.
9. Tanoukhi, Nirvana. "The Scale of World Literature". New Literary History 39.3 (2008).
10. Thomsen, Mads Rosendahl. *Mapping World Literature: International Canonization and Transnational Literatures*. London: Continuum, 2008.
11. Tötösy de Zepetnek, Steven, and Tutun Mukherjee, eds. *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*. New Delhi: Cambridge University Press India, 2013.
12. Vipper, Yuri B. *A Fundamental Study of the History of World Literature*. USSR Academy of Sciences: Social Sciences Vol. XVI, No. 1, 1985 pp. 84–93.

M.A. DEGREE IN ENGLISH

SEMESTER II –CORE COURSE

Course Title: Asian Literature

Course Code: PG-ENG-C-9

Marks: 100

Credits: 4

1. Course Objectives:

1. This paper shall focusing mostly on representative texts by major authors of contemporary times.
2. This course will lay emphasis on the literature of China& Honk Kong, Pakistan, Iran and Sri Lanka.

Note: It has been designed to bring together a small number of representative texts, with the hope that the students shall, through their own initiative make use of the non-fiction texts provided in the syllabus' reading list, and build a wholesome perception towards India's neighboring countries and their rich history and cultural impact.

2. Learning Outcomes:

By the end of the course, the student will be able to:

1. Identify and analyze a number of representative Asian literary masterpieces, genres and authors.
2. Define the social and historical contexts out of which major Asian genres emerged and trace the development of these genres over time and across cultures.
3. Compare and contrast writing styles and generic forms of different periods and different Asian cultures.
4. Identify major themes of representative Asian poetry, fiction and non-fiction.
5. Trace the influence of Asian literature upon Western literature.

3. Number of hours: 04 hours per week

4. Course Content: **Total number of hours: 60**

Unit I: Chinese & Honk Kong Literature: **15 hours**

1. Prose:
   a) The Girl Who Played Go- Sa Shan.
      (the Second Sino-Japanese War, The May Fourth Movement (1917–21)
   b) The Fat Years- Chan Koonchung

2. Short Stories/Novellas:
   a) Lu Xun,
      i. The Diary of a Madman
      ii. My Old Home

   b) Li Yiyun,
      i. A Thousand Years of Good Prayers. (China's post-80s success story)

   c) Mo Yan
      i. Iron Child

   d) Eileen Chang
      i. Love in a Fallen City

Unit II: Pakistani Literature **15 hours**

1. Background Reading:
   a) City of Sin and Splendour: Writings on Lahore- BapsiSidhwa (ed).(01 essay)

      *Teacher can select an essay

2. Poetry:
   a) N.M. Rashid
      i. Hassan the Potter

   b) FahmidaRiaz
      i. The Chador and the Walled Homestead

   c) Faiz Ahmad Faiz.
      i. The Morning of Freedom (Subh-i-Aazadi)
      ii. To the Streets of my Land

3. Prose:
   a) Fatal Faultlines: Pakistan, Islam and the West - Irfan Husain
   b) Moth Smoke- Mohsin Hamid

Unit III: Irani Literature **15 hours**

1. Poetry:
   a) ForoughFarrokhzad
      i. Conquest of the Garden
      ii. Green Mirage

   b) Jalāl ad-DīnRumi
      i. Life and Death
      ii. A Star Without a Name
      iii. Stay Close My Heart

2. Prose:
   a) Savushun:A Novel about Modern Iran –SiminDaneshvar
   b) The Blind Owl –SadeghHedayat

Unit IV: Sri Lankan and Bangladeshi Literature **15 hours**

1. Prose:
   a) Funny Boy –ShyamSelvadurai
   b) Anil's Ghost -Michael Ondaatje

2. Poetry:
   a) AriyawansaRanaweera
      i. At the Supermarket

   b) JeanArasanayagam
      i. Apocalypse '83

   c) SeniSeneviratne
      i. Cinnamon Roots
   d) Kaiser Haq
      i. Ode On The Lungi
   e) TaslimaNasrin
      i. The Woman Breaking Bricks

5. Reference Books:

Primary References:

1. Arasanayagam, Jean.*Apocalypse '83 (1984).* Online.

2. Arif, Iftikhar (ed).*Modern Poetry of Pakistan.* Translated by WaqasKhwaja.Dalkey Archive Press, 2010.
3. Chan Koonchung. *The Fat Years.* Translated by Michael S. Duke. Doubleday. 2011.
4. Chang, Eileen. Love in a Fallen City and Other Stories (Penguin Modern Classics). Penguin Books; 1st edition (August 1, 2009).
5. Daneshvar, Simin. *Savushun: A Novel About Modern Iran*. Translated by M R Ghanoonparvar. Mage Publishers; 3rd edition (September 10, 1991).
6. Faiz, Faiz Ahmad. *O City of Lights: Faiz Ahmed Faiz: Selected Poetry and Biographical Notes.* Edited by Khalid Hasan. OUP Pakistan, Year: 2006.
7. Faiz, Faiz Ahmad. *Poems by Faiz,* translated by V. G. Kiernan. Vanguard Books Ltd., Year: 1971
8. Farrokhzad, Forough. *Conquest of the Garden*. Translation by Maryam Dilmaghani. Poem Hunter Archives (Online)
9. Hamid, Mohsin. *Moth Smoke.*Penguin India (16 April 2013)
10. Hedayat, Sadegh. *The Blind Owl.* l-Aleph (November 1, 2011)
11. Husain, Irfan. *Fatal Faultlines: Pakistan, Islam and the West*. ARC Manor; First edition (15 November 2011).
12. Hussain, MadhoLal. *Verses of a Lowly Fakir,* translated by NaveedAlam. Penguin Books Limited (27 January 2016)
13. Ondaatje, Michael. *Anil's Ghost.* RHUK (1 September 2011).
14. Ranaweera, Ariyawansa. *At the Supermarket*. Translated byMalindaSeneviratne. Words Without Borders (Online). June 2013.
15. Rumi, Jalāl ad-Dīn. *Rumi: Fountain of Fire.*Cal-Earth Press; 2nd edition (September 1994)
16. N.P., *Say I Am You: Poetry Interspersed With Stories of Rumi and Shams.* Translated by Moyne, John, .Coleman BarksMaypop; Reprint edition (September 1, 1994)
17. Selvadurai, Shyam. *Funny Boy*. William Morrow Paperbacks; Reprint edition (14 July 2015)
18. Seneviratne, Seni. Wild Cinnamon and Winter Skin, Peepal Tree Press, 2007
19. Shan,Sa. *The Girl Who Played Go*. Vintage; Reprint edition (October 12, 2004)

20. Sidhwa, Bapsi (ed). City of Sin and Splendour: Writings on Lahore. Penguin India (26 September 2005).
21. Yan, Mo. *Shifu, You'll Do Anything For a Laugh.* Translated by Howard Goldblatt. Arcade Publishing, New York. 2011.

Secondary References:

1. Chow, Rey. *Woman and Chinese Modernity: The Politics of Reading between West and East*. University of Minnesota PressMinnesota. Theory and History of Literature, Volume 75. 1997.
2. Mozaffari, Nahid (ed),.(ed)Hakkak -Ahmad Karimi*Strange Times, My Dear: The PEN Anthology of Contemporary Iranian Literature*. Arcade Publishing; 1 edition (January 2, 2013)
3. Powell, Katrina M. Chapter 5: "Barriers and Boundaries"Mixed Identities and Multiple Displacements in Sri Lanka. *Identity and Power in Narratives of Displacement.* Routledge, New York, 2015.
4. Tao, Tang (ed). *History of Modern Chinese Literature.* Foreign Languages Press, Beijing. 1993.

M.A. DEGREE IN ENGLISH

SEMESTER II – CORE COURSE

Course Title: Modern European Literature

Course Code: PG-ENG-C-10

Marks: 100

Credits: 4

1. Course Objectives:

1. To familiarize students with various ideologies and movements in European Literature.
2. To explore these through exemplary literature representative of these movements and ideologies.
3. To analyze the texts as representations of ideology, and zeitgeist of the time.

2. Learning Outcomes: But the end of the course the student will be able to:

1. Understand the selected narratives available in literature, and apply the processes to other narratives.
2. Recognize writers, forms, and movements associated with European Literature.
3. Synthesize knowledge from various sources and analyze texts critically.

3. Number of hours: 04 hours per week

4. Course Content: **Total number of hours: 60**

Note: The Course contents are meant to be used to explore modern thoughts and movements that emerged from European Literature. The instructor ought to use the contents to introduce as many movements, thoughts and ideas as possible to the students.

Unit I: Readings **06 hours**

1. "Introduction" from Cambridge Companion to European Modernism – Pericles Lewis
2. Being and Nothingness (excerpt) – Jean-Paul Sartre
3. "The Myth of Sisyphus" from The Myth of Sisyphus and Other Essays – Albert Camus

Unit II: Realism and Naturalism **12 hours**

1. "The Necklace"(Non-Evaluative), "Mademoiselle Fifie", "Two Friends" - Guy de Maupassant
2. Selected Short Story from Four Short Stories by Emile Zola – Emile Zola
3. Pere Goriot - Honore de Balzac
4. Crime and Punishment -Fyodor Dostoevsky

Unit III: Existentialism **12 hours**

1. No Exit– Jean-Paul Sartre
2. The Stranger - Albert Camus
3. The Tin Drum -Gunter Grass (Movie and text) [evaluation optional]
4. BoJack Horseman (Animated TV Series) (Non-Evaluative)
5. Mr. Robot (2016 TV Series) (Non-Evaluative)

Unit IV: Absurdism **12 hours**

1. Waiting for Godot – Samuel Beckett
2. The Bald Soprano – Eugene Ionesco
3. "Metamorphosis" – Franz Kafka
4. Rosencrantz and Guildernstern are Dead (1990 Feature Film) – Tom Stoppard
5. The Persistance of Memory, The Face of War - Selected Art Works of Salvador Dali

5. Reference Books:

Primary References:

1. Balzac, Honore de. *Old Goriot*. n.d.
2. Beckett, Samuel. *Waiting for Godot*. n.d.
3. Camus, Albert. *The Myth of Sisyphus and Other Essays*. Trans. Justin O'Brien. 1955.
4. —. *The Stranger*. Ed. Stuart Gilbert. New York: Vintage Books, 1946.
5. Dostoevsky, Fyodor. *Crime and Punishment*. Trans. Richard Pevear and Larissa Volokhonsky. E-books Directory, 1993.
6. Ionesco, Eugene. *The Bald Soprano*. n.d.
7. Kafka, Franz. *The Metamorphosis and Other Stories*. Ed. Ritchie Robertson. 2009.
8. Maupassant, Guy de. *The Entire Original Maupassant Short Stories*. Trans. Albert McMaster and A.E Henderson. E-Books Directory, n.d.
9. Sartre, Jean Paul. *Being and Nothingness*. Trans. Hazel Barnes. n.d.

10. Sartre, Jean-Paul. *No Exit and Three Other Plays*. New York: Vintage International, 1989.

11. Zola, Emile. *Four Short Stories by Emile Zola*. n.d.

Secondary References:

1. Dreyfus, Hubert; Wrathall, Mark. A Companion to Phenomenology and Existentialism. Blackwell Publishing. 2006.

2. Lewis, Pericles, ed. *The Cambridge Companion to European Modernism*. Cambridge University Press, 2011.

3. Webber, Jonathan. *The Existentialism of Jean-Paul Sartre*. Routledge. 2009.

M.A. DEGREE IN ENGLISH

SEMESTER II - CORE COURSE

Course Title: Post Colonial: Theory And Practice

Course Code: PG-ENG-C-11

Marks: 100

Credits: 4

1. **Course Objectives:** The Course provides students with the opportunity:
   1. To understand the theory of Post Colonial Literature.
   2. To analyse, interpret and explore the representative texts.

2. **Learning Outcomes:** After completing the course students will be able:
   1. To demonstrate comprehensive knowledge of Post Colonial literature.
   2. To learn number of strategies to analyse different literary genres.

3. **Number of hours: 4 hours per week**

4. **Course Content:** **Total number of hours: 60**

Unit I: Introduction to Post colonialism **15 hours**

1. Language
2. Resistance and Race
3. Decolonisation
4. Revolution
5. Diasporas
6. Mimicry

Unit II: Cultural Hybridity **15 hours**

1. Wide Sargasso Sea - Jean Rhy
2. Concept of Hybridity - Homi Bhabha
3. A Far Cry From Africa - Derek Walcott
4. White Teeth (TV Series) - Zadie Smith

Unit III: Orientalism **15 hours**

1. No longer at Ease - Chinua Achebe
2. Orientalism - Edward Said (Excerpts)
3. Lalla Rook - Thomas Moore (Part I)

Unit IV: Identity **15 hours**

1. "Can the Subaltern Speak?" - Gayatri Spivak
2. Pterodactyl - Mahasweta Devi
3. Interpreter of Maladies- Jhumpa Lahiri*
4. East, West Stories -Salman Rushdie *

*****(Teacher can select any three short stories)

5. Reference Books:

Primary References:

1. Achebe, Chinua. *An Image of Africa: Racism in Conrad's Heart of Darkness.* Massachusetts Review, Vol. 18, 1977.
2. Ahmad, Aijaz. *In Theory: Nations, Classes, Literature*. OUP, Delhi, 1991.
3. Ashcroft**,** Bill and Gareth,Griffiths and Helen, Tiffin. *The Empire Writes Back: Theory and Practice in Postcolonial literatures*. 2nd ed. Routledge, New York, 2002.
4. Ashcroft, Bill and Gareth, Griffiths and Helen, Tiffin. *The Post-Colonial Studies*. Routledge, Taylor and Francis Group, New York, 2007.
5. Ashcroft, Bill and Gareth, Griffiths and Helen, Tiffin. *The Post-Colonial Studies Reader*. Routledge Taylor & Francis, New York, 2003.
6. Bhabha, Homi K. Frontlines/Border post. *Displacements Cultural Identities in Question*. A Bammer Bloomington, Indiana University Press, 1994, pgs. 269 -272.
7. Bhabha, Homi K. *Cultures in Between: Questions of Cultural Identity*. Sage Publicaion, London, 1996.
8. Bhabha, Homi K. *Nation and Narration*. Routledge, London, 1990
9. Bhabha, Homi K. *The Location of Culture*. Routledge, London, 1994.
10. Ashcroft, Bill and Gareth, Griffiths and Helen, Tiffin. *Postcolonial Studies: Key Concepts* Routledge, 2000.

11. Castle, Gregory. *Postcolonial Discourses: An Anthology*. 2001. Blackwell, 2006. Print.
12. Conrad, Joseph. *Heart of Darkness*. Blackwood's Magazine, UK, 1899.
13. Fanon, Frantz. *The Wretched of the Earth*. Grove Press, New York, 1963.
14. Foucault, Michel. "The Order of Discourse." *Untying the Text: A Post-Structuralist Reader*. Ed. Robert Young. Routledge & Keagan Paul Ltd., Boston, 1971.
15. Lazarus, Neil. *The Cambridge Companion to Postcolonial Literary Studies* .CUP, 2004.
16. Mongia, Padmini. *Contemporary Postcolonial Theory*. OUP, Delhi, 1996.
17. Patke, Rajeev S. *Postcolonial Poetry in English*. OUP, New Delhi, 2009.
18. Said, Edward. *Culture and Imperialism*. Chatto and Windus, London, 1993.
19. Smith, Zadie. *White Teeth*. Vintage, New York, 2000.

Secondary References:

1. Achebe, Chinua. *No longer at Ease.* Penguin Classics, 2013.
2. Lahiri, Jhumpa. *Interpreter of Maladies*. Houghton Mifflin, Boston, 1999.
3. Devi, Mahasweta. "Pterodactyl." *Imaginary Maps: Three Stories*. Tran. Gayatri Chakravorty Spivak. Routledge, New York & London, 1994.
4. Rhys, Jean. *Wide Sargasso Sea*. 1966. Norton, New York, 1982.
5. Rushdie, Salman. *East, West Stories*. Vintage, New York, 1994.
6. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. RHUK, 2010.
7. Said, Edward. *Orientalism*. Routledge, London, 1978.
8. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Ed. Cary Nelson and Lawrence Grossberg. University of Illinois Press, Urbana, 1988.
9. V.S. Naipaul. *Middle Passage.* Picador 2011.
10. Walcott, Derek. "A Far Cry from Africa." *Collected Poems*, 1948-1984. Noonday Press, New York, 1986.

M.A. DEGREE IN ENGLISH

SEMESTER II – BRIDGE COURSE

Course Title: Research Methodology

Course Code: PG-ENG-B-2

Marks: 50

Credits: 2

1. **Course Objectives**:

   1. Students should learn various stages in research methodology and how to incorporate source material into their writing so that it develops and supports their ideas.
   2. Students should learn how to evaluate the credibility of sources, to use scholarly resources and to incorporate sources effectively and ethically.

2. **Learning Outcomes:** After the completion of the course, the students:

   1. Will acquire knowledge of various stages of research methodology and scholarly practices that are necessary for research.
   2. Will develop research skills and able to write research articles/thesis independently.

3. **Number of hours: 4 hours per week**

4. **Course Content:** **Total number of hours: 30**

Unit I: Research Process **10 hours**

1. Introduction to research methodology
2. Choosing a topic
3. Formulating the Research Problem
4. Defining aims and objectives
5. Deciding the Scope and Limitations
6. Developing Hypothesis

Unit II: Steps in Research Process **10 hours**

1. Extensive Literature Review
2. Preparing research Proposal

3. Data Collection
4. Analysis/interpretation of Data
5. Generalization and Interpretation of Data
6. Preparing Chapter wise Design

Unit-III: Presentation of Research **10 hours**

1. Format of the thesis
2. Language of the thesis
3. Quotations and Acknowledging the Sources Footnotes and Endnotes
4. Citation
5. Plagiarism
6. Using Standard Style Sheets

Note:

The students should present research proposal/s with a focus on bibliographies, hypothesis, objectives, rationale etc. The teacher should work with the students and help them choose the topic, frame the title and the hypothesis, and in general supervise the research activity to be carried out by the students.

5. Reference Books:

1. Chaskar, A. *Doing Research in Literature and Language*. V.P. Pune, 2009.
2. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8th ed. MLA Association Eliot, New York, 2016.
3. Rahim , Abdul F. *Thesis Writing: A Manual for Researchers*. New Age International, New Delhi, 2005.

Parvatibai Chowgule College of Arts and Science
Autonomous

DEPARTMENT OF ENGLISH
COURSE STRUCTURE
TWO YEAR M.A. DEGREE COURSE IN ENGLISH

SEMESTER	CORE COMPULSORY		CORE BRIDGE
I	**PG-ENG-C-1** English Poetry	**PG-ENG-C-2** Twentieth Century English Drama	**PG-ENG-B-1** Engaging Literature
	PG-ENG-C-3 Exploring Narratives in Fiction	**PG-ENG-C-4** Linguistics	---
	PG-ENG-C-5 Literary Theory	---	---
II	**PG-ENG-C-6** The Indian Subaltern: Dalit and Transgender Narratives	**PG-ENG-C-7** Asian Literature	**PG-ENG-B-2** Research Methodology
	PG-ENG-C-8 World Literature	**PG-ENG-C-9** Modern European Literature	---
	PG-ENG-C-10 Post Colonial: Theory And Practice	---	---

SEMESTER	CORE COMPULSORY		CORE ELECTIVE					
III	---	---	**PG-ENG-E-1** Technical and Media Writing ✓	**PG-ENG-E-2** Green Studies ✓	**PG-ENG-E-3** Visual Literature-Perspectives ✓	**PG-ENG-E-4** Creative Writing	**PG-ENG-E-5** World Subaltern: Aboriginal Narratives	**PG-ENG-E-7** Popular Literature ✓
	---	---	**PG-ENG-E-8** Shakespeare ✓	---	---	---	---	---
IV	---	---	**PG-ENG-E-9** ELT	**PG-ENG-E-10** Film Studies	**PG-ENG-E-11** Prose Writing (Diarists, Essays, Autobiogra-phies)	**PG-ENG-E-12** Indian Literature in Translation	**PG-ENG-E-13** Children's Literature	**PG-ENG-E-14** Women's Literature ✓
	---	---	**PG-ENG-E-15** A Reflection of Gender & Sexuality	**PG-ENG-E-16** Mythology, Archetype & Literature	---	---	---	---

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE

AUTONOMOUS

DEPARTMENT OF ENGLISH

APPROVED SYLLABI OF SEMESTER III & IV FOR THE ACADEMIC YEAR 2019 – 2020

M.A. IN ENGLISH

Course Title: Technical and Media Writing

Course Code: PG-ENG-E-1

Marks: 100

Credits: 4

1. Course Objectives:

1. To give students an overview of Media in today's world, with focus in Technical Writing
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 writings as an option for students.

2. Learning Outcomes: By the end of the course the student will be able:

1. To comprehend the importance of good writing in the field of Mass Media, and the jargon associated with the field.
2. To master and apply writing skills required for various media –with a focus on technical writing
3. 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 lectures: 60**

Note: The teaching methodology should be student centric with the focus on encouraging students to practice the skills associated with the course. 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.

Prerequisite Knowledge: English language editing

Unit I: Print Media (Traditional/ Digital) **15 hours**

1. Multi-Media Mindset
2. Newsgathering for Print, Broadcast and Multimedia
3. Storytelling Essentials
4. Ethics in Writing for Media
5. Packaging Content

Applied Component:

1. News story 2. News feature 3. Feature story – generic 4. Feature story – personality
5. Personal essay 6. Sports story 7. Editorial 8. Blog post

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 II: Electronic Media and Advertising **15 hours**

1. Media and the Message
2. Idea to Execution
3. Structures in Radio/TV/Film – Comparisons
4. Writing for RTF

Applied Component: 1. Scripting a Radio/TV/Film (Screenplay)

2. Anchoring, Interviewing 3. Copywriting for Advertisements

4. Executing a Short movie/ Radio show/Anchoring/interview/TV short

Unit III: Technical Writing 1 **15 hours**

What is Technical Writing?

1. Role of a Technical writer
2. Principles of Technical Writing, Documentation deliverables
3. Printed documentation and Online Help Systems
4. Working with images and illustrations

Documentation Process

1. Understanding Audience/Readers
2. Collecting and Organizing information
3. Drafting information verbally and visually
4. Producing Information

Unit IV: Technical Writing 2 **15 hours**

Document development process

1. Estimating Technical Documentation - Documentation Planning, Task Analysis
2. Selection of Tools: Information Architecture , Templates and Page design
3. Content Development : Elements of Style , Technical Reviews, Editorial Reviews
4. Content Maintenance: Formatting and pagination, Document Conversions
5. Content Publishing & Quality Control

Applied Component: Technical Content Writing: Manuals, e-learning resources, organizational policies, knowledge base articles (using Macromedia RoboHelp, AdobeFrameMaker, Snag IT, Ms Visio)

5. Reference Books:

Primary References:

1. Ahuja; Chhabra. *Advertising.* Sujeeth Publications, 1989.
2. Boother, Dianna. *E-Writing.* Macmillan, 2008.
3. Feldman, Tony. *An Introduction to Digital Media.* (Blueprint Series),1996.
4. Field, Syd. *The Screenwriter's Workbook.* Dell Publishing, 1984.
5. Hilliard, Robert. *Writing for Television, Radio and New Media (Seventh Ed.).* Wadsworth, 2006.
6. Mcquail, Denis. *Mass Communication Theory.* Vistaar Publications, 2007.
7. Melvin, Menchar William. *Basic News Writing* C. Brown Co., 1983.
8. Neal, James A; Brown, Suzane S. *News Writing & Reporting.* Surjeeth Publications, 2003
9. Pringle, Alan S. and Sarah S. O'Keefe. *Technical Writing 101: A Real-World Guide to Planning and Writing Technical Content*. Scriptorium Press, 2009. pdf.
10. Raman, Usha. *Writing for the Media.* Oxford University Press. 2009.
11. Rich, Carole. *Writing and Reporting News: A Coaching Method.* Wadsworth/ Thomson Learning, 2003.
12. Stovall, James Glen. *Writing for the Mass Media* (Sixth edition). Pearson Education, 2006.
13. White,Ted. *Broadcast News Writing, Reporting & Production.* Macmillan.

Secondary References:

1. Gormly, Eric. *Writing and Producing News.* Surjeet Publications, 2005.
2. McGiffort, Robert. C. *The Art of Editing the News.* Chilton Book Co., 1978.
3. Gould, Jay R. and Wayne A. Losano. *Opportunities in Technical Writing Careers*. McGraw-Hill , 2008. eBook.
4. Stein, M.L; Paterno, Susan. F. *The News Writer's Handbook: an Introduction to Journalism*. Surjeeth Publications, 2003.

M.A. IN ENGLISH

Course Title: Green Studies

Course Code: PG-ENG-E-2

Marks: 100

Credits: 4

1. **Course Objectives:**

    1. To introduce learners to green criticism
    2. To acquaint learners to one of the recent critical postmodern trends
    3. To sensitize learners to ecocritical concepts
    4. To equip learners to engage in the discourse on ecocultural appreciation

2. **Learning Outcomes:**

    1. To appreciate and understand the need for a healthy and holistic environment
    2. To understand the interrelationship of different aspects of nature and culture
    3. To cultivate an ecocentric attitude
    4. To analyse social issues ecocritically

3. **Number of hours: 4 hours per week**

4. **Course Content:** **Total Number of hours: 60**

Unit I: Introduction and Early Ecocriticism **15 hours**

1. Definitions of Ecocriticism
2. Emerson, Ralph Waldo
   Nature (1836)
3. Thoreau, Henry David
   Walden; or, Life in the Woods (1854)
4. Muir, John
   *The Mountains of Californi*a (1913)
5. Leopold, Aldo
   *Sand County Alma*nac (1949)
6. Lynn White, Jr.
   "The Historical Roots of Our Ecologic Crisis" (1967)

7. Berry, Wendell
   Clearing (1977)
8. Rueckert, William
   Literature and Ecology: An Experiment in Ecocriticism (1978)
9. Snyder, Gary
   *The Practice of the Wil*d (1990)
10. Buell, Lawrence
    "Introduction," *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture* (1996)

Unit II: Ecotheory **15 hours**

1. Deep Ecology
2. Bioregionalism
3. Ecofeminism
4. *tiNai* Poetics
5. Econativism
6. Ecophobia
7. Ecofood
8. Ecodharma

Unit III: Art, Cinema & Ecology **15 hours**

1. Weintraub, Linda.
   "Introduction to Environmental Art" (2012)
2. Hull, Lynne
   "Ecoethics and the Evolution of an Ecoartist: Saving Threatened Species" (2014)
3. Rust, Stephen and Salma Monani
   "Introduction - Cuts to Dissolves: Defining and Situating Ecocinema Studies" (2013)
4. Analysis and Discussion of documentaries:
   a. *Queen of Trees* (2009)
   b. *Grizzly Man* (2005)s
   c. *Timbaktu* (2012)
   d. *Plastic Cow* (2012)
5. Analysis and discussion of art:
   - Field visit to Museum of Goa (MOG)
     [Students will critically analyse the environmental exhibits in the museum and experience a short hands-on session]

Unit IV: Ecopolitics and Activism **15 hours**

1. Roy, Arundhati
   "The Greater Common Good"
   Case Study: On big dams in India (Student Group Presentation)
2. Dönmez, Başak Ağın
   "Ecological Imperialism in the Age of the Posthuman: David Fedele's *E-Wasteland*"
   Case Study: Watching Documentary: *E-Wasteland* (2012) (Student Presentation)
3. Ghosh, Amitav and Aaron Savio Lobo
   "Bay of Bengal: depleted fish stocks and huge dead zone signal tipping point"
   Case Study: The fishing scene in Goa (Field-work which includes interviews and creation of any one: a short video-documentary/cartoon strip/rap song/poem/a detailed essay)
4. Sullivan, Heather I.
   "Dirty Nature: Ecocriticism and Tales of Extraction – Mining and Solar Power – in Goethe, Hoffmann, Verne, and Eschbach"
   Case Study: Mining in Goa (Field-based study)

5. Reference Books:

Primary References:

1. Bate, Jonathan. *The Green Studies Reader: From Romanticism to Ecocriticism*. Psychology Press, 2000.
2. Garrard, Greg. *Ecocriticism: The New Critical Idiom*. London and New York: Routledge, 2004. Print.
3. Glotfelty, Cheryll and Harold Fromm. Eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens and London: U of Georgia Press, 1996. Print.
4. Slovic, Scott, Swarnalatha Rangarajan and Vidya Sarveswaran. Eds. *Ecocriticism of the Global South*: *Ecocritical Theory and Practice*. Lexington Books, 2015. Print.

Secondary References:

1. Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Vol. 52. John Wiley & Sons, 2009. Print.
2. Carson, Rachel. *Silent Spring*. Houghton Mifflin Harcourt, 2002. Print.
3. Garrard, Greg, ed. *The Oxford handbook of Ecocriticism*. Oxford Handbooks, 2014.
4. Jain, Pankaj. *Dharma and ecology of Hindu communities: sustenance and sustainability*. Routledge, 2016. Print.
5. Meeker, Joseph W. *The Comedy of Survival: Studies in Literary Ecology*. Scribner, 1974. Print.

6. Odum, Eugene Pleasants. *Ecology: A Bridge between Science and Society*. Sinauer Associates Incorporated, 1997. Print.
7. Shiva, Vandana. *The Vandana Shiva Reader*. University Press of Kentucky, 2014. Print.
8. Thoreau, Henry David. "Walden, or Life in the Woods. 1854." *Minneola, NY: Dover* (1995). Print.

M.A. IN ENGLISH

Paper Title: Visual Literature - Perspectives

Paper Code: PG-ENG-E-3

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 apply core concepts in the field of comics studies to graphic narratives.
3. To understand how to read graphic novels, comics, and other forms of visual literature and establish their contribution to literature.
4. To explore graphic narratives from various geographical regions and their impact on the field in terms of critical ideas, values, themes

2. Learning Outcomes: By the end of the course the student will be able:

1. to define concepts in visual literature and demonstrate how to read into various graphic narratives
2. To recognize writers, forms, and ages associated with graphic novels, comics and other forms of visual literature.
3. To analyze works of visual literatures critically through research papers and term papers.
4. To critically appreciate the interwoven text-image relationships in various styles of graphic narratives

3. Number of hours: 04 hours per week

4. Course Content: **Total number of lectures: 60**

Unit I: History to Concepts: **12 hours**

- History of comics (from paper to digital), Graphic novels and other visual literature
  The single panel comic to syndication/Adapted Comics/Advent of Digital Comics/webcomics
- Concepts as laid down by Scott McCloud (Understanding Comics), Will Eisner (Theory and Sequential Art)

  Mandatory Readings:

  1. *Theory of Comics and Sequential Art* by Will Eisner
  2. *Understanding Comics* by Scott McCloud

  3. From Comic Strips to Graphic Novels– Daniel Stein, Jan-Noel Thon (Eds)

  [**Please Note:**Introduce noted graphic novelists and comics creators and their works while dealing with the history of comics. Encourage readings of Comic Strips, Single panel comics and a variety of graphic narratives.]

Unit II: Graphic Novels: I, Us, We and Society **16 hours**

1. Are you my Mother? - Alison Bechdel
2. Blankets - Craig Thompson
3. Day Tripper – Gabriel Ba & Fabio Moon
4. In the Shadow of No Towers - Art Spiegelman
5. River of Stories - Orijit Sen

Secondary Reading

1. The Complete Maus by Art Spiegelman
2. This Side, That Side – Ed. Orijit Sen

Unit III: Identity, Psyche, Metafiction and decoding the 'Superhero' **16 hours**

1. Akira - Katsuhiro Otumo
2. Ms. Marvel - Adrian Alphona & Willow Wilson

3. Superman: Man of Steel - John Byrne
4. The Dark Knight Returns-Frank Miller
5. The Killing Joke- Alan Moore
6. The League of Extraordinary Gentlemen - Kevin O'Neill
7. The Sandman (Vol 3) - Neil Gaiman
8. Wonder Woman -Gail Simone

Recommended Secondary Reading

1. Batman Year One - Frank Miller
2. Watchmen - Alan Moore
3. V for Vendetta - Alan Moore

Unit IV: Historical and Cultural Perspectives **16 hours**

1. Berlin- City of Stones - Jason Lutes
2. Persepolis - Marjane Satrapi
3. Pyongyang– A Journey in North Korea - Guy Delisle
4. Palestine -Joe Succo
5. 300 - Frank Miller
6. Buddha - Osama Tezuka (Book One)

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. *Are you my Mother*. Boston: Houghton Mifflin, 2012.
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 Worcestor, *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 Invisble 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. Nayar, Pramod. *The Indian Graphic Novel: Nation, History and Critique.* Routledge India, 2016.

17. Peterson, Robert S. *Comics, and Manga, Graphic Novels: A History of Graphic Narratives*. California: Praeger, 2011.

18. Robb, Brian J. *Superheroes: From Superman to the Avengers, The Evolution of Comic Book Legends*. London: Robinson, 2014.

19. Satrapi, Marjane. *Persopolis*. London: Vintage Books, 2008.

20. Spiegelman, Art. *MetaMaus*. New York: Pantheon Books, 2011.

21. —. *The Complete Maus*. USA: Pantheon Books, 1996.

22. White, Mark D. *Watchmen and Philosophy: A Rorschach Test*. New Jersey: John Wiley & Sons, Inc, 2009.

Secondary References:

1. Berninger, Mark, John Ecke 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.

M.A. IN ENGLISH

Course Title: Popular Literature

Course Code: PG-ENG-E-7

Marks: 100

Credits: 4

1. Course Objectives: The aim of this course is-

1. To introduce students to Popular Literature as a part of literary works and popular culture which develops in the society and becomes a trend.
2. To identify the characteristics of popular literature, its form and emerging themes in popular literary works.

2. Learning Outcomes: After the completion of the course the students will be able-

1. To identify and analyse themes and concerns which define the genre and reflect the culture.
2. To demonstrate how popular literature reflects the concerns and prejudices of its own time.
3. To identify, analyse and discuss critical responses to the genre: responses from the literary/critical mainstream, the general public etc.

3. Number of hours: 4 hours per week.

4. Course Content: **Total number of hours: 60**

Unit I: Thriller **12 hours**

1. The Da Vinci Code- Dan Brown
2. Gone Girl- Gillian Flynn

Unit II: Satire **12 hours**

1. Fight Club- Chuck Palahniuk
2. American Psycho- Bret Easton Ellis

Unit III: Popular Romance and Chick Lit **12 hours**

1. Bridget Jones' Diary- Helen Fielding
2. P.S I Love You- Cecelia Ahern

Unit IV: Sci-fiction **12 hours**

1. The Martian- Andy Weir
2. The Hunger Games- Suzanne Collins

Unit V: Non-fiction **12 hours**

1. The Monk Who Sold His Ferrari- Robin Sharma
2. Sapiens: A Brief History of Humankind- Yuval Noah Harari (Part 1 and Part2)

Suggested topics and background readings-

1. Popular Literature- definition, meaning and scope.
2. The Canonical and the Popular Literature.
3. Postmodernist, Feminist, Existentialist, Historical understanding of texts.
4. Social and Political issues in Popular Literature.

SUPPLEMENTARY NON-EVALUATIVE TEXTS-

1. Five Point Someone- Chetan Bhagat
2. Immortals of Meluha- Amish Tripathi
3. Starry Nights- Shobha De.
4. Bob Dylan's selected lyrics

5. Reference Books:

Primary References:

1. Ahern, Cecelia. *P.S I Love You*. HarperCollins, 2004.
2. Brown, Dan. *The Da Vinci Code*. Anchor, 2006.
3. Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2009.
4. Ellis, Bret Easton. *American Psycho*. Picador, 1991.
5. Fielding Helen. *Bridget Jones' Diary*. Penguin Books, 1999.
6. Flynn, Gillian. *Gone Girl*. Broadway Books, 2014.
7. Harari, Yuval Noah. Sapiens: *A Brief History of Humankind*. Harvill Secker, 2014.
8. Palahniuk, Chuck. *Fight Club*. Vintage Books, 1997.
9. Sharma, Robin. *The Monk Who Sold His Ferrari*. HarperOne, 1999.
10. Weir, Andy. *The Martian*. Crown, 2014.

Secondary References:

1. Barry, Peter. *Beginning Theory*. Manchester University Press, 2002.
2. Bennett, Tony. *Popular Fiction: Technology, ideology, production, reading*. Routledge, 1990.
3. Bhagat, Chetan. *Five Point Someone*. Rupa & Co, 2004.
4. Collins, Suzanne. *Catching Fire.* Scholastic Press, 2009.

5. Collins, Suzanne. *Mockingjay*. Scholastic Press, 2010.
6. De, Shobha. *Starry Nights*. Penguin Books, 1991.
7. Dylan, Bob. *Lyrics: 1962-2001*. Simon and Schuster, 2006.
8. Glover, David and Scott McCracken. *The Camridge Companion to Popular Fiction*. Cambridge University Press, 2012.
9. Gresh, H. Lois. *The Hunger Games Companion*. St. Martin's Griffin, 2011.
10. Harari, Yuval Noah. *Homo Deus: A Brief History of Tomorrow*. Harper, 2017.
11. James, Edward and Farah Mendelson. *The Cambridge Companion to Science Fiction*. Cambridge University Press, 2003.
12. Johnson, David. *The Popular and the Canonical: Debating Twentieth Century Literature 1940-2000*. Psychology Press, 2005.
13. King, Laurie R and Michelle Spring. *The Arvon Book of Crime and Thriller Writing*. A&C Black, 2012.
14. Merrick, Elizabeth. *This Is Not Chick Lit*. Random House, 2005.
15. Pawling, Christopher. *Popular Fiction and Social Change*. Macmillan, 1984.
16. Smith, Caroline J. *Cosmopolitan Culture and Consumerism in Chick Lit*. Routledge, 2007.
17. Suvin, Darko. *Positions and Presuppositions in Science Fiction*. Kent State University Press, 1992.
18. Tripathi, Amish. *Immortals of Meluha*. Westland, 2010.
19. Wells, H.G. *The War of the Worlds*. Modern Library, 2002.
20. Whelehan, Imelda. *Bridget Jones's Diary: A Reader's Guide*. Bloomsbury Academic, 2002.

M.A. IN ENGLISH

Course Title: Shakespeare

Course Code: PG-ENG-E-8

Marks: 100

Credits: 4

This course focuses on enriching the understanding and appreciation of Shakespeare`s work in the context of his own time and of ours.

1. Course Objectives:

1. To know a range of Shakespeare's works in detail, supplementing this knowledge with information about their historical background, their theatrical history, and current critical debates.
2. To inform and stimulate the learner's personal response to Shakespeare's works.
3. To offer a wide-ranging, and enjoyable intellectual experience discussing Shakespeare's works in many different directions: into psychology, history, theatre, autobiography.
4. To perform a carefully rehearsed scene from Shakespeare's plays.
5. To attend screenings of film based on Shakespearean plays or adaptations of Shakespearean plays.

2. Learning Outcomes:

Upon completion of the course the student should be able to:

1. Recognize and define major poetic forms and dramatic created by Shakespeare.
2. Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of Shakespeare’s works.
3. Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere, rhyme, rhythm, special linguistic and stylistic features, imagery of Shakespeare's works.
4. Identify and analyze various elements of a Shakespearean play: Plot, Character, Dialogue, Setting, Theme, and Act-Scene Division.
5. To recognize and appreciate theatrical performances of Shakespeare’s plays.

3. Number of hours: 4 hours per week

4. Course Content: **Total number of hours: 60**

UNIT I: Background and Shakespeare's Songs and Sonnets **15 hours**

1. Social background of the Elizabethan Age
2. Evolution of Shakespeare's dramatic genius
3. Elizabethan Drama and it's conventions
4. Shakespeare's sources
5. Elizabethan poetry and Shakespeare's contribution to it evolution.
6. Phoenix and the Turtle
7. Selected Sonnets of Shakespeare:

   1, 18, 27, 29,54, 65,73,104, 109,116,129,130,138,141,145

UNIT II: Shakespearean Tragedy **15 hours**

1. Macbeth

UNIT III: Problem Plays **15 hours**

1. Measure for Measure

Unit IV: Shakespearean Comedy **15 hours**

1. Twelfth Night

6. Reference Books:

Primary References:

1. Daiches, David. *A critical History of English Literature Vol-1*. Supernova Publishers, 2010.
2. Ford, Boris. *The Age of Shakespeare (Guide to English Lit)*. Penguin, 1982.
2. Shakespeare, William. *Macbeth.* Penguin Classics, 2016.
3. Shakespeare, William. *Measure for Measure*. Penguin Black Classics, 2015.
4. Shakespeare, William. *The Sonnets (Shakespeare's Sonnets)*. Digireads.com, 2005.
3. Shakespeare, William. *The Phoenix and the Turtle*: A Poem. HarperPerennial Classics, 2014.
4. Shakespeare, William. *Twelfth Night* Harper Press; UK ed., 2011.

Secondary References:

1. Barber, C. L. *Shakespeare's Festive Comedies*. Princeton, New Jersey, 1992
2. Barker, H. Granville. *Preface to Shakespeare*. Atlantic London B. T. 2007
3. Barker, H. Granville & G. B. Harrison (eds). *Companion to Shakespearean Studies*. Cambridge University Press, 2010.
4. Bradley, A. C. *Shakespearean Tragedy*. Atlantic Publishers, 2010.
5. Bertrand, Evans. *Shakespeare's Comedies*. Oxford at the Clarendon Press, 1960.
6. Caroline Spurgeon. *Shakespeare's Imagery and What It Tells Us*. Martino Fine Books , 2014.
7. Dean, Leonard F. (ed.) *Shakespeare Modern Essays in Criticism*. O. U. P, London, 1977.
8. Eagleton, Terence. *Shakespeare and Society*. Chatto & Windus, London, 1967.
9. Fermor, Una Ellis. *Shakespeare's Drama*. Metheun Publications, London, 1980.
10. Gurr, Andre. *Shakespearean Stage 1574-1642*. CUP, Cambridge, 1970.
11. Halliday, F. E. *Shakespeare In His Age.* Forgotten Books, 2018.
12. Knight, G. Wilson. *The Wheel of Fire*. Matheun, London, 1983.
13. Knights, L. C. *Hamlet and Other Shakespearean Essays*. C. U. P., 1979.
14. M. C. Bradbrook. *The Growth & Structure of Elizabethan Comedy*. Chatto & Windus, London, 1973.
15. Muir, Kenneth. *Shakespeare: Contests and Controversies*. The Harvester Press Sussex, 1985.
16. Quenell, Peter. *Shakespeare: The Poet and His Background*. Penguin Books Ltd., 1969.
17. Richard Hosley (ed.) *Essays on Shakespeare and Elizabethan Drama*. Routledge & Kegan Paul Ltd., London, 2017.
18. Speaight, Robert. *Shakespeare: The Man and His Achievements*. J.M. Dent & Sons, London, 1977.
19. Spurgeon, Caroline F. B. *Shakespeare's Imagery*. CUP, Cambridge, 1966.

M.A. IN ENGLISH

Course Title: Women's Literature

Course Code: PG-ENG-E-14

Marks: 100

Credits: 4

1. Course Objectives: This course will

1. Introduce students to literature and to literary expressions by women writers.
2. Introduce students to history of women's literature.
3. Expound key themes and areas of interest of women writers
4. Analyze, how these women and their writings contributed to our understanding of womanhood.
5. Identify basic techniques of fiction and use to develop analysis of how texts work.

2. Learning Outcomes: By the end of the course, the students will be able to:

1. Understand and appreciate the historical development of women's writing.
2. Demonstrate understanding of critical theories and theoretical debates surrounding women's writing.
3. Develop an appreciation of the range of the particular experiences and issues as reflected in women's writing such as the impact and intersections of gender, sexuality, race and class in woman's lives.
4. Analyze women's literature with reference to genre, language, and the literary canon.
5. Analyze and understand significant women's texts written by women.

3. Number of hours: 04 hours per week

4. Course Content **60 hours**

Unit I: Feminist theories and movements **15 hours**

1. Feminist movements
2. Liberal Feminism
3. Socialist Feminism
4. Radical Feminism
5. Post Structural/Post Modern Feminism

Excerpts:

1. Eagleton, "Finding a Female Tradition" (Eagleton, pp. 1-8);
2. Woolf, Excerpt *A Room of One's Own* (9)

3. I, Moers, “Literary Women” (145);
4. Eagleton, “Towards Definitions. . . .” (191)
5. Coward, “‘This Novel Changes Lives’. . . .” (199).

Unit II: Rise of Women Writer’s **15 hours**

1. Jane Austen -extracts from her novels
2. Emily Bronte –Wuthering Height (extracts)
3. Charlotte Bronte- Jane Eyre (extracts)
4. Kate Chopin- The Awakening (Novel)
5. Charlotte Perkins Gilman-The Yellow Wallpaper (Short Story)
6. Emily Dickinson- Hope Is The Thing With Feathers (poem)
7. Phillis Wheatley- On Being Brought From Africa To America (poem)

Unit III: Language, Space and Censorship **15 hours**

1. Margaret Atwood- Surfacing (novel)
2. Taslima Nasreen- Lajja (novel)
3. Sylvia Plath- Who (poem)
4. Adrienne Rich-Translations (poem)
5. Hilda Doolittle- Cassandra (poem)
6. Kate Tempest- What Kind Of Woman The Boy Became (poem)
7. Kamala Das- An Introduction (poem)

Unit IV: Race, Gender **15 hours**

1. Chimamanda Ngozi Adichie- Americanah (novel)
2. Germaine Greer- The Female Eunuch (novel)
3. Wendy Cope - Differences of Opinion (poem)
4. Willa Cather - Aracadian Winter (poem)
5. Adrienne Rich- What Kind Of Times Are These (poem)
6. Maya Anglou- Still I Rise (poem)

SUPPLEMENTARY NON-EVALUATIVE TEXTS

1. Simone De Beauvoir- The Second Sex (essay)
2. Gayatri Spivak- Feminism And Critical Theories. (essay)
3. Elaine Showalter. Towards A Feminist Poetics.(essay)
4. Maya Angelou (autobiography)- I Know Why The Caged Bird Sings (essay)
5. Eimear Mcbride- A Girl Is A Half Formed Thing (novel)
6. Shashi Deshpande- That Long Silence. Penguin ,India, 2008.

5. Reference Book:

Primary References:

1. Atwood, Margaret. *Surfacing*. Reissue Anchor. 1998.
2. Angelou, Maya. *I Know Why The Caged Bird Sings*. Bantam, 1997.
3. Angelou, Maya. *The complete collected poems of Maya Angelou.* Random -House, 1994.
4. Chopin, Kate. *The Awakening*. Create Space Independent Publishing Platform Sept 2018.
5. Das Kamala. *Summer in Calcutta*. 2nd edition. DC books, 2017.
6. Greer, Germaine. *The female Enuch*. Harper Perennial Modern Classics, 2008.
7. Mcbride, Eimear. *A Girl is a Half-Formed Thing*. Faber & Faber, 2014.
8. Nasrin, Taslima. *Lajja*. Penguin, 2014.

Secondary References:

1. Beavoir, Simone de. *The Second Sex*. Translated by Constance Borde & Sheila Malvony- Chevallier, Vintage- Random House, 2011.
2. Bhasin, Kamla, *What is Patriarchy? Kali For Women*. New Delhi, 1993.
3. Butler, Judith and Joan W Scott, eds. *Feminist Theorize the Political*, Routledge, New York, 1992.

4. Dyck, Karen Van. *"Reading between Worlds: Contemporary Greek Women's Writing and Censorship."* PMLA 109.1 (1994): 45-60. JSTOR. Web. 20 Nov. 2014.
5. Eagleton, Mary (ed). *A Concise Companion to Feminist Theory*. Blackwell publishing, 2003.
6. Goodman, Robin Truth. *Literature and the Development of Feminist Theory* . Cambridge University Press, 2015.
7. Harold, Bloom. *Angelou, Maya (Bloom's Modern Critical Views)*, new edition, Bloom's Literary Criticism (Infobase Publishing) 2009.
8. Madsen, Deborah L. *Feminist Theory and Literary Practice*. Pluto Press, 2000.
9. Meera, Kosambi,. *Crossing Thresholds: Feminist Essays in Social History*. Permanent Black, New Delhi, 2007.
10. Millet, Kate. *Sexual Politics.* Rupert Hart- Davis: United Kindom, 1970
11. Moers, Ellen. *Literary Women.* Garden City, New York: Anchor Books,1977.
12. Tharu, Susie & K. Lalita eds. *Women Writing in India: 600 B.C. to the Present, Volume I: 600 B.C. to the Early 20th Century*. The Feminist Press at the City University of New York, 1991,
13. Wolitzer, Meg. *"The Second Shelf."* The New York Times. The New York Times, 31 Mar. 2012. Web. 20 Nov. 2014.

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ANNEXURE A

DEPARTMENT OF ENGLISH

M.A. IN ENGLISH

(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
III	Technical and Media Writing	Title: Writing for the Media (Technical Writing)	Technical and Media Writing	From a tentative title to specific
III	Green Studies	Unit IV: Ecopolitics And Activism	Raymond William's work on Ecology	To have a more focused view. It was suggested to take a look at Religion and its influence on Ecology, as well as ensuring that the course was critically focused.
III	Visual Literature	Title: Visual Literature	Title: Visual Literature – Perspectives	From a tentative title to specific
III	Popular Literature	Non-evaluated texts	Add Chetan Bhagat or Amish Tripathi or Shobha De under non-evaluated texts.	No Indian texts were included
IV	Women's Literature	Non evaluated texts	To add Suzi Tharu's *Women's Writing in India*, Shashi Deshpande's *That Long Silence* and works of Gayle Rubi, Eve Sedgewick, Judith Butler, and Kate Millet.	No Indian texts were included

Parvatibai Chowgule College of Arts and Science
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DEPARTMENT OF ENGLISH COURSE STRUCTURE

TWO YEAR M.A. DEGREE COURSE IN ENGLISH 2018 – 2019/2019-2020 (ONLY PART TWO)

SEMESTER	CORE COMPULSORY		CORE BRIDGE
I	**PG-ENG-C-1** English Poetry	**PG-ENG-C-2** Twentieth Century English Drama	**PG-ENG-B-1** Engaging Literature
	PG-ENG-C-3 Exploring Narratives in Fiction	**PG-ENG-C-4** Linguistics	---
	PG-ENG-C-5 Literary Theory	---	---
II	**PG-ENG-C-6** The Indian Subaltern: Dalit and Transgender Narratives	**PG-ENG-C-7** Asian Literature	**PG-ENG-B-2** Research Methodology
	PG-ENG-C-8 World Literature	**PG-ENG-C-9** Modern European Literature	---
	PG-ENG-C-10 Post-Colonial: Theory And Practice	---	---

SEMESTER	CORE COMPULSORY		CORE ELECTIVE					
III	---	---	**PG-ENG-E-1** Technical and Media Writing	**PG-ENG-E-2** Green Studies	**PG-ENG-E-3** Visual Literature-Perspectives	**PG-ENG-E-4** Creative Writing ✓	**PG-ENG-E-5** World Subaltern: Aboriginal Narratives	**PG-ENG-E-7** Popular Literature
	---	---	**PG-ENG-E-8** Shakespeare	---	---	---	---	---
IV	---	---	**PG-ENG-E-9** ELLT ✓	**PG-ENG-E-10** Film Studies	**PG-ENG-E-11** Prose Writing (Diarists, Essays, Autobiogra-phies)	**PG-ENG-E-12** Indian Literature in Translation ✓	**PG-ENG-E-13** Children's Literature ✓	**PG-ENG-E-14** Women's Literature
	---	---	**PG-ENG-E-15** A Reflection of Gender& Sexuality	**PG-ENG-E-16** Mythology, Archetype &Literature ✓	---	---	---	---

Parvatibai Chowgule College of Arts and Science
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DEPARTMENT OF ENGLISH NEW COURSE STRUCTURE
TWO YEAR M.A. DEGREE COURSE IN ENGLISH 2019 – 2020/2020 - 2021 (ROLL ON STRUCTURE)

SEMESTER	CORE COMPULSORY	CORE ELECTIVE	CORE BRIDGE
I	**PG-ENG-C-1** English Poetry	Students will choose TWO electives from the pool of electives as offered for odd semesters by the department in the academic year.	**PG-ENG-B-1** Engaging Literature
	PG-ENG-C-2 Twentieth Century English Drama		---
	PG-ENG-C-3 Exploring Narratives in Fiction		---
II	**PG-ENG-C-4** Linguistics	Students will choose TWO electives from the pool of electives as offered for even semesters, by the department in the academic year.	**PG-ENG-B-2** Research Methodology
	PG-ENG-C-5 Literary Theory		---
	PG-ENG-C-6 The Indian Subaltern: Dalit and Transgender Narratives		---

SEMESTER	CORE COMPULSORY	CORE ELECTIVE				
III	**PG-ENG-C-7** Post-Colonial: Theory And Practice	Pool of Core Electives to be chosen by first semester and third semester students	**PG-ENG-E-1** Technical and Media Writing	**PG-ENG-E-2** Green Studies	**PG-ENG-E-3** Visual Literature-Perspectives	**PG-ENG-E-4** Creative Writing
	PG-ENG-C-8 Asian Literature		**PG-ENG-E- 5** Mythology, Archetype & Literature	**PG-ENG-E-6** Indian Literature in Translation	**PG-ENG-E- 7** Shakespeare	
IV	**PG-ENG-C-9** Modern European Literature	Pool of Core Electives to be chosen by second and fourth semester students	**PG-ENG-E-8** Popular Literature	**PG-ENG-E-9** ELLT	**PG-ENG-E-10** Film Studies	**PG-ENG-E-11** Prose Writing (Diarists, Essays, Autobiogra-phies)
	PG-ENG-C-10 World Literature		**PG-ENG-E-12** Women's Literature	**PG-ENG-E-13** Children's Literature	**PG-ENG-E-14** World Subaltern: Aboriginal Narratives	**PG-ENG-E-15** Gender & Sexuality

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE

AUTONOMOUS

DEPARTMENT OF ENGLISH

APPROVED SYLLABI OF SEMESTER III & IV FOR THE ACADEMIC YEAR

2019 – 2020

M.A. IN ENGLISH

Course Title: Creative Writing

Course Code: PG-ENG-E-4

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 portfolio
4. To encourage students' to get their works published using traditional means, modern and social media

2. Learning Outcomes: By the end of the course the student will be able:

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/social media/internet to showcase their works

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 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.

All students should also aim to perform, or be a part of at least 5 gatherings, open mics, writing workshops, where they will share their work as well as critique others. In this regard, the dept. of English has continuous tie-ups with writers, and clubs where students can perform in. These will be a part of their portfolio.

Unit I: *Poetry* **20 hours**

Note: Instructor should 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. In this regard each student should select a selection of at least 20 poems (classical to contemporary) to read and write their reflections based on the concepts below. The concepts have already been covered in the UG syllabus, if not, then 4 – 5 hours may be given for a review.

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

*Modern forms poetry:*Spoken Word -writing, speaking, and performing; Reading techniques – charm, set, space, cold open, silence, blending music

Publishing: Use of technology in performance, exposing your work to others; use of social media, internet, ICT, to create your own space for your work.

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. [Students will create at least 2 poems a week aiming to create a collection of 30 poems by the end of the course]

Unit II: *Drama* **20 hours**

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. One of the goals in this unit will be the staging of a play written by the students for others in any appropriate setting.

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

Unit III: *Fiction* **20 hours**

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.

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 on-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)

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 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 Elelments 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.

M.A. IN ENGLISH

Course Title: English Language and Literature Teaching

Course Code: PG-ENG-E-9

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.
   4. To create course plans, session plans and assist teachers as well as teach classes.

3. **Number of hours: 04 hours per week**

4. Course Content: **Total number of hours: 60**

Unit I: Teaching Paradigms for the New Millennium **10 hours**

Introduction: Preparation – Organization – Dissemination – Feedback

Modern Teaching-Learning Methods: Blended Learning using Flipped Classroom, Cooperative Learning Strategies, Use of modern technology and ICT to create blended classrooms.

Using Mixed-Media in the classroom, Gamification, POGIL, Constructivism, Problem Solving Method

Praxis: Lecture Method, Demonstration Method, Project Method, Vee – Mapping, Discussion Method, Play Method, Individualized Instruction Method, Discovery Method, Guided Discovery Method, Concept Mapping, Team Teaching

Curriculum Design

Working Knowledge of ICT tools - Learning Management Software (Moodle/Google Classroom), Video/Audio recording and editing software (Blender,Audacity), Photo-editing software (GIMP), Padlet, Polleverywhere, edPuzzle, Google suite (forms, slides etc)

Unit II: English Language & Literature Teaching **10 hours**

Principles of Language Teaching – Cognitive, Social, Linguistic

Fundamentals: Listening, Speaking, Reading, Writing, Pronunciation, Vocabulary

Language: 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

Literature: 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

Please Note: Concepts in the above two units may be taught concurrently along with Unit 3.

Unit III: Praxis ofTeaching **40 hours**

In this module each student will be attached to Undergraduate teachers as a teacher's assistant to prepare for, and deliver at least ONE learning session a week. This session will be supervised by the teacher and student feedback will be given for each session. The session should be recorded for evaluation. This session will have a pre-session preparation, session and post-session report. Every week students will have to submit their report to their instructor for feedback and suggestions. By the end of the course each student will have to have completed 20 such sessions. These sessions should ideally be divided equally between language and literature classes. Each session will be evaluated and the sum total of the evaluation MAY be considered as their final total for the course. Alternatively, students can submit an e-portfolio of their work for evaluation.

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.

M.A. IN ENGLISH

Course Title: Indian Literature in Translation

Course Code: PG-ENG-E-12

Marks: 100

Credits: 4

1. **Course Objectives:**
   1. To know a range of Indian works in translation.
   2. To enrich the understanding and appreciation of Indian literature.
   3. To inform and stimulate the learner's personal response to Indian literary works.
   4. To introduce the students to different genres of contemporary Indian writing in English.
   5. To familiarize the students with various themes and cultural contexts of Indian regional literature.
   6. To offer a wide-ranging, and enjoyable intellectual experience discussing Indian works in many different directions: into psychology, history, theatre, autobiography.
   7. To perform a carefully rehearsed scene from Indian plays.

2. **Learning Outcomes**: By the end of the course the student will be:

   1. Acquire knowledge of regional Indian English Literature in translation.
   2. Aware of the different genres employed by Indian writers.
   3. Acquire critical reading skills.
   4. Able to appreciate and analyze the various themes and narrative techniques of the Indian writers.

3. **Number of hours: 04 hours per week**

4. Course Content: **Total number of hours: 60**

Unit I: Poetry **15 hours**

1. One Hundred Poems of Kabir (translated by Ravindranath Tagore) - Kabir Poems (Any 10 poems selected by the teacher teaching the course)
2. Says Tuka (Part Two: Being Human, Part Nine: Absolutely Being) - Dilip Chitre (Supplementary Reading Remaining Parts)
3. Madhushala The House of Wine - Harivansh Rai Bachchan
4. Isha Upanishad - Sri. Aurobindo(Trans)
5. Gitanjali - Rabindranath Tagore
   (Any 10 poems selected by the teacher teaching the course)
6. Selected Poems of Amrita Pritam - ed. Pritish Nandy
   (Supplementary reading)

Unit II: Novels **15 hours**

1. Samskara (translated by AK Ramanujan) - Udupi Rajagopalacharya Ananthamurthy:
2. Debdas - Sharatchandra
3. *Chemmeen* - Thakazhi Sivasankara Pillai,, Anita Nair (Tr.)

Supplementary Reading

1. Raag Darbari (translated by Gillian Wright) - Shrilal Shukla
2. Chowringhee - Sankar
3. *Umrao Jan Ada* - Mirza Muhammad Hadi Ruswa, Khushwant Singh (Tr.), M. A. Husaini (Tr.)
4. Lords of the Global Village: A Novel - Ranendra, Rajesh

Unit III: Short Stories **15 hours**

1. Poisoned Bread – ed. Arjun Dangle
   (Any 5 short stories selected by the teacher teaching the course)

2. In A Forest, A Deer- translated by Lakshmi Holmstrom - Ambai (C. S. Lakshmi)
   (Any 5 short stories selected by the teacher teaching the course)

3. The Women in the Cages (short stories) A selection of stories - Vilas Sarang
   (Any 5 short stories selected by the teacher teaching the course)

4. Mottled Dawn - Saadat Hasan Manto
   (Any 5 short stories selected by the teacher teaching the course)

5. Selected Short Stories - Rabindranath Tagore
   (Any 5 short stories selected by the teacher teaching the course)

Unit IV: Plays **15 hours**

1. Vijay Tendulkar
   a) Silence! The Court is in Session

2. Girish Karnad
   a) Tughlaq

3. Badal Sarkar
   a) And Indrajit

Supplementary:

City Plays - Mahesh Elkunchwar (translated by Shanta Gokhale and Manjula Padmanabhan)

5. Reference Books:

Primary References:

1. Bachchan, Rai, Harivansh. Boulton , Marjori and Vya, Swaroop, Ram (trans.) *Madhushala The House of Wine*. Penguin Books, New Delhi, 1959.
2. Chitre, Dilip. *Says Tuka*: *Selected Poetry of Tukaram*. Penguin.
3. Dangle, Arjun(ed). *Poisoned Bread*. Orient BlackSwan, 1st edition, 2009.
4. Holmstrom, Lakshmi (trans.). *In A Forest, A Deer:* Stories by Ambai. Oxford India Paperbacks.
5. Nandy, Pritish (ed). *Selected poems of Amrita Pritam*. Calcutta Publication.
6. Ramanujan, A.K and Ananthamurthy. U. R. *Samskara***.** NYRB Classics, 2017.
7. Ranendra, Kumar Rajesh. *Lords of the Global Village: A Novel*. Available as kindle edition by Speaking Tiger Books.
8. Saadat, Hasan, Manto. *Mottled Dawn*. Penguin Books, India, 1991.
9. Sankar. *Chowringhee*. Penguin Books, India 2007
10. Sarang ,Vilas. *The Women in the Cages.* Penguin India, 2006.
11. Sharatchandra. *Debdas*. Penguin Books, India, 2002.
12. Sri. Aurobindo (trans.). *Isha Upanishad.* Sri. Aurobindo Ashram, Pondicherry, 2003.
13. Tagore, Rabindranath (trans.) and assisted by Evelyn. *One Hundred Poems of Kabir*. Underhill Macmillan and Co, London 1915.
14. Tagore, Rabindranath. *Selected Short Stories.* Penguin Books, 2005.
15. Tagore, Rabindranath. *Gitanjali* .Macmillan and Co.,Limited, London, 1913.
16. Wright, Gillian (trans.). *Shrilal Shukla: Raag Darbari* . Penguin India; 2012.

Secondary References:

1. Dodiya , Jaydipsinh and Jaydipsinh Dodiya (ed.) *The Plays Of Girish Karnad*. Prestige Books, 1999.
2. Jain, Kirti. *Badal Sircar: Search for a Language of Theatre.* Niyogi Books, 1st, 2016.

3. Katyal, Anjum Badal Sircar: *Towards a Theatre of Conscience*. Sage Publications Pvt. Ltd, 1st edition, 2015.
4. Madge M. *Vijay Tendulkar's An Anthology Of Recent Criticism Plays.* Pencraft International, 2007.
5. Prasad, Amarnath and Sahatrabudhe, Satish (ed.). *Plays of Vijay Tendulkar Critica Explorations*. Sarup and Sons, New Delhi 2008.
6. Schomer, K. and McLeod W.H. (ed.).*The Sants: Studies in a Devotional Tradition of India*. Motilal Banarsidass Publisher, 1987.
7. Sil P. Narasingha. . *The Life of Sharatchandra Chattopadhyay: Drifter and Dreamer*. Fairleigh Dickinson University Press, 2012.
8. Tripathi , Vanashree . *Three Plays of Girish Karnad: A Study In Poetics and Culture*. Prestige Books, 2004.
9. Verma. *Indian Literature: An Introduction*. Pearson Education India, 2006.

M.A. IN ENGLISH

Course Title: Children's Literature

Course Code: PG-ENG-E-13

Marks: 100

Credits: 4

1. Course Objectives: The aim of this course is-

1. To introduce the students to the concept of Children's Literature.
2. To provide an in-depth understanding of the various concepts of Children's Literature.
3. To become familiar with the history, development and context of Children's Literature.

2. Learning Outcomes: After the completion of the course the students will be able-

1. To analyse and understand a range of forms, genres and subgenres in children's literature, identifying major and minor ideas in the works.
2. Approach children's literature from various critical viewpoints
3. Evaluate the literary elements of children's literature, including classic and current literature.

4. **Number of hours: 4 hours per week.**

4. Course Content: **Total number of hours: 60**

Unit I: Folklore and Fairy Tales **10 hours**

Selected Stories from-

1. Panchatantra- Vishnu Sharma*
2. Aesop's Fables- Aesop*
3. The Arabian Nights: Tales from a Thousand and One nights- Volume 1. – Richard F. Burton*
4. The Complete Grimm's Fairy Tales- Jacob Grimm*
5. The Complete Hans Christian Anderson Fairy Tales- Hans Anderson*
6. Just So Stories- Rudyard Kipling*

*(Teacher can select any two stories)

Unit II: Fantasy **10 hours**

1. Alice's Adventures in Wonderland- Lewis Carroll
2. Peter Pan- J.M Barrie
3. Harry Potter and the Philosopher's Stone- J.K Rowling

Unit III: Adventure **8 hours**

1. Charlie and the Chocolate Factory- Roald Dahl
2. The Mountain of the Moon- Bibhutibhushan Bandhopadhyay
3. The Complete Adventures of Feluda Volume 1- Satyajit Ray

Unit IV: Children's Poetry **8 hours**

1. "Binker", "In the Dark", "Vespers"- A.A Milne
2. "Where the Sidewalk Ends", "A Light in the Attic"- Shel Silverstein

Unit V: Realistic Fiction **8 hours**

1. How I taught my Grandmother to read and Other Stories- Sudha Murty
2. Anne of Green Gables- Lucy Maud Montgomery

Unit VI: Picture Books **8 hours**

1. The Cat in the Hat- Dr. Seuss
2. Where the Wild Things Are- Maurice Sendak

Unit VII: Film Adaptations and TV Series **8 hours**

1. Fantastic Mr. Fox
2. The Jungle Book
3. Steven Universe

5. Reference Books:

Primary References:

1. Aesop. *The Complete Fables (Penguin Classics).* Penguin, 1998.
2. Anderson, Hans Christian. *Hans Christian Anderson's Fairy Tales (Puffin Classics),* Penguin, 2010.
3. Bandhopadhyay, Bibhutibhushan. *The Mountain of the Moon*. Supernova Publishers, 2012.
4. Barrie, J.M. *Peter Pan.* Fingerprint Publishing, 2018.

5. Burton, Richard F. *The Arabian Nights: Tales of Thousand Nights and a Night. Vol. 1*. Fingerprint Publishing, 2017.
6. Carroll, Lewis. *Alice's Adventures in Wonderland*. Alpha Editions, 2017.
7. Dahl, Roald. *Charlie and the Chocolate Factory.* Puffin, 2016.
8. Dr. Seuss. *The Cat in the Hat.* Harper Collins Children's Books, 2017.
9. Grimm, Jacob.*The Complete Grimm's Fairy Tales*. Fingerprint Publishing, 2018.
10. Kipling, Rudyard. *Just So Stories (Penguin Classics).* Penguin, 2011.
11. Milne, A.A. *Now We are Six*. Egmont, 2004.
12. Montgomery, Lucy Maud. *Anne of Green Gables*. Fingerprint Publishing, 2018.
13. Murty, Sudha. *How I Taught My Grandmother to Read: And Other Stories*. Penguin Books Ltd., 2015.
14. Ray, Satyajit. *The Complete Adventures of Feluda Vol 1*. Penguin Books Ltd., 2015.
15. Rowling, J.K. *Harry Potter and the Philosopher's Stone*. Bloomsbury Press, 2014.
16. Sendak, Maurice. *Where the Wild Things Are*. Harper Collins, 2012.
17. Sharma, Vishnu. *The Panchatantra*. Penguin, 2006.
18. Silverstein, Shel. *A Light in the Attic*. Harper Collins, 2005.
19. Silverstein, Shel. *Where the Sidewalk Ends*. Penguin UK, 2010.

Secondary References:

1. Hunt, Peter. *International Companion Encyclopedia of Children's Literature.* Routledge, 2004.
2. Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. Oxford, 2011.
3. Rudd, David. *The Routledge Companion to Children's Literature*. Routledge, 2010.
4. Zipes, Jack. *The Oxford Encyclopedia of Children's Literature.* Oxford University Press, 2006.

M.A. IN ENGLISH

Course Title: Mythology Archetype and Literature

Course Code: PG-ENG-E-16

Marks: 100

Credits: 4

1. **Course Objectives:**

   The aim of this course is to:

   1. Study the mythic literature of various world cultures emphasizing their recurrent patterns, themes, and motifs as well as their relevance to modern culture.
   2. Create awareness about the concepts of Myth, Legend, Archetype, and Folklore, the difference between them and their role and relevance in Literary Tradition, Media and Society.

2. Learning Outcomes:

After the completion of the course, the students will be able to:

1. Consider some of the following: the uses of mythology, archetypes in mythology, masculine/feminine/third gender figures in mythology, the relevance of mythology today in shattering prejudices.
2. understand concepts of originality/authenticity and variations
3. analyse the relationship between archetypes and identity formation
4. Evaluate different methodologies used in analyzing myths and apply them in the process of recreating literature.

3. Number of hours: 4 hours per week

4. Course Content: **Total number of hours: 60**

Unit I: Theory and Background **20 hours**

1. Concepts:
   a) Folklore/Myths/Legends/Tales
   b) Archetypes
   c) Religion, Gender and Mythology
2. Discourse in the Novel- Bakhtin
3. Archetypes and the collective unconscious- exploring Freud and Jung
4. Who needs folklore? - Attipate Krishnaswami Ramanujan
5. Excerpts from *Myths to Live By*- Joseph Campbell
6. Exploring Creation Myths, excerpts from *Myth* - Stephen Seanudd
7. Where Women are Worshipped, Gods Rejoice - Kumkum Roy
8. Excerpts from Myth=Mythya - Devdutt Pattanaik
9. Scientia Sexualis – Foucault
10. Panchadhatu-Harish Trivedi
11. Archetypal Patterns in Poetry- Maud Bodkin
12. Panch-dhatu- Harish Trivedi

Unit II: World Mythology **15 hours**

1. Rainbow Serpent Stories from Australia
2. Native American Myths - An Otoe and an Omaha Tale
3. Illiad and Odyssey- Homer (selected chapters)
4. Selected tales from the Norse Mythology

Unit III: Indian Mythology **15 hours**

1. Exploring children's fiction from Amar Chitra Katha, Panchatantra, Jataka Tales
2. Karna-Kunti Samvaad - Rabindranath Tagore
3. Ramayana - C. Rajagopalachari
4. The Great Indian Novel - Shashi Tharoor
5. Shikhandi and Other Queer Tales They Don't Tell You About – Devdutt Pattanaik
6. Introduction to Same Sex Love in India- Ruth Vanita and Salim Kidwai

Unit IV: Beyond Archetypes- popular culture representations 10 hours

1. Mother India - the 1957 film
2. Sita Sings the Blues- 2008, Nina Paley
3. Ahilya the 2015 short film
4. Death Parade- Tv series 2013
5. Adi Parva: Churning of the Ocean – Graphic novel

5. Reference Books:

Primary References:

1. Adamski, Adam**: "***Archetypes and the Collective Unconscious of Carl G. Jung in the Light of Quantum Psychology",* Neuroquantology, September 2011, vol 9, issue iii
2. Bakhtin, Mihail M. *The Dialogic Imagination: Four Essays,* edited by Michael Holquist, Austin, U of Texas Press, 2014.
3. Barthes, Roland: *Mythologies.* Paris: HarperCollins 2001.
4. Belcher, Stephen *African Myths of Origins* London; Penguin 2005
5. C Rajagopalachari: *Ramayana*, 1976
6. Demaris Wehr. *Jung & Feminism: Liberating Archetypes*. Boston: Beacon Press, 1987.
7. Dhand, Arti. *Woman as Fire, Woman as Sage: Sexual Ideology in the Mahābhārata.* State U of New York P, 2008
8. Dharwadker Vinay: *The Collected Essays of A.K.Ramanujan,* Oxford India Paperbacks, 2004
9. Dialogue between Karna and Kunti, *Karna Kunti Sambad*, translated from the Bengali by Ketaki Kushari Dyson, ISSN- 1563-8685
10. Foucault, Michel: *Scientia Sexualis*, History of Sexuality, translated by Robert Hurley, Editions, Gullimard, 1976
11. G.M. Kirkwood. *A Short Guide to Classical Mythology*. Wauconda, IL: Bolchazy-Carducci, 2003
12. Gaiman, Niel: *Norse Mythology*, Bloomsbury group
13. Bodkin, Maud: Archetypal Patterns in Poetry, Oxford University Press, 1965
14. Trivedi, Hairsh: Colonial Transactions: English Literature and India, Papyrus, 1993
15. Gates Jr, Henry Louis " *The Signifyin' Monkey; a Theory of African-American Criticism* NY: OUp 1988, 3-48

16. Kidwai, Salim.Vanita, Ruth: *Same Sex Love in India*, 2000.
17. Pattanaik Devdutt: *Myths=Mythya*. Penguin Books India (2016).
18. Pattanaik Devdutt: *Shikhandi and Other Queer Tales They Don't Tell You*. Penguin Books India (2014)
19. Ramanujam, AK " *Who Needs Folklore*?" Manushi No.16 1988.
20. Sarkar, Tanika & Butalia, Urvashi*: The Mirage of the Ancestress of the Hindu Woman*. – Tanika Sarkar & Urvashi Butalia (eds), Women and Right-Wing.
21. Tharoor Sashi: *The Great Indian Novel*, Viking Press, 1989.

Secondary References:

1. Aijaz, Ahmad. *In Theory: Nations, Classes, Literatures*. Verso, 2008.
2. Campbell, J. (1972). *The hero with a thousand faces*. Princeton: Bollingen.
3. Campbell, Joseph: *Myths to Live By*, Bantam edition, published June 1973
4. Chakravarti, Uma 1989 *Whatever Happened to the Vedic Dasi*? Orientalism, Nationalism and a Script from the Past. – Kumkum Sangari & Sudesh Vaid (eds), Recasting Women: Essays in Colonial History, 27–87. New Delhi: Kali for Women.
5. Chatterjee, Partha. *The Nation and Its Fragments*: *Colonial and Postcolonial Histories*. Princeton UP, 1993.
6. Chowdhury, Kanishka. *"Revisioning History: Shashi Tharoor's Great Indian Novel*." World Literature Today, vol. 69, no. 1, 1995
7. Devi, Mahasweta. *After Kurukshetra: Three Stories.* Translated by Anjum Katyal. Seagull, 2005.
8. Doniger, Wendy. *"Myths of transsexual masquerades in ancient India"* India and Beyond: Aspects of Literature, Meaning, Ritual and Thought, edited by Dick van der Meij Kegan Paul International, 1997.
9. Joy, Morny 1995 *God and Gender:* Some Reflections on Women's Invocations of the Divine. – Ursula King (ed.), *Religion and Gender*, 121–143. Oxford: Blackwell.
10. Karve, Iravati : *Yuganta* Orient ND: Black swan 2006
11. Narayan, Uma 1997 *Dislocating Cultures: Identities, Traditions, and Third World Feminism*. New York: Routledge
12. Narayanan, Vasudha (2002) "*Hinduism", Her voice, her faith*. Arvind Sharma and Katherine K. Young (editors), Oxford, West view Press, p. 11-57.

ANNEXURE A

DEPARTMENT OF ENGLISH

M.A. IN ENGLISH

(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
III	Creative Writing	All Units	New Course	Elective choices for PG Semester 3/4
IV	ELT	All Units	New Course	Elective choices for PG Semester 3/4
IV	Indian Literature in Translation	All Units	New Course	Elective choices for PG Semester 3/4
IV	Children's Literature	All Units	New Course	Elective choices for PG Semester 3/4
IV	Mythology, Archetype & Literature	All Units	New Course	Elective choices for PG Semester 3/4

Parvatibai Chowgule College of Arts and Science
Autonomous

DEPARTMENT OF ENGLISH

TWO YEAR M.A. DEGREE COURSE STRUCTURE

SEMESTER	CORE COMPULSORY	CORE ELECTIVE	CORE BRIDGE
I	**PG-ENG-C-1** English Poetry	Students will choose TWO electives from the pool of electives as offered for odd semesters by the department in the academic year.	**PG-ENG-B-1** Engaging Literature
	PG-ENG-C-2 Twentieth Century English Drama		---
	PG-ENG-C-3 Exploring Narratives in Fiction		---
II	**PG-ENG-C-4** Linguistics	Students will choose TWO electives from the pool of electives as offered for even semesters, by the department in the academic year.	**PG-ENG-B-2** Research Methodology
	PG-ENG-C-5 Literary Theory		---
	PG-ENG-C-6 The Indian Subaltern: Dalit and Transgender Narratives		---

SEMESTER	CORE COMPULSORY	CORE ELECTIVE				
III	**PG-ENG-C-7** Post-Colonial: Theory And Practice	Pool of Core Electives to be chosen by first semester and third semester students	**PG-ENG-E-1** Technical and Media Writing	**PG-ENG-E-2** Green Studies	**PG-ENG-E-3** Visual Literature - Perspectives	**PG-ENG-E-4** Creative Writing
	PG-ENG-C-8 Asian Literature		**PG-ENG-E- 5** Mythology, Archetype & Literature	**PG-ENG-E-6** Indian Literature in Translation	**PG-ENG-E- 7** Shakespeare	

IV	**PG-ENG-C-9** Modern European Literature	Pool of Core Electives to be chosen by second and fourth semester students	**PG-ENG-E-8** Popular Literature	**PG-ENG-E-9** ELLT	**PG-ENG-E-10** Film Studies	**PG-ENG-E-11** Prose Writing
	PG-ENG-C-10 World Literature		**PG-ENG-E-12** Women's Literature	**PG-ENG-E-13** Children's Literature	**PG-ENG-E-14** World Subaltern: Aboriginal Narratives	**PG-ENG-E-15** Gender & Sexuality

Parvatibai Chowgule College of Arts and Science
Autonomous

Department of English

Syllabi of MA courses (approved by BOS on 20th February, 2020)

Course Title: Film Studies
Course Code: PG-ENG-E-10
Marks: 100
Credits: 4
Duration: 60 hours

Course Objectives: This course was framed with the idea objective(s) that the student will be able to:

1. Interpret the behind-the-scenes efforts of production, aesthetics, and history offilm.
2. Critique the aspects of film aesthetics like Plot & Story, Point of View, Mise-en-scene, Framing, Long Take and Continuity Editing, Sound and varied Genres.
3. Recognize the need for a keen sense of identification of film aesthetics in both western and Indian filming techniques.

Course Outcomes:

Upon completion of the course, the student should be able to:

CO1. Investigate the aesthetics of film.

CO2. Compare the various genres risen throughout film history.

CO3. Locate discourses among the various narratives on screen.

Unit I: Aesthetics of Film –Form and style **15 hours**

a) 1. Films - Inception (Christopher Nolan, 2010, USA) [Plot & Story]
Citizen Kane (Orson Welles, 1941, USA) [Point of View]

2. Tom Gunning, "The Cinema of Attraction: Early Film, Its Spectator and the Avant-Garde."

3. Rudolph Arnheim. "Film and Reality" Film as Art.

b) 1. Films - Laura (Otto Preminger, 1944, USA) [Point of View]

2. David Bordwell, "Who Blinked First?"Poetics of Cinema.

c) 1. Film - Grand Budapest Hotel (Wes Anderson, 2014, USA) [Mise-en-scene]

2. Herman Sheffauer, "The Vivifying of Space," Introduction to the Art of the Movies.

Unit II: Aesthetics of Film – Framing, the Long Take and Continuity Editing **15 hours**

a) 1. Film - Passion of Joan of Arc (Carl Dreyer, 1928, France) [Framing]

2. BelaBalazs, "The Close-Up," "The Face of Man," The Theory of Film.

b) 1. Film - Rules of the Game (Jean Renoir, 1939, France) [The Long Take]

2. "The Evolution of Film Language," André Bazin

c) 1. Film - The Social Network (David Fincher, 2010, USA) [Continuity Editing]

2. Tom Gunning, "Griffith: The Frame, the Figure," Early Cinema: Space, Frame, Narrative.

Unit III: Aesthetics of Film – Continuity Editing, Sound and Genres **15 hours**

a) 1. Film – Last Year at Marienbad (Alain Resnais, 1961, France). [Continuity Editing]

2. Germaine Dulac, "The Expressive Techniques of the Cinema"

b) 1. Film - The Conversation (Francis Ford Coppola, 1974, USA). [Sound]

2. Michel Chion, "Preface," "Projections of Sound on Image," "Sound Film: Worthy of the Name," *Audio-Vision.*

c) 1. Film - Pulp Fiction (Quentin Tarantino, 1994, USA) [Genres]

2. Rick Altman, "A Semantic/Syntactic Approach to Film Genre" Cinema Journal.

3. Thomas Schatz, "Film Genre and the Genre Film"

Unit IV: An overview of Indian Cinema **15 hours**

a) 1. Film -The Apu Trilogy (Satyajit Ray, 1955–1959, India) [Parallel Cinema Movement]

Secondary reading: TejaswiniGanti, *Bollywood: A Guidebook to Popular Hindi Cinema*.

b) 1. Film - Shree 420 (1955, Raj Kapoor, India) [Inception of Commercial Hindi Cinema]

2. Film – Sholay (1975, Ramesh Sippy, India) [The Western outside in Bollywood]

Stephen Teo, "Sholay: The Western's passage to India*." Eastern Westerns: Film and Genre Outside and Inside Hollywood*.pg. 109.

Note to Instructor:

1. The syllabus contains pairings of specific films to essays dedicated to the appreciation of the same. The aim of such a structure is to encourage the student to view the movie along with his/her peers and then read it through the lens of a scholastic analysis.

2. The following is a list of movies that may be considered for further viewing by the students. This list may also be used during the Semester End Examination with the aim of writing a Term Paper.

   a) The Godfather I & II (1972 and 1990, Francis Ford Coppola, USA)

   b) 8 ½ (1963, Federico Fellini, Italy-France)

   c) The Bicycle Thief (1948, Vittorio De Sica, Italy)

   d) Goodfellas (1990, Martin Scorsese, 1990, USA)

   e) Taxi Driver (1976, Martin Scorsese and Paul Schrader, USA)

   f) Rear Window(1954, Alfred Hitchcock, USA)

   g) Mother India (1957, Mehboob Khan, India (Hindi))

   h) Jallikattu (2019, Lijo Jose Pellissery, India (Malyalam))

   i) Swati Mutyam (1986, K. Viswanath, India (Telegu))

   j) Zanjeer (1973, Prakash Mehra, India (Hindi)) [Screenwritten by Salim-Javed]

   k) Mr. India (1987, ShekharKapur, India (Hindi))

   k) MeraNaam Joker (1970, Raj Kapoor, India (Hindi))

   l) Devdas [Adaptations of novel by Sarat Chandra Chatterjee]

   i) Devdas (1955, Bimal Roy)

      ii) Devdas (2002, Sanjay Leela Bhansali)

      iii) Dev D (2009, AnuragKashyap)

   m) Amar Prem (1972, Shakti Samanta, India (Hindi))

   n) Half Ticket (1962, Kalidas, India (Hindi))

   o) Mughal-e-Azam (1960, K. Asif, India (Hindi))

   p) [Hollywood-esque Bollywood]

      i) Ghajini (2008, A. R. Murugadoss, India (Hindi))

      ii) Ghajini (2005, A. R. Murugadoss, India (Tamil))

      iii) Memento (2000, Christopher Nolan, USA)

q) The Sixth Sense (1999, M. Night Shyamalan, USA)

r) Split (2016, M. Night Shyamalan, USA)

s) Nirmonn (1966, A. Salam, India (Konkani))

t) Nachom-ia Kumpasar (2014, Bardroy Barretto, India (Konkani))

u) Lagan (1941, Nitin Bose, India (Hindi))

Reference Books:

Primary References:

1. Arnheim, Rudolph. "Film and Reality."*Film as Art.* 2006.

2. Altman, Rick. "A Semantic/Syntactic Approach to Film Genre." Cinema Journal, Vol. 23, No. 3 (Spring, 1984), pp. 6-18. University of Texas Press on behalf of the Society for Cinema & Media Studies.

3. Balazs, Bela. "The Close-Up," "The Face of Man," *The Theory of Film*.Dover Publications. 1970.

4. Bazin, André. "The Evolution of Film Language"

5. Bordwell, David, Kristen Thompson. *Film Art* (Eleventh Edition). McGraw Hill. 2008

6. Bordwell, David. "Who Blinked First?" *Poetics of Cinema.*

7. Chion, Michel. "Preface," "Projections of Sound on Image," "Sound Film: Worthy of the Name." *Audio-Vision*.

8. Dulac, Germaine. "The Expressive Techniques of the Cinema" (1924), trans. Stuart Liebman, *French Film Theory and Criticism, 1907-1939*. Volume I: 1907-1929, Princeton, New Jersey: Princeton University Press, 1988.

9. Gunning, Tom. "The Cinema of Attraction: Early Film, Its Spectator and the Avant-Garde." *Wide Angle*.

10. "Griffith: The Frame, the Figure," *Early Cinema: Space, Frame, Narrative*. ed. Thomas Elsaesser and Adam Barker. BFI Publishing. 1990.

11. Schatz, Thomas. "Film Genre and the Genre Film."*Hollywood Genres: Formulas, Filmmaking, and the Studio System.* McGraw Hill. 1981.

12. Sheffauer, Herman. "The Vivifying of Space" *Introduction to the Art of the Movies*. Noonday Press, New York. 1960.

13. Teo, Stephen. "Sholay: The Western's passage to India*" Eastern Westerns: Film and Genre Outside and Inside Hollywood.* Routledge. 2017.

Secondary References:

Ganti, Tejaswini. Bollywood: A Guidebook to Popular Hindi Cinema. Routledge Film guide books. 2004.

Films:

1. Inception (Christopher Nolan, 2010, USA)
2. Citizen Kane (Orson Welles, 1941, USA)
3. Laura (Otto Preminger, 1944, USA)
4. Grand Budapest Hotel (Wes Anderson, 2014, USA)
5. Passion of Joan of Arc (Carl Dreyer, 1928, France)
6. Rules of the Game (Jean Renoir, 1939, France)
7. The Social Network (David Fincher, 2010, USA)
8. Last Year at Marienbad (Alain Resnais, 1961, France)
9. The Conversation (Francis Ford Coppola, 1974, USA)
10. Pulp Fiction (Quentin Tarantino, 1994, USA)

Web links will be added later

Course Title: Prose Writings
Course Code: PG-ENG-E-11
Marks: 100
Credits: 4
Duration: 60 hours

Course Objectives: This course was framed with the idea objective(s) that the student will be able to:

1. Appraise narratives through informed prose readings.
2. Demonstrate the importance of developing a wider comprehension of narrative discourse in English.
3. Differentiate the position of the author, within his/her text in comparison to a film adaptation of the same.
4. Explain the nuances of the newer and lesser-known forms of prose writing.

Course Outcomes:

Upon completion of the course, the student should be able:

CO 1. Construct the various styles of prose writing by themselves in creative and academic pursuits.

CO 2. Appraise the linguistic span of English prose.

CO 3. Classify the varied forms of prose writing within literature.

CO 4. Compare the forms of any two forms of prose writing in a academic setting.

Unit I: Forms of Prose Writing **10 hours**

a) Pati Hill. "*Truman Capote, The Art of Fiction No. 17*". The Paris Review.

b) M.MBakhtin. *Problems of Dostoevsky's Poetics* (1984). –Chapter 1 (Polyphonic novel & prose)

c) Kathleen Parthe. *Russian Village Prose: The Radiant Past*. ---Chapter 1& 3 (Village Prose)

Unit II: Memoirs & Biographies &Autofiction **20 hours**

a) Jean Rhys. *Voyage in the Dark.*(Autofiction)

b) Trevor Noah. *Born a Crime: Stories from a South African Childhood* (Memoir)

c) Paul Kalanithi. *When Breath Becomes Air* (Medical Memoir)

d) Zora Neale Hurston. *Barracoon*. (Biography)

Unit III: Journal entries and discursive speech **15 hours**

Primary reading:

a) Jack Kerouac–*Lonesome Traveler*

1.“Alone on a Mountaintop”

b) David Foster Wallace

1. “This is Water”

c) Alice Walker. "Looking for Zora."*In Search of Our Mothers' Gardens Part I.*

Secondary reading:

a) Franz Kafka. *Letters to Milena*. 1986.

b) Anne Frank. *The Diary of a Young Girl*. 1952.

c) Joan Didion. *The Year of Magical Thinking*. 2005.

d) Maya Angelou. *I Know Why the Caged Bird Sings*. 1969

Unit IV: Prose vs. Film adaptations **15 hours**

1. Autobiographical source

a) The Pianist (2001). Directed by Roman Polanski.

b) Wladyslaw Szpilman. *The Pianist: The Extraordinary True Story of One Man's Survival in Warsaw, 1939-1945.*

2. Memoir source

a) 127 Hours (2010). Directed by Danny Boyle.

b) Aron Ralston. *Between a Rock and a Hard Place*. 2004.

Supplementary readings:

a) Wild (2014). Directed by Jean-Marc Vallée.

b) Cheryl Strayed. *Wild: From Lost to Found on the Pacific Crest Trail*. 2012.

5. Reference Books:

Primary References:

1. Bakhtin, M.M. (1984), Problems of Dostoevsky's Poetics. Ed. and trans. Caryl Emerson. Minneapolis: University of Minnesota Press.

2. Foster Wallace, David.*This is Water.* Little, Brown and Company. 2009.

Ticket to the Fair. *Harper's*. 1994.

3. Hill, Pati. "Truman Capote, The Art of Fiction No. 17". *The Paris Review*. Spring-Summer 1957 (16).

4. Kalanithi, Paul. *When Breath Becomes Air.*Bodley Head. 2016.

5. Kerouac, Jack. *Lonesome Traveler.*Penguin Classics. 2018.

6. Noah, Trevor. *Born a Crime: Stories from a South African Childhood*. John Murray. 2017.

7. Neale Hurston, Zora. *Barracoon.*Amistad. 2018.

8. Parthe, Kathleen. *Russian Village Prose: The Radiant Past*. Princeton University Press, Princeton, NJ: 1992.

9. Ralston, Aron. *Between a Rock and a Hard Place*. 2004. Atria Books. 2005.

10. Rhys, Jean. *Voyage in the Dark.*Penguin UK. 1969.

11. Szpilman, Wladyslaw. *The Pianist: The Extraordinary True Story of One Man's Survival in Warsaw, 1939-1945*. Picador. 2000.

12. Walker, Alice. "Looking for Zora."*In Search of Our Mothers' Gardens Part I*.W&N. 2005.

Films

13. The Pianist (2001,Roman Polanski)

14. 127 Hours (2010, Danny Boyle)

Secondary References:

1. Angelou, Maya. *I Know Why the Caged Bird Sings*. Ballantine Books. 2009.

2. Didion, Joan. *The Year of Magical Thinking*.Alfred A. Knopf. 2005.

3. Frank, Anne. *The Diary of a Young Girl*.Penguin UK. 2000.

4. Kafka, Franz. *Letters to Milena*.Vintage Classics. 1992.

5. Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. Vintage. 2013.

Film

6. Wild (2014, Jean-Marc Vallée)

Web links will be added later

Course Title: Gender & Sexuality
Course Code: PG-ENG-E-15
Marks: 100
Credits: 4
Duration: 60 hours

Course Objectives: This course was framed with the idea objective(s) that the student will be able to:

1. Discuss with peers the facets of learning to comprehend gender and sexuality in practical situations as well as in literature in an easily accessible manner.
2. Interpret the distinction between the concepts of gender and sexuality, and to explore its ever-expanding reach.
3. Relate the interplay of gender and sexuality.
4. Recognize the fluid natures of gender and sexuality.
5. Discuss and appreciate the different artistic expressions of gender and sexuality.

Course Outcomes: Upon completion of the course, the student should be able to:

CO 1. Appreciate the fluid nature of gender and sexuality.

CO 2. Recognize the literal/ symbolic meanings depicted in literature related to gender and sexuality.

CO3. Decipher the interplay between gender and sexuality as seen through depictions, imagery and so on.

CO 4. Recognize various themes seen in literature pertaining to gender and sexuality.

Unit I: Rethinking foundations: theorizing Sex, Gender and Sexuality **15 hours**

a) Sherry B Ortner. In Feminist Anthropology-A Reader.Ed. Ellen Lewin. "Is Female to Male as Nature is to Culture?" 1974.

b) Foucault, M. (1975). Discipline &Punish: The Birth of the Prison. New York: Random House."Docile Bodies" pp 135-160

c) Same Sex Love in India. Ed. By Ruth Vanita, SaleemKidwai. (1-2 essays)

d) "Parent Power" –Skit, A bit of Fry and Laurie, Series 1, episode 1 (1989)

Prerequisite readings:

a) "Doing Gender" in Gendered Society Reader- Candace West & Don Zimmerman

b) Gender: Judith Butler (Chapter 2)Sara Salih.

c) The Five Sexes: Why males and females are not enough- Anne Fausto-Sterling

Unit II: Application of theory to key texts **15 hours**

Primary readings:

a) Betty Friedan. The Feminine Mystique. (Excerpts)

b) Simone de Beauvoir. The Second Sex. (Excerpts)

c) Michel Foucault. The History of Sexuality, Vol. 1. (One chapter)

Secondary readings:

a) Anne Fausto-Sterling. Sexing the Body: Gender Politics and The Construction of Sexuality.

Unit III: Gender & film **15 hours**

a) Film –Psycho. Directed by Alfred Hitchcock (1960)

Readings: Laura Mulvey – Visual and Other Pleasures. "Visual Pleasure and Narrative Cinema."

Alexander Doty – Flaming Classics: Queering the Film Canon. "He's a transvestite! Ah, not exactly. How queer was my Psycho?"

b) Film - The Good, the Bad and the Ugly. Directed by Sergio Leone (1966)

-Interview with a Vampire. Directed by Neil Jordan (1994)

Readings: Steve Neale - Screening the Male: Exploring Masculinities in the Hollywood Cinema. "Masculinity as Spectacle: Reflections on Men and Mainstream Cinema."

G. Studlar –Ladies and Gentlemen, Boys and Girls: Gender in Film at the end of the Twentieth Century. "Cruise-ing into the New Millenium: Performative Masculinity, Stardom and the All American Boy's Body"

Unit IV: Global LGBTQ cultures **15 hours**

Primary readings:

a) Sara Farizan. If You Could Be Mine.

b) Salvation Army, AbdellahTaïa

Secondary readings:

a) LaxminarayanTripathi. Me Hijra, Me Laxmi.

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. Beauvoir, Simone de. The Second Sex.RHUK. 2010.

2. Doty, Alexander. Flaming Classics: Queering the Film Canon. Routledge New York. 2000.

3. Farizan, Sara. If You Could Be Mine.Algonquin Books. 2014.

4. Foucault, Michel. The History of Sexuality, Vol. 1.Translated by Robert Hurley.Vintage Books. 1990.

5. Friedan, Betty. The Feminine Mystique.Penguin UK. 2010.

6. Fausto-Sterling, Anne. Sexing the Body: Gender Politics and the Construction of Sexuality.Basic Books; Revised ed. Edition. 2000.

7. Mulvey, Laura. Visual and Other Pleasures. Palgrave Macmillan UK. 1989.

8. Neale, Steve. "Masculinity as Spectacle: Reflections on Men and Mainstream Cinema."Screening the Male: Exploring Masculinities in the Hollywood Cinema. Routledge New York.1993.

9. Ortner, Sherry B. In Feminist Anthropology-A Reader.Ed. Ellen Lewin. "Is Female to Male as Nature is to Culture?" 1974. pg 72-86

10. Studlar, G. Ladies and Gentlemen, Boys and Girls: Gender in Film at the end of the Twentieth Century. New York: State University of New York Press. 2001.

11. Vanita, Ruth. Kidwai, Saleem (ed). Same Sex Love in India.Penguin India. 2008.

Secondary References:

1. Tripathi, Laxminarayan. Me Hijra, Me Laxmi.Oxford University Press. 2015.

2. Fausto-Sterling, Anne. “The Five Sexes: Why males and females are not enough.” *The Sciences*, 33 (2), 1994. Pgs. 20-25.

3. Salih, Sara. Chapter 2: Gender:*Judith Butler*. London: Routledge, 2002.

4. West, Candace and Don Zimmerman. “Doing Gender”.*Gendered Society Reader*.eds. Michael Kimmel & Amy Aronson. Oxford, 2000. Pgs. 146- 163.

Film and television:

1. “Parent Power” –Skit, A bit of Fry and Laurie, Series 1, episode 1 (1989)

2. Psycho. Directed by Alfred Hitchcock (1960)

3. The Good, the Bad and the Ugly. Directed by Sergio Leone (1966)

Web links will be added later

M.A. in Geography

DEPARTMENT OF GEOGRAPHY AND RESEARCH CENTRE

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS), MARGAO, GOA

CURRICULUM : M.A./M.Sc. GEOGRAPHY

(w.e.f. 2015 - 2016)

POSTGRADUATE SYLLABUS FOR M.A DEGREE IN GEOGRAPHY

DEPARTMENT OF GEOGRAPHY AND RESEARCH CENTRE
PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS), MARGAO, GOA

CURRICULUM : M.A./M.Sc. GEOGRAPHY (w.e.f. 2015 - 2016)

Sem	Code	Compulsory Papers	C (H-M)	Code	Optional Papers	C
I	GGC-01	Principles of Geomorphology	3 (45-75)	GGO-01	Environmental Geography	4 (60-100)
	GGC-02	Principles of Climatology	2 (30-50)	GGO-02	Fundamentals of Oceanography	4 (60-100)
	GGPC-01	Practicals in Geomorphology & Climatology	3 (135-75)	GGO-03	Fundamentals of Soil Geography	2 (30-50)
	GGPC-02	Field Techniques and Village Survey	2 (90-50)	GGO-04	Disaster Mitigation & Management	2 (30-50)
II	GGC-03	Principles of Population Geography	3 (45-75)	GGO-05	Regional Geography of India	4 (60-100)
	GGC-04	Principles of Economic Geography	2 (30-50)	GGO-06	Political Geography	4 (60-100)
	GGPC-03	Practicals in Economic & Population Geography	3 (135-75)	GGO-07	Geography of Trade & Transport	2 (30-50)
	GGPC-04	Practicals in Cartography	2 (90-50)	GGO-08	Urban Geography	2(30-50)
III	GGC-05	Development of Geographical Thought	3 (45-75)	GGO-09	Coastal Geomorphology	4 (60-100)
	GGC-06	Fundamentals of Remote Sensing	2 (30-50)	GGO-10	Fluvial Geomorphology	4 (60-100)
	GGPC-05	Practicals in Statistical Geography	3 (135-75)	GGO-11	Geography of Settlements	4 (60-100)
	GGPC-06	Practicals in Remote Sensing	2 (90-50)	GGO-12	Industrial Geography	4 (60-100)
				GGO-13	Research Methodology	2 (30-50)
				GGO-14	Dissertation	6 (90-150)
IV	GGC-07	Regional Planning & Development	3 (45-75)	GGO-15	Tropical Geomorphology	4 (60-100)
	GGC-08	Fundamentals of Geographic Information System	2 (30-50)	GGO-16	Watershed Management	4 (60-100)
	GGCP-07	Computer Applications in Geography (Practical)	3 (135-75)	GGO-17	Social and Cultural Geography	4 (60-100)
	GGPC-08	Practicals in Geographic Information System	2 (90-50)	GGO-18	Economic Geography of Globalization	4 (60-100)
				GGO-19	Teaching Methodology	2 (30-50)
				GGO-14	Dissertation	6 (90-150)

POSTGRADUATE SYLLABUS FOR M.A DEGREE IN GEOGRAPHY

GGC-01: PRINCIPLES OF GEOMORPHOLOGY

Unit	Topic	Subtopic	Period
1	Geo tectonics	Origin of the Earth, Geological time scale and related topographic and structural evolution. Isostasy: Airy and Pratt Views. Folds and Faults-origin, types and their topographic expressions, Plate Tectonics: plate tectonic processes--sea floor spreading, subduction, orogenesis, earthquakes and volcanism, Geo-magnetism.	
2	Historical Geomorphology	Definition and history of Geomorphology, Uniformitarianism and Catastrophism, Geomorphic (Cyclic, Graded and Steady) and Spatial Scale, Basic concepts of Geomorphology as postulated by Thornbury.	
3	Process Geomorphology	General degradational processes: processes of rock weathering and their effects on landforms, Slope development and slope facets; Relationship between longitudinal and transverse slope recession; Geomorphological processes upon slopes. Evolution of landforms by the process – Fluvial, Glacial & Periglacial, Aeolian Karst and Coastal.	
4	Theories of Geomorphology	Normal cycle of erosion by W.M.Davis, Views of W. Penk on normal cycle of erosion, Cycle of Pediplanation by L.C.King, Dynamic Equilibrium theory by J.T. Hack.	
5	Applied Geomorphology	Application of geomorphology in planning and development.	

References:

i. 9. Kale, V. and Gupta, A. 2001: Introduction to Geomorphology, Orient Longman,Kolkata
ii. 2. Chorley, R.J. 1969: Introduction to Fluvial Processes, Methuen, London
iii. 4. Chorley, R.J., Schumm, S. A. and Sugden, D.E. 1984: Geomorphology, Methuen, London
iv. 5. Cooke, R.U. and Warren, 1973: Geomorphology in Deserts, Batsford, London
v. 6. Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot ,Patna.
vi. 8. Hallam, A. 1973: A Revolution in Earth Science: From Continental Drift to Plate Tectonics, Oxford University Press, London.
vii. 10. McCullagh, P. 1978: Modern Concepts in Geomorphology, Oxford University,Press, Oxford.
viii. 11. Morisowa, M. 1968: Streams, their Dynamics and Morphology, McGraw Hill,New York.

GGC-02: PRINCIPLES OF CLIMATOLOGY

Unit	Topic	Subtopic	Period
1	Introduction	Weather & Climate, Subdivisions of Climatology, Earth`s atmosphere: Physical properties, Chemical composition, Temperature changes, Vertical variations in the composition	
2	Insolation and Heat Balance	Electromagnetic spectrum, Factors affecting Insolation, Latitudinal and Seasonal variation of Insolation, Albedo, Green House Effect, Heat Budget	
3	Temperature, pressure, humidity and wind motion	**Temperature:** Difference between Heat and Temperature, Horizontal and Vertical distributions, Inversion of temperature, Measurement & units **Pressure:** Factors affecting air pressure, Pressure changes with altitude, distribution of surface pressure, Pressure measurement and Units **Wind:** Factors affecting wind, Geostrophic wind, Gradient wind, Wind observation and measurement **Humidity:** Humidity measurement, Changes of state of water, Factors affecting Condensation, Factors affecting Evaporation Relationship between Temperature, Pressure, Humidity and Wind	
4	Circulation of the Atmosphere	Wind movement, Global circulation Model, Tri-cellular theory, and Eddy theory. Jet stream and its effect on the surface, Global & Local winds, Effect of wind on weather	
5	Atmospheric Stability	Stable and Unstable Atmosphere, Factors affecting atmospheric stability, Normal, environmental, dry and wet adiabatic lapse rate, Absolute stability, Absolute instability, Conditional instability, Weather associated with stability an instability	

References:

1. Frederick K. Lutgen, Edward Tar buck: “The Atmosphere An Introduction to Meteorology” Prentice Hall, Englewood Cliffs ,New Jersey 0762 ,1998
2. D. S. Lal: Climatology. Sharda Pustak Bhawan ,11 , University road Allahabad 211002 Edition 2003
3. Trewartha : Introduction to Weather and Climate.
4. H.J. Critchfield (Rep.2010): General Climatology. Prentice Hall, New Delhi
5. Savindra Singh (Rep.2011)Climatology

POSTGRADUATE SYLLABUS FOR M.A DEGREE IN GEOGRAPHY

GGPC-01: PRACTICALS IN GEOMORPHOLOGY & CLIMATOLOGY

PART A: GEOMORPHOLOGY

Unit	Topic	Subtopic	Period
1	Drainage basin and network morphometry	Preparation of contour and drainage map from toposheet, Morphometric analysis.	
2	Slope analysis	Slope (isotan and isosin) and aspect maps & Hypsometric curve and integral.	
3	Geomorphic mapping	Geomorphic mapping in the field-process and materials mapping. Size analysis of the sediment samples collected in the field (by sieving).	
4	Sediment size and shape analysis	Plotting of the weights in different sieves on probability graph. Calculation of mean, median sorting index, skewness & kurtosis. Determination of silt and clay based on settling velocity. Shape analysis using sediment microscope.	
5	Field work	Measurement of channel cross-sections in the field, Geomorphic map of channel bed, Study of erosional and depositional features in the field	

PART B: CLIMATOLOGY

Unit	Topic	Subtopic	Period
1	Temperature Analysis	Processing of observed data to derive maximum, minimum and daily range of temperature. Analysis of upper air data – Tephigram (Temperature-Height diagram) Calculation of relative humidity, dew point and vapor pressure from dry and wet bulb temperature data.	
2	Rainfall Analysis	Classification of Koppen and Thornthwaite's Climate, Calculation of seasonal rainfall and annual variability of rainfall. Construction of crop-coefficient curve for any one crop.	
3	Water Budget and Discomfort Index	Calculation of water surplus and water deficit amounts during crop growing season. Computation of Water Requirement Satisfaction index. Discomfort index by Thom's (1959) method. Identification and categorization of heat and cold waves.	

References:

1. Doorenbos J. (1977) and Pruitt W.O. - Crop water requirement, FAO irrigation and drainage.
2. Frere and Popov (1979)- Agro-Meteorological Crop monitoring and forecasting, FAO plant production Paper No. 17.
3. John F. Mather (1974) - Climatology Fundamentals and Application Oxford University Press.
4. Lawrence, G. R. P.: Cartographic Methods, Mathur Co. London
5. Mather J.R(1974) Climatology, Fundamentals & applications,McGraw Hill Book Co, New York.
6. Monkhouse, F. J. R and: Maps and Diagrams, Wilkinson, H.R. Methuen and Co., London.
7. R. L. Singh & Rana P. B. Singh: Element of Practical Geography, Kalyani Pub. New Delhi (1999)
8. Trewartha G.T. : An Introduction to climate Mc-Graw- Hill Book Co. New York.

GGPC-02: FIELD TECHNIQUES AND VILLAGE SURVEY

Unit	Topic	Subtopic	Period
1	Introduction to Field Survey	Importance of field instrument survey - scope and purpose, principles and application of selected survey instruments.	
2	Chain and Plane Table Survey	Chain survey: use of tapes-open traverse, triangulation survey; Plane table; plan preparation, resection -one point and two point problem; three point problem; tracing paper method.	
3	Prismatic compass method	Prismatic compass: Open and closed traverse, elimination error, Bowditch method.	
4	Dumpy level and Theodolite Survey	Dumpy level: traverse survey, contour plan preparation. Theodolite - horizontal, land vertical (height) measures, accessible and inaccessible method.	
5	Village Survey	Fundamentals of Village survey, prerequisites of village survey, preparation of questionnaires, data entry, basic analysis in Microsoft excel	

References:

i. Clendinning , J. Principles and use of Surveying Instruments. 2nd edition, Blockie. A 1958.
ii. Clendinning ,J Principles of surveying 2nd edition 1960.
iii. Hotine, Major M. The re-triangulation of Great Britain. Empire survey review 1935.
iv. Mitra,R.P. and Ramesh A : Fundamentals of Cartography Revised Edition, Concept Publication, New Delhi.
v. Monkhouse - Maps and diagrams Methuen 1971.
vi. Negi, Balbir Singh. Practical Geography Third revised Ed. Kedar Nath and Ram Nath, Meerut &Delhi, 1994-95.
vii. Sandover,J.A. Plane Surveying. Arnold 1961.
viii. Singh & Karanjta - Map work and Practical Geography Central Book Dept Allahabad 1972.
ix. Singh, R.L.and Dutt, P.K. Elements of Practical Geography, Students Friends, Allahabad.1968.

POSTGRADUATE SYLLABUS FOR M.A DEGREE IN GEOGRAPHY

GGO-01: ENVIRONMENTAL GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction to Environmental Geography	Environmental Geography-meaning, nature, scope and fundamental concepts, approaches and methods in Environmental Geography, Concept of Ecology, subdivisions and approaches in Ecology	
2	Ecosystem and Biodiversity	Ecosystem concept and components, Habitat and ecological niche, Spatial and temporal dimensions of ecosystem, Abiotic and biotic components, Biodiversity and its conservation	
3	Environmental degradation	Nature types of degradation-Natural and Anthropogenic degradation, causes and effects of environmental degradation/problems with special reference to the Indian scenario.	
4	Environmental Pollution	Air pollution, Water pollution, Land Pollution and Noise pollution and its effects. Case studies from India.	
5	Global Warming and Its Impacts	Global Warming-Ozone layer depletion, and related causes, Green house effect, Impacts of Global warming and measures	
6	Environmental Management	Environmental planning and policies Trends of environmental policies-Environmental Impact Assessment (EIA). Sustainable development, management of environmental quality.	

References :

i. Bertalanffy, L. General Systems Theory, George Bragiller New York, 1958.
ii. Bodkin, E.: Environmental Studies, Charles E. Merril Pub. Co., Columbus, Ohio, 1982.
iii. Manners, I.R. and Mikesell, M.W.(eds.), Perspectives on Environment, Commission on College Geography, Publ. No. 13, Washington, D.C., 1974.
iv. Odum, E.P. : Fundamentals of Ecology, W.B. Saunders, Philadelphia, 1971.
v. Singh, S. : Environmental Geography, Prayag Publications, Allahabad, 1991.
vi. Smith, R.L. : Man and his Environment: An Ecosystem Approach, Harper & Row, London, 1992.
vii. Strahler, A. N., Geography of man's Environment, John Wiley & Sons Inc. New York
viii. Noel Castree, David Demeritt, Diana Liverman & Bruce Rhoads . A Companion to Environmental Geography- A John Wiley & Sons, Ltd., Publication, 2009.

GGO-02: FUNDAMENTALS OF OCEANOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction	Definition and Meaning of Oceanography, Foundation of Modern Oceanography, Contribution of Oceanographers in the subject, Post-war Oceanography, Modern Trends	
2	Origin of the Ocean Basins and Ocean Floor	Continental Drift, Seafloor Spreading, Plate Tectonics, World Oceans and their formations, Continental Margin, Oceanic Ridges and Rises Abyssal Plains, Oceanic Trenches, Volcanoes, Coral Reefs and Atolls	
3	Properties of Sea Water	Factors affect temperature on water and distribution, Factors affecting density, Origin and composition of sea salt and residence time, Carbon dioxide and carbonate cycles, Viscosity, Surface tension	
4	Tides Tidal Currents	Tide generating forces, Equilibrium Theory of Tides, Dynamical Theory of Tides, Tides, Neap Tides, Tidal Currents and their Channels, Tidal Bores, Tidal effects in coastal areas	
5	Ocean Currents	Types of Ocean Currents, geostrophic Currents, thermohaline circulation. Factors responsible for ocean currents, Ocean current in Pacific, Atlantic and Indian Ocean	

Reference Books:

i. Basu S.K. (2003) (ed): Handbook of Oceanography, Global Vision, Delhi
ii. Davis Richard A. (1972): Oceanography, Addition Wesley Publishing Co.
iii. Garrison Tom (1999): Oceanography, Brooks/ Cole Wadsworth, New York
iv. Garrison Tom (2004): Essentials of Oceanography. Thompson, Australia
v. Grant Gross M. (1982): Oceanography, Prentice hall, Ince, New Jersey
vi. King Cuchlain A. M (1962): Oceanography for Geographers (ED) Edward Arnold
vii. Sharma & Vatal (1962): Oceanography for Geographers. Chaitanya Publishing House, Allahabad
viii. Thurman Harold V. (1985): Introductory Oceanography. Bell & Howell Co. London
ix. Weisberg J. and Howard P. (1974): Introductory Oceanography. McGraw Hill, Kogakusha, Tokyo.

GGO-03: FUNDAMENTALS OF SOIL GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction	Importance, Hydrology and soils, Soils and Agriculture, Problems related to soils, Types of soils	
2	Soil Formation	Factors of soil formation (climate, topography, vegetation), Parent material and soil, Prerequisite for soil formation, Soil Horizons	
3	Soil Properties & Quality	Soil Texture, Soil Structure, Soil Color, Bulk Density, Porosity , Pore Space, Soil Temperature, Permeability, Soil Water, Soil Moisture, USDA soil texture triangle, Acidity and Alkalinity, Soil pH, Soil Colloids, Redox Potential, Cation & Anion exchange, Soil reclamation	
4	Soil degradation and conservation	Salinization, Acidification, Soil fertility decline, Soil contamination, Deforestation, Overgrazing, Incorrect methods of farming, methods of soil conservation	
5	Soil Distribution	World soil distribution, Factors responsible to the distribution of soil	

Reference Books :

i. Pitty A.F. (1978): Geography And Soil Properties, Methuen and Company Ltd., London.
ii. White R.E. (1987): Introduction to The Principles And Practice of Soil Science, Blackwell Scientific Publications, London.
iii. Fenwick I. M. and Knapp B.J. (1982): Soils - Process and Response, Unwin Brothers Ltd., The Greshman Press, Surrey.
iv. Birkeland P.W. (1999): Soil And Geomorphology, Oxford University Press Inc., New York.
v. Brady N.C. (1984): The Nature And Properties of Soils. Macmillan Publishing Company, New York and Collier Macmillan Publishers, London.
vi. Thomas J.B. and Brunsden D (1977): Geomorphology And Time, Methuen and Company Ltd.
vii. Bunting B.T. (1969): Geography of Soil, Hutchinson University Library, London.
viii. Cruickshank J.G (1972): Soil Geography, David and Charles (publishers) Limited, Newton Abbot.

GGO-04: DISASTER MITIGATION & MANAGEMENT

Unit	Topic	Subtopic	Period
1	Introduction hazard & disasters	Definition, types of hazards & disaster, Definition, Hazard, Risk and Vulnerability Assessment, Risk and risk assessment.	
2	Disaster Zonation of the world	Disaster Zonation of the world in terms of Natural disasters like Earthquakes, Tropical Cyclones, Tsunamis, Avalanches, Mass movements and Landslides, Floods by severity scales, Disasters in India	
3	Climatic, Geological & Geomorphic Disasters	**Earthquakes and Tsunamis-** Cause and effects and areas affected by earthquakes and tsunamis **Land instability-** Cause and affects and areas affected by landslides, subsidence, erosion, deposition	
4	Man-made Hazards	**Types of man induced hazards** – physical, chemical, biological, and pollution. Factors contributing to man-made hazards. **Physical Hazards -** Cause and effects of Landslides, Soil erosion, forest fires, desertification etc. Impact of large river projects such as the Sardar Sarovar, the Tehri Dam etc., impact of excessive irrigation, effects of thermal and hydel power stations. **Chemical Hazards -**Nuclear Hazards, release of toxic elements in the air, soil and water, oil spills etc. **Biological Hazards-** Effects of Population growth – its impact on biodiversity, effects of over exploitation of resources, ecological disturbances – such as soil development, hydrological cycle, pollution etc.	
5	Disaster Management and Measures	Structural and Nonstructural Measures, Disaster prevention, mitigation, preparedness, response, recovery and rehabilitation	
6	Strategies of risk reduction	Strategies of risk reduction, disaster preparedness, support system, organizations, awareness programs, Disaster Policy and Planning in India, Disaster vulnerabilities of Sikkim: Earthquakes, Flooding and Landslides (to be based on Sikkim examples and Data)	

Reference Books :

1. Turk J. (1985) : Introduction to Environmental Studies, Saunders, College Publication, Japan
2. Singh Savindra (2000) : Environmental Geography, Parag Pustak Bhavan, Allahabad
3. Morrisawa M (Ed) (1994) : Geomorphology and Natural Hazards, Elsevier, Amsterdam
4. Hart M. G. (1986) : Geomorphology, Pure and Applied, George Allen and Unwin, London

5. Valdiya K. S. (1987) : Environmental Geology, Tata McGraw Hill, New Delhi
6. Blaikie, P., Cannon, T., Davis, I., et al.: At Risk: Natural Hazards, People's Vulnerability, and
7. Disasters, Routledge, London, 1994.
8. National Center for Disaster Management (NIDM), Atlas, South-East Asia.
9. Paraswamam, S. and Unikrishnan, P.V.: India Disaster Report, Oxford University Press, New Geography Syllabus Page 48 Delhi, 2000.
10. Quarantelli, E.L. (ed.): What is a Disaster? Perspective on the Question, Routledge,

GGC-03: PRINCIPLES OF POPULATION GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Population as a Geographic Subject	Introduction to Population Geography: Development of population geography, population geography in India, contents of population geography, approaches of population geography and interdisplinary approach, Population geography and demography.	
2	Human Population over Time and Space, Determinants of population growth	World population growth and distribution, overview of population growth and distribution in India. Fertility and mortality: Determinants of Fertility and Mortality, Demographic Transition theory and its relevance. Case Study of India and one of its States.	
3	Dynamics of Migration: trends and patterns	Importance of Migration, types of migration, cause – effect of migration, Indian migration abroad, recent trends and consequences. Migration theories – Lee, Ravenstein and Zelinsky.	
4	Population and Resources	Population versus resources - Under population, overpopulation and optimum population, Malthus theory of population, Malthusian Analysis of Global Crises. Population and environment.	
5	Population Issues - Global and India	China-Population control Policy and consequences, racism, population dynamics of western world, India Billion Plus and Consequences, Population policy, Indian Urbanization, declining gender ratio, women equity and empowerment in India. Changing age structure and Population ageing in India, Human development Index	

References:

1.Bose Ashish , India's Billion Plus People -2001 Census Highlights, Methodology and Media Coverage, B R Publishing Corporation, New Delhi,2001

2. Bose, Ashish et. al.: Population in India's Development(1947-2000): Vikas Publishing House, New Delhi 1974.

3. Census of India, India : A State Profile, 2001.

4. Chandna, R.C.Geography of Population : Concept, Determinants and Patterns, Kalyani Publishers, New Delhi 2002.

5. Clarke, John I., Population Geography, Pergamon Press. Oxford 1973.6

6.Mamoria, C.B. India's Population Problem: Kitab Mahal New Delhi 1981

7.Daugherty, Helen Gin, Kenneth C.W. Kammeryir, An Introduction to Population (Second Edition). The Guilford Press, New York, London 1998.

GGC-04: PRINCIPLES OF ECONOMIC GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction to Economic Activities	Scope, content and recent trends in economic geography, relation of economic geography with economics and other branches of social sciences, Location of economic activities and spatial organization of economics, Classification of economies; sectors of economy (primary, secondary and tertiary).	
2	Agricultural regions	Factors of location of economic activities: physical, social, economic and cultural; Concept and techniques of delimitation of agricultural regions, crop combination and diversification-Von Thunen's model and its modifications.	
3	Industries	Classification of industries; Resource based and footloose industries, Theories of industrial location-Weber, Losch and Isard; Case studies of selected industries; Iron and Steel, Aluminum, Chemical, Oil refining and Petrochemical, Engineering, Textile etc.	
4	Transportation	Modes of transportation and transport cost; accessibility and connectivity: international, inter and intraregional; comparative cost advantages. Typology of markets, market network in rural societies, market system in urban economy, role of market in the development of trade and commerce.	
5	Economic development of India	Regional disparities, Impact of green revolution on Indian economy, Globalization and Indian economy and its impact on environment.	

References:

1. Berry J.L. Geography of Market Centres and Retail Distribution, Prentice Hall , New York, 1967.
2. Chatterjee, S.P. : Economic Geography of Asia, Allied Book Agency, Calcutta, 1984.
3. Chorley, R.J. and Haggett, P. (ed.): Network Analysis in Geography, Arnold, 1969.
4. Dreze, J. and Sen, A. : India-Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1996.
5. Eckarsley, R.(ed.): Markets, the State and the Environment, McMillan, London, 1995.
6. Garnier. B.J. and Delobez, A Geography of Marketing, Longman, London, 1979.

GGPC-03: PRACTICALS IN ECONOMIC & POPULATION GEOGRAPHY

PART A: ECONOMIC GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Crop Concentration	a) Bhatia's method b) Jasbir Singh's modified method	
2	Crop Diversification	a) Gibbs Martins Index b) Bhatia"s method	
3	Crop Combination	a)Maximum Positive Deviation method of Raffiullah(1956) b) Athawale's method of crop combination (1966) c) Aiyar's method	
4	Agricultural efficiency	a) Sapre and Deshpande b) Calories per head c) Standard Nutritional Units per hectare	
5	Lorenz Curve	a) Gini coefficient	
6	Transport Network	**I Graph Theoretical measures of whole transport network,** a)Non-ratio measures cyclomatic number diameter b) Ratio measures : Eta, Theta, Iota, Pi c) Measurement of route **II) Measures of Individual elements of transport** **a)** Associated number b) Degree of connectivity network c) Dispersion or d) Accessibility Index	
7	Models of Spatial Interaction	a) Gravity model b) Potential Population Surfaces c) Breaking Point Theory –Trade area delimitation. d) Law of retail trade gravitation.	

PART B: POPULATION GEOGREAPHY

Unit	Topic	Subtopic	Period
1	Methods of Population data collection	Basic sources of population data, collection and processing of demographic data: Census, sample survey and registration. Processes involved	
2	Methods of Calculation of population data	Fertility, Mortality, Population growth and projections (semi average method, Least square method , Exponential population growth), construction of life Tables, population density and concentration index. Dependency ratio, calculation of human development Index.	
3	Methods of representation of population data	Pie chart, Age and sex pyramid and types, Trilinear chart, Flow diagram, Choropleth, Proportional circles, Divided proportional	

		circles, level of urbanization.	
4	Model testing	Demographic Transition model, rank size rule, nearest neighbourhood index. Settlement Geography – Rural-urban composition and ratio, Gini's concentration, Primary Index and rank size rule,	

Reference Books: **Economic Geography**

1. Hussain M. (1996): Systematic Agricultural Geography, Rawat Publication, Jaipur.
2. Singh Jasbir (1987): Agricultural Geography, Tata McGraw Publication New Delhi.
3. Yeats M.H(1978): An Introduction to Quantitative Analysis in Human Geography New York
4. Chorley R.J. and Hagget P(1971) : Models in Geography, Methuen Co. London.
5. Lloyd and Dickens(1972): Location in Space Theoretical Approach to Economic Geography, Harper and Raw Publication London.

Reference Books: **Population Geography**

1. Bose, Ashish et. al.: Population in India's Development(1947-2000): Vikas Publishing House, New Delhi 1974.
2. Census of India, India : A State Profile, 2001.
3. Chandna, R.C. Geography of Population : Concept, Determinants and Patterns, Kalyani Publishers, New York 2000.
4. Clarke, John I., Population Geography, Pergamon Press. Oxford 1973.
5. Garnier, B.J. Geography of Population Longman, London 1970.
6. Mitra, Asok, India's Population. Aspects of quality and Control Vol. I & II. Abhinar Publication. New Delhi 1978.
7. Premi, M.K. India's Population: Heading Towards a Billion, B.R. Publishing Corporation, 1991.
8. Srinivasan, K. Basic Demographic Techniques and Applications Sage Publications, New Delhi 1998.

GGPC-04: PRACTICALS IN CARTOGRAPHY

Unit	Topic	Subtopic	Period
1	Fundamentals of Cartography	Introduction to Cartography, Basics of Map, Fundamentals of direction, scale, types, sources. Elementary Geodesy: Coordinate systems and transformations. Spheroid and Geoid. Geocentric Datum, datum and map projections. 3D coordinates transformations	
2	Map Reading	Elements of map reading and Interpretation of Toposheets, Relief features and profiles. Reduction and enlargement of maps	
3	Thematic Cartography	Characteristics of geographical phenomena – Symbolizing spatial data, Visual Graphics and thematic maps, Principles of color perception, models and methods. Color scheme for Univariate choropleth and chorochromatic and choroschematic maps, proportional symbol mapping	
4	Interpolation	Interpolation methods for smooth continuous phenomena, Isopleth Mapping	
5	Computer Cartography	Map making using computer graphics programs, Using Google Earth for mapping geographical features, Map Layouts	

Reference Books:

1. ESRI. 2004. ESRI Cartography: Capabilities and Trends. Redlands, CA. White Paper
2. Imus, D. and Dunlavey, P. 2002. Back to the Drawing Board: Cartography vs the Digital Workflow. MT. Hood, Oregon.
3. Kraak, Menno-Jan and Allan Brown (2001): Web Cartography – Developments and prospects, Taylor & Francis, New York, ISBN 0-7484-0869-X.
4. MacEachren, A.M. (1994). Some Truth with Maps: A Primer on Symbolization & Design. University Park: The Pennsylvania State University. ISBN.
5. Slocum, T. (2003). Thematic Cartography and Geographic Visualization. Upper Saddle River, New Jersey: Prentice Hall. ISBN 0-130-35123-7. Wilford, John Noble (2000). The Mapmakers. Vintage Books. ISBN 0-375-70850-2.
6. Terry A. Slocum (1999): Thematic Cartography and Visualization, Prentice Hall, New Jersey

GGO-05: REGIONAL GEOGRAPHY OF INDIA

Unit	Topic	Subtopic	Period
1	Concept and Bases of regionalization	Concept of region, regionalization, Basis of regionalization: Geo-political, Physiographic, Climatic, Socio-economic regionalization. Formal and functional region.	
2	Regional study:	Natural and Human resources, Resource utilization and developmental disparities, Formal and functional linkages, Environmental perspectives, Problems, Policies and Programmes (Case studies of Macro region: Northern plains, Meso region: Maharashtra plateau and Micro region: West coastal plain).	
3	Systematic Study	Natural region: Sundarban delta, Political region: North east and Jammu and Kashmir , Cultural region: Goa, Metropolitan region: Delhi and NCR.	
4	Regional Development and Planning	Regions and regional development-Goals and objectives, Green Revolution and its impact, Natural hazards and current issues, River basin linkages, River water dispute, Golden quadrilateral, Gender planning.	
5	Contemporary Issues	Indian federalism, Secularism, Contentious borders, Tourism, Food security, Metropolitization in India, (Note: The suggested readings for selected regions maybe given in the class)	

Reference Books :

1. Centre for Science & Environment (1988) State of India's, Environment, New Delhi.
2. Deshpande C.D. - India ; a regional interpretation ICSSR and Northern book center – 1992..
3. Dreze, Jean & Amartya Sen(ed.) India Economic Development and Social opportunity: Oxford University Press, New Delhi, 1996.
4. Kundu A., Raza Moonis; Indian Economy; the regional Dimension. Spectrum Publisher, New Delhi (1982).
5. Robinson, Francis : The Cambridge Encyclopaedia of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan & Maldives, Cambridge University Press, London, 1989.
6. Singh R.L.(ed.) : India-A Regional Geography. National Geographical Society, India, Varanasi,1971.

GGO-06: POLITICAL GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction to Political Geography	Definition, Geography & Politics, History & Development of Political Geography	
2	Approaches of Political Geography	Whittlesey's landscape approach, Functional approach, Centrifugal & centripetal forces, analysis of external functions, Unified Field Theory	
3	Concept Nation & State Frontiers & Boundaries	Territoriality, State & Nation, State formation. Nation building / Nationalism, Definition of frontiers & boundaries, Distinction between frontiers & boundaries, Genetic, functional & morphological classification of boundaries, Global geostrategic view	
4	Resource Development & Power	Classification of resources, Resources & National strategy, Resource management & power of Nation	
5	Geopolitics	Significance of Indian ocean, Geopolitics of border nations, SAARC, Strategic significance of India	
6	Political Geography of India	Changing political map of India, Unity in diversity. Stability & instability in state, politics Interstate water & language, Disputes, Problems of border states of India, Emergence of new states.	

Reference Books :

i. Alexander L.M (1963): World Political Patterns, Ram McNally, Chicago.
ii. Political Geography By Sudeepta Adhikari, Rawat Publication.
iii. Dikshit R.D (1996): Political Geography: A Contemporary Perspective, Tata McGraw Hill, Delhi.
iv. Dikshit R.D (1999): Political Geography: A Century of Progress, Sage, New Delhi.
v. De Blij. H. J And Glassner, M. (1968) Systematic political Geography, John Wiley, New York.
vi. Pounds N.J.G (1972): Political Geography, McGraw, New York.
vii. Taylor, R.J.(1989) Political Geography, Longman UK.

GGO-07: TRADE AND TRANSPORT GEOGRAPHY

Unit	Topic	Subtopic	Period
1	History of Development Approaches & Development and distribution of different modes	Functional Approach, Significance of transportation in world and regional economies, Land ways: Roadways, railways and Pipeline, Waterways: Ocean and inland, Airways Factors associated with their growth, Characteristics and relative significance of different modes of transport	10
2	Transport network	Nodes and routes: Hierarchies, Hinterlands, Models of network changes, Graph theoretic measures, Traffic flow, Gravity models. Transport network and economic development	10
3	Urban transport	Growth of urban transportation in developing countries, Transport and environmental degradation, Vehicular pollution and congestion. Alternative transport system in mega cities of India, National highway development and planning in India	10
4	Trade	Growth of urban transportation in developing countries. Transport and environmental degradation. Vehicular pollution and congestion. Alternative transport system in mega cities of India. National highway development and planning in India	10
5	Trade Theories	Theory of comparative advantage-Neo-classical theory, Modern theory	10
6	International trade	Trade areas and economic blocks, Various treaties of trade at international level, History and development of International trade. Geographical factors influencing, international trade. Problems and prospects of international trade in globalization	10

Reference Books:

i. Chorely R. J. and Haggett P. (1968): Network Analysis Edward Arnold, London
ii. Taffe, E. J. and Gauthier H. L. (1973): Geography of Transportation, Prentice-Hall
iii. Sealy (1968): Geography of Air Transportation. Hutchinson University
iv. Singh K N (1990): Transport network in Rural Development, Institute of Rural Economic Development,Varanasi.
v. Tolley R. S. and Turton B. J. 91989): Transport system, Policy and Planning Longman Group, Singapore
vi. White H.P. and Senior M.L. 91989): Transport Geography, Longman Group, Hongking
vii. Bhandari S (1992): Transport and Regional Development, Concept Publication, New Delhi
viii. Pande (1991): Transport Geography, Concept Publication, New Delhi
ix. Vaidya B C (eds)(1998): Reading in Transport Geography: A Regional Perspective, Devika Publications, New Delhi

GGO-08: URBAN GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Urbanization	Meaning of Urban settlement and urbanization. Criteria used to distinguish urban settlements, Behavioral, structural and demographic concept of urbanization. Brief review of spatial- temporal variations in urbanization in the world, Urbanization curve, Contemporary factors of urbanization.	10
2	Urban Morphology	Park and Burgess Model, Homer Hoyt Model. Harris and Ullman Model, and demarcation of CBD.	10
3	Urban Classification	Various approaches to classification, Urban function, Functional classification of towns and cities by C.D. Harris and H. J. Nelson	10
4	Urban Demography	Growth of urban population, Urban explosion in developing countries. Density of population in cities. Age, sex and occupational structure.	10
5	Rural-Urban Fringe & City and its Region	Concepts of city region and various synonymous terms used. Criteria used to demarcate the city region, Nature of urban influence.	10
6	Contemporary Urban issues & Urban policy and planning	Price of land and vertical and horizontal growth of cities, Urban sprawl, Scarcity of housing and growth of Slums, Problems of civic amenities, Urban transport problem, Environmental pollution. Policies of Urban development, Need of city planning, Elements of city plan, Master plan of towns, New towns.	10

Reference Books :

1. Carter (1972) : The Study of Urban Geography, Edward Arnold,.London.
2. Hall P. (1992) Urban and Regional Planning, Routledge, London
3. Kundu, A. (1992) : Urban Development and Urban Research in India, Khanna Publication.
4. Singh. K. and Steinberg. F.(eds) (1998) : Urban India in Crisis. New Age Interns,
5. Brian.R.K. (1996) : Landscape of Settlement Prehistory to the present, Routledge, London
9. K. Siddharth and S. Mukherji : Cities,. Urbanizations and Urban Systems.

GGC-05: DEVELOPMENT OF GEOGRAPHICAL THOUGHT

Unit	Topic	Subtopic	Period
1	Development of Geography: Ancient Period	Geography as a science of synthesis, Greek, Roman and Indian Schools of Thought, Contribution of Herodotus, Eratosthenes, Strabo, Ptolemy etc.	
2	Development of Geography: Medieval Period	Scientific explanations: routes to scientific explanations Arab School of thought, Dark age, Age of Discovery, Contribution of Marco Polo, Columbus, Vaso-De-Gama and Captain Cook etc.	
3	Development of Geography: Modern Period	Foundations of modern geography, German, French, British and American schools of thought, Contributions of Kant, Humboldt, Ritter, W. M. Davis, Charles Darwin etc.	
4	Dualism in Geography	Systematic & regional geography; physical & human geography, the myth and reality about dualisms, Determinism and possibilism, Neo-determinism, Positivism, behaviourism, postmodernism.	
5	Geography in 21st Century	Conceptual and methodological developments and changing paradigms, Scientific methods, Quantitative revolution, Quantification and application of statistical techniques in Geography, Computer applications in geography.	
6	Applied Geography	Definition, Need and Significance, Applications in Landuse, regional, Rural & urban Planning, Management of resources and Assessment.	

Reference Books :

1. Hertshone, R. (1959) : Perspectives of Nature of Geography, Rand MacNally and Co.
2. Frazire, J. W. (1982) : Applied Geography, Prentice Hall, Englewood Cliffs.
3. Hussain, M. (1995) : Evolution of Geographical Thought, Rawat Pub., Jaipur
4. Coffey, W. J. (1981) : Geography : Towards a general spatial systems approach, Mathuen, London
5. Cooke, R. U. and Doornkamp, J. C. (1974) : Geomorphology in Environmental Management, Clarendon Press, Oxford.
6. Singh I. (2006) : Diverse aspect of Geographical Thought, ALFA Publications, New Delhi.
7. Dikshit, R. D. (1997) : Geographical Thought : A Contextual History of Ideas, Pub. By A. K. Ghosh,
8. Prentice – Hall of India Pvt. M 97, New Delhi.

GGC-06: FUNDAMENTALS OF REMOTE SENSING

Unit	Topic	Subtopic	Period
1	Introduction to Remote Sensing & Satellites	Concept of Remote Sensing, Types of Remote Sensing, Advantage & Disadvantage, Applications in Geography, Polar orbital & Geostationaty satellites, Sensors and platforms	
2	Electro-magnetic Radiation	Electro-magnetic Radiation (EMR) Concept, Electro-magnetic spectrum and its components, EMR Interactions with Earth's Atmosphere and Surface features.	
3	Resolution and Spectral Signatures	Concept of Resolution, swath and Image Pixel, Types of Resolution, Spectral information in satellite image, Spectral Signature Curve	
4	Satellite Data Products & Image Interpretation	Concept of False Color Composite (FCC) and True Color Composite Satellite Data Products of Indian Remote Sensing, National Aeronautics and Space Administration and European Space Agency, Digital Height Products, Elements of Image Interpretation	
5	Introduction Aerial photography	Aerial photography & types of aerial photos, Concept of Anaglyph & Stereo imaging spectroscopy, Aerial survey planning,	
6	Introduction to Photogrammetry	Concept of 3D vision, Digital and traditional Photogrammetry, Types of Photogrammetry, Photogrammetric Measurements	

Reference Books:

1. **Mandatory:** Thomas M. Lillesand and Ralph W. Kefer, Remote Sensing and Image Interpretation, John Wiley & sons, New York, 1994.
2. **Reference:**
   i. Barrett E.C. and L.F. Curtis : Fundamentals of Remote Sensing and Air Photo Interpretation, Mcmillan, New York, 1992.
   ii. Compbell J. : Introduction to Remote Sensing, Guilford, New York, 1989.
   iii. Curran, Paul J : Principles of Remote Sensing, Longman, London, 1985.
   iv. Luder D: Aerial Photography Interpretation : Principles and Application, McGraw Hill, New York, 1959.
   v. Pratt W.K. Digital Image Processing. Wiley, New York,1978.

GGPC-05: PRACTICALS IN STATISTICAL GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Frequency Distribution & Sampling and data collection:	Introduction to statistics, frequency & cumulative frequency distribution, Graphical & Diagrammatic representation. Census, sample, advantages of sampling, sampling methods, random numbers.	12
2	Measures of Central Tendency:	**C**oncept, Requisites, Mean, median & mode, merits and demerits. Quartiles, deciles and percentiles. (for grouped and ungrouped data)	12
3	Measures of Dispersions & Skewness and Kurtosis	**C**oncept, Requisites, absolute and relative measures of dispersion, properties, consistency, combined variance. Moments, Concept, measures of skewness and kurtosis	12
4	Correlation and Regression Analysis (Properties and Interpretation)	Bivariate Data, Cause and relation, Scatter diagram, Karl Pearson's correlation coefficient. Rank correlation: Spearman's and Kendal's rank correlation coefficient	12
5	Introduction to probability :	Sample space, event, set, random experiment, and concept of probability, addition & multiplication theorem**.**	12

References:

1. David Unwin, Introductory Spatial Analysis, Methuen, London, 1981.
2. Gregory, S. Statistical Methods and the Geographer, Longman, London, 1978.
3. Hammond R and P. S. McCullagh Quantitative Techniques in Geography : An Introduction, Clarendan Press, Oxford, 1974.
4. John P.cole and Cuchlaine A. M. King: Quantitative Geography, John Wiley, London, 1968.
5. Johnston R.J. : Multivariate Statistical Analysis in Geography, Longman, London, 1973.
6. Koutsoyiannis :Theory of Econometrics, Macmillan, London, 1973.
7. Maurice Yeats :An introduction to Quantitative Analysis in Human Geography, MacGraw Hill, New York, 1974.

GGPC-06: PRACTICALS IN REMOTE SENSING

Unit	Topic	Subtopic	Period
1	Data Representation	Representation of Raster and Vector format, Band combinations , Color Composites, Identification of features using False Color Composite	
2	Spectral Signatures	Representation of pixel data in the form of spectral signature curve, Identification of features using spectral differences	
3	Image Interpretation	Interpretation of satellite image: Landsat TM, Resourcesat, Quickbird, Landsat Thermal Band	
4	Image Classification & Change Detection	Generating landuse map using satellite image classification techniques, Accuracy Assessment, Area calculations, Change Detection in landuse pattern	
5	Aerial Stereoscopy	Arrangement of stereo pairs, Feature identification and interpretation	
6	Accessing Web Resources	Downloading free satellite data: Landsat TM, ASTER, SRTM	

Reference Books:

1. **Mandatory:** Thomas M. Lillesand and Ralph W. Kefer, Remote Sensing and Image Interpretation, John Wiley & sons, New York, 1994.
2. **Reference:**
   i. American Society of Photogrammetry : Manual of Remote Sensing. ASP Falls Church, V.A. 1983.
   ii. Barrett E.C. and L.F. Curtis : Fundamentals of Remote Sensing and Air Photo Interpretation, Mcmillan, New York, 1992.
   iii. Compbell J. : Introduction to Remote Sensing, Guilford, New York, 1989.
   iv. Curran, Paul J : Principles of Remote Sensing, Longman, London, 1985.
   v. Hord R.M. : Digital Image Processing of Remotely Sensed Data, Academic, New York, 1989.
   vi. Luder D: Aerial Photography Interpretation : Principles and Application, McGraw Hill, New York, 1959.
   vii. Pratt W.K. Digital Image Processing. Wiley, New York,1978.

GGO-09: COASTAL GEOMORPHOLOGY

Unit	Topic	Subtopic	Period
1	Introduction Coastal systems	Components of coastal systems processes, sediment transport Morphology, Stratigraphy, Spatial and temporal scales in coastal Geomorphology, Coastal classification – Genetic and Morphological.	
2	Coastal Processes	Waves: Definition, wave length, wave height, amplitude, depth, period, fetch, frequency, Types of waves, Process of shoaling, wave breakers Currents: Currents – and its types Tides: Equilibrium Theory of tides, semidiurnal, diurnal, spring, and neap tides. Amphidromic point, co – tidal lines, coastal tides, tides in bays and estuaries.	
3	Sea level	Mechanism of Transgression, Regression, Relative and eustatic sea level changes sea level change, Causes and consequences Coastal Fluvial-dominated.	
4	Coastal environments	**Fluvial dominated:** Coastal deltas: Classification, formation, Environments morphology delta plain, **Wave-dominated:** Process, Formation and morphology of erosional and depositional landforms. **Tide-dominated:** Introduction: Estuaries and mud flats: morphology and Hydrodynamics **Biotic environments:** Mangroove swamps and salt marshes, Corals and coral reefs	
5	Applied Coastal Geomorphology	Current coastal issues: Sea level rise, Storm hazard management, Coastal erosion Wetlands, Kharlands, Estuarine reclamation, Salt intrusion and subsidence of coastal aquifers	

Reference Books:

i. Davis J L (1980): Geographical variation in coastal development, Longman, New York
ii. Embelton and Thornes (1979): Process in geomorphology, Arnold, London
iii. Hails J and Carr A (1975): Nearshore sediment dynamics and sedimentation, Wiley, London
iv. Karlekar Shrikant (1993): Coastal geomorphology of Konkan, Aparna Publication, Pune
v. Masselink G, Hughes M G (2003): Introduction to coastal processes and geomorphology, Arnold, London
vi. Pethick John (1984): An Introduction to coastal geomorphology, Arnold Heinemann, London
vii. Tooley M M and Shennan I (1987): Sea level changes, Basil Blackwell, Oxford, U K

GGO-10: FLUVIAL GEOMORPHOLOGY

Unit	Topic	Subtopic	Period
1	Introduction to Fluvial Geomorphology	Fluvial Geomorphology and Geography; hydrological cycle and sub cycle, drainage pattern evolution; limits of drainage development; channel changes with time.	
2	Fundamentals of river mechanics	Types of flow and flow discrimination; forces acting in channels; Low regimes; sediment load of streams. Sediment transport; competent velocity; lift force; critical tractive force.	
3	Hydraulic geometry	Hydraulic geometry of streams at a station and down-stream; channel thalweg; causes of concavity; channel patterns, equilibrium profile - straight, meandering and braided.	
4	Channel Morphology	Drainage basin - form and process; drainage basin morphometry; Morphometric interrelations. Denudation Concept of grade - graded profile, dynamic equilibrium Landforms of fluvial erosion - erosional processes Landforms of fluvial deposition - depositional processes, Bedrock and alluvial, Channel cross section, patterns, gradient	
5	Applied Fluvial Geomorphology	Human adjustment to flood plain, alluvial fans and deltaic environments (case studies). Effects of reservoirs on fluvial systems. Remote sensing and GIS application to fluvial environments	

References:

i. Chorley R.J. (ed) Introduction of Fluvial Processes Methuen & Co., London, 1973.
ii. Coates D.R. and Vitek J.I. Thresholds in Geomorphology. George Allen Unwin, London 1980.
iii. Gregory K.J. 'River Channel Changes' John Wiley & Sons, New York, 1977.
iv. Kingston D. Fluvial Forms and Processes Edward Arnold, London, 1984.
v. Leopold C.B. et.al..: Fluvial Processes in Geomorphology; Freeman, London 1964.
vi. Morisawa M.(ed.) Fluvial Geomorphology. George Allen & Unwin, 1981.
vii. Gleick, P.H. (ed.): Water in Crisis Oxford University Press, New York 1993.
viii. Morisawa M: 'Streams - Their Dynamics and Morphology' McGraw Hill, New York, 1968.

GGO-11: GEOGRAPHY OF SETTLEMENT

Unit	Topic	Subtopic	Period
1	Introduction	Evaluation of Settlement Geography, Evaluation of Population Geography, Changes in the approaches to the study of Settlement	
2	Settlement Patterns	Various patters of Settlement. Effects of technology on shelter and pattern from Neolithic to Modern period	
3	Growth and Distribution	Various factors affecting settlement site, size, distribution, Depression and nucleation, factors affecting dispersion and nucleation- Methods of the measuring, degree of dispersion. Factors affecting growth of settlements-System of land division, water rights system of agriculture, land tenancy system	
4	Morphogenesis of Rural Settlements And Transformation	Social, Cultural, Economic organization within villages. Functional growth, Socio-economic transformation in rural areas.	
5	Rural House Types	Primitive, Vernacular and Modern high rise, Physical, Social, Cultural and Economic factors affecting rural house types. Size, functional use and architectural style. Building material	
5	Settlement Patterns	Various patters of Settlement. Effects of technology on shelter and pattern from. Neolithic to Modern period	

Reference Books:

1. Beaujeu Garnier J. – Geography of Poluation, Longman Group Ltd.
2. Chandna R. C. (Rep.2010) – A Geography of Population, Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi
3. Clark J. I. (1973) – Population Geography, Pergamon Press Ltd., Oxford
4. Clark J. I. Geography of Population Approaches and Applications, Pergamon Press Ltd., Oxford
7. Mishra, R.S.: Economics of Growth and Development , Somaiya Publication Pvt. Ltd.
8. Bhende Asha and Kanitkar T. – Principles of Population Studies, Himalaya Publishing House, Bombay.993
9. Singh R. L. – Readings in Settlement Geography. The National Geographical Society of India.

GGO-12: INDUSTRIAL GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction	Definition, Nature, Scope, Manufacturing and Regional economics.	
2	Industrial Location	Geographical, Economical, Political, Socio-cultural, Characteristics of centralization, Characteristics of decentralization	
3	Models and concept	Weber's model, Losch's model, Greenhut's model, Israd's model, Agglomeration of industries, Industrial Linkages	
4	Locational Analysis and distribution	Iron and steel, Cotton textile, Automobile, Chemical industries	
5	Industrial regions of India	Nature of industrial regions in, India, Regional development of, Industries, Locational factors for industries, Characteristics of industrial regions	

Reference Books:

1. Alexaderson, G. (1967): "Geography of Manufacturing", Prentice Hall, New Jersey
2. Alexander, J.W. (1973 : " Economic Geography", Prentice Hall, New Jersey
3. Estall and Buchanan (1969): "Industrial Activity and Economic Geography"
4. Smith, David, M, (1971): "Industrial Location- An Economic Geographical Analysis", John Wiley and Son, New York.
5. Miller, E.C. (1977): "Manufacturing-A study of Industrial Location", Penn State University, University Park, U.S.A.
6. Shaw, E.B. (1979): "An Anglo-America- A Regional Geography"
7. Riley, R.C. (1973: Industrial Geography, Progress Publication, Moscow
8. Watts, H.D. (1989): Industrial Geography, Longman Group Ltd. Hong Kong
9. Carlo Ghezzi, Mehdi Jazayeri and Dino Mandriali (2003) : Fundamentals of Software Engineering" , Pearson Edu. Pte. Ltd. New Delhi
10. Richard, E. Fairley ( ): "Software Engineering- Concepts" Tata Mc-Graw Hill Publishing Company, New Delhi.

GGO-13: RESEARCH METHODOLOGY

Unit	Topic	Subtopic	Period
1	Introduction to Research	Research and its types, Research process and steps, Essential components of Literature Review, definition of problem, Objectives & strategies of research	
2	Methods of Data Collection	Types of data collection and classification, designing questionnaires and schedules, digital organization of data, preprocessing	
3	Sampling Methods	Probability sampling, random sampling, systematic sampling, stratified sampling and cluster sampling Non-probability sampling, quota sampling	
4	Data Analysis	Statistical measures and their significance: Central tendencies, variation, skewness, Kurtosis, time series analysis, correlation and regression, Testing of Hypotheses: Chi Square, ANOVA	
5	Multivariate Analysis	Multiple Regression, Factor Analysis, Multi-Criteria Analysis	
6	Report writing	Pre writing considerations, Format of report writing, Abstract Writing, Synopsis Writing, Thesis writing, Chapterization, Format of publications in research journals.	

References

1. Montgomery, Douglas C. (2007), 5/e, Design and Analysis of Experiments, (Wiley India)
2. Montgomery, Douglas C. & Runger, George C. (2007), 3/e, Applied Statistics &Probability for Engineers (Wiley India)
3. Kothari C.K. (2004), 2/e, Research Methodology- Methods and Techniques (New Age International, New Delhi)
4. Krishnaswamy, K.N., Sivakumar, Appa Iyer and Mathiranjan M. (2006), Management Research Methodology; Integration of Principles, Methods and Techniques (Pearson Education, New Delhi)
5. Hira, D.S. System Simulation, S. Chand of Co., New Dehli

GGC07: REGIONAL PLANNING & DEVELOPMENT

Unit	Topic	Subtopic	Period
1	Concept and Types of regions	Regional concept in geography, conceptual and theoretical framework, merits and limitations for application to regional planning and development; changing concept of the region from an inter-disciplinary view-point, concept of space, area and locational attributes. Types of regions, Formal and functional, uniform and nodal,, regional hierarchy; special purpose region, in the context of planning.	
2	Regional study:	Physical regions, resource regions, regional divisions according to variations in levels of socio-economic development; Special purpose regions: river valley regions, metropolitan regions, Problem regions-hilly regions, tribal regions, regions of drought and floods.	
3	Systematic Study	Approaches to delineation of different types of regions and their utility in planning. Planning process – sectoral, temporal and spatial dimensions; short-term and long term perspectives of planning. Planning for a region's development and multi-regional planning in a national context. Indicators of development and their data sources, measuring levels of regional development and disparities – case study of India.	
4	Regional Development and Planning	Regional Policies in the Indian Five Year Plans, experience of Regional Planning in India Regional Development and Planning Strategies – Concentration versus dispersal (growth versus development)- case studies for plans of developed and developing countries, Regional development in India-problems and prospects.	
5	Concept of Multi-level planning & decentralized planning	Concept of Multi-level planning; decentralized planning; peoples participation in the planning process; Panchayati Raj system; role and relationship of Panchayati Raj Institutions(Village Panchayat, Panchayat Samithi and Zilla Parishad) and administrative structure(Village, Block and District).	

References:

1. Bhat, L.S. : Regional Planning in India, Statistical Publishing Society, Calcutta, 1973.
2. Bhat, L.S. et al : Micro-Level Planning: A Case Study of Karnal Area, Haryana, K. B. Publications, New Delhi, 1976.
3. Christaller, W.: Central Places in Southern Germany, Translated by C.W. Baskin, Prentice Hall, Englewood Cliffs, New Jersey, 1966.

4. Friedmann, J and Alonso, W. : Regional Development Policy – A case Study of Venezuela, M.I.T. Press Cambridhge, Mass, 1966.
5. Glikson, Arthur: Regional Planning and Development, Netherlands Universities foundation for International Co-operation, London, 1955.
6. Gosal, G.S. and Krishan, G. : Regional Disparities in Levels of Socio-Economic Development in Punjab, Vishal Publications, Kurukshetra, 1984.
7. Government of India, Planning Commission: Third Five Year Plan, Chapter on Regional Imbalances in Development,New Delhi, 1961.
8. Johnson, E.A.J. : The Organisation of Space in Developing Countries, Harvard University Press, Cambridge, 1970.
9. Kuklinski, A.R. (ed.): Growth Poles and Growth Centres in Regional Planning, Mouton, The Hague. 1972.
10. Kundu, A. and Raza, Moonis: Indian Economy-The Regional Dimension, Spectrum Publishers, New Delhi, 1982.
11. Losch, A.: The Economics of Location, University Press, Yale, New Haven, 1954.
12. Misra, R.P. : Regional Planning: Concepts, Techniques and Policies, University of Mysore, Mysore, 1969.
13. Misra, R.P. and Others (editors) : Regional Development Planning in India-A Strategy, Institute of Development Studies, Mysore, 1974.
14. Myrdal, G.: Economic Theory and Under-Development Regions, Gerald Duckworth, London, 1957.
15. Richardson, H.W. : Regional Economics, Weidenfeld and Nicolson, London, 1969.
16. Sundaram, K.V.(ed.): Geography and Planning, Essays in Honour of V.L.S. Prakasa Rao. Concept Publishing Co. New Delhi, 1985.
17. Glasson : Introduction to regional planning.

GGC-08: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEM

Unit	Topic	Subtopic	Period
1	Introduction to GIS	Definition, Components of GIS, Advantage over traditional map making, Interdisciplinary approach of GIS	
2	Geospatial Data	Sources of Geographical data, Storage formats for geospatial data (Raster & Vector), Advantages and disadvantages of using raster and vector formats, other formats	
3	Types of GIS & GIS software	**Types:** Desktop GIS, Web GIS, Mobile GIS **Softwares:** Proprietary GIS (ESRI ArcGIS, Map Info, and Global Mapper) and Open source GIS (Quantum GIS, Grass and Saga GIS)	
4	Data visualization & Integration	Representation of Geospatial data, Layout formats, Color Combination & Standardizations, Visualizing data on: GIS portal and Google Earth, Integrating GIS and Google Earth.	
5	Applications of GIS	Case studies on the use of GIS in following fields; Watershed management, Land cover dynamics, socio-cultural settings, Transportation, mining, Environmental Impact Assessment, Land capability & suitability study	
6	Global Positioning System (GPS)	Introduction to GPS, GPS receivers, Handheld GPS receivers, DGPS, GPS Accuracy and applications of global positioning system	

Reference Books:

1. Mandatory: Burrough P.A. Principles of Geographic information Systems for Land Resource
Assessment Oxford University Press, New York, 1986.

2. Reference

i. Fraser Taylor D.R. Geographic information Systems Pergamon Press, Oxford, 1991.
ii. Maquire D.J.M.F. Goodchild and D.W. Rhind(eds.) Geographic information Systems: Principles and Application. Taylor & Francis, Washington. 1991.
iii. Mark S.Monmonier. Computer-assisted Cartography. Prentice-Hall, Englewood Cliff, New Jersey, 1982.
iv. Peuquet D.J. and D.F. Marble, Introductory Reading in Geographic Information Systems. Taylor & Francis, Washington, 1990.

v. Star J and J. Estes, Geographic Information Systems: An Introduction, Prentice Hall, Englewood Cliff, New Jersey, 1994.

GGPC-07: COMPUTER APPLICATIONS IN GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction to Computer System	Concept of Computer, Software & Hardware, System and Application Software, Current generation computers and their configuration	
2	Geographic Data Management	Concept of Database & Relationships, Database Management System, Queries and Report generation, Database organization rules	
3	Geographic Data Analysis	Geographic Data analysis with Microsoft Excel : Central Tendency, Deviation, Data Skewness, Correlation analysis and Trends, Estimation using regression analysis, Time Series Analysis	
4	Geographic Data Representation	**Representation of Geographic Data in chart or graph form**: Histogram, Bar and line graphs, Pie charts, Scatter Plots, scatter grams, Trend lines, **Representation of Geographic Data in map form:** Using windows paint brush to make 2D maps using tabular data	
5	Presenting Geographic Analysis	Using Microsoft PowerPoint to present geographic analysis, Adding graphs, maps, animation & videos to presentation, managing presentation time	
6	Internet applications in geography	Finding Geographic data on internet: Tabular data, graphs & charts, Maps and Toposheets, Working with Google earth maps and annotations	

Reference Books:

1. Mandatory: D.J.Unnwin & J.A. Dawson(1987): Computer Programming for Geographers, Longman, London.

2. Reference

i. Monmonier, M.S.(1982) : Computer Assisted cartography, Prentice Hall.
ii. David J. Maguire (1989) : Computers in Geography, Longman scientific & Technical,London.
iii. Paul M.mather (1993): Computer application in geography John Wiley & Sons, New York U.S.A.
iv. Cole & King (1968): Quantitative Geography.

GGPC-08: PRACTICALS IN GEOGRAPHIC INFORMATION SYSTEM

Unit	Topic	Subtopic	Period
1	Geospatial Data Access	Accessing existing data into GIS, Creating multiple copies, re-projecting vector and raster files, Saving Projects, Symbology	
2	Digitization	Creating vector layers in GIS, Basic and Advanced editing, Topology building, Correction methods	
3	Attribution	Creating and modifying tables, attaching attribute information to vector layers, using field calculators, calculating ratios	
4	Data Retrieval	Querying: Attribute Queries and Location Queries, Saving query outputs and preparation of maps	
5	Vector Operations	Basic vector operations: Merge, Dissolve, Intersect, union, Clip, Erase and spatial join	
6	GPS Survey	Handling GPS receiver, taking waypoints, Importing GPS points in GIS software, attribute attachment	

Reference Books:

1. Mandatory: Burrough P.A. Principles of Geographic information Systems for Land Resource
Assessment Oxford University Press, New York, 1986.

2. Reference

i. Fraser Taylor D.R. Geographic information Systems Pergamon Press, Oxford, 1991.
ii. Maquire D.J.M.F. Goodchild and D.W. Rhind(eds.) Geographic information Systems: Principles and Application. Taylor & Francis, Washington. 1991.
iii. Mark S. Monmonier. Computer-assisted Cartography. Prentice-Hall, Englewood Cliff, New Jersey, 1982.
iv. Peuquet D.J. and D.F. Marble, Introductory Reading in Geographic Information Systems. Taylor & Francis, Washington, 1990.
v. Star J and J. Estes, Geographic Information Systems: An Introduction, Prentice Hall, Englewood Cliff, New Jersey, 1994.

GGO-15: TROPICAL GEOMORPHOLOGY

Unit	Topic	Subtopic	Period
1	Introduction	Definition of Tropics: Peculiar features of tropical climate; intensity and erosivity of rainfall, role of vegetation, Morphogenetic classification	
2	Tropical Terrain and Weathering	Processes and products. Weathering profiles, tropical soils and clay minerals, Relief, drainage and landforms-slopes, valleys, domes, inselbergs, tors and ventifacts-pediments; characters, distribution and origin and theories of development-plane surfaces in tropical region, Duricrusts: Definition and Types	
3	Denudation	Mass movement, chemical and mechanical, denudation, Fluvial processes in tropics Surface processes, pipe flows, gully erosion, fluvial erosion	
4	Quaternary in the tropics	Quaternary glaciations in the tropics, Climate change Sea-level change, The Ganga River system: Quaternary, adjustments, Quaternary changes around the Sunda Shelf	
5	Anthropogenic changes	Anthropogenic alteration of geomorphic processes in the tropics Urban geomorphology in the tropics The future with climate change	

References:

i. Faniran, A. and Jeje, L. K. (1983): Humid Tropical Geomorphology, Longman, London.
ii. Thomas, M. F. (1994): Geomorphology in the Tropics: A study of weathering and denudation
iii. in low latitudes. John Wiley and Sons, Chichester.
iv. Kale, V. S. and Gupta, A. (2001): Introduction to Geomorphology, Orient Longman, Calcutta.
v. Goudie, A. (1985): Duricrusts in tropical and sub-tropical landscapes. Alien Unwin
vi. Savindra Singh (2002): Geomorphology, Prayag Pustak Bhawan, Allahabad
vii. Bloom, A. L. (2002). Geomorphology: A systematic analysis of late Cenozoic landforms. Prentice-Hall of India, New Delhi
viii. Avijit Gupta (2011) "Tropical Geomorphology" - Cambridge University press Cambridge, UK.

GGO-16: WATERSHED MANAGEMENT

Unit	Topic	Subtopic	Period
1	Introduction to Watershed Management	Concept of watershed, watershed delineation, size and shape, Physical parameters of watershed – stream order, slope, length, a real landuse measurement and data source, Terrain analysis	
2	Groundwater	Movement of Groundwater, Factors affecting movement of groundwater, aquifers, Aquitard porosity, permeability, and sources of ground water, Ground water recharge	
3	Issues related to watershed	Soil Erosion, Soil Salinity, Siltation, Runoff, Deforestation, Water Scarcity, Groundwater depletion, Flooding etc.	
4	Watershed Management Practices	Erosion control measures for non-agricultural lands, Contour and Staggered Trenching, Gully Control Structures, Sediment Retention Structures, Gully and Ravine Reclamation, Bunding, Check Dams, Loose boulder Dams	
5	Water conservation and harvesting	Methods, Potential, Assessment. Treatment of Catchments, Small Storage Structures, Planning Earth Dams, Agronomic measures in soil and water conservation problem and techniques of soil water conservation, Rainwater Harvesting, Rooftop Harvesting	
6	Watershed Management using GIS	GIS as a Watershed Tool, Water supply, water quality Assessment, Groundwater assessment, drought management issues and problems. Floodplain, Flood inundation mapping etc.	

References:

1. Mutreja K.N. (1987) – Applied Hydrology, Tata Mckraw Hill.
2. Tideman E.M. (1996) – Watershed Management : Guidelines for Indian conditions, Omega, N. Delhi 1996.
3. Todd D.K.(1959) - Ground Water Hydrology, John wiley, New York.
4. Pereira H.C. (1973) – Land use and water Resources Cambridge University Press, Cambridge

GGO-17: SOCIAL AND CULTURAL GEOGRAPHY

Unit	Topic	Subtopic	Period
1	Introduction	Definitions, Early Contributions, Subject Matter, Conceptual and Methodological approaches, Trends and Development	
2	Philosophical Bases and Concepts	Positivism, Humanism, Idealism, Phenomenalism, Existentialism, Structuralism and Radicalism, Origin and diffusion of Culture	
3	Space and Society	Individual's space, Intimate, Personal, Social and Public Space, Theoretical space – organic, perceptive and symbolic space, Interaction and social relations	
4	Social Groups	Primary and Secondary Groups, Group in Society, Social Structure, Models of Assimilation and Segregation, Industrialization, Migration, Urbanization, Modernization, Globalization and Sanskritization	
5	Social – Culture Regions	Cultural Diversities, Role of Race, Religion, Cast, Ethnicity, Tribe and Language and Dialect, Level of Education, Economic Activity, Class, Power, Transformation and Change, Cultural regions of the World and India	

References:

i. Anand Aijazuddin (1999) : Social Geography, Rawat Publications, New Delhi
ii. Bulsara, J. F. (1970) : Patterns of Social Life in Metropilitan Areas, Popular Prakashan, Bombay
iii. Censys of India (1974) : Economic and Socio-Cultural Dimensions of Rationalization Census Centenary,Monograph No. 7, Govt. of India, New Delhi
iv. Coates, B. E. et. al. (1977) : Geography and Inequality, Oxford University Press, London
v. Jordon and Lester, G. (1995) : The Human Mosaic, Harper and Row, New York
vi. Orang, Mike (1998) : Cultural Geography. Routledge Publication, London
vii. Dubey, S. C. (1991) : Indian Society, national Book Trust, New Delhi

GGO-18: ECONOMIC GEOGRAPHY OF GLOBALIZATION

Unit	Topic	Subtopic	Period
1	Changing Economic Geography	The uneven geographies of globalization, Perspectives of globalization, Globalization and the development of the world economy, Contemporary processes of economic globalization, Patterns of global inequality	
2	Changing geographies of multinational Corporation (MNC)	Changing geography of FDI, Understanding the emergence of MNC, The embedded geographies of MNCs: the continuous influence of home countries on MNCs strategies, The impact of MNCs on Host region	
3	Geographies of New service Economy	The nature and scope of service sector, Growth of services, Global patterns of trade and investment services, Business and financial services and world cities, Digitization and the internet economy, Globalization and the geographical dispersal of services.	
4	The changing global economic geography	The rise of Asia: China, India, Regional Developments and Economic- political implications. Impact of Globalization on Developing Countries.	
5	Globalization and India	The Impact of Trade Liberalization on Employment: Performance of India's Manufacturing Sector in the Post-reform Period. Pattern of Industry Location under Liberalization. Banking Sector Reform, Flow of Foreign Direct Investment to India, Export Composition in the Liberalized Era, Flow, International Integration and Financial Crisis	

References:

i. Danny MacKinnon & Andrew Cumbers (2007) An introduction to Economic Geography Globalization, Uneven Development and Space. Persons Education Ltd. England.
ii. Dilip SaikiaVachaspati ShuklaKiran Kumar Kakarlapudi (Edited) (2013) India's Economy in the Globalized Era. BOOKWELL, New Delhi.
iii. Masahisa Fujita, & Paul Krugman (2004) The new economic geography: Past, present and the future. Regional Science (RSAI 2004) Papers Reg. Sci. 83, 139–164 (2004)
iv. Giovanna Vertova (ed) (2006) The Changing Economic Geography of Globalization, Routledge, 2006,

GGC-09: TEACHING METHODOLOGY

Unit	Topic	Subtopic	Period
1	Introduction to teaching methodology	Aims and Objectives of teaching Geography, Importance of teaching Geography , Correlation of geography with other subjects	12
2	Methods of teaching geography	Methods : Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, questioning techniques	12
3	Planning and designing for effective instruction in geography	Design of Lesson planning, Approaches to Lesson Planning, Writing the lesson plan. Geography room and Geography Museum. Instructional materials used in the teaching of geography- maps, globes, atlas, films, pictures, specimens, models, simple meteorological equipments. Field work and excursions	12
4	Media/materials in geography teaching	Projected Media:- Overhead projector with transparencies; Films and slides Non-projected :- Pictures and charts; Chalk board Printed :- Text and reference books Newspapers and magazine Mass media :- Television ,Radio ,Audio, Computer	12
5	Evaluations in geography	Construction of tests in geography – designing Of tests, Blueprint of tests, framing the questions, assembling the questions and preparing the instructions, administration of tests, Diagnostic tests and remedial measures in geography.	12

Reference Books:

1. M.S Rao, Teaching of geography (2009), Anmol Publication
2. Norman J Graves, Source book for Geography teaching (1982), Unesco Press
3. Ratho & Prakash, Emerging Trends in the Teaching of Geography (1995), Kanishka Publishers & Distributors
4. Fien, John et al The Geography Teachers' Guide to the classroom
5. Varma & Vedanayagam ,Geography Teaching
6. Arora, K.L., BhugolShikshan: The Teaching of Geography, Ludhiana; Parkash Brothers. 1983

Parvatibai Chowgule College of Arts and Science
(Autonomous)
DEPARTMENT OF GEOGRAPHY
COURSE STRUCTURE
TWO YEAR M.A. DEGREE COURSE IN GEOGRAPHY

Sem	Code	Core Courses	Credits	Code	Elective Courses	Credits
I	PG.GEG.C1	Advanced Geomorphology	4	PG.GEG.E1	Introduction to Tourism	2
	PG.GEG.C2	Advanced Climatology	4	PG.GEG.E2	Rural Studies	2
	PG.GEG.C3	Practicals in Geomorphology & Climatology	2	PG.GEG.E3	Geography of Environment	4
				PG.GEG.E4	Advanced Regional Geography	2
II	PG.GEG.C4	Geography of Population	2	PG.GEG.E5	Advanced Regional Geography of India	2
	PG.GEG.C5	Advanced Economic Geography	2	PG.GEG.E6	Urban Development and Processes	2
	PG.GEG.C6	Practicals in Economic & Population Geography	2	PG.GEG.E7	Islands of the Indian Ocean	2
	PG.GEG.C7	Basics of Geographical Thought	2	PG.GEG.E8	Techniques of Academic Report Writing	2
	PG.GEG.C8	Basics of Research Methodology	2	PG.GEG.E9	Geography and Tourism	2
III	PG.GEG.C9	Regional Planning and Development	4	PG.GEG.E10	Teaching Techniques in Geography	4
	PG.GEG.C10	Fundamentals of Remote Sensing	2	PG.GEG.E11	Disaster Mitigation and Management	2
	PG.GEG.C11	Practical in Statistical Techniques	2	PG.GEG.E12	Watershed Management	2
	PG.GEG.C12	Practicals in Remote Sensing	2	PG.GEG.E13	Fluvial Geomorphology	2
				PG.GEG.E14	Geography and Development Models	2
				PG.GEG.E15	Dissertation	4
IV	PG.GEG.C13	Field Techniques and Village Survey	4	PG.GEG.E16	Geography of Migration	2
	PG.GEG.C14	Fundamentals of GIS	2	PG.GEG.E17	Coastal Geomorphology	2
	PG.GEG.C15	Practicals in GIS	2	PG.GEG.E18	Digital Image Processing	2
	PG.GEG.C16	Computer Cartography	2	PG.GEG.E19	Tourism Planning and Development	2
				PG.GEG.E20	Dissertation	4

SEMESTER I
CORE
Course Title: Advanced Geomorphology
Course Code: PG.GEG.C1
Credits: 04
Marks:100

Course Objectives:

1. The main objective of the course is to introduce the students to the advanced principles of Geomorphology - the main factors which are responsible for the evolution of the Earth and dynamics of the physical geography.
2. It will help the students in understanding the natural processes which act on the earth's surface, shaping landforms and apply knowledge of geomorphology to solve realistic problems.

Course Outcomes: After completion of this course, students will be able to -

1. Understand the dynamics of the physical geography including the origin of the Earth and its evolution through geologic time and related topographic ad structural evolution.
2. Understand and explain how the endogenous and exogenous processes shape landforms and distinguish the mechanisms that control these processes.
3. Analyze the relationship between folding, faulting, volcanic activity and plate tectonics.
4. Outline the early development of geomorphology and the people involved with its development.
5. Understand how different scales of time and space affect geomorphological processes.
6. Differentiate between the general degradational processes of rock weathering and their effects on landforms.
7. Describe the morphology and evolution of landscapes and related processes in areas influenced by fluvial, glacial, periglacial, aeolian, karst, and coastal systems.
8. Understand landform development by various theories.
9. Analyze geomorphological issues at global, regional and local scale and application of geomorphology to solve realistic problems.

Unit	Topic	Subtopic
1	Concept of geomorphology	Uniformitarianism and Catastrophism, Basic concepts of Geomorphology as postulated by Thornbury.
2	Geo tectonics	Geological time scale and related topographic and structural evolution. Endogenic processes and landforms: Earth movements, Isostasy, Continental Drift, Plate tectonics, Geosynclines and Orogeny, Earthquakes, Volcanism, Geo-magnetism. Case study of the Indian Subcontinent.
2	Process Geomorphology	General degradational processes: Processes of rock weathering and their effects on landforms, Mass movement. Slope development and slope facets; Relationship between longitudinal and transverse slope recession. Erosional and depositional landforms produced by the process – Fluvial, Glacial &Periglacial, Aeolian, Karst and Coastal, Rejuvenated Landforms. Regional Geomorphology of Ganga Plain and Konkan. Coastal processes.
4	Theories of Landform Development	Normal cycle of erosion by W.M.Davis, Views of W. Penk on normal cycle of erosion, Cycle of Pediplanation by L.C.King, Dynamic Equilibrium theory by J.T. Hack.
5	Applied Geomorphology	Role of Geomorphology in Hazard management and mitigation: Earthquakes, Volcanic eruptions, Landslides, Avalanches, Rock slides, Rock fall and Tsunamis. Application of geomorphology in planning and development

References:

1. Chorley, R.J. (1969) Introduction to Fluvial Processes, Methuen, London
2. Chorley, R.J., Schumm, S. A. and Sugden, D.E. (1984) Geomorphology, Methuen, London
3. Cooke, R.U. and Warren, 1973: Geomorphology in Deserts, Batsford, London
4. Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot ,Patna.
5. Hallam, A. 1973: A Revolution in Earth Science: From Continental Drift to Plate Tectonics, Oxford University Press, London.
6. Kale, V. and Gupta, A. 2001: Introduction to Geomorphology, Orient Longman, Kolkata
7. McCullagh, P. 1978: Modern Concepts in Geomorphology, Oxford University, Press, Oxford.
8. Morisowa, M. 1968: Streams, their Dynamics and Morphology, McGraw Hill, New York.
9. Siddhartha, K. (2013). The Earth's Dynamic Surface. New Delhi: Kisalaya Publications Pvt. Limited.
10. Singh, S. (2006). Physical Geography. Allahabad: Prayag Pustak Bhavan.
11. Steers J. A: The Unstable Earth, Kalyani Publishers, New Delhi
12. Thornbury, W. D. (2013). Principles of Geomorphology. New Delhi: New Age International Limited Publishers.
13. Goudie Andrew (2014), Encyclopedia of Geomorphology, Volume I, Routledge Publication
14. Goudie Andrew (2014), Encyclopedia of Geomorphology, Volume II, Routledge Publication

CORE
Course Title: Advanced Climatology
Course Code: PG.GEG.C2
Credits: 04
Marks: 100

Course Objectives:

1. The main objective of the course is to help develop knowledge of atmospheric phenomena and the structure of the atmosphere.
2. It will help the student to understand the causal relation – between different types of climate, their variations, effects on natural vegetation, agriculture and human beings.

Course Outcomes:

1. Develop basic knowledge of atmospheric weather and climate and the structure of the atmosphere.
2. Understand and explain how temperature, pressure, humidity and wind motion vary in time and space and their effect on weather.
3. Knowledge about meteorological observations and measurements.
4. Describe climatic diversity over the Earth and knowledge of the climatic zones.
5. Describe the global circulation of the atmosphere, frontal systems and atmospheric motions.
6. Ability to perform climatological analysis on the basis of meteorological data.

Unit	Topic	Subtopic
1	Introduction	Weather & Climate, Subdivisions of Climatology, Earth's atmosphere: Physical properties, Chemical composition, Temperature changes, Vertical variations in the composition.
2	Insolation and Heat Balance	Electromagnetic spectrum, Factors affecting Insolation, Latitudinal and Seasonal variation of Insolation, Albedo, Green House Effect, Heat Budget.
3	Temperature, pressure, humidity and wind motion	Temperature, Pressure, Wind, Humidity Precipitation Theories: Ice-crystal theory, Collision-Coalescence Theory Theories of Monsoonal Circulation.
4	Atmospheric Circulation	Global & Local winds, Effects of wind on weather, Tri-cellular theory and Eddy theory. Jet streams, ENSO Events- El–Nino, La-Nina, Southern Oscillation. Cyclones and anti-cyclones, Thunderstorms, Tornadoes, Hailstorms, Heat and Cold waves
5	Atmospheric Stability	Stable and Unstable Atmosphere, Factors affecting atmospheric stability, Weather associated with stability an instability. Adiabatic and non-adiabatic processes
6	Impact of Climate	Natural Vegetation, Agriculture, Human Life, Economy, Transport Weather Forecasting in India, Satellites in weather forecasting.

References:

1. Lal, D. S. (2015). Climatology. Allahabad: Sharda Pustak Bhavan.
2. Aguado, E. Burt, J.E. (2001): Understanding Weather and Climate, Prentice Hall of India Pvt. Ltd, New Delhi.
3. Critchfield, H.J. (1983): General Climatology, Prentice Hall of India, New Delhi.
4. Lal, D. S. (2015). Climatology. Allahabad: Sharda Pustak Bhavan.
5. Syllabus for M.A./M.Sc. Degree Programme in Geography
6. Oliver John, E. and Hidore John, J. (2003): Climatology, Pearson Education.
7. Roger G. Barry, Richard J Chorley. (2003). Atmosphere, Weather and Climate. Routledge: London.

CORE
Course Title: Practical in Geomorphology and Climatology
Course Code: PG.GEG.C3
Credits: 02
Marks: 50

Course Objectives:

1. The course considers practical aspects of reading a geomorphological map, recognize the landforms and understanding the natural processes shaping them.
2. Also, detailed climatological analysis of the interaction of weather and climatic elements upon human societies is done based on meteorological data.
3. During the course a field trip at regions of great geomorphological interest is organized. The aim of the field trip is the assimilation of the theoretical knowledge.

Course Outcomes: The course will enable the students to –

1. Understand Geomorphic data and its importance
2. Create different types of thematic maps and interpreting the results.
3. Apply different statistical methods used in geomorphological data.
4. Understand and apply geomorphic signs and symbols and to understand geomorphic pattern on field.
5. Use geomorphologic data to communicate effectively by creating graphs and charts.
6. Understand the importance of climatic data in day to day life.
7. Apply statistical data in a given climatic datasets.
8. Understand and analyze the relationship between different climatic data like rainfall & temperature, height & temperature, Normal lapse rate & Dry adiabatic rate.
9. Create results and graphs; and build up their interdependence.
10. Use climatic data to communicate effectively by creating graphs and charts.

PART A: GEOMORPHOLOGY

Unit	Topic	Subtopic
1	Drainage basin and network morphometry	Morphometric analysis.
2	Slope analysis	Slope Models and aspect maps & Hypsometric curve and integral.
3	Geomorphic mapping	Geomorphic mapping in the field-process and materials mapping. Soil sampling
4	Geomorphic Mapping	Geomorphic Mapping in different sieves on probability graph. Calculation of mean, median sorting index, skewness& kurtosis. Determination of silt and clay based on settling velocity. Shape analysis using sediment microscope.
5	Field work	Pre-field work, use of equipment, selection of site, Measurement of channel cross-sections in the field, Geomorphic map of channel bed, Study of erosional and depositional features in the field

PART B: CLIMATOLOGY

Unit	Topic	Subtopic
1	Temperature Analysis	Collection and Processing of atmospheric data Analysis of atmospheric data – Tephigram (Temperature-Height diagram) Classification of Koppen and Thornthwaite's Climate. Discomfort index by Thom's (1959) method. Identification and categorization of heat and cold waves.
2	Rainfall Analysis	Calculation of seasonal rainfall and annual variability of rainfall. Drought and Flood Analyses
3	Water Budget	Computation of water budget and water deficit amounts during crop growing season. Computation of Water Requirement Satisfaction index. Construction of crop-coefficient curve for any one crop.

References:

1. (1999)
2. Doorenbos J.(1977) and Pruitt W.O. Crop water requirement, FAO irrigation and drainage.
3. Frere and Popov (1979)- Agro-Meteorological Crop monitoring and forecasting, FAO plant production Paper No. 17.
4. John F. Mather (1974) - Climatology Fundamentals and Application Oxford University Press.
5. Lawrence, G. R. P.: Cartographic Methods, Mathur Co. London
6. Mather J.R (1974) Climatology, Fundamentals and applications, McGraw Hill Book Co, New York.
7. Monkhouse, F. J. R and: Maps and Diagrams, Wilkinson, H.R. Methuen and Co., London.
8. R. L. Singh & Rana P. B. Singh: Element of Practical Geography, Kalyani Pub. New Delhi
9. Trewartha G.T. : An Introduction to climate Mc-Graw- Hill Book Co. New York.

ELECTIVE
Course Title: Introduction to Tourism
Course Code: PG.GEG.E1
Marks: 50
Credits: 2

Course Objectives:

1. This will be an introductory module giving the basis of tourism studies. This will give an overview of tourism industry and various organizations.
2. Understand the structure, nature and operating characteristics of the different sectors of the hospitality industry.
3. Obtain an appreciation of the various functions of management and their interrelationships with other key concerns of managers such as marketing, finance and human resource management.

Learning outcomes:

1. At the end of this course students are expected to have a holistic understanding of fundamental concepts of tourism and tourist resources in India and thereby be able to analyze the interrelationships among them.
2. Students will be able to demonstrate an awareness and sensitivity to retail and tourism management operations in an international marketplace.
3. Demonstrate the ability to critically evaluate and compare diverse perspectives in the retailing and tourism management industry.

Unit No.	Topic	Sub-Topic
I	Introduction	Definitions and Concepts, tourist destination, services and industry, definition and historical development, Past to 2nd world war, recent and current 1945–2002, Future from 2002 onwards. General Tourism Trends. Types of Tourists, Visitor, Traveler, and Excursionist–Definition and differentiation. Tourism, recreation and leisure, their inter–relationships, Types and Forms of Tourism.
II	Tourism Products & Attraction	Nature, Characteristics and Components of Tourism Industry. Why it is different from other types of consumer product? Elements and characteristics of tourism products. Tourism product production system, Tourism Product Life Cycle, typology of tourism products
III	Tourist Transportation:	Air transportation: The airline industry present policies, practices. Functioning of Indian carriers. Air Corporation Act, Air charters. Surface Transport: Rent-a-car Scheme and coach-Bus Tour, Fare Calculation. Transport & Insurance documents, All-India Permits Rail Transport: Major Railway Systems of World, (Euro Rail and Amtrak) General information about Indian Railways, Types of rail tours in India:, Place-on-Wheels and Royal Orient, Deccan Odessy, Toy Trains. Indrail Pass. Water Transport: Historical past, cruise ships, ferries, hovercrafts, river and canal boats, Fly-cruise.
IV	A study of International Tourism Organizations	Origin, location and functions of WTO, IATA, PATA, ASTA, UFTAA, and ICAO.

REFERENCES

1. Alan A. Lew, C. Michael Hall and Dallen J. Timothy 2008, World Geography Of Travel And Tourism A Regional Approach.
2. Mill and Morrison, (1992), The Tourism System: An Introductory Text, Prentice Hall.
3. Cooper, Fletcher et al, (1993), Tourism Principles and Practices, Pitman.
4. Burkart and Medlik, (1981), Tourism: Past, Present and Future, Heinemann, ELBS.
5. Mill, R.C., (1990), Tourism: The International Business, Pretience Hall, New Jersey.
6. Bhatia, A.K., - International Tourism
7. Seth, P.N., (1999) Successful Tourism Management (Vol 1 &2)

ELECTIVE
Course Title: Rural Studies
Course Code: PG.GEG.E2
Marks: 50
Credits: 2

Course Objectives:

1. The objective is for students to acquire the basic knowledge in rural geography to understand the nature of contemporary rural areas and the changes within them.

Learning outcomes:

1. Apply their knowledge and understanding, and problem-solving abilities, to independently identify rural development issues from a geographical perspective.
2. Demonstrate an ability to critically and systematically integrate knowledge, to analyze and assess complex phenomena and issues in the fields of rural development.
3. Identify and analyze specific urban and rural development needs; and demonstrate an ability to clearly present and discuss conclusions, and the arguments, orally and in writing.

Unit	Topic	Subtopic
1	Introduction to rural settlement	Nature, Scope, Significance and Development of Rural Settlement; Approaches to Settlement Geography;
2	Types and patterns of rural Settlements	Types and Pattern of Rural Settlement; Histrogenesis, Spatio -temporal Dimensions and Morphogensis of Rural Settlement; Site, Shape, Size and Spacing of Rural Settlement;
3	Structure of rural settlements	Morphology and Functions; Cause of Rural Urban Nexus; Spatial Relation of an Indian Rural Settlement; Rural House Type;
4	Dynamics of Rural Settlement	Rural Service Centres, Planning of Rural Settlement and Sustainable development of rural settlement

References:

1. Paul Cloke, Terry Marsden & Patrick Mooney (2006) The Handbook of Rural Studies, AGE Publications Ltd ,New Delhi
2. Mandal (2001) Introduction to Rural Settlement , Concept Publishing Co, New Delhi
3. Singh R Y (1994) Geography Of Settlements, Rawat Publication, Jaipur
4. Ghosh Sumita (2003) Introduction to Settlement Geography, Orient Black Pvt Ltd Swan, New Delhi

ELECTIVE
Course Title: Geography of Environment
Course Code: PG.GEG.E3
Marks: 100
Credits: 4

Course Objectives:

1. The main objective of this course is to introduce the students to the concept of ecosystem and acquire knowledge of biodiversity.
2. It will help students to understand the environmental issues with special reference to India.

Learning outcomes:

After completion of this course, students will be able to:

1. Understand human-environment interactions and environmental problems – their causes, effects and remedies.
2. Evaluate the impacts of human activities on natural environments with special reference to India.
3. Understand environmental hazards and management.
4. Show awareness and responsibility towards the environment.

Unit	Topic	Subtopic
1	Introduction to Environmental Geography	Environmental Geography-meaning, nature, scope and fundamental concepts, approaches and methods in Environmental Geography, Concept of Ecology, subdivisions and approaches in Ecology
2	Ecosystem and Biodiversity	Ecosystem concept and components, Habitat and ecological niche, Spatial and temporal dimensions of ecosystem, Abiotic and biotic components, Biodiversity and its conservation
3	Environmental degradation	Nature types of degradation-Natural and Anthropogenic degradation, causes and effects of environmental degradation/problems with special reference to the Indian scenario.
4	Environmental Pollution	Air pollution, Water pollution, Land Pollution and Noise pollution and its effects. Case studies from India.
5	Global Warming and its Impacts	Global Warming-Ozone layer depletion, and related causes, Green house effect, Impacts of Global warming and measures
6	Environmental Management	Environmental planning and policies Trends of environmental policies-Environmental Impact Assessment (EIA). Sustainable development, management of environmental quality.

References:

1. Bertalanffy, L. General Systems Theory, George Bragiller New York, 1958.
2. Bodkin, E.: Environmental Studies, Charles E. Merril Pub. Co., Columbus, Ohio, 1982.
3. Manners, I.R. and Mikesell, M.W.(eds.), Perspectives on Environment, Commission on College Geography, Publ. No. 13, Washington, D.C., 1974.
4. Odum, E.P.: Fundamentals of Ecology, W.B. Saunders, Philadelphia, 1971.
5. Singh, S. : Environmental Geography, Prayag Publications, Allahabad, 1991.
6. Smith, R.L.: Man and his Environment: An Ecosystem Approach, Harper & Row, London, 1992.
7. Strahler, A. N., Geography of man's Environment, John Wiley & Sons Inc. New York
8. Noel Castree, David Demeritt, Diana Liverman& Bruce Rhoads . A Companion to Environmental Geography-A John Wiley & Sons, Ltd., Publication, 2009.

ELECTIVE
Course Title: Advanced Regional Geography
Course Code: PG.GEG.E4
Credits: 02
Marks: 50

Course objective:

1. To develop an advanced understanding of the distinct regions of the world in relation to geo-spatial data.
2. To recognize the significance of geography in shaping regions of the world and the unique processes that govern them.

Learning outcomes:

1. Students will be able to comprehend the global trends and their relation to the physical and socio-economic issues.

Unit	Topic	Subtopics
1	Global overview (Continents)	Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of Population. Economic Base: Agriculture, Minerals, Power Resources and Industries.
2	Contemporary Issues (Global)	Globalization, W.T.O. and UN Environment Programmes (UNEP), GATT, Migration, Poverty, Terrorism, Political instability, Climate change. Degradation of mineral resources. Food and water security, Socio-economic issues
3	Theories of Regional Development	Albert O. Hirschman, Gunnar Myrdal, John Friedman, Dependency theory of Underdevelopment, Global Economic Blocks, Regional Development and Social Movements in India
3	Case Studies	United States and Canada, The Middle East and North Africa

Reference Books:

1. Cole, J. : A Geography of the World's Major Regions, Routledge, London, 1996.
2. Cole, J.P. : Latin America – Economic and Social Geography, Butterworth U.S.A., 1975.
3. Deblij, H.J. : Geography : Regions and Concepts, John Wiley, New York, 1994.
4. Dickinson, J. Petal : The Geography of the Third World, Routledge, London, 1996.
5. Gourou. P. : The Tropical World, Longman, London, 1980.
6. Jackson, R.H. &Hudman. L.E. : World Regional Geography : Issues for Today, John Wiley, New York, 1991.
7. Kolb. A. : East Asia – Geography of the Cultural Region, Methuen, London, 1977.
8. Minshull. G.N. : Western Europe, Hoddard& Stoughton, New York, 1984.
9. Patterson, J.H. : Geography of Canada and the United States, Oxford University Press, 1985.
10. Songquiao. Z. : Geography of China, John Wiley, New York, 1994.
11. Ward P.W. & Miler, A. : World Regional Geography : A Question of Place, John Wiley, New York.
12. Douglas L. Johnson, Viola Haarmann, Merrill L. Johnson, David L. Clawson. (2012). World Regional Geography. New Delhi: PHI Learning Private Limited, M-97, Connaught Circus.

SEMESTER II
CORE
Course Title: Geography of Population
Course Code: PG.GEG.C4
Credits: 02
Marks: 50

Course Objectives:

1. Introduce basic concept of population
2. Develop an understanding of certain theories of population growth and population migration.

Course Outcomes: The course will develop student's ability to -

1. Understand the nature, scope and approaches of population geography
2. Understand concepts like fertility, mortality, migration, gender and urbanization
3. Apply population theories and models in the present day context
4. Conduct mini research on population using approaches in population geography

Unit	Topic	Subtopic
1	Population as a Geographic Subject	Introduction to Population Geography: Development of population geography, contents approaches of population geography and sources of population data.
2	Human Population over Time and Space, Determinants of population growth	Brief Histroy of World Population growth, Fertility and mortality: Determinants of Fertility and Mortality, Demographic Transition theory, its relevance and impacts. Theories of Population growth : Malthus and Saddler
3	Dynamics of Migration: trends and patterns	Importance of Migration, types of migration, cause – effect of migration, Indian migration abroad, recent trends and consequences. Migration theories – Lee, Ravenstein and Zelinsky.
4	Population Issues - Global and India	India's Population Policy and consequences, , declining gender ratio, women equity and empowerment in India. Human development Index

References:

1. Bose Ashish, India's Billion Plus People - 2001 Census Highlights, Methodology and Media Coverage, B R Publishing Corporation, New Delhi.
2. Chandna, R.C. (2002) Geography of Population: Concept, Determinants and Patterns, Kalyani Publishers, New Delhi.
3. Daugherty, Helen Gin, Kenneth C.W. Kammeryir (1998), an Introduction to Population (Second Edition). The Guilford Press, New York, London.
4. Hassan Mohammed (2007) Population Geography , Rawat Publication, Jaipur
5. Kayastha S L (2006) Geography of Population , Rawat Publication, Jaipur

CORE
Course Title: Advanced Economic Geography
Course Code: PG.GEG.C5
Credits: 02
Marks: 50

Course objectives:

1. To introduce the historical and contemporary trends and latest theories in economic geography.
2. To establish a firm base in understanding the economics of the world in relation to Geography.

Learning outcomes:

1. On completion of this course, student will gain insights of the various concepts in economic geography and its approaches.
2. Students will able to link economic development with the geo-spatial data.

Unit	Topic	Subtopic
1	Introduction to Economic Activities	Trends in economic geography, Approaches in Economic Geography, Factors of location of economic activities (Physical, social, economic and cultural)
2	Models in economic geography	Von Thunen's model and its modifications. Potential Population Surfaces Labor Theory of Value- Karl Marx Behavioral Location Theory – Cyert and March
3	Industries in India	Classification of industries. Theories of industrial location- Weber, Losch and Isard; Case studies of selected industries;
4	Transportation (National and International)	Modes of transportation and transport cost; accessibility and connectivity: international, inter and intraregional; comparative cost advantages. Typology of markets and market system.
5	Economic development of India	Regional disparities, Globalization and Indian economy and its impact on environment.

References:

1. Alexander J.W. (1976): Economic Geography, Prentice Hall of India. New Delhi
2. Alexanderson G. (1988): Geography of manufacturing, Prentice Hall of India. New Delhi
3. Berry J.L. Geography of Market Centres and Retail Distribution, Prentice Hall, New York, 1967.
4. Berry, Conkling & Ray (1988): Economic Geography Prentice Hall of India, New Jersey.
5. Chatterjee, S.P. : Economic Geography of Asia, Allied Book Agency, Calcutta, 1984.
6. Chorley, R.J. and Haggett, P. (ed.): Network Analysis in Geography, Arnold, 1969.
7. Dreze, J. and Sen, A. : India-Economic Development and Social Opportunity, Oxford University Press, New Delhi, 1996.
8. Eckarsley, R.(ed.): Markets, the State and the Environment, McMillan, London, 1995.
9. Garnier. B.J. and Delobez, A Geography of Marketing, Longman, London, 1979.
10. Haggett, Peter: Modern Synthesis in Geography.
11. Hurst Elliott (1986): Geography of Economic Behaviour, Unwin, London.
12. Johnson R.J. & Taylor D.J. (1989): A world in crisis, Basil-Blackwell, Oxford.
13. Jones &Darkenwald : Economic geography
14. Losch (1954): Economics of Location, Yale University Press New York.
15. Misra R. P.: Regional Planning, concepts, New Delhi.
16. Redcliff, M. (1987): Development & the environmental crisis. Methuen. London
17. Robinson H & Bamford C. G. (1978): Geography of Transport, Macdonald & Evans USA.
18. Sinha B.N.(1971): Industrial geography of India
19. Watts H.D. (1987): Industrial Geography, Longman scientific and Technical, New York.

CORE
Course Title: Practicals in Population and Economic Geography
Course Code: PG.GEG.C6
Credits: 02
Marks: 50

Course objectives:

1. To introduce various statistical techniques, relevant to research in economic and population geography
2. To acquaint students in processing quantitative data and understand their potentials and applications.

Learning outcomes:

1. The knowledge drawn from this course will acquaint students in analyzing and interpreting statistical data from Census documents, reports, etc and aid in drawing effecting conclusions.

PART A: ECONOMIC GEOGRAPHY

Unit	Topic	Subtopic
1	Crop Concentration	a) Jasbir Singh's modified method
2	Crop Diversification	a) Gibbs Martins Index
3	Crop Combination	a)Maximum Positive Deviation method of Raffiullah(1956) b) Athawale's method of crop combination (1966)
4	Agricultural efficiency	a) Sapre and Deshpande b) Calories per head
5	Transport Network	**I Graph Theoretical measures of whole transport network,** a)Non-ratio measures cyclomatic number diameter b) Ratio measures : Eta, Theta, Iota, Pi c) Measurement of route **II) Measures of Individual elements of transport** a)Associated number b) Degree of connectivity network c) Dispersion d) Accessibility Index
6	Models of Spatial Interaction	a) Potential Population Surfaces b) Law of retail trade gravitation. c) Break Point Theory

PART B: POPULATION GEOGRAPHY

Unit	Topic
1	Population Data Collection, Sampling and report writing
2	Population growth and projections (semi average method, Least square method, Exponential population growth)
3	Construction of life Tables, population density and concentration index. Dependency ratio, calculation of human development Index.
4	Demographic Transition model (application in present situation), nearest neighborhood index.
5	Singulate mean age at marriage,
6	Poverty Index

References: **Economic Geography**

1. Hussain M. (1996): Systematic Agricultural Geography, Rawat Publication, Jaipur.
2. Singh Jasbir (1987): Agricultural Geography, Tata McGraw Publication New Delhi.
3. Yeats M.H(1978): An Introduction to Quantitative Analysis in Human Geography New York
4. Chorley R.J. and Hagget P (1971) : Models in Geography, Methuen Co. London.
5. Lloyd and Dickens (1972): Location in Space Theoretical Approach to Economic Geography, Harper and Raw Publication London.

Reference: **Population Geography**

1. Bose, Ashish et. al.: Population in India's Development (1947-2000): Vikas Publishing House, New Delhi 1974.
2. Census of India, India: A State Profile, 2001.
3. Chandna, R.C. Geography of Population: Concept, Determinants and Patterns, Kalyani Publishers, New York 2000.
4. Clarke, John I., Population Geography, Pergamon Press. Oxford 1973.
5. Garnier, B.J. Geography of Population Longman, London 1970.
6. Mitra, Asok, India's Population. Aspects of quality and Control Vol. I & II. Abhinar Publication. New Delhi 1978.
7. Premi, M.K. India's Population: Heading Towards a Billion, B.R. Publishing Corporation, 1991.
8. Srinivasan, K. Basic Demographic Techniques and Applications Sage Publications, New Delhi 1998.

CORE
Course Title: Basics of Geographical Thought
Course Code: PG.GEG.C7
Marks: 50
Credits: 2

Course Objectives:

1. The course aims to develop a basic understanding and critical thinking of the various contributions from numerous scholars.
2. To gain grounding knowledge in the history, philosophy and scope in the discipline of geography

Learning outcome:

1. At the end of this course, student will gain sense of chronological organization and areal variation in human activities.
2. The students will be able to evaluate theoretical concepts from geography and elsewhere and demonstrate an understanding of the dynamic and contested nature of the discipline and its contemporary issues.

Unit	Topic	Subtopic
1	Development of Geography: Ancient Period	Geographical knowledge of the ancient world: Greek-Roman Period. Contributions of explorers. Indian Schools of Thought, Contribution of Herodotus, Eratosthenes, Strabo, Ptolemy etc.
2	Development of Geography: Medieval Period	Scientific explanations: Routes to scientific explanations Arab School of thought, Dark age, Age of Discovery, Contribution of Marco Polo, Columbus, Vaso-De-Gama and Captain Cook etc.
3	Development of Geography: Modern Period	Foundations of modern geography, German, French, British and American schools of thought, Contributions of Kant, Humboldt, Ritter, W. M. Davis, Charles Darwin etc.
4	Dualism in Geography	Systematic & regional geography; physical & human geography, the myth and reality about dualisms, Determinism and possibilism, Neo-determinism, Positivism, behaviourism, postmodernism.
5	Geography in 21st Century	Conceptual and methodological developments and changing paradigms, Scientific methods, Quantitative revolution, Quantification and application of statistical techniques in Geography, Computer applications in geography.
6	Applied Geography	Definition, Need and Significance, Applications in Landuse, regional, Rural & urban Planning, Management of resources and Assessment.

Reference Books:

1. Hertshone, R. (1959): Perspectives of Nature of Geography, Rand MacNally and Co.
2. Frazire, J. W. (1982): Applied Geography, Prentice Hall, Englewood Cliffs.
3. Hussain, M. (1995): Evolution of Geographical Thought, Rawat Pub., Jaipur
4. Coffey, W. J. (1981): Geography: Towards a general spatial systems approach, Mathuen & Co. London
5. Cooke, R. U. and Doornkamp, J. C. (1974): Geomorphology in Environmental Management, Clarendon Press, Oxford.
6. Singh I. (2006): Diverse aspect of Geographical Thought, ALFA Publications, New Delhi.
7. Dikshit, R. D. (1997): Geographical Thought: A Contextual History of Ideas, Pub. By A. K. Ghosh, Prentice – Hall of India Pvt. M 97, New Delhi.
8. Arild, H. J. (1999): Geography: History and Concepts, SAGE Publications, London.
9. Chorley, R. J. (Ed): Directions in Geography, Matheun and Co., London
10. Richard, P. (1998): Modern Geographical Thought, Blackwell, Singapore.
11. Warf, B. (Ed) (2006): Encyclopedia of Human Geography, SAGE Publications, New Delhi
12. Goudie, A. (Ed) (2004): Encyclopedia of Geomorphology, Routledge, London
13. Gregory, D., Johnston, R., Pratt, G., Watts, M. and Whatmore, S. (2009): The Dictionary of Human Geography, Wiley-Blackwell, Singapore

CORE
Course Title: Basics of Research Methodology
Course Code: PG.GEG.C8
Marks: 50
Credits: 2

Course Objectives:

1. The course aims to introduce the students to various research designs and techniques and to identify the sources of information for data collection and literature review.

Learning outcome: At the end of this course, student will be able to:

1. Understand the importance of review of literature in research
2. Develop skills of writing review of literature
3. Understand and use different referencing skills
4. Create hypothesis/formulate
5. Critically assess literature review/research paper

Unit	Topic	Subtopic
1	Introduction to Research	Research and its types, Research process and steps, Essential components of Literature Review, definition of problem, Objectives & strategies of research
2	Methods of Data Collection	Types of data collection and classification, designing questionnaires and schedules, digital organization of data, preprocessing
3	Sampling Methods	Probability sampling, random sampling, systematic sampling, stratified sampling and cluster sampling Non-probability sampling, quota sampling
4	Data Analysis	Statistical measures and their significance: Central tendencies, variation, skewness, Kurtosis, time series analysis, correlation and regression, Testing of Hypotheses: Chi Square, ANOVA
5	Multivariate Analysis	Multiple Regression, Factor Analysis, Multi-Criteria Analysis
6	Report writing	Pre writing considerations, Format of report writing, Abstract Writing, Synopsis Writing, Thesis writing, Chapterization, Format of publications in research journals.

References

1. Montgomery, Douglas C. (2007), 5/e, Design and Analysis of Experiments, (Wiley India)
2. Montgomery, Douglas C. & Runger, George C. (2007), 3/e, Applied Statistics &Probability for Engineers (Wiley India)
3. Kothari C.K. (2004), 2/e, Research Methodology- Methods and Techniques (New Age International, New Delhi)
4. Krishnaswamy, K.N., Sivakumar, Appa Iyer and Mathiranjan M. (2006), Management Research Methodology; Integration of Principles, Methods and Techniques (Pearson Education, New Delhi)
5. Hira, D.S. System Simulation, S. Chand & Co., New Delhi

ELECTIVE
Course Title: Advanced Regional Geography of India
Course Code: PG.GEG.E5
Marks: 50
Credits: 2

Course objective:

1. The aim of the course is to develop an advanced understanding of regional geography of India and recognizing the significance of geography in shaping region.
2. Encourage students to appreciate the unique regional dimensions of regions.

Learning outcomes:

1. On completion of this course, the students will understand the issues related of disparities in various regions of India.
2. Students will gain a firm knowledge base of various regions in India and its resource distributions, particularly from the perspective of physical, environmental and human perspective.

Unit	Topic	Subtopics
1	Location	Location importance, Extent and Geopolitical Significance
2	Physiography, Drainage and Climate	Major Physiographic Regions and their Importance, Drainage System of India and their characteristics, Origin and Mechanism of Monsoon, Various Seasons
3	Resources in India	Types of Soils, natural vegetation and Mineral resources distribution and degradation. Mineral Resources and its distribution, Energy Resources: Conventional and Non- Conventional.
4	Contemporary Issues	Regional disparity, Poverty, Globalization, Impact of Development on Environment Social and Ethnic Issues.

References:

1. Aher, A. B, Chaodhari, A. P & Chaodhari Archana (2015) Regional Geography of India Prashant Publication Jalgaon
2. Deshpande C.D(1992): India-A Regional Interpretation Northern Book Centre, New Delhi.
3. Farmer, B.H.(1983): An Introduction to South Asia. Methuen, London.
4. Govt. of India: India - Reference Annual, 2001 Pub. Div, New Delhi, 2001.
5. Govt. of India: National Atlas of India, NATMO Publication, Calcutta..
6. Govt. of India: The Gazetteer of India. Vol I & III Publication Division, New Delhi, 1965.
7. Learmonth, A.T.A. et.al(ed.) : Man and Land of South Asia Concept, New Delhi.
8. Mitra, A.: Levels of Regional Development India Census of India, Vol I, Part I-A (i) and (ii) New Delhi, 1967.
9. Routray, J.K.: Geography of Regional Disparity Asian Institute of Technology, Bangkok, 1993.
10. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
11. Singh, R.L.(ed.): India: A Regional Geography. National Geogphical Society. India, Varanasi, 1971.
12. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
13. P. G. Saptarshi, J. C. More, V. R. Ugale& A. H. Musmade :A Geographical Region of India : Diamond Publication (2009) (Marathi)
14. Patil S. G., Suryawanshi R. S., Pacharne S., Choudhar A. H. : Economic Geography, AtharavPrakashan, Pune. (2014) (Marathi).
15. Aher A. B. ,Arekar R.: Commercial Geography, AtharavPrakashan, Pune. (2013) (Marathi).
16. Datt & Sundharam: Indian Economy (2014), S. Chand & Co., New Delhi

ELECTIVE
Course Title: Urban Development and Processes
Course Code: PG.GEG.E6
Marks: 50
Credits: 2

Course Objectives:

1. To establish a foundation to understand various dimensions of urbanization as a process.
2. To expose to various theories applied in urban studies.
3. To define and analyze current urban development issues

Learning outcomes:

1. On successful completion of the course, it is intended that each student will have achieved an understanding of:
   i. Application of theoretical knowledge to practical case studies or selected urban set ups.
   ii. Will be able to undertake mini research on selected urban issues.
2. Explain and evaluate historical and contemporary global urbanization processes;
3. Understand the social, economic, demographic dimensions metropolitan areas and impacts country side (city region).

Unit	Topic	Subtopic
1	Concept and processes in Urban Geography	Nature, scope and **Developmental models** Brief history of Urbanisation of the world. **Various approaches to classification, Urban function,**Functional classification of towns and cities by C.D. Harris and H. J. Nelson
2	City and its Region	Urban Forms and Models– city and region (Peri Urban , rural – urban fringe , , suburb and satellite towns) Concepts of city region and various synonymous terms used. Criteria used to demarcate the city region, Nature of urban influence. Concept of Mega cities , Global Cities , and Edge cities Park and Burgess Model, Homer Hoyt Model. Harris and Ullman Model, and demarcation of CBD.
3	Sustainable Cities	Smart Cities, Urban Health, Urban Sanitation, Urban Shelter (in context Sustainable Development Goals)

References:

1. Carter, Harold, 2002, “The study of Urban Geography”, fourth edition, Oxford University press, New York,
2. Mandal, R.B.(2000) “Urban Geography”, Concept publishing company, New Delhi,
3. Ramachandran(997) Urbanization and Urban Systems in India , Oxford University Press, New Delhi
4. Siddhartha K and Mukherjee (2016)Cities,Urbanisation& Urban Systems : Settelment Geography, KitabMahal, New Delhi
5. Singh Anoop Kumar (2014) Fundamentals of Urban Geography , K.K. Publications, New Delhi
6. Siddhartha K & Mukherjee S (2007) Cities , Urbanization and Urban Systems, Kisalaya Publications Pvt Ltd.

ELECTIVE
Course Title: Islands of Indian Ocean
Course Code: PG.GEG.E7
Credits: 02
Marks: 50

Course Objectives:

1. To develop and understand various dimensions of Islands of Indian Ocean
2. Critically understand and analyze the physical and histo-cultural attributes of a specific island through a case study.

Learning Outcomes:

1. Students will be able to understand the significance of geo-political location of islands.
2. Students will be able to understand and analyze the role of history in growth and development of oceanic islands.
3. Students will be able to critically identify, enquire and reflect on the threats, environmental as well as human, to the Indian Ocean Islands.

Unit	Topic	Subtopic
1	Geographical Characteristics	Background of Indian Ocean: Shape, size, oceanic relief, islands, Ocean water circulation Climate Historical Background : Evolution of Islands
2	Demography and Economy	Peopling of Islands: History, population composition (population size, sex ratio, religious composition) Economy Resources Geostrategic Importance
3	Case Study	Case study of any of the Indian Ocean Island

References:

1) Lal, D.S. (2003). Oceanography. Allahabad: Sharda Pustak Bhawan.
2) Savindra Singh (2004): Physical Geography. Allahabad: Prayog Pustak Bhavan.
3) Siddharth (2005) Oceanography: A brief introduction. New Delhi: Rawat Publishers.

ELECTIVE
Course Title: Techniques of Academic Report Writing
Course Code: PG.GEG.E8
Marks: 50
Credits: 2

Course Objectives:

1. To provide students with a broad framework for understanding the various components of assignment writing and field report writing.
2. To equip students with the knowledge and skills necessary to write an assignment and field report.

Learning outcomes:

1. The students will understand the various components of academic writing and field report.
2. The students will be able to formulate effective statement of argument and validate the same
3. The students will be able to use and apply referencing style as per the requirement of the course.

Unit No.	Topic	Subtopic
1	Academic writing and composition	1. Introduction to the Writing Process 2. Introduction to the Conventions of Academic Writing 3. Writing in one's own words: Summarizing and Paraphrasing 4. Critical Thinking: Syntheses, Analyses, and Evaluation 5. Structuring an Argument: Introduction, Interjection, and Conclusion 6. Citing Resources; Editing, Book and Media Review
2	Field report writing	Three Stages of writing a geography field report **a)Pre field work** 1. Identifying a research question 2. Developing strategies for obtaining an answer **b)Field Work** 3. Data collection **c)Post Field Work** 4. Data analysis, evaluation, and interpretation 5. Conclusion and presentation of the findings

References

1. Liz Hamp-Lyons and Ben Heasley (2006), Study writing: A Course in Writing Skills for Academic Purposes ,Cambridge: CUP, 2006).
2. RenuGupta(210), A Course in Academic Writing (New Delhi: Orient BlackSwan, 2010).
3. IlonaLeki (1998), Academic Writing: Exploring Processes and Strategies (New York: CUP, 2nd edn, .
4. Gerald Graff and Cathy Birkenstein(2009) They Say/I Say: The Moves That Matter in Academic Writing ,New York: Norton,

ELECTIVE
Course Title: Geography of Tourism
Course Code: PG.GEG.E9
Marks: 50
Credits: 2

Course Objectives:

1. Explore the basic components of geography in relation with tourism.
2. To equip the students with the Knowledge of Tourism geography
3. To lay emphasis on the importance of geography in travel and tourism.

Learning outcomes:

1. At the end of this course students are expected to have a holistic understanding of fundamental concepts of tourism and tourist resources in India and thereby be able to analyze the interrelationships among them.
2. Understand and describe spatial patterns of international and domestic tourism.
3. Understand and describe spatial patterns of international and domestic tourism.
4. Identify tourism actors and career opportunities in tourism.

Unit No.		Course Content
I	Introduction	Nature and Scope of Geography of Tourism, Meaning and Definition of tourism, Nature, Scope, Importance of tourism, Tourism as an interdisciplinary Subject, Recent Trends in Tourism Geography
II	Factors affecting tourism development	Physical Factors –Relief, Vegetation, Wild life, Water Bodies, Socio – Cultural Factors, Religious Factors, Historical and Cultural Factors, Economic Factors, Transportation, Accommodation
III	Classification and Recent Concepts of Tourism	**Classification on the basis of** -Nationality, Time of travel, Number of tourist, Purpose, Mode of transportation, Season, Nature of tourism. **Recent Concepts of Tourism** • Agro-tourism • Eco-tourism • Heritage tourism • Adventure tourism
IV	Impact of Tourism On various sectors	• Economy • Socio-cultural aspects • Environment • Sustainable Development of Tourism
V	Tourist resources of India	• Natural Resources • Popular Tourist Resources • Pilgrimage Destinations: • Fairs and Festivals • Handicrafts and Handlooms

REFERENCES

1. Stephen Williams 1998, Tourism Geography
2. Alan A. Lew, C. Michael Hall and Dallen J. Timothy 2008, World Geography Of Travel And Tourism A Regional Approach.
3. Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002)
4. Dixit, M and Sheela, C. Tourism Products (New Royal Book, 2001)
5. Oki Morihiro, Fairs and Festivals, World Friendship Association, Tokyo, 1988.
6. Mitra, Devla, Buddhist Architecture, Calcutta.
7. Michell, George, Monuments of India, Vol. 1. London.
8. Davies, Philip, Monuments of India, Vol. II.,London.
9. Jain, Jyotindra & Arti, Aggrawala : National Handicrafts and Handlooms Museum

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	Advanced Geomorphology	1	Unit title changed to Concept of geomorphology	Irrelevant
I	Advanced Geomorphology	1	Deletion: • Nature and scope of Geomorphology, • Geomorphic (Cyclic, Graded and Steady) and Spatial Scale,	Already covered in undergraduate courses
I	Advanced Geomorphology	2	Addition: • Coastal processes.	Required topic
I	Advanced Geomorphology	NA	Following Reference Books added: 15. Goudie Andrew (2014), Encyclopedia of Geomorphology, Volume I, Routledge Publication 16. Goudie Andrew (2014), Encyclopedia of Geomorphology, Volume II, Routledge Publication	Suggested by BoS Members
I	Advanced Climatology	NA	Changes in Course objectives and learning outcomes	
I	Advanced Climatology	3	Deletions: • Temperature: Difference between Heat and Temperature, Horizontal and Vertical distributions, Inversion of temperature, Measurement & units • Pressure: Factors affecting air pressure, Pressure changes with altitude, distribution of surface pressure, Pressure measurement and Units • Wind: Factors affecting wind, Geostrophic wind, Gradient wind, Wind observation and measurement • Humidity: Humidity measurement, Changes of state of water, Factors affecting Condensation, Factors affecting Evaporation.	Detailed description not required

			• Relationship between Temperature, Pressure, Humidity and Wind, Additions: • Theories of Monsoonal Circulation.	Required topic
I	Advanced Climatology	4	Deletion: • General Circulation in the atmosphere Addition: • Cyclones and anti-cyclones, Thunderstorms, Tornadoes, Hailstorms, Heat and Cold waves	Already Covered in Unit 3 Required topic
I	Advanced Climatology	5	Addition: • Adiabatic and non-adiabatic processes	Required topic
I	Advanced Climatology	6	Unit title changed from Meteorological Hazards and Disasters to Impact of Climate	Title irrelevant to subtopics
I	Advanced Climatology	6	Deletion: • Cyclones, Thunderstorms, Tornadoes, Hailstorms, Heat and Cold waves, Drought and Cloudburst, Glacial Lake Outburst Addition: • Natural Vegetation, Agriculture, Human Life, Economy, Transport	Already covered in Unit 4 Required topic
I	Practical in Geomorphology and Climatology Part A: Geomorphology	1	Deletion: • Preparation of contour and drainage map from toposheet	Already covered in undergraduate courses
I	Practical in Geomorphology and Climatology Part A: Geomorphology	3	Deletion: • Size analysis of the sediment samples collected in the field (by sieving). Addition: • Soil sampling	Description not required
I	Practical in Geomorphology and Climatology Part A: Geomorphology	4	Unit title changed from Sediment size and shape analysis to Geomorphic Mapping	Irrelevant title
I	Practical in Geomorphology and	5	Addition: • Pre-field work, use of equipment, selection of site	Pre-field work is necessary

	Climatology Part A: Geomorphology			
I	Practical in Geomorphology and Climatology Part B: Climatology		Deletion: • Collection and Processing of atmospheric observed data to derive maximum, minimum and daily range of temperature. upper air Calculation of relative humidity, dew point and vapor pressure from dry and wet bulb temperature data. Addition: • Classification of Koppen and Thornthwaite's Climate. Discomfort index by Thom's (1959) method. Identification and categorization of heat and cold waves.	Topic refined Required topic
I	Practical in Geomorphology and Climatology Part B: Climatology	2	Addition: • Drought and Flood Analyses	Required topic
I	Practical in Geomorphology and Climatology Part B: Climatology	3	Addition: • Construction of crop-coefficient curve for any one crop.	Required topic
II	Urban Studies	NA	Course title changed to Urban Development and Processes	
II	Urban Studies	1	Unit title changed from Urbanization to Concept and processes in Urban Geography	
II	Urban Studies		Deletion: • Scope of urban geography. Criteria used to distinguish urban settlements,Behavioral, structural and Demographic Urbanization curve Addition: • Various approaches to classification, Urban function,Functional classification of towns and cities by C.D. Harris and H. J. Nelson	Excessive

II	Urban Studies	2	Entire unit Urban Morphology deleted	Not required
II	Urban Studies	2	Unit 2 renamed to City and its Region Addition: • Park and Burgess Model, Homer Hoyt Model. Harris and Ullman Model, and demarcation of CBD.	
II	Urban Studies	3	Entire unit Urban Morphology deleted	
II	Urban Studies	4	Entire unit Urban Classification deleted	
II	Urban Studies	5	Entire unit on City and its Region deleted	
II	Urban Studies	3	Sustainable Cities introduced as unit 3	
II	Ocean Studies		Course title changed to Islands of Indian Ocean	The Board recommended that more ocean studies focus should be on islands in the Indian Ocean
II	Ocean Studies	1	Unit title changed from Background to Geographical Characteristics	
II	Ocean Studies	1	Deletion: • Warm and cold currents • Composition: Temperature, Salinity, Density • Hazards: Tsunami, cyclones, sea level changes Addition: • Climate • Historical Background • Evolution of Islands.	Not required to specify Already covered in the course Advanced climatology Important topic
II	Ocean Studies	2	Unit title changed from Population to Demography and Economy	Specific to the contents
II	Ocean Studies	2	Deletion: • Trends and Patterns of Development Addition: • Geostrategic Importance	Not required Important topic

Parvatibai Chowgule College of Arts & Science
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Margao – Goa

MINUTES OF MEETING OF THE BOARD OF STUDIES IN GEOGRAPHY

HELD ON 16th MARCH 2020 AT 9.00AM.

PART B: Resolutions / recommendations of BoS that require consideration / approval of Academic Council:

1. The Programme Specific Outcomes (PSO's) and Course Outcomes (CO's) as presented in **Annexure 1**
2. The summary of changes incorporated in the syllabus is attached in **Annexure A.**
3. The syllabus of M.A. Geography as presented in the Table no. 1 and attached in **Annexure 2.**

Table No. 1

Sr. No.	CORE COURSE	Nature of Course	PG Level at which offered
1	PG.GEG.C9: Statistical Techniques	Compulsory	MA Part II Semester III
2	PG.GEG.C10: Fundamentals of Remote Sensing	Compulsory	MA Part II Semester III
3	PG.GEG.C11: Practicals in Remote Sensing	Compulsory	MA Part II Semester III
4	PG.GEG.C12: Computer Cartography	Compulsory	MA Part II Semester III
5	PG.GEG.E10: Teaching Techniques in Geography	Elective	MA Part II Semester III
6	PG.GEG.E11: Watershed Management	Elective	MA Part II Semester III
7	PG.GEG.E12: Fluvial Geomorphology	Elective	MA Part II Semester III
8	PG.GEG.E13: Geography and Development Models	Elective	MA Part II Semester III
9	PG.GEG.E14: Dissertation	Elective	MA Part II Semester III
10	PG.GEG.C13: Regional Planning and Development	Compulsory	MA Part II Semester IV
11	PG.GEG.C14: Fundamentals of GIS	Compulsory	MA Part II Semester IV
12	PG.GEG.C15: Practicals in GIS	Compulsory	MA Part II Semester IV
13	PG.GEG.C16: Field Techniques	Compulsory	MA Part II Semester IV
14	PG.GEG.E16: Geography of Migration	Elective	MA Part II Semester IV
15	PG.GEG.E17: Coastal Geomorphology	Elective	MA Part II Semester IV
16	PG.GEG.E18: Digital Image Processing	Elective	MA Part II Semester IV
17	PG.GEG.E19: Tourism Planning and Development	Elective	MA Part II Semester IV
18	PG.GEG.E20: Dissertation	Elective	MA Part II Semester IV

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Programme Outcome (PO) and Course Outcome (CO)

Name of the Department:MASTER OF ARTS IN GEOGRAPHY

Programme Outcomes (PO)	Short Title of the POs	Description of the Programme Outcomes Graduates will be able to :
PO-1	Problem Analysis and Solutions	Think critically, identify, analyze problems/ situations and further attempt to design/ develop solutions that meet the specified goals.
PO-2	Use of Technology	Apply appropriate IT tools efficiently in their daily activities of communication and academics.
PO-3	Environment and Sustainability	Analyze and attempt solutions to environmental issues and commit themselves to sustainable development in the local/ national and global context.
PO-4	Ethics	Recognize and understand professional ethics /human values and be responsible for the same.
PO-5	Individual and Team work	Function effectively at various levels, capacities and situations.
PO-6	Communication	Communicate proficiently (oral and written) as a responsible member of society.
PO-7	Research Aptitude	Understand general research methods and be able to analyse, interpret and derive rational conclusions.
PO-8	Life Skills	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of domain specific change.

Program specific outcomes (PSO)

After successful completion of a Master's degree in Geography, the student will:

Program outcome(PO)	**Short Title of PSOs**	**Description of the program outcomes**
PSO 1	Map Skills	Students will be able to read, interpret and generate maps and other cartographic representations from temporal and spatial perspectives.
PSO2	Fundamentals of Geography	Students will be able to understand fundamentals of geography (physical, human and regional) in general and apply in specialized domains of geography.
PSO3	Research Skills	Students will be able to present completed research including review of literature, methodology and discussion and utilize cartographic tools and other visual formats both orally and in written formats.
PSO4	Practical Skills	Students will be able to understand various theoretical and methodological approaches, including quantitative as well as qualitative data in physical and human geography through practical, fieldworks and presentations.

S.N.	Course Code	Course Title	Course Outcomes
1	PG.GEG.C1	Advanced Geomorphology	After successful completion of the course the students will be able to : CO1: Students will be able to understand the dynamics of the physical geography including the origin of the Earth and its evolution through geologic time and related topographic ad structural evolution. CO2: They will be able to explain how the endogenous and exogenous processes shape landforms and distinguish the mechanisms that control these processes. CO3: They will be able to analyze the relationship between folding, faulting, volcanic activity and plate tectonics. CO4: Outline the early development of geomorphology and the people involved with its development.
2	PG.GEG.C2	Advanced Climatology	After successful completion of the course the students will be able to : CO1: Students will be able to develop basic knowledge of atmospheric weather and climate and the structure of the atmosphere. CO2: They will be able to understand and explain how temperature, pressure, humidity and wind motion vary in time and space and their effect on weather. CO3: They will be able to describe climatic diversity over the Earth and knowledge of the climatic zones. CO4: They will be able to get the ability to perform climatological analysis on the basis of meteorological data.
3	PG.GEG.C3	Practical in Geomorphology and Climatology	After successful completion of the course the students will be able to : CO1: Students will be able to understand Geomorphic data and its importance CO2: They will be able to create different types of thematic maps and interpreting the results. CO3: They will be able to apply different statistical methods used in geomorphologic data. CO4: They will be able to use geomorphologic data to communicate effectively by creating graphs and charts.
4	PG.GEG.E1	Introduction to Tourism	After successful completion of the course the

			students will be able to : CO1: Students are expected to have a holistic understanding of fundamental concepts of tourism and tourist resources in India and thereby be able to analyze the interrelationships among them. CO2: Students will be able to demonstrate an awareness and sensitivity to retail and tourism management operations in an international marketplace. CO3: They will be able to create a proper plan and budgeting of the tour. CO4: They will be able to demonstrate the ability to critically evaluate and compare diverse perspectives in the retailing and tourism management industry.
5	PG.GEG.E2	Rural Studies	After successful completion of the course the students will be able to : CO1: Students apply their knowledge and understanding, and problem-solving abilities, to independently identify rural development issues from a geographical perspective. CO2: They will be able to demonstrate an ability to critically and systematically integrate knowledge, to analyze and assess complex phenomena and issues in the fields of rural development. CO3: They will be able to understand rural environment and their shortfalls. CO4: They will be able Identify and analyze specific urban and rural development needs; and demonstrate an ability to clearly present and discuss conclusions, and the arguments, orally and in writing.
6	PG.GEG.E3	Geography of Environment	After successful completion of the course the students will be able to CO1: They will be able Understand human-environment interactions and environmental problems – their causes, effects and remedies. CO2: Students will be able evaluate the impacts of human activities on natural environments with special reference to India. CO3: Students will be able to understand environmental hazards and management. CO4: Show awareness and responsibility towards the environment.
7	PG.GEG.E4	Advanced Regional Geography	After successful completion of the course the students will be able to : CO1: Students will be able to comprehend the global trends and their relation to the physical

			and socio-economic issues CO2: They will be able to provide an introduction to geo –politics . CO3: They will be able to appreciateIndia's strategic resources in relating with the world . CO4: They will be able to evaluate India's Dynamic relations in the south Asian Neighborhood .
8	PG.GEG.C4	Geography of Population	After successful completion of the course the students will be able to CO1: Understand the nature, scope and approaches of population geography CO2: Understand concepts like fertility, mortality, migration, gender and urbanization CO3: Apply population theories and models in the present day context CO4: Conduct mini research on population using approaches in population geography
9	PG.GEG.C5	Advanced Economic Geography	After successful completion of the course the students will be able to CO1: Develop ideas of the basic characteristics of Indian economy, its potential on natural resources. CO2: Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development. CO3. Grasp the importance of planning undertaken by the government of India, have knowledge on the various objectives, failures and achievements as the foundation of the ongoing planning and economic reforms taken by the government. CO4. Analyze the progress and changing nature of agricultural sector and its contribution to the economy as a whole.
10	PG.GEG.C6	Practical's in Population and Economic Geography	After successful completion of the course the students will be able to CO1: The knowledge drawn from this course will acquaint students in analyzing and interpreting statistical data from Census documents, reports, etc and aid in drawing effecting conclusions. CO1: Understand the importance of study of population and economic geography CO2: Develop skills analyzing and interpreting statistical data from Census documents, reports, etc and aid in drawing effecting conclusions. CO3: Understand and use different aid in drawing

			effecting conclusions. CO4: They will be able to use economic and population geography data to communicate effectively by creating graphs and charts.
11	PG.GEG.C7	Basics of Geographical Thought	After successful completion of the course the students will be able to CO1: At the end of this course, student will gain sense of chronological organization and areal variation in human activities. CO2: The students will be able to evaluate theoretical concepts from geography and elsewhere CO3: Able to demonstrate an understanding of the dynamic and contested nature of the discipline and its contemporary issues. CO4: Students will be able to apply the knowledge
12	PG.GEG.C8	Basics of Research Methodology	After successful completion of the course the students will be able to CO2: Understand the importance of review of literature in research CO3: Develop skills of writing review of literature CO4: Understand and use different referencing skills CO5: Create hypothesis/formulate CO6: Critically assess literature review/research paper
13	PG.GEG.E5	Advanced Regional Geography of India	After successful completion of the course the students will be able to CO1: Student will be able to understand the location physiography , drainage , climate and vegetation of India CO2: Student will be able gain knowledge on various regions in India and its resource distributions, particularly from the perspective of physical, environmental and human perspective. CO3: Students will be able to critically identify, enquire diversity of Indian subcontinent CO4: They will be able to reflect and gain an idea on development of India and its regional plans , strategies which help to strengthen the regional boundaries .
14	PG.GEG.E6	Urban Development and Processes	After successful completion of the course the students will be able to CO1: Understand the social, economic, demographic dimensions metropolitan areas and impacts country side (city region). CO2: Will be able to undertake mini research on selected urban issues.

			CO3: Explain and evaluate historical and contemporary global urbanization processes. CO4: Students will be able to apply the theoretical knowledge to practice case studies or selected urban set ups .
15	PG.GEG.E7	Islands of Indian Ocean	After successful completion of the course the students will be able to CO1: Students will be able to understand the significance of geo-political location of islands. CO2: Students will be able to understand and analyze the role of history in growth and development of oceanic islands. CO3: Students will be able to critically identify, enquire CO4: They will be able to reflect on the threats, environmental as well as human, to the Indian Ocean Islands.
16	PG.GEG.E8	Techniques of Academic Report Writing	After successful completion of the course the students will be able to CO1: The students will understand the various components of academic writing and field report. CO2: The students will be able to formulate effective statement of argument and validate the same CO3: The students will be able to use and apply referencing style as per the requirement of the course. CO4: Students will be able to write a proper review of literature by using this skills of academic writing
17	PG.GEG.E9	Geography of Tourism	After successful completion of the course the students will be able to CO1: At the end of this course students are expected to have a holistic understanding of fundamental concepts of tourism and tourist resources in India and thereby be able to analyze the interrelationships among them. CO2: Understand and describe spatial patterns of international and domestic tourism. CO3: Understand and describe spatial patterns of international and domestic tourism. CO4: Identify tourism factors and career opportunities in tourism.
18	PG.GEG.C9	Statistical Techniques	At After successful completion of the course the students will be able to After successful completion of the course the 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.
19	PG.GEG.C10	Fundamentals of Remote Sensing	After successful completion of the course the students will be able toAt the end of this course, students will be able to: CO1: To understand and explain basic level of fundamentals physical principles of remote sensing. CO2: Understand traditional vs modern techniques of remote sensing. CO3: To understand and recognize and explain basic computational properties and remote sensing. CO4: Classify the different datasets and products of remote sensing applications.
20	PG.GEG.C11	Practicals in Remote Sensing	At the end of this course, students will be able to: **CO1:** To recognize and explain basic level of fundamentals physical principles of remote sensing. **CO2:** Understand traditional v/s modern techniques of remote sensing. **CO3:** To understand and recognize and explain basic computational properties and remote sensing. **CO4:** Classify the different datasets and products of remote sensing applications.
21	PG.GEG.C12	Computer Cartography	**CO1:** After successful completion of the course the students will be able toUnderstand the use of geospatial data in geography. **CO2:** Understand fundamentals of map elements and use of standardized classifications **CO3:** Read analyze and interpret maps. **CO4:** Use of excel and access in geographical data analysis.

22	PG.GEG.E10	Teaching Techniques in Geography	After successful completion of the course the students will be able to CO1: Will be able to use different methods of teaching geography. CO2: Will be able to create a set of methods of teaching for specific sections of students group. CO3: Appreciate and apply theoretical geographical knowledge in application of geography. CO4: Will be able to develop research on the basis of motivation, participation and retention.
23	PG.GEG.E11	Watershed Management	At the end of the course, students will be familiar with techniques in managing watersheds. CO1: Will be able to understand importance of water as a resource. CO2: Will be able to classify different techniques and methods depend on the location and availability of resources. CO3: Will be able to apply modern techniques in preparation of watershed management plans. CO4: Acquire skills to develop watershed management models using GIS.
24	PG.GEG.E12	Fluvial Geomorphology	After successful completion of the course the students will be able to CO1: Students are expected to have a holistic understanding of drainage basins and pattern evolution. CO2: Understand and describe the fundamentals of river mechanics. CO3: The students will be able to explain all aspects of drainage basin and channel morphology. CO4: Understand applied fluvial geomorphology
25	PG.GEG.E13	Geography and Development Models	After successful completion of the course the students will be able to CO1: Students are expected to understand the concept of development in its holistic term. CO2: They would be encouraged to appreciate the Norwegian Model of Development and the possibilities and challenges of replicating such approaches. CO3: They would be encouraged to appreciate the Bhutanese Model of Development and the possibilities and challenges of replicating such approaches. CO4: Students are able to visualize concepts of sustainable development, with examples in the real world.

26	PG.GEG.C.13	Regional Planning and Development	After successful completion of the course the students will be able to **CO1:** planning and its importance in regional development. **CO2:** Demonstrate a critical understanding of categorization of regions for developmental purpose. **CO3:** Differentiate growth and development. **CO4:** Understand importance of sustainable practices in development.
27	PG.GEG.C14	Fundamentals of GIS	After successful completion of the course the students will be able to CO1: Apply basic graphical and visualization concepts such as symbolization and layout. CO2: To demonstrate proficiency in the use of GIS tools to create maps that are fit for purpose CO3: Apply mathematical concepts, including statistical methods and data to be used for geospatial analysis Gather and process original data using a GPS or other global navigational satellite system. Will attain knowledge about various models in GIS
28	PG.GEG.C15	Practicals in GIS	After successful completion of the course the students will be able to CO1: Apply basic graphical and visualization concepts such as symbolization and layout. CO2: To demonstrate proficiency in the use of GIS tools to create maps that are fit for purpose CO3: Apply mathematical concepts, including statistical methods and data to be used for geospatial analysis Gather and process original data using a GPS or other global navigational satellite system
29	PG.GEG.C16	Field Techniques	After successful completion of the course the students will be able to CO1: Will be able to understand fundamentals of survey techniques. CO2: Preparation of questionnaire and testing of questionnaire for socio economic survey CO3: Operating of modern survey equipments like GPS & DGPS in survey. Understand the knowledge about the preparation of map layout.
30	PG.GEG.E15	Geography of Migration	After successful completion of the course the students will be able to CO1: Understand and apply the concept and

			theories of Migration CO2: Develop skills to analyze economic, social, and cultural implications of migration. CO3: Identify and critically discuss, both orally and in writing, the ways in which migration impacts on migrants and their areas of origin CO4: Formulate well-informed arguments
31	PG.GEG.E16	Coastal Geomorphology	After successful completion of the course the students will be able to CO1: The student's knowledge on coastal systems and processes will be strengthened. CO2: The students will get a comprehensive knowledge of different types of coastal environments. CO3: The students will understand the importance of coastal environmental management. CO4: The students will understand the scope of in-depth analysis in relation to coastal issues.
32	PG.GEG.E17	Digital Image Processing	After successful completion of the course the students will be able to CO1: Be equipped with practical skills and the ability to apply their theoretical concept to design, perform experiments, analyze and interpret data and thus develop proficiency in lab management. CO2: It is provides decision support system in disaster management and making model reduce risk and Hazard. Students will handle different disaster project like Flood, landslideing, fire and drought. CO3: To be able use these skills to identify and analyzed real world problem and preparing them for a successful career in geospatial industry and research institute. CO4: Acquire of fundamental and advanced knowledge of the different aspect in Geoinformatics with the means ability to specialize in a specific field.
33	PG.GEG.E18	Tourism Planning and Development	After successful completion of the course the students will be able to CO1: Identify and examine the nature of the tourist product. CO2: Outline the dimensions of travel, analyse influences on tourism demand. CO3: Outline and communicate the history of tourism CO4: Identify and reflect on the factors that motivate tourist travel and aid their selection of a travel destination

Parvatibai Chowgule College of Arts and Science
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Accredited by NAAC with Grade A' (CGPA Score 3.41 on a 4 Point Scale 3rd cycle)
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DEPARTMENT OF GEOGRAPHY AND RESEARCH CENTER
APPROVED SYLLABUS FOR M.A. DEGREE PROGRAMME IN GEOGRAPHY

COURSE STRUCTURE

Sem	Code	Core Courses	Credits	Code	Elective Courses	Credits
I	PG.GEG.C1	Advanced Geomorphology	4	PG.GEG.E1	Introduction to Tourism	2
	PG.GEG.C2	Advanced Climatology	4	PG.GEG.E2	Rural Studies	2
	PG.GEG.C3	Practicals in Geomorphology & Climatology	2	PG.GEG.E3	Geography of Environment	4
				PG.GEG.E4	Advanced Regional Geography	2
II	PG.GEG.C4	Geography of Population	2	PG.GEG.E5	Advanced Regional Geography of India	2
	PG.GEG.C5	Advanced Economic Geography	2	PG.GEG.E6	Urban Development and Processes	2
	PG.GEG.C6	Practicals in Economic & Population Geography	2	PG.GEG.E7	Islands of the Indian Ocean	2
	PG.GEG.C7	Basics of Geographical Thought	2	PG.GEG.E8	Techniques of Academic Report Writing	2
	PG.GEG.C8	Basics of Research Methodology	2	PG.GEG.E9	Geography and Tourism	2
III	PG.GEG.C9	Statistical Techniques	4	PG.GEG.E10	Teaching Techniques in Geography	4
	PG.GEG.C10	Fundamentals of Remote Sensing	2	PG.GEG.E11	Watershed Management	2
	PG.GEG.C11	Practicals in Remote Sensing	2	PG.GEG.E12	Fluvial Geomorphology	2
	PG.GEG.C12	Computer Cartography	2	PG.GEG.E13	Geography and Development Models	2
				PG.GEG.E14	Dissertation	4
IV	PG.GEG.C13	Regional planning and development	4	PG.GEG.E15	Geography of Migration	4
	PG.GEG.C14	Fundamentals of GIS	2	PG.GEG.E16	Coastal Geomorphology	2
	PG.GEG.C15	Practicals in GIS	2	PG.GEG.E17	Digital Image Processing	2
	PG.GEG.C16	Field Techniques	2	PG.GEG.E18	Tourism Planning and Development	2
				PG.GEG.E19	Dissertation	4

SEMESTER III
Course Title: Statistical Techniques
Course Code: PG.GEG.C11
Credits: 04
Marks: 100
Duration :1lecture = 1hour
==========

Pre-requisite Courses:

1. Basic knowledge of statistics
2. Bridge course is compulsory who have not completed statistics at under graduate level

Course Objectives:

1. To introduce statistical techniques, relevant to geographical research.
2. To acquaint students about the potentials and applications f 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	Topic	Subtopic	Marks	Lectures
1	Frequency Distribution , Measures of Central Tendency & Dispersion	Introduction to statistics, Graphical & Diagrammatic representation of statistical data . Mean ,median , quartiles , declices , percentiles ,mode . Range , mean deviation , quartile deviation , standard deviation ,Lorenz curve .	25	12
2	Correlation and Regression Analysis . Moments Skewness and Kurtosis	Scatter diagram, Karl Pearson's correlation coefficient. Rank correlation: Spearman's and Kendal's rank correlation coefficient. Moments, Concept, measures of skewness and kurtosis	25	12
3	Time series analysis Testing of hypothesis	Moving averages and chi square test	25	12
4	Introduction to GRETL	**Gretl: Gnu Regression and Time-series Library**	25	12

References:

Mandatory

1. Bagavathi .V.Pillai R.S.N (2005) Statistics theory and practice ,S.chand and Company Ltd, New Delhi -110055
2. Gupta S.C (2015), Fundamentals of statistics , Himalaya publishing house, Delhi -1100
3. ZamirAlvi 2000: Statistical Geography: Method and Applications Rawat Publications, New Delhi
4. Gregory, 1963: Statistical methods and the Geographer, Longman S. London
5. Rastogi R.S.(2005): Elementary Statistics: Rohit Publications – Delhi-110 006

Supplementary:

1. Johnson R.J. 1980: Multivariate statistical Analysis in Geography, Longman
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 references

1. (n.d.). Retrieved from Regression: http://uregina.ca/~gingrich/regr.pdf

2. Alredaisy, S. M. (2014, January). *Research Gate*. (university of khartoum Faculty of Distant Education) doi:10.13140/2.1.4332.1923

3. *Darthmouth Library*. (2020, April 4). Retrieved from Geography: Statistics/Data for Geography: https://researchguides.dartmouth.edu/geography/statistics

4. *eGyanKosh*. (n.d.). Retrieved from Measures of Skewness and Kurtosis: http://egyankosh.ac.in/bitstream/123456789/19499/1/Unit-6.pdf

5. Rogerson, P. A. (2001). *Sage Research Methods*. doi: https://dx.doi.org/10.4135/9781849209953

Course Title: Fundamentals of Remote Sensing
Course Code: PG.GEG.C10
Credits:02
Marks: 50
Duration: 1 lecture : 1 hour
==========
Prerequisite Courses: Nil

Course Objectives:
1. To introduce basics of remote sensing and its importance.
2. Attain a foundational knowledge and comprehension of the physical computational and perceptional bias of remote sensing.
3. To attain the data collection processes in remote sensing.
4. Aware and use of modern techniques in geography through remote sensing.

Course Outcomes:
At the end of this course, students will be able to:
CO1: Understand basic principles of remote sensing.
CO2: Compare traditional vs. modern techniques of remote sensing.
CO3: Explain basic computational properties of remote sensing.
CO4: Classify the different datasets and products of remote sensing applications.

Unit	Topic	Subtopic	Marks	Lectures
1	Introduction to Remote Sensing & Satellites	Concept of Remote Sensing, Types of Remote Sensing, Advantage & Disadvantage,Polar orbital &Geostationary satellites, Sensors and platforms Sources of Satellite Data Elements of visual Image Interpretation	25	12
2	Electro-magnetic Radiation,Resolution and Spectral Signatures	Electro-magnetic Radiation (EMR) Concept, Electro-magnetic spectrum and its components, EMR Interactions with Earth's Atmosphere and Surface features. Concept of Resolution, Types of Resolution, Spectral Signature Curve, Imaging mode	25	12

Reference Books:
Mandatory:
1. Thomas M. Lillesand and Ralph W. Kefer, Remote Sensing and Image Interpretation, John Wiley & sons, New York, 1994.

Supplementary:
1. Barrett E.C. and L.F. Curtis : Fundamentals of Remote Sensing and Air Photo Interpretation, Mcmillan, New York, 1992.
2. Compbell J. : Introduction to Remote Sensing, Guilford, New York, 1989.
3. Curran, Paul J : Principles of Remote Sensing, Longman, London, 1985.

4. Luder D: Aerial Photography Interpretation : Principles and Application, McGraw Hill, New York, 1959.
5. Pratt W.K. Digital Image Processing. Wiley, New York,1978.

Web references:

1. https://grindgis.com/gis/differences-between-remote-sensing-and-gis
2. https://www.researchgate.net/publication/312577535_Remote_Sensing_and_Geographical_Information_System_GIS_and_Its_Applicationn_in_Various_Fields
3. http://www.ai.soc.i.kyoto-u.ac.jp/field_en/english_textbook/RemoteSensing_1.pdf
4. https://www.tandfonline.com/doi/abs/10.1080/01431160903376415
5. https://www.iwmi.cgiar.org/assessment/files/word/Workshops/ILRI-March/Presentations/Atsmachew.pdf

Course Title: Practicals in Remote Sensing
Course Code: PG.GEG.C12
Credits: 02
Marks: 50
Duration :1lecture =1hour
==========

1. **Prerequisite Courses:**Basic knowledge of Remote Sensing
2. Bridge course is compulsory who have not completed Remote Sensing at under graduate level

Course Objective:

1. To introduce basics of remote sensing and its importance.
2. Attain a foundational knowledge and comprehension of the physical computational and perceptional bases of remote sensing.
3. To attain the data collection processes in remote sensing.
4. Aware and use of modern techniques in geography through remote sensing.

Course Outcomes:

At the end of this course, students will be able to:

CO1: To recognize and explain basic level of fundamentals physical principles of remote sensing.
CO2: Understand traditional v/s modern techniques of remote sensing.
CO3: To understand and recognize and explain basic computational properties and remote sensing.
CO4: Classify the different datasets and products of remote sensing applications.

Unit	Topic	Subtopic	Lectures	Marks
1	Data Representation& Accessing Web Resources	Representation of Raster and Vector format, Band combinations, Color Composites, Identification of features using False Color Composite. Downloading free satellite data: Land sat TM, ASTER, SRTM	24	25
2	Image Interpretation, Image Classification & Change Detection	Interpretation of satellite image: Land sat TM, Resourcesat, Quick bird, Land sat Thermal Band Generating land use map using satellite image classification techniques, Accuracy Assessment, Area calculations, Change Detection in land use pattern	24	25

Reference Books:

Mandatory:

1. Thomas M. Lillesand and Ralph W. Kefer, Remote Sensing and Image Interpretation, John Wiley & sons, New York, 1994.
2. Luder D: Aerial Photography Interpretation: Principles and Application, McGraw Hill, New York, 1959.
3. Pratt W.K. Digital Image Processing. Wiley, New York, 1978

4. Slocum, T. (2003). Thematic Cartography and Geographic Visualization. Upper Saddle River, New Jersey: Prentice Hall. ISBN 0-130-35123-7. Wilford, John Noble (2000). The Mapmakers. Vintage Books. ISBN 0-375-70850-2.
5. Luder D: Aerial Photography Interpretation: Principles and Application, McGraw Hill, New York, 1959.

Supplementary:

6. American Society of Photogrammetry : Manual of Remote Sensing. ASP Falls Church, V.A. 1983.
7. Barrett E.C. and L.F. Curtis : Fundamentals of Remote Sensing and Air Photo Interpretation, Mcmillan, New York, 1992.
8. Compbell J. : Introduction to Remote Sensing, Guilford, New York, 1989.
9. Curran, Paul J : Principles of Remote Sensing, Longman, London, 1985.
10. Hord R.M. : Digital Image Processing of Remotely Sensed Data, Academic, New York, 1989.
11. Luder D: Aerial Photography Interpretation: Principles and Application, McGraw Hill, New York, 1959.
12. Pratt W.K. Digital Image Processing. Wiley, New York, 1978.

Web references:

1. https://grindgis.com/gis/differences-between-remote-sensing-and-gis
2. https://www.researchgate.net/publication/312577535_Remote_Sensing_and_Geographical_Information_System_GIS_and_Its_Applicationn_in_Various_Fields
3. http://www.ai.soc.i.kyoto-u.ac.jp/field_en/english_textbook/RemoteSensing_1.
4. https://www.iwmi.cgiar.org/assessment/files/word/Workshops/ILRI-March/Presentations/Atsmachew.pdf

Course Title: Computer Cartography
Course Code: PG.GEG.C16
Credits: 02
Marks: 50
Duration 1lecture =1hour
==========

Pre-requisite Courses: NIL

Course Objectives: To understand the basic of computer cartography, data processing and presentation of geographic data.

Course Outcomes: At the end of the course, students will be familiar with cartography techniques used in map making and statistical data presentation.
CO1: Understand the use of geospatial data in geography.
CO2: Understand fundamentals of map elements and use of standardized classifications
CO3: Read analyze and interpret maps.
CO4: Use of excel and access in geographical data analysis.

Unit	Topic	Subtopic	Lectures	Marks
1	Fundamentals of Cartography and Map Reading	Introduction to Cartography, Basics of Map, Fundamentals of direction, scale, types, sources. Elementary Geodesy: Coordinate systems and transformations. Spheroid and Geoid. Geocentric Datum, datum and map projections. 3D coordinates transformations Elements of map reading and Interpretation of Toposheets, Relief features and profiles. Reduction and enlargement of maps	24	25
2	Geographic Data Analysis and Managementand Computer Cartography	Geographic Data analysis with Microsoft Excel : Central Tendency, Deviation, Data Skewness, Correlation analysis and Trends, Estimation using regression analysis, Time Series Analysis Concept of Database & Relationships, Database Management System, Queries and Report generation, Database organization rules Map making using computer graphics programs, Using Google Earth for mapping geographical features, Map Layouts	24	25

References:
Mandatory:
1. ESRI. 2004. ESRI Cartography: Capabilities and Trends. Redlands, CA. White Paper

Supplementary:
1. Imus, D. and Dunlavey, P. 2002. Back to the Drawing Board: Cartography vs the Digital Workflow. MT. Hood, Oregon.
2. Kraak, Menno-Jan and Allan Brown (2001): Web Cartography – Developments and prospects, Taylor & Francis, New York, ISBN 0-7484-0869-X.
3. MacEachren, A.M. (1994). Some Truth with Maps: A Primer on Symbolization & Design. University Park: The Pennsylvania State University. ISBN.

4. Slocum, T. (2003). Thematic Cartography and Geographic Visualization. Upper Saddle River, New Jersey: Prentice Hall. ISBN 0-130-35123-7. Wilford, John Noble (2000). The Mapmakers. Vintage Books. ISBN 0-375-70850-2**.**
5. D.J. Unnwin& J.A. Dawson(1987): Computer Programming for Geographers, Longman, London.

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1. https://www.researchgate.net/publication/228775651_Computer_cartography_and_cartographic_knowledge
2. http://www.u.arizona.edu/~kbailey/GEOG416A/module1.htm
3. https://blogs.loc.gov/maps/category/history-of-gis-and-computer-cartography/
4. http://www.u.arizona.edu/~kbailey/GEOG416A/module1.htm
5. https://www.researchgate.net/publication/228775651_Computer_cartography_and_cartographic_knowledge

Course Title: Teaching Techniques in Geography
Course Code: PG.GEG.E10
Credits: 04
Marks: 100
Duration :1lecture =1hour
==========
Prerequisite Courses:Nil

Course Objectives:

1. To develop and understand and reveal importance of geography.
2. To acquire the knowledge and develop understanding about the various pedagogical principles involved in the teaching Geography.

Course Outcomes: At the end of the course, students will be familiar with teaching techniques.
CO1: Will be able to use different methods of teaching geography.
CO2: Will be able to create a set of methods of teaching for specific sections of students group.
CO3: Appreciate and apply theoretical geographical knowledge in application of geography.
CO4: Will be able to develop research on the basis of motivation, participation and retention.

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction to teaching methodology	Aims and Objectives of teaching Geography, Importance of teaching Geography , Correlation of geography with other subjects	12	25
2	Methods of teaching geography	Methods : Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, questioning techniques	12	25
3	Planning and designing for effective instruction in geography	Design of Lesson planning, Approaches to Lesson Planning, Writing the lesson plan. Geography room and Geography Museum. Instructional materials used in the teaching of geography- maps, globes, atlas, films, pictures, specimens, models, simple meteorological equipment's. Field work and excursions	12	25
4	Media/materials in teachinggeography, Evaluations methods and research toolsin geography	Projected Media:- Overhead projector with transparencies; Films and slides Non-projected :- Pictures and charts; Chalk board Printed :- Text and reference books Newspapers and magazine Mass media :- Television ,Radio ,Audio, Computer Construction of tests in geography – designing Of tests, Blueprint of tests, framing the questions, assembling the questions and preparing the instructions, administration of tests, Diagnostic tests and remedial measures in geography.	12	25

References:

Mandatory

1. M.S Rao, Teaching of geography (2009), Anmol Publication

Supplementary

1. Norman J Graves, Source book for Geography teaching (1982), Unesco Press
2. Ratho& Prakash, Emerging Trends in the Teaching of Geography (1995), Kanishka Publishers & Distributors
3. Fien, John et al The Geography Teachers' Guide to the classroom
4. Varma&Vedanayagam ,Geography Teaching
5. Arora, K.L., BhugolShikshan: The Teaching of Geography, Ludhiana; Parkash Brother

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2. https://fctl.ucf.edu/teaching-resources/teaching-strategies/teaching-methods-overview/
3. https://www.educationcorner.com/teaching-methods-strategies.html
4. https://www.quora.com/What-is-the-best-teaching-method-And-what-is-your-reason
5. https://www.wgu.edu/heyteach/article/5-best-teaching-methods-i-used-year1805.html

Course Title: Watershed Management
Course Code: PG.GEG.E12
Credits: 02
Marks: 50
Duration :1lecture =1hour
==========
Prerequisite Courses:Nil

Course Objectives: To develop and understand the importance of water and watershed management. To analyze different practices involved in watershed management.

Course Outcomes: At the end of the course, students will be familiar with techniques in managing watersheds.
CO1: Will be able to understand importance of water as a resource.
CO2: Will be able to classify different techniques and methods depend on the location and availability of resources.
CO3: Will be able to apply modern techniques in preparation of watershed management plans.
CO4: Will acquire skills to develop watershed management models using GIS.

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction to Watershed Management and Management Practices	Concept of watershed Erosion control measures for non-agricultural lands, Contour and Staggered Trenching, Gully Control Structures, Sediment Retention Structures, Gully and Ravine Reclamation, Bunding, Check Dams, Loose boulder Dams	12	3 25
2	Groundwater and Issues related to Water conservation and harvesting	Movement of Groundwater, Factors affecting movement of groundwater, Soil Erosion, Soil Salinity, Siltation, Runoff, Deforestation, Water Scarcity, Groundwater depletion, Flooding etc. Methods, Potential, Assessment. Treatment of Catchments, Small Storage Structures, Planning Earth Dams, Agronomic measures in soil and water conservation problem and techniques of soil water conservation, Rainwater Harvesting, Rooftop Harvesting	12	25

References:
1. **Mandatory** Gleick, P.H. (ed.): Water in Crisis Oxford University Press, New York 1993.
2. Morisawa M: 'Streams - Their Dynamics and Morphology' McGraw Hill, New York, 1968.
3. Mutreja K.N. (1987) – Applied Hydrology, Tata Mckraw Hill.
4. Vir Singh, Raj ,(2000) Watershed Planning and Management, YashPublishing House, Bikaner, 2000.

Supplementary
1. Tideman E.M. (1996) – Watershed Management : Guidelines for Indian conditions, Omega, N. Delhi 1996.
2. Todd D.K.(1959) - Ground Water Hydrology, John wiley, New York.
3. Pereira H.C. (1973) – Land use and water Resources Cambridge University Press, Cambridge

Web references:

1. http://www.yourarticlelibrary.com/watershed-management/watershed-management-meaning-types-steps-and-programmes/77309
2. http://agritech.tnau.ac.in/agriculture/agri_majorareas_watershed_watershedmgt.html
3. https://dep.wv.gov/WWE/watershed/Pages/watershed_management.aspx
4. https://www.rdrwa.ca/node/27
5. https://www.teriin.org/blog/watershed-management-and-development

Course Title:Fluvial Geomorphology
Course Code: PG.GEG.E13
Credits: 02
Marks: 50
Duration :1lecture = 1hour
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PrerequisiteCourses :NIL
Course Objectives:

1. Explore the basic components of geography in relation with fluvial geomorphology
2. To equip the students with the knowledge of fluvial geomorphology
3. To lay emphasis on the importance of fluvial geomorphology
4. To understand applications of fluvial geomorphology.

Course Outcomes:

CO1: At the end of the course students are expected to have a holistic understanding of drainage basins and pattern evolution
CO2: Understand and describe the fundamentals of river mechanics
CO3: The students will be able to explain all aspects of drainage basin and channel morphology.
CO4: Understand applied fluvial geomorphology

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction to Fluvial Geomorphology	Fluvial Geomorphology and Geography; hydrological cycle and sub cycle, drainage pattern evolution; limits of drainage development; channel changes with time.	12	25
2	Channel Morphology	Drainage basin - form and process; drainage basin morphometry; Morphometric interrelations. Denudation Concept of grade - graded profile, dynamic equilibrium Landforms of fluvial erosion - erosional processes Landforms of fluvial deposition - depositional processes, Bedrock and alluvial, Channel cross section, patterns, gradient.	12	25
3	Fundamentals of river mechanics	Types of flow and flow discrimination; forces acting in channels; Low regimes; sediment load of streams. Sediment transport; competent velocity; lift force; critical tractive force.	12	25
4	Applied Fluvial Geomorphology	Human adjustment to flood plain, alluvial fans and deltaic environments (case studies). Effects of reservoirs on fluvial systems. Remote sensing and GIS application to fluvial environments	12	25

References:

Mandatory

1. Chorley R.J. (ed) Introduction of Fluvial Processes Methuen & Co., London, 1973.

Supplementary:

5. Coates D.R. and Vitek J.I. Thresholds in Geomorphology. George Allen Unwin, London 1980.
6. Gregory K.J. 'River Channel Changes' John Wiley & Sons, New York, 1977.
7. Kingston D. Fluvial Forms and Processes Edward Arnold, London, 1984.
8. Leopold C.B. et.al..: Fluvial Processes in Geomorphology; Freeman, London 1964.
9. Morisawa M.(ed.) Fluvial Geomorphology. George Allen & Unwin, 1981.

Web References:

1. https://www.nps.gov/subjects/geology/fluvial-landforms.htm
2. https://cvc.ca/watershed-science/watershed-monitoring/credit-river-watershed-health-report/chapter-7-fluvial-geomorphology/
3. https://www.usgs.gov/centers/kswsc/science/fluvial-geomorphology
4. https://www.oxfordbibliographies.com/view/document/obo-9780199874002/obo-9780199874002-0126.xm
5. https://www.researchgate.net/publication/258440171_Fluvial_geomorphology

Course Title: Geography and Development Models
Course code: PG.GEG.CE14
Marks: 50
Credits: 02
Duration :1lecture =1hour
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Pre-requisite Courses: Nil
Course Objectives:

1. The basic objective of this course is to introduce developmental models worlds.
2. To enable students to understand the concept of sustainable development considering Norway and Bhutan as respective benchmarks for a sense of well-being and happiness.
3. This course focuses on introducing the concept of resource management and maintaining a balance between economic profit and environmental implications which is based on Model followed by Norway.
4. This course focuses on introducing the concept of happiness as a qualitative component for people to lead fulfilled life as propounded by Bhutan, thereby valuing more than material wealth.

Course Outcomes:
At the end of this course, students will be able to:
CO1: At the end of this course, students are expected to understand the concept of development in its holistic term.
CO2: They would be encouraged to appreciate the Norwegian Model of Development and the possibilities and challenges of replicating such approaches.
CO3: They would be encouraged to appreciate the Bhutanese Model of Development and the possibilities and challenges of replicating such approaches.
CO4: Students are able to visualize concepts of sustainable development, with examples in the real world.

Unit	**Topic**	**Sub-Topic**	Lectures	Marks
1	Fundamental Concepts	• Meaning of Social Well-being • Definition, Nature and Scope • Social Well-being and Geography	12	25
2	Development to Sustainable Development	• What is development • Concept of sustainable development • Distinction between development and sustainable development • Key concepts in sustainable development	12	25
3	The Bhutanese concept of Gross National Happiness as a new paradigm	• Bhutan: The land, society, culture and values • Gross National Happiness (GNH): A radical departure from established norms of understanding and measuring development • Attempts in adaptations of GNH across sectors and cultures	12	25
4	The Norwegian Model of Sustainable Development	• The post-war development model and its limits • Norwegian Model of Sustainable Development	12	25

Mandatory References:

1. Measuring Progress towards Gross National Happiness: From GNH indicators to GNH national accounts: (Ronald Colman)
2. The Analysis of Results of Research into 'the Ideal Society' in Japan, Sweden and Bhutan - Using the indicator of Human Satisfaction Measure (HSM): (TerueOhashi)
3. The Global Project on Measuring the Progress of Societies: A global movement for a global challenge: (Jon Hall)
4. Creating National Accounts of Well-Being: A parallel process to GNH: (Nic Marks)
5. Gross Natural Happiness: Can we have both psychological and ecological wellbeing?: (George W. Burns)
6. Our Common Future: The Brundtland Commission Report

Supplementary Reference:

1. Sustainable Development in Norway on the example of government pension fund global: (JulitaFiedorczuk)
2. Norway´s Strategy for Sustainable Development: (Norwegian ministry of finance)
3. The Norwegian Model of Sustainable Development: A Policy Oriented Capital Framework for Measurement and Policies: (Thorvald Moe)
4. The Global Goals for Sustainable Development: Challenges and possible implications for Norway (Arne Backer Grønningsæter and Svein Erik Stave)
5. A comprehensive resource development strategy: Norway's path to inclusive and sustainable development (Francis Dennig)

Web References:

https://sustainabledevelopment.un.org/content/documents/798bhutanreport.pdf

https://www.researchgate.net/publication/325267416_Sustainability_in_an_Emerging_Nation_The_Bhutan_Case_Study

https://www.nationalgeographic.com/travel/destinations/asia/bhutan/carbon-negative-country-sustainability/

http://www.grossnationalhappiness.com/books/

https://dergipark.org.tr/tr/download/article-file/701523

SEMESTER IV
Course Title: Regional Planning and Development
Course Code: PG.GEG.C12
Credits: 04
Marks: 100
Duration :1lecture =1hour
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Pre-requisite Courses: NIL

Course Objectives:

1. This will be introductory module on concept and practices in regional planning and development.
2. Learning to categorize regions based on multiple criteria.
3. Understand the structure and nature of development and planning process and different levels.
4. Appreciation of interrelationships between status of regional and reserve utilization.

Course Outcomes: At the end of this course, students will be able to:
CO1: Understand planning and its importance in regional development.
CO2: Demonstrate a critical understanding of categorization of regions for developmental purpose.
CO3: Differentiate growth and development.
CO4: Understand importance of sustainable practices in development.

Unit	Topic	Subtopic	Lectures	Marks
1	Concept and Types of regions	Regional concept in geography, conceptual and theoretical framework, merits and limitations for application to regional planning and development; changing concept of the region from an inter-disciplinary view-point. Types of regions, Formal and functional, uniform and nodal, regional hierarchy; special purpose region, in the context of planning.	12	25
2	Regional study:	Physical regions, resource regions, regional divisions according to variations in levels of socio-economic development; Special purpose regions: river valley regions, metropolitan regions, Problem regions-hilly regions, tribal regions, regions of drought and floods.	12	25
3	Systematic Study	Approaches to delineation of different types of regions and their utility in planning. Planning process – sectoral, temporal and spatial dimensions; short-term and long term perspectives of planning. Planning for a region's development and multi-regional planning in a national context. Indicators of development and their data sources, measuring levels of regional development and disparities – case study of India.	12	25
4	Regional Developme nt and Planning	Regional Development and Planning Strategies – Concentration versus dispersal (growth versus development)-case studies for plans of developed and developing countries, Regional development in India-problems and prospects.	12	25

Mandatory References:

1. Bhat, L.S. (1973): Regional Planning in India, Statistical Publishing Society, Calcutta.
2. Christaller, W. (1966): Central Places in Southern Germany, Translated by C.W. Baskin, Prentice Hall, Englewood Cliffs, New Jersey.
3. Gosal, G.S. and Krishan, G. (1984): Regional Disparities in Levels of Socio-Economic Development in Punjab, Vishal Publications, Kurukshetra.
4. Government of India, Planning Commission (1961): Third Five Year Plan, Chapter on Regional Imbalances in Development,New Delhi.
5. Johnson, E.A.J. (1970): The Organisation of Space in Developing Countries, Harvard University Press, Cambridge.

Supplementary References:

1. Bhat, L.S. et al (1976): Micro-Level Planning: A Case Study of Karnal Area, Haryana, K. B. Publications, New Delhi.
2. Friedmann, J and Alonso, W. (1966): Regional Development Policy – A case Study of Venezuela, M.I.T. Press Cambridge.
3. Glikson, Arthur (1955): Regional Planning and Development, Netherlands Universities foundation for International Co-operation, London.
4. Misra, R.P. (1969): Regional Planning: Concepts, Techniques and Policies, University of Mysore, Mysore.
5. Richardson, H.W. (1969): Regional Economics, Weidenfeld and Nicolson, London.
6. Sundaram, K.V.(ed.) (1985): Geography and Planning, Essays in Honour of V.L.S. PrakasaRao. Concept Publishing Co. New Delhi.

Web References:

1. https://www.geographyandyou.com/need-cities-regional-planning-development-india/
2. http://www.itpi.org.in/pdfs/07_04.pdf
3. http://regionalplanningfoundation.com/regional-planning-objectives-san-antonio/
4. https://www.academia.edu/8348964/Single_Level_Planning_vs._Multi-Level_Planning
5. https://shop.arl-net.de/media/direct/pdf/ssd/ssd_8.pdf

Course Title: Field Techniques
Course Code: PG.GEG.C13
Credits:02
Marks:50
Duration :1lecture =1hour
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Pre-requisite Courses: nil

Course Objectives:
1. To understand the basic of survey, pre-requisites and post field work practices.
2. To differentiate and use of traditional to modern techniques of survey and data collection.

Course Outcomes: At the end of the course, students will be familiar with survey techniques.
1. Understand fundamentals of survey techniques.
2. Preparation of questionnaire and testing of questionnaire for socio economic survey
3. Operating of modern survey equipment's like GPS & DGPS in survey.
4. Understand the knowledge about the preparation of map layout.

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction to Field Survey and Village survey	Importance of field instrument survey - scope and purpose, principles and application of selected survey instruments. Fundamentals of Village survey, prerequisites of village survey, preparation of questionnaires, data entry, basic analysis in Microsoft excel	12	25
2	Chain and Plane Table Survey Prismatic compass method	Chain survey: use of tapes-open traverse, triangulation survey; Plane table; plan preparation, resection -one point and two point problem; three Point problem; tracing paper method. Prismatic compass: Open and closed traverse, elimination error, Bowditch method.	12	25
3	Dumpy level and Theodolite Survey	Dumpy level: traverse survey, contour plan preparation. Theodolite - horizontal, land vertical (height) measures, accessible and inaccessible method.	12	25
4	Web based applications in survey	Geographic data collection through web based app's and processing and mapping of the data through computer techniques.	12	25

References:
1. **Mandatory:**Clendinning , J. Principles and use of Surveying Instruments. 2nd edition, Blockie. A 1958.

Supplementary
1. Clendinning ,J Principles of surveying 2nd edition 1960.
2. Hotine, Major M. The re-triangulation of Great Britain. Empire survey review 1935.
3. Mitra,R.P. and Ramesh A : Fundamentals of Cartography Revised Edition, Concept Publication, New Delhi.
4. Monkhouse - Maps and diagrams Methuen 1971.

5. Negi, Balbir Singh. Practical Geography Third revised Ed. KedarNath and Ram Nath, Meerut &Delhi, 1994-95.
6. Sandover,J.A. Plane Surveying. Arnold 1961.
7. Singh &Karanjta - Map work and Practical Geography Central Book Dept Allahabad 1972.
8. Singh, R.L.andDutt, P.K. Elements of Practical Geography, Students Friends, Allahabad.1968.

Web references:

1. http://uregina.ca/~sauchyn/geog411/
2. https://www.arcgis.com/home/item.html?id=12bde0260dd84c148446072c52c7c9d2
3. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1025&context=geographyfacpub
4. https://www.sciencedirect.com/topics/earth-and-planetary-sciences/field-survey
5. https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n187.xml

Course Title: Fundamentals of Geographic Information System
Course Code: PG.GEG.C14
Credits: 02
Marks: 50
Duration 1lectue=1hour
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Pre-requisites Courses: Nil

Course Objectives:

1. This course builds upon the foundation of GIS knowledge and skills acquired at the introductory level.
2. Emphasizes on applications of GIS and the science behind the spatial modeling techniques employed in the practical exercises.
3. The course has a strong practical focus and students learn to evaluate, manipulate and interpret raster data sets in a GIS environment.
4. To explain the use of GIS in various disciplines

Course Outcomes:
At the end of this course, students will be able to:
CO1: Apply basic graphical and visualization concepts such as symbolization and layout.
CO2: To demonstrate proficiency in the use of GIS tools to create maps that are fit for purpose
CO3: Apply mathematical concepts, including statistical methods and data to be used for geospatial analysis Gather and process original data using a GPS or other global navigational satellite system.
CO4: Will attain knowledge about various models in GIS

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction to GIS &Geospatial Data Types of GIS & GIS software&Data visualization & Integration	Definition, Components of GIS, Advantage over traditional map making, Interdisciplinary approach of GIS Sources of Geographical data, Storage formats for geospatial data (Raster & Vector), Advantages and disadvantages of using raster and vector formats, other formats **Types:** Desktop GIS, Web GIS, Mobile GIS **Software:** Proprietary GIS (ESRI ArcGIS, Map Info, and Global Mapper) and Open source GIS (Quantum GIS, Grass and Saga GIS) Representation of Geospatial data, Layout formats, Color Combination & Standardizations, Visualizing data on: GIS portal and Google Earth, Integrating GIS and Google Earth.	12	25
2	Applications of GIS &Global Positioning System (GPS)	Case studies on the use of GIS, Introduction to GPS, GPS receivers, Handheld GPS receivers, DGPS, GPS Accuracy and applications of global positioning system	12	25

Reference Books:
Mandatory:
1. Burrough P.A. Principles of Geographic information Systems for Land Resource Assessment Oxford University Press, New York, 1986.

Supplementary

1. Fraser Taylor D.R. Geographic information Systems Pergamon Press, Oxford, 1991.
2. Maquire D.J.M.F. Goodchild and D.W. Rhind(eds.) Geographic information Systems: Principles and Application. Taylor & Francis, Washington. 1991.
3. Mark S.Monmonier. Computer-assisted Cartography. Prentice-Hall, Englewood Cliff, New Jersey, 1982.
4. Peuquet D.J. and D.F. Marble, Introductory Reading in Geographic Information Systems. Taylor & Francis, Washington, 1990.
5. Star J and J. Estes, Geographic Information Systems: An Introduction, Prentice Hall, Englewood Cliff, New Jersey, 1994.

Web references:

1. https://gisgeography.com/what-gis-geographic-information-systems/
2. https://www.nationalgeographic.org/encyclopedia/geographic-information-system-gis/
3. https://www.esri.com/en-us/what-is-gis/overview
4. https://www.nationalgeographic.org/encyclopedia/geographic-information-system-gis/
5. https://gisgeography.com/what-gis-geographic-information-systems/

Course Title:Practical in Geographic Information System
Course Code: PG.GEG.C15
Credits: 02
Marks: 50
Duration 1lecture =1hour
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Pre-requisite Courses: nil

Course Objectives:

1. This course builds upon the foundation of GIS knowledge and skills acquired at the introductory level.
2. Emphasizes on applications of GIS and the science behind the spatial modeling techniques employed in the practical exercises.
3. The course has a strong practical focus and students learn to evaluate, manipulate and interpret raster data sets in a GIS environment.
4. To explain the use of GIS in various disciplines

Course Outcomes :
At the end of this course, students will be able to:
CO1: Apply basic graphical and visualization concepts such as symbolization and layout.
CO2: To demonstrate proficiency in the use of GIS tools to create maps that are fit for purpose
CO3: Apply mathematical concepts, including statistical methods and data to be used for geospatial analysis
CO4: Gather and process original data using a GPS or other global navigational satellite system.

Unit	Topic	Subtopic	Lectures	Marks
1	Geospatial Data Access and Digitization	Accessing existing data into GIS, Creating multiple copies, re-projecting vector and raster files, Saving Projects, Symbology Creating vector layers in GIS, Basic and Advanced editing, Topology building, Correction methods	12	25
2	Attribution, Data Retrieval, Vector Operations and GPS Survey	Creating and modifying tables, attaching attribute information to vector layers, using field calculators, calculating ratios Querying: Attribute Queries and Location Queries, Basic vector operations and Handling GPS receiver	12	25

Reference Books:
Mandatory:
1. Burrough P.A. Principles of Geographic information Systems for Land Resource Assessment Oxford University Press, New York, 1986.

Supplementary
1. Fraser Taylor D.R. Geographic information Systems Pergamon Press, Oxford, 1991.
2. Maquire D.J.M.F. Goodchild and D.W. Rhind(eds.) Geographic information Systems: Principles and Application. Taylor & Francis, Washington. 1991.
3. Mark S.Monmonier. Computer-assisted Cartography. Prentice-Hall, Englewood Cliff, New Jersey, 1982.

4. Peuquet D.J. and D.F. Marble, Introductory Reading in Geographic Information Systems. Taylor & Francis, Washington, 1990.
5. Star J and J. Estes, Geographic Information Systems: An Introduction, Prentice Hall, Englewood Cliff, New Jersey, 1994.

Web references:

1. https://gisgeography.com/what-gis-geographic-information-systems/
2. https://www.nationalgeographic.org/encyclopedia/geographic-information-system-gis/
3. https://www.esri.com/en-us/what-is-gis/overview
4. https://www.nationalgeographic.org/encyclopedia/geographic-information-system-gis/
5. https://gisgeography.com/what-gis-geographic-information-systems/

Course Title: Geography of Migration
Course Code: PG.GEG. E16
Credits: 04
Marks: 100
Duration :1lecture =1hour
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Pre-requisite Courses: Nil

Course Objectives:
1. Students will learn fundamentals of migration process and how they apply to interpretation of modern migration patterns and flows.
2. The students will appreciate migration as a key dynamic within globalization as it plays an essential part in economic and social change and contributes to a transformation of the international political order.
3. Acquire the skill to analyze economic, social, and cultural implications of migration based on composition and geography of migrant flows.
4. Students will engage in discussions how migration may affect bilateral and regional relations, security, national identity and sovereignty..

Course Outcomes: At the end of this course, students will be able to:
CO1: Understand and apply the concept and theories of Migration
CO2: Develop skills to analyze economic, social, and cultural implications of migration.
CO3: Compare and differentiate the migration streams at international, National and regional level.
CO4: Identify and critically discuss, both orally and in writing, the ways in which migration impacts on migrants and their areas of original.

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction	Importance of Migration studies, basic concepts of migration, Approaches, Models & theories of international migrations, bilateral agreements, International migration Polices , Challenges of Global Migration in the 21st Century..	12	25
2	International Migration	Globalization, Development and Migration : International Migrations – Global Scenario .Case studies : Less Developed to More developed , Illegal Migrations , Migration and cities : Impact of migration in cities. Economic , Social , Political , Impact on urban infrastructure and services, Housing, Education and employment, Health, Transportation, Utilities, Sanitation and waste, Social cohesion and community integration,Safety and security	12	25
3	India & Migration :	Internal Migration: Rural – Urban Migration , Interstate Migration, Reasons for Migration . Indian International Migration during the colonial rule (Indentured Laborers) , Migration in present	12	25

		times : Indians in Middle east, Indian In US, Goan Diaspora : Past & present trends		
4	Migrations, Ramifications, Issues and challenges	Migrations, Ramifications, Issues and challenges : Migration, Remittances(micro- macro)& Development ,Migrations and impacts on sending societies , Migration and ethnic issues , Migration and policies , Migration and human trafficking	12	25

References:

Mandatory

1. Bhardwaj V. and Sawant N. (Ed) (2014) "Human Migration in South Asia: Prospects and Constraints", G.B. Book Publications, New Delhi
2. Bhardwaj et.al (2009) Human Migration in Indian Sub Continent(Ed) RBSA Publications, Jaipur.
3. Gurinder Kaur (1996) Migration geography , Anmol Publications Pvt Ltd, Ansari Road, Daryaganj, New Delhi - 110 002(ISBN: 9781138393073, 9781138393073)
4. Kikon Dolly &KarlssonBengst(2019Leaving the Land: Indigenous Migration and Affective Labour in India Cambridge university Press , New Delhi.
5. TumbeChinmay (2018) India Moving: A History of Migration, Penguin Viking, New Delhi ISBN 0670089834 (ISBN13: 9780670089833)

Supplementary

1. BinodKhadria (2012) India Migration Report 2010-2011: The Americas (Working
2. Papers Series) Cambridge University Press,New Delhi
3. L.M.Acharya (2012) Economic Geography, Migration And Global Politics,Kunal Books , Publisher &Distributors,Ansari Road, Darya Ganj, New Delhi- 110002 (INDIA)
4. **Rahman**, M., **Yong**, T., **Ullah**, A. (Eds.) 2014 Migrant Remittances In South Asia – Social, Economic and Political Implications .Palgrave Macmillan UK
5. Richard Wright (2016) Geographies of Migration, Taylor & Francis Ltd,New York

Web references

1. https://researchguides.dartmouth.edu/human_geography/migration
2. http://www.geography.learnontheinternet.co.uk/topics/migration.html
3. https://www.internetgeography.net/topics/what-is-migration/
4. https://www.nationalgeographic.org/activity/introduction-human-migration/
5. https://www.macalester.edu/geography/wp-content/uploads/sites/18/2012/03/migration.pdf

Course Title: Coastal Geomorphology
Course Code: PG. GEG. E17
Credits: 04
Marks: 100
Duration :1lecture =1hour

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Prerequisite Courses: nil

Course Objectives:

1. This course aims to provide a theoretical background of the coastal systems and which shape the coastlines around the world.
2. The course aims to help determineinteractions between coastal geomorphic processes.
3. This course aims to provide a detailed knowledge on all types coastal environments.
4. Also, it aims to provide a comprehensive coverage on current coastal issues.

Course Outcomes: At the end of this course, students will be able to:
CO1: The student's knowledge on coastal systems and processes will be strengthened.
CO2: The students will get a comprehensive knowledge of different types of coastal environments.
CO3: The students will understand the importance of coastal environmental management.
CO4: The students will understand the scope of in-depth analysis in relation to coastal issues.

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction Coastal systems	Components of coastal systems processes, sediment transport Morphology, Stratigraphy, Spatial and temporal scales in coastal Geomorphology, Coastal classification – Genetic and Morphological, Transgression, Regression, Relative and Eustatic sea level changes.	12	25
2	Coastal Processes	Waves: Definition, wave length, wave height, amplitude, depth, period, fetch, frequency, Types of waves, Process of shoaling, wave breakers Currents: Currents – and its types Tides: Equilibrium Theory of tides, semidiurnal, diurnal, spring, and neap tides. Amphidromic point, co – tidal lines, coastal tides, tides in bays and estuaries.	12	25
3	Coastal environments	**Fluvial dominated:** Coastal deltas: Classification, formation, Environments morphology delta plain, **Wave-dominated:** Process, Formation and morphology of erosional and depositional landforms. **Tide-dominated:** Introduction: Estuaries and mud flats: morphology and Hydrodynamics **Biotic environments:**Mangroove swamps and salt marshes, Corals and coral reefs	12	25

4	Applied Coastal Geomorphology	Current coastal issues: Sea level rise, Storm hazard management, Coastal erosion Wetlands, Kharlands, Estuarine reclamation, Salt intrusion and subsidence of coastal aquifers	12	25

References:

A. Mandatory:

1. Masselink G, Hughes M G (2003): Introduction to coastal processes and geomorphology, Arnold, London
2. Davis J L (1980): Geographical variation in coastal development, Longman, New York

Supplementary:

3. Embelton and Thornes (1979): Process in geomorphology, Arnold, London
4. Hails J and Carr A (1975): Nearshore sediment dynamics and sedimentation, Wiley, London
5. KarlekarShrikant (1993): Coastal geomorphology of Konkan, Aparna Publication, Pune
6. Pethick John (1984): An Introduction to coastal geomorphology, Arnold Heinemann, London
7. Tooley M M and Shennan I (1987): Sea level changes, Basil Blackwell, Oxford, U K

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1. https://www.cambridge.org/core/books/introduction-to-coastal-processes-and-geomorphology/coastal-geomorphology/CD80B06016E7B6FE1C2E415A71BD993F
2. https://www.nap.edu/read/2249/chapter/5
3. http://uregina.ca/~sauchyn/geog323/coastal.html
4. https://www.britannica.com/science/coastal-landform
5. https://www.nationalgeographic.org/encyclopedia/coast

Course Title: Digital Image Processing
Course Code: PG.GEG.E18
Credits: 02
Marks: 50
Duration :1lecture =1 hour
==========

Prerequisite courses :Nil

Course objectives

- Provide students with the state-of-art technical skills to build disaster and hazard applications.
- This course helpful in mitigation strategies and preparedness plans. Real time geographic data can improve the allocation of resources for response. A GIS technology is much useful in modeling of disaster risks and human adaptations to hazards.

Course outcomes :
At the end of this course, students will be able to:

CO1: Be equipped with practical skills and the ability to apply their theoretical concept to design, perform experiments, analyze and interpret data and thus develop proficiency in lab management.
CO2: It is provides decision support system in disaster management and making model reduce risk and Hazard. Students will handle different disaster project like Flood, landslideing, fire and drought.
CO3: To be able use these skills to identify and analyzed real world problem and preparing them for a successful career in geospatial industry and research institute.
CO4: Acquire of fundamental and advanced knowledge of the different aspect in Geoinformatics with the means ability to specialize in a specific field.

No	Topic	Sub-Topic	Lectures	Marks
1	Introduction to Digital Image Processing and corrections	• Visual perception, Image sensing and acquisition, • Digital Data Formats Image sampling and Quantization • Basic relationship between pixels. • Development, scope and fundamental steps involved in Digital Image Processing, components of Image Processing • Radiometric and Atmospheric Correction, Geometric Correction	12	25
2	Image Enhancement and Multispectral Image Processing	• , Image enhancement in spatial domain and frequency domain, Filtering, Fourier Transform, Noise removal • Colour Image processing, slicing, Image compression, dilation, Segmentation, Spectral rationing, density slicing and image fusion, Object recognition, classification, object recognition, feature extraction, accuracy, assessment, change detection Accuracy Assessment	12	25

Reference Books:
Compulsory

1 Alexander, D. (1993). Natural disasters. UCL Press Ltd., University College London. 632.
2 Pike, R.J., (2000). Geomorphometry - diversity in quantitative surface analysis. Progress in Physical Geography 24 (1), 1-20.

Supplementary

3 Adler, R.F. and A.J. Negri, 1988. A satellite infrared technique to estimate tropical convective and stratiform rainfall. J. Appl. Meteorol., 27: 30-51.
4 Anagnostou, E.N., A.J. Negri and R.F. Adler, 1999. A satellite infrared technique for diurnal rainfall variability studies. J. Geophy. Res., 104: 31477-31488.
5 Barrett, E.C., (1996) The storm project: using remote sensing for improved monitoring and prediction of heavy rainfall and related events. Remote Sensing Reviews, vol 14, 282 pp.
6 Pelling, M. (2003). The Vulnerability of Cities: Natural Disaster and Social Resilience, Earthscan, London.
7 Pike, R.J., (2000). Geomorphometry - diversity in quantitative surface analysis. Progress in Physical Geography 24 (1), 1-20.
8 Van Westen, C.J. (1993) Application of Geographic Information Systems to Landslide Hazard Zonation. ITC-Publication Number 15, ITC, Enschede, The Netherlands, 245 pp.

Web references

1) http://www.undp.org/popin/wdtrends/wdtrends.htm
2) https://www.isprs.org/proceedings/xxxiii/congress/part7/1609_XXXIII-part7.pdf
3) https://www.isprs.org/proceedings/xxxiii/congress/part7/1609_XXXIII-part7.pdf
4) http://www.tric.u-tokai.ac.jp/ISPRScom8/TC8/TC8_CD/headline/JAXA_Special_Session%20-%206/JTS64_20100608144600.pdf
5) https://www.semanticscholar.org/paper/Role-of-Remote-Sensing-in-Disaster-Management-Nirupama-Simonovic/da84562b2057ca5866d933d47ee8815a06f0229c

Course Title:Tourism Planning and Development
Course Code: PG.GEG.E19
Credits: 04
Marks: 100
Duration :1lecture =1 hour
==========

Pre-requisite courses: NIL
Course objectives

1. This course is designed to introduce basic knowledge and skills in tourism policy, planning, and development.
2. Intended to provide students with opportunities to review, analyze, and apply the application of these concepts.
3. Theories, philosophies, principles, strategies, and approaches associated with tourism policy to be discussed.
4. Provide examples of tourism planning, and development at global, national, regional, and local/community levels.

Course Outcomes :
At the end of this course, students will be able to:
CO1: Identify and examine the nature of the tourist product.
CO2: Outline the dimensions of travel, analyze influences on tourism demand.
CO3: Outline and communicate the history of tourism
CO4: Identify and reflect on the factors that motivate tourist travel and aid their selection of a travel destination.

Unit	Topic	Subtopic	Lectures	Marks
1	Introduction to Tourism Development and trends	Tourism development trends in India and worldwide. Important tourist circuits.	12	25
2	Sustainable Tourism Planning and Development	Tourism and Sustainability, Present Scenario, Sustainable tourism development, Guidelines for sustainability strategy in tourism, Issues of sustainable tourism development.	12	25
3	Tourist profile of study area	South East Asia, Australia and Oceania, East Africa, Schengen zone, Caribbean, South America, North America	12	25
4	Case studies	Tourism Policies and Practices in: Norway, Bhutan, Sri Lanka, Egypt, Kenya, New Zealand, Switzerland, Mauritius, Turkey and Thailand	12	25

Mandatory References:

1. Buckley, R. (2003). *Case studies in ecotourism.* Cambridge, MA: CABI.
2. Conrady, R., & Buck, M. (Eds.). (2008). *Trends and issues in global tourism 2008.* Berlin, Germany: Springer.

3. Dredge, D., & Jenkins, J. (2007). *Tourism planning and policy.* Australia: John Wiley & Sons Australia, Ltd.
4. Edgell, D. L., Allen, M. D., Smith, G., & Swanson, J. R. (2008). *Tourism policy and planning: Yesterday, today and tomorrow.* Burlington, MA: Elsevier Inc.

Supplementary References:

1. Godfrey, K., & Clarke, J. (2000). *The tourism development handbook.* New York: Continuum.
2. Inskeep, E. (1991). *Tourism planning: An integrated and sustainable development approach.* New York: Van Nostrand Reinhold.
3. Mason, P. (2003). *Tourism impacts, planning and management.* Burlington, MA: Elsevier Butterworth-Heinemann.

Web References:

1. https://www.tandfonline.com/doi/pdf/10.1080/14790530903522606

2. https://www.researchgate.net/profile/Lisa_Ruhanen/publication/37617335_Strategic_Planning_for_Local_Tourism_Destinations_An_Analysis_of_Tourism/links/0912f50e4386c91c28000000.pdf

3. https://www.researchgate.net/profile/Deborah_Kerstetter/publication/286253136_Relationship_Between_Carrying_Capacity_of_Small_Island_Tourism_Destinations_and_Quality-of-Life/links/5db099984585155e27f82913/Relationship-Between-Carrying-Capacity-of-Small-Island-Tourism-Destinations-and-Quality-of-Life.pdf#page=587

4. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.477.4384&rep=rep1&type=pdf

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
III/IV	All course	prerequisite	Nil for all , but for some bridge course required	Decision of committee
III/IV	All courses	subtopics	Reduced	Relevant to course
III	Statistical Techniques	Bridge course	Basic knowledge is mandatory	Relevant to course
III/IV	All course	Prerequisite	NIL	Decision of committee
III	New course added		Computer cartography	Decision of committee
IV	Field techniques	Title	Field techniques and survey reduced to field techniques	Decision of comittee
IV	Geography of migration	unit	From 2 credit it was made 04	Decision of committee
IV	Tourism and planning	Subtopics	Merged with E9	Decision of committee

M.A. in Hindi

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

POSTGRADUATE DEPARTMENT OF HINDI

SYLLABUS

SEMESTER III FOR THE ACADEMIC YEAR

2016-2017

Parvatibai Chowgule College of Arts and Science
(Autonomous)

POSTGRADUATE DEPARTMENT OF HINDI

COURSE STRUCTURE

SEMESTER	CORE PAPER			OPTIONAL PAPER		
I	**HNC-1** हिन्दी साहित्य का इतिहास (आदिकाल,भक्तिकाल एवं रीतिकाल)	**HNC-2** प्राचीन एवं मध्यकालीन काव्य	**HNC-3** भाषाविज्ञान	**HNO-1** विशेष रचनाकार: अज्ञेय	**HNO-2** दलित विमर्श	**HNO-3** अनुवाद
II	**HNC-4** हिन्दी साहित्य का इतिहास:आधुनिक काल	**HNC-5** आधुनिक काव्य	**HNC-6** विशेष विधा: उपन्यास	**HNO-4** विशेष विधा : कहानी	**HNO-5** आलोचक और आलोचना	**HNO-6** पत्रकारिता एवं जनसंचार माध्यम
✓ III	**HNC-7** भारतीय काव्यशास्त्र	**HNC-8** प्रयोजनमूलक हिन्दी	**HNC-9** हिन्दी भाषा,लिपि,व्याकरण एवं सर्वेक्षण	**HNO-7** भारतीय साहित्य	**HNO-8** नाटक एवं रंगमंच	**HNO-9** आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
IV	**HNC-10** पाश्चात्य काव्यशास्त्र	**HNC-11** मीडिया लेखन	**HNC-12** शोध लेखन	**HNO-10** आधुनिक गद्य (उपन्यास,कहानी, निबंध, नाटक,प्रत्येक की एक रचना)	**HNO-11** स्त्री विमर्श	**HNO-12** आधुनिक गद्य के अन्य रूप

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
AUTONOMOUS
DEPARTMENT OF HINDI
SYLLABUS OF M.A. (ACADEMIC YEAR 2016-17)

M. A. Hindi SEMESTER III

Core Paper

Paper Title: भारतीय काव्यशास्त्र
Paper Code: HNC - 07
Name of Faculty: Dr. O.P. Tripathi
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को भारतीय काव्यशास्त्र की विस्तृत जानकारी देना। इसके अंतर्गत विद्यार्थी काव्य की अवधारणा उसके तत्व और काव्य हेतुओं से परिचित होंगे और साथ ही जो विभिन्न काव्य के सिद्धान्त हैं उससे भी परिचित होंगे। उदाहरण के रूप में रस, अलंकार, ध्वनि, रीति, वक्रोक्ति और औचित्य सिद्धान्त।

Learning Outcome:

इस पाठ्यकआम को पढ़ने के बाद विद्यार्थी भारतीय काव्यशास्त्र से पूर्णरूपेण परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि काव्य के आस्वादन में या उसके शास्त्र में भारतीय सिद्धान्तों का क्या महत्व है और इस प्रकार सिद्धान्तों को समझते हुए वे उनके आचार्यों के विचार से भी अवगत होंगे।

Syllabus:

क - काव्य का स्वरूप	credits.	lect.	marks
I. काव्य की अवधारणा एवं स्वरूप	1	15	25
II. काव्य के तत्व			
III. काव्य हेतु एवं प्रयोजन			

ख. काव्यालोचन के मानदण्ड (भारतीय)	3	45	75

I. रस सिद्धांत : स्वरूप निष्पत्ति एवं साधारणीकरण

II. अंलकार सिद्धांत : प्रमुख मान्यताएँ

III. ध्वनि सिद्धांत : प्रमुख मान्यताएँ

IV. रीति सिद्धांत : प्रमुख मान्यताएँ

V. वक्रोक्ति सिद्धांत : प्रमुख मान्यताएँ

VI. औचित्य सिद्धांत : प्रमुख मान्यताएँ

संदर्भ ग्रंथ सूची

1. नगेंद्र : काव्यशास्त्र की भूमिका
2. बच्चन सिंह : आलोचक और आलोचना
3. गणेश त्र्यंबक देशपाण्डे : साहित्यशास्त्र
4. विश्वम्भरनाथ उपाध्याय : भारतीय काव्यशास्त्र का अध्ययन
5. भगीरथ दीक्षित : समीक्षालोक
6. गणपतिचन्द्र गुप्त : साहित्य विज्ञान
7. रेने बेलेक : साहित्य सिद्धांत
8. तारकनाथ बाली : भारतीय काव्यशास्त्र

M. A. Hindi SEMESTER III

Core Paper

Paper Title : प्रयोजनमूलक हिन्दी
Paper Code : HNC - 08
Name of Faculty: Dr. O.P. Tripathi
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को प्रयोजनमूलक हिन्दी से परिचित कराना इस पाठ्यक्रम का लक्ष्य है। विद्यार्थी यह समझ पाएँगें कि आज के युग में साहित्य के साथ-साथ प्रयोजनमूलक हिन्दी का भी महत्व बढ़ रहा है। विद्यार्थियों को यह भी ज्ञात होगा कि हमारे संविधान में हिन्दी को क्या स्थान दिया गया है और वास्तविक रूप में आज उसकी क्या स्थिति है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी रोजगार की प्राप्ति में दक्षता प्राप्त करेंगे। सरकारी कार्यालयों में वे वहाँ लिखे जाने वाले पत्रों का ज्ञान प्राप्त करेंगे। साथ ही विद्यार्थियों को यह ज्ञात होगा कि आज इंटरनेट के साथ जुड़ कर हिन्दी विश्व स्तर पर अपना कितना महत्व बना चुकी है।

Syllabus:

	cr.	lect.	marks
क - प्रयोजनमूलक हिन्दी			
1. स्वरूप एवं व्यवहार क्षेत्र	1/2	7	12
2. ऐतिहासिक परिप्रेक्ष्य (स्वतंत्रता पूर्व एवं स्वातंत्रोत्तर काल)			
ख - राजभाषा	1	15	25

1. स्वरूप एवं आवश्यकता
2. संवैधानिक प्रावधान (संविधान की आठवीं अनुसूची)

I. अनुच्छेद 343-344(संघ की राजभाषा एवं संसद का आयोग एवं समिति)
II. अनुच्छेद 345-347(राज्य की राजभाषा या राजभाषाएँ)
III. अनुच्छेद 348(न्यायालय से संबंधित भाषा)
IV. अनुच्छेद 349-350(भाषा संबंधी कुछ अधिनियमित विशेष प्रक्रिया)

V. अनुच्छेद 351(हिन्दी का प्रचार प्रसार)

VI. राष्ट्रपति के निर्देश(1952,1955,1960)

VII. राजभाषा आयोग।

VIII. संसदीय समिति।

IX. राजभाषा की समस्याएँ

ग - राजभाषा के प्रमुख प्रकार्य : कार्यालयीन हिन्दी	1	15	25

1. प्रारूपण (कार्यालयीन ज्ञापन, कार्यालयीन आदेश, कार्यालयीन अनुस्मारक, परिपत्र, अर्धसरकारी पत्र, अधिसूचना)
2. टिप्पण
3. संक्षेपण
4. पल्लवन

घ - पारिभाषिक शब्दावली	½	8	13

1. स्वरूप एवं महत्व
2. प्रमुख सिद्धांत एवं समस्याएँ

ङ - इंटरनेट और हिन्दी	½	8	13

यूनिकोड, ब्लाग, पोर्टल, वेबपत्रिकाएँ, ई-मेल, वेबसाइटस

च - विश्व भाषा के रूप में हिन्दी का विकास	½	7	12

1. विदेशों में हिन्दी का अध्ययन-अध्यापन
2. अन्तर्राष्ट्रीय हिन्दी नेट पत्रिका

संदर्भ ग्रंथ सूची

1. कृष्णकुमार गोस्वामी : प्रयोजनमूलक भाषा और कार्यालयीन हिन्दी
2. अम्बादास देशमुख : प्रयोजनमूलक हिन्दी अधुनातन आयाम
3. सु. नागलक्ष्मी : प्रयोजनमूलक हिन्दी (प्रासंगिकता एवं परिदृश्य)

4. शाहिद कमर : प्रयोजनमूलक हिन्दी: दशा और दिशा
5. हरिबाबू कंसर : कार्यालय दीपिका
6. दंगल झाल्टे : प्रयोजनमूलक हिन्दी सिद्धांत और प्रयोग
7. विजयकुमार मल्होत्रा : राजभाषा के नए आयाम प्रयोजनमूलक हिन्दी
8. विनोद गोदरे : प्रयोजनमूलक हिन्दी
9. रवीन्द्रनाथ श्रीवास्तव : प्रयोजनमूलक हिन्दी
10. मलिक मुहम्मद : राजभाषा हिन्दी विकास के विभिन्न आयाम
11. नरेश मिश्र : प्रयोजनमूलक हिन्दी

M. A. Hindi SEMESTER III
Core Paper

Paper Title : हिन्दी भाषा, लिपि, व्याकरण एवं सर्वेक्षण

Paper Code : HNC - 09
Name of Faculty : Dr. O.P. Tripathi
Marks : 100
Credits : 4 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी भाषा, लिपि और व्याकरण का ज्ञान कराना ताकि वे वाक्य रचना करने में और आवश्यकता पड़ने पर बोलने में दक्षता प्राप्त कर सकें। विद्यार्थियों को सर्वेक्षण के क्षेत्र में भी आत्मविश्वास पैदा कराना और ऐसा करके हिन्दी के प्रति उनमें रूचि पैदा कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी भाषा बोलने और लिखने में दक्षता प्राप्त करेंगे। उन्हें व्याकरण का अच्छा ज्ञान होगा। साथ ही सर्वेक्षण करके उन्हें भाषा और संस्कृति को गहराई से समझने में सुविधा होगी।

Syllabus:

	cr.	lect.	marks
क - हिन्दी भाषा का इतिहास	1	15	25

I. प्राचीन भारतीय आर्य भाषा : वैदिक संस्कृत एवं लौकिक संस्कृत
II. मध्यकालीन भारतीय आर्यभाषा प्राकृत पालि एवं अपभ्रंश
III. आधुनिक भारतीय आर्यभाषा हिन्दी एवं अन्य भारतीय भाषाएँ

ख - लिपि

I. देवनागरी लिपि : उद्भव एवं विकास।
II. देवनागरी लिपि की वैज्ञानिकता।
III. देवनागरी लिपि का मानकीकरण

ग - व्याकरण	1	15	25

1. भाषा और व्याकरण
2. शब्द साधन : विकारी एवं अविकारी शब्द का सामान्य परिचय
3. हिन्दी की रूप रचना - उपसर्ग, प्रत्यय, संधि और समास के आधार पर रूपान्तरण
4. लिंग, वचन, कारक, काल, वाच्य के आधार पर रूपान्तरण
5. संज्ञा, सर्वनाम, विशेषण, क्रिया के आधार पर रूपान्तरण

घ - भाषा एवं संस्कृति सर्वेक्षण	2	30	50

1. सर्वेक्षण का स्वरूप, प्रविधि एवं प्रक्रिया (सैद्धांतिक पक्ष - 5 lect.)
2. दस घंटे की रिपोर्ट (व्यावहारिक पक्ष 10 lect.)

   Note - भाषा और संस्कृति से संबंधित विषय पर किसी स्थान विशेष का 5000 शब्दों में सर्वेक्षण रिपोर्ट प्रस्तुत करना होगा।

संदर्भ ग्रंथ सूची

1. भाषा विज्ञान की भूमिका - देवेन्द्रनाथ शर्मा
2. सामान्य भाषा विज्ञान - बाबूराम सक्सेना
3. भाषा विज्ञान - भोलानाथ तिवारी
4. आधुनिक भाषा विज्ञान - राजमणि शर्मा
5. नागरी लिपि, रूप और सुधार - मोहन ब्रज
6. हिन्दी व्याकरण - कामता प्रसाद गुरू

M. A. Hindi SEMESTER III

<u>Core Paper</u>

Paper Title : भारतीय साहित्य
Paper Code : HNO - 07
Name Of Faculty : Archana Gaitonde
Marks : 100
Credits : 4 (60 lectures)

Course objective:

विद्यार्थियों को हिन्दी के अलावा अन्य भारतीय भाषाओं और उनके साहित्य से परिचित करना। ऐसा करके विद्यार्थी यह समझ सकेंगे कि भारत की अन्य भाषाएँ हिन्दी से किस स्तर पर जुड़ती हैं और किस स्तर पर वे अपना अलग मार्ग निर्धारित कर रही हैं।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी मुख्य रूप से कोंकणी, मराठी, उर्दू, कन्नड़ और बंगला के साहित्य से परिचित होंगे। साहित्य से परिचित होने के बाद उन्हे उन भाषाओं में क्या लिखा जा रहा है, संबंधित लेखकों की दृष्टि एवं उनके साहित्य में क्या है, इन सबका अच्छी तरह से ज्ञान प्राप्त होगा। साथ ही हिन्दी के साथ अन्य भारतीय भाषाओं से वे परिचित होंगे।

Syllabus:

क - भारतीय साहित्य	cr.	lect.	marks
1. भारतीय साहित्य की अवधारणा	2	30	50
2. भारतीय साहित्य के इतिहास की समस्याएँ			
3. भारतीय साहित्य : काव्य (मराठी, कोंकणी, उर्दू) भाषा साहित्य के संदर्भ में			
4. भारतीय साहित्य : कथा (मराठी, कोंकणी, कन्नड, बंगला गुजराती) भाषा साहित्य के संदर्भ में			
ख - निर्धारित पाठ्यपुस्तकें	2	30	50

1. कथा दर्पण : सं. मिनेझिस ब्रागाझा इंस्टिट्यूट, पणजी (कोंकणी)
2. कविता - उजाले अपनी यादों के : बशीर बद्र (उर्दू)
3. अनूदित कविता : कुसुमाग्रज (मराठी)
4. संस्कार : यू. आर. अनंतमूर्ति (कन्नड)
5. अग्नि गर्भ : महाश्वेता देवी (बंगला)

संदर्भ ग्रंथ सूची

1. नगेन्द्र : भारतीय साहित्य
2. इन्द्रनाथ चौधरी : तुलनात्मक अध्ययन
3. निर्मल जैन : शताब्दी के ढलते वर्षों में
4. रामविलास शर्मा : भारतीय साहित्य के इतिहास की समस्याएँ
5. रामविलास शर्मा : भारतीय साहित्य की भूमिका
6. मीनाक्षी मुखर्जी : द नावेल एण्ड सोसायटी इन इंडिया
7. भालचन्द्र नेमाडे : नेचिबज्म
8. डॉ. आंनद पाटिल : तुलनात्मक साहित्य: स्वरूप और सिद्धांत
9. रोहिताश्व : डारतीय साहित्य के विविध आयाम
10. रोहिताश्व : भारतीय साहित्य का परिपेक्ष्य

M. A. Hindi SEMESTER III
Core Paper

Paper Title : नाटक एवं रंगमंच

Paper Code : HNO - 08
Name Of Faculty : Archana Gaitonde
Marks : 100
Credits: 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को नाटक और रंगमंच की ओर जुड़ने के लिए प्रेरित करना है। ऐसा करके विद्यार्थी नाटक और रंगमंच के सैद्धांतिक पक्ष और व्यावहारिक पक्ष दोनों से जुड़ेंगे।

Learning Outcome:

इस पाट्यक्रम के अध्ययन के बाद विद्यार्थी अभिनय कला में दक्षता प्राप्त करेंगे और इसके बाद भविष्य में वे नाटक और अभिनय से जुड़ सकेंगे। आज इसकी बहुत आवश्यकता है।

Syllabus:

क - नाटक एवं रंगमंच	cr.	lect.	marks
1. हिन्दी नाटक : स्वरूप एवं विकास	1	15	30
2. लोकनाट्य की परंपरा			
3. हिन्दी रंगमंच का विकास			

ख - विशेष अध्ययन हेतु (निर्धारित नाटक)

I.	अंधेर नगरी - भारतेन्दु हरिश्चंद्र	½	7	12
II.	ध्रुवस्वामिनी - जयशंकर प्रसाद	½	8	13
III.	आधे अधूरे - मोहन राकेश	½	7	12
IV.	बकरी - सर्वेश्वर दयाल सक्सेना	½	8	13
V.	कोर्ट मार्शल - स्वदेश दीपक	½	7	13
VI.	जिन लाहौर नही देख्या - असगर वजाहत	½	8	13

संदर्भ ग्रंथ सूची

1. डॉ. अज्ञात : भारतीय रंगमंच का विवेचनात्मक इतिहास
2. डॉ. गोविंद चातक : आधुनिक नाटक का मसीहा मोहन राकेश
3. डॉ. गिरीश रस्तोगी : हिन्दी नाटक - सिद्धांत और विवेचन
4. डॉ. दशरथ ओझा : नाट्य समीक्षा, हिन्दी नाटक- उद्भव और विकास
5. डॉ. माहेश्वर : हिन्दी बंगला नाटक
6. श्याम परमार : लोकधर्मी नाट्य परंपरा
7. जयदेव तनेजा : समसामयिक हिन्दी नाटकों में चरित्र सृष्टि
8. माधव सोनटक्के : आधुनिक हिन्दी मराठी नाटक

M. A. Hindi SEMESTER III

Core Paper

Paper Title : आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि

Paper Code : HNO - 09

Name Of Faculty : Archana Gaitonde

Marks : 100

Credits : 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को आधुनिक हिन्दी साहित्य की वैचारिकता से जोड़ना है। वे समझेंगे कि आज हमारा जो आधुनिक साहित्य है उसके मूल में कौन-कौन सी विचारधाराएँ पृष्ठभूमि के रूप में कार्य कर रही हैं।

Learning Outcome:

इस पाठ्यक्रम के पूर्ण होने के बाद विद्यार्थी हिन्दी साहित्य से संबंधित सभी वादों से परिचित होंगे, जैसे मार्क्सवाद, गांधीवाद, अम्बेडकरवाद और स्त्रीवादी सिद्धान्त। ये वे दर्शन हैं जिन्हें आधार बनाकर हिन्दी साहित्य सृजन की ओर बढ़ रहा है।

Syllabus :

		Credits	lect.	marks
1.	मार्क्सवाद (द्वन्द्वात्मक, भौतिकवाद) अवधारणा, स्वरूप एवं महत्व।	½	7	12
2.	गांधीदर्शन : स्वरूप एवं महत्व	½	8	13
3.	मनोविश्लेषण वाद : स्वरूप एवं महत्व	½	7	12
4.	अस्तित्वाद : स्वरूप एवं महत्व	½	8	13
5.	अम्बेडकर वाद : स्वरूप एवं महत्व	½	7	12
6.	समाजवादी दर्शन : स्वरूप एवं महत्व (डॉ. राम मनोहर लोहिया, श्री मधु लिमये आदि के संदर्भ में)	1	15	25
7.	स्त्रीवादी चिंतन : स्वरूप एवं महत्व	½	8	13

संदर्भ ग्रंथ सूची

1. भारतीय दर्शन भाग 1 : डॉ. सर्वपल्ली राधाकृष्णन
2. भारतीय दर्शन भाग 2 : डॉ. सर्वपल्ली राधाकृष्णन

3. उपनिषदों का संदेश : डॉ. सर्वपल्ली राधाकृष्णन
4. सत्य की खोज : डॉ. सर्वपल्ली राधाकृष्णन
5. गौतम बुद्ध- जीवन दर्शन : डॉ. सर्वपल्ली राधाकृष्णन
6. मेरा जीवन दर्शन : डॉ. कर्ण सिंह
7. ईश्वर क्या है : जे. कृष्णमूर्ति
8. भारतीय संस्कृति कुछ विचार : डॉ. सर्वपल्ली राधाकृष्णन
9. गाँधी विचार, दर्शन और शास्त्र : राजकिशोर

Parvatibai Chowgule College of Arts and Science
(Autonomous)

POSTGRADUATE DEPARTMENT OF HINDI

COURSE STRUCTURE

SEMESTER	CORE PAPER			OPTIONAL PAPER		
I	**HNC-1** हिन्दी साहित्य का इतिहास (आदिकाल,भक्तिकाल एवं रीतिकाल)	**HNC-2** प्राचीन एवं मध्यकालीन काव्य	**HNC-3** भाषाविज्ञान	**HNO-1** विशेष रचनाकार: अज्ञेय	**HNO-2** दलित विमर्श	**HNO-3** अनुवाद
II	**HNC-4** हिन्दी साहित्य का इतिहास:आधुनिक काल	**HNC-5** आधुनिक काव्य	**HNC-6** विशेष विधा: उपन्यास	**HNO-4** विशेष विधा : कहानी	**HNO-5** आलोचक और आलोचना	**HNO-6** पत्रकारिता एवं जनसंचार माध्यम
III	**HNC-7** भारतीय काव्यशास्त्र	**HNC-8** प्रयोजनमूलक हिन्दी	**HNC-9** हिन्दी भाषा,लिपि,व्याकरण एवं सर्वेक्षण	**HNO-7** भारतीय साहित्य	**HNO-8** नाटक एवं रंगमंच	**HNO-9** आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
✓ IV	**HNC-10** पाश्चात्य काव्यशास्त्र	**HNC-11** मीडिया लेखन	**HNC-12** शोध प्रविधि	**HNO-10** आधुनिक गद्य (नाटक, उपन्यास , निबंध ,कहानी)	**HNO-11** स्त्री विमर्श	**HNO-12** गद्य की अन्य विधाएँ

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

POSTGRADUATE DEPARTMENT OF HINDI

SYLLABUS

SEMESTER IV FOR THE ACADEMIC

YEAR 2016-2017

Course Title: पाश्चात्य काव्यशास्त्र

Western Poetics

Course Code: HNC-10

Name of Faculty: Dr. O. P. Tripathi

Marks: 100

Credits: 04 (60 lectures)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को पाश्चात्य काव्यशास्त्र की विस्तृत जानकारी देना। इससे विद्यार्थी पाश्चात्य काव्यशास्त्र के सिद्धांतों से परिचित होंगे, जैसे प्लेटो का काव्य सिद्धान्त, अरस्तू, टी. एस. इलियट आदि का काव्य सिद्धान्त, जिसके माध्यम से बिंब प्रतीक, मिथकीय प्रयोग की जानकारी देना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी पाश्चात्य काव्यशास्त्र से पूरी तरह परिचित होंगे। उन्हें ज्ञात होगा कि पाश्चात्य समीक्षकों ने काव्य को किस रूप में देखा है और वे भारतीय समीक्षकों से किस अर्थ में भिन्न हैं।

Syllabus:

क) प्रमुख पाश्चात्य विचारक (30 Lectures)

1. प्लेटो - काव्य सिद्धांत
2. अरस्तू - अनुकरण एवं विरेचन सिद्धान्त, त्रासदी
3. लोंजाइनस - उदात्त की अवधारणा
4. मैथ्यू अर्नाल्ड - काव्य सिद्धान्त
5. क्रोंचे - अभिव्यंजनावाद
6. टी.एस. इलियट - निर्वैयक्तिकता का सिद्धान्त

ख) प्रमुख काव्य सिद्धान्त (30 Lectures)

1. अभिजात्यवाद
2. स्वच्छंदतावाद
3. बिंब एवं प्रतीकवाद
4. संरचनावाद
5. उत्तर संरचनावाद
6. उत्तर आधुनिकतावाद

संदर्भ ग्रंथ

1. देवेन्द्रनाथ शर्मा, '*पाश्चात्य काव्यशास्त्र*', वाणी प्रकाशन, नई दिल्ली, 2008
2. गणपतिचन्द्र, '*भारतीय एवं पाश्चात्य काव्य सिद्धान्त*',लोकभारतीय प्रकाशन, इलाहाबाद, 2009
3. गोपीचंद नारंग, '*संरचना एवं उत्तरसंरचनावाद*',साहित्य अकादमी, दिल्ली, 2004
4. पंडित सीताराम चतुर्वेदी, *समीक्षा शास्त्र*, कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983
5. शेषेन्द्र शर्मा, *आधुनिक काव्यशास्त्र*, लोक भारती प्रकाशन, इलाहाबाद, 1990
6. डॉ. रामचन्द्र तिवारी, *भारतीय एवं पाश्चात्य काव्यशास्त्र*, लोकभारती प्रकाशन, इलाहाबाद, 1980

Course Title: मीडिया लेखन
Media Lekhan

Course Code: HNC-11
Name of Faculty: Dr. O. P. Tripathi
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को मीडिया लेखन की जानकारी देना, जिसमें समाचार पत्र लेखन, रेडियो, दूरदर्शन, इंटरनेट आदि प्रमुख हैं। इस पाठ्यक्रम से विद्यार्थियों को साहित्य के अलावा प्रयोजनमूलक हिन्दी से जोड़ना और उन्हें रोजगार हेतु प्रवृत्त करना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी मीडिया लेखन से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि मीडिया लेखन का सिद्धान्त क्या है। वे पत्रकारिता, रेडियो दूरदर्शन और सिनेमा जैसे विभिन्न क्षेत्रों में रोजगार प्राप्त कर सकेंगे।

Syllabus:

क. समाचार पत्र लेखन (15 Lectures)

पत्रकारिता : स्वरूप एवं विकास

हिन्दी पत्रकारिता का सामान्य परिचय

पत्रकारिता लेखन (समाचार लेखन संपादकीय, फीचर लेखन, विज्ञापन लेखन)

ख. रेडियो एवं टेलीविजन लेखन (15 Lectures)

रेडियो समाचार (रेडियो नाटक विविध भारती एवं एफ. एम. और रेडियो विज्ञापन)

टी.वी. समाचार (टी.वी. कार्यक्रम निर्माण, धारावाहिक लेखन, टी.वी. विज्ञापन)

ग. सिनेमा लेखन (15 Lectures)

हिन्दी सिनेमा का सामान्य परिचय

हिन्दी साहित्यिक कृतियों का फिल्मांकन (दृश्य श्रव्य रूपान्तरण)

पटकथा लेखन

संवाद लेखन

घ. इंटरनेट माध्यम लेखन (15 Lectures)

1. वेबसाइट (हिन्दी वेबसाइट का सामान्य परिचय एवं कुछ प्रमुख पत्रिकाएँ)
2. ब्लॉग लेखन (Whatsapp, Facebook, Twitter)
3. ऑनलाइन पत्रिकाएँ
4. ई – बुक
5. सोशल मीडिया

संदर्भ ग्रंथ

1. विनोद गोदरे, *प्रयोजनमूलक हिन्दी*, वाणी प्रकाशन, नयी दिल्ली, 2007
2. डॉ. सी. जे. प्रसन्नकुमारी, *राजभाषा हिन्दी के विविध आयाम*, अमन प्रकाशन, कानपुर, 2009
3. डॉ. योगेन्द्र प्रताप सिंह, *मीडिया और साहित्य*, अमन प्रकाशन, 2010
4. डॉ. शांति विश्वनाथन, *मीडिया और साहित्य*, अमन प्रकाशन, 2009
5. सत्यदेव त्रिपाठी, *समकालीन फिल्मों के आइने में समाज*, शिल्पायन प्रकाशन, दिल्ली, 2013
6. डॉ. श्याम कश्यप, *टेलीविजन की कहानी राजकमल प्रकाशन*, नयी दिल्ली, 2008

Course Title: शोध प्रविधि

Research Methodology

Course Code: HNC-12

Name of Faculty: Dr. O. P. Tripathi

Marks: 100

Credits: 04 (60 Lectures)

Course Objective:

विद्यार्थियों को शोध प्रक्रिया से परिचित कराना। शोध के समय क्या-क्या समस्याएँ आती हैं उनकी जानकारी देना। शोध की रूपरेखा तैयार कराना। शोध कार्य के विभिन्न क्षेत्रों से उन्हें अवगत कराना। साथ ही आज हिन्दी में शोध की क्या स्थिति है उसके बारे में बताना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी शोध की पूरी प्रक्रिया से अवगत होंगे। उन्हें शोध से संबंधित सैद्धान्तिक और व्यावहारिक दोनों पक्षों का ज्ञान होगा। साथ ही वे भविष्य में शोध कार्य के लिए प्रवृत्त होंगे।

Syllabus:

क. i. शोध का स्वरूप एवं महत्व (15 Lectures)

ii. शोध और आलोचना

iii. शोध छात्रों की योग्यता

iv. शोध एवं साहित्य

v. शोध के प्रकार (वर्णनात्मक, ऐतिहासिक, तुलनात्मक, साहित्यिक एवं साहित्येतर शोध)

ख. शोध पद्धति एवं प्रक्रिया (15 Lectures)

शोध पद्धति - मनोवैज्ञानिक, समाजशास्त्रीय, भाषा वैज्ञानिक और तुलनात्मक पद्धति

शोध प्रक्रिया- शोध की समस्या, शोध विषय का चयन, सामग्री संकलन एवं स्रोत (प्रकाशित-अप्रकाशित सामग्री, पुस्तकालय, संदर्भ ग्रंथ, पाण्डुलिपियों का संकलन और उपयोग, साक्षात्कार, प्रश्नावली)

ग. शोध कार्य - विभाजन एवं कम्प्यूटर अनुप्रयोग (15 Lectures)

शोध की रूप रेखा, प्रस्तावना, अध्याय विभाजन, शोध शीर्षक, मुख्य भाग, विवेचन, विश्लेषण, उपसंहार, सूची-संदर्भ, पाद टिप्पणी, परिशिष्ट, टंकणलेखन, वर्तनी सुधार

घ. लघु शोध प्रबंध लेखन (15 Lectures)

(अधिकतम 10000 शब्दों का लघु शोध प्रबंध)

संदर्भ ग्रंथ

1. डॉ. रावत खंडेलवाल, '*शोध - प्रविधि और प्रक्रिया*', जवाहर पुस्तकालय मथुरा, 1976
2. डॉ. रावत खंडेलवाल, '*शोध तत्व और दृष्टि*', जवाहर पुस्तकालय मथुरा, 1976
3. डॉ. राजेन्द्र मिश्र, '*अनुसंधान की प्रविधि और प्रक्रिया*', तक्षशिला प्रकाशन, नई दिल्ली, 2012
4. डॉ. विजयपाल सिंह, '*हिन्दी अनुसंधान*', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. मधुकर पाडवी, *साहित्य चिंतन समीक्षा एवं शोध*, अमन प्रकाशन कानपुर, 2010
6. शोध प्रविधि, *डॉ. विनयमोहन शर्मा*, नेशनल पब्लिसिंग हाउस, दिल्ली, 2008

Course Title: आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)

Modern Prose

Course Code: HNO - 10

Name of Faculty: Archana Gaitonde

Marks: 100

Credits: 04 (60 Lectures)

Course Objective:

विद्यार्थियों को उपन्यास, कहानी, नाटक एवं निबंध की जानकारी देना। साथ ही उन्हें प्रत्येक विधा की एक एक रचना से परिचित कराना। इन विधाओं में साहित्यकार किन प्रश्नों को उठाता है उससे विद्यार्थियों को अवगत कराना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी गद्य की मुख्य विधाओं की एक एक रचना पढ़ कर जानेंगे कि इन विधाओं में लेखक समाज की किन किन समस्याओं को हमारे सामने रखना चाहता है। साथ ही वह इसमें कितना सफल हुआ है, इसकी भी जानकारी प्राप्त करेंगे।

Syllabus:

1. नाटक - स्कंदगुप्त - जयशंकर प्रसाद (15 Lectures)
2. उपन्यास - गिलि गडु - चित्रा मुद्गल (15 Lectures)
3. निबंध - मेरी श्रेष्ठ व्यंग्य रचनाएँ- हरिशंकर परसाई
   (वैष्णव की फिसलन, साहब महत्वाकांक्षी, निंदारस, बेईमानी की परत, एक लड़की पाँच दीवाने, अकालउत्सव, घायल वसंत, पहला सफेद बाल, जमाखोर की क्रांति, राजनीति का बँटवारा, दो नाक वाले लोग, हनुमान जी अदालत में) (15 Lectures)
4. कहानी - 1. प्रतिनिधि कथामाला - संपादक - मार्कंडेय (दोपहर का भोजन को छोडकर शेष सभी कहानियाँ) (15 Lectures)

संदर्भ ग्रंथ

1. आचार्य रामचंद्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2009
2. डॉ. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*',राधाकृष्ण प्रकाशन, नई दिल्ली, 2004
3. डॉ. इन्द्रनाथ मदान, '*आधुनिकता और हिन्दी उपन्यास*', राजकमल प्रकाशन, दिल्ली, 1973
4. डॉ. गोपाल राय, '*हिन्दी उपन्यास का इतिहास*', राजकमल प्रकाशन, दिल्ली, 2010
5. डॉ. विभुराम मिश्र, '*प्रतिनिधि हिन्दी निबंधकार*', अभिनव भारती प्रकाशन, इलाहाबाद, 1975
6. डॉ. पुष्पपाल सिंह, '*समकालीन कहानी - युगबोध का संदर्भ*', नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1986
7. डॉ. सुरेंद्र चौधरी, '*हिन्दी कहानी - प्रक्रिया और पाठ*', राधाकृष्ण प्रकाशन, नई दिल्ली, 1995

Course Title: स्त्री विमर्श

Stree Vimarsh

Course Code: HNO - 11

Name of Faculty: Archana Gaitonde

Marks: 100

Credits: 04 (60 Lectures)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को स्त्री विमर्श की अवधारणा, नारीवादी आन्दोलन और नारी लेखन की भूमिका से अवगत कराना है। साथ ही लेखिकाओं द्वारा लिखित कविता, कहानी, उपन्यास, आत्मकथा से परिचित कराना है।

Learning Outcome:

इस पाठ्यक्रम को पढ़नें के बाद विद्यार्थी समाज में स्त्री की दशा और उनके संघर्षमय लेखन से परिचित होंगे। लेखिकाओं द्वारा रचित उपन्यास कहानी कविता आत्मकथा से भलीभाँति परिचित होंगे।

Syllabus:

क. सैद्धांतिक पक्ष (8 Lectures)

1. स्त्री विमर्श की अवधारणा
2. स्त्री विमर्श की पृष्ठभूमि
3. नारीवादी आंदोलन – भारतीय एवं पाश्चात्य संदर्भ
4. हिन्दी में नारी लेखन का स्वरुप और विकास

ख. उपन्यास - चाक – मैत्रेयी पुष्पा (7 Lectures)

ग. कहानी – काला शुक्रवार – सुधा अरोड़ा, (जानकीनामा, तानाशाही, रहोगी तुम वही, सत्तासंवाद, वर्चस्व, यथास्थिति, ताराबाई चाल, कमरा नंबर एक सौ पैंतीस, आधी आबादी, अन्नपूर्णा मंडल की आखिरी चिठ्ठी, तीसरी बेटी के नाम ये ठंडे, सूखे बेजानशब्द)

(15 lectures)

घ. कविता – चुनी हुई कविताएँ – अनामिका (स्त्रियाँ, बेजगह, मौसियाँ, एक औरत का पहला राजकीय प्रवास, हरियाली है, एक पती का खो जाना, पतिव्रता, वृद्धाएँ धरती की नमक हैं, दलाई लामा, कुहनियाँ, घूंघट के पट खोल रे, तुलसी का झोला, बीजगणित, आम्रपाली, होमवर्क, णनुवाद। (कुल 15 कविताएँ) (22 Lectures)

ड. आत्मकथा – अन्या से अनन्या – प्रभा खेतान (15 Lectures)

संदर्भ ग्रंथ

1. डॉ. जगदीश्वर चतुर्वेदी, '*स्त्री विमर्श*', अनामिका पब्लिशर्स, नई दिल्ली, 2000
2. सुमन राजे, '*हिन्दी साहित्य का आधा इतिहास*', भारतीय ज्ञानपीठ, नई दिल्ली, 2004
3. राधा कुमार, '*स्त्री संघर्ष का इतिहास*', वाणी प्रकाशन, नई दिल्ली, 2002
4. प्रभा खेतान, '*उपनिवेश में स्त्री*', राजकमल प्रकाशन, नई दिल्ली, 2003
5. ममता जैतली, श्री प्रकाश शर्मा, '*आधी आबादी का संघर्ष*', राजकमल प्रकाशन, नई दिल्ली, 2006
6. क्षमा शर्मा, '*स्त्रीत्ववादी विमर्श - समाज और साहित्य*', राजकमल प्रकाशन, नई दिल्ली, 2008

Course Title: गद्य की अन्य विधाएँ

Other Forms of Modern Pross

Course Code: HNO - 12
Name of Faculty: Archana Gaitonde
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

इस पाठ्यक्रम में गद्य की मुख्य विधाओं के अतिरिक्त अन्य विधाओं को पाठ्यक्रम में रखा गया है। इन विधाओं में संस्मरण, यात्रावृत, जीवनी आदि प्रमुख हैं। इन सभी की विद्यार्थियों को जानकारी देना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी गद्य की अन्य विधाओं से परिचित होंगे, जिसमें निबंध, संस्मरण, यात्रावृत, जीवनी आदि प्रमुख हैं। आज इन विधाओं में तेजी से लेखन हो रहा है। इन्हें पढ़ने के बाद विद्यार्थी अद्यतन साहित्य से परिचित होंगे।

Syllabus:

क. निबंध (15 Lectures)

1. बालमुकुंद गुप्त - शिवशम्भु का चिट्ठा
2. आचार्य रामचंद्र शुक्ल - उत्साह
3. आचार्य हजारी प्रसाद द्विवेदी - अशोक के फूल
4. विद्यानिवास मिश्र - मेरे राम का मुकुट भीग रहा है
5. रामवृक्षबेनी पुरी - सरजू भैया
6. कुबेरनाथ राय - बहुरूपी
7. हरिशंकर परसाई - निंदा रस
8. शरद जोशी - जिंदगी को कुरेदती हुई कला
9. कन्हैयालाल मिश्र प्रभाकर - जिन्दगी मुस्कराई
10. मनोहर श्याम जोशी - सकल पदारथ या जग माही

ख. संस्मरण: (15 Lectures)

1. गरबीली गरीबी - काशीनाथ सिंह

ग. यात्रावृत: (15 Lectures)

1. स्पिति में बारिश – कृष्णनाथ

घ. जीवनी – आवारा मसीहा (संक्षिप्त) - ssविष्णु प्रभाकर (15 Lectures)

संदर्भ ग्रंथ

1. राजरानी शर्मा, *'हिन्दी का संस्मरण साहित्य',शोध प्रबंध प्रकाशन, नई दिल्ली, 1970*
2. हरिशंकर दुबे, *'स्वातंत्र्योत्तर हिंदी गद्य में व्यंग्य'*, विकास प्रकाशन, कानपूर, 2009
3. डॉ. माधव सोनटम्के, *हिन्दी साहित्य का इतिहास,* अमन प्रकाशन कानपुर, 2010
4. रामदरश मिश्र, *मेरे साक्षात्कार,* किताब घर प्रकाशन, नयी दिल्ली, 2008
5. सुधा गौतम, आदर्श घर परिवार एवं महिलाएँ, किताब घर प्रकाशन, नयी दिल्ली, 2007
6. शरद जोशी, *राग भोपाली,* राजकमल प्रकाशन, नयी दिल्ली, 2009

Parvatibai Chowgule College of Arts and Science
(Autonomous)

POSTGRADUATE DEPARTMENT OF HINDI

COURSE STRUCTURE

SEMESTER	CORE COURSES			OPTIONAL COURSES		
I	**HNC-1** हिन्दी साहित्य का इतिहास (आदिकाल,भक्तिकाल एवं रीतिकाल)	**HNC-2** प्राचीन एवं मध्यकालीन काव्य	**HNC-3** भाषाविज्ञान	**HNO-1** विशेष रचनाकार: अज्ञेय	**HNO-2** दलित विमर्श	**HNO-3** अनुवाद
II	**HNC-4** हिन्दी साहित्य का इतिहास:आधुनिक काल	**HNC-5** आधुनिक काव्य	**HNC-6** विशेष विधा: उपन्यास	**HNO-4** विशेष विधा : कहानी	**HNO-5** आलोचक और आलोचना	**HNO-6** पत्रकारिता एवं जनसंचार माध्यम
III	**HNC-7** भारतीय काव्यशास्त्र	**HNC-8** प्रयोजनमूलक हिन्दी	**HNC-9** हिन्दी भाषा,लिपि,व्याकरण एवं सर्वेक्षण	**HNO-7** भारतीय साहित्य	**HNO-8** नाटक एवं रंगमंच	**HNO-9** आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
IV	**HNC-10** पाश्चात्य काव्यशास्त्र	**HNC-11** मीडिया लेखन	**HNC-12** शोध प्रविधि	**HNO-10** आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)	**HNO-11** स्त्री विमर्श	**HNO-12** गद्य की अन्य विधाएँ

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
AUTONOMOUS

POST GRADUATE DEPARTMENT OF HINDI

REVISED SYLLABUS OF M.A. HINDI

Semester – I

Course Title:हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)
Course Code: HNC-1
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी साहित्य के आदिकाल, भक्तिकाल और रीतिकाल की विस्तृत जानकारी देना। इससे विद्यार्थी आदिकाल, भक्तिकाल और रीतिकाल के साहित्य से परिचित होंगे। साथ ही वे साहित्य और समाज के संबंध से भी परिचित होंगे।

Learning Outcome:
इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी प्राचीन एवं मध्यकालीन साहित्य से पूर्णतया परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि समय के परिवर्तन के साथ प्राचीन काव्य मध्यकाल तक आते-आते कितना कुछ बदल गया।

Syllabus:

क. हिन्दी साहित्य के इतिहास की भूमिका: **(15 Hours)**

1. इतिहास दर्शन और साहित्येतिहास।
2. हिन्दी साहित्य के इतिहास लेखन के स्रोत।
3. हिन्दी साहित्य के इतिहास लेखन की परंपरा।
4. काल विभाजन एवं नामकरण।

ख॰ आदिकाल : **(15 Hours)**

1. अपभ्रंश और हिन्दी साहित्य।
2. नाथ, सिध्द और जैन साहित्य
3. रासो काव्य की परंपरा और उसकी प्रामाणिकता
4. विद्यापति और अमीर खुसरो

ग॰भक्तिकाल : **(22 Hours)**

1. भक्ति आंदोलन एवं सांस्कृतिक चेतना
2. संत काव्यधारा
3. सूफी काव्यधारा
4. कृष्ण-भक्ति काव्य
5. राम-भक्ति काव्य

घ॰रीतिकाल: **(08 Hours)**

1. रीतिकाल का उद्भव एवं विकास
2. दरबारी संस्कृति और रीतिकाव्य
3. रीतिकाल की विविध शाखाएँ।

संदर्भ ग्रंथ

1. रामचन्द्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', विश्वभारती प्रकाशन नागपुर, 2005
2. नगेन्द्र (सं), '*हिन्दी साहित्य का इतिहास*', मयूर पेपर बैक्स नौएडा, 1973
3. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1996
4. सुमन राजे, '*हिन्दी साहित्य का आधा इतिहास*', भारतीय ज्ञानपीठ, नयी दिल्ली, 2003
5. वासुदेव सिंह, '*हिन्दी साहित्य कासमीक्षात्मक इतिहास' खंड-1 और खंड-2*,संजय बुक सेंटर, वाराणसी, 1982
6. डॉ. फणीश सिंह, '*हिन्दी साहित्य एकपरिचय*', राजकलम प्रकाशन, नयी दिल्ली, 2006
7. डॉ. शिवकुमार शर्मा, '*हिन्दी साहित्य: युग और प्रवृत्तियाँ*', मिनर्वा पब्लिकेशन, जोधपुर, 2015

Course Title: प्राचीन एवं मध्यकालीन काव्य

Course Code: HNC-2
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आदिकाल से लेकर रीतिकाल तक के प्रमुख कवियों की कविताओं की जानकारी देना। साथ ही इन प्रमुख कवियों के जीवन और उनकी काव्य दृष्टि से परिचित कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी आदिकाल से लेकर रीतिकाल तक की कविता से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि किस प्रकार युग परिवर्तन के साथ काव्य में परिवर्तन होता है।

Syllabus:

क॰ आदिकालीन कवि विद्यापति **(15 Hours)**

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि एवं भाव सौन्दर्य
3. शिल्प सौन्दर्य
4. निर्धारित पाठ्यपुस्तक-विद्यापति पदावली सं.रामवृक्ष बेनीपुरी

पद्संख्या–वंदना-1,3

वय:संधि-4,9

नख शिख-10,11,12,18

प्रेम प्रसंग-27,29,34,35,37

विरह-187,188,191,194,195

प्रार्थना और नचारी-239,243,250,252

ख॰ निर्गुण कवि: कबीर एवं जायसी **(15 Hours)**

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि, विचार एवं भाव सौंदर्य
3. शिल्प सौंदर्य

4. निर्धारित पाठ्यपुस्तक- कबीर- हजारी प्रसाद द्विवेदी

पदसंख्या:1, 2, 5, 12, 20, 39, 41, 77, 92, 109, 118, 130, 134, 137, 141, 162, 224, 247

5. निर्धारित पाठ्यपुस्तक- जायसी ग्रंथावली, संपादक-आचार्य रामचन्द्र शुक्ल

नागमती- वियोग खंड

ग॰ सगुण कवि: गोस्वामी तुलसीदास एवं सूरदास (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि, विचार एवं भाव सौंदर्य।
3. शिल्प सौंदर्य
4. निर्धारित पाठ्यपुस्तक- रामचरितमानस-(गोस्वामी तुलसीदास)

अयोध्याकाण्ड - दोहा क्रमांक 109 से 124 तक, उत्तरकाण्ड - दोहा क्रमांक 114ख से 122 ख तक

5.निर्धारित पाठ्यपुस्तक–भ्रमरगीतसार-आ.रामचन्द्र शुक्ल

पदसंख्या: 42, 64, 85, 97, 130, 136, 178, 181, 210, 278, 289, 296, 346, 351,375, 389, 400

घ॰ रीतिसिद्ध एवं रीतिमुक्त कवि:बिहारी एवं घनानंद (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य की श्रृंगारिकता
3. भक्ति एवं नीतिगत विचार
4. भाषिक सौंदर्य
5. निर्धारित पाठ्यपुस्तक (सं) बिहारी रत्नाकर, जगन्नाथदास रत्नाकर

दोहा संख्या1 -,2,13 ,16 ,25 ,32 ,34 ,35 ,38 ,39 ,41 ,60 ,73 ,85 ,94 ,160 , 188,225 ,256 ,300 ,317 ,345 ,347 ,362 ,406 ,437 ,472 ,526,610 ,646 , 680, 713

6. निर्धारित पाठ्यपुस्तक-घनानंद कवित्त (सं) विश्वनाथ प्रसाद मिश्र

कवित्त संख्या2 -,4 ,12 ,13 ,15 ,17 ,24 ,40 ,78 ,82 ,87 ,112 ,128 ,140,193 , 206,257 ,278 ,317 ,383 ,444

संदर्भ ग्रंथ

1. हजारी प्रसाद द्विवेदी,'*कबीर*', राजकमल प्रकाशन, नयी दिल्ली, 2014
2. रामचन्द्र शुक्ल,'*जायसी ग्रंथावली*', विनय प्रकाशन, कानपुर, 1924
3. जगन्नाथ दास रत्नाकर, '*बिहारी रत्नाकर*', लोक भारती प्रकाशन, इलाहाबाद,2014
4. विश्वनाथ प्रसाद मिश्र,'*घनानन्द कवित्त*', संजय बुक सेंटर वाराणसी, 2007
5. संपादक रामवृक्ष बेनीपुरी, '*विद्यापति पदावली*', लोक भारती प्रकाशन, इलाहाबाद, 2011
6. महाकवि सूरदास, '*भ्रमरगीत सार*', लोकभारती प्रकाशन, इलाहाबाद, 1978
7. तुलसीदास, '*रामचरितमानस*', गीता प्रेस, गोरखपुर, 2012

Course Title: भाषाविज्ञान

Course Code: HNC-3
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को भाषा और भाषा विज्ञान की जानकारी देना। उन्हें भाषा विज्ञान की विभिन्न शाखाओं से परिचित कराना। साथ ही भाषा विज्ञान की पाश्चात्य परंपरा एवं भाषा, बोली एवं समाज के आपसी संबंध को बताना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भाषा और भाषा विज्ञान के आपसी संबंध से परिचित होंगे। विद्यार्थियों को यह भी ज्ञात होगा कि भाषा, बोली और समाज का आपसी संबंध क्या है?

Syllabus:

क. भाषाविज्ञान **(15 Hours)**

1. भाषा:परिभाषा, स्वरूप एवं अभिलक्षण
2. भाषा और समाज (सम्प्रेषण व्यवस्था के संदर्भ में)
3. भाषा और बोली:पारस्परिक संबंध
4. भाषाविज्ञान:परिभाषा, स्वरूप एवंशाखाएँ
5. भारत में भाषा चिंतन
6. भाषाविज्ञान की पाश्चात्य परंपरा

ख॰ ध्वनिविज्ञान **(15 Hours)**

1. ध्वनिविज्ञान:स्वरूप एवं आधार
2. ध्वनियों का वर्गीकरण
3. ध्वनिगुण:मात्रा, आघात, वृत्ति एवं अनुतान
4. ध्वनि परिवर्तन:कारण एवं दिशाएँ
5. स्वनिम विज्ञान:परिभाषा, स्वरूप एवं भेद
6. स्वनिम सिध्दांत

ग॰ रूप विज्ञान **(15 Hours)**

1. रूप का स्वरूप
2. रूपिम:परिभाषा, भेद एवं प्रक्रिया
3. अर्थतत्व और संबंध तत्व
4. रूप स्वनिम:परिभाषा, प्रक्रिया, परिवर्तन
5. रूप परिवर्तन:कारण एवं दिशाएँ

घ॰ वाक्य विज्ञान **(07 Hours)**

1. वाक्य:अवधारणा एवं स्वरूप
2. वाक्य के भेद
3. वाक्य विश्लेषण:निकटस्थ-अवयव, गहन एवं बाह्य संरचना

ङ॰ अर्थ विज्ञान **(08 Hours)**

1. अर्थ:परिभाषा एवं स्वरूप
2. शब्द और अर्थ का संबंध
3. अर्थबोध एवं अर्थ निर्णय के साधन
4. अर्थ परिवर्तन:कारण एवं दिशाएँ

संदर्भ ग्रंथ

1. भोलानाथ तिवारी, '*भाषाविज्ञान*', किताब महल, इलाहाबाद, 1951
2. डॉ. जितेन्द्र वत्स, डॉ. देवेन्द्र प्रसाद सिंह, '*भाषा विज्ञान और हिन्दी भाषा*', निर्मल पब्लिकेशन्स, दिल्ली, 2009
3. डॉ. नरेश मिश्र, '*भाषा और भाषा विज्ञान*', निर्मल पब्लिकेशन्स, दिल्ली, 2001
4. कामता प्रसाद गुरु, '*हिन्दी व्याकरण*', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
5. डॉ. रामप्रकाश, '*मानक हिन्दीः स्वरुप एवं संरचना*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1991
6. डॉ. हणमंतराव पाटिल, '*भाषा विज्ञान एवं हिन्दी भाषा*', विद्याप्रकाशन कानपुर, 2015

Course Title: विशेष रचनाकार:अज्ञेय

Course Code: HNO-1
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी के विशेष रचनाकार अज्ञेय के सम्पूर्ण साहित्य से परिचित कराना। साथ ही अज्ञेय का व्यक्तित्व, उनका परिवेश, उनकी व्यष्टि चेतना और प्रयोगवाद की विशेषताओं की जानकारी देना इसमें शामिल है।

Learning Outcome:

इस पाठ्यक्रम से विद्यार्थी अज्ञेय के सम्पूर्ण साहित्य से परिचित होंगे। उन्हें अज्ञेय की दृष्टि को और अज्ञेय की व्यष्टि चेतना को जानने-समझने में सुविधा होगी। विद्यार्थी जानेंगे कि उज्ञेय का क्या योगदान है?

Syllabus:

क. जीवन- वृत्त एवं परिचय **(08 Hours)**

1. व्यक्तित्व एवं परिवेश
2. अज्ञेय का रचना संसार
3. व्यष्टि चेतना
4. प्रयोगवाद एवं अज्ञेय

ख. अज्ञेय काव्य की विकास यात्रा **(07 Hours)**

1. उत्तर छायावादी काव्य और अज्ञेय
2. अज्ञेय की काव्य दृष्टि
3. अज्ञेय का शिल्प विधान

ग. अज्ञेय : प्रतिनिधि कविताएं एवं जीवन परिचय – संपादक. विद्यानिवास मिश्र (15 Hours)

1. एक सन्नाटा बुनता हूं, आज थका हिय हारिल मेरा, बावरा अहेरी, सम्राज्ञी का नैवेद्य-दान, सागर-मुद्रा, दाता और भिखारी, जो कहा नहीं गया, सोन-मछली, नदी के द्वीप, आंगन के पार द्वार, कितनी नावों में कितनी बार।

लंबी कविता- असाध्य वीणा

घ॰ कथा साहित्य **(15 Hours)**

1. शेखर : एक जीवनी भाग-१
2. चुनी हुई पांच कहानियां- रोज, जयदोल, शरणार्थी, विपथगा, मुस्लिम-मुस्लिम भाई-भाई।

ड. अन्य विधाएं **(15 Hours)**

1. आत्मनेपद के पाँच प्रमुख निबंध
   (थिर हो गयी पत्नी, श्लील और अश्लील , हिन्दी पाठक के नाम, जीवन का रस, मैं क्यों लिखता हूँ)
2. अरे यायावर रहेगा याद
3. अज्ञेय की पत्रकारिता

संदर्भ ग्रंथ

1. विश्वंभर मानव, राम किशोर शर्मा, '*आधुनिक कवि*', लोकभारती प्रकाशन, इलाहाबाद, 2008
2. संपादक विद्या निवास मिश्र, '*अज्ञेय प्रतिनिधि कविताएँ*', राजपाल एण्ड सन्स, दिल्ली, 2005
3. सच्चिदानंद चतुर्वेदी, '*अज्ञेय के निबंध*', मिलिंद प्रकाशन, हैदराबाद, 2009
4. बच्चन सिंह, '*आधुनिक हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. कामना श्रीवास्तव, '*अज्ञेय की कहानियाँ :वैचारिक आयाम*', शिल्पायन प्रकाशन, दिल्ली,2014
6. पूनम गुप्ता , '*अज्ञेय की कविताओं में मनुष्य की अवधारणा*', शिल्पायन प्रकाशन, दिल्ली, 2014
7. '*अज्ञेय काव्य में प्रतिबिम्ब और मिथक*', राजकमल प्रकाशन, दिल्ली, 2009

Course Title: दलित विमर्श

Course Code: HNO-2
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

आज दलित विमर्श हर भारतीय भाषा में एक आंदोलन के रूप में उभरकर आया है। यह हिन्दी में भी अपना एक स्थान बना चुका है। इस पाठ्यक्रम का उददेश्य विद्यार्थियों को हिन्दी के दलित साहित्य से परिचित कराना है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी दलित साहित्य से पूर्णतया परिचित होंगे। उन्हें जानकारी मिलेगी कि दलित साहित्य मुख्य धारा से कहाँ समानता रखता है और कहाँ असमानता? वे दलित साहित्य के सौन्दर्यशास्त्र से भी परिचित होंगे।

Syllabus:

क. सैद्धांतिक **(15 Hours)**

दलित साहित्य की अवधारणा

1. दलित साहित्य का विकास
2. दलित साहित्य का सौंदर्यशास्त्र

ख. व्यावहारिक

आत्मकथा **(15 Hours)**

दोहरा अभिशाप - कौशल्या बैसंत्री

उपन्यास **(08 Hours)**

उधर के लोग- अजय नावरिया

कहानी **(07 Hours)**

संघर्ष- डॉ. सुशीला टाकभौरे

कविता **(15 Hours)**

बस्स बहुत हो चुका- ओमप्रकाश वाल्मीकि

संदर्भ ग्रंथ

1. टी.वी. कटटीमनी, '*दलित साहित्य का समाज विज्ञान*', शिल्पायन प्रकाशन, दिल्ली,2014
2. ओमप्रकाश वाल्मीकि, '*दलित साहित्य का सौन्दर्यशास्त्र*', राजकमल प्रकाशन, दिल्ली, 2010
3. सुशीला टाकभौरे, '*हाशिए का विमर्श*', शिल्पायन प्रकाशन, दिल्ली, 2015
4. विमल थोरात, '*दलित साहित्य का स्त्रीवादी स्वर*', अनामिका पब्लिशर्स, नयी दिल्ली, 2008
5. डॉ. संजय मुनेश्वर, '*हिन्दी का दलित आत्मकथा साहित्य*', चन्द्रलोक प्रकाशन, कानपुर, 2011
6. डॉ. श्यौराज सिंह बेचैन, डॉ. रजत रानी मीनू, '*दलित दखल*', श्री साहित्यिक संस्थान, गाजियाबाद, 2001

Course Title: अनुवाद

Course Code: HNO-3
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

आज का युग अनुवाद का युग है। साहित्यिक और कार्यालयीन सभी क्षेत्रों में अनुवाद कार्य तेजी से हो रहा है। इस पाछ्यक्रम से अनुवाद की परिभाषा, उसका सिद्धांत, उसके भेद, उसकी प्रक्रिया, सीनाएँ एवं प्रासंगिकता की विद्यार्थियों को जानकारी देना शामिल है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी अनुवाद कार्य में दक्षता प्राप्त करेंगे। वे अनुवाद की प्रक्रिया, उसके भेद एवं महत्व को अच्छी तरह समझेंगे और अनुवाद कार्य की दिशा में प्रवृत्त होंगे।

Syllabus:

क॰ अनुवाद **(07 Hours)**

1. परिभाषा, स्वरूप एवं क्षेत्र
2. सिद्धांत एवं प्रक्रिया

ख॰ अनुवाद की ईकाइयां **(08 Hours)**

1. शब्द
2. पदबंध
3. वाक्य एवं पाठ

ग॰ अनुवाद के भेद **(07 Hours)**

1. शब्दानुवाद
2. भावानुवाद
3. छायानुवाद
4. आशु अनुवाद

घ॰ अनुवाद की समस्याएं **(15 Hours)**

1. कार्यालयी अनुवाद
2. साहित्यिक अनुवाद
3. विज्ञान, तकनीकी, कोश
4. मीडिया गत अनुवाद

ङ॰ अनुवाद के साधन **(08 Hours)**

1. शब्दकोश
2. पारिभाषिक शब्दावली
3. साहित्य कोश
4. थियरी एवं कंप्यूटर

च॰ अनुवादः **(05 Hours)**

पुनरीक्षण , समीक्षा एवं मूल्यांकन

छ॰ अनुवादः **(05 Hours)**

प्रासंगिकता, महत्व एवं सीमाएं

ज॰ अनुवाद का व्यावहारिक पक्षः **(05 Hours)**

अंग्रेजी से हिंदी, कोंकणी से हिंदी, मराठी से हिंदी

संदर्भ ग्रंथ

1. डॉ. भारती गोरे, '*अनुवाद निरूपण*', विकास प्रकाशन, कानपुर, 2004
2. डॉ. अम्बादास देशमुख, '*प्रयोजनमूलक हिन्दी*', शैलजा प्रकाशन, कानपुर, 2006
3. डॉ. सुरेश सिंहल, '*अनुवादःअनुभूति और अनुभव*', संजय प्रकाशन, नयी दिल्ली, 2006
4. विनोद गोदरे, '*प्रयोजनमूलक हिन्दी*', वाणी प्रकाशन, नयी दिल्ली, 2007
5. डॉ. सुरेश सिंहल, '*अनुवादः अवधारणा और आयाम*', संजय प्रकाशन, नयी दिल्ली, 2006
6. डॉ. राजमल बोरा, '*अनुवाद क्या है*', वाणी प्रकाशन, नयी दिल्ली, 1996

Semester II

Course Title: हिन्दी साहित्य का इतिहास:आधुनिक काल

Course Code: HNC-4
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आधुनिक काल की सभी विधाओं की जानकारी देना। यह बताना कि किस तरह हिन्दी साहित्य के आधुनिक काल में कविता के साथ-साथ गद्य की धाराएँ भी विकसित होती रहीं। इसमें गद्य की अन्य विधाओं के साथ दक्खिनी हिन्दी भी शामिल है।

Learning Outcome:

इस पाठ्यक्रम से विद्यार्थी आधुनिक काल के सम्पूर्ण साहित्य से परिचित होंगे। उन्हें ज्ञात होगा कि भारतेन्दु युग से लेकर आज तक हिन्दी साहित्य में कितने बदलाव आए हैं और आज हिन्दी में किस तरह के साहित्य लिखे जा रहे हैं?

Syllabus:

क॰ आधुनिक हिन्दी साहित्य **(15 Hours)**

1. आधुनिक हिन्दी साहित्य का परिवेश
2. भारतेन्दु युग (विषय वस्तु, एवं सामाजिक चेतना)
3. द्विवेदी युग (विषय वस्तु, भाषा परिष्कार, पत्रकारिता)
4. छायावाद
5. राष्ट्रीय एवं सांस्कृतिक काव्यधारा

ख॰ छायावादोत्तर काव्य का संक्षिप्त परिचय **(15 Hours)**

1. प्रगतिवाद
2. प्रयोगवाद
3. नयी कविता
4. समकालीन कविता

ग॰ हिन्दी गद्य की प्रमुख विधाओं का स्वरूप एवं विकास **(22 Hours)**

1.नाटक एवं एकांकी

2.कहानी

3.उपन्यास

4.निबंध एवं अन्य गद्य विधाएँ (संस्मरण, यात्रा, वृतांत, आत्मकथा एवं जीवनी)

घ॰ दक्खिनी हिन्दी साहित्य का संक्षिप्त परिचय (आधुनिक काल के संदर्भ में) **(08 Hours)**

संदर्भ ग्रंथ

1. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1996
2. रामचन्द्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', विश्वभारती प्रकाशन, नागपुर,2005
3. प्रो. वासुदेव सिंह, '*हिन्दी साहित्य का समीक्षात्मक इतिहास*', संजय बुक सेंटर, वाराणसी, 1982
4. बच्चन सिंह, '*आधुनिक हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ.शिवकुमार शर्मा, '*हिन्दी साहित्यःयुग और प्रवृत्तियाँ*', मिनर्वा पब्लिकेशन, जोधपुर, 2015
6. नामवर सिंह, '*आधुनिक साहित्य की प्रवृत्तियाँ*', लोकभारती प्रकाशन, इलाहाबाद, 1998

Course Title: आधुनिक काव्य

Course Code: HNC-5
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आधुनिक काल के प्रमुख कवियों की कविताओं से परिचित कराना। यह बताना कि आधुनिक काल की कविताएँ अपने पूर्ववर्ती काव्य से किस बिन्दु पर अलग हैं और उनसे आगे बढ़ी हैं।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी आधुनिक काल के प्रमुख काव्य ग्रंथों से परिचित होंगे। उन्हें ज्ञात होगा की आधुनिक काल के काव्य ग्रंथ किस प्रकार स्वतंत्रता आंदोलन को दिशा दे रहे थे और आजादी के बाद भी दिशा निर्देश कर रहे हैं।

Syllabus:

1. साकेत का नवम सर्ग - मैथिलीशरण गुप्त **(07 Hours)**

2. कामायनी : जयशंकर प्रसाद (चिंता, श्रद्धा एवं आनंद सर्ग) **(15 Hours)**

3. राग- विराग : सूर्यकांत त्रिपाठी निराला **(08 Hours)**
   (सरोज स्मृति, राम की शक्ति पूजा, वह तोड़ती पत्थर, कुकुरमुत्ता)

4. चांद का मुंह टेढ़ा है- मुक्तिबोध **(07 Hours)**
   (ब्रह्मराक्षस, लकड़ी का बना रावण, एक भूतपूर्व विद्रोही का आत्मकथन, अंधेरे में)

5. कुरुक्षेत्र : रामधारी सिंह दिनकर **(08 Hours)**
   (तीसरा एवं चौथा सर्ग)

6. नए इलाके में : अरुण कमल **(15 Hours)**
   (नए इलाके में, हाट, बात, अभिसार, श्राद्ध का अन्न, जागरण, घोषणा, दाना, आत्मा का रोकड़, श्रद्धांजलि, हमारे युग का नाटक, चरथ भिक्खवे चारिकं)

संदर्भ ग्रंथ

1. विश्वम्भर मानव, राम किशोर शर्मा, '*आधुनिक हिन्दी काव्य*', लोकभारती प्रकाशन, इलाहाबाद, 2008
2. विवेक निराला, '*निराला के साहित्य में प्रतिरोध के स्वर*', लोकभारती प्रकाशन, इलाहाबाद, 2010
3. नामवर सिंह, '*आधुनिक साहित्य की प्रवृत्तियाँ*', लोकभारती प्रकाशन, इलाहाबाद, 1998
4. कल्याणमल लोढा, '*कामायनी*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1976
5. डॉ. ब्रिजपाल सिंह गहलोत, '*मुक्तिबोध के काव्य में युग चेतना*', विद्या प्रकाशन, कानपुर, 2016
6. देशराज सिंह भाटी, '*दिनकर और उनका कुरुक्षेत्र*', अशोक प्रकाशन, दिल्ली, 2012

Course Title: विशेष विधा: उपन्यास

Course Code: HNC-6
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी की उपन्यास विधा से परिचित कराना और साथ ही हिन्दी के कुछ चर्चित उपन्यासों के माध्यम से उपन्यास के यथार्थ और आदर्श पक्ष को विद्यार्थियों के समक्ष रखना। उन्हें एक समीक्षात्मक दृष्टि की ओर प्रेरित करना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी उपन्यास विधा को अच्छी तरह समझेंगे, साथ ही कुछ चर्चित उपन्यास पढ़ने के बाद उपन्यास के कथ्य और उसका समाज से क्या सम्बंध है, इसकी भी जानकारी प्राप्त करेंगे।

Syllabus:

1) गोदान - प्रेमचंद **(10 Hours)**
2) बाणभट्ट की आत्मकथा - आचार्य हजारीप्रसाद द्विवेदी **(10 Hours)**
3) मैला आँचल - फणीश्वर नाथ 'रेणु' **(10 Hours)**
4) राग दरबारी - श्रीलाल शुक्ल **(10 Hours)**
5) सूखा बरगद - मंजूर एहतेशाम **(10 Hours)**
6) दौड़ - ममता कालिया **(10 Hours)**

संदर्भ ग्रंथ

1. डॉ. अनिल सिंह, '*आंचलिकता और हिन्दी उपन्यास*', ज्ञानप्रकाशन कानपुर, 2014
2. डॉ. बेचन, '*आधुनिक हिन्दी उपन्यास: उदभव और विकास*', सन्मार्ग प्रकाशन, दिल्ली, 1971
3. डॉ. ज्ञान अस्थाना, '*हिन्दी उपन्यासों में ग्राम समस्याएँ*', जवाहर पुस्तकालय, मथुरा, 1979
4. संपादक ओमप्रकाशक त्रिपाठी, '*हिन्दी के कालजयी उपन्यास*', विद्या प्रकाशन, कानपुर, 2013
5. सम्पादक पी.वी. विजयन, '*प्रेमचंद: साहित्य और संवेदना*', जवाहर पुस्तकालय, मथुरा, 2005
6. डॉ. शोभा वेरेकर, '*साठोत्तरी हिन्दी उपन्यासों का शिल्प विकास*', पीयूस प्रकाशन, दिल्ली, 2001

Course Title: विशेष विधा :कहानी

Course Code: HNO-4
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी की कहानी विधा से परिचित कराना। साथ ही कुछ चर्चित कहानियों के माध्यम से हिन्दी कहानी और समाज के सम्बंध को विद्यार्थियों तक पहुँचाना। विद्यार्थियों के भीतर कहानी की समीक्षा दृष्टि पैदा करना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी कहानी विधा को अच्छी तरह समझेंगे। विद्यार्थी प्रारंभिक कहानी से लेकर आजतक की लिखी हुई कहानियों से परिचित होंगे। साथ ही इससे विद्यार्थियों में समीक्षा संबंधी दृष्टि पैदा होगी।

Syllabus:

1. उसने कहा था - चंद्रधर शर्मा गुलेरी **(15 Hours)**
2. प्रेमचंद - मुक्तिमार्ग
3. जयशंकर प्रसाद - पुरस्कार
4. भगवतीचरण वर्मा - दो बाँके
5. फणीश्वर नाथ रेणु - तीसरी कसम

6. यशपाल - फूलों का कुर्ता **(15 Hours)**
7. रांगेय राघव - गदल
8. मन्नू भण्डारी - त्रिशंकु
9. कमलेश्वर - राजा निरबंसिया
10. मार्कण्डेय - हंसा जाई अकेला

11. ज्ञानरंजन - घंटा **(15 Hours)**
12. कृष्णा सोबती - सिक्का बदल गया
13. नासिरा शर्मा - संगसार
14. शिवप्रसाद सिंह - नन्हों

15. शिवमूर्ति - कसाईबाड़ा **(15 Hours)**
16. ओमप्रकाश वाल्मीकि - प्रमोशन
17. जयप्रकाश कर्दम - नो बार
18. उदय प्रकाश - तिरिछ

संदर्भ ग्रंथ

1. गोपाल राय, '*हिन्दी कहानी का इतिहास*' भाग-1, राजकमल प्रकाशन, दिल्ली, 2011
2. पुष्पपाल सिंह, '*कहानी का उत्तर समय*', सामयिक बुक्स, 2013
3. संपादक सोनिया सिरसाट, '*हिन्दी कहानीः परम्परा एवं प्रयोग*', अकादमिक प्रतिभा, नयी दिल्ली, 2010
4. डॉ. रामचन्द्र तिवारी, '*हिन्दी का गद्य साहित्य*', विश्वविद्यालय प्रकाशन, वाराणसी, 1968
5. जैनेन्द्र कुमार, '*कहानीः अनुभव और शिल्प*', पूर्वोदय प्रकाशन, दिल्ली, 1967
6. संपादक सोमेश्वर पुरोहित, '*कहानीः नई-पुरानी*', नवजीवन प्रकाशन मंदिर, अहमदाबाद, 1978

Course Title: आलोचक और आलोचना

Course Code: HNO-5
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

इस पाठ्यक्रम के द्वारा विद्यार्थियों को हिन्दी आलोचना से परिचित कराया जाएगा। हिन्दी आलोचना के क्रमिक विकास की जानकारी दी जाएगी। साथ ही यह भी बताया जाएगा कि आलोचना के प्रतिमान कौन-कौन से हैं और यह किससे प्रभावित है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी आलोचना से पूर्णतया परिचित होंगे। उन्हें हिन्दी आलोचना के क्रमिक विकास की जानकारी मिलेगी और हिन्दी आलोचना के प्रतिमान को भी समझेंगे।

Syllabus:

1. हिंदी आलोचना का विकास : **(22 Hours)**

1.1 भारतेंदु युगीन आलोचना : स्वरूप एवं विशेषताएं
(गद्य विधाओं का विकास)

1.2 महावीर प्रसाद द्विवेदी और नवजागरण
(युगांतकारी भूमिका और 'सरस्वती' पत्रिका)

1.3 द्विवेदी युगीन आलोचक : मिश्र बंधु एवं अन्य

1.4 रामचंद्र शुक्ल और हिंदी आलोचना
(इतिहासपरक और वैज्ञानिक आलोचना)

1.5 छायावादी कवियों के आलोचनात्मक प्रयत्न

2. शुक्लोत्तर समीक्षा के प्रमुख आयाम : **(15 Hours)**

2.1 हिंदी आलोचना पर संस्कृत काव्यशास्त्र का प्रभाव

2.2 हिंदी आलोचना पर पाश्चात्य काव्यशास्त्र का प्रभाव

2.3 नंददुलारे वाजपेयी और स्वच्छंदतावादी आलोचना

2.4 हजारी प्रसाद द्विवेदी : मानवतावादी और सांस्कृतिक दृष्टि

3. आलोचक और आलोचना : विशेष अध्ययन **(15 Hours)**

3.1 प्रगतिशील आंदोलन और मार्क्सवादी आलोचना

3.2 रामविलास शर्मा : प्रगतिशील आलोचना के प्रतिमान और प्रदेय

3.3 मनोवैज्ञानिक समीक्षा पद्धति: साहित्य और समीक्षा

3.4 मुक्तिबोध की समीक्षा पद्धति : वस्तु और शिल्प, रचना प्रक्रिया, कला के तीन क्षण

3.5 नामवर सिंह की आलोचना पद्धति और नई समीक्षा

4. अन्य विधाएं **(08 Hours)**

4.1 कथा समीक्षा के प्रतिमान

4.2 नाट्य समीक्षा के प्रतिमान

संदर्भ ग्रंथ

1. रोहिताश्व, '*आलोचना का परिप्रेक्ष्य*' , विद्या प्रकाशन, कानपुर, 2005
2. रोहिताश्व, '*समकालीनता और शाश्वतता*' , विद्या प्रकाशन, कानपुर, 2006
3. परमानंद श्रीवास्तव, '*आलोचना की संस्कृति*' , सामयिक प्रकाशन, नयी दिल्ली, 2013
4. देवीशंकर अवस्थी, '*आलोचना और आलोचना*' , वाणी प्रकाशन, नयी दिल्ली, 1995
5. रमेश चन्द्र शाह, '*आलोचना का पक्ष*' , वाग्देवी प्रकाशन, बीकानेर, 1998
6. सम्पादक प्रेम भारद्वाज, '*नामवर सिंहः एक मूल्यांकन*' , सामयिक बुक्स, नयी दिल्ली, 2012

Course Title: पत्रकारिता एवं जनसंचार माध्यम

Course Code: HNO-6
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को पत्रकारिता एवं जनसंचार माध्यम की जानकारी देना। उन्हें बताना कि पत्रकारिता का विकास किस प्रकार हुआ। जनसंचार माध्यम के अंतर्गत समाचार पत्र, रेडियो, सिनेमा, इंटरनेट आदि से परिचित कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी पत्रकारिता और जनसंचार माध्यम से भलीभाँति परिचित होंगे। उन्हें पत्रकारिता के क्रमिक विकास की जानकारी प्राप्त होगी। साथ ही समाचार पत्र, रेडियो एवं सिनेमा के क्षेत्र में लेखन की जानकारी मिलेगी।

Syllabus:

क) हिन्दी पत्रकारिता **(22 Hours)**

1. पत्रकारिता: अवधारणा, स्वरूप एवं विकास
2. भारतेन्दु युगीन पत्रकारिता
3. महावीरप्रसाद द्विवेदी युगीन पत्रकारिता
4. गांधी युगीन पत्रकारिता
5. स्वातंत्र्योत्तर पत्रकारिता
6. इक्कीसवीं सदी की पत्रकारिता

ख) जनसंचार माध्यम

1. समाचार पत्र : अवधारणा एवं स्वरूप **(08 Hours)**
2. समाचार पत्र : प्रकाशन की प्रक्रिया

3. रेडियो : परिचय, लेखन एवं महत्व **(07 Hours)**
4. रेडियो : आजादी से पूर्व एवं पश्चात

5. सिनेमा : स्वरूप, उद्भव एवं विकास **(08 Hours)**
6. सिनेमा : व्यावसायिक एवं कला

7. लघु डाक्यूमेंटरी एवं कार्टून फिल्म **(07 Hours)**
8. दूरदर्शन : परिचय, लेखन एवं महत्व

9. इंटरनेट : परिचय, लेखन एवं महत्व **(08 Hours)**
10. विज्ञापन : स्वरूप, उद्भव एवं विकास

संदर्भ ग्रंथ

1. डॉ.अम्बादास देशमुख, '*प्रयोजनमूलक हिन्दी*', शैलजा प्रकाशन, कानपुर, 2006
2. डॉ. चन्द्रप्रकाश मिश्र, '*संचार एवं संचार माध्यम*', संजय प्रकाशन दिल्ली, 2006
3. प्रो. हरिमोहन, '*आधुनिक जनसंचार और हिन्दी*', तक्षशिला प्रकाशन, नयी दिल्ली, 2000
4. सम्पादक डॉ. जशवंत राठवा, डॉ. दिलीप मेहरा, '*मीडिया लेखन*', अमर प्रकाशन, मथुरा, 2013
5. संपादक डॉ. शैलजा भारद्वाज, '*साहित्य और सिनेमा*', चिन्तन प्रकाशन, कानपुर, 2013
6. सुरेश गौतम, वीणा गौतम, '*हिन्दी पत्रकारिता: कल, आज और कल*', सत्साहित्य प्रकाशन, दिल्ली, 2001

Semester - III

Course Title: भारतीय काव्यशास्त्र
Course Code: HNC-7
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को भारतीय काव्यशास्त्र की विस्तृत जानकारी देना। इसके अंतर्गत विद्यार्थी काव्य की अवधारणा उसके तत्व और काव्य हेतुओं से परिचित होंगे और साथ ही जो विभिन्न काव्य के सिद्धान्त है उससे भी परिचित होंगे। उदाहरण के रूप में रस, अलंकार, ध्वनि, रीति, वक्रोक्ति और औचित्य सिद्धान्त।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भारतीय काव्यशास्त्र से पूर्णरूपेण परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि काव्य के आस्वादन में या उसके शास्त्र में भारतीय सिद्धान्तो का क्या महत्व है और इस प्रकार सिद्धान्तो को समझते हुए वे उनके आचार्यों के विचार से भी अवगत होंगे।

Syllabus:

क काव्य का स्वरूप - **(15 Hours)**

1. काव्य की अवधारणा एवं स्वरूप
2. काव्य के तत्व
3. काव्य हेतु एवं प्रयोजन

ख. काव्यालोचन के मानदण्ड (भारतीय) **(45 Hours)**

1. रस सिद्धांत : स्वरूप निष्पत्ति एवं साधारणीकरण
2. अंलकार सिद्धांत : प्रमुख मान्यताएँ
3. ध्वनि सिद्धांत : प्रमुख मान्यताएँ
4. रीति सिद्धांत : प्रमुख मान्यताएँ
5. वक्रोक्ति सिद्धांत : प्रमुख मान्यताएँ
6. औचित्य सिद्धांत : प्रमुख मान्यताएँ

संदर्भ ग्रंथ

1. डॉ. भगीरथ मिश्र, '*काव्यशास्त्र*', विश्वविद्यालय प्रकाशन, वाराणसी, 1999
2. डॉ. योगेन्द्र प्रताप सिंह, '*भारतीय काव्यशास्त्र की भूमिका*', लोकभारती प्रकाशन, इलाहाबाद, 2008
3. गणपति चन्द्र गुप्त, '*भारतीय एवं पाश्चात्य काव्य सिद्धांत*', लोकभारती प्रकाशन, इलाहाबाद, 2009
4. पंडित सीताराम चतुर्वेदी, '*समीक्षा शास्त्र*', कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983
5. डॉ. रामचन्द्र तिवारी, '*भारतीय एवं पाश्चात्य काव्यशास्त्र*', लोकभारती प्रकाशन, इलाहाबाद, 1980
6. शेषेन्द्र शर्मा, '*आधुनिक काव्य शास्त्र*', लोकभारती प्रकाशन, इलाहाबाद, 1990

Course Title: प्रयोजनमूलक हिन्दी
Course Code: HNC-8
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को प्रयोजनमूलक हिन्दी से परिचित कराना इस पाठ्यक्रम का लक्ष्य है। विद्यार्थी यह समझ पाएगें कि आज के युग में साहित्य के साथसाथ प्रयोजनमूलक हिन्दी का भी महत्व बढ़ - रहा है।विद्यार्थियों को यह भी ज्ञात होगा कि हमारे संविधान में हिन्दी को क्या स्थान दिया गया है और वास्तविक रूप में आज उसकी क्या स्थिति है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी रोजगार की प्राप्ति में दक्षता प्राप्त करेंगे। सरकारी कार्यालयों में वे वहाँ लिखे जाने वाले पत्रों का ज्ञान प्राप्त करेंगे। साथ ही विद्यार्थियों को यह ज्ञात होगा कि आज इंटरनेट के साथजुड़ कर हिन्दी विश्व स्तर पर अपना कितना महत्व बना चुकी है।

Syllabus:

क - प्रयोजनमूलक हिन्दी **(07 Hours)**

1. स्वरूप एवं व्यवहार क्षेत्र
2. ऐतिहासिक परिप्रेक्ष्य(स्वतंत्रता पूर्व एवं स्वातंत्रोत्तर काल)

ख - राजभाषा **(15 Hours)**

1. स्वरूप एवं आवश्यकता
2. संवैधानिक प्रावधान (संविधान की आठवीं अनुसूची)
   I. अनुच्छेद 343-344(संघ की राजभाषा एवं संसद का आयोग एवं समिति)
   II. अनुच्छेद 345-347(राज्य की राजभाषा या राजभाषाएँ)
   III. अनुच्छेद 348(न्यायालय से संबंधित भाषा)
   IV. अनुच्छेद 349-350(भाषा संबंधी कुछ अधिनियमित विशेष प्रक्रिया)
   V. अनुच्छेद 351(हिन्दी का प्रचार प्रसार)
   VI. राष्ट्रपति के निर्देश(1952,1955,1960)
   VII. राजभाषा आयोग।
   VIII. संसदीय समिति।
   IX. राजभाषा की समस्याएँ

ग राजभाषा के प्रमुख प्रकार्य - कार्यालयीन हिन्दी **(15 Hours)**

1. प्रारूपण (कार्यालयीन ज्ञापन, कार्यालयीन आदेश, कार्यालयीन अनुस्मारक, परिपत्र, अर्धसरकारी पत्र, अधिसूचना)
2. टिप्पण
3. संक्षेपण
4. पल्लवन

घ. पारिभाषिक शब्दावली **(08 Hours)**

1. स्वरूप एवं महत्व
2. प्रमुख सिद्धांत एवं समस्याएँ

ड. इंटरनेट और हिन्दी **(08 Hours)**

यूनिकोड, ब्लाग, पोर्टल, ई-मेल, वेबसाइट्स

च - विश्व भाषा के रूप में हिन्दी का विकास **(07 Hours)**

1. विदेशों में हिन्दी का अध्ययन-अध्यापन
2. अन्तर्राष्ट्रीय हिन्दी नेट पत्रिका

संदर्भ ग्रंथ

1. डॉ. अम्बादास देशमुख, '*प्रयोजनमूलक हिन्दी*', शैलजा प्रकाशन, कानपुर, 2006
2. जोगेन्द्र सिंह, '*राजभाषा हिन्दीः विश्व संदर्भ*', वत्सल प्रकाशन, नयी दिल्ली, 2003
3. विनोद गोदरे, '*प्रयोजनमूलक हिन्दी*', वाणी प्रकासन, नयी दिल्ली, 2007
4. डॉ. सी. जे. प्रसन्नकुमारी, '*राजभाषा हिन्दी के विविध आयाम*', अमन प्रकाशन, कानपुर, 2009
5. डॉ. सु. नागलक्ष्मी, '*संचार, सूचना, कम्प्यूटर और प्रयोजनमूलक हिन्दी जगत*', जवाहर पुस्तकालय, मथुरा, 2012
6. डॉ. अनिल कुमार तिवारी, '*प्रयोजनशील हिन्दी*', विश्वभारती प्रकाशन, कानपुर, 2004

Course Title : हिन्दी भाषा ,लिपि ,व्याकरण एवं सर्वेक्षण
Course Code : HNC-9
Marks : 100
Credits : 4 (60 lectures)

Course Objective:
विद्यार्थियों को हिन्दी भाषा, लिपि और व्याकरण का ज्ञान कराना ताकि वे वाक्य रचना करने में और आवश्यकता पड़ने पर बोलने में दक्षता प्राप्त कर सकें। विद्यार्थियों को सर्वेक्षण के क्षेत्र में भी आत्मविश्वास पैदा कराना और ऐसा करके हिन्दी के प्रति उनमें रूचि पैदा कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी भाषा बोलने और लिखने में दक्षता प्राप्त करेंगे। उन्हें व्याकरण का अच्छा ज्ञान होगा। साथ ही सर्वेक्षण करके उन्हें भाषा और संस्कृति को गहराई से समझने में सुविधा होगी।

Syllabus:

क. हिन्दी भाषा का इतिहास **(15 Hours)**

1. प्राचीन भारतीय आर्य भाषा : वैदिक संस्कृत एवं लौकिक संस्कृत
2. मध्यकालीन भारतीय आर्यभाषा प्राकृत पालि एवं अपभ्रंश
3. आधुनिक भारतीय आर्यभाषा हिन्दी एवं अन्य भारतीय भाषाएँ

ख. लिपि **(15 Hours)**

1. देवनागरी लिपि : उद्भव एवं विकास।
2. देवनागरी लिपि की वैज्ञानिकता।
3. देवनागरी लिपि का मानकीकरण

ग. व्याकरण **(15 Hours)**

1. भाषा और व्याकरण
2. शब्द साधन : विकारी एवं अविकारी शब्द का सामान्य परिचय
3. हिन्दी की रूप रचना – उपसर्ग, प्रत्यय, संधि और समास के आधार पर रूपान्तरण
4. लिंग, वचन, कारक, काल, वाच्य के आधार पर रूपान्तरण
5. संज्ञा, सर्वनाम, विशेषण, क्रिया के आधार पर रूपान्तरण

घ. भाषा एवं संस्कृति सर्वेक्षण **(15 Hours)**

1. सर्वेक्षण का स्वरूप, प्रविधि एवं प्रक्रिया (सैद्धांतिक पक्ष – 5 lect.)
2. दस घंटे की रिपोर्ट (व्यावहारिक पक्ष 10 lect.)

   Note -भाषा और संस्कृति से संबंधित विषय परकिसी स्थान विशेष का 5000 शब्दों में सर्वेक्षण रिपोर्ट प्रस्तुत करना होगा।

संदर्भ ग्रंथ

1. भोलानाथ तिवारी, '*भाषा विज्ञान*', किताब महल, इलाहाबाद, 1951
2. कामता प्रसाद गुरू, '*हिन्दी व्याकरण*', हिन्दी-मराठी प्रकाशन, नागपुर, 2009
3. डॉ. विजय लक्ष्मण वर्धे, '*हिन्दी व्याकरण*', फडके बुकसेलर्स, कोल्हापुर, 1992
4. डॉ. रामप्रकाश, '*मानक हिन्दीः स्वरूप एवं संरचना*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1991
5. डॉ. नरेश मिश्र, '*भाषा और भाषा विज्ञान*', निर्मल पब्लिकेशन्स, दिल्ली, 2001
6. डॉ. ब्रजकिशोर प्रसाद सिंह, '*हिन्दी व्याकरण*', नमन प्रकाशन, नयी दिल्ली, 2009

Course Title : भारतीय साहित्य
Course Code : HNO-7
Marks : 100
Credits : 4 (60 lectures)

Course objective:

विद्यार्थियों को हिन्दी के अलावा अन्य भारतीय भाषाओं और उनके साहित्य से परिचित करना। ऐसा करके विद्यार्थी यह समझ सकेंगे कि भारत की अन्य भाषाएँ हिन्दी से किस स्तर पर जुड़ती हैं और किस स्तर पर वे अपना अलग मार्ग निर्धारित कर रही हैं।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी मुख्य रूप से कोंकणी, मराठी, उर्दू, कन्नड़ और बंगला के साहित्य से परिचित होंगे। साहित्य से परिचित होने के बाद उन्हे उन भाषाओं में क्या लिखा जा रहा है, संबंधित लेखकों की दृष्टि एवं उनके साहित्य में क्या है इन सबका अच्छी तरह से ज्ञान प्राप्त होगा। साथ ही हिन्दी के साथ अन्य भारतीय भाषाओं से वे परिचित होंगे।

Syllabus:

क. भारतीय साहित्य **(30 Hours)**

1. भारतीय साहित्य की अवधारणा
2. भारतीय साहित्य के इतिहास की समस्याएँ
3. भारतीय साहित्य : काव्य (मराठी, कोंकणी, उर्दु भाषा साहित्य के संदर्भ)
4. भारतीय साहित्य : कथा (मराठी, कोंकणी, कन्नड, बंगला)भाषा साहित्य के संदर्भ में

ख. निर्धारित पाठ्यपुस्तकें **(30 Hours)**

1. कथा दर्पण: सं. मिनेझिस ब्रागाझा इंस्टिट्यूट, पणजी (कोंकणी)
2. कविता : उजाले अपनी यादों के: बशीर बद्र (उर्दू)
3. अनूदित कविता : कुसुमाग्रज (मराठी)
4. संस्कार : यू. आर. अनंतमूर्ति (कन्नड)
5. अग्नि गर्भ : महाश्वेतादेवी (बंगला)

संदर्भ ग्रंथ

1. *'कथा दर्पण',* इंस्टिट्यूट मेनेजेज ब्रगांजा, पणजी, 2009
2. यू.आर. अननितमूर्ति, *'संस्कार',* राधाकृष्ण प्रकाशन, नयी दिल्ली, 2001
3. डॉ. राधाकृष्णन, *'भारतीय दर्शन',* राजपाल एण्ड सन्स, दिल्ली, 1966
4. महाश्वेता देवी, *'अग्निगर्भ',* राधाकृष्ण प्रकाशन, दिल्ली, 1998
5. *'भारतीय साहित्य : विविध आयाम',* विद्या प्रकाशन, कानपुर, 2001
6. रोहिताश्व पदमसिंह शर्मा, *'हिन्दी, उर्दू एवं हिन्दुस्तानी'*, लोकभारती प्रकाशन, इलाहाबाद, 2008

Course Title: नाटक एवं रंगमंच
Course Code : HNO-8
Marks : 100
Credits: 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को नाटक और रंगमंच की ओर जुड़ने के लिए प्रेरित करना है। ऐसा करके विद्यार्थी नाटक और रंगमंच के सैद्धांतिक पक्ष और व्यावहारिक पक्ष दोनो से जुड़ेंगे।

Learning Outcome:

इस पाट्यक्रम के अध्ययन के बाद विद्यार्थी अभिनय कला में दक्षता प्राप्त करेंगे और इसके बाद भविष्य में वे नाटक और अभिनय से जुड़ सकेंगे। आज इसकी बहुत आवश्यकता है।

Syllabus:

क. नाटक एवं रंगमंच **(15 Hours)**

1. लोकनाट्य की परंपरा
2. हिन्दी नाटक : स्वरूप एवं विकास
3. हिन्दी रंगमंच का विकास

ख. विशेष अध्ययन हेतु (निर्धारित नाटक)

1. अंधेर नगरी – भारतेन्दु हरिश्चंद्र **(07 Hours)**
2. ध्रुवस्वामिनी – जयशंकर प्रसाद **(08 Hours)**
3. आधे अधूरे – मोहन राकेश **(07 Hours)**
4. बकरी – सर्वेश्वर दयाल सक्सेना **(08 Hours)**
5. कोर्ट मार्शल – स्वदेश दीपक **(07 Hours)**
6. जिस लाहौर नइ देख्या ओ जम्याइ नतइ – असगर वजाहत **(08 Hours)**

संदर्भ ग्रंथ

1. डॉ.लीना बी. एल, '*हिन्दी नाटक और रंगमंच*', जवाहर पुस्तकालय, मथुरा, 2012
2. डॉ. प्रेमदत्त शर्मा, '*प्रसाद साहित्य की सांस्कृतिक पृष्ठभूमि*', जयपुर पुस्तक सदन, जयपुर, 1968
3. गिरीश रस्तोगी, '*हिन्दी नाटक का आत्म संघर्ष*', लोक भारती प्रकाशन, इलाहाबाद, 2002
4. डॉ. बनवीर प्रसाद शर्मा, '*आधुनिक हिन्दी नाटक*', अनंग प्रकाशन दिल्ली, 2001
5. के.वी. नारायण, '*साठोत्तर हिन्दी नाटक*', लोकभारती प्रकाशन, इलाहाबाद, 2007
6. डॉ. आशाराम बेवले, '*समकालीन हिन्दी नाटकों में नारी के विविध रूप*', समता प्रकाशन, कानपुर, 2006

Course Title : आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
Course Code : HNO-9
Marks : 100
Credits : 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को आधुनिक हिन्दी साहित्य की वैचारिकता से जोड़ना है। वे समझेंगे कि आज हमारा जो आधुनिक साहित्य है उसके मूल में कौन कौन सी-विचारधाराएँ पृष्ठभूमि के रूप में कार्य कर रही हैं।

Learning Outcome:

इस पाठ्यक्रम के पूर्ण होने के बाद विद्यार्थी हिन्दी साहित्य से संबंधित सभी वादों से परिचित होंगे जैसे मार्क्सवाद, गांधीवाद, आम्बेडकरवाद और स्त्रीवादी सिद्धान्त। ये वे दर्शन है जिन्हें आधार बनाकर हिन्दी साहित्य सृजन की ओर बढ़ रहा है।

Syllabus:

1. मार्क्सवाद (द्वन्द्वात्मक भौतिकवाद) अवधारणा, स्वरूप एवं महत्व। **(07 Hours)**
2. गांधीदर्शन : स्वरूप एवं महत्व **(08 Hours)**
3. मनोविश्लेषण वाद: स्वरूप एवं महत्व **(07 Hours)**
4. अस्तित्वाद : स्वरूप एवं महत्व **(08 Hours)**
5. अम्बेडकर वाद: स्वरूप एवं महत्व **(07 Hours)**
6. समाजवादी दर्शन : स्वरूप एवं महत्व (डॉ.राममनोहर लोहिया, श्री मधुलिमये आदि के संदर्भ में) **(15 Hours)**
7. स्त्रीवादी चिंतन : स्वरूप एवं महत्व **(08 Hours)**

संदर्भ ग्रंथ

1. डॉ. पारसनाथ मिश्र, '*मार्क्सवाद और उपन्यासकार यशपाल*', लोकभारती प्रकाशन, इलाहाबाद, 1972
2. डॉ. चंदा गिरीश, '*अस्तित्ववादी हिन्दी कहानी*', दिव्य डिस्ट्रिव्यूटर्स, कानपुर, 2009

3. डॉ. रामविलास शर्मा, '*प्रगतिशील साहित्य की समस्याएँ*', विनोद पुस्तक मंदिर, आगरा, 1957
4. डॉ. कुसुम पटोरिया, '*युग प्रणेता अंबेडकर*', विश्वभारती प्रकाशन, नागपुर, 2004
5. क्षमा शर्मा, '*स्त्रीत्ववादी विमर्श : समाज और साहित्य*', राजकमल प्रकाशन, नयी दिल्ली, 2002
6. रामधारी सिंह दिनकर, '*चिन्तन के आयाम*', लोकभारती प्रकाशन, इलाहाबाद, 2008

Semester – IV

Course Title: पाश्चात्य काव्यशास्त्र

Course Code: HNC-10
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को पाश्चात्य काव्यशास्त्र की विस्तृत जानकारी देना। इससे विद्यार्थी पाश्चात्य काव्यशास्त्र के सिद्धांतों से परिचित होंगे जैसे प्लेटो का काव्य सिद्धांत, अरस्तू टी.एस. इलियट आदि का काव्य सिद्धान्त, जिसके माध्यम से बिम्ब, प्रतीक मिथकीय प्रयोग की जानकारी देना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी पाश्चात्य काव्यशास्त्र से पूरी तरह परिचित होंगे। उन्हें ज्ञात होगा कि पाश्चात्य समीक्षकों ने काव्य को किस रूप में देखा है और वे भारतीय समीक्षकों से किस अर्थ में भिन्न हैं।

Syllabus:

क) प्रमुख पाश्चात्य विचारक **(30 Hours)**

1. प्लेटो - काव्य सिद्धांत
2. अरस्तू - अनुकरण एवं विरेचन सिद्धान्त, त्रासदी
3. लोंजाइनस - उदात्त की अवधारणा
4. मैथ्यू अर्नाल्ड - काव्य सिद्धान्त
5. क्रोंचे - अभिव्यंजनावाद
6. टी.एस. इलियट - निर्वैयक्तिकता का सिद्धान्त

ख) प्रमुख काव्य सिद्धान्त **(30 Hours)**

1. प्रकृतिवाद
2. अभिजात्यवाद
3. स्वच्छंदतावाद
4. बिंब एवं प्रतीकवाद

5. आधुनिकतावाद
6. संरचनावाद
7. उत्तर संरचनावाद
8. उत्तर आधुनिकतावाद

संदर्भ ग्रंथ

1. देवेन्द्रनाथ शर्मा, '*पाश्चात्य काव्यशास्त्र*', वाणी प्रकाशन, नई दिल्ली, 2008
2. गणपतिचन्द्र, '*गुप्त भारतीय एवं पाश्चात्य काव्य सिद्धान्त*',लोकभारतीय प्रकाशन, इलाहाबाद, 2009
3. गोपीचंद नारंग, '*संरचना एवं उत्तरसंरचनावाद*',साहित्य अकादमी, दिल्ली, 2004
4. पंडित सीताराम चतुर्वेदी, *समीक्षा शास्त्र*, कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983
5. शेषेन्द्र शर्मा, *आधुनिक काव्यशास्त्र*, लोक भारती प्रकाशन, इलाहाबाद, 1990
6. डॉ. रामचन्द्र तिवारी, *भारतीय एवं पाश्चात्य काव्यशास्त्र*, लोकभारती प्रकाशन, इलाहाबाद, 1980

Course Title: मीडिया लेखन
Course Code: HNC-11
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को मीडिया लेखन की जानकारी देना, दूरदर्शन, रेडियो, जिसमें समाचार पत्र लेखन इंटरनेट आदि प्रमुख हैं। इस पाठ्यक्रम से विद्यार्थियों को साहित्य के अलावा प्रयोजनमूलक हिन्दी से जोड़ना और उन्हें रोजगार हेतु प्रवृत्त करना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी मीडिया लेखन से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि मीडिया लेखन का सिद्धान्त क्या है। वे पत्रकारिता ,रेडियो दूरदर्शन और सिनेमा जैसे विभिन्न क्षेत्रों में रोजगार प्राप्त कर सकेंगे।

Syllabus:

क. समाचार पत्र लेखन **(15 Hours)**
समाचार लेखन, संपादकीय विज्ञापन लेखन, फीचर लेखन)

ख. रेडियो लेखन **(07 Hours)**
(रेडियो समाचार, रेडियो नाटक, रेडियो विज्ञापन, रेडियो वार्ता)

ग. टेलिविजन लेखन **(08 Hours)**
(समाचार, धारावाहिक, रुपक, विज्ञापन, वार्ता, वृत्तचित्र)

घ. सिनेमा लेखन **(15 Hours)**
(पटकथा लेखन, संवाद लेखन, साहित्यिक कृतियों का दृश्य- श्रव्य रुपांतरण)

ङ. इंटरनेट माध्यम लेखन **(15 Hours)**
(वेबसाइट निर्माण, ब्लॉग लेखन, सोशल मीडिया लेखन (Whatsapp, Facebook, Twitter)

संदर्भ ग्रंथ

1. विनोद गोदरे, *प्रयोजनमूलक हिन्दी*, वाणी प्रकाशन, नयी दिल्ली, 2007
2. डॉ. सी. जे. प्रसन्नकुमारी, *राजभाषा हिन्दी के विविध आयाम*, अमन प्रकाशन, कानपुर, 2009
3. डॉ. योगेन्द्र प्रताप सिंह, *मीडिया और साहित्य*, अमन प्रकाशन, कानपुर, 2010
4. डॉ. शांति विश्वनाथन, *मीडिया और साहित्य*, अमन प्रकाशन, कानपुर, 2009
5. सत्यदेव त्रिपाठी, *समकालीन फिल्मों के आइने में समाज*, शिल्पायन प्रकाशन, दिल्ली, 2013
6. डॉ. श्याम कश्यप, *टेलीविजन की कहानी राजकमल प्रकाशन*, नयी दिल्ली, 2008

Course Title: शोध प्रविधि

Course Code: HNC-12
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

विद्यार्थियों को शोध प्रक्रिया से परिचित कराना। शोध के समय क्या क्या समस्याएँ आती हैं- उनकी जानकारी देना। शोध की रूपरेखा तैयार कराना। शोध कार्य के विभिन्न क्षेत्रों से उन्हें अवगत कराना। साथ ही आज हिन्दी में शोध की क्या स्थिति है उसके बारे में बताना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी शोध की पूरी प्रक्रिया से अवगत होंगे। उन्हें शोध से संबंधित सैद्धान्तिक और व्यावहारिक दोनों पक्षों का ज्ञान होगा। साथ ही वे भविष्य में शोध कार्य के लिए प्रवृत्त होंगे।

Syllabus:

क. i. शोध का स्वरूप एवं महत्व **(15 Hours)**

ii. शोध और आलोचना

iii. शोध छात्रों की योग्यता

iv. शोध एवं साहित्य

v. शोध के प्रकार (वर्णनात्मक, ऐतिहासिक, तुलनात्मक, साहित्यिक एवं साहित्येतर शोध)

ख. शोध पद्धति एवं प्रक्रिया **(15 Hours)**

शोध पद्धति - मनोवैज्ञानिक, समाजशास्त्रीय, भाषा वैज्ञानिक और तुलनात्मक पद्धति

शोध प्रक्रिया- शोध की समस्या, शोध विषय का चयन, सामग्री संकलन एवं स्रोत (प्रकाशित-अप्रकाशित सामग्री, पुस्तकालय, संदर्भ ग्रंथ, पाण्डुलिपियों का संकलन और उपयोग, साक्षात्कार, प्रश्नावली)

ग. शोध कार्य - विभाजन एवं कम्प्यूटर अनुप्रयोग **(15 Hours)**

शोध की रूप रेखा, प्रस्तावना, अध्याय विभाजन, शोध शीर्षक, मुख्य भाग, विवेचन, विश्लेषण, उपसंहार, सूची-संदर्भ, पाद टिप्पणी, परिशिष्ट, टंकणलेखन, वर्तनी सुधार

घ. लघु शोध प्रबंध लेखन **(15 Hours)**

(अधिकतम 10000 शब्दों का लघु शोध प्रबंध)

संदर्भ ग्रंथ

1. डॉ. रावत खंडेलवाल, '*शोध - प्रविधि और प्रक्रिया*', जवाहर पुस्तकालय मथुरा, 1976
2. डॉ. रावत खंडेलवाल, '*शोध तत्व और दृष्टि*', जवाहर पुस्तकालय मथुरा, 1976
3. डॉ. राजेन्द्र मिश्र, '*अनुसंधान की प्रविधि और प्रक्रिया*', तक्षशिला प्रकाशन, नई दिल्ली, 2012
4. डॉ. विजयपाल सिंह, '*हिन्दी अनुसंधान*', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. मधुकर पाडवी, *साहित्य चिंतन: समीक्षा एवं शोध,* अमन प्रकाशन कानपुर, 2010
6. डॉ. विनयमोहन शर्मा, *शोध प्रविधि,* नेशनल पब्लिसिंग हाउस, दिल्ली, 2008

Course Title: आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)
Course Code: HNO-10
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

विद्यार्थियों को उपन्यास, कहानी, नाटक एवं निबंध की जानकारी देना। साथ ही उन्हें प्रत्येक विधा की एक –एक रचना से परिचित कराना। इन विधाओं में साहित्यकार किन प्रश्नों को उठाता है उससे विद्यार्थियों को अवगत कराना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी गद्य की मुख्य विधाओं की एक एक रचना पढ़ कर जानेंगे कि इन विधाओं में लेखक समाज की किन किन समस्याओं को हमारे सामने रखना चाहता है। साथ ही वह इसमें कितना सफल हुआ हैइसकी भी जानकारी प्राप्त करेंगे। ,

Syllabus:

1. नाटक – माधवी, भीष्म साहनी **(15 Hours)**
2. उपन्यास - गिलि गडु - चित्रा मुद्गल **(15 Hours)**
3. चिन्तामणि भाग -1, आचार्य रामचन्द्र शुक्ल (आठ निबंध) **(15 Hours)**
4. कहानी - प्रतिनिधि कथामाला - संपादक - मार्कंडेय (दोपहर का भोजन को छोडकर शेष सभी कहानियाँ) **(15 Hours)**

संदर्भ ग्रंथ

1. आचार्य रामचंद्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2009
2. डॉ. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*',राधाकृष्ण प्रकाशन, नई दिल्ली, 2004
3. डॉ. इन्द्रनाथ मदान, '*आधुनिकता और हिन्दी उपन्यास*', राजकमल प्रकाशन, दिल्ली, 1973

4. डॉ. गोपाल राय, '*हिन्दी उपन्यास का इतिहास*', राजकमल प्रकाशन, दिल्ली, 2010
5. डॉ. विभुराम मिश्र, '*प्रतिनिधि हिन्दी निबंधकार*', अभिनव भारती प्रकाशन, इलाहाबाद, 1975
6. डॉ. पुष्पपाल सिंह, '*समकालीन कहानी - युगबोध का संदर्भ*', नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1986
7. डॉ. सुरेंद्र चौधरी, '*हिन्दी कहानी - प्रक्रिया और पाठ*', राधाकृष्ण प्रकाशन, नई दिल्ली, 1995

Course Title: स्त्री विमर्श

Course Code: HNO-11
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को स्त्री विमर्श की अवधारणा नारीवादी आन्दोलन और नारी लेखन, की भूमिका से अवगत कराना है। साथ ही लेखिकाओं द्वारा लिखित कविता, कहानी, उपन्यास, आत्मकथा से परिचित कराना है।

Learning Outcome:
इस पाठ्यक्रम को पढ़नें के बाद विद्यार्थी समाज में स्त्री की दशा और उनके संघर्षमय लेखन से परिचित होंगे। लेखिकाओं द्वारा रचित उपन्यास, कहानी, कविता, आत्मकथा से भलीभाँति परिचित होंगे।

Syllabus:

क. सैद्धांतिक पक्ष **(08 Hours)**

1. स्त्री विमर्श की अवधारणा
2. स्त्री विमर्श की पृष्ठभूमि
3. नारीवादी आंदोलन – भारतीय एवं पाश्चात्य संदर्भ
4. हिन्दी में नारी लेखन का स्वरुप और विकास

ख. उपन्यास - चाक – मैत्रेयी पुष्पा **(07 Hours)**

ग. कहानी – काला शुक्रवार – सुधा अरोड़ा, (जानकीनामा, तानाशाही, रहोगी तुम वही, सत्तासंवाद, वर्चस्व, यथास्थिति, ताराबाई चाल, कमरा नंबर एक सौ पैंतीस, आधी आबादी, अन्नपूर्णा मंडल की आखिरी चिठ्ठी, तीसरी बेटी के नाम ये ठंडे, सूखे बेजानशब्द)
(15 Hours)

घ. कविता – चुनी हुई कविताएँ – अनामिका (स्त्रियाँ, बेजगह, मौसियाँ, एक औरत का पहला राजकीय प्रवास, हरियाली है, एक पती का खो जाना, पतिव्रता, वृद्धाएँ धरती की नमक हैं, दलाई लामा, कुहनियाँ, घूंघट के पट खोल रे, तुलसी का झोला, बीजगणित, आम्रपाली, होमवर्क, णनुवाद। (कुल 15 कविताएँ) **(15 Hours)**

ड .आत्मकथा प्रभाखेतान – अन्या से अनन्या **(15 Hours)**

संदर्भ ग्रंथ

1. डॉ. जगदीश्वर चतुर्वेदी, '*स्त्री विमर्श*', अनामिका पब्लिशर्स, नई दिल्ली, 2000
2. सुमन राजे, '*हिन्दी साहित्य का आधा इतिहास*', भारतीय ज्ञानपीठ, नई दिल्ली, 2004
3. राधा कुमार, '*स्त्री संघर्ष का इतिहास*', वाणी प्रकाशन, नई दिल्ली, 2002
4. प्रभा खेतान, '*उपनिवेश में स्त्री*', राजकमल प्रकाशन, नई दिल्ली, 2003
5. ममता जैतली, श्री प्रकाश शर्मा, '*आधी आबादी का संघर्ष*', राजकमल प्रकाशन, नई दिल्ली, 2006
6. क्षमा शर्मा, '*स्त्रीत्ववादी विमर्श - समाज और साहित्य*', राजकमल प्रकाशन, नई दिल्ली, 2008

Course Title: गद्य की अन्य विधाएँ

Course Code: HNO-12
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

इस पाठ्यक्रम में गद्य की मुख्य विधाओं के अतिरिक्त अन्य विधाओं को पाठ्यक्रम में रखा गया है। इन विधाओं में आत्मकथा, संस्मरण, यात्रा वृत्त और जीवनी प्रमुख हैं। इन सभी की विद्यार्थियों को जानकारी देना।

Learning Outcome:
इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी गद्य की अन्य विधाओं से परिचित होंगे जिसमें आत्मकथा, संस्मरण, यात्रावृत्त जीवनी आदि प्रमुख हैं। आज इन विधाओं में तेजी से लेखन हो रहा है। इन्हें पढ़ने के बाद विद्यार्थी अद्यतन साहित्य से परिचित होंगे।

Syllabus:

क. आत्मकथा : **(15 Hours)**

क्या भुलूँ क्या याद करूँ – हरिवंशराय बच्चन

ख. संस्मरण: **(15 Hours)**

याद हो कि न याद हो (तीन संस्मरण) - काशीनाथ सिंह

1. होल्कर हाउस में हजारी प्रसाद द्विवेदी
2. जी ही जाने है आह मत पूछो
3. गरबीली गरीबी वह

ग. यात्रावृत: **(15 Hours)**

1. स्पीति में बारिश – कृष्णनाथ

घ. जीवनी **(15 Hours)**

आवारा मसीहा (संक्षिप्त) - विष्णु प्रभाकर

संदर्भ ग्रंथ

1. राजरानी शर्मा, '*हिन्दी का संस्मरण साहित्य*',*शोध प्रबंध प्रकाशन, नई दिल्ली, 1970*
2. हरिशंकर दुबे, '*स्वातंत्र्योत्तर हिंदी गद्य में व्यंग्य*', विकास प्रकाशन, कानपुर, 2009
3. डॉ. माधव सोनटम्के, *हिन्दी साहित्य का इतिहास*, अमन प्रकाशन कानपुर, 2010
4. रामदरश मिश्र, *मेरे साक्षात्कार*, किताब घर प्रकाशन, नयी दिल्ली, 2008
5. सुधा गौतम, आदर्श घर परिवार एवं महिलाएँ, किताब घर प्रकाशन, नयी दिल्ली, 2007
6. शरद जोशी, *राग भोपाली*, राजकमल प्रकाशन, नयी दिल्ली, 2009

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POSTGRADUATE DEPARTMENT OF HINDI

COURSE STRUCTURE

SEMESTER	CORE COURSES			ELECTIVE COURSES		
I	**HNC-1** हिन्दी साहित्य का इतिहास (आदिकाल,भक्तिकाल एवं रीतिकाल)	**HNC-2** प्राचीन एवं मध्यकालीन काव्य	**HNC-3** भाषाविज्ञान	**HNE-1** विशेष रचनाकार: सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'	**HNE-2** दलित विमर्श	**HNE-3** अनुवाद
II	**HNC-4** हिन्दी साहित्य का इतिहास:आधुनिक काल	**HNC-5** आधुनिक काव्य	**HNC-6** विशेष विधा: उपन्यास	**HNE-4** विशेष विधा : कहानी	**HNE-5** आलोचक और आलोचना	**HNE-6** पत्रकारिता एवं जनसंचार माध्यम
III	**HNC-7** भारतीय काव्यशास्त्र	**HNC-8** प्रयोजनमूलक हिन्दी	**HNC-9** हिन्दी भाषा,लिपि,व्याकरण एवं सर्वेक्षण	**HNE-7** भारतीय साहित्य	**HNE-8** नाटक एवं रंगमंच	**HNE-9** आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
IV	**HNC-10** पाश्चात्य काव्यशास्त्र	**HNC-11** मीडिया लेखन	**HNC-12** शोध प्रविधि	**HNE-10** आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)	**HNE-11** स्त्री विमर्श	**HNE-12** गद्य की अन्य विधाएँ

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
AUTONOMOUS

POST GRADUATE DEPARTMENT OF HINDI

REVISED SYLLABUS OF M.A. HINDI (2018-2019)

Semester – I

Course Title: हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)
Course Code: HNC-1
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को हिन्दी साहित्य के आदिकाल, भक्तिकाल और रीतिकाल की विस्तृत जानकारी देना। इससे विद्यार्थी आदिकाल, भक्तिकाल और रीतिकाल के साहित्य से परिचित होंगे। साथ ही वे साहित्य और समाज के संबंध से भी परिचित होंगे।

Learning Outcome:
इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी प्राचीन एवं मध्यकालीन साहित्य से पूर्णतया परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि समय के परिवर्तन के साथ प्राचीन काव्य मध्यकाल तक आते-आते कितना कुछ बदल गया।

Syllabus:

इकाई एक - हिन्दी साहित्य के इतिहास की भूमिका **(15 Hours)**

1. इतिहास दर्शन और साहित्येतिहास।
2. हिन्दी साहित्य के इतिहास लेखन के स्रोत।
3. हिन्दी साहित्य के इतिहास लेखन की परंपरा।
4. काल विभाजन एवं नामकरण।

इकाई दो - आदिकाल **(15 Hours)**

1. नाथ, सिध्द और जैन साहित्य
2. रासो काव्य की परंपरा और उसकी प्रामाणिकता
3. विद्यापति और अमीर खुसरो

इकाई तीन - भक्तिकाल **(15 Hours)**

1. भक्ति आंदोलन एवं सांस्कृतिक चेतना
2. संत काव्यधारा
3. सूफी काव्यधारा
4. राम-भक्ति काव्य

इकाई चार – कृष्ण भक्ति काव्य एवं रीतिकाल **(15 Hours)**

1. कृष्ण भक्तिकाव्य
2. रीतिकाल का उद्भव एवं विकास
3. दरबारी संस्कृति और रीतिकाव्य
4. रीतिकाल की विविध शाखाएँ।

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. रामचन्द्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', विश्वभारती प्रकाशन नागपुर, 2005
2. नगेन्द्र (सं), '*हिन्दी साहित्य का इतिहास*', मयूर पेपर बैक्स नौएडा, 1973
3. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1996
4. सुमन राजे, '*हिन्दी साहित्य का आधा इतिहास*', भारतीय ज्ञानपीठ, नयी दिल्ली, 2003
5. वासुदेव सिंह, '*हिन्दी साहित्य कासमीक्षात्मक इतिहास' खंड-1 और खंड-2*,संजय बुक सेंटर, वाराणसी, 1982
6. डॉ. फणीश सिंह, '*हिन्दी साहित्य एकपरिचय*', राजकलम प्रकाशन, नयी दिल्ली, 2006
7. डॉ. शिवकुमार शर्मा, '*हिन्दी साहित्य: युग और प्रवृतियाँ*', मिनर्वा पब्लिकेशन, जोधपुर, 2015

Course Title: प्राचीन एवं मध्यकालीन काव्य

Course Code: HNC-2
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को आदिकाल से लेकर रीतिकाल तक के प्रमुख कवियों की कविताओं की जानकारी देना। साथ ही इन प्रमुख कवियों के जीवन और उनकी काव्य दृष्टि से परिचित कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी आदिकाल से लेकर रीतिकाल तक की कविता से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि किस प्रकार युग परिवर्तन के साथ काव्य में परिवर्तन होता है।

Syllabus:

इकाई एक - आदिकालीन कवि विद्यापति **(15 Hours)**

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि एवं भाव सौन्दर्य
3. शिल्प सौन्दर्य
4. निर्धारित पाठ्यपुस्तक-विद्यापति पदावली सं.रामवृक्ष बेनीपुरी

पद्संख्या–वंदना-1,3

वय:संधि-4,9

नख शिख-10,11,12,18

प्रेम प्रसंग-27,29,34,35,37

विरह-187,188,191,194,195

प्रार्थना और नचारी-239,243,250,252

इकाई दो - निर्गुण कविकबीर : एवं जायसी **(15 Hours)**

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि, विचार एवं भाव सौंदर्य
3. शिल्प सौंदर्य
4. निर्धारित पाठ्यपुस्तक- कबीर- हजारी प्रसाद द्विवेदी

   पदसंख्या:1, 2, 5, 12, 20, 39, 41, 77, 92, 109, 118, 130, 134, 137, 141, 162, 224, 247

5. निर्धारित पाठ्यपुस्तक- जायसी ग्रंथावली, संपादक-आचार्य रामचन्द्र शुक्ल
नागमती- वियोग खंड

इकाई तीन - सगुण कवि: गोस्वामी तुलसीदास एवं सूरदास (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि, विचार एवं भाव सौंदर्य।
3. शिल्प सौंदर्य
4. निर्धारित पाठ्यपुस्तक- रामचरितमानस-(गोस्वामी तुलसीदास)
अयोध्याकाण्ड - दोहा क्रमांक 109 से 124 तक, उत्तरकाण्ड - दोहा क्रमांक 114ख से 122 ख तक
5.निर्धारित पाठ्यपुस्तक–भ्रमरगीतसार-आ.रामचन्द्र शुक्ल
पदसंख्या: 42, 64, 85, 97, 130, 136, 178, 181, 210, 278, 289, 296, 346, 351,375, 389, 400

इकाई चार - रीतिसिद्ध एवं रीतिमुक्त कवि:बिहारी एवं घनानंद (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य की श्रृंगारिकता
3. भक्ति एवं नीतिगत विचार
4. भाषिक सौंदर्य
5.निर्धारित पाठ्यपुस्तक (सं) बिहारी रत्नाकर, जगन्नाथदास रत्नाकर
दोहा संख्या1 -,2,13 ,16 ,25 ,32 ,34 ,35 ,38 ,39 ,41 ,60 ,73 ,85 ,94 ,160 , 188,225 ,256 ,300 ,317 ,345 ,347 ,362 ,406 ,437 ,472 ,526,610 ,646 , 680, 713
6.निर्धारित पाठ्यपुस्तक-घनानंद कवित्त (सं) विश्वनाथ प्रसाद मिश्र
कवित्त संख्या2 -,4 ,12 ,13 ,15 ,17 ,24 ,40 ,78 ,82 ,87 ,112 ,128 ,140,193 , 206,257 ,278 ,317 ,383 ,444

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. हजारी प्रसाद द्विवेदी,'*कबीर*', राजकमल प्रकाशन, नयी दिल्ली, 2014
2. रामचन्द्र शुक्ल,'*जायसी ग्रंथावली*', विनय प्रकाशन, कानपुर, 1924
3. जगन्नाथ दास रत्नाकर, '*बिहारी रत्नाकर*', लोक भारती प्रकाशन, इलाहाबाद,2014
4. विश्वनाथ प्रसाद मिश्र,'*घनानन्द कवित्त*', संजय बुक सेंटर वाराणसी, 2007
5. संपादक रामवृक्ष बेनीपुरी, '*विद्यापति पदावली*', लोक भारती प्रकाशन, इलाहाबाद, 2011
6. महाकवि सूरदास, '*भ्रमरगीत सार*', लोकभारती प्रकाशन, इलाहाबाद, 1978
7. तुलसीदास, '*रामचरितमानस*', गीता प्रेस, गोरखपुर, 2012

Course Title: भाषाविज्ञान

Course Code: HNC-3
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को भाषा और भाषा विज्ञान की जानकारी देना। उन्हें भाषा विज्ञान की विभिन्न शाखाओं से परिचित कराना। साथ ही भाषा विज्ञान की पाश्चात्य परंपरा एवं भाषा, बोली एवं समाज के आपसी संबंध को बताना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भाषा और भाषा विज्ञान के आपसी संबंध से परिचित होंगे। विद्यार्थियों को यह भी ज्ञात होगा कि भाषा, बोली और समाज का आपसी संबंध क्या है?

Syllabus:

इकाई एक - भाषाविज्ञान **(15 Hours)**

1. भाषा:परिभाषा, स्वरूप एवं अभिलक्षण
2. भाषाविज्ञान:परिभाषा, स्वरूप एवं शाखाएँ
3. भाषा विज्ञान की भारतीय एवं पाश्चात्य परंपरा

इकाई दो - ध्वनिविज्ञान **(15 Hours)**

1. ध्वनिविज्ञान:स्वरूप एवं आधार
2. ध्वनियों का वर्गीकरण
3. ध्वनिगुण:मात्रा, आघात, वृत्ति एवं अनुतान
4. ध्वनि परिवर्तन:कारण एवं दिशाएँ
5. स्वनिम विज्ञान:परिभाषा, स्वरूप एवं भेद
6. स्वनिम सिध्दांत

इकाई तीन - रूप विज्ञान **(15 Hours)**

1. रूप का स्वरूप
2. अर्थतत्व और संबंध तत्व
3. रूप परिवर्तन:कारण एवं दिशाएँ

4. रूपिम:परिभाषा, भेद एवं प्रक्रिया
5. रूप स्वनिम:परिभाषा, प्रक्रिया, परिवर्तन

इकाई चार - वाक्य विज्ञान एवं अर्थ विज्ञान **(15 Hours)**

1. वाक्य:अवधारणा एवं स्वरूप
2. वाक्य के भेद
3. अर्थ:परिभाषा एवं स्वरूप
4. शब्द और अर्थ का संबंध
5. अर्थबोध एवं अर्थ निर्णय के साधन
6. अर्थ परिवर्तन:कारण एवं दिशाएँ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. भोलानाथ तिवारी, '*भाषाविज्ञान*', किताब महल, इलाहाबाद, 1951
2. डॉ. जितेन्द्र वत्स, डॉ. देवेन्द्र प्रसाद सिंह, '*भाषा विज्ञान और हिन्दी भाषा*', निर्मल पब्लिकेशन्स, दिल्ली, 2009
3. डॉ. नरेश मिश्र, '*भाषा और भाषा विज्ञान*', निर्मल पब्लिकेशन्स, दिल्ली, 2001
4. कामता प्रसाद गुरु, '*हिन्दी व्याकरण*', हिन्दी-मराठी प्रकाशन, नागपुर, 2011
5. डॉ. रामप्रकाश, '*मानक हिन्दीः स्वरुप एवं संरचना*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1991
6. डॉ. हणमंतराव पाटिल, '*भाषा विज्ञान एवं हिन्दी भाषा*', विद्याप्रकाशन कानपुर, 2015

Course Title: विशेष रचनाकार: सच्चिदानंद हीरानंद 'वात्स्यायन' अज्ञेय

Course Code: HNE-1
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को हिन्दी के विशेष रचनाकार अज्ञेय के सम्पूर्ण साहित्य से परिचित कराना। साथ ही अज्ञेय का व्यक्तित्व, उनका परिवेश, उनकी व्यष्टि चेतना और प्रयोगवाद की विशेषताओं की जानकारी देना इसमें शामिल है।

Learning Outcome:

इस पाठ्यक्रम से विद्यार्थी अज्ञेय के सम्पूर्ण साहित्य से परिचित होंगे। उन्हें अज्ञेय की दृष्टि को और अज्ञेय की व्यष्टि चेतना को जानने-समझने में सुविधा होगी। विद्यार्थी जानेंगे कि उज्ञेय का क्या योगदान है?

Syllabus:

इकाई एक – अज्ञेय : व्यक्ति परिचय एवं रचना संसार (15 Hours)

1. व्यक्तित्व एवं परिवेश
2. अज्ञेय का रचना संसार
3. उत्तर छायावादी काव्य और अज्ञेय
4. अज्ञेय की काव्य दृष्टि
5. अज्ञेय का शिल्प विधान

इकाई दो-अज्ञेय : प्रतिनिधि कविताएं एवं जीवन परिचय-संपादक. विद्यानिवास मिश्र (15 Hours)

1. आज थका हिय हारिल मेरा
2. सम्राज्ञी का नैवेद्य- दान
3. दाता और भिखारी
4. सोन-मछली
5. नदी के द्वीप
6. लंबी कविता- असाध्य वीणा

इकाई तीन - कथा साहित्य (15 Hours)

1. शेखर : एक जीवनी भाग-१
2. चुनी हुई तीन कहानियां

1. रोज
2. विपथगा
3. मुस्लिम-मुस्लिम भाई-भाई।

इकाई चार - निबंध **(15 Hours)**

1. आत्मनेपद के तीन प्रमुख निबंध
   1.श्लील और अश्लील
   2. जीवन का रस
   3. मैं क्यों लिखता हूँ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. विश्वंभर मानव, राम किशोर शर्मा, '*आधुनिक कवि*', लोकभारती प्रकाशन, इलाहाबाद, 2008
2. संपादक विद्या निवास मिश्र, '*अज्ञेय प्रतिनिधि कविताएँ*', राजपाल एण्ड सन्स, दिल्ली, 2005
3. सच्चिदानंद चतुर्वेदी, '*अज्ञेय के निबंध*', मिलिंद प्रकाशन, हैदराबाद, 2009
4. बच्चन सिंह, '*आधुनिक हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2005

5. डॉ. कामना श्रीवास्तव, '*अज्ञेय की कहानियाँ :वैचारिक आयाम*', शिल्पायन प्रकाशन, दिल्ली,2014
6. पूनम गुप्ता , '*अज्ञेय की कविताओं में मनुष्य की अवधारणा*', शिल्पायन प्रकाशन, दिल्ली, 2014
7. '*अज्ञेय काव्य में प्रतिबिम्ब और मिथक*', राजकमल प्रकाशन, दिल्ली, 2009

Course Title: दलित विमर्श

Course Code: HNE-2
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

आज दलित विमर्श हर भारतीय भाषा में एक आंदोलन के रूप में उभरकर आया है। यह हिन्दी में भी अपना एक स्थान बना चुका है। इस पाठ्यक्रम का उददेश्य विद्यार्थियों को हिन्दी के दलित साहित्य से परिचित कराना है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी दलित साहित्य से पूर्णतया परिचित होंगे। उन्हें जानकारी मिलेगी कि दलित साहित्य मुख्य धारा से कहाँ समानता रखता है और कहाँ असमानता? वे दलित साहित्य के सौन्दर्यशास्त्र से भी परिचित होंगे।

Syllabus:

इकाई एक - दलित साहित्य की अवधारणा **(15 Hours)**

1. दलित साहित्य का विकास
2. दलित साहित्य का सौंदर्यशास्त्र

इकाई दो - आत्मकथा **(15 Hours)**

1. दोहरा अभिशाप - कौशल्या बैसंत्री

इकाई तीन - कथा साहित्य **(15 Hours)**

1. उपन्यास
   उधर के लोग- अजय नावरिया

2. **कहानी**
   संघर्ष- डॉ. सुशीला टाकभौरे (चयनित तीन कहानियाँ)

इकाई चार - कविता **(15 Hours)**

1.बस्स बहुत हो चुका- ओमप्रकाश वाल्मीकि
(चयनित पाँच कविताएँ)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. टी.वी. कटटीमनी, '*दलित साहित्य का समाज विज्ञान*', शिल्पायन प्रकाशन, दिल्ली,2014
2. ओमप्रकाश वाल्मीकि, '*दलित साहित्य का सौन्दर्यशास्त्र*', राजकमल प्रकाशन, दिल्ली, 2010
3. सुशीला टाकभौरे, '*हाशिए का विमर्श*', शिल्पायन प्रकाशन, दिल्ली, 2015
4. विमल थोरात, '*दलित साहित्य का स्त्रीवादी स्वर*', अनामिका पब्लिशर्स, नयी दिल्ली, 2008
5. डॉ. संजय मुनेश्वर, '*हिन्दी का दलित आत्मकथा साहित्य*', चन्द्रलोक प्रकाशन, कानपुर, 2011
6. डॉ. श्यौराज सिंह बेचैन, डॉ. रजत रानी मीनू, '*दलित दखल*', श्री साहित्यिक संस्थान, गाजियाबाद, 2001

Course Title: अनुवाद

Course Code: HNE-3
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

आज का युग अनुवाद का युग है। साहित्यिक और कार्यालयीन सभी क्षेत्रों में अनुवाद कार्य तेजी से हो रहा है। इस पाछ्यक्रम से अनुवाद की परिभाषा, उसका सिद्धांत, उसके भेद, उसकी प्रक्रिया, सीनाएँ एवं प्रासंगिकता की विद्यार्थियों को जानकारी देना शामिल है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी अनुवाद कार्य में दक्षता प्राप्त करेंगे। वे अनुवाद की प्रक्रिया, उसके भेद एवं महत्व को अच्छी तरह समझेंगे और अनुवाद कार्य की दिशा में प्रवृत्त होंगे।

Syllabus:

इकाई एक - अनुवाद : स्वरुप एवं भेद **(15 Hours)**

1. परिभाषा, स्वरूप
2. सिद्धांत एवं प्रक्रिया
3. शब्दानुवाद
4. भावानुवाद
5. छायानुवाद
6. आशु अनुवाद
7. प्रासंगिकता, महत्व एवं सीमाएँ

इकाई दो - अनुवाद की समस्याएं **(15 Hours)**

1. कार्यालयी अनुवाद
2. साहित्यिक अनुवाद
3. विज्ञान, तकनीकी, कोश
4. मीडिया गत अनुवाद

इकाई तीन - अनुवाद के साधन **(15 Hours)**

1. शब्दकोश
2. पारिभाषिक शब्दावली
3. साहित्य कोश
4. थियरी एवं कंप्यूटर

इकाई चार - अनुवाद का व्यावहारिक पक्ष **(15 Hours)**

1. पुनरीक्षण, समीक्षा एवं मूल्यांकन
2. अंग्रेजी से हिन्दी, कोंकणी से हिन्दी, मराठी से हिन्दी

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. डॉ. भारती गोरे, '*अनुवाद निरूपण*', विकास प्रकाशन, कानपुर, 2004
2. डॉ. अम्बादास देशमुख, '*प्रयोजनमूलक हिन्दी*', शैलजा प्रकाशन, कानपुर, 2006
3. डॉ. सुरेश सिंहल, '*अनुवादःअनुभूति और अनुभव*', संजय प्रकाशन, नयी दिल्ली, 2006
4. विनोद गोदरे, '*प्रयोजनमूलक हिन्दी*', वाणी प्रकाशन, नयी दिल्ली, 2007
5. डॉ. सुरेश सिंहल, '*अनुवादः अवधारणा और आयाम*', संजय प्रकाशन, नयी दिल्ली, 2006
6. डॉ. राजमल बोरा, '*अनुवाद क्या है*', वाणी प्रकाशन, नयी दिल्ली, 1996

Semester II

Course Title: हिन्दी साहित्य का इतिहास:आधुनिक काल

Course Code: HNC-4
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आधुनिक काल की सभी विधाओं की जानकारी देना। यह बताना कि किस तरह हिन्दी साहित्य के आधुनिक काल में कविता के साथ-साथ गद्य की धाराएँ भी विकसित होती रहीं। इसमें गद्य की अन्य विधाओं के साथ दक्खिनी हिन्दी भी शामिल है।

Learning Outcome:

इस पाठ्यक्रम से विद्यार्थी आधुनिक काल के सम्पूर्ण साहित्य से परिचित होंगे। उन्हें ज्ञात होगा कि भारतेन्दु युग से लेकर आज तक हिन्दी साहित्य में कितने बदलाव आए हैं और आज हिन्दी में किस तरह के साहित्य लिखे जा रहे हैं?

Syllabus:

इकाई एक - आधुनिक हिन्दी साहित्य **(15 Hours)**

1. आधुनिक हिन्दी साहित्य का परिवेश
2. भारतेन्दु युग (विषय वस्तु, एवं सामाजिक चेतना)
3. द्विवेदी युग (विषय वस्तु, भाषा परिष्कार, पत्रकारिता)
4. छायावाद

इकाई दो - छायावादोत्तर काव्य का संक्षिप्त परिचय **(15 Hours)**

1. प्रगतिवाद
2. प्रयोगवाद
3. नयी कविता
4. समकालीन कविता

इकाई तीन - हिन्दी गद्य की प्रमुख विधाओं का स्वरूप एवं विकास **(15 Hours)**

1.नाटक एवं एकांकी
2.कहानी
3.उपन्यास
4.निबंध

इकाई चार – गद्य की अन्य विधाएँ **(15 Hours)**

1. संस्मरण
2. यात्रा वृतांत
3. आत्मकथा
4. जीवनी

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1996
2. रामचन्द्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', विश्वभारती प्रकाशन, नागपुर,2005
3. प्रो. वासुदेव सिंह, '*हिन्दी साहित्य का समीक्षात्मक इतिहास*', संजय बुक सेंटर, वाराणसी, 1982
4. बच्चन सिंह, '*आधुनिक हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ.शिवकुमार शर्मा, '*हिन्दी साहित्यःयुग और प्रवृत्तियाँ*', मिनर्वा पब्लिकेशन, जोधपुर, 2015
6. नामवर सिंह, '*आधुनिक साहित्य की प्रवृत्तियाँ*', लोकभारती प्रकाशन, इलाहाबाद, 1998

Course Title: आधुनिक काव्य

Course Code: HNC-5
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को आधुनिक काल के प्रमुख कवियों की कविताओं से परिचित कराना। यह बताना कि आधुनिक काल की कविताएँ अपने पूर्ववर्ती काव्य से किस बिन्दु पर अलग हैं और उनसे आगे बढ़ी हैं।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी आधुनिक काल के प्रमुख काव्य ग्रंथों से परिचित होंगे। उन्हें ज्ञात होगा की आधुनिक काल के काव्य ग्रंथ किस प्रकार स्वतंत्रता आंदोलन को दिशा दे रहे थे और आजादी के बाद भी दिशा निर्देश कर रहे हैं।

Syllabus:

इकाई एक - 1. साकेत का नवम सर्ग -मैथिलीशरण गुप्त **(15 Hours)**
2. कामायनी : जयशंकर प्रसाद
(श्रद्धा सर्ग)

इकाई दो - 1. राग-विराग सूर्यकांत त्रिपाठी निराला : **(15 Hours)**
(सरोज स्मृति, राम की शक्ति पूजा, कुकुरमुत्ता)

इकाई तीन – 1. चांद का मुंह टेढ़ा हैमुक्तिबोध - **(15 Hours)**
(ब्रह्मराक्षस, अंधेरे में)

इकाई चार - 1. कुरुक्षेत्र रामधारी सिंह दिनकर : **(15 Hours)**
(तीसरा सर्ग)
2. नए इलाके में अरुण कमल :
(नए इलाके में, हाट, श्राद्ध का अन्न, जागरण, आत्मा का रोकड़)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. विश्वम्भर मानव, राम किशोर शर्मा, '*आधुनिक हिन्दी काव्य*', लोकभारती प्रकाशन, इलाहाबाद, 2008
2. विवेक निराला, '*निराला के साहित्य में प्रतिरोध के स्वर*', लोकभारती प्रकाशन, इलाहाबाद, 2010
3. नामवर सिंह, '*आधुनिक साहित्य की प्रवृत्तियाँ*', लोकभारती प्रकाशन, इलाहाबाद, 1998
4. कल्याणमल लोढा, '*कामायनी*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1976
5. डॉ. ब्रिजपाल सिंह गहलोत, '*मुक्तिबोध के काव्य में युग चेतना*', विद्या प्रकाशन, कानपुर, 2016
6. देशराज सिंह भाटी, '*दिनकर और उनका कुरुक्षेत्र*', अशोक प्रकाशन, दिल्ली, 2012

Course Title: विशेष विधा: उपन्यास

Course Code: HNC-6
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को हिन्दी की उपन्यास विधा से परिचित कराना और साथ ही हिन्दी के कुछ चर्चित उपन्यासों के माध्यम से उपन्यास के यथार्थ और आदर्श पक्ष को विद्यार्थियों के समक्ष रखना। उन्हें एक समीक्षात्मक दृष्टि की ओर प्रेरित करना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी उपन्यास विधा को अच्छी तरह समझेंगे, साथ ही कुछ चर्चित उपन्यास पढ़ने के बाद उपन्यास के कथ्य और उसका समाज से क्या सम्बंध है, इसकी भी जानकारी प्राप्त करेंगे।

Syllabus:

इकाई एक - गोदान - प्रेमचंद	**(15 Hours)**
इकाई दो - बाणभट्ट की आत्मकथा-आचार्य हजारीप्रसाद द्विवेदी	**(15 Hours)**
इकाई तीन - राग दरबारी-श्रीलाल शुक्ल	**(15 Hours)**
इकाई चार - दौड़ – ममता कालिया	**(15 Hours)**

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. डॉ. अनिल सिंह, '*आंचलिकता और हिन्दी उपन्यास*', ज्ञानप्रकाशन कानपुर, 2014
2. डॉ. बेचन, '*आधुनिक हिन्दी उपन्यास : उदभव और विकास*', सन्मार्ग प्रकाशन, दिल्ली, 1971
3. डॉ. ज्ञान अस्थाना, '*हिन्दी उपन्यासों में ग्राम समस्याएँ*', जवाहर पुस्तकालय, मथुरा, 1979
4. संपादक ओमप्रकाशक त्रिपाठी, '*हिन्दी के कालजयी उपन्यास*', विद्या प्रकाशन, कानपुर, 2013
5. सम्पादक पी.वी. विजयन, '*प्रेमचंद: साहित्य और संवेदना*', जवाहर पुस्तकालय, मथुरा, 2005
6. डॉ. शोभा वेरेकर, '*साठोत्तरी हिन्दी उपन्यासों का शिल्प विकास*', पीयूस प्रकाशन, दिल्ली, 2001

Course Title: विशेष विधा:कहानी

Course Code: HNE-4
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को हिन्दी की कहानी विधा से परिचित कराना। साथ ही कुछ चर्चित कहानियों के माध्यम से हिन्दी कहानी और समाज के सम्बंध को विद्यार्थियों तक पहुँचाना। विद्यार्थियों के भीतर कहानी की समीक्षा दृष्टि पैदा करना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी कहानी विधा को अच्छी तरह समझेंगे। विद्यार्थी प्रारंभिक कहानी से लेकर आजतक की लिखी हुई कहानियों से परिचित होंगे। साथ ही इससे विद्यार्थियों में समीक्षा संबंधी दृष्टि पैदा होगी।

Syllabus:

इकाई एक - 1. चंद्रधर शर्मा गुलेरी- उसने कहा था **(15 Hours)**
2. प्रेमचंद - मुक्तिमार्ग
3. जयशंकर प्रसाद पुरस्कार -
4. फणीश्वर नाथ रेणु - तीसरी कसम

इकाई दो – 1. यशपाल - फूलों का कुर्ता **(15 Hours)**
2.मन्नू भण्डारी- त्रिशंकु
3.कमलेश्वर - राजा निरबंसिया
4.मार्कण्डेय -हंसा जाई अकेला

इकाई तीन – 1. ज्ञानरंजन - घंटा **(15 Hours)**
2.कृष्णा सोबती -सिक्का बदल गया
3.नासिरा शर्मा - संगसार
4.शिवप्रसाद सिंह - नन्हों

इकाई चार – 1. शिवमूर्ति -कसाईबाड़ा **(15 Hours)**
2. ओमप्रकाश वाल्मीकि -प्रमोशन
3.जयप्रकाश कर्दम – नो बार
4.उदय प्रकाश- तिरिछ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. गोपाल राय, '*हिन्दी कहानी का इतिहास*' भाग-1, राजकमल प्रकाशन, दिल्ली, 2011
2. पुष्पपाल सिंह, '*कहानी का उत्तर समय*', सामयिक बुक्स, 2013
3. संपादक सोनिया सिरसाट, '*हिन्दी कहानीः परम्परा एवं प्रयोग*', अकादमिक प्रतिभा, नयी दिल्ली, 2010
4. डॉ. रामचन्द्र तिवारी, '*हिन्दी का गद्य साहित्य*', विश्वविद्यालय प्रकाशन, वाराणसी, 1968
5. जैनेन्द्र कुमार, '*कहानीः अनुभव और शिल्प*', पूर्वोदय प्रकाशन, दिल्ली, 1967
6. संपादक सोमेश्वर पुरोहित, '*कहानीः नई-पुरानी*', नवजीवन प्रकाशन मंदिर, अहमदाबाद, 1978

Course Title: आलोचक और आलोचना

Course Code: HNE-5
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

इस पाठ्यक्रम के द्वारा विद्यार्थियों को हिन्दी आलोचना से परिचित कराया जाएगा। हिन्दी आलोचना के क्रमिक विकास की जानकारी दी जाएगी। साथ ही यह भी बताया जाएगा कि आलोचना के प्रतिमान कौन-कौन से हैं और यह किससे प्रभावित है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी आलोचना से पूर्णतया परिचित होंगे। उन्हें हिन्दी आलोचना के क्रमिक विकास की जानकारी मिलेगी और हिन्दी आलोचना के प्रतिमान को भी समझेंगे।

Syllabus:

इकाई एक - हिंदी आलोचना का विकास : **(15 Hours)**

1. भारतेंदु युगीन आलोचना : स्वरूप एवं विशेषताएं
   (गद्य विधाओं का विकास)
2. महावीर प्रसाद द्विवेदी और नवजागरण
   (युगांतकारी भूमिका और 'सरस्वती' पत्रिका)
3. द्विवेदी युगीन आलोचक : मिश्र बंधु एवं अन्य

इकाई दो – 1.रामचंद्र शुक्ल और हिंदी आलोचना **(15 Hours)**

(इतिहासपरक और वैज्ञानिक आलोचना)

2.छायावादी कवियों के आलोचनात्मक प्रयत्न

3. मनोवैज्ञानिक समीक्षा पद्धति: साहित्य और समीक्षा

4. नंददुलारे वाजपेयी और स्वच्छंदतावादी आलोचना

इकाई तीन – 1. हजारी प्रसाद द्विवेदी : मानवतावादी और सांस्कृतिक दृष्टि **(15 Hours)**

2. प्रगतिशील आंदोलन और मार्क्सवादी आलोचना

3.रामविलास शर्मा : प्रगतिशील आलोचना के प्रतिमान और प्रदेय

इकाई चार-1. मुक्तिबोध की समीक्षा पद्धति : वस्तु और शिल्प, रचना प्रक्रिया, कला के तीन क्षण **(15 Hours)**

2. नामवर सिंह की आलोचना पद्धति और नई समीक्षा

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. रोहिताश्व, '*आलोचना का परिप्रेक्ष्य*' , विद्या प्रकाशन, कानपुर, 2005
2. रोहिताश्व, '*समकालीनता और शाश्वतता*' , विद्या प्रकाशन, कानपुर, 2006
3. परमानंद श्रीवास्तव, '*आलोचना की संस्कृति*' , सामयिक प्रकाशन, नयी दिल्ली, 2013
4. देवीशंकर अवस्थी, '*आलोचना और आलोचना*' , वाणी प्रकाशन, नयी दिल्ली, 1995
5. रमेश चन्द्र शाह, '*आलोचना का पक्ष*' , वाग्देवी प्रकाशन, बीकानेर, 1998
6. सम्पादक प्रेम भारद्वाज, '*नामवर सिंहः एक मूल्यांकन*' , सामयिक बुक्स, नयी दिल्ली, 2012

Course Title: पत्रकारिता एवं जनसंचार माध्यम

Course Code: HNE-6
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को पत्रकारिता एवं जनसंचार माध्यम की जानकारी देना। उन्हें बताना कि पत्रकारिता का विकास किस प्रकार हुआ। जनसंचार माध्यम के अंतर्गत समाचार पत्र, रेडियो, सिनेमा, इंटरनेट आदि से परिचित कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी पत्रकारिता और जनसंचार माध्यम से भलीभाँति परिचित होंगे। उन्हें पत्रकारिता के क्रमिक विकास की जानकारी प्राप्त होगी। साथ ही समाचार पत्र, रेडियो एवं सिनेमा के क्षेत्र में लेखन की जानकारी मिलेगी।

Syllabus:

इकाई एक - हिन्दी पत्रकारिता **(15 Hours)**

1. पत्रकारिता: अवधारणा, स्वरूप एवं विकास
2. भारतेन्दु युगीन पत्रकारिता
3. महावीरप्रसाद द्विवेदी युगीन पत्रकारिता
4. गांधी युगीन पत्रकारिता
5. स्वातंत्र्योत्तर पत्रकारिता

इकाई दो - जनसंचार माध्यम (समाचारपत्र / रोडियो)

1. समाचार पत्र : अवधारणा एवं स्वरूप **(15 Hours)**
2. समाचार पत्र : प्रकाशन की प्रक्रिया
3. रेडियो : परिचय, लेखन एवं महत्व
4. रेडियो : आजादी से पूर्व एवं पश्चात

इकाई तीन – 1. सिनेमा स्वरूप :, उद्भव एवं विकास **(15 Hours)**
2.सिनेमा: व्यावसायिक एवं कला

3.लघु डाक्यूमेंटरी एवं कार्टून फिल्म

4.दूरदर्शन : परिचय, लेखन एवं महत्व

इकाई चार - 1.इंटरनेट : परिचय, लेखन एवं महत्व **(15 Hours)**

2.विज्ञापन : अवधारणा एवं स्वरूप, विज्ञापन का उद्भव विकास, विज्ञापन का महत्व,विज्ञापन की भाषा

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. डॉ.अम्बादास देशमुख, '*प्रयोजनमूलक हिन्दी*', शैलजा प्रकाशन, कानपुर, 2006
2. डॉ. चन्द्रप्रकाश मिश्र, '*संचार एवं संचार माध्यम*', संजय प्रकाशन दिल्ली, 2006
3. प्रो. हरिमोहन, '*आधुनिक जनसंचार और हिन्दी*', तक्षशिला प्रकाशन, नयी दिल्ली, 2000
4. सम्पादक डॉ. जशवंत राठवा, डॉ. दिलीप मेहरा, '*मीडिया लेखन*', अमर प्रकाशन, मथुरा, 2013
5. संपादक डॉ. शैलजा भारद्वाज, '*साहित्य और सिनेमा*', चिन्तन प्रकाशन, कानपुर, 2013
6. सुरेश गौतम, वीणा गौतम, '*हिन्दी पत्रकारिता: कल, आज और कल*', सत्साहित्य प्रकाशन, दिल्ली, 2001

Semester - III

Course Title: भारतीय काव्यशास्त्र
Course Code: HNC-7
Marks: 100
Credits: 4 (60 Hours)

Course Objective:

विद्यार्थियों को भारतीय काव्यशास्त्र की विस्तृत जानकारी देना। इसके अंतर्गत विद्यार्थी काव्य की अवधारणा उसके तत्व और काव्य हेतुओं से परिचित होंगे और साथ ही जो विभिन्न काव्य के सिद्धान्त है उससे भी परिचित होंगे। उदाहरण के रूप में रस, अलंकार, ध्वनि, रीति, वक्रोक्ति और औचित्य सिद्धान्त।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी भारतीय काव्यशास्त्र से पूर्णरूपेण परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि काव्य के आस्वादन में या उसके शास्त्र में भारतीय सिद्धान्तो का क्या महत्व है और इस प्रकार सिद्धान्तो को समझते हुए वे उनके आचार्यों के विचार से भी अवगत होंगे।

Syllabus:

इकाई एक – काव्य का स्वरूप **(15 Hours)**

1. काव्य की अवधारणा एवं स्वरूप
2. काव्य के तत्व
3. काव्य हेतु एवं प्रयोजन

इकाई दो - काव्यालोचन के मानदण्ड (भारतीय) **(15 Hours)**

1. रस सिद्धांत : स्वरूप निष्पत्ति एवं साधारणीकरण
2. अंलकार सिद्धांत : प्रमुख मान्यताएँ

इकाई तीन – 1.ध्वनि सिद्धांत : प्रमुख मान्यताएँ **(15 Hours)**
2.रीति सिद्धांत : प्रमुख मान्यताएँ

इकाई चार – 1. वक्रोक्ति सिद्धांत : प्रमुख मान्यताएँ **(15 Hours)**
2. औचित्य सिद्धांत : प्रमुख मान्यताएँ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. डॉ. भगीरथ मिश्र, '*काव्यशास्त्र*', विश्वविद्यालय प्रकाशन, वाराणसी, 1999
2. डॉ. योगेन्द्र प्रताप सिंह, '*भारतीय काव्यशास्त्र की भूमिका*', लोकभारती प्रकाशन, इलाहाबाद, 2008
3. गणपति चन्द्र गुप्त, '*भारतीय एवं पाश्चात्य काव्य सिद्धांत*', लोकभारती प्रकाशन, इलाहाबाद, 2009
4. पंडित सीताराम चतुर्वेदी, '*समीक्षा शास्त्र*', कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983
5. डॉ. रामचन्द्र तिवारी, '*भारतीय एवं पाश्चात्य काव्यशास्त्र*', लोकभारती प्रकाशन, इलाहाबाद, 1980
6. शेषेन्द्र शर्मा, '*आधुनिक काव्य शास्त्र*', लोकभारती प्रकाशन, इलाहाबाद, 1990

Course Title: प्रयोजनमूलक हिन्दी
Course Code: HNC-8
Marks: 100
Credits: 4 (60 Hours)

Course Objective:

विद्यार्थियों को प्रयोजनमूलक हिन्दी से परिचित कराना इस पाठ्यक्रम का लक्ष्य है। विद्यार्थी यह समझ पाएगें कि आज के युग में साहित्य के साथसाथ प्रयोजनमूलक हिन्दी का भी महत्व बढ़ - रहा है।विद्यार्थियों को यह भी ज्ञात होगा कि हमारे संविधान में हिन्दी को क्या स्थान दिया गया है और वास्तविक रूप में आज उसकी क्या स्थिति है।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी रोजगार की प्राप्ति में दक्षता प्राप्त करेंगे। सरकारी कार्यालयों में वे वहाँ लिखे जाने वाले पत्रों का ज्ञान प्राप्त करेंगे। साथ ही विद्यार्थियों को यह ज्ञात होगा कि आज इंटरनेट के साथजुड़ कर हिन्दी विश्व स्तर पर अपना कितना महत्व बना चुकी है।

Syllabus:

इकाई एक - प्रयोजनमूलक हिन्दी **(15 Hours)**

1. परीभाषा, स्वरूप एवं व्यवहार क्षेत्र
2. ऐतिहासिक परिप्रेक्ष्य(स्वतंत्रता पूर्व एवं स्वातंत्रोत्तर काल)
3. राजभाषा : स्वरुप एवं आवश्यकता

इकाई दो - राजभाषा **(15 Hours)**

1. राजभाषा संबंधी संवैधानिक प्रावधान
    1. अनुच्छेद 343-344(संघ की राजभाषा एवं संसद का आयोग एवं समिति)
    2. अनुच्छेद 345-347(राज्य की राजभाषा या राजभाषाएँ)
    3. अनुच्छेद 348(न्यायालय से संबंधित भाषा)
    4. अनुच्छेद 349-350(भाषा संबंधी कुछ अधिनियमित विशेष प्रक्रिया)
    5. अनुच्छेद 351(हिन्दी का प्रचार प्रसार)
    6. राष्ट्रपति के निर्देश(1952,1955,1960)
    7. राजभाषा आयोग।
    8. संसदीय समिति।
    9. राजभाषा की व्यावहारिक समस्याएँ

इकाई तीन - राजभाषा के प्रमुख प्रकार्य - कार्यालयीन हिन्दी **(15 Hours)**

1. प्रारूपण (कार्यालयीन ज्ञापन, कार्यालयीन आदेश, कार्यालयीन अनुस्मारक, परिपत्र, अर्धसरकारी पत्र, अधिसूचना)
2. टिप्पण
3. संक्षेपण
4. पल्लवन

इकाई चार – 1. पारिभाषिक शब्दावली **(15 Hours)**

- स्वरूप, महत्व एवं भेद
- प्रमुख सिद्धांत एवं समस्याएँ

2.इंटरनेट और हिन्दी

- यूनिकोड, ब्लाग, पोर्टल, ई-मेल, वेबसाइट्स

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. डॉ. अम्बादास देशमुख, '*प्रयोजनमूलक हिन्दी*', शैलजा प्रकाशन, कानपुर, 2006
2. जोगेन्द्र सिंह, '*राजभाषा हिन्दीः विश्व संदर्भ*', वत्सल प्रकाशन, नयी दिल्ली, 2003
3. विनोद गोदरे, '*प्रयोजनमूलक हिन्दी*', वाणी प्रकासन, नयी दिल्ली, 2007
4. डॉ. सी. जे. प्रसन्नकुमारी, '*राजभाषा हिन्दी के विविध आयाम*', अमन प्रकाशन, कानपुर, 2009

5. डॉ. सु. नागलक्ष्मी, '*संचार, सूचना, कम्प्यूटर और प्रयोजनमूलक हिन्दी जगत*', जवाहर पुस्तकालय, मथुरा, 2012
6. डॉ. अनिल कुमार तिवारी, '*प्रयोजनशील हिन्दी*', विश्वभारती प्रकाशन, कानपुर, 2004

Course Title: हिन्दी भाषा ,लिपि ,व्याकरण एवं सर्वेक्षण
Course Code: HNC-9
Marks: 100
Credits: 4 (60 Hours)

Course Objective:

विद्यार्थियों को हिन्दी भाषा, लिपि और व्याकरण का ज्ञान कराना ताकि वे वाक्य रचना करने में और आवश्यकता पड़ने पर बोलने में दक्षता प्राप्त कर सकें। विद्यार्थियों को सर्वेक्षण के क्षेत्र में भी आत्मविश्वास पैदा कराना और ऐसा करके हिन्दी के प्रति उनमें रूचि पैदा कराना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी हिन्दी भाषा बोलने और लिखने में दक्षता प्राप्त करेंगे। उन्हें व्याकरण का अच्छा ज्ञान होगा। साथ ही सर्वेक्षण करके उन्हें भाषा और संस्कृति को गहराई से समझने में सुविधा होगी।

Syllabus:

इकाई एक - हिन्दी भाषा का इतिहास **(15 Hours)**

1. प्राचीन भारतीय आर्य भाषा : वैदिक संस्कृत एवं लौकिक संस्कृत
2. मध्यकालीन भारतीय आर्यभाषा प्राकृत पालि एवं अपभ्रंश
3. आधुनिक भारतीय आर्यभाषा हिन्दी एवं अन्य भारतीय भाषाएँ

इकाई दो - लिपि **(15 Hours)**

1. देवनागरी लिपि : उद्भव एवं विकास।
2. देवनागरी लिपि की वैज्ञानिकता।
3. देवनागरी लिपि का मानकीकरण

इकाई तीन - व्याकरण **(15 Hours)**

1. भाषा और व्याकरण
2. शब्द साधन : विकारी एवं अविकारी शब्द का सामान्य परिचय
3. हिन्दी की रूप रचना – उपसर्ग, प्रत्यय, संधि और समास के आधार पर रूपान्तरण
4. संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण

इकाई चार - भाषा एवं संस्कृति सर्वेक्षण **(15 Hours)**

1. सर्वेक्षण का स्वरूप, प्रविधि एवं प्रक्रिया (सैद्धांतिक पक्ष – 5 lect.)
2. दस घंटे की रिपोर्ट (व्यावहारिक पक्ष 10 lect.)

   Note -भाषा और संस्कृति से संबंधित विषय परकिसी स्थान विशेष का 5000 शब्दों में सर्वेक्षण रिपोर्ट प्रस्तुत करना होगा।

प्रश्नपत्र का प्रारूप

1.आंतरिक मूल्यांकन – पूर्णांक 40

- आंतरिक मूल्यांकन के अंतर्गत विद्यार्थी भाषा एवं संस्कृति से संबंधित विषय पर किसी स्थान विशेष का 5000 शब्दों का सर्वेक्षण रिपोर्ट तौयार करेंगे।

2.सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)

- पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
- दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
- पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. भोलानाथ तिवारी, '*भाषा विज्ञान*', किताब महल, इलाहाबाद, 1951
2. कामता प्रसाद गुरू, '*हिन्दी व्याकरण*', हिन्दी-मराठी प्रकाशन, नागपुर, 2009
3. डॉ. विजय लक्ष्मण वर्धे, '*हिन्दी व्याकरण*', फडके बुकसेलर्स, कोल्हापुर, 1992
4. डॉ. रामप्रकाश, '*मानक हिन्दीः स्वरूप एवं संरचना*', राधाकृष्ण प्रकाशन, नयी दिल्ली, 1991
5. डॉ. नरेश मिश्र, '*भाषा और भाषा विज्ञान*', निर्मल पब्लिकेशन्स, दिल्ली, 2001
6. डॉ. ब्रजकिशोर प्रसाद सिंह, '*हिन्दी व्याकरण*', नमन प्रकाशन, नयी दिल्ली, 2009

Course Title : भारतीय साहित्य
Course Code : HNE-7
Marks : 100
Credits : 4 (60 Hours)

Course objective:

विद्यार्थियों को हिन्दी के अलावा अन्य भारतीय भाषाओं और उनके साहित्य से परिचित करना। ऐसा करके विद्यार्थी यह समझ सकेंगे कि भारत की अन्य भाषाएँ हिन्दी से किस स्तर पर जुड़ती हैं और किस स्तर पर वे अपना अलग मार्ग निर्धारित कर रही हैं।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी मुख्य रूप से कोंकणी, मराठी, उर्दू, कन्नड़ और बंगला के साहित्य से परिचित होंगे। साहित्य से परिचित होने के बाद उन्हे उन भाषाओं में क्या लिखा जा रहा है, संबंधित लेखकों की दृष्टि एवं उनके साहित्य में क्या है इन सबका अच्छी तरह से ज्ञान प्राप्त होगा। साथ ही हिन्दी के साथ अन्य भारतीय भाषाओं से वे परिचित होंगे।

Syllabus:

इकाई एक **(15 Hours)**

1. भारतीय साहित्य की अवधारणा एवं स्वरुप
2. भारतीय साहित्य : मूल्य एवं विशेषताएँ
3. भारतीय साहित्य के इतिहास की समस्याएँ

इकाई दो **(15 Hours)**

1. मराठी साहित्य का इतिहास, कन्नड साहित्य का इतिहास

इकाई तीन **(15 Hours)**

1. अनूदित कविता : कुसुमाग्रज (मराठी 10 कविताएँ)

इकाई चार **(15 Hours)**

1. संस्कार : यू. आर. अनंतमूर्ति (कन्नड)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. *'कथा दर्पण',* इंस्टिट्यूट मेनेजेज ब्रगांजा, पणजी, 2009
2. यू.आर. अननितमूर्ति, *'संस्कार',* राधाकृष्ण प्रकाशन, नयी दिल्ली, 2001
3. डॉ. राधाकृष्णन, *'भारतीय दर्शन',* राजपाल एण्ड सन्स, दिल्ली, 1966
4. महाश्वेता देवी, *'अग्निगर्भ',* राधाकृष्ण प्रकाशन, दिल्ली, 1998
5. *'भारतीय साहित्य : विविध आयाम',* विद्या प्रकाशन, कानपुर, 2001
6. रोहिताश्व पदमसिंह शर्मा, *'हिन्दी, उर्दू एवं हिन्दुस्तानी'*, लोकभारती प्रकाशन, इलाहाबाद, 2008

Course Title: नाटक एवं रंगमंच
Course Code : HNE-8
Marks : 100
Credits: 4 (60 Hours)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को नाटक और रंगमंच की ओर जुड़ने के लिए प्रेरित करना है। ऐसा करके विद्यार्थी नाटक और रंगमंच के सैद्धांतिक पक्ष और व्यावहारिक पक्ष दोनो से जुड़ेंगे।

Learning Outcome:

इस पाट्यक्रम के अध्ययन के बाद विद्यार्थी अभिनय कला में दक्षता प्राप्त करेंगे और इसके बाद भविष्य में वे नाटक और अभिनय से जुड़ सकेंगे। आज इसकी बहुत आवश्यकता है।

Syllabus:

इकाई एक - नाटक एवं रंगमंच **(15 Hours)**

1. लोकनाट्य की परंपरा
2. हिन्दी नाटक : स्वरूप एवं विकास
3. हिन्दी रंगमंच का विकास

इकाई दो - विशेष अध्ययन हेतु (निर्धारित नाटक) **(15 Hours)**

1. अंधेर नगरी – भारतेन्दु हरिश्चंद्र
2. ध्रुवस्वामिनी – जयशंकर प्रसाद

इकाई तीन – 1.आधे अधूरे – मोहन राकेश **(15 Hours)**

2. बकरी – सर्वेश्वर दयाल सक्सेना

इकाई चार – 1.कोर्ट मार्शल – स्वदेश दीपक **(15 Hours)**

2. जिस लाहौर नइ देख्या ओ जम्याइ नतइ– असगर वजाहत

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. डॉ.लीना बी. एल, '*हिन्दी नाटक और रंगमंच*', जवाहर पुस्तकालय, मथुरा, 2012
2. डॉ. प्रेमदत्त शर्मा, '*प्रसाद साहित्य की सांस्कृतिक पृष्ठभूमि*', जयपुर पुस्तक सदन, जयपुर, 1968
3. गिरीश रस्तोगी, '*हिन्दी नाटक का आत्म संघर्ष*', लोक भारती प्रकाशन, इलाहाबाद, 2002
4. डॉ. बनवीर प्रसाद शर्मा, '*आधुनिक हिन्दी नाटक*', अनंग प्रकाशन दिल्ली, 2001
5. के.वी. नारायण, '*साठोत्तर हिन्दी नाटक*', लोकभारती प्रकाशन, इलाहाबाद, 2007
6. डॉ. आशाराम बेवले, '*समकालीन हिन्दी नाटकों में नारी के विविध रूप*', समता प्रकाशन, कानपुर, 2006

Course Title: आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
Course Code : HNE-9
Marks : 100
Credits : 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को आधुनिक हिन्दी साहित्य की वैचारिकता से जोड़ना है। वे समझेंगे कि आज हमारा जो आधुनिक साहित्य है उसके मूल में कौन कौन सी-विचारधाराएँ पृष्ठभूमि के रूप में कार्य कर रही हैं।

Learning Outcome:

इस पाठ्यक्रम के पूर्ण होने के बाद विद्यार्थी हिन्दी साहित्य से संबंधित सभी वादों से परिचित होंगे जैसे मार्क्सवाद, गांधीवाद, आम्बेडकरवाद और स्त्रीवादी सिद्धान्त। ये वे दर्शन है जिन्हें आधार बनाकर हिन्दी साहित्य सृजन की ओर बढ़ रहा है।

Syllabus:

इकाई एक -1. (मार्क्सवाद द्वन्द्वात्मक) भौतिकवादस्वरूप एवं महत्व। ,अवधारणा **(15 Hours)**

इकाई दो - 1.गांधीदर्शन : स्वरूप एवं महत्व **(15 Hours)**
2.मनोविश्लेषण वाद: स्वरूप एवं महत्व

इकाई तीन – 1.अस्तित्वाद : स्वरूप एवं महत्व **(15 Hours)**
2.अम्बेडकर वाद: स्वरूप एवं महत्व

इकाई चार -1. समाजवादी दर्शन : स्वरूप एवं महत्व
(श्री मधुलिमये आदि के संदर्भ में ,राममनोहर लोहिया.डॉ) **(15 Hours)**

2.स्त्रीवादी चिंतन : स्वरूप एवं महत्व

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. डॉ. पारसनाथ मिश्र, '*मार्क्सवाद और उपन्यासकार यशपाल*', लोकभारती प्रकाशन, इलाहाबाद, 1972
2. डॉ. चंदा गिरीश, '*अस्तित्ववादी हिन्दी कहानी*', दिव्य डिस्ट्रिव्यूटर्स, कानपुर, 2009
3. डॉ. रामविलास शर्मा, '*प्रगतिशील साहित्य की समस्याएँ*', विनोद पुस्तक मंदिर, आगरा, 1957
4. डॉ. कुसुम पटोरिया, '*युग प्रणेता अंबेडकर*', विश्वभारती प्रकाशन, नागपुर, 2004
5. क्षमा शर्मा, '*स्त्रीत्ववादी विमर्श : समाज और साहित्य*', राजकमल प्रकाशन, नयी दिल्ली, 2002
6. रामधारी सिंह दिनकर, '*चिन्तन के आयाम*', लोकभारती प्रकाशन, इलाहाबाद, 2008

Semester – IV

Course Title: पाश्चात्य काव्यशास्त्र

Course Code: HNC-10
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को पाश्चात्य काव्यशास्त्र की विस्तृत जानकारी देना। इससे विद्यार्थी पाश्चात्य काव्यशास्त्र के सिद्धांतों से परिचित होंगे जैसे प्लेटो का काव्य सिद्धांत, अरस्तू टी.एस. इलियट आदि का काव्य सिद्धान्त, जिसके माध्यम से बिम्ब, प्रतीक मिथकीय प्रयोग की जानकारी देना।

Learning Outcome:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी पाश्चात्य काव्यशास्त्र से पूरी तरह परिचित होंगे। उन्हें ज्ञात होगा कि पाश्चात्य समीक्षकों ने काव्य को किस रूप में देखा है और वे भारतीय समीक्षकों से किस अर्थ में भिन्न हैं।

Syllabus:

इकाई एक - प्रमुख पाश्चात्य विचारक **(15 Hours)**

1. प्लेटो - काव्य सिद्धांत
2. अरस्तू - अनुकरण एवं विरेचन सिद्धान्त, त्रासदी
3. लोंजाइनस - उदात्त की अवधारणा

इकाई दो - **(15 Hours)**

1. मैथ्यू अर्नाल्ड - काव्य सिद्धान्त
2. क्रोंचे - अभिव्यंजनावाद
3. टी.एस. इलियट - निर्वैयक्तिकता का सिद्धान्त

इकाई तीन - प्रमुख काव्य सिद्धान्त **(15 Hours)**

1. प्रकृतिवाद
2. अभिजात्यवाद
3. स्वच्छंदतावाद
4. बिंब एवं प्रतीकवाद

इकाई चार - **(15 Hours)**

1. आधुनिकतावाद
2. संरचनावाद
3. उत्तर संरचनावाद
4. उत्तर आधुनिकतावाद

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. देवेन्द्रनाथ शर्मा, '*पाश्चात्य काव्यशास्त्र*', वाणी प्रकाशन, नई दिल्ली, 2008
2. गणपतिचन्द्र, '*गुप्त भारतीय एवं पाश्चात्य काव्य सिद्धान्त*',लोकभारतीय प्रकाशन, इलाहाबाद, 2009
3. गोपीचंद नारंग, '*संरचना एवं उत्तरसंरचनावाद*',साहित्य अकादमी, दिल्ली, 2004
4. पंडित सीताराम चतुर्वेदी, *समीक्षा शास्त्र*, कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983
5. शेषेन्द्र शर्मा, *आधुनिक काव्यशास्त्र*, लोक भारती प्रकाशन, इलाहाबाद, 1990
6. डॉ. रामचन्द्र तिवारी, *भारतीय एवं पाश्चात्य काव्यशास्त्र*, लोकभारती प्रकाशन, इलाहाबाद, 1980

Course Title: मीडिया लेखन
Course Code: HNC-11
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को मीडिया लेखन की जानकारी देना, दूरदर्शन, रेडियो, जिसमें समाचार पत्र लेखन इंटरनेट आदि प्रमुख हैं। इस पाठ्यक्रम से विद्यार्थियों को साहित्य के अलावा प्रयोजनमूलक हिन्दी से जोड़ना और उन्हें रोजगार हेतु प्रवृत्त करना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी मीडिया लेखन से परिचित होंगे। विद्यार्थियों को ज्ञात होगा कि मीडिया लेखन का सिद्धान्त क्या है। वे पत्रकारिता ,रेडियो दूरदर्शन और सिनेमा जैसे विभिन्न क्षेत्रों में रोजगार प्राप्त कर सकेंगे।

Syllabus:

इकाई एक - समाचार पत्र लेखन **(15 Hours)**

समाचार लेखन, संपादकीय विज्ञापन लेखन, फीचर लेखन)

इकाई दो - रेडियो लेखन **(15 Hours)**

(रेडियो समाचार, रेडियो नाटक, रेडियो विज्ञापन, रेडियो वार्ता)

इकाई तीन - टेलिविजन लेखन **(15 Hours)**

(समाचार, धारावाहिक, रुपक, विज्ञापन, वार्ता, वृत्तचित्र)

इकाई चार - सिनेमा लेखन **(15 Hours)**

(पटकथा लेखन, संवाद लेखन, साहित्यिक कृतियों का दृश्य- श्रव्य रुपांतरण)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. विनोद गोदरे, *प्रयोजनमूलक हिन्दी*, वाणी प्रकाशन, नयी दिल्ली, 2007
2. डॉ. सी. जे. प्रसन्नकुमारी, *राजभाषा हिन्दी के विविध आयाम*, अमन प्रकाशन, कानपुर, 2009
3. डॉ. योगेन्द्र प्रताप सिंह, *मीडिया और साहित्य*, अमन प्रकाशन, कानपुर, 2010
4. डॉ. शांति विश्वनाथन, *मीडिया और साहित्य*, अमन प्रकाशन, कानपुर, 2009
5. सत्यदेव त्रिपाठी, *समकालीन फिल्मों के आइने में समाज*, शिल्पायन प्रकाशन, दिल्ली, 2013
6. डॉ. श्याम कश्यप, *टेलीविजन की कहानी राजकमल प्रकाशन*, नयी दिल्ली, 2008

Course Title: शोध प्रविधि

Course Code: HNC-12
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को शोध प्रक्रिया से परिचित कराना। शोध के समय क्या क्या समस्याएँ आती हैं- जानकारी देना। शोध की रूपरेखा तैयार कराना। शोध कार्य के विभिन्न क्षेत्रों से उन्हें उनकी अवगत कराना। साथ ही आज हिन्दी में शोध की क्या स्थिति है उसके बारे में बताना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी शोध की पूरी प्रक्रिया से अवगत होंगे। उन्हें शोध से संबंधित सैद्धान्तिक और व्यावहारिक दोनों पक्षों का ज्ञान होगा। साथ ही वे भविष्य में शोध कार्य के लिए प्रवृत्त होंगे।

Syllabus:

इकाई एक – 1. शोध का स्वरूप एवं महत्व **(15 Hours)**

2.शोध और आलोचना

3.शोध छात्रों की योग्यता

4.शोध एवं साहित्य

5.शोध के प्रकार (वर्णनात्मक, ऐतिहासिक, तुलनात्मक, साहित्यिक एवं साहित्येतर शोध)

इकाई दो - शोध पद्धति एवं प्रक्रिया **(15 Hours)**

शोध पद्धति - मनोवैज्ञानिक, समाजशास्त्रीय, भाषा वैज्ञानिक और तुलनात्मक पद्धति

शोध प्रक्रिया- शोध की समस्या, शोध विषय का चयन, सामग्री संकलन एवं स्रोत (प्रकाशित-अप्रकाशित सामग्री, पुस्तकालय, संदर्भ ग्रंथ, पाण्डुलिपियों का संकलन और उपयोग, साक्षात्कार, प्रश्नावली)

इकाई तीन - शोध कार्य विभाजन एवं - कम्प्यूटर अनुप्रयोग **(15 Hours)**

शोध की रूप रेखा, प्रस्तावना, अध्याय विभाजन, शोध शीर्षक, मुख्य भाग, विवेचन, विश्लेषण, उपसंहार, सूची-संदर्भ, पाद टिप्पणी, परिशिष्ट, टंकणलेखन, वर्तनी सुधार

इकाई चार - लघु शोध प्रकल्प लेखन **(15 Hours)**

(अधिकतम 10000 शब्दों का लघु शोध प्रकल्प)

प्रश्नपत्र का प्रारूप

1.आंतरिक मूल्यांकन – पूर्णांक 40

- आंतरिक मूल्यांकन के अंतर्गत विद्यार्थी अधिकतम 10000 हजार शब्दों का लघु शोध प्रकल्प तौयार करेंगे।

2.सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)

- पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
- दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
- पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. डॉ. रावत खंडेलवाल, '*शोध - प्रविधि और प्रक्रिया*', जवाहर पुस्तकालय मथुरा, 1976
2. डॉ. रावत खंडेलवाल, '*शोध तत्व और दृष्टि*', जवाहर पुस्तकालय मथुरा, 1976
3. डॉ. राजेन्द्र मिश्र, '*अनुसंधान की प्रविधि और प्रक्रिया*', तक्षशिला प्रकाशन, नई दिल्ली, 2012
4. डॉ. विजयपाल सिंह, '*हिन्दी अनुसंधान*', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. मधुकर पाडवी, *साहित्य चिंतन: समीक्षा एवं शोध,* अमन प्रकाशन कानपुर, 2010
6. डॉ. विनयमोहन शर्मा, *शोध प्रविधि,* नेशनल पब्लिसिंग हाउस, दिल्ली, 2008

Course Title: आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)

Course Code: HNE-10
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

विद्यार्थियों को उपन्यास, कहानी, नाटक एवं निबंध की जानकारी देना। साथ ही उन्हें प्रत्येक विधा की एक –एक रचना से परिचित कराना। इन विधाओं में साहित्यकार किन प्रश्नों को उठाता है उससे विद्यार्थियों को अवगत कराना।

Learning Outcome:

इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी गद्य की मुख्य विधाओं की एक एक रचना पढ़ कर जानेंगे कि इन विधाओं में लेखक समाज की किन किन समस्याओं को हमारे सामने रखना चाहता है। साथ ही वह इसमें कितना सफल हुआ हैभी जानकारी प्राप्त करेंगे। इसकी ,

Syllabus:

इकाई एक - नाटक –माधवी, भीष्म साहनी **(15 Hours)**

इकाई दो- उपन्यास - गिलि गडु चित्रा मुद्गल - **(15 Hours)**

इकाई तीन - चिन्तामणि भाग (आठ निबंध) आचार्य रामचन्द्र शुक्ल ,1- **(15 Hours)**

इकाई चार - कहानी - प्रतिनिधि कथामाला - संपादक - मार्कंडेय (दोपहर का भोजन को छोडकर शेष सभी कहानियाँ) **(15 Hours)**

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. आचार्य रामचंद्र शुक्ल, '*हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2009
2. डॉ. बच्चन सिंह, '*हिन्दी साहित्य का दूसरा इतिहास*',राधाकृष्ण प्रकाशन, नई दिल्ली, 2004
3. डॉ. इन्द्रनाथ मदान, '*आधुनिकता और हिन्दी उपन्यास*', राजकमल प्रकाशन, दिल्ली, 1973
4. डॉ. गोपाल राय, '*हिन्दी उपन्यास का इतिहास*', राजकमल प्रकाशन, दिल्ली, 2010
5. डॉ. विभुराम मिश्र, '*प्रतिनिधि हिन्दी निबंधकार*', अभिनव भारती प्रकाशन, इलाहाबाद, 1975
6. डॉ. पुष्पपाल सिंह, '*समकालीन कहानी - युगबोध का संदर्भ*', नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1986
7. डॉ. सुरेंद्र चौधरी, '*हिन्दी कहानी - प्रक्रिया और पाठ*', राधाकृष्ण प्रकाशन, नई दिल्ली, 1995

Course Title: स्त्री विमर्श

Course Code: HNE-11
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को स्त्री विमर्श की अवधारणा नारीवादी आन्दोलन और नारी लेखन, की भूमिका से अवगत कराना है। साथ ही लेखिकाओं द्वारा लिखित कविता, कहानी, उपन्यास, आत्मकथा से परिचित कराना है।

Learning Outcome:
इस पाठ्यक्रम को पढ़नें के बाद विद्यार्थी समाज में स्त्री की दशा और उनके संघर्षमय लेखन से परिचित होंगे। लेखिकाओं द्वारा रचित उपन्यास, कहानी, कविता, आत्मकथा से भलीभाँति परिचित होंगे।

Syllabus:

इकाई एक - सैद्धांतिक पक्ष **(15 Hours)**

1. स्त्री विमर्श की अवधारणा
2. स्त्री विमर्श की पृष्ठभूमि
3. नारीवादी आंदोलन – भारतीय एवं पाश्चात्य संदर्भ
4. हिन्दी में नारी लेखन का स्वरुप और विकास

इकाई दो - उपन्यास मैत्रेयी पुष्पा – चाक - **(15 Hours)**

इकाई तीन - कविता एक औरत का पहला ,बेजगह ,स्त्रियाँ) अनामिका – चुनी हुई कविताएँ – राजकीय प्रवास, हरियाली है, दलाई लामा, कुहनियाँ, घूंघट के पट खोल रे, तुलसी का झोला, बीजगणित, आम्रपाली, (कुल 10 कविताएँ) **(15 Hours)**

इकाई चार - आत्मकथा प्रभाखेतान – अन्या से अनन्या **(15 Hours)**

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. डॉ. जगदीश्वर चतुर्वेदी, '*स्त्री विमर्श*', अनामिका पब्लिशर्स, नई दिल्ली, 2000
2. सुमन राजे, '*हिन्दी साहित्य का आधा इतिहास*', भारतीय ज्ञानपीठ, नई दिल्ली, 2004
3. राधा कुमार, '*स्त्री संघर्ष का इतिहास*', वाणी प्रकाशन, नई दिल्ली, 2002
4. प्रभा खेतान, '*उपनिवेश में स्त्री*', राजकमल प्रकाशन, नई दिल्ली, 2003
5. ममता जैतली, श्री प्रकाश शर्मा, '*आधी आबादी का संघर्ष*', राजकमल प्रकाशन, नई दिल्ली, 2006
6. क्षमा शर्मा, '*स्त्रीत्ववादी विमर्श - समाज और साहित्य*', राजकमल प्रकाशन, नई दिल्ली, 2008

Course Title: गद्य की अन्य विधाएँ

Course Code: HNE-12
Marks: 100
Credits: 04 (60 Hours)

Course Objective:

इस पाठ्यक्रम में गद्य की मुख्य विधाओं के अतिरिक्त अन्य विधाओं को पाठ्यक्रम में रखा गया है। इन विधाओं में आत्मकथा, संस्मरण, यात्रा वृत्त और जीवनी प्रमुख हैं। इन सभी की विद्यार्थियों को जानकारी देना।

Learning Outcome:
इस पाठ्यक्रम के अध्ययन के बाद विद्यार्थी गद्य की अन्य विधाओं से परिचित होंगे जिसमें आत्मकथा, संस्मरण, यात्रावृत्त जीवनी आदि प्रमुख हैं। आज इन विधाओं में तेजी से लेखन हो रहा है। इन्हें पढ़ने के बाद विद्यार्थी अद्यतन साहित्य से परिचित होंगे।

Syllabus:

इकाई एक – आत्मकथा: **(15 Hours)**

क्या भुलूँ क्या याद करूँ – हरिवंशराय बच्चन

इकाई दो - संस्मरण: **(15 Hours)**

याद हो कि न याद हो (तीन संस्मरण) - काशीनाथ सिंह

1. होल्कर हाउस में हजारी प्रसाद द्विवेदी
2. जी ही जाने है आह मत पूछो
3. गरबीली गरीबी वह

इकाई तीन - यात्रावृत: **(15 Hours)**

स्पीति में बारिश कृष्णनाथ –

इकाई चार – जीवनी **(15 Hours)**

आवारा मसीहा (संक्षिप्त) - विष्णु प्रभाकर

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन – पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमे से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं – प्रस्तुतीकरण, बहुविकल्पी प्रश्न, प्रकल्प

2. सत्रांत परीक्षा – पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. राजरानी शर्मा, '*हिन्दी का संस्मरण साहित्य*',*शोध प्रबंध प्रकाशन, नई दिल्ली, 1970*
2. हरिशंकर दुबे, '*स्वातंत्र्योत्तर हिंदी गद्य में व्यंग्य*', विकास प्रकाशन, कानपुर, 2009
3. डॉ. माधव सोनटम्के, *हिन्दी साहित्य का इतिहास,* अमन प्रकाशन कानपुर, 2010
4. रामदरश मिश्र, *मेरे साक्षात्कार,* किताब घर प्रकाशन, नयी दिल्ली, 2008
5. सुधा गौतम, आदर्श घर परिवार एवं महिलाएँ, किताब घर प्रकाशन, नयी दिल्ली, 2007
6. शरद जोशी, *राग भोपाली,* राजकमल प्रकाशन, नयी दिल्ली, 2009

Parvatibai Chowgule College of Arts and Science
(Autonomous)

POSTGRADUATE DEPARTMENT OF HINDI
COURSE STRUCTURE

SEM	CORE COURSES			ELECTIVE COURSES			
I	**PG HIN C-1** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)	**PG HIN C-2** प्राचीन एवं मध्यकालीन काव्य	**PG HIN C-3** भाषाविज्ञान	**PG HIN E-1** विशेष रचनाकार: सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'	**PG HIN E-2** दलित विमर्श	**PG HIN E-3** अनुवाद	---
II	**PG HIN C-4** हिन्दी साहित्य का इतिहास:आधुनिक काल	**PG HIN C-5** आधुनिक काव्य	**PG HIN C-6** विशेष विधा: उपन्यास	**PG HIN E-4** विशेष विधा : कहानी	**PG HIN E-5** आलोचक और आलोचना	**PG HIN E-6** पत्रकारिता एवं जनसंचार माध्यम	---
III	**PG HIN C-7** भारतीय काव्यशास्त्र	**PG HIN C-8** प्रयोजनमूलक हिन्दी	---	**PG HIN E-7** भारतीय साहित्य	**PG HIN E-8** नाटक एवं रंगमंच	**PG HIN E-9** आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि	**PG HIN E-13** हिन्दी भाषा,लिपि, व्याकरण एवं सर्वेक्षण
IV	**PG HIN C-9** पाश्चात्य काव्यशास्त्र	**PG HIN C-10** मीडिया लेखन	---	**PG HIN E-10** आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)	**PG HIN E-11** स्त्री विमर्श	**PG HIN E-12** गद्य की अन्य विधाएँ	**PG HIN E-14** शोध प्रविधि

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

POST GRADUATE DEPARTMENT OF HINDI

REVISED SYLLABUS OF M.A. HINDI (2020-2021)

(BOS Meeting – 15.02.2020)

Semester – I

Course Title: हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

Course Code: PG HIN C-1
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी साहित्य के आदिकाल, भक्तिकाल और रीतिकाल की विस्तृत जानकारी देना। इससे विद्यार्थी आदिकाल, भक्तिकाल और रीतिकाल के साहित्य से परिचित होंगे। साथ ही वे साहित्य और समाज के संबंध से भी परिचित होंगे।

Learning Outcome:

1) साहित्य के इतिहास दर्शन का ज्ञान होगा
2) साहित्येतिहास लेखन के स्रोतों से परिचित होंगे
3) हिन्दी साहित्य की आदिकालीन परिस्थितियों एवं विभिन्न काव्य-प्रवृत्तियों से परिचित होंगे।
4) भक्ति आंदोलन के पृष्ठभूमि एवं परिवेश से परिचित होंगे।
5) रीतिकालीन परिवेश एवं प्रवृत्तियों का ज्ञान होगा।
6) प्राचीन भाषाओं के साथ विभिन्न काव्य धाराओं का परिचय प्राप्त होगा।

Syllabus:

इकाई एक - हिन्दी साहित्य के इतिहास की भूमिका **(15 Hours)**

1. इतिहास दर्शन और साहित्येतिहास।
2. हिन्दी साहित्य के इतिहास लेखन के स्रोत।
3. हिन्दी साहित्य के इतिहास लेखन की परंपरा।
4. काल विभाजन एवं नामकरण।

इकाई दो - आदिकाल **(15 Hours)**

1. नाथ, सिध्द और जैन साहित्य
2. रासो काव्य की परंपरा और उसकी प्रामाणिकता
3. लौकिक साहित्य

इकाई तीन - भक्तिकाल **(15 Hours)**

1. भक्ति आंदोलन एवं सांस्कृतिक चेतना
2. संत काव्यधारा
3. सूफी काव्यधारा
4. राम-भक्ति काव्य
5. कृष्ण भक्तिकाव्य

इकाई चार - कृष्ण भक्ति काव्य एवं रीतिकाल **(15 Hours)**

1. रीतिकाल का उद्भव एवं विकास
2. दरबारी संस्कृति और रीतिकाव्य
3. रीतिकाल की विविध शाखाएँ:

क) रीतिबद्ध काव्य।

ख) रीतिसिद्ध काव्य।

ग) रीतिमुक्त काव्य।

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. रामचन्द्र शुक्ल, *'हिन्दी साहित्य का इतिहास'*, विश्वभारती प्रकाशन नागपुर, 2005
2. नगेन्द्र (सं), *'हिन्दी साहित्य का इतिहास'*, मयूर पेपर बैक्स नौएडा-201301, 2015
3. बच्चन सिंह, *'हिन्दी साहित्य का दूसरा इतिहास'*, राधाकृष्ण प्रकाशन, नई दिल्ली, 1996
4. हिंदी साहित्य का आलोचनात्मक इतिहास, रामकुमार वर्मा, लोकभारती प्रकाशन, इलाहाबाद, 2010
5. हिंदी साहित्य का वैज्ञानिक इतिहास, गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद, 2007
6. हिंदी साहित्य का अतीत, आचार्य विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, नई दिल्ली, 2014
7. हिंदी साहित्य का इतिहास, विजयेन्द्र स्नातक, साहित्य अकादेमी, नई दिल्ली, 2015
8. हिंदी साहित्य की भूमिका, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली, 2005
9. हिंदी साहित्य उद्भव और विकास, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली, 2015
10. हिन्दी साहित्य का सरल इतिहास, विश्वनाथ त्रिपाठी, ओरियंट ब्लैकस्वॉन, नई दिल्ली, 2013
11. सुमन राजे, *'हिन्दी साहित्य का आधा इतिहास'*, भारतीय ज्ञानपीठ, नई दिल्ली, 2003
12. वासुदेव सिंह, *'हिन्दी साहित्य का समीक्षात्मक इतिहास' खंड-1 और खंड-2*, संजय बुक सेंटर, वाराणसी, 1982
13. डॉ. फणीश सिंह, *'हिन्दी साहित्य एक परिचय'*, राजकमल प्रकाशन, नई दिल्ली, 2006
14. डॉ. शिवकुमार शर्मा, *'हिन्दी साहित्यः युग और प्रवृत्तियाँ'*, मिनर्वा पब्लिकेशन, जोधपुर, 2015

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Course Title: प्राचीन एवं मध्यकालीन काव्य

Course Code: PG HIN C-2
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आदिकाल से लेकर रीतिकाल तक के प्रमुख कवियों की कविताओं की जानकारी देना। साथ ही इन प्रमुख कवियों के जीवन और उनकी काव्य दृष्टि से परिचित कराना।

Learning Outcome:

1) विद्यार्थी प्राचीन एवं मध्ययुगीन कवियों और उनकी कविताओं की जानकारी प्राप्त करेंगे।
2) हिन्दी काव्य परंपरा और समाज पर पड़े उसके प्रभाव का ज्ञान होगा।
3) मध्ययुगीन समाज और जीवन दृष्टि से आधुनिक जीवन दृष्टि की तुलनात्मक क्षमता विकसित होगी।
4) विद्यार्थी काव्य रचना की ओर प्रेरित होंगे।
5) विद्यार्थियों में काव्य सौंदर्य की दृष्टि विकसित होगी।

Syllabus:

इकाई एक - आदिकालीन कवि विद्यापति **(15 Hours)**

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि एवं भाव सौन्दर्य
3. शिल्प सौन्दर्य
4. निर्धारित पाठ्यपुस्तक-विद्यापति पदावली सं.रामवृक्ष बेनीपुरी

पद्संख्या-वंदना-1, 2

वय:संधि-4,5,6,

नख शिख-10,11,12

प्रेम प्रसंग-27,34,36

विरह-187,191,195

प्रार्थना और नचारी-243

इकाई दो - निर्गुण कवि: कबीर एवं मलिक मोहम्मद जायसी (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि, विचार एवं भाव सौंदर्य
3. शिल्प सौंदर्य
4. निर्धारित पाठ्यपुस्तक- कबीर- हजारी प्रसाद द्विवेदी
   पदसंख्या: 1, 2, 5, 12, 22, 33, 66, 67, 130, 134, 153, 160, 162, 163, 224
5. निर्धारित पाठ्यपुस्तक- जायसी ग्रंथावली, संपादक-आचार्य रामचन्द्र शुक्ल
   नागमती-वियोग खंड

इकाई तीन - सगुण कवि: गोस्वामी तुलसीदास एवं सूरदास (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य दृष्टि, विचार एवं भाव सौंदर्य।
3. शिल्प सौंदर्य
4. निर्धारित पाठ्यपुस्तक- रामचरितमानस, गोस्वामी तुलसीदास
   उत्तरकाण्ड - दोहा क्रमांक 114 ख से 122 ख तक
5. निर्धारित पाठ्यपुस्तक- भ्रमरगीतसार, सूरदास, (संपादक, आचार्य रामचन्द्र शुक्ल)
   पदसंख्या: 9,21,22,23,24,25,29,34,35,36,37,38,41,57,64,

इकाई चार - रीतिसिद्ध एवं रीतिमुक्त कवि: बिहारी एवं घनानंद (15 Hours)

1. जीवन परिचय एवं साहित्य
2. काव्य की शृंगारिकता
3. भक्ति एवं नीतिगत विचार
4. भाषिक सौंदर्य
5. निर्धारित पाठ्यपुस्तक (सं) बिहारी रत्नाकर, जगन्नाथदास रत्नाकर
   दोहा संख्या - 1, 2, 13, 16, 25, 35, 38, 41, 73, 94, 160, 188, 225, 300, 345
6. निर्धारित पाठ्यपुस्तक-घनानंद कवित्त (सं) विश्वनाथ प्रसाद मिश्र
   कवित्त संख्या: 1, 2, 4, 15, 41, 43, 46, 58, 59, 70, 75, 77, 79, 82, 84

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणीयाँ (चार में से किन्ही दो) 12

संदर्भ ग्रंथ

1. विद्यापति, डॉ॰ शिवप्रसाद सिंह, लोकभारती प्रकाशन, इलाहाबाद, 2010
2. मालिक मुहम्मद जायसी, संपा॰ विनोद चन्द्र पाण्डेय, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966
3. पद्मावत, संपादक - माताप्रसाद गुप्त, हिंदुस्तानी एकेडमी, इलाहाबाद, 1965
4. जायसी, विजयदेव नारायण साही, हिंदुस्तानी एकेडमी, इलाहाबाद, 1993,
5. कबीर मीमांसा, रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद, 2003
6. पूरा कबीर, संपा॰ डॉ॰बलदेव वंशी, प्रकाशन संस्थान, नयी दिल्ली, 2005
7. तुलसीदास, डॉ॰ माताप्रसाद गुप्त, लोकभारती प्रकाशन, इलाहाबाद, 2002
8. तुलसी काव्य मीमांसा, उदयभानु सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2002
9. भक्ति आंदोलन और सूरदास का काव्य, मैनेजर पांडेय, वाणी प्रकाशन, नई दिल्ली, 1997
10. घनानंद काव्य और आलोचना, डॉ॰ किशोरीलाल, साहित्य भवन, प्रा॰लि॰, इलाहाबाद, 1987

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Course Title: भाषाविज्ञान

Course Code: PG HIN C-3
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को भाषा और भाषा विज्ञान की जानकारी देना। उन्हें भाषा विज्ञान की विभिन्न शाखाओं से परिचित कराना। साथ ही भाषा विज्ञान की पाश्चात्य परंपरा एवं भाषा, बोली एवं समाज के आपसी संबंध को बताना।

Learning Outcome:

1) भाषा और भाषा विज्ञान के पारस्परिक संबंध से परिचित होंगे।
2) विद्यार्थी भाषा, बोली और समाज के आपसी सम्बन्धों से परिचित होंगे।
3) भाषा एवं भाषाविज्ञान के स्वरूप एवं 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) अर्थबोध के साधन एवं अर्थ परिवर्तन के कारणों और दिशाओं का ज्ञान होगा।

Syllabus:

इकाई एक - भाषाविज्ञान **(15 Hours)**

1. भाषा: परिभाषा, स्वरूप एवं अभिलक्षण।
2. भाषाविज्ञान: परिभाषा, स्वरूप एवं शाखाएँ।
3. भारोपीय भाषा परिवार।

इकाई दो - ध्वनिविज्ञान **(15 Hours)**

1. ध्वनिविज्ञान: स्वरूप एवं आधार
2. ध्वनियों का वर्गीकरण
3. ध्वनिगुण: मात्रा, आघात, वृत्ति एवं अनुतान
4. ध्वनि परिवर्तन:कारण एवं दिशाएँ
5. स्वनिम विज्ञान:परिभाषा, स्वरूप एवं भेद
6. स्वनिम सिध्दांत

इकाई तीन - रूप विज्ञान **(15 Hours)**

1. रूप का स्वरूप
2. अर्थतत्व और संबंध तत्व
3. रूप परिवर्तन:कारण एवं दिशाएँ
4. रूपिम:परिभाषा, भेद एवं प्रक्रिया
5. रूप स्वनिम:परिभाषा, प्रक्रिया, परिवर्तन

इकाई चार - वाक्य विज्ञान एवं अर्थ विज्ञान **(15 Hours)**

1. वाक्य: अवधारणा एवं स्वरूप
2. वाक्य के भेद
3. अर्थ: परिभाषा एवं स्वरूप
4. शब्द और अर्थ का संबंध
5. अर्थबोध एवं अर्थ निर्णय के साधन
6. अर्थ परिवर्तन: कारण एवं दिशाएँ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंको की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणियाँ (पाँच में से किन्ही तीन) 12

संदर्भ ग्रंथ

1. भाषा विज्ञान की भूमिका, देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, नई दिल्ली, संस्करण-2015
2. भोलानाथ तिवारी, *'भाषाविज्ञान'*, किताब महल, इलाहाबाद, 1987
3. भाषा विज्ञान का रसायन, कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद, संस्करण-2012
4. भाषा विज्ञान एवं भाषा शास्त्र, डॉ॰ कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी
5. भाषा विज्ञान: सैद्धान्तिक चिंतन, रवीन्द्रनाथ श्रीवास्तव, राधाकृष्ण प्रकाशन, नई दिल्ली, संस्करण-2013
6. भाषा विज्ञान: हिन्दी भाषा और लिपि, रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद, संस्करण-2007
7. आधुनिक भाषा विज्ञान के सिद्धांत, रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद, संस्करण-2004
8. हिन्दी भाषा की संरचना, भोलानाथ तिवारी, वाणी प्रकाशन, नई दिल्ली, संस्करण-2016
9. अद्यतन भाषा विज्ञान प्रथम प्रामाणिक विमर्श, पाण्डेय, शशीभूषण 'शीतांशु, लोकभारती प्रकाशन, इलाहाबाद, संस्करण-2012
10. मानक हिन्दी का स्वरूप, भोलानाथ तिवारी, प्रभात प्रकाशन, नई दिल्ली, संस्करण-2006
11. हिन्दी: भाषा, राजभाषा और लिपि, परमानंद पांचाल, हिन्दी बुक सेंटर, नई दिल्ली, संस्करण-2008
12. अच्छी हिन्दी, रामचन्द्र वर्मा, लोकभारती प्रकाशन, इलाहाबाद, संस्करण-2008
13. डॉ. जितेन्द्र वत्स, डॉ. देवेन्द्र प्रसाद सिंह, *'भाषा विज्ञान और हिन्दी भाषा'*, निर्मल पब्लिकेशन्स, दिल्ली, 2009
14. डॉ. नरेश मिश्र, *'भाषा और भाषा विज्ञान'*, निर्मल पब्लिकेशन्स, दिल्ली, 2001
15. डॉ. रामप्रकाश, *'मानक हिन्दीः स्वरुप एवं संरचना'*, राधाकृष्ण प्रकाशन, नई दिल्ली, 1991
16. हिंदी व्याकरण, **पं॰ कामताप्रसाद गुरु** , प्रकाशक प्रकाशन संस्थान, दरियागंज नयी दिल्ली-110 002 संस्करण : सन् 2009

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Course Title: विशेष रचनाकार: सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'

Course Code: PG HIN E-1
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी के विशेष रचनाकार अज्ञेय के सम्पूर्ण साहित्य से परिचित कराना। साथ ही अज्ञेय का व्यक्तित्व, उनका परिवेश, उनकी व्यष्टि चेतना और प्रयोगवाद की विशेषताओं की जानकारी देना इसमें शामिल है।

Learning Outcome:

1) विद्यार्थी अज्ञेय के सम्पूर्ण साहित्य से परिचित होंगे।
2) व्यष्टि और समष्टि चेतना को समझ सकेंगे।
3) आधुनिक हिन्दी साहित्य में अज्ञेय के योगदान का ज्ञान होगा।
4) अज्ञेय के बहुआयामी व्यक्तित्व से प्रेरित होकर सृजनात्मक रूप से समाज में अपना योगदान दे सकेंगे।

Syllabus:

इकाई एक - अज्ञेय : व्यक्ति परिचय एवं रचना संसार (15 Hours)

1. व्यक्तित्व एवं परिवेश
2. अज्ञेय का रचना संसार
3. उत्तर छायावादी काव्य और अज्ञेय
4. अज्ञेय की काव्य दृष्टि
5. अज्ञेय का शिल्प विधान

इकाई दो-अज्ञेय : प्रतिनिधि कविताएं एवं जीवन परिचय-संपादक. विद्यानिवास मिश्र (15 Hours)

1. आज थका हिय हारिल मेरा
2. नदी के द्वीप
3. लंबी कविता- असाध्य वीणा

इकाई तीन - कथा साहित्य **(15 Hours)**

1. शेखर : एक जीवनी भाग-1
2. चुनी हुई तीन कहानियाँ:
   1. रोज
   2. विपथगा
   3. मुस्लिम-मुस्लिम भाई-भाई।

इकाई चार - निबंध **(15 Hours)**

1. अज्ञेय के चार चयनित निबंध
   1. मैं क्यों लिखता हूँ।
   2. साहित्य बोध: आधुनिकता के तत्त्व।
   3. साहित्य, संस्कृति और समाज परिवर्तन की प्रक्रिया।
   4. भारतीयता।

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न - टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. विश्वंभर मानव, राम किशोर शर्मा, '*आधुनिक कवि*', लोकभारती प्रकाशन, इलाहाबाद, 2008
2. संपादक विद्या निवास मिश्र, '*अज्ञेय प्रतिनिधि कविताएँ*', राजपाल एण्ड सन्स, दिल्ली, 2005

3. सच्चिदानंद चतुर्वेदी, '*अज्ञेय के निबंध*', मिलिंद प्रकाशन, हैदराबाद, 2009
4. बच्चन सिंह, '*आधुनिक हिन्दी साहित्य का इतिहास*', लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ. कामना श्रीवास्तव, '*अज्ञेय की कहानियाँ: वैचारिक आयाम*', शिल्पायन प्रकाशन, दिल्ली,2014
6. पूनम गुप्ता , '*अज्ञेय की कविताओं में मनुष्य की अवधारणा*', शिल्पायन प्रकाशन, दिल्ली, 2014
7. '*अज्ञेय काव्य में प्रतिबिम्ब और मिथक*', राजकमल प्रकाशन, दिल्ली, 2009

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Course Title: दलित विमर्श

Course Code: PG HIN E-2
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

आज दलित विमर्श हर भारतीय भाषा में एक आंदोलन के रूप में उभरकर आया है। यह हिन्दी में भी अपना एक स्थान बना चुका है। इस पाठ्यक्रम का उददेश्य विद्यार्थियों को हिन्दी के दलित साहित्य से परिचित कराना है।

Learning Outcome:

1) दलित साहित्य और मुख्य धारा के साहित्य के बीच सम्बन्धों को समझ सकेंगे।
2) दलित साहित्य के सौंदर्यशास्त्र से परिचित होंगे।
3) दलित चेतना के स्वरूप एवं महत्त्व से अवगत होंगे।
4) परंपरागत साहित्य लेखन एवं दलित लेखन के अंतर को समझेंगे।
5) विद्यार्थी दलित लेखक एवं उनकी कहानियों से अवगत होंगे।
6) दलितों की सामाजिक स्थिति एवं अपने अस्तित्व के प्रति उनकी जागरूकता को समझने का प्रयास करेंगे।

Syllabus:

इकाई एक - दलित साहित्य की अवधारणा **(15 Hours)**

1. दलित साहित्य का विकास
2. दलित साहित्य का सौंदर्यशास्त्र

इकाई दो - आत्मकथा **(15 Hours)**

1. दोहरा अभिशाप - कौशल्या बैसंत्री

इकाई तीन - कथा साहित्य **(15 Hours)**

1. उपन्यास
   उधर के लोग- अजय नावरिया

इकाई चार - कविता **(15 Hours)**

1.बस्स बहुत हो चुका- ओमप्रकाश वाल्मीकि
(चयनित पाँच कविताएँ)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

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2. ओमप्रकाश वाल्मीकि, *'दलित साहित्य का सौन्दर्यशास्त्र'*, राजकमल प्रकाशन, दिल्ली, 2010
3. सुशीला टाकभौरे, *'हाशिए का विमर्श'*, शिल्पायन प्रकाशन, दिल्ली, 2015
4. विमल थोरात, *'दलित साहित्य का स्त्रीवादी स्वर'*, अनामिका पब्लिशर्स, नयी दिल्ली, 2008
5. डॉ. संजय मुनेश्वर, *'हिन्दी का दलित आत्मकथा साहित्य'*, चन्द्रलोक प्रकाशन, कानपुर, 2011
6. डॉ. श्यौराज सिंह बेचैन, डॉ. रजत रानी मीनू, *'दलित दखल'*, श्री साहित्यिक संस्थान, गाजियाबाद, 2001

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Course Title: अनुवाद

Course Code: PG HIN E-3
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

आज का युग अनुवाद का युग है। साहित्यिक और कार्यालयीन सभी क्षेत्रों में अनुवाद कार्य तेजी से हो रहा है। इस पाछ्यक्रम से अनुवाद की परिभाषा, उसका सिद्धांत, उसके भेद, उसकी प्रक्रिया, सीनाएँ एवं प्रासंगिकता की विद्यार्थियों को जानकारी देना शामिल है।

Learning Outcome:

1) अनुवाद-प्रक्रिया और उसके महत्त्व को समझेंगे।
2) अनुवाद के भेदों से परिचित होंगे।
3) भारतीय साहित्य के विकास की दृष्टि से अनुवाद की महत्ता समझ सकेंगे।
4) अनुवाद कार्य में दक्षता प्राप्त कर सकेंगे।
5) रोजगार की दृष्टि से अनुवाद कार्य में प्रवृत्त होंगे।

Syllabus:

इकाई एक - अनुवाद : स्वरूप एवं भेद **(15 Hours)**

1. परिभाषा, स्वरूप
2. सिद्धांत एवं प्रक्रिया
3. प्रासंगिकता, महत्त्व एवं सीमाएँ
4. प्रकृति के आधार पर अनुवाद के प्रकार:
   क. शब्दानुवाद
   ख. भावानुवाद
   ग. छायानुवाद
   घ. आशु अनुवाद

इकाई दो – विषय आधारित अनुवाद: स्वरूप एवं समस्याएं **(15 Hours)**

1. कार्यालयी अनुवाद
2. साहित्यिक अनुवाद
3. वैज्ञानिक एवं तकनीकी अनुवाद
4. मीडिया गत अनुवाद

इकाई तीन - अनुवाद के साधन **(15 Hours)**

1. शब्दकोश
2. पारिभाषिक शब्दावली
3. साहित्य कोश
4. समांतर कोश
5. ई-उपकरण

इकाई चार - अनुवाद का व्यावहारिक पक्ष **(15 Hours)**

1. पुनरीक्षण, समीक्षा एवं मूल्यांकन
2. अंग्रेजी से हिन्दी, कोंकणी से हिन्दी, मराठी से हिन्दी

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

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2. डॉ. अम्बादास देशमुख, *'प्रयोजनमूलक हिन्दी'*, शैलजा प्रकाशन, कानपुर, 2006
3. डॉ. सुरेश सिंहल, *'अनुवादः अनुभूति और अनुभव'*, संजय प्रकाशन, नयी दिल्ली, 2006
4. विनोद गोदरे, *'प्रयोजनमूलक हिन्दी'*, वाणी प्रकाशन, नयी दिल्ली, 2007
5. डॉ. सुरेश सिंहल, *'अनुवादः अवधारणा और आयाम'*, संजय प्रकाशन, नयी दिल्ली, 2006
6. डॉ. राजमल बोरा, *'अनुवाद क्या है'*, वाणी प्रकाशन, नयी दिल्ली, 1996

<u>Semester II</u>

Course Title: हिन्दी साहित्य का इतिहास: आधुनिक काल

Course Code: PG HIN C-4
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आधुनिक काल की सभी विधाओं की जानकारी देना। यह बताना कि किस तरह हिन्दी साहित्य के आधुनिक काल में कविता के साथ-साथ गद्य की धाराएँ भी विकसित होती रहीं। इसमें गद्य की अन्य विधाओं के साथ दक्खिनी हिन्दी भी शामिल है।

Learning Outcome:

1) आधुनिक हिन्दी साहित्य के परिवेश से परिचित होंगे।
2) आधुनिक काल के सम्पूर्ण साहित्य से परिचित होंगे।
3) हिन्दी साहित्य में आए बदलाओं और उसके कारणों को समझ सकेंगे।
4) आधुनिक काल की काव्य प्रवृत्तियों से अवगत होंगे।
5) हिंदी कहानी एवं उपन्यास के उद्भव और विकास का परिचय प्राप्त करेंगे।
6) निबंध एवं नाटक विधा के विकासक्रम से परिचित होंगे।
7) गद्य की इतर विधाओं, परंपरा और उसके महत्त्व से परिचित होंगे।

Syllabus:

इकाई एक - आधुनिक हिन्दी साहित्य **(15 Hours)**

1. आधुनिक हिन्दी साहित्य का परिवेश
2. भारतेन्दु युग
3. द्विवेदी युग
4. छायावाद
5. राष्ट्रीय एवं सांस्कृतिक काव्यधारा

इकाई दो - छायावादोत्तर काव्य का संक्षिप्त परिचय **(15 Hours)**

1. प्रगतिवाद
2. प्रयोगवाद
3. नयी कविता
4. साठोत्तरी कविता
5. समकालीन कविता

इकाई तीन - हिन्दी गद्य की प्रमुख विधाओं का स्वरूप एवं विकास (15 Hours)

1.नाटक एवं एकांकी
2.कहानी
3.उपन्यास
4.निबंध

इकाई चार – गद्य की अन्य विधाएँ (15 Hours)

1. रेखाचित्र एवं संस्मरण
2. यात्रा वृतांत
3. आत्मकथा
4. जीवनी

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणीयाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

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2. रामचन्द्र शुक्ल, *'हिन्दी साहित्य का इतिहास'*, विश्वभारती प्रकाशन, नागपुर, 2005
3. प्रो. वासुदेव सिंह, *'हिन्दी साहित्य का समीक्षात्मक इतिहास'*, संजय बुक सेंटर, वाराणसी, 1982
4. बच्चन सिंह, '*आधुनिक हिन्दी साहित्य का इतिहास',* लोकभारती प्रकाशन, इलाहाबाद, 2005
5. डॉ.शिवकुमार शर्मा, *'हिन्दी साहित्यःयुग और प्रवृत्तियाँ'*, मिनर्वा पब्लिकेशन, जोधपुर, 2015
6. नामवर सिंह, *'आधुनिक साहित्य की प्रवृत्तियाँ'*, लोकभारती प्रकाशन, इलाहाबाद, 1998

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Course Title: आधुनिक काव्य

Course Code: PG HIN C-5
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को आधुनिक काल के प्रमुख कवियों की कविताओं से परिचित कराना। यह बताना कि आधुनिक काल की कविताएँ अपने पूर्ववर्ती काव्य से किस बिन्दु पर अलग हैं और उनसे आगे बढ़ी हैं।

Learning Outcome:

1) आधुनिक काल के प्रमुख काव्य ग्रन्थों से परिचित होंगे।
2) समाज की विविव्ध दिशाओं में आधुनिक कविता के योगदान को जान पाएंगे।
3) आज़ादी के पूर्व और आज़ादी के बाद कविता की भूमिका को समझ सकेंगे।
4) पूर्ववर्ती कविता से अंतर को समझ सकेंगे।
5) विद्यार्थी काव्य सृजन की दिशा में प्रेरित होंगे।

Syllabus:

इकाई एक - 1. साकेत का नवम सर्ग (चयनित पद) - मैथिलीशरण गुप्त **(15 Hours)**
2. कामायनी : जयशंकर प्रसाद
(श्रद्धा सर्ग, लज्जा सर्ग)

इकाई दो - 1. राग-विराग, पं॰ सूर्यकांत त्रिपाठी, 'निराला' **(15 Hours)**
(सरोज स्मृति, राम की शक्ति पूजा, कुकुरमुत्ता)

इकाई तीन - 1. चांद का मुंह टेढ़ा है मुक्तिबोध - **(15 Hours)**
(ब्रह्मराक्षस, अंधेरे में)

इकाई चार - 1. रश्मिरथी, रामधारी सिंह 'दिनकर' **(15 Hours)**
(कोई दो सर्ग)
2. नए इलाके में, अरुण कमल
(नए इलाके में, हाट, श्राद्ध का अन्न, जागरण, आत्मा का रोकड़)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. विश्वम्भर मानव, राम किशोर शर्मा, *'आधुनिक हिन्दी काव्य'*, लोकभारती प्रकाशन, इलाहाबाद, 2008
2. निराला: आत्महंता आस्था, दूधनाथ सिंह, नयी दिल्ली, लोकभारती प्रकाशन, इलाहाबाद, 2009
3. निराला और मुक्तिबोध: चार लंबी कविताएं, नंदकिशोर नवल, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2014
4. विवेक निराला, *'निराला के साहित्य में प्रतिरोध के स्वर'*, लोकभारती प्रकाशन, इलाहाबाद, 2010
5. दिनकर अर्धनारीश्वर कवि, नंदकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली, 2013
6. दिनकर, संपा॰ सावित्री सिन्हा, राधाकृष्ण प्रकाशन, नयी दिल्ली, 1998
7. नामवर सिंह, *'आधुनिक साहित्य की प्रवृतियाँ'*, लोकभारती प्रकाशन, इलाहाबाद, 1998
8. कामायनी: एक पुनर्विचार, मुक्तिबोध, राजकमल प्रकाशन, नयी दिल्ली, 2007
9. कल्याणमल लोढा, *'कामायनी'*, राधाकृष्ण प्रकाशन, नयी दिल्ली, 1976
10. मुक्तिबोध : कविता और जीवन-विवेक, चन्द्रकान्त देवताले, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2003
11. मुक्तिबोध की कविताई, अशोक चक्रधर, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2003

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Course Title: विशेष विधा: उपन्यास

Course Code: PG HIN C-6
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी की उपन्यास विधा से परिचित कराना और साथ ही हिन्दी के कुछ चर्चित उपन्यासों के माध्यम से उपन्यास के यथार्थ और आदर्श पक्ष को विद्यार्थियों के समक्ष रखना। उन्हें एक समीक्षात्मक दृष्टि की ओर प्रेरित करना।

Learning Outcome:

1) उपन्यास विधा के स्वरूप एवं तत्व को समझेंगे।
2) उपन्यास के विकासक्रम से परिचित होंगे।
3) उपन्यास के कथ्य और समाज के संबंध को जान पाएंगे।
4) 'गोदान' उपन्यास के माध्यम से एक किसान के जीवन की विडंबनाओं को समझेंगे।
5) 'राग दरबारी' के माध्यम से उपन्यास में व्यंग्य के महत्त्व और स्वातंत्र्योत्तर भार की विसंगतियों से परिचित होंगे।
6) 'मानस का हंस' उपन्यास के माध्यम से मध्यकालीन समाज और तुलसीदास के जीवन से अवगत होंगे।
7) निर्धारित उपन्यासों की आलोचना कर सकेंगे।
8) भाषा और सृजनात्मक प्रतिभा विकसित होगी।

Syllabus:

इकाई एक- गोदान - प्रेमचंद **(15 Hours)**
इकाई दो- बाणभट्ट की आत्मकथा- आचार्य हजारीप्रसाद द्विवेदी **(15 Hours)**
इकाई तीन- राग दरबारी- श्रीलाल शुक्ल **(15 Hours)**
इकाई चार- मानस का हंस - अमृतलाल नागर **(15 Hours)**

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणीयाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. डॉ. अनिल सिंह, *'आंचलिकता और हिन्दी उपन्यास'*, ज्ञान प्रकाशन कानपुर, 2014
2. डॉ. बेचन, *'आधुनिक हिन्दी उपन्यास : उदभव और विकास'*, सन्मार्ग प्रकाशन, दिल्ली, 1971
3. डॉ. ज्ञान अस्थाना, *'हिन्दी उपन्यासों में ग्राम समस्याएँ'*, जवाहर पुस्तकालय, मथुरा, 1979
4. संपादक ओमप्रकाशक त्रिपाठी, *'हिन्दी के कालजयी उपन्यास'*, विद्या प्रकाशन, कानपुर, 2013
5. सम्पादक पी.वी. विजयन, *'प्रेमचंद: साहित्य और संवेदना'*, जवाहर पुस्तकालय, मथुरा, 2005
6. डॉ. शोभा वेरेकर, *'साठोत्तरी हिन्दी उपन्यासों का शिल्प विकास'*, पीयूष प्रकाशन, दिल्ली, 2001

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Course Title: विशेष विधा: कहानी

Course Code: PG HIN E-4
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी की कहानी विधा से परिचित कराना। साथ ही कुछ चर्चित कहानियों के माध्यम से हिन्दी कहानी और समाज के सम्बंध को विद्यार्थियों तक पहुँचाना। विद्यार्थियों के भीतर कहानी की समीक्षा दृष्टि पैदा करना।

Learning Outcome:

1) विद्यार्थी हिन्दी कहानी की विकासयात्रा से अवगत होंगे।
2) चर्चित कहानियों के माध्यम से कहानी विधा और समाज के सम्बन्धों से अवगत होंगे।
3) विद्यार्थियों के भीतर कहानी की समीक्षा दृष्टि विकसित होगी।
4) कहानी विधा में विभिन्न युगों में हुए बदलावों से परिचित होंगे।
5) हिन्दी कहानी में शीर्षस्थ कहानीकारों के योगदान का परिचय प्राप्त करेंगे।
6) कहानी-लेखन की दिशा में प्रवृत्त होंगे।

Syllabus:

इकाई एक - 1. दुलाईवाली - राजेंद्रबाला घोष (बंग महिला) **(15 Hours)**
2. दुनिया का अनमोल रतन- प्रेमचंद
3. आकाशदीप- जयशंकर प्रसाद
4. राही- सुभद्रा कुमारी चौहान

इकाई दो - 1. अपना अपना भाग्य- जैनेंद्र **(15 Hours)**
2. कानों में कँगना- राजा राधिकारमण प्रसाद सिंह
3. तीसरी कसम- फणीश्वर नाथ रेणु
4. राजा निरबंसिया- कमलेश्वर

इकाई तीन - 1. पिता- ज्ञानरंजन **(15 Hours)**
2.कृष्णा सोबती -सिक्का बदल गया
3.कोसी का घटवार- शेखर जोशी
4.शिवप्रसाद सिंह - नन्हों

इकाई चार - 1. अमृतसर आ गया है- भीष्म साहनी **(15 Hours)**

2. परिंदे- निर्मल वर्मा
3. कसाईबाड़ा- शिवमूर्ति
4. उदय प्रकाश- तिरिछ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. गोपाल राय, *'हिन्दी कहानी का इतिहास'* भाग-1, राजकमल प्रकाशन, दिल्ली, 2011
2. पुष्पपाल सिंह, *'कहानी का उत्तर समय'*, सामयिक बुक्स, 2013
3. संपादक सोनिया सिरसाट, *'हिन्दी कहानीः परम्परा एवं प्रयोग'*, अकादमिक प्रतिभा, नयी दिल्ली, 2010
4. डॉ. रामचन्द्र तिवारी, *'हिन्दी का गद्य साहित्य'*, विश्वविद्यालय प्रकाशन, वाराणसी, 1968
5. जैनेन्द्र कुमार, *'कहानीः अनुभव और शिल्प'*, पूर्वोदय प्रकाशन, दिल्ली, 1967
6. संपादक सोमेश्वर पुरोहित, *'कहानीः नई-पुरानी'*, नवजीवन प्रकाशन मंदिर, अहमदाबाद, 1978

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Course Title: आलोचक और आलोचना

Course Code: PG HIN E-5
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

इस पाठ्यक्रम के द्वारा विद्यार्थियों को हिन्दी आलोचना से परिचित कराया जाएगा। हिन्दी आलोचना के क्रमिक विकास की जानकारी दी जाएगी। साथ ही यह भी बताया जाएगा कि आलोचना के प्रतिमान कौन-कौन से हैं और यह किससे प्रभावित है।

Learning Outcome:

1) हिन्दी आलोचना के क्रमिक विकास की जानकारी प्राप्त करेंगे।
2) आलोचना के प्रतिमानों को समझ सकेंगे।
3) हिन्दी आलोचना पर पड़े प्रभावों को समझ सकेंगे।
4) विद्यार्थियों में एक आलोचक दृष्टि विकसित होगी।
5) किसी चीज़ को लेकर विद्यार्थियों में वैज्ञानिक दृष्टिकोण का विकास होगा।

Syllabus:

इकाई एक - हिंदी आलोचना का विकास : **(15 Hours)**

1. भारतेंदु युगीन आलोचना : स्वरूप एवं विशेषताएं
   (गद्य विधाओं का विकास)
2. महावीर प्रसाद द्विवेदी और नवजागरण
   (युगांतकारी भूमिका और 'सरस्वती' पत्रिका)
3. द्विवेदी युगीन आलोचक : मिश्र बंधु एवं अन्य

इकाई दो - 1.रामचंद्र शुक्ल और हिंदी आलोचना **(15 Hours)**
(इतिहासपरक और वैज्ञानिक आलोचना)
2.छायावादी कवियों के आलोचनात्मक प्रयत्न
3. मनोवैज्ञानिक समीक्षा पद्धति: साहित्य और समीक्षा
4. नंददुलारे वाजपेयी और स्वच्छंदतावादी आलोचना

इकाई तीन - 1. हजारी प्रसाद द्विवेदी : मानवतावादी और सांस्कृतिक दृष्टि **(15 Hours)**

2. प्रगतिशील आंदोलन और मार्क्सवादी आलोचना

3.रामविलास शर्मा : प्रगतिशील आलोचना के प्रतिमान और प्रदेय

इकाई चार-1. मुक्तिबोध की समीक्षा पद्धति : वस्तु और शिल्प, रचना प्रक्रिया, कला के तीन क्षण **(15 Hours)**

2. नामवर सिंह की आलोचना पद्धति और नई समीक्षा

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. रोहिताश्व, *'आलोचना का परिप्रेक्ष्य'*, विद्या प्रकाशन, कानपुर, 2005
2. रोहिताश्व, *'समकालीनता और शाश्वतता'*, विद्या प्रकाशन, कानपुर, 2006
3. परमानंद श्रीवास्तव, *'आलोचना की संस्कृति'*, सामयिक प्रकाशन, नयी दिल्ली, 2013
4. देवीशंकर अवस्थी, *'आलोचना और आलोचना'*, वाणी प्रकाशन, नयी दिल्ली, 1995
5. रमेश चन्द्र शाह, *'आलोचना का पक्ष'*, वाग्देवी प्रकाशन, बीकानेर, 1998
6. सम्पादक प्रेम भारद्वाज, *'नामवर सिंहः एक मूल्यांकन'*, सामयिक बुक्स, नयी दिल्ली, 2012

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Course Title: पत्रकारिता एवं जनसंचार माध्यम

Course Code: PG HIN E-6
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को पत्रकारिता एवं जनसंचार माध्यम की जानकारी देना। उन्हें बताना कि पत्रकारिता का विकास किस प्रकार हुआ। जनसंचार माध्यम के अंतर्गत समाचार पत्र, रेडियो, सिनेमा, इंटरनेट आदि से परिचित कराना।

Learning Outcome:

1) विद्यार्थी स्वाधीनता आंदोलन में हिन्दी पत्रकारिता के योगदान और स्वातंत्र्योत्तर पत्रकारिता के विकास से अवगत होंगे।
2) समाचार पत्र में लेखन का ज्ञान होगा।
3) रेडियो के क्रमिक विकास और उसमें लेखन का ज्ञान होगा।
4) सिनेमा एवं दूरदर्शन के उद्भव और विकास तथा उसके विविध पहलुओं से परिचित होंगे।
5) जनसंचार के विविध माध्यमों से परिचित होंगे।
6) विद्यार्थियों में रेडियो पत्रकारिता, टेलीविजन पत्रकारिता एवं इंटरनेट पत्रकारिता का कौशल विकसित होगा।

Syllabus:

इकाई एक - हिन्दी पत्रकारिता **(15 Hours)**

1. पत्रकारिता: अवधारणा, स्वरूप एवं विकास
2. भारतेन्दु युगीन पत्रकारिता
3. महावीरप्रसाद द्विवेदी युगीन पत्रकारिता
4. गांधी युगीन पत्रकारिता
5. स्वातंत्र्योत्तर पत्रकारिता
6. संचार क्रांति के बाद की हिंदी पत्रकारिता(1985-अब तक)

इकाई दो - जनसंचार माध्यम (समाचारपत्र / रोडियो)

1. समाचार पत्र : अवधारणा एवं स्वरूप **(15 Hours)**
2. समाचार पत्र : प्रकाशन की प्रक्रिया
3. रेडियो : परिचय, लेखन एवं महत्व

4. रेडियो : आजादी से पूर्व एवं पश्चात्

इकाई तीन - 1. सिनेमा: स्वरूप, उद्भव एवं विकास **(15 Hours)**

2.सिनेमा: व्यावसायिक एवं कला

3.लघु डाक्यूमेंटरी एवं कार्टून फिल्म

4.दूरदर्शन : परिचय, लेखन एवं महत्त्व

इकाई चार - 1.इंटरनेट : परिचय, लेखन एवं महत्त्व **(15 Hours)**

2.विज्ञापन : अवधारणा एवं स्वरूप, विज्ञापन का उद्भव विकास, विज्ञापन का महत्व, विज्ञापन की भाषा

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन) 12

संदर्भ ग्रंथ

1. डॉ.अम्बादास देशमुख, *'प्रयोजनमूलक हिन्दी'*, शैलजा प्रकाशन, कानपुर, 2006
2. डॉ. चन्द्रप्रकाश मिश्र, *'संचार एवं संचार माध्यम'*, संजय प्रकाशन दिल्ली, 2006
3. प्रो. हरिमोहन, *'आधुनिक जनसंचार और हिन्दी'*, तक्षशिला प्रकाशन, नयी दिल्ली, 2000
4. सम्पादक डॉ. जशवंत राठवा, डॉ. दिलीप मेहरा, *'मीडिया लेखन'*, अमर प्रकाशन, मथुरा, 2013
5. संपादक डॉ. शैलजा भारद्वाज, *'साहित्य और सिनेमा'*, चिन्तन प्रकाशन, कानपुर, 2013
6. सुरेश गौतम, वीणा गौतम, *'हिन्दी पत्रकारिता: कल, आज और कल'*, सत्साहित्य प्रकाशन, दिल्ली, 2001

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Semester - III

Course Title: भारतीय काव्यशास्त्र
Course Code: PG HIN C-7
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को भारतीय काव्यशास्त्र की विस्तृत जानकारी देना। इसके अंतर्गत विद्यार्थी काव्य की अवधारणा उसके तत्व और काव्य हेतुओं से परिचित होंगे और साथ ही जो विभिन्न काव्य के सिद्धान्त है उससे भी परिचित होंगे। उदाहरण के रूप में रस, अलंकार, ध्वनि, रीति, वक्रोक्ति और औचित्य सिद्धान्त।

Learning Outcome:

1) विद्यार्थी भारतीय काव्यशास्त्र की परंपरा से परिचित होंगे।
2) काव्यशास्त्रीय सिद्धांतों का विस्तृत ज्ञान प्राप्त करेंगे।
3) काव्य आस्वादन में भारतीय सिद्धांतों के महत्त्व को समझ सकेंगे।
4) साहित्य-सृजन एवं समीक्षा में काव्यशास्त्र की उपयोगिता को समझेंगे।
5) भारतीय आचार्यों के साहित्य संबंधी चिंतन से परिचित होंगे।

Syllabus:

इकाई एक - काव्य का स्वरूप **(15 Hours)**

1. काव्य की अवधारणा एवं स्वरूप
2. काव्य के तत्व
3. काव्य हेतु एवं प्रयोजन

इकाई दो - काव्यालोचन के मानदण्ड (भारतीय) **(15 Hours)**

1. रस सिद्धांत : स्वरूप निष्पत्ति एवं साधारणीकरण
2. अंलकार सिद्धांत : प्रमुख मान्यताएँ

इकाई तीन - 1.ध्वनि सिद्धांत : प्रमुख मान्यताएँ **(15 Hours)**
2.रीति सिद्धांत : प्रमुख मान्यताएँ

इकाई चार - 1. वक्रोक्ति सिद्धांत : प्रमुख मान्यताएँ **(15 Hours)**
2. औचित्य सिद्धांत : प्रमुख मान्यताएँ

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. डॉ. भगीरथ मिश्र, *'काव्यशास्त्र'*, विश्वविद्यालय प्रकाशन, वाराणसी, 1999
2. डॉ. योगेन्द्र प्रताप सिंह, *'भारतीय काव्यशास्त्र की भूमिका'*, लोकभारती प्रकाशन, इलाहाबाद, 2008
3. गणपति चन्द्र गुप्त, *'भारतीय एवं पाश्चात्य काव्य सिद्धांत'*, लोकभारती प्रकाशन, इलाहाबाद, 2009
4. पंडित सीताराम चतुर्वेदी, *'समीक्षा शास्त्र'*, कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983
5. डॉ. रामचन्द्र तिवारी, *'भारतीय एवं पाश्चात्य काव्यशास्त्र'*, लोकभारती प्रकाशन, इलाहाबाद, 1980
6. शेषेन्द्र शर्मा, *'आधुनिक काव्य शास्त्र'*, लोकभारती प्रकाशन, इलाहाबाद, 1990

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Course Title: प्रयोजनमूलक हिन्दी
Course Code: PG HIN C-8
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को प्रयोजनमूलक हिन्दी से परिचित कराना इस पाठ्यक्रम का लक्ष्य है। विद्यार्थी यह समझ पाएगें कि आज के युग में साहित्य के साथसाथ प्रयोजनमूलक हिन्दी का भी महत्व - बढ़ रहा है।विद्यार्थियों को यह भी ज्ञात होगा कि हमारे संविधान में हिन्दी को क्या स्थान दिया गया है और वास्तविक रूप में आज उसकी क्या स्थिति है।

Learning Outcome:

1) विद्यार्थी प्रयोजनमूलक हिन्दी का परिचय प्राप्त करेंगे।
2) राजभाषा संबंधी प्रमुख प्रावधानों की जानकारी प्राप्त करेंगे।
3) रोजगार की प्राप्ति की दिशा में कुशलता प्राप्त करेंगे।
4) विद्यार्थी व्यावसायिक एवं कार्यालयीन पत्राचार में सक्षम होंगे।
5) हिन्दी के प्रचार-प्रसार में इंटरनेट की भूमिका को समझ सकेंगे।

Syllabus:

इकाई एक - प्रयोजनमूलक हिन्दी **(15 Hours)**

1. परिभाषा, स्वरूप एवं व्यवहार क्षेत्र
2. प्रयोजनमूलक हिंदी का ऐतिहासिक परिप्रेक्ष्य
3. राजभाषा : स्वरूप एवं विकास

इकाई दो - राजभाषा **(15 Hours)**

1. राजभाषा संबंधी संवैधानिक प्रावधान
    1. अनुच्छेद 343-344(संघ की राजभाषा एवं संसद का आयोग एवं समिति)
    2. अनुच्छेद 345-347(राज्य की राजभाषा या राजभाषाएँ)
    3. अनुच्छेद 348(न्यायालय से संबंधित भाषा)
    4. अनुच्छेद 349-350(भाषा संबंधी कुछ अधिनियमित विशेष प्रक्रिया)
    5. अनुच्छेद 351(हिन्दी का प्रचार प्रसार)
    6. राष्ट्रपति के निर्देश(1952,1955,1960)
    7. राजभाषा आयोग।
    8. संसदीय समिति।
    9. राजभाषा क्रियान्वयन की व्यावहारिक समस्याएँ

इकाई तीन - राजभाषा के प्रमुख प्रकार्य - कार्यालयीन हिन्दी **(15 Hours)**

1. प्रारूपण (कार्यालयीन ज्ञापन, कार्यालयीन आदेश, कार्यालयीन अनुस्मारक, परिपत्र, अर्धसरकारी पत्र, अधिसूचना)
2. टिप्पण
3. संक्षेपण
4. पल्लवन

इकाई चार - 1. पारिभाषिक शब्दावली **(15 Hours)**

- स्वरूप, महत्व एवं भेद
- प्रमुख सिद्धांत एवं समस्याएँ
- प्रशासनिक, वैज्ञानिक एवं तकनीकी शब्दावली

2.इंटरनेट और हिन्दी

- यूनिकोड, ब्लाग, ई-मेल, वेबसाइट

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. डॉ. अम्बादास देशमुख, *'प्रयोजनमूलक हिन्दी'*, शैलजा प्रकाशन, कानपुर, 2006
2. जोगेन्द्र सिंह, *'राजभाषा हिन्दीः विश्व संदर्भ'*, वत्सल प्रकाशन, नयी दिल्ली, 2003
3. विनोद गोदरे, *'प्रयोजनमूलक हिन्दी'*, वाणी प्रकासन, नयी दिल्ली, 2007
4. डॉ. सी. जे. प्रसन्नकुमारी, *'राजभाषा हिन्दी के विविध आयाम'*, अमन प्रकाशन, कानपुर, 2009
5. डॉ. सु. नागलक्ष्मी, *'संचार, सूचना, कम्प्यूटर और प्रयोजनमूलक हिन्दी जगत'*, जवाहर पुस्तकालय, मथुरा, 2012
6. डॉ. अनिल कुमार तिवारी, *'प्रयोजनशील हिन्दी'*, विश्वभारती प्रकाशन, कानपुर, 2004

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Course Title: भारतीय साहित्य
Course Code: PG HIN E-7
Marks : 100
Credits : 4 (60 lectures)

Course objective:

विद्यार्थियों को हिन्दी के अलावा अन्य भारतीय भाषाओं और उनके साहित्य से परिचित करना। ऐसा करके विद्यार्थी यह समझ सकेंगे कि भारत की अन्य भाषाएँ हिन्दी से किस स्तर पर जुड़ती हैं और किस स्तर पर वे अपना अलग मार्ग निर्धारित कर रही हैं।

Learning Outcome:

1) विभिन्न भाषाओं में लिखे जा रहे साहित्य से परिचित होंगे।
2) लेखकीय दृष्टि को समझ सकेंगे।
3) अन्य भारतीय भाषाओं से परिचित होंगे।
4) भारतीय साहित्य के अध्ययन से विद्यार्थियों में राष्ट्रीयता एवं एकीकरण का भाव विकसित विकसित होगा।
5) अन्य भाषाओं के साहित्य का हिन्दी भाषा-साहित्य के साथ जुड़ाव को समझ सकेंगे।

Syllabus:

इकाई एक **(15 Hours)**

1. भारतीय साहित्य की अवधारणा एवं स्वरूप
2. भारतीय साहित्य : मूल्य एवं विशेषताएँ
3. भारतीय साहित्य के इतिहास की समस्याएँ

इकाई दो **(15 Hours)**

1. पंजाबी साहित्य का इतिहास, बांग्ला साहित्य का इतिहास

इकाई तीन **(15 Hours)**

1. अनूदित कविता : पाश (पंजाबी)
   ('बीच का रास्ता नहीं होता' से 10 कविताएँ, अनु॰ चमनलाल)

इकाई चार

1. गोरा: रवींद्रनाथ टैगोर (बांग्ला)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. भारतीय साहित्य, डॉ. नगेंद्र, प्रभात प्रकाशन, नयी दिल्ली, 2004
2. भारतीय साहित्य, डॉ॰ मूलचंद गौतम, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2009
3. बांग्ला और उसका साहित्य, हंस कुमार तिवारी, राजकमल प्रकाशन, नयी दिल्ली,
4. बंगला साहित्य का संक्षिप्त इतिहास, डॉ. सत्येंद्र, प्रकाशन शाखा, सूचना विभाग, उत्तर प्रदेश, 1961
5. बांग्ला साहित्य का इतिहास, सुकुमार सेन, अनु. वृज किशोर वर्मा 'मणिपद्म', प्र. सं. 1984
6. गोरा, रवींद्रनाथ टैगोर, राजकमल प्रकाशन, नयी दिल्ली, 2012
7. डॉ. राधाकृष्णन, *'भारतीय दर्शन',* राजपाल एण्ड सन्स, दिल्ली, 1966
8. पंजाबी साहित्य का नवीन इतिहास, ज्ञानेंद्र, आशा प्रकाशन गृह, नयी दिल्ली, 1964
9. बीच का रास्ता नहीं होता- पाश, अनु॰ चमनलाल, राजकमल प्रकाशन नयी दिल्ली, 2006
10. *'भारतीय साहित्य : विविध आयाम',* विद्या प्रकाशन, कानपुर, 2001

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Course Title: नाटक एवं रंगमंच
Course Code: PG HIN E-8
Marks : 100
Credits: 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को नाटक और रंगमंच की ओर जुड़ने के लिए प्रेरित करना है। ऐसा करके विद्यार्थी नाटक और रंगमंच के सैद्धांतिक पक्ष और व्यावहारिक पक्ष दोनों से जुड़ेंगे।

Learning Outcome:

1) विद्यार्थी नाटक के स्वरूप एवं तत्वों से परिचित होंगे।
2) हिन्दी नाट्य परंपरा के क्रमिक विकास का ज्ञान होगा।
3) लोकनाट्य परंपरा से अवगत होंगे।
4) भारतीय नाट्य परंपरा से अवगत होंगे।
5) अभिनय कौशल में कुशलता प्राप्त करेंगे।
6) हिन्दी रंगमंच की जानकारी प्राप्त होगी।
7) नाट्य रचना का तात्विक विवेचन करेंगे।

Syllabus:

इकाई एक - नाटक एवं रंगमंच **(15 Hours)**

1. लोकनाट्य की परंपरा
2. हिन्दी नाटक: स्वरूप एवं विकास
3. हिन्दी रंगमंच का विकास

इकाई दो - विशेष अध्ययन हेतु (निर्धारित नाटक) **(15 Hours)**

1. अंधेर नगरी - भारतेन्दु हरिश्चंद्र
2. ध्रुवस्वामिनी - जयशंकर प्रसाद

इकाई तीन - 1.आधे अधूरे - मोहन राकेश **(15 Hours)**
2. बकरी - सर्वेश्वर दयाल सक्सेना

इकाई चार - 1.सिंदूर की होली - लक्ष्मीनारायण मिश्र **(15 Hours)**
2.अंधा युग - धर्मवीर भारती

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (चार में से किन्ही दो पर) 12

संदर्भ ग्रंथ

1. डॉ.लीना बी. एल, *'हिन्दी नाटक और रंगमंच'*, जवाहर पुस्तकालय, मथुरा, 2012
2. डॉ. प्रेमदत्त शर्मा, *'प्रसाद साहित्य की सांस्कृतिक पृष्ठभूमि'*, जयपुर पुस्तक सदन, जयपुर, 1968
3. गिरीश रस्तोगी, *'हिन्दी नाटक का आत्म संघर्ष'*, लोक भारती प्रकाशन, इलाहाबाद, 2002
4. डॉ. बनवीर प्रसाद शर्मा, *'आधुनिक हिन्दी नाटक'*, अनंग प्रकाशन दिल्ली, 2001
5. के.वी. नारायण, *'साठोत्तर हिन्दी नाटक'*, लोकभारती प्रकाशन, इलाहाबाद, 2007
6. डॉ. आशाराम बेवले, *'समकालीन हिन्दी नाटकों में नारी के विविध रूप'*, समता प्रकाशन, कानपुर, 2006

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Course Title: आधुनिक हिन्दी साहित्य की वैचारिक पृष्ठभूमि
Course Code: PG HIN E-9
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

इस पाठ्यक्रम के माध्यम से विद्यार्थियों को आधुनिक हिन्दी साहित्य की वैचारिकता से जोड़ना है। वे समझेंगे कि आज हमारा जो आधुनिक साहित्य है उसके मूल में कौन कौन सी-विचारधाराएँ पृष्ठभूमि के रूप में कार्य कर रही हैं।

Learning Outcome:

1) साहित्य की वैचारिकता से जुड़ सकेंगे।
2) साहित्य में निहित विचारधाराओं से परिचित हो सकेंगे।
3) साहित्य के सभी वादों और सिद्धांतों से परिचित होंगे।
4) साहित्य के अनुशीलन में अन्य अनुशासनों के प्रभाव से परिचित होंगे।
5) साहित्य की अन्य शाखाओं के अंत: संबंध को समझेंगे।
6) विभिन्न आंदोलनों का हिन्दी साहित्य पर पड़े प्रभाव से परिचित होंगे।

Syllabus:

इकाई एक -1. मार्क्सवाद: अवधारणा, स्वरूप एवं महत्त्व। **(15 Hours)**

इकाई दो - 1.गांधीदर्शन : अवधारणा, स्वरूप एवं महत्व। **(15 Hours)**
2.मनोविश्लेषण वाद: अवधारणा, स्वरूप एवं महत्व।

इकाई तीन - 1.अस्तित्वाद : अवधारणा, स्वरूप एवं महत्व। **(15 Hours)**
2.अम्बेडकर वाद: अवधारणा, स्वरूप एवं महत्व।

इकाई चार -1. समाजवादी दर्शन : अवधारणा, स्वरूप एवं महत्त्व। **(15 Hours)**

2.स्त्रीवादी चिंतन : अवधारणा, स्वरूप एवं महत्त्व।

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प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. आधुनिक हिंदी साहित्य की वैचारिक पृष्ठभूमि, डॉ. विनय कुमार, मित्तल एंड संस, दिल्ली-110092, संस्करण-2009
2. डॉ. पारसनाथ मिश्र, *'मार्क्सवाद और उपन्यासकार यशपाल'*, लोकभारती प्रकाशन, इलाहाबाद, 1972
3. डॉ. चंदा गिरीश, *'अस्तित्ववादी हिन्दी कहानी'*, दिव्य डिस्ट्रिव्यूटर्स, कानपुर, 2009
4. डॉ. रामविलास शर्मा, *'प्रगतिशील साहित्य की समस्याएँ'*, विनोद पुस्तक मंदिर, आगरा, 1957
5. डॉ. कुसुम पटोरिया, *'युग प्रणेता अंबेडकर'*, विश्वभारती प्रकाशन, नागपुर, 2004
6. क्षमा शर्मा, *'स्त्रीत्ववादी विमर्श : समाज और साहित्य'*, राजकमल प्रकाशन, नयी दिल्ली, 2002
7. रामधारी सिंह दिनकर, *'चिन्तन के आयाम'*, लोकभारती प्रकाशन, इलाहाबाद, 2008

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Course Title: हिन्दी भाषा ,लिपि ,व्याकरण एवं सर्वेक्षण
Course Code: PG HIN E-13
Marks: 100
Credits: 4 (60 lectures)

Course Objective:

विद्यार्थियों को हिन्दी भाषा, लिपि और व्याकरण का ज्ञान कराना ताकि वे वाक्य रचना करने में और आवश्यकता पड़ने पर बोलने में दक्षता प्राप्त कर सकें। विद्यार्थियों को सर्वेक्षण के क्षेत्र में भी आत्मविश्वास पैदा कराना और ऐसा करके हिन्दी के प्रति उनमें रूचि पैदा कराना।

Learning 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।
4) विद्यार्थियों में भाषा कौशल का विकास होगा।
5) सर्वेक्षण के माध्यम से स्थानीय भाषा एवं संस्कृति को समझ सकेंगे।

Syllabus:

इकाई एक - हिन्दी भाषा का इतिहास **(15 Hours)**

1. प्राचीन भारतीय आर्य भाषा : वैदिक संस्कृत एवं लौकिक संस्कृत
2. मध्यकालीन भारतीय आर्यभाषा प्राकृत पालि एवं अपभ्रंश
3. आधुनिक भारतीय आर्यभाषा हिन्दी एवं अन्य भारतीय भाषाएँ

इकाई दो - लिपि **(15 Hours)**

1. देवनागरी लिपि : उद्भव एवं विकास।
2. देवनागरी लिपि की वैज्ञानिकता।
3. देवनागरी लिपि तथा वर्तनी का मानकीकरण

इकाई तीन - व्याकरण **(15 Hours)**

भाषा और व्याकरण

1. शब्द साधन : विकारी एवं अविकारी शब्द का सामान्य परिचय
2. हिन्दी की रूप रचना - उपसर्ग, प्रत्यय, संधि और समास के आधार पर रूपान्तरण
3. संज्ञा, सर्वनाम, विशेषण, क्रिया का रूपान्तरण
4. हिंदी वाक्य रचना: पदक्रम एवं अध्याहार

इकाई चार - भाषा एवं संस्कृति सर्वेक्षण **(15 Hours)**

1. सर्वेक्षण का स्वरूप, प्रविधि एवं प्रक्रिया (सैद्धांतिक पक्ष - 5 lect.)
2. दस घंटे की रिपोर्ट (व्यावहारिक पक्ष 10 lect.)

   Note -भाषा और संस्कृति से संबंधित विषय पर किसी स्थान विशेष का 5000 शब्दों में सर्वेक्षण रिपोर्ट प्रस्तुत करना होगा।

प्रश्नपत्र का प्रारूप

1.आंतरिक मूल्यांकन - पूर्णांक 40

- आंतरिक मूल्यांकन के अंतर्गत विद्यार्थी भाषा एवं संस्कृति से संबंधित विषय पर किसी स्थान विशेष का 5000 शब्दों का सर्वेक्षण रिपोर्ट तौयार करेंगे।

2.सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)

- पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
- दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
- पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. मानक हिन्दी के शुद्ध प्रयोग, रमेशचंद्र महरोत्रा, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2019
2. भोलानाथ तिवारी, *'भाषा विज्ञान'*, किताब महल, इलाहाबाद, 1951
3. कामता प्रसाद गुरू, *'हिन्दी व्याकरण'*, हिन्दी-मराठी प्रकाशन, नागपुर, 2009
4. डॉ. विजय लक्ष्मण वर्धे, *'हिन्दी व्याकरण'*, फडके बुकसेलर्स, कोल्हापुर, 1992
5. डॉ. रामप्रकाश, *'मानक हिन्दीः स्वरूप एवं संरचना'*, राधाकृष्ण प्रकाशन, नयी दिल्ली, 1991
6. डॉ. नरेश मिश्र, *'भाषा और भाषा विज्ञान'*, निर्मल पब्लिकेशन्स, दिल्ली, 2001
7. डॉ. ब्रजकिशोर प्रसाद सिंह, *'हिन्दी व्याकरण'*, नमन प्रकाशन, नयी दिल्ली, 2009
8. देवनागरी लिपि तथा हिन्दी वर्तनी का मानकीकरण, केंद्रीय हिन्दी निदेशालय, भारत सरकार, 1989

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Semester – IV

Course Title: पाश्चात्य काव्यशास्त्र

Course Code: PG HIN C-10
Marks: 100
Credits: 04 (60 lectures)

Course Objective:
इस पाठ्यक्रम द्वारा विद्यार्थियों को पाश्चात्य काव्यशास्त्र की विस्तृत जानकारी देना। इससे विद्यार्थी पाश्चात्य काव्यशास्त्र के सिद्धांतों से परिचित होंगे जैसे प्लेटो का काव्य सिद्धांत, अरस्तू, टी.एस. एलियट, आदि का काव्य सिद्धान्त, जिसके माध्यम से बिम्ब, प्रतीक आदि की जानकारी देना।

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 एक - प्रमुख पाश्चात्य विचारक **(15 Hours)**

1. प्लेटो - काव्य सिद्धांत
2. अरस्तू - अनुकरण, विरेचन एवं त्रासदी
3. लोंजाइनस - उदात्त की अवधारणा

इकाई दो - **(15 Hours)**

1. मैथ्यू अर्नाल्ड - काव्य सिद्धान्त
2. क्रोंचे - अभिव्यंजनावाद
3. टी.एस. एलियट - निर्वैयक्तिकता का सिद्धांत

इकाई तीन - प्रमुख काव्य सिद्धान्त **(15 Hours)**

1. अभिजात्यवाद
2. स्वच्छंदतावाद

3. बिंबवाद
4. प्रतीकवाद

इकाई चार - **(15 Hours)**

1. आधुनिकतावाद
2. उत्तर आधुनिकतावाद
3. संरचनावाद
4. उत्तर संरचनावाद

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. देवेन्द्रनाथ शर्मा, *'पाश्चात्य काव्यशास्त्र'*, वाणी प्रकाशन, नई दिल्ली, 2008
2. गणपतिचन्द्र, *'गुप्त भारतीय एवं पाश्चात्य काव्य सिद्धान्त'*,लोकभारतीय प्रकाशन, इलाहाबाद, 2009
3. पाश्चात्य काव्यशास्त्र अधुनातन संदर्भ, सत्यदेव मिश्र, लोक भारती प्रकाशन, इलाहाबाद, 2016
4. पाश्चात्य काव्यशास्त्र कोश, सत्यदेव मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2019
5. गोपीचंद नारंग, *'संरचना एवं उत्तरसंरचनावाद'*,साहित्य अकादमी, दिल्ली, 2004
6. पंडित सीताराम चतुर्वेदी, *समीक्षा शास्त्र*, कृष्णदास अकादमी प्रकाशन, वाराणसी, 1983

7. शेषेन्द्र शर्मा, *आधुनिक काव्यशास्त्र*, लोक भारती प्रकाशन, इलाहाबाद, 1990
8. डॉ. रामचन्द्र तिवारी, *भारतीय एवं पाश्चात्य काव्यशास्त्र*, लोकभारती प्रकाशन, इलाहाबाद, 1980
9. पाश्चात्य काव्य चिंतन, डॉ॰ करुणाशंकर उपाध्याय, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2016

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Course Title: मीडिया लेखन
Course Code: PG HIN C-11
Marks: 100
Credits: 04 (60 lectures)

Course Objective:

विद्यार्थियों को मीडिया लेखन की जानकारी देना, दूरदर्शन, रेडियो, जिसमें समाचार पत्र लेखन इंटरनेट आदि प्रमुख हैं। इस पाठ्यक्रम से विद्यार्थियों को साहित्य के अलावा प्रयोजनमूलक हिन्दी से जोड़ना और उन्हें रोजगार हेतु प्रवृत्त करना।

Learning 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 टेलीविज़न समाचार या धारावाहिक लेखन संबंधी व्यावहारिक अनुभव होगा।
4) रोजगार की दृष्टि से सिनेमा-लेखन से परिचित होंगे।
5) इलेक्ट्रोनिक मीडिया में रोजगार का मार्ग प्रशस्त होगा।

Syllabus:

इकाई एक - समाचार पत्र लेखन **(15 Hours)**

(समाचार लेखन, संपादकीय, विज्ञापन लेखन, फीचर लेखन)

इकाई दो - रेडियो लेखन **(15 Hours)**

(रेडियो समाचार, रेडियो नाटक, रेडियो विज्ञापन, रेडियो वार्ता)

इकाई तीन - टेलिविजन लेखन **(15 Hours)**

(समाचार, धारावाहिक, रूपक, विज्ञापन, वार्ता, वृत्तचित्र)

इकाई चार - सिनेमा लेखन **(15 Hours)**

(पटकथा लेखन, संवाद लेखन, साहित्यिक कृतियों का फ़िल्मांकन)

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40

- आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
- तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न- टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. विनोद गोदरे, *प्रयोजनमूलक हिन्दी*, वाणी प्रकाशन, नयी दिल्ली, 2007
2. डॉ. सी. जे. प्रसन्नकुमारी, *राजभाषा हिन्दी के विविध आयाम*, अमन प्रकाशन, कानपुर, 2009
3. डॉ. योगेन्द्र प्रताप सिंह, *मीडिया और साहित्य*, अमन प्रकाशन, कानपुर, 2010
4. डॉ. शांति विश्वनाथन, *मीडिया और साहित्य*, अमन प्रकाशन, कानपुर, 2009
5. सत्यदेव त्रिपाठी, *समकालीन फिल्मों के आइने में समाज*, शिल्पायन प्रकाशन, दिल्ली, 2013
6. डॉ. श्याम कश्यप, *टेलीविजन की कहानी राजकमल प्रकाशन*, नयी दिल्ली, 2008

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Course Title: आधुनिक गद्य (नाटक, उपन्यास, निबंध, कहानी)
Course Code: PG HIN E-10
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

विद्यार्थियों को उपन्यास, कहानी, नाटक एवं निबंध की जानकारी देना। साथ ही उन्हें प्रत्येक विधा की एक -एक रचना से परिचित कराना। इन विधाओं में साहित्यकार किन प्रश्नों को उठाता है उससे विद्यार्थियों को अवगत कराना।

Learning Outcome:

1) गद्य की प्रतिनिधि विधाओं से परिचित होंगे।
2) विद्यार्थियों को रचनाओं के माध्यम से समाज की विभिन्न स्थितियों का ज्ञान होगा तथा उनमें संवेदनशीलता विकसित होगी।
3) व्यावहारिक दृष्टि विकसित होगी।
4) विद्यार्थी सृजन की दिशा में प्रेरित होंगे।

Syllabus:

इकाई एक - नाटक - माधवी, भीष्म साहनी **(15 Hours)**

इकाई दो- उपन्यास - धरती धन न अपना, जगदीशचंद्र **(15 Hours)**

इकाई तीन- चिन्तामणि भाग-1 (छह निबंध), आचार्य रामचंद्र शुक्ल **(15 Hours)**

इकाई चार- कहानी- अस्मितामूलक विमर्श केंद्रित कहानियाँ **(15 Hours)**

1. अपना गाँव - मोहनदास नैमिषराय
2. हरी बिंदी - मृदुला गर्ग
3. रात बाकी - रणेन्द्र
4. बेघर आँखें - तेजेंद्र शर्मा
5. ई मुर्दन का गाँव- कुसुम अंसल
6. जीना तो पड़ेगा- अब्दुल बिस्मिल्लाह

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. आचार्य रामचंद्र शुक्ल, *'हिन्दी साहित्य का इतिहास'*, लोकभारती प्रकाशन, इलाहाबाद, 2009
2. डॉ. बच्चन सिंह, *'हिन्दी साहित्य का दूसरा इतिहास'*,राधाकृष्ण प्रकाशन, नई दिल्ली, 2004
3. डॉ. इन्द्रनाथ मदान, *'आधुनिकता और हिन्दी उपन्यास'*, राजकमल प्रकाशन, दिल्ली, 1973
4. डॉ. गोपाल राय, *'हिन्दी उपन्यास का इतिहास'*, राजकमल प्रकाशन, दिल्ली, 2010
5. डॉ. विभुराम मिश्र, *'प्रतिनिधि हिन्दी निबंधकार'*, अभिनव भारती प्रकाशन, इलाहाबाद, 1975
6. डॉ. पुष्पपाल सिंह, *'समकालीन कहानी - युगबोध का संदर्भ'*, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1986
7. डॉ. सुरेंद्र चौधरी, *'हिन्दी कहानी - प्रक्रिया और पाठ'*, राधाकृष्ण प्रकाशन, नई दिल्ली, 1995

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Course Title: स्त्री विमर्श

Course Code: PG HIN E-11
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

इस पाठ्यक्रम द्वारा विद्यार्थियों को स्त्री विमर्श की अवधारणा नारीवादी आन्दोलन और नारी लेखन, की भूमिका से अवगत कराना है। साथ ही लेखिकाओं द्वारा लिखित कविता, कहानी, उपन्यास, आत्मकथा से परिचित कराना है।

Learning Outcome:

1) नारी आंदोलन एवं उसमें नारी लेखन की भूमिका से अवगत होंगे।
2) इसके माध्यम से स्त्रीवादी चेतना का स्वरूप एवं महत्त्व से परिचित होंगे।
3) स्त्री की दशा एवं उनके संघर्षमय लेखन से परिचित होंगे।
4) परंपरागत साहित्य लेखन एवं महिला लेखन के अंतर को समझेंगे।
5) महिला रचनाकारों एवं उनकी रचनाओं से अवगत होंगे।
6) महिलाओं की सामाजिक समस्याओं एवं नारी चेतना का ज्ञान होगा।

Syllabus:

इकाई एक - सैद्धांतिक पक्ष **(15 Hours)**

1. स्त्री विमर्श की अवधारणा
2. स्त्री विमर्श की पृष्ठभूमि
3. नारीवादी आंदोलन - भारतीय एवं पाश्चात्य संदर्भ
4. हिन्दी में नारी लेखन का स्वरुप और विकास

इकाई दो - उपन्यास- चाक, मैत्रेयी पुष्पा **(15 Hours)**

इकाई तीन - कविता- अनामिका **(15 Hours)**

बेजगह, स्त्रियाँ, एक औरत का पहला राजकीय प्रवास, हरियाली है, दलाई लामा, कुहनियाँ, घूंघट के पट खोल रे, तुलसी का झोला, बीजगणित, आम्रपाली।
(कुल 10 कविताएँ)

इकाई चार - आत्मकथा प्रभाखेतान - अन्या से अनन्या **(15 Hours)**

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. डॉ. जगदीश्वर चतुर्वेदी, '*स्त्री विमर्श*', अनामिका पब्लिशर्स, नई दिल्ली, 2000
2. सुमन राजे, '*हिन्दी साहित्य का आधा इतिहास*', भारतीय ज्ञानपीठ, नई दिल्ली, 2004
3. राधा कुमार, '*स्त्री संघर्ष का इतिहास*', वाणी प्रकाशन, नई दिल्ली, 2002
4. प्रभा खेतान, '*उपनिवेश में स्त्री*', राजकमल प्रकाशन, नई दिल्ली, 2003
5. ममता जैतली, श्री प्रकाश शर्मा, '*आधी आबादी का संघर्ष*', राजकमल प्रकाशन, नई दिल्ली, 2006
6. क्षमा शर्मा, '*स्त्रीत्ववादी विमर्श - समाज और साहित्य*', राजकमल प्रकाशन, नई दिल्ली, 2008

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Course Title: गद्य की अन्य विधाएँ

Course Code: PG HIN E-12
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

इस पाठ्यक्रम में गद्य की मुख्य विधाओं के अतिरिक्त अन्य विधाओं को पाठ्यक्रम में रखा गया है। इन विधाओं में आत्मकथा, डायरी, यात्रा वृतांत और जीवनी प्रमुख हैं। इन सभी की विद्यार्थियों को जानकारी देना।

Learning Outcome:

1) विद्यार्थी कथेतर अन्य विधाओं से परिचित होंगे।
2) संस्मरण और यात्रा-वृतांत लेखन के मूलभूत अंतर की जानकारी प्राप्त करेंगे।
3) आत्मकथा एवं जीवनी विधाओं का अंतर एवं उनके विकास-क्रम को समझेंगे।
4) अन्य विधाओं के अद्यतन साहित्य से जुड़ सकेंगे।
5) विद्यार्थियों में सृजनात्मक प्रतिभा का विकास होगा।

Syllabus:

इकाई एक - आत्मकथा: **(15 Hours)**

क्या भुलूँ क्या याद करूँ - हरिवंशराय बच्चन

इकाई दो - डायरी: **(15 Hours)**

एक साहित्यिक की डायरी- मुक्तिबोध

इकाई तीन - यात्रा वृतांत: **(15 Hours)**

मेरी तिब्बत यात्रा- राहुल सांकृत्यायन

इकाई चार - जीवनी: **(15 Hours)**

प्रेमचंद घर में- शिवरानी देवी

प्रश्नपत्र का प्रारूप

1. आंतरिक मूल्यांकन - पूर्णांक 40
   - आंतरिक मूल्यांकन के अंतर्गत बीस-बीस अंकों की तीन परीक्षाएँ ली जाएँगी जिनमें से श्रेष्ठ दो को परीक्षा परिणाम में शामिल किया जाएगा।
   - तीनों परीक्षाओं के नाम हैं - प्रस्तुतीकरण, बहुविकल्पीय प्रश्न, प्रकल्प।

2. सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)
   - पहला प्रश्न संदर्भ सहित व्याख्या (4 में से कोई दो) 12
   - दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
   - पाँचवाँ प्रश्न टिप्पणियाँ (चार में से किन्हीं दो पर) 12

संदर्भ ग्रंथ

1. हिंदी आत्मकथा साहित्य का अनुशीलन(डॉ॰ हरिवंशराय बच्चन के विशेष संदर्भ में), डॉ॰ विजया, शब्द सृष्टि प्रकाशन, नई मुंबई, 2008
2. महामानव महापंडित: राहुल सांकृत्यायन, कमला सांकृत्यायन, नयी दिल्ली,
3. मुक्तिबोध की समीक्षाई, अशोक चक्रधर, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2003
4. डॉ. ब्रिजपाल सिंह गहलोत, *'मुक्तिबोध के काव्य में युग चेतना'*, विद्या प्रकाशन, कानपुर, 2016
5. प्रेमचंद की आत्मकथा, मदन गोपाल, प्रभात प्रकाशन, नयी दिल्ली, 2002
6. कलम का मजदूर, मदन गोपाल, राजकमल प्रकाशन, नयी दिल्ली, 2006
7. प्रेमचंद और उनका युग, डॉ॰ रामविलाश शर्मा, राजकमल प्रकाशन, नयी दिल्ली, 2008
8. राहुल सांकृत्यायन: 'घुमक्कड़ शास्त्र' और यात्रावृत्त, डॉ॰ जानकी पाण्डेय, ज्ञान भारती प्रकाशन, नयी दिल्ली, 2001

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Course Title: शोध प्रविधि

Course Code: PG HIN E-14
Marks: 100
Credits: 04 (60 Lectures)

Course Objective:

विद्यार्थियों को शोध प्रक्रिया से परिचित कराना। शोध के समय क्याक्या समस्याएँ आती हैं - उनकी जानकारी देना। शोध की रूपरेखा तैयार कराना। शोध कार्य के विभिन्न क्षेत्रों से उन्हें अवगत कराना। साथ ही आज हिन्दी में शोध की क्या स्थिति है उसके बारे में बताना।

Learning Outcome:

1) विद्यार्थी शोध की पूरी प्रक्रिया से अवगत होंगे।
2) शोध के दौरान आने वाली समस्याओं के प्रति जागरूक होंगे।
3) शोध के सैद्धान्तिक एवं व्यावहारिक पक्षों का ज्ञान होगा।
4) विद्यार्थी भविष्य में शोध कार्य में प्रवृत्त होंगे।

Syllabus:

इकाई एक - 1. शोध का स्वरूप एवं महत्व **(15 Hours)**
2.शोध और आलोचना
3.शोध छात्रों की योग्यता
4.शोध एवं साहित्य
5.शोध के प्रकार (वर्णनात्मक, ऐतिहासिक, तुलनात्मक, साहित्यिक एवं साहित्येतर शोध)

इकाई दो - शोध पद्धति एवं प्रक्रिया **(15 Hours)**

शोध पद्धति - मनोवैज्ञानिक, समाजशास्त्रीय, भाषा वैज्ञानिक और तुलनात्मक पद्धति
शोध प्रक्रिया- शोध की समस्या, शोध विषय का चयन, सामग्री संकलन एवं स्रोत (प्रकाशित-अप्रकाशित सामग्री, पुस्तकालय, संदर्भ ग्रंथ, पाण्डुलिपियों का संकलन और उपयोग, साक्षात्कार, प्रश्नावली)

इकाई तीन - शोध कार्य विभाजन एवं - कम्प्यूटर अनुप्रयोग **(15 Hours)**

शोध की रूप रेखा, प्रस्तावना, अध्याय विभाजन, शोध शीर्षक, मुख्य भाग, विवेचन, विश्लेषण, उपसंहार, सूची-संदर्भ, पाद टिप्पणी, परिशिष्ट, टंकणलेखन, वर्तनी सुधार

इकाई चार - लघु शोध प्रकल्प लेखन **(15 Hours)**

(अधिकतम 10000 शब्दों का लघु शोध प्रकल्प)

प्रश्नपत्र का प्रारूप

1.आंतरिक मूल्यांकन - पूर्णांक 40

- आंतरिक मूल्यांकन के अंतर्गत विद्यार्थी अधिकतम 10000 हजार शब्दों का लघु शोध प्रकल्प तैयार करेंगे।

2.सत्रांत परीक्षा - पूर्णांक 60 (समय 3 घंटे)

- पहला दीर्घोत्तरी प्रश्न (कोई -1) 12
- दूसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- तीसरा दीर्घोत्तरी प्रश्न (कोई -1) 12
- चौथा दीर्घोत्तरी प्रश्न (कोई -1) 12
- पाँचवाँ प्रश्न टिप्पणियाँ (पाँच में से किन्हीं तीन पर) 12

संदर्भ ग्रंथ

1. डॉ. रावत खंडेलवाल, *'शोध - प्रविधि और प्रक्रिया'*, जवाहर पुस्तकालय मथुरा, 1976
2. डॉ. रावत खंडेलवाल, *'शोध तत्व और दृष्टि'*, जवाहर पुस्तकालय मथुरा, 1976
3. डॉ. राजेन्द्र मिश्र, *'अनुसंधान की प्रविधि और प्रक्रिया'*, तक्षशिला प्रकाशन, नई दिल्ली, 2012
4. डॉ. विजयपाल सिंह, *'हिन्दी अनुसंधान'*, लोकभारती प्रकाशन, इलाहाबाद, 2007
5. डॉ. मधुकर पाडवी, *साहित्य चिंतन: समीक्षा एवं शोध*, अमन प्रकाशन कानपुर, 2010
6. डॉ. विनयमोहन शर्मा, *शोध प्रविधि,* नेशनल पब्लिसिंग हाउस, दिल्ली, 2008

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M.A. in Psychology

Master of Arts in Psychology

Specialization: Child Psychology and Child Development

Syllabi

Semester - I

Paper Title: Child Development

Code: PG-PSY-I.C-1

Marks: 75

Credits: 03

Course Objectives:

1. To study the basic factors which influence the growth and development throughout childhood.
2. To appreciate the complex interactions between physical, emotional & social aspects of development which influence the overall personality of an individual.

Outcomes: At the end of this course students will be able to:

a) Gain an understanding of development from conception till late childhood.
b) Learn to evaluate the development of a child.
c) Apply their understanding in real life counseling situations.

Course Description:

Human development throughout the lifespan takes place in physical, cognitive and psycho – social areas. This paper covers human development from conception till late childhood. Developmental difficulties in any of the areas (physical, psycho-social or cognitive) during any age of growing up can have a tremendous impact on an individuals' later life. And that is why, it is important to understand human development from all perspectives.

Syllabus

Unit I. Prenatal development & Physical Development in childhood (25 marks)

Number of hours: 15

A. Prenatal development
    a. Conceiving new life
    b. Mechanisms of heredity
    c. Influences of heredity and environment
    d. Prenatal development

    e. Childbirth
B. Physical development in the first three years
C. Physical development in early childhood
D. Physical development in middle childhood
E. Physical development in late childhood

Unit II. **Psycho – Social Development from birth till late childhood** (25 marks)

Number of Hours: 15

A. Foundations of Psycho – Social Development
B. Developmental Issues in Infancy
C. Developmental Issues in Toddlerhood
D. Psycho – social development in early childhood
E. Psycho – social development in middle childhood
F. Psycho – social development in late childhood

Unit III: Cognitive Development from birth till late childhood (25 marks)

Number of Hours: 15

A. Classical approaches
B. Newer approaches
C. Language development
D. Cognitive development in early childhood
E. Cognitive development in middle childhood
F. Cognitive development in late childhood

References:

Arnett, J. (2016). *REVEL for Human Development: A Cultural Approach* (2nd ed.). Pearson Education.

Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education

Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education.

Boyd, D. and Bee, H. (2014). *Lifespan Development*. Pearson Education.

Demetriou, A., Doise, W., & Lieshout, C.A. (1999). *Life span developmental psychology*. New York: John Wiley & Sons.

Feldman, R.S. (2017). *Development Across the Life Span*. Pearson Education.

Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

Santrock, J. (2012). *Life Span development* (14th ed.). United States: McGraw Hill Higher Education.

Assessment and Evaluation:

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks:- a set of 03 short questions of 05 marks each and 03 questions of 10 marks each.

-x-x-x-

Paper Title: Psychology of Adolescence

Code: PG-PSY-I.E-1

Marks: 50

Credits: 2

Course Objectives:

1. To understand adolescent psychology from a developmental point of view.
2. To understand the complex interactions between physical, emotional & social aspects of development which influence an adolescent.

Outcomes: At the end of this course students will be able to understand:

a. The various factors that play a crucial role in adolescent development.
b. The various challenges that mark adolescent development.

Course Description:

Adolescence is marked by dynamic changes in not only the physical domain of development but is accompanied with many cognitive, emotional, & social changes. For any psychologist dealing with the youth, it is extremely important that they understand & appreciate the nuances of the adolescent years. Therefore, this course addresses the various factors that contribute to adolescent development as well as developmental challenges that adolescents face.

Syllabus

Unit I. Introduction to Adolescent Development (15 marks)

Number of Hours: 10

A. Historical Perspective
B. Theories of Adolescent Development
C. Puberty: Physical & Psychological impact
D. Brain Development
E. Physical Health

Unit II. Challenges of Adolescence (35 marks)

Number of Hours: 20

A. The Self & Identity
B. Family Dynamics
C. Peer Interactions
D. Love & Sexuality
E. Culture and adolescent development

F. Sex Differences & Gender Role Development
G. Decision Making during adolescence
H. Work & Adolescence
I. Substance Use, Delinquency & Crime
J. Depression, Suicide & Eating disorders

Effect of Media & Gadget Use will be covered through assignments.

References:

Arnett, J.J. (2013). *Adolescence & Emerging Adulthood: A cultural approach* (5th Edition). USA: Pearson.

Kail, R.V. & Cavanaugh, J.C. (2014). *Essentials of Human Development: A life span view.* USA: Wadsworth.

Papalia et al. (2004). *Human Development (*9th Edition). United States: Tata McGraw Hill.

Santrock, J.W. (2011) Adolescence, New Delhi, Tata McGraw Hill 12th Edition

Shaffer, D.R. & Kipp, K. (2014). *Developmental Psychology: Childhood & Adolescence* (9th Edition). Canada: Wadsworth.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x-

Paper Title: **School Counselling**

Code: PG-PSY-I.E-2

Marks: 50

Credits: 2

Course Objectives:

1. To enable the students to understand counseling at school.
2. To focus on the issues involved in school counseling.
3. To realize the need behind counseling children at school.
4. To learn about career counselling in schools

Outcomes: At the end of this course students will be able to:

a. Realize the significance of school counseling;
b. Identify & appreciate the roles of a school counselor;
c. Realize the importance of ethics in school counseling;

Course Description:

The school is a crucial agent of socialization. The need of counselors is maximum in the school setting. However, there is a great dearth of quality school counselors in our society. This course focuses on educating the students about counseling at schools, such that they appreciate the importance of counseling at the school level. Ethics in school counseling are also addressed in the course, keeping in mind that irrespective of a client's age, there are always ethical codes of conduct to follow while counseling. The course also looks at career counseling, which helps one discover & become focused on a career path.

Syllabus

Unit I. Foundations of School Counselling (25 marks)

Number of hours: 15

A. Counselling & Psychotherapy in Schools - Overview & history
B. Conceptual Issues
C. Objectives of School Counselling
D. Core Theoretical Concepts for School Counsellors
E. Ethical Issues in School Counselling

Unit II. Career Counselling at School (25 marks)

Number of hours: 15

A. Perspectives on the Practice of Career Development
B. Systematic Planning For Career Guidance & Counselling

C. Career Development in the Elementary School
D. Career Development in the Middle School
E. Career Development in High School
F. Assessments & Research in Career Guidance & Development at School

References:

1. Bor, R. et al. (2002) Counselling in Schools. Sage publications.
2. Herr, E.L., Cramer, S.H., & Niles, S.G. (2003). *Career Guidance & Counselling Through the Life Span: Systematic Approaches.* Pearson
3. Schulte et al. (1995). Ethics in School Counselling. Teachers College Press

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x-

Paper Title: **Diet and Nutrition**

Code: PG-PSY-I.E-3

Marks: 50

Credits: 02

Course Objectives:

1. To create awareness about appropriate diets and nutrition.
2. To instill a sense of optimal health and wellbeing among students.
3. To inculcate good eating habits and to prevent health related problems in the future.

Learning Outcome:

a) The students will develop a thorough understanding of diet and nutrition.
b) The students will gain knowledge about how various food choices influence their lives.

Course Description:

This course aims to educate on the importance of nutrition in growth and development. The course discusses life expectancy, healthcare and individual's dietary needs. It considers the recommended ratio of fats, carbohydrates and proteins in human diet and examines consequences of dietary imbalances. This course however, does not qualify one to practice as a dietician.

Syllabus:

Unit I: Introduction to Health and Nutrition (10 marks)

Number of Hours: 06

A. What is Health: Optimal Health
B. What is Nutrition?
C. Carbohydrates
D. Proteins and Amino Acids
E. Fats
F. Vitamins
G. Water and Minerals
H. Digestion and Management of Nutrition

Unit II: Nutrition through the Lifecycle (10 marks)

Number of Hours: 06

A. Human Lifecycle: How do we grow?
B. Nutrition during Pregnancy
C. Nutrition in Infancy
D. Childhood Nutrition
E. Adolescence Nutrition
F. Ageing

Unit III: Body Composition and Health (10 marks)

Number of Hours: 06

A. Introduction to Body Composition
B. Body Mass Index
C. Body Fat Distribution
D. Obesity and being overweight: Issues and Concerns
E. Underweight: Issues and Concerns

UNIT IV: Introduction to Diet (10 marks)

Number of Hours: 06

A. Dietary needs of the individual
B. Dietary imbalances and Diet related Disease
C. Factors that affect food selection and Diet
D. Culture and Diet
E. Families and Diet

UNIT V: Nutritional Deficiency (10 marks)

Number of Hours: 06

A. Dietary Deficiencies
B. Protein Deficiencies
C. Vitamin Deficiencies
D. Mineral Deficiencies
E. Treatment and Prevention of Dietary Deficiencies

Diet, Safety and Exercise could be covered through assignments

References:

Beck, K. (2015). *Healthy Eating Principles*. Australian Society

Gibney, M.J., Lanham-New, S.A., Cassidy, A., Vorster, H.H. (2009). *Introduction to Human Nutrition.* Blackwell Publishing, United Kingdom. Second Edition

Mindell, Earl and Hester Mundis. (1999) *Earl Mindell's Vitamin Bible for the 21st Century.* New York: Warner Books.

Pressman, Alan H., Sheila Buff, and Gary Null. (1998) *The Complete Idiot's Guide to Vitamins and Minerals* . New York: Alpha Books.

Tamborlane, William V., Janet Z. Weiswasser, Teresa Fung, and Jane E. Brody. *(1997) The Yale Guide to Children's Nutrition.* New Haven: Yale University Press.

The World Health Organization (WHO) posts fact sheets about *Food and Nutrition* at its website.
http://www.who.org/home/map_ht.html
Zimmerman, M. Snow, B. (2012) *An Introduction to Nutrition.* V.1.0

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x-

Paper Title: Practicum

Code: PG-PSY-I.S-1

Marks: 125

Credits: 5

Course Objectives: The main objective of this course is to help the students appreciate the value of practical skills in counseling on the field which goes beyond theory. Some other specific objectives of this course are:

1. To develop interpersonal skills crucial to the success of all therapeutic interventions.
2. To learn assessment & interventional techniques that can be used on field.
3. To understand the importance of and develop workshop material to address important issues related to mental health care.

Outcomes: At the end of this course students will be able to understand:

a. The skills required in Rapport Building; the pre-requisite for therapeutic success.
b. The essential pointers involved in designing & delivering workshops related to important topics of mental health care specially targeted at children & adolescents.
c. The importance of psycho-diagnostic tests & how to conduct tests & assessments in the field of child & adolescent assessments.

Course Description:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to build rapport with their clients, develop workshops & use psychometric assessments. Students will be given hands – on exposure in the above areas so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Rapport Building (10 marks)

Number of Hours: 10 hours

A. Interviewing skills with young children
B. Interviewing skills with adolescents
C. Interviewing Informants (Parents / Teachers / Caregivers)
D. Case history & Mental Status Examination of children & adolescents.

Unit II. Workshops for Children (any 08) (75 marks)

Number of Hours: 80

A. Life Skill Sessions – Example: Anger Management; Time Management; Stress management; Assertiveness
B. Study Skills Sessions
C. Dealing with bullying
D. Dealing with Peer Pressure
E. Sex Education
F. Awareness and Prevention from Child Sexual Abuse
G. Relaxation exercises
H. Handling Emotional Attraction toward another
I. Substance Abuse & Prevention.
J. Personality development
K. Motivation
L. Sensitivity to others
M. Effective parenting
N. Enriching the teaching experience

Unit III. Tests & Assessments (45 marks)

Number of Hours: 45

A. Multi axial diagnostic formulation as per DSM – V.
B. Direct Behavioural Observation
C. Behaviour Rating Scales (any one)
- Devise own scale for special situations
- Vanderbilt Scale for ADHD
- Conners Comprehensive Behaviour Rating Scale

D. Tests of Intelligence (any one)
- WISC (latest edition)
- Kamat – Binet Test of Intelligence
- SFB
- SPM / CPM
- Draw a Man test
- VSMS

E. Personality Assessment of children(any one)
- CAT – Animal & Human Forms by Uma Choudhary
- TAT (can be used with adolescents)
- Rosenweig Picture Frustration Study (Children)

F. Other tests (Neuro – psychological & Diagnostic) (any one)
- Bender Gestalt
- WMS - III
- M – CHAT (for Autism)
- Aston Index (for LD)

References:

(2013). DSM – 5. American Psychiatric Association.

Dobbins, R. (2006). Teaching your children the truth about sex. Siloam Publishers.

Galinsky, E. (2010). Mind in the Making: The seven essential life skills every child needs. New York: HarperCollins.

Hawn, G. & Holden, W. (2012). 10 Mindful minutes. UK: Platius

Herod, S. (2015). Good Touch & Bad touch. Createspace Independent Publishing Platform.

Manuals of Different Tests

Patterson, L.E., & Welfel, E.R. (2005). The counseling process: A multi theoretical integrative approach. Thomson Learning.

Payne, G. (2016). Life skills for children: The ultimate anti – bullying & personal development course. Stay Safe publishers.

Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of Psychiatry.USA: Wolter Kluwer.

Weinstein, S. (1999). Educator's Guide to substance abuse prevention. New York: Routledge.

Whitcomb, S. & Merrell, K.W. (2013). *Behavioral, Social, and Emotional Assessment of Children and Adolescents* (4th Ed.). New York, NY: Routledge.

Assessment and Evaluation:

Rapport building will involve role play with one student enacting a child and the other playing the counselor. Students need to video record the session and submit the same.

Students will be taught to conduct workshops with demonstration of the same. Students will then be divided into groups. Each group has to conduct a workshop that will be evaluated for 50 marks. The criteria for evaluation includes: Clarity of the topic; conduct of the workshop; how interactive it is; use of audio-visual aids; use of hand-outs. 25 marks will be assigned for reports written on participation in the remaining 05 workshops.

Tests and Assessments involve continuous evaluation wherein students need to administer a test and submit a report of the same. Students will also be required to submit a report comparing the test administered with other tests measuring the same construct.

-x-x-x-

Course Title: Case studies I

Code: PG-PSY-I.S-2

Marks: 75

Credits: 03

Course Objectives:

1. To train students in basic observational skills.
2. To help the students develop analytical skills and abilities.

Outcomes: At the end of this course students will be able to:

a. Identify children's strengths and behaviours that require intervention.
b. Record the pattern of interaction and behaviour of children with others.
c. Analyze causes of faulty behaviours in children
d. Recommend therapeutic treatment.

Course Description:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyze and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Movie Review (15 marks)

Number of Hours: 10

1- Inside Out
2- Lion King
3- Silent Fall
4- Spotlight

100 of the best psychological movies out there. http://www.imdb.com/list/ls057336010/
http://www.onlinepsychologydegrees.com/articles/top-ten-movies

Unit II. Case/book Review (15 marks)

Number of Hours: 35

1. DIBS in search of self. – Real case from Woolf's book.
2. I am Sybil
3. Bell Jar

Unit III Case Study (45 marks)

Number of Hours: 45

Students will engage in non participant observation

1. Students can approach a counselor and request access to one of the child case files and preferably direct observation of the case during therapy sessions. Over the course of 02 months, students will have to collect data about the child's progress made as a result of therapy, inside and outside of therapy.
2. Students can approach a school and request access to a child to be observed over a period of 02 months.

Assessment and Evaluation:

Movie review: Students will have to watch a movie and present it in the class with reference to:

Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.

Book review: Students will have to read a book and present it in the class with reference to:

Theme of the book; description of the central characters; analysis of the characters and the book from a psychological perspective; suggest psychological treatment if any; critical evaluation of the book.

Students can choose any movie/book other than the ones prescribed with prior approval of the concerned teacher.

Case Study:

Students need to submit a written report as also an oral presentation of the case with reference to:

Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations if any

-x-x-x-

Master of Arts in Psychology

Specialization: Child Psychology and Child Development

Syllabi

Semester - II

Paper Title: Child Psychopathology

Code: PG-PSY-II.C-2

Marks: 75

Credits: 3

Course Objectives: To familiarize the students with:

1. Distinguishing normal development from psychopathology.
2. Understanding the DSM – V: The decision system for assessing problem behavior.
3. Diagnostic & treatment issues related to infants, children & adolescents.

Outcomes: At the end of this course students will be able to understand:

a. The various childhood & adolescent mental health conditions.
b. Will be able to apply their understanding of the developmental psychopathology in their interactions with clients on the field.

Course Description:

This course is designed to give students an introduction to child psychopathology. The focus will be on the major disorders typically diagnosed in childhood & adolescence, with an emphasis on the DSM – V diagnostic criteria.

Syllabus

Unit I. Neuro - developmental Disorders (30 marks)

Number of Hours: 18 hours

A. Intellectual Disability (Intellectual Developmental Disorder)
B. Communication Disorders
   a. Speech Sound Disorder
   b. Social (Pragmatic) Communication Disorder
C. Autism Spectrum Disorder
D. Attention – Deficit / Hyperactivity Disorder
E. Specific Learning Disorder
F. Motor Disorders
   a. Developmental Coordination Disorder

b. Stereotypic Movement Disorder
c. Tic Disorders

Unit II. Feeding, Eating and Elimination Disorders (20 marks)

Number of Hours: 12 hours

A. Pica
B. Rumination Disorder
C. Avoidant / Restrictive Food Intake Disorder
D. Anorexia Nervosa
E. Bulimia Nervosa
F. Binge Eating Disorder
G. Enuresis and Encopresis

Unit III. Anxiety and Attachment Disorders (25 marks)

Number of Hours: 15 hours

A. Separation Anxiety Disorder
B. Social Anxiety Disorder
C. Generalised Anxiety disorder
D. Selective Mutism
E. Body Dysmorphic Disorder
F. Reactive Attachment Disorder
G. Disinhibited Social Engagement Disorder
H. Introduction to Substance Use disorders

References:

(2013). DSM – 5. American Psychiatric Association.

Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of Psychiatry.USA: Wolter Kluwer.

Assessment and Evaluation:

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks:- a set of 03 short questions of 05 marks each and 03 questions of 10 marks each.

-x-x-x-

Paper Title: Development beyond Adolescence

Code: PG-PSY-II.E-4

Marks: 50

Credits: 2

Course Objectives:

1. To familiarize the learners with the various aspects of development which take place during adulthood (young, middle & late).
2. To familiarize the learners with the challenges faced during the various phases of adulthood.

Outcomes: At the end of this course students will be able to understand:

a. The physical & cognitive development that takes place in adulthood and the various theories of aging.
b. The dynamics of the adult life, with a focus on the relationships, personality & interactions with the society.
c. The challenges faced during adulthood, including the impact of the occupational life and the emotional issues of late adulthood.

Course Description:

Human Development is continuous and this course addresses development that goes beyond adolescence and marks adulthood and later age. Apart from crucial theoretical concepts that are highlighted in this course, an effort has been made to understand the several issues that present themselves during adulthood, especially later adulthood.

Syllabus

Unit I. Development During Adulthood (15 marks)

Number of Hours: 10

A. Physical Development
   a. During young adulthood
   b. During middle adulthood
   c. During late adulthood
B. Cognitive Development
   a. Memory
   b. Problem Solving
   c. Judgment & Decision Making
C. Theories of Aging

Unit II. Challenges of Adulthood (35 marks)

Number of Hours: 20

A. Relationships, Family Dynamics & Societal Concerns
   a. In young & middle adulthood
   b. In late adulthood
B. Occupational & Lifestyle Concerns
   a. In young & middle adulthood
   b. In late adulthood: Dealing with retirement
C. Emotion during Adulthood
D. Personality in Middle Adulthood & Late Adulthood
E. Depression & Dementia in Late Adulthood
F. Dying & Bereavement

References:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Kail, R.V. & Cavanaugh, J.C. (2014). *Essentials of Human Development: A life span view.* USA: Wadsworth.

Papalia et al. (2004). *Human Development (*9th Ed). United States: Tata McGraw Hill.

Verhargen, P. & Hertzog, C. (2014). *The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood.* New York: Oxford University Press.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x-

Paper Title: Educational Psychology

Code: PG-PSY-II.E-5

Marks: 50

Credits: 2

Course Objectives: The course aims to:

1. Demonstrate a connection between the psychological theories of development & teaching – learning strategies.
2. Help apply psychological theories of development to classroom management techniques.
3. Help understand the interrelationships between teacher & student behavior, keeping in mind the theoretical concepts, individual variations as well as on – field variables.

Outcomes: At the end of this course students will be able to understand:

a. The aims of educational psychology.
b. The individual variations & cultural diversity which affect learning.
c. The challenges presented by students with learning difficulties & exceptional qualities.
d. Commonly used standardized tests used in school settings.

Course Description:

Educational Psychology focuses on how psychological theory and concepts can be understood and helps in adopting effective classroom practices. This course provides an introduction to concepts and theories in educational psychology. The course content also highlights the variations that students bring to an educational setting and how that affects learning. There is also an attempt to enhance understanding about the various teaching & assessment practices used by educators.

Syllabus

Unit I. Foundations of Educational Psychology (20 marks)

Number of Hours: 12 hours

A. Historical Background
B. Effective Teaching
C. Overview of Development during the school years
D. Learning Theories
    a. Behavioural & Social – Cognitive Approaches
    b. Information Processing Approach & Cognitive Processing Approach
    c. Social Constructivist Approach

Unit II. Diversity at School as a Crucial Aspect of Educational Psychology (10 Marks)

Number of Hours: 06 hours

A. Individual Variations
B. Socio – cultural Diversity
C. Students with Difficulties
D. Gifted Students

Unit III. **Teaching & Testing Approaches** (20 marks)

Number of Hours: 12 hours

A. Role of Motivation in Teaching & Learning
B. Managing Classrooms Effectively
C. Standardized tests and Teaching
D. Ways to conduct classroom assessment

References:

Ramalingam, P. (2013). *Educational Psychology: Teaching & Learning Perspectives*. New Delhi: McGraw – Hill India.

Santrock, J.W. (2006). *Educational Psychology (2nd Ed.)*. New York: Tata McGraw – Hill.

Woolfolk, A. (2014). *Educational Psychology (12th Ed.).* Pearson.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x-

Paper Title: NGO Management and Entrepreneurship

Code: PG-PSY-II.E-6

Marks: 50

Credits: 2

Course Objectives:

1. To help students develop an understanding of How NGOs are formed and their Functioning
2. To develop Volunteering skills in students
3. To help students take up a career and develop entrepreneurial skills.

Outcomes: At the end of this course, students will:

a. Understand how an NGO is managed
b. Explore career prospects and procedure in setting up an NGO
c. Develop adequate skills to volunteer in NGOs

Course Description:

This course focuses on educating the students about NGO founding and Management so that it will widen their knowledge as well as give them career options in the same. This course will provide students with the working knowledge of the administrative, financial and organizational aspects of NGOs. It will also help them understand the functioning of various types of NGOs.

Unit I: Formation of an NGO in India (15 marks)

Number of hours: 09

A. Introduction and development of NGOs In India
B. Formation of a society
C. Formation and Essential Features of a Trust
D. Formation and Characteristics of a Non- Profit Company
E. Comparative analysis of society, Trust and Non- Profit Company

Unit II: Management of an NGO (20 marks)

Number of hours: 12

A. Administration and Guidelines for a society, charitable trust and Non- Profit Company

B. Registration of an NGO under other Acts
C. Marketing
D. Recommended code of practice for Indian NGOs
E. Foreign Contribution
F. Social Project Development

Unit III: Nature of NGO Activities (15 marks)

Number of hours: 09

A. Aged Care
B. Agriculture and Fisheries
C. Child
D. Culture
E. Disabled
F. Emergency Support (Natural Disasters)
G. NGOs and the Management of Relationships

References:

Abraham, A. (2011). *Formation and the Management of NGOs*. Universal Law Publishing, Third edition.

Lewid, D.(2001) Management Of Non- Governmental Developmental Institutions.

Articles on Indian Constitutional Policies and Acts in India.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x-

Paper Title: Counselling Therapies for Children I

Code: PG-PSY-II.S-3

Marks: 125

Credits: 5

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Outcomes: At the end of this course students will be able to understand:

a. The goals, models, process & skills of counseling children.
b. The commonly used therapeutic approaches with children.
c. And use supplementary therapeutic activities which can take the therapy process forward.

Course Description:

This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will address the theoretical approaches behind counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

Syllabus

Unit I. Counselling Children (25 marks)

Number of Hours: 15

A. Introduction (goals, child – counselor relationship, attributes of counselor)
B. The process of child therapy (also child's internal processes for therapeutic change)
C. General model for counseling children & Questions counselors should ask children
D. Child Counseling Skills (observation, active listening, helping children tell their story, dealing with resistance, transference, self – concept & self – destructive beliefs, facilitating change & termination).
E. Practical Demonstration & Practice of counseling a child

Unit II. Introduction to Commonly used Therapeutic Approaches with Children

(70 marks)

Number of Hours: 90

A. REBT with children
B. Play Therapy and Art based therapies
C. Existential therapy for children facing abuse and trauma
D. Behaviour therapy and Applied Behaviour analysis with children
E. Group Therapy for parents & children

Unit III. Use of Supplementary Therapeutic Activities (30 marks)

Number of Hours: 45

A. Planning & giving homework
B. Use of worksheets
C. Behaviour Modification at home
D. Psycho – education for parents / caregivers
E. Education through audio – visual aids

References:

Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.

Henderson, D.A., & Thompson, C.L. (2011)**.** *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole

Jongsma, A.E. (2014). *Child Psychotherapy: Homework Planner* (5th Ed.). New Jersey: John Wiley & Sons Inc.

Evaluation Criteria:

Unit I & Unit II:

Students will perform a role play for the counseling skills learnt in these modules and video record their role play sessions which will be submitted for evaluation purposes.

Unit III:

Students will administer the therapeutic activities learnt in this module on a subject, and submit a written report about the same.

-x-x-x-

Course Title: Case studies II

Code: PG-PSY-II.S-4

Marks: 75

Credits: 03

Course Objectives:

1. To train students in participant observational skills.
2. To help the students develop analytical skills and abilities.

Outcomes: At the end of this course students will be able to:

a. Identify children's strengths and behaviours that require intervention.
b. Record the pattern of interaction and behaviour of children with others.
c. Analyze causes of faulty behaviours in children.
d. Recommend therapeutic treatment.

Course Description:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyze and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Movie Review (15 marks)
Number of Hours: 10

A. Girl, Interrupted

100 of the best psychological movies out there. http://www.imdb.com/list/ls057336010/
http://www.onlinepsychologydegrees.com/articles/top-ten-movies

Unit II. Case/book Review (15 marks)
Number of Hours: 35

A. Genie, the feral child – case review
B. The woman who can't forget – book review

A collection of 43 case studies:
http://sciencecases.lib.buffalo.edu/cs/collection/results.asp?subject_headings=Psychology

Unit III Case Study (45 marks)

Number of Hours: 45

Students will engage in non participant observation of a student displaying problem behavior, and / or any degree of pathology.

3. Students can approach a counselor and request access to one of the child case files and preferably direct observation of the case during therapy sessions. Over the course of 02 months, students will have to collect data about the child's progress made as a result of therapy, inside and outside of therapy.
4. Students can approach a school and request access to a child to be observed over a period of 02 months.

Assessment and Evaluation:

Movie review: Students will have to watch a movie and present it in the class with reference to:

Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.

Book review: Students will have to read a book and present it in the class with reference to:

Theme of the book; description of the central characters; analysis of the characters and the book from a psychological perspective; suggest psychological treatment if any; critical evaluation of the book.

Students can choose any book or cases other than the ones prescribed with prior approval of the concerned teacher.

Case Study:

Students need to submit a written report as also an oral presentation of the case with reference to:

Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations if any about how they would have helped the child they observed.

-x-x-x-

Course Title: Internship

Code: PG-PSY-Int

Marks: 200

Credits: 08

Internship is spread over two semesters i.e. Semester II and III.

Students are required to work in an NGO (dealing with children) or School or with a Counsellor for a period of two months. Students will be required to maintain record of attendance and work done during the internship.

Evaluation:

At the end of the Internship, students need to submit a written report as also make an oral presentation with reference to:

Details of the institute, nature of activities performed and learning experiences gained during the period of internship.

-x-x-x-

Parvatibai Chowgule College of Arts and Science
(Autonomous)

DEPARTMENT OF PSYCHOLOGY

M.A. COURSE STRUCTURE

SEM	CORE COMPULSORY					CORE ELECTIVE		
I	**PG-PSY-I.C-1** Child Development **(Credits -3)**	**PG-PSY-I.S-1** Practicum **(Credits -5)**	**PG-PSY-I.S-2** Case Studies in Child Development **(Credits -3)**			**PG-PSY-I.E-1** Psychology of Adolescence **(Credits -2)**	**PG-PSY-I.E-2** School Counselling **(Credits -2)**	**PG-PSY-I.E-3** Diet and Nutrition **(Credits -2)**
II	**PG-PSY-II.C-2** Child Psychopathology **(Credits -3)**	**PG-PSY-II.S-3** Counselling Therapies for Children I **(Credits -5)**	**PG-PSY-II.S-4** Case Studies in Child Psychopathology **(Credits -3)**	**PG-PSY-Int** Internship **(Credits -3)**		**PG-PSY-II.E-4** Development Beyond Adolescence **(Credits -2)**	**PG-PSY-II.E-5** Research Methodology for Psychology **(Credits -2)**	**PG-PSY-II.E-6** NGO Management and Entrepreneurship **(Credits -2)**
III ✓	**PG-PSY-III.C-3** Counselling Approaches **(Credits -3)**	**PG-PSY-III.S-5** Counselling Therapies for Children II **(Credits -5)**	**PG-PSY-III.S-6** Case Studies way to understand Psychotherapies **(Credits -3)**	**PG-PSY-Int** Internship **(Credits -4)**	**PG-PSY-D** Dissertation **(Credits -8)**	**PG-PSY-III.E-7** Educational Psychology **(Credits -2)**	**PG-PSY-III.E-8** Advanced Statistics for Psychology **(Credits -2)**	**PG-PSY-III.E-9** Pediatric Psychology **(Credits -2)**

IV ✓	PG-PSY-IV.C-4 Children with Disabilities and Understanding Special needs **(Credits -3)**	PG-PSY-IV.S-7 Management of Learning Disabilities **(Credits -5)**	PG-PSY-IV.S-8 Case Studies in Childhood Disabilities and Understanding Special needs **(Credits -3)**	PG-PSY-D Dissertation **(Credits -8)**		PG-PSY-IV.E-10 Counselling the Parents **(Credits -2)**	PG-PSY-IV.E-11 Socially disadvantaged children **(Credits -2)**	PG-PSY-IV.E-12 Child and Crime **(Credits -2)**

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

POSTGRADUATE DEPARTMENT OF PSYCHOLOGY

SYLLABUS

SEMESTER III & IV FOR THE ACADEMIC

YEAR 2017-2018

POSTRGRADUATE COURSE

Sem III

Title: Counselling Approaches
Code: PG-PSY-III.C-3
Marks: 75
Credits: 03

Course Objectives:

1. To familiarize the students with the various classical and contemporary approaches to counselling.
2. To enable the students to use the counselling approaches in their interactions with the clients.

Outcomes: At the end of this course students will be able to understand:

a. The nuances of the counselling approaches most commonly used in therapy settings.
b. The application and effectiveness of the various counselling approaches covered in the course.

Course Description:
There are various counseling approaches which can be used for dealing with the presenting complaints of a client. The counseling approaches covered in this paper can be applied for therapy with all age groups; however, special attention will be given in the course to using these approaches with children & adolescents.

Unit I: Classical Approaches to Counselling: Theory and Application (25 marks)

Number of hours: 15 hours

a. Humanistic Approach & Person – Centered therapy
b. Psychodynamic approach & Psychoanalytic therapy

Unit II: Cognitive and Behaviour Counselling Approaches: Theory and Application (25 marks)

Number of Hours: 15 hours

a. Cognitive Approach & Cognitive Therapy
b. Behavioural approach & Behaviour therapy

Unit III: Emerging Counselling Approaches: Theory and Application (25 marks)
Number of Hours: 15 hours

a. Integrative & Eclectic therapies
b. The multimodal approach

References:

Dryden, W. & Mytton, J. (1999). Four Approaches to Counselling & Psychotherapy. Routledge: London.

Short, F. & Thomas, P. (2015). Core Approaches in Counselling & Psychotherapy. Routledge: London & New York.

Evaluation Criteria:

Continuous Assessment: 15 marks written test and 15 marks assignment
Semester End Examination: 45 marks- a set of 03 short questions of 05 marks each and 03 questions of 10 mark each.

Title: Counselling Therapies for Children II
Code: PG-PSY-III.S-5
Marks: 125
Credits: 05

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Outcomes: At the end of this course students will be able to understand:

a. The importance of and how to conduct group counseling sessions with children.
b. The new and upcoming therapeutic modes which can be used with children.

Course Description:

This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will also look into the theoretical approaches of counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

Unit I: Counselling Children in Groups and Family (45marks)

Number of Hours: 30 hours

a. Counselling children in groups: Practice Framework
b. Skills for counseling children in groups
c. How does family counselling differs from individual counselling
d. Systems Approach to Family Therapy
e. Structural Family Therapy
f. Strategic Family Therapy
g. Communications Approach to Family Therapy

Unit II: New Therapeutic techniques for therapy with children

A. Applied Behaviour Analysis (ABA) (35 marks)

Number of hours: 20 hours

a. Meaning of ABA
b. Understanding Behaviour
c. Antecedents and Consequences
d. Other Kinds of Learning
e. Behavioural Analysis

f. What to do next
g. Behavioural Education

B. Expressive Art Therapies (any two) (45 marks)

Number of Hours: 25 hours

a. Overview of Expressive Arts
b. Visual Arts
c. Music Therapy
d. Drama Therapy
e. Expressive Writing/ Poetry Therapy
f. Dance/ Movement Therapy

References:

Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.

Henderson, D.A., & Thompson, C.L. (2011)**.** *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole.

Kearney, A.J. (2008). *Understanding Applied Behavior Analysis*: *An Introduction to ABA for Parents, Teachers and Other Professionals*. Philadelphia: Jessica Kinglesy Publishers.

White, S.D., & Davis, N.L. (2011).*Integrating the Expressive Arts into Counseling Practice: Theory-Based Interventions*. New York, NY: Springer Publishing Company, LLC.

Evaluation Criteria:

Unit I & Unit II:

Students will perform a role play for the counseling skills learnt in these modules and video record their role play sessions which will be submitted for evaluation purposes.

Title: Case studies – way to understand Psychotherapies
Code: PG-PSY-III.S-6
Marks: 75
Credits: 03

Course Objectives:
1. To train students in basic observational skills.
2. To help the students develop analytical skills and abilities.

Outcomes: At the end of this course students will be able to:
a. Identify children's strengths and behaviours that require intervention.
b. Record the pattern of interaction and behaviour of children with others.
c. Analyze causes of faulty behaviours in children
d. Recommend therapeutic treatment.

Course Description:
This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyze and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

Syllabus
Unit I. Movie Review (15 marks)
Number of Hours: 10

1. Movie Review 1
2. Movie Review 2
3. Comparative Analysis of the two movies.

(In the first two semesters, students have only reviewed one movie each student; in this semester, now that the students have understood and are more familiar with the process of the movie reviewing, they will have to review two movies and compare these movies from a psychological perspective).

Unit II. Case/book Review (15 marks)
Number of Hours: 10

1. Book Review 1
2. Book Review 2
3. Comparative Analysis of the two books.

(In the first two semesters, students have only reviewed one book each student; in this semester, now that the students have understood and are more familiar with the process of the book review, they will have to review two books and compare these books from a psychological perspective.

Unit III Case Study (45 marks)

Number of Hours: 45

- In this semester, the case study component will focus on differentiating the development of children in a regular school from the development of children in a special school, w. r. t. the following areas:

1. Behavioral development
2. Academic performance
3. Peer relationships
4. Emotional development.

- Students will have to observe one child in a regular school for 20 hours and one child in a special school for 20 hours, in order to understand the developmental differences between the two groups.

Assessment and Evaluation:

Movie review:

- Students will have to watch two movies and present it in the class with reference to: Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.
- Students will also have to compare the two movies based on the above points and submit a report of the same.

Book review:

- Students will have to read a book and present it in the class with reference to: Theme of the book; description of the central characters; analysis of the characters and the book from a psychological perspective; suggest psychological treatment if any; critical evaluation of the book.
- Students will also have to compare the two books based on the above points and submit a report of the same.

Students can choose any movie/book for review with prior approval of the concerned teacher.

Case Study:

Students need to submit a written report as also an oral presentation of the cases with reference to: Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations.

Title: Research Methodology for Psychology
Code: PG-PSY-III.E-7
Marks: 50
Credits: 02

Course Objectives:

1. To acquaint the students with the basic research concepts.
2. To familiarize the students with the steps involved in the research process.
3. To enable the students to be able to prepare a research proposal & write a research report.

Outcomes: At the end of this course students will be able to understand:

a. The basics of scientific research in psychology.
b. The process of designing research and preparing a research report.

Course Description:

Research is an integral part of psychology and allied behavior sciences. This course will equip the students with the necessary knowledge about research and research designs which are frequently used in the field of psychology. Students will be able to understand and apply the concepts learned.

Unit I: Introduction to Psychological Research (25 marks)

Number of Hours: 15

a. Meaning, purpose and dimensions of research
b. Quantitative & Qualitative paradigms of research
c. Methods of Data Collection: observation, interview, questionnaires and tests
d. Sampling techniques and ways of hypothesis testing
e. Experimental & Non – experimental research designs
f. Ethical guidelines in research

Unit II: Psychological Research Process (25 marks)

Number of Hours: 15

a. Formulation of research problem
b. Selection of a research design
c. Sampling and Hypothesis testing
d. Selection of data collection and analysis tools
e. Prepare a research proposal

References:

Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches.* Open University Press: England.

Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John Wiley & Sons, Inc.: USA.

Crano, W.D. & Brewer, M.B. (2002). Principles and Methods of Social Research (2nd Ed). Lawrence Erlbaum Publishers: New Jersey.

Assessment and Evaluation:

Continuous Assessment: Students will have to submit a research proposal for 20 marks, in APA format.

Semester End Examination: 30 marks: 2 short notes of 5 marks each and 2 long answers of 10 marks each.

Title: Advanced Statistics for Psychology
Code: PG-PSY-III.E-8
Marks: 50
Credits: 02

Course Objectives:

1. To acquaint the students and make them understand the different statistical methods with their uses and interpretations.
2. To enable the students to be able to analyze the data of practical and project work.

Outcomes: At the end of this course students will be able to understand:

a. The advanced statistical procedures used in psychology.
b. How to apply the learnt statistical techniques in designing research and processing data.

Course Description:

This course is designed to teach many of the concepts needed to understand, conduct, and interpret common statistical procedures and techniques. The emphasis of this course is on the acquisition of conceptual, rather than procedural, knowledge that can be demonstrated by selecting, applying and interpreting appropriate statistical procedures

Unit I: Advanced Statistics I (25 marks)

Number of Hours: 15

a. Inferential Statistics
b. Significance of difference of means, variances, and correlation coefficients.
c. Assumptions of Analysis of Variance; One – way & Two – way ANOVA (independent & repeated measures ANOVA)
d. MANOVA: concept only
e. Analysis of Co – Variance: concept only

Unit II: Advanced Statistics II (25 marks)

Number of Hours: 15

a. Point – Biserial, Biserial, Partial & Multiple Correlation
b. Regression: Simple Linear Regression & Multiple Regression
c. Chi Square Tests
d. Non – parametric tests for correlated data: Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank Test
e. Non – parametric tests for uncorrelated data: Mann Whitney U – test & Kruskal – Wallis test
f. Statistical Software [An introduction to SPSS & R]

References:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Howell D.C. (2010). *Statistical Methods for Psychology* (7th Ed). Wadsworth Cengage Learning: USA.

King, B.M., Rosopa, P.J. & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed). John Wiley & Sons Inc.: USA.

Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3rd Ed). Cambridge University Press: UK.

Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barett, K.C. (2004). *SPSS for Introductory Statistics* (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks: the questions will be statistics (and not theoretical) based and students will have to solve them in the written exam.

Title: Pediatric Psychology
Code: PG-PSY-III.E-9
Marks: 50
Credits: 02

Course Objectives:

1. To educate students in the coping strategies used to help children deal with critical long term illness.
2. To develop an attitude of empathy towards sick children and adolescents.
3. To teach students the types of supportive management that parents of sick children require.

Outcomes: At the end of this course students will be able to:

a) To effectively help children cope with their illness or disabilities.
b) Be empathetic and caring towards patients especially children.
c) To empower parents to handle their stress and activate significance supportive mechanisms.

Course Description:

This course focuses on identifying various coping mechanisms to enable students to help children with long term illnesses, tragic losses and disabilities. It also aims to enable parents of sick children to deal with their child's illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses so that they can be in a better position to take care of their kids.

Syllabus

Unit 1. Understanding Pediatric Psychology (25 marks)
Number of hours: 15

a. Overview of the field of Pediatric psychology
b. Common presenting concerns for Pediatric psychology practice
c. Adherence to Pediatric treatment regimes
d. School re-integration

Unit 2. Coping strategies for Parents and Children (25 marks)
Number of hours: 15

a. Preparing child for hospitalization, painful procedures
b. Children suffering from various types of pain
c. Pediatric oncology, diabetes, HIV, seizures, heart disease
d. Pediatric organ transplantation
e. Loosing a child

References

1) Roberts, M et al (2014). Clinical Practice of Pediatric Psychology. The Guilford Press
2) Roberts $ Steele (2009) Handbook of Pediatric Psychology. (3rd edition). The Giulford Press.

Assessment and Evaluation:
Continuous Assessment: 10 marks written test and 10 marks assignment
Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

-x-x-x

POSTRGRADUATE COURSE

Sem IV

Title: Children with Disabilities and Understanding Special needs
Code: PG-PSY-IV.C-4
Marks: 75
Credits: 03

Course Objectives:

1. To help the students understand the various types of special needs, including the special needs of gifted children.
2. To enable the students to design and provide interventions to special needs children.

Outcomes: At the end of this course students will be able to understand:

a. The nature and treatment modalities for the various special needs manifested by children.
b. How to design interventions for children with special needs, individually as well as work with their schools and families.
c. Gifted children and how to provide them with the best learning environment.

Course Description:

Children with special needs often do not receive the care that they should be receiving, largely because their difficulties are often not understood even by their caregivers. It is also important to understand that gifted children also face several challenges because people around them, do not know how to tap their talent or giftedness. This course focuses on understanding what are the various special needs manifested by children, including giftedness and discusses the intervention approaches to deal with the special needs.

Unit I: Understanding disability and support needs (25 marks)

Number of hours: 15 hours

a. Learning disabilities
b. Sensory disabilities
c. Social, emotional and behavioural disabilities
d. Cognitive disabilities

Unit II: Interventions with children with difficulties (25 marks)

Number of Hours: 15 hours

a. Teaching children self – management & self - regulation
b. Improving social skills and peer group acceptance
c. Working with families: IFSPs
d. Monitoring individual child progress: IEPs

Unit III: Gifted Children as special needs children (25 marks)

Number of Hours: 15 hours

a. Gifted vs. talented children
b. Understanding the nature of gifted and talented children: biological and environmental perspectives.
c. Practical activities for gifted children at school
d. The gifted child with learning difficulties

References:

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs.* The Guilford Press: New York and London

Klein, M.D., Cook, R.E., & Richardson – Gibbs, A.M. (2001). *Strategies for including children with special needs in early childhood settings.* Thomson Learning Inc.

Macintyre, C. (2008). *Gifted and talented children 4 - 11*. Routledge: London and New York

Westwood, P. (2003). *Commonsense methods for children with special needs (4th Edition).* RoutledgeFalmer: London and New York

Evaluation Criteria:

Continuous Assessment: 15 marks written test and 15 marks assignment
Semester End Examination: 45 marks- a set of 03 short questions of 05 marks each and 03 questions of 10 mark each.

Title: Management of Learning Disabilities
Code: PG-PSY-IV.S-7
Marks: 125
Credits: 05

Course Objectives:

3. To familiarize students with learning disabilities and their management.
4. To acquaint students with the intervention techniques for the various types of learning difficulties.

Outcomes: At the end of this course students will be able to understand:

a. The types and manifestation of learning difficulties in various age groups.
b. The ways in which learning difficulties can be diagnosed using a range of evaluation techniques.
c. How to develop and implement intervention techniques for learning disabilities.

Course Description:

In today's world it is imperative that everyone dealing with children is equipped to handle any kinds of learning challenges exhibited by them. This course aims to establish a firm understanding among the students regarding the learning disabilities, the evaluation and diagnostic strategies of these disabilities and emphasizes on specific interventions for each type of learning disability.

Unit I: Establishing the Diagnosis (45marks)

Number of Hours: 30 hours

a. Learning Disabilities – definition, etiology, prevalence.
b. Learning Disabilities in preschool children
c. Neurodevelopmental evaluation
d. Psychological evaluation
e. Educational & Language evaluation
f. Arriving at an interdisciplinary diagnosis

Unit II: Intervention techniques for Learning Disabilities (80 marks)

Number of Hours: 45

a. Effective instruction for learning difficulties
b. Strategies for overcoming / preventing reading problems
c. Helping students improve their writing skills
d. Developing spelling skills
e. Developing numeracy and math problem – solving skills
f. Adapting curriculum and instruction

References:

Brown, F.R., Aylward, E.H., Keogh, B.K. (1992). *Diagnosis and management of learning disabilities: An interdisciplinary / lifespan approach (2nd ed.).* Springer Publishing Group.

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs.* The Guilford Press: New York and London

Westwood, P. (2003). *Commonsense methods for children with special needs (4th ed.).* RoutledgeFalmer: London and New York

Evaluation Criteria:

Unit I & Unit II:

Students will have to practice the management for learning disabilities techniques with students exhibiting these techniques and share reports about the same.

Title: Case studies in Childhood Disabilities and Understanding Special needs
Code: PG-PSY-IV.S-8
Marks: 75
Credits: 03

Course Objectives:
1. To train students in basic observational skills.
2. To help the students develop analytical skills and abilities.

Outcomes: At the end of this course students will be able to:
a. Identify children's strengths and behaviours that require intervention.
b. Record the pattern of interaction and behaviour of children with others.
c. Analyze causes of faulty behaviours in children
d. Recommend therapeutic treatment.

Course Description:
This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyze and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

Syllabus
Unit I. Movie Review (10 marks)
Number of Hours: 10

1. Movie Review 1
2. Movie Review 2
3. Comparative Analysis of the two movies.

(In the first two semesters, students have only reviewed one movie each student; in this semester, now that the students have understood and are more familiar with the process of the movie reviewing, they will have to review two movies and compare these movies from a psychological perspective).

Unit II. Case/book Review (20 marks)
Number of Hours: 15

1. Book Review 1
2. Book Review 2
3. Comparative Analysis of the two books.

(In the first two semesters, students have only reviewed one book each student; in this semester, now that the students have understood and are more familiar with the process of the book review, they will have to review two books and compare these books from a psychological perspective.

Unit III Case Study (45 marks)

Number of Hours: 45

- In this semester, the case study component will focus on working with children with special needs and planning interventions for enhancing their development in the following areas:

1. Behavioral development
2. Academic performance
3. Peer relationships
4. Emotional development.

- Students will have to work with a child with special needs at either a school, counselling set up, or similar settings and conduct therapeutic interventions with them.

Assessment and Evaluation:

Movie review:

- Students will have to watch two movies and present it in the class with reference to: Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.
- Students will also have to compare the two movies based on the above points and submit a report of the same.

Book review:

- Students will have to read a book and present it in the class with reference to: Theme of the book; description of the central characters; analysis of the characters and the book from a psychological perspective; suggest psychological treatment if any; critical evaluation of the book.
- Students will also have to compare the two books based on the above points and submit a report of the same.

Students can choose any movie/book for review with prior approval of the concerned teacher.

Case Study:

Students need to submit a written report as also an oral presentation of the cases with reference to: Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations.

Title: Counselling the Parents
Code: PG-PSY-IV.E-10
Marks: 50
Credits: 02

Course Objectives:

1. To acquaint the students with the concept of parenting, parenting styles and how parenting may contribute to development of childhood disorders.
2. To help the students understand the nuances of positive parenting programs.

Outcomes: At the end of this course students will be able to understand:

c. The concept of parenting and parenting styles.
d. The role that parenting may play as an etiological factor in childhood disorders.
e. The parenting programs for children externalizing disorders.

Course Description:

In this course, students will understand parenting with a holistic perspective on the role that parenting may play in development, maintenance and treatment of childhood disorders. Students will also learn about the CBT and REBT approaches of parenting programs. The Rational Positive Parenting Program, forms an integral part of this course, which will ensure that students are equipped with the necessary skills to conduct basic counselling with parents on field.

Unit I: Understanding Parenting (25 marks)

Number of Hours: 15

f. Theoretical Concepts of Parenting
g. Parenting Styles
h. Parenting as a contributing factor in childhood disorders

Unit II: Parenting Programs for Externalizing Disorders in Children (25 marks)

Number of Hours: 15

a. Cognitive Behavioural Parenting Program
b. The REBT approach of Parenting Program
i. Rational Positive Parenting Program

References:

David, O.A. & Digiuseppe, R. (2016). *The Rational Positive Parenting Program*. Springer: New York.

Gray, J. (1999). Children are from Heaven: Positive Parenting Skills for raising competitive, confident and compassionate children. HarperCollins.

Miller,S. (2010). Supporting Parents: Improving Outcomes for Children, Families and Communities. McGraw Hill: New York.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment

Semester End Examination: 30 marks: the questions will be statistics (and not theoretical) based and students will have to solve them in the written exam.

Title: Socially Disadvantaged Children
Code: PG-PSY-IV.E-11
Marks: 50
Credits: 02

Course Objectives:

1. To familiarize students with the various social foundations which exist in society and their role in shaping children's development.
2. To bring into light the interventions that can be implemented in order to assist socially disadvantaged children.

Outcomes: At the end of this course students will be able to understand:

c. The social foundations, their models, and barriers faced by socially disadvantaged children.
d. Interventions at the school and community level to minimize the social disadvantages faced by marginalized students.
e. The equal access opportunities in many developed countries, and how to apply some of those principles in their work settings in India.

Course Description:

It is crucial to understand that at many – a - times social backgrounds play a key role in the opportunities which an individual gets to succeed in various quarters of life. Children from socially disadvantaged backgrounds tend to face discrimination in terms of education, healthcare, etc. This course aims to highlight the various social foundations in the society and will enable students to understand the ways in which they can assist individuals from disadvantaged backgrounds succeed.

Unit I: Understanding Social Foundations (25 marks)

Number of Hours: 15

a. Defining and Contextualizing Social Foundations
b. Models of Social Foundations Practice [Teaching – Learning, Community Based Oral Histories & Eco – Ethical Commitments]
c. Barriers to Education faced by Socially Disadvantaged Children

Unit II: Interventions to Assist Socially Disadvantaged Children (25 marks)

Number of Hours: 15

a. Developing Teacher Educator within the Social Foundations
b. Equal Access to Early Childhood Education & Care – Lessons from France, UK, Netherlands, Germany, and Australia
c. Widening Participation in Higher Education

References:

Archer, L., Hutchings, M., & Ross, A. (2003). *Higher education and social class: Issues of exclusion and inclusion.* RoutledgeFarmer: London.

Butin, D.W. (2005). *Teaching social foundations of education: Context, theories and issues.* Lawrence Erlbaum Associates, Publishers: New Jersey.

Gambaro, L., Stewart, K., & Waldfogel, J. (2014). *An equal start: Providing quality education and care for disadvantaged children.* Policy Press: Bristol.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment.
Semester End Examination: 30 marks: 2 short notes of 5 marks each and 2 long answers of 10 marks each.

Title: Child and Crime
Code: PG-PSY-IV.E-12
Marks: 50
Credits: 02

Course Objectives:

1. To acquaint the students with the nature of crime in childhood.
2. To familiarize the students with the intervention strategies to help the victims and offenders of crime during childhood.

Outcomes: At the end of this course students will be able to understand:

a. The risk factors which predispose children to committing or becoming a victim of crime.
b. The preventive strategies to reduce childhood crime.
c. Intervention strategies to help the victims of crime as well as juvenile offenders.

Course Description:

Children are at risk of committing crime, such as acts of juvenile delinquency as well as falling prey to crime, such as child abuse. It is imperative that psychologists be aware of the various risk and protective factors responsible for perpetuating or preventing crime in childhood. This course will sensitize students to the needs of children who commit crimes and children who are victims of crime.

Unit I: Children as Offenders (25 marks)

Number of Hours: 15

a. Early Risk and Protective Factors: Individual, Family, Socioeconomic, Peer, School and Community
b. Prevention from Offending in Early Years
c. Interventions for Child offenders: Cognitive – Behavioural, Boot Camps, Juvenile Awareness Programs
d. Legal acts and policies

Unit II: Children as Victims (25 marks)

Number of Hours: 15

a. Identifying At Risk Children
b. Developmental Context of Victimization
c. Child Abuse and Neglect
d. Interventions for child victims
e. Legal acts and policies

References:

Farrington, D.P., and Welsh, B.C. (2006). *Preventing crime: What works for children, offenders, victims, and places.* Springer: The Netherlands

Farrington, D.P., and Welsh, B.C.(2007). *Saving children from a life of crime: Early risk factors and effective interventions.* Oxford University Press: New York.

Finkelhor, D. (2008). Childhood victimization: Violence, crime, and abuse in the lives of young people. Oxford University Press: New York.

Assessment and Evaluation:

Continuous Assessment: 10 marks written test and 10 marks assignment.
Semester End Examination: 30 marks: 2 short notes of 5 marks each and 2 long answers of 10 marks each.

Parvatibai Chowgule College of Arts and Science
(Autonomous)

DEPARTMENT OF PSYCHOLOGY

M.A. COURSE STRUCTURE

SEM	CORE COMPULSORY					CORE ELECTIVE		
I	**PG-PSY-I.C-1** Child Development **(Credits -3)**	**PG-PSY-I.S-1** Practicum **(Credits -5)**	**PG-PSY-I.S-2** Case Studies in Child Development **(Credits -3)**			**PG-PSY-I.E-1** Psychology of Adolescence **(Credits -2)**	**PG-PSY-I.E-2** School Counselling **(Credits -2)**	**PG-PSY-I.E-3** Diet and Nutrition **(Credits -2)**
II	**PG-PSY-II.C-2** Child Psychopathology **(Credits -3)**	**PG-PSY-II.S-3** Counselling Therapies for Children I **(Credits -5)**	**PG-PSY-II.S-4** Case Studies in Child Psychopathology **(Credits -3)**	**PG-PSY-Int** Internship **(Credits -3)**		**PG-PSY-II.E-4** Development Beyond Adolescence **(Credits -2)**	**PG-PSY-II.E-5** Research Methodology for Psychology **(Credits -2)**	**PG-PSY-II.E-6** NGO Management and Entrepreneurship **(Credits -2)**
III	**PG-PSY-III.C-3** Counselling Approaches **(Credits -3)**	**PG-PSY-III.S-5** Counselling Therapies for Children II **(Credits -5)**	**PG-PSY-III.S-6** Case Studies way to understand Psychotherapies **(Credits -3)**	**PG-PSY-Int** Internship **(Credits -4)**	**PG-PSY-D** Dissertation **(Credits -8)**	**PG-PSY-III.E-7** Educational Psychology **(Credits -2)**	**PG-PSY-III.E-8** Advanced Statistics for Psychology **(Credits -2)**	**PG-PSY-III.E-9** Pediatric Psychology **(Credits -2)**
IV	**PG-PSY-IV.C-4** Children with Disabilities and Understanding Special needs **(Credits -3)**	**PG-PSY-IV.S-7** Management of Learning Disabilities **(Credits -5)**	**PG-PSY-IV.S-8** Case Studies in Childhood Disabilities and Understanding Special needs **(Credits -3)**	**PG-PSY-D** Dissertation **(Credits -8)**		**PG-PSY-IV.E-10** Counselling the Parents **(Credits -2)**	**PG-PSY-IV.E-11** Socially disadvantaged children **(Credits -2)**	**PG-PSY-IV.E-12** Child and Crime **(Credits -2)**

Parvatibai Chowgule College of Arts and Science
(Autonomous)

DEPARTMENT OF PSYCHOLOGY

M.A. in PSYCHOLOGY

Approved Syllabi

Course Title: Child Development (Core paper - Compulsory Paper)
Course Code: PG-PSY-I.C-1
Marks: 75
Credits: 03

Course Objectives:
1. To study the basic factors which influence the growth and development throughout childhood.
2. To appreciate the complex interactions between physical, emotional & social aspects of development which influence the overall personality of an individual.

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. Learn to evaluate the development of a child.
3. Apply their understanding in real life counseling situations.

Course Description:
Human development throughout the lifespan takes place in physical, cognitive and psycho –social areas. This paper covers human development from conception till late childhood. Developmental difficulties in any of the areas (physical, psycho-social or cognitive) during any age of growing up can have a tremendous impact on an individuals' later life. And that is why, it is important to understand human development from all perspectives.

Syllabus

Unit I. Prenatal development (25 marks) 15 Hours
a. Conceiving new life
b. Mechanisms of heredity
c. Influences of heredity and environment
d. Prenatal development
e. Childbirth

Unit II. **Development in Infancy** (25 marks) 15 Hours

a.Physical Development in Infancy
b.Psycho-Social Development in Infancy
c.Cognitive Development in Infancy

Unit III: Development in Early, Middle &Late Childhood (25 marks) 15 Hours
a.Physical Development in early, middle and late childhood
b Psycho-Social Development in early, middle and late childhood
c.Cognitive Development in early, middle and late childhood

References:

1. Arnett, J. (2016). *REVEL for Human Development: A Cultural Approach* (2nd ed.). Pearson Education.
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.
4. Boyd, D. and Bee, H. (2014). *Lifespan Development*. Pearson Education.
5. Demetriou, A., Doise, W., &Lieshout, C.A. (1999). *Life span developmental psychology*. New York: John Wiley & Sons.
6. Feldman, R.S. (2017). *Development Across the Life Span*. Pearson Education.
7. Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.
8. Santrock, J. (2012). *Life Span development* (14th ed.). United States: McGraw Hill Higher Education.

Assessment and Evaluation:

Continuous Assessment: 15 marks written test and 15 marks assignment

Semester End Examination: 45 marks- a set of 03 short questions of 05 marks each and 03 questions of 10 mark each.

Course Title: School Counselling
Course Code: PG-PSY-I.E-2
Marks: 50
Credits: 2

Course Objectives:
1. To enable the students to understand counseling at school.
2. To focus on the issues involved in school counseling.
3. To realize the need behind counseling children at school.
4. To learn about career counselling in schools

Learning Outcomes: At the end of this course students will be able to:
1.Realize the significance of school counseling;
2.Identify & appreciate the roles of a school counselor;
3.Realize the importance of ethics in school counseling;

Course Description:
The school is a crucial agent of socialization. The need of counselors is maximum in the school setting. However, there is a great dearth of quality school counselors in our society. This course focuses on educating the students about counseling at schools, such that they appreciate the importance of counseling at the school level. Ethics in school counseling are also addressed in the course, keeping in mind that irrespective of a client's age, there are always ethical codes of conduct to follow while counseling. The course also looks at career counseling, which helps one discover & become focused on a career path.

Syllabus
Unit I: Foundations of School Counseling (25 marks) 15 Hours
A. Counseling & Psychotherapy in Schools - Overview & history
B. Conceptual Issues
C. Objectives of School Counseling
D. Core Theoretical Concepts for School Counselors
E. Ethical Issues in School Counseling

Unit II: Career Counseling at School (25 marks) 15 Hours
A. Perspectives on the Practice of Career Development
B. Systematic Planning For Career Guidance & Counseling
C. Career Guidance techniques
   a) Career development in elementary school
   b) Career Development in the Middle School
   c) Career Development in High School
D. Assessments & Research in Career Guidance & Development at School

References:
1. Bor, R. et al. (2002) Counselling in Schools. Sage publications.
2. Herr, E.L., Cramer, S.H., & Niles, S.G. (2003). *Career Guidance & Counselling Through the Life Span: Systematic Approaches.* Pearson
3. Schulte et al. (1995). Ethics in School Counselling. Teachers College Press

Assessment and Evaluation:
Continuous Assessment: 10 marks written test and 10 marks assignment
Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

Course Title: Counselling Therapies for Children I
Course Code: PG-PSY-II.S-3
Marks: 125
Credits: 5

Course Objectives:
1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Learning Outcomes: At the end of this course students will be able to understand:
1. The goals, models, process & skills of counseling children.
2. The commonly used therapeutic approaches with children.
3. And use supplementary therapeutic activities which can take the therapy process forward.

Course Description:
This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will address the theoretical approaches behind counseling children,
with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

Syllabus

Unit I. Counselling Children (25 marks) 15 Hours
A. Introduction (goals, child – counselor relationship, attributes of counselor)
B. The process of child therapy (also child's internal processes for therapeutic change)
C. General model for counseling children & Questions counselors should ask children
D. Child Counseling Skills (observation, active listening, helping children tell their story, dealing with resistance, transference, self – concept & self – destructive beliefs, facilitating change & termination).
E. Practical Demonstration & Practice of counseling a child

Unit II. Introduction to Commonly used Therapeutic Approaches with Children (70 marks) 90 Hours
A. REBT with children
B. Play Therapy and Art based therapies
C. Existential therapy for children facing abuse and trauma
D. Gestalt therapy
E. Group Therapy for parents & children

Unit III. Use of Supplementary Therapeutic Activities (30 marks) 45 Hours
A. Planning & giving homework
B. Use of worksheets
C. Behaviour Modification at home
D. Psycho – education for parents / caregivers
E. Education through audio – visual aids

References:

1. Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). *New Delhi: Sage Publication India Pvt Ltd.*
2. Henderson, D.A., & Thompson, C.L. (2011)**.** *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole
3. Jongsma, A.E. (2014). *Child Psychotherapy: Homework Planner* (5th Ed.). New Jersey: John Wiley & Sons Inc.

4. Lampert Ruth, (2011). *A Child's Eye View: Gestalt Therapy with Children, Adolescents and Their Families.* The Gestalt Journal Press

Evaluation Criteria:

Unit I & Unit II:

Students will perform a role play for the counseling skills learnt in these modules and video record their role play sessions which will be submitted for evaluation purposes.

Unit III:

Students will administer the therapeutic activities learnt in this module on a subject, and submit a written report about the same.

Course Title: Pediatric Psychology
Course Code: PG-PSY-III.E-9
Marks: 50
Credits: 02

Course Objectives:
1. To educate students in the coping strategies used to help children deal with critical long term illness.
2. To develop an attitude of empathy towards sick children and adolescents.
3. To teach students the types of supportive management that parents of sick children require.

Learning Outcomes: At the end of this course students will be able to:
1.To effectively help children cope with their illness or disabilities.
2.Be empathetic and caring towards patients especially children.
3.To empower parents to handle their stress and activate significance supportive mechanisms.

Course Description:
This course focuses on identifying various coping mechanisms to enable students to help children with long term illnesses, tragic losses and disabilities. It also aims to enable parents of sick children to deal with their child's illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses so that they can be in a better position to take care of their kids.

Syllabus

Unit I. Understanding Pediatric Psychology (25 marks) 15 Hours
1.Overview of the field of Pediatric psychology
2.Common presenting concerns for Pediatric psychology practice
3.Adherence to Pediatric treatment regimes
4.School re-integration

Unit II. Coping strategies for Parents and Children (25 marks) 15 Hours
1.Preparing child for hospitalization, painful procedures
2.Pediatric oncology, diabetes, HIV, seizures, heart disease
3.Pediatric organ transplantation
4.Loosing a child

References
1) Roberts, M et al (2014). *Clinical Practice of Pediatric Psychology*. The Guilford Press
2) Roberts $ Steele (2009). *Handbook of Pediatric Psychology*. (3rd edition). The Giulford Press.

Assessment and Evaluation:
Continuous Assessment: 10 marks written test and 10 marks assignment
Semester End Examination: 30 marks:- a set of 02 short questions of 05 marks each and 02 questions of 10 marks each.

Course Title: Case studies – way to understand Psychotherapies
Course Code: PG-PSY-III.S-6
Marks: 75
Credits: 03

Course Objectives:

1. To train students in basic observational skills.

2. To help the students develop analytical skills and abilities.

Learning Outcomes: At the end of this course students will be able to:

1. Identify children's strengths and behaviours that require intervention.
2. Record the pattern of interaction and behaviour of children with others.
3. Analyze causes of faulty behaviours in children
4. Recommend therapeutic treatment.

Course Description:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyse and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Movie Review (15 marks) 10 Hours

1. Movie Review 1

2. Movie Review 2

3. Comparative Analysis of the two movies.

(In the first two semesters, students have only reviewed one movie each student; in this semester, now that the students have understood and are more familiar with the process of themovie reviewing, they will have to review two movies and compare these movies from a psychological perspective).

Unit II Case Review (15 marks) 10 Hours

Students are required to review and examine hypothetical cases pertaining to Child Psychology/ Pathology and have to identify the steps in which they would approach the problem behaviour in a particular case. Students are required to prepare a report and engage in discussion with the class. Each student will be required to review one case.

Unit III Field study (45 marks) 45 Hours

• In this semester, the case study component will focus on differentiating the development of children in a regular school from the development of children in a special school, w.r. t. the following areas:

1. Behavioural development
2. Academic performance
3. Peer relationships
4. Emotional development.

• Students will have to observe one child in a regular school for 20 hours and one child in a special school for 20 hours in order to understand the developmental differences between the two groups.

Assessment and Evaluation:

Movie review:

- Students will have to watch two movies and present it in the class with reference to: Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.
- Students will also have to compare the two movies based on the above points and submit a report of the same.

Case Review:

Students will be given one case each to present in class and discuss with the others. Each student will be expected to submit a report on the case discussion. Students will be examining how to approach a child, the problem behaviour and treatment modality etc. in the case discussion.

Field Study

Students need to submit a written report as also an oral presentation of the cases with reference to: Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations.

Course Title: Case studies in Childhood Disabilities and Understanding Special needs
Course Code: PG-PSY-IV.S-8
Marks: 75
Credits: 03

Course Objectives:

1. To train students in basic observational skills.

2. To help the students develop analytical skills and abilities.

Learning Outcomes: At the end of this course students will be able to:

1. Identify children's strengths and behaviours that require intervention.
2. Record the pattern of interaction and behaviour of children with others.
3. Analyse causes of faulty behaviours in children
4. Recommend therapeutic treatment.

Course Description:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to identify, observe, analyse and report the case. Students will be given both theoretical cases (through books and movies) as also practical cases so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Movie Review **(**15 marks) 10 Hours

1. Movie Review 1

2. Movie Review 2

3. Comparative Analysis of the two movies.

(In the first two semesters, students have only reviewed one movie each student; in this semester, now that the students have understood and are more familiar with the process of the movie reviewing, they will have to review two movies and compare these movies from a psychological perspective).

Unit II Case Review: (15marks) 10 Hours

Students will be given one case each to present in class and discuss with the others. Each student will be expected to submit a report on the case discussion. Students will be examining how to approach a child, the problem behaviour and treatment modality etc. in the case discussion.

Unit III Field Study (45 marks) 45 Hours

• In this semester, the case study component will focus on working with children with special needs and planning interventions for enhancing their development in the following areas:

1. Behavioural development

2. Academic performance

3. Peer relationships

4. Emotional development.

• Students will have to work with a child with special needs at either a school, counselling set up, or similar settings and conduct therapeutic interventions with them.

Assessment and Evaluation:

Movie review:

- Students will have to watch two movies and present it in the class with reference to: Plot of the movie; description of the central characters; analysis of the characters and the movie from a psychological perspective; suggest psychological treatment if any; critical evaluation of the movie.

- Students will also have to compare the two movies based on the above points and submit a report of the same.

Case Review:

Students will be given one case each to present in class and discuss with the others. Each student will be expected to submit a report on the case discussion. Students will be examining how to approach a child, the problem behaviour and treatment modality etc. in the case discussion.

Field Study

Students need to submit a written report as also an oral presentation of the cases with reference to: Details of the institute; selection and description of the case; settings in which the case was observed; modes of data collection; recommendations.

Course Title: Internship

Code: PG-PSY-Int

Credits: 08

04 Credits Semester 2

04 credits in Semester 3

240 Hours in total during entire course

Internship is spread over two semesters i.e. Semester II and III.

Students are required to work in an NGO (dealing with children) or School or with a Counsellor for 240 hours. Students will be required to maintain record of attendance and work done during the internship.

The credits would be awarded when the students complete the hours and submit a written report with reference to: Details of the institute, nature of activities performed and learning experiences gained during the period of internship.

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Parvatibai Chowgule College of Arts and Science

(Autonomous)

Department of Psychology

M.A. Course Structure

SEM	CORE COMPULSORY				ELECTIVE		
I	**PG-PSY-I.C-1** **Child Development** (Credits -3)	**PG-PSY-I.S-1** **Practicum** (Credits -4)	**PG-PSY-I.S-2** **Case Studies in Child Development** (Credits -3)		**PG-PSY-I. E-1.1** **Research Methodology in Psychology** (Credits- 4)	**PG-PSY-I. E-2.1** **School Counselling** (Credits- 4)	**PG-PSY-I. E-3.1** **Positive Psychology** (Credits- 4)
II	**PG-PSY-II.C-2** **Child Psychopathology** (Credits -3)	**PG-PSY-II.S-3** **Counselling Therapies for Children I** (Credits -4)	**PG-PSY-II.S-4** **Case Studies in Child Psychopathology** (Credits -3)	**PG-PSY-Int** **Internship** (Credits -4)	**PG-PSY-II. E-4.1** **Advanced Statistics in Psychology** (Credits -4)	**PG-PSY-II. E-5.1** **Psychology of Adolescence & adulthood** (Credits -4)	**PG-PSY-II. E-6.1** **Ngo Management & Social Entrepreneurship** (Credits -4)
III	**PG-PSY-III.C-3** **Counselling Approaches**	**PG-PSY-III.S-5** **Counselling Therapies for Children II**	**PG-PSY-III.S-6** **Case Studies way to understand**	**PG-PSY-Int** **Internship**	**PG-PSY-D.1** **Dissertation**	**PG-PSY-III. E-7.1** **Paediatric Psychology**	**PG-PSY-III. E-8.1** **Child &**

	(Credits -3)	(Credits -4)	**Psychotherapies** (Credits -3)	(Credits -4)	(Credits -4)	(Credits -4)	**Crime** (Credits -4)
IV	**PG-PSY-IV.C-4** **Children with Disabilities and Understanding Special needs** (Credits -3)	**PG-PSY-IV.S-7** **Management of Learning Disabilities** (Credits -4)	**PG-PSY-IV.S-8** **Case Studies in Childhood Disabilities and Understanding Special needs** (Credits -3)		**PG-PSY-D.1** **Dissertation** (Credits -4)	**PG-PSY-IV.E-9.1** **Rehabilitation Psychology** (Credits -4)	**PG-PSY-IV.E-10.1** **Counselling Parents** (Credits -4)

Approved Syllabi:

Semester: 1

Course Title: Practicum

Code: PG-PSY-I. S-1

Marks: 100

Credits: 4

Course Objectives: The main objective of this course is to help the students appreciate the value of practical skills in counseling on the field which goes beyond theory.

Some other specific objectives of this course are:

1. To develop interpersonal skills crucial to the success of all therapeutic interventions.

2. To learn assessment & interventional techniques that can be used on field.

3. To understand the importance of and develop workshop material to address important issues related to mental health care.

Outcomes: At the end of this course students will be able to understand:

a. The skills required in Rapport Building; the pre-requisite for therapeutic success.

b. The essential pointers involved in designing & delivering workshops related to important topics of mental health care specially targeted at children & adolescents.

c. The importance of psycho-diagnostic tests & how to conduct tests & assessments in the field of child & adolescent assessments.

Course Description:

This course focuses on helping the students develop practical knowledge about working on field as child psychologists. The course content will focus on helping the students develop skills to build rapport with their clients, develop workshops & use psychometric assessments.

Students will be given hands – on exposure in the above areas so that they develop a clear & better understanding of dealing with clients on field.

Syllabus

Unit I. Rapport Building

10 Hours

Marks: 10

A. Interviewing skills with young children

B. Interviewing skills with adolescents

C. Interviewing Informants (Parents / Teachers / Caregivers)

D. Case history & Mental Status Examination of children & adolescents.

Unit II. Workshops

25 Hours

Marks: 45

A. Conduct: (Any two)

I. Life Skill Sessions – Example: Anger Management; Time Management; Stress management; Assertiveness

II. Study Skills Sessions

III. Dealing with bullying

IV. Dealing with Peer Pressure

V. Awareness and Prevention from Child Sexual Abuse

VI. Goal setting

VII. Decision making

VIII. Personality development (improving self-confidence & communication)

IX. Cyber bullying

X. Any other.

B. Writing workshop modules:(Parents/teachers/adolescent's) (any three)

I. Sex Education

II. Handling Emotional Attraction toward another

III. Substance Abuse & Prevention.

IV. Sensitivity to others

V. Effective parenting

VI. Enriching the teaching experience

Unit III. Tests & Assessments

25 Hours

Marks:45

A. Multi axial diagnostic formulation as per DSM – V.

B. Direct Behavioural Observation

C. Behaviour Rating Scales (any one) - Devise own scale for special situations - Vanderbilt Scale for ADHD - Conners Comprehensive Behaviour Rating Scale

D. Tests of Intelligence (any one) - WISC (latest edition) - Kamat – Binet Test of Intelligence - SFB - SPM / CPM - Draw a Man test – VSMS

E. Personality Assessment of children (any one) - CAT – Animal & Human Forms by Uma Choudhary - TAT (can be used with adolescents) - Rosenweig Picture Frustration Study (Children)

F. Other tests (Neuro – psychological & Diagnostic) (any one) - Bender Gestalt - WMS - III - M – CHAT (for Autism) - Aston Index (for LD)

References:

1- (2013). DSM – 5. American Psychiatric Association.
2- Dobbins, R. (2006). Teaching your children the truth about sex. Siloam Publishers.
3- Galinsky, E. (2010). Mind in the Making: The seven essential life skills every child needs. New York: HarperCollins.
4- Hawn, G. & Holden, W. (2012). 10 Mindful minutes. UK: Platius
5- Herod, S. (2015). Good Touch & Bad touch, Manuals of Different Tests, Createspace Independent Publishing Platform.
6- Patterson, L.E., & Welfel, E.R. (2005). The counseling process: A multi theoretical integrative approach. Thomson Learning.
7- Payne, G. (2016). Life skills for children: The ultimate anti – bullying & personal development course. Stay Safe publishers.

8- Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of Psychiatry.USA: Wolter Kluwer.
9- Weinstein, S. (1999). Educator's Guide to substance abuse prevention. New York: Routledge.
10- Whitcomb, S. & Merrell, K.W. (2013). Behavioral, Social, and Emotional Assessment of Children and Adolescents (4th Ed.). New York, NY: Routledge.

Assessment and Evaluation:

Rapport building will involve role play with one student enacting a child and the other playing the counselor. Students need to video record the session and submit the same.

Students will be taught to conduct workshops with demonstration of the same. Students will then be divided into groups. Every student is expected to conduct two workshops with children and for the remaining three workshops students have to write workshop modules.

The conduct of workshops is allotted 30 marks (15marks each). The criteria for evaluation include: Clarity of the topic; conduct of the workshop; how interactive it is; use of audio-visual aids; use of handouts.

15 marks will be assigned for reports written on remaining 03 workshops.

Tests and Assessments involve continuous evaluation wherein students need to administer a test and submit a report of the same. Students will also be required to submit a report comparing the test administered with other tests measuring the same construct.

Course: Research Methodology for Psychology

Course Code: PG-PSY-I. E-1.1

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint the students with the basic research concepts.

2. To familiarize the students with the steps involved in the research process.

3. To enable the students to be able to prepare a research proposal & write a research report.

Outcomes: At the end of this course students will be able to understand:

a. The basics of scientific research in psychology.

b. The process of designing research and preparing a research report.

Course Description:

Research is an integral part of psychology and allied behaviour sciences. Undertaking an empirical study, Testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would get acquainted with the types of research, designs and the ways and means of analysing the data.

Unit 1 - Research Process

Hours:12

Marks: 10

A. Definitions of research, science and scientific methods, limitations of scientific research.
B. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, collecting data, Data analysis, Report writing/ thesis writing).
C. Ethical issues for research.

Unit 2- Variables, Probability and Hypothesis testing

Hours:14

Marks: 15

A. Variables: IV, DV, control and extraneous variables.
B. Hypothesis- definition, characteristics, types; Hypothesis testing
C. Concept of Probability, Normal Probability Curve, Characteristics of the Curve: probabilistic estimation and limitations (Type I & type II errors).
D. Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

Unit 3 -Sampling and Data Collection

Hours:10

Marks: 10

A. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
B. Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4- Research designs

Hours:16

Marks: 15

A. Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),

B. Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)

C. Part C: Non-experimental (Observational, survey, correlational)

D. Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

Unit 5- Report Writing

Hours:8

Marks: 10

A. General Guidelines, Need for a report, Types of Writing, Purpose of writing,
B. Avoiding plagiarism, organizing information, Report writing in APA format, references in APA format

References:

Mandatory:

Bordens,K.S. &Abbot,B.B. (2002) Research designs and methods: A process approach. McGraw-Hill (5th ed).

Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.

Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

Suggested reading:

Best,J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India. (9th ed, EEE).

Crano, W.D. & Brewer, M.B. (2002). Principles and Methods of Social Research (2nd Ed).
Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches.* Lawrence Erlbaum Publishers: New Jersey

Open University Press: England.
Publication Manual of the American Psychological Association (6thed).

Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John
Wiley & Sons, Inc.: USA.

Assessment and Evaluation:

Continuous Assessment: Students will have to submit a research proposal for 20 marks, in APA format. Written test 20 marks.

Semester End Examination: 60 marks: 4short notes of 5 marks each and 4 long answers of 10 marks each.

Course: School Counselling

Course Code: PG-PSY-I. E-2.1

Marks: 100

Credits: 4

Course Objectives:

1. To enable the students to understand counselling at school.

2. To focus on the issues involved in school counselling.

3. To realize the need behind counselling children at school.

4. To learn about career counselling in schools

5. To facilitate the role of counsellors in promoting student development

Outcomes: At the end of this course students will be able to:

1.Realize the significance of school counselling;

2.Identify & appreciate the roles of a school counsellor;

3.Realize the importance of ethics in school counselling;

4. Identify & appreciate role of counsellors in promoting student development

Course Description: The school is a crucial agent of socialization. The need of counsellors is maximum in the school setting. However, there is a great dearth of quality school counselors in our society. This course focuses on educating the students about counselling at schools, such that they appreciate the importance of counselling at the school level. Ethics in school counselling are also addressed in the course, keeping in mind that irrespective of a client's age, there are always ethical codes of conduct to follow while counselling. The course also looks at career counselling, which helps one discover & become focused on a career path.

Syllabus

Unit I: Foundations of School Counselling

Hours: 15

Marks: 25

A. Counselling & Psychotherapy in Schools - Overview & history

B. Conceptual Issues

C. Objectives of School Counseling

D. Core Theoretical Concepts for School Counselors

E. Ethical Issues in School Counseling

Unit II: Career Counselling at School

Hours: 15

Marks: 25

A. Career Guidance techniques:

a) Career development in elementary school

b) Career Development in the Middle School

c) Career Development in High School

B. Assessments & Research in Career Guidance & Development at School

Unit III: Student Development

Hours: 15

Marks: 25

1. Facilitating Personal & Social Development
2. Physical Health & Emotional Development
3. Adolescent Sexual Health & Development

Unit: IV Counselling for Special Cases [within the school context]

Hours: 15

Marks: 25

1. LGBTQ Students
2. Suicidal Students
3. Victims of Abuse
4. Children from Broken Families

References:

1. Bor, R. et al. (2002) Counselling in Schools. Sage publications.

2. Herr, E.L., Cramer, S.H., & Niles, S.G. (2003). Career Guidance & Counselling Through the Life Span: Systematic Approaches. Pearson

3.Hardin L. K. Coleman, Christine J. Yeh. (2008). Handbook of School Counselling (Counselling and Counsellor Education) Routledge: Taylor & Francis Group.

4. Schulte et al. (1995). Ethics in School Counselling. Teachers College Press

Assessment and Evaluation: Continuous Assessment: 20 marks written test and 20marks assignment Semester End Examination: 60 marks: - a set of 04short questions of 05 marks each and 04questions of 10 marks each.

Course: **Positive Psychology**

Course Code: PG-PSY-I.E-3.1

Marks: 100

Credits: 04

Course Objectives:

1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

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.

Syllabus

Unit 1: Positive Psychology: An Introduction

Hours: 10

Marks: 20

A. Positive Psychology
B. The role of Positive Emotions in positive psychology: the broaden and build theory
C. Positive traits
    a. Genetics and happiness
    b. Personality and happiness
    c. Positive beliefs
D. Eastern and Western Positive Psychology

Unit 2: Happiness and Wellbeing

Hours: 10

Marks: 15

A. Happiness across the lifespan
B. Gender and happiness
C. Money and happiness
D. Happiness across cultures

Unit 3: Mindfulness and well-being

Hours: 10

Marks: 15

A. What is mindfulness
B. Mindfulness meditation
C. Mindfulness and positive psychology research
D. Mindfulness and psychotherapy

Unit 4: Virtue & Strengths of Character

Hours: 10

Marks: 20

A. Develop a classification of human virtues
B. Measuring strengths of character
C. Wisdom as a foundational strength and virtue; theories of wisdom
D. Strengths of Character and Well–Being

Unit 5: Resilience & Trauma

Hours: 20

Marks: 30

A. Meaning of Resilience
B. Developmental perspectives; Clinical perspectives
C. Resilience resource; Sources of resilience; Resilience in children
D. Sources of resilience in Adulthood & later in life
E. Growth through trauma; positive effects & negative effects of trauma
F. Explanations of growth through trauma; Focus on research

Reference:

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology.* New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R. & Lopez, S.J. (2014). Handbook of Positive Psychology. Oxford University Press
3. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths.* (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.
4. Seigel, R. (2014). Positive Psychology. Harvard University Press

Assessment and Evaluation:

Continuous Assessment: Written assignment: 20, Written test:20.

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4long answers of 10 marks each**.**

Approved Syllabi:

Semester: 2

Course: Counselling Therapies for Children I

Code: PG-PSY-II. S-3

Marks: 100

Credits: 4

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.

2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Outcomes: At the end of this course students will be able to understand:

a. The goals, models, process & skills of counseling children.

b. The commonly used therapeutic approaches with children.

c. And use supplementary therapeutic activities which can take the therapy process forward.

Course Description:

This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will address the theoretical approaches behind counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific
concerns of childhood.

Syllabus

Unit I. Counselling Children

Marks: 25

Hours: 15

A. Introduction (goals, child – counselor relationship, attributes of counselor)

B. The process of child therapy (also child's internal processes for therapeutic change)

C. General model for counseling children & Questions counselors should ask children

D. Child Counseling Skills (observation, active listening, helping children tell their story, dealing with resistance, transference, self – concept & self – destructive beliefs, facilitating change & termination).

E. Practical Demonstration & Practice of counseling a child

Unit II. Introduction to Commonly used Therapeutic Approaches with Children

Marks: 45

Hours: 30 Hours

A. REBT with children

B. Play Therapy

C. Art based therapies

D. Gestalt therapy

Unit III. Use of Supplementary Therapeutic Activities

Marks: 30

Hours: 15

A. Planning & giving homework& Use of worksheets

B. Psycho – education for parents/caregivers through audio visual aids.

References:

Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.

Henderson, D.A., & Thompson, C.L. (2011)**.** *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole

Jongsma, A.E. (2014). *Child Psychotherapy: Homework Planner* (5th Ed.). New Jersey: John Wiley & Sons Inc.

Lampert Ruth, (2011). *A Child's Eye View: Gestalt Therapy with Children, Adolescents and Their Families.* The Gestalt Journal Press

Evaluation Criteria:

Unit I & Unit II:

Students will perform a role play for the counselling skills learnt in these modules and video record their role play sessions which will be submitted for evaluation purposes.

Unit III:

Students will administer the therapeutic activities learnt in this module on a subject, and submit a written report about the same.

Course: Advanced Statistics for Psychology

Course Code: PG-PSY-II.E-4.1

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint the students and make them understand the different statistical methods with their uses and interpretations.

2. To enable the students to be able to analyse the data of practical and project work.

Outcomes: At the end of this course students will be able to understand:

1. The advanced statistical procedures used in psychology.

2. How to apply the learnt statistical techniques in designing research and processing data.

Course Description:

This course is designed to teach many of the concepts needed to understand, conduct, and interpret common statistical procedures and techniques. The emphasis of this course is on the acquisition of conceptual, rather than procedural, knowledge that can be demonstrated by selecting, applying and interpreting appropriate statistical procedures

Unit I: Advanced Statistics I
Hours :15

Marks: 25

a. Inferential Statistics

b. Significance of difference of means, variances, and correlation coefficients.

c. Assumptions of Analysis of Variance; One – way & Two – way ANOVA (independent & repeated measures ANOVA)

d. MANOVA: concept only

e. Analysis of Co – Variance: concept only

Unit II: Advanced Statistics II

Hours: 25

Marks: 25

a. Point–Biserial, Biserial, Partial & Multiple Correlation

b. Regression: Simple Linear Regression & Multiple Regression

c. Chi Square Tests (Goodness fit & Independence)

d. Non – parametric tests for correlated data: Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank Test

e. Non – parametric tests for uncorrelated data: Mann Whitney U – test & Kruskal – Wallis test

Unit III: Statistical Software (Practical component)

Hours:20

Marks: 50

a. An introduction to SPSS & R
b. Using any one statistical package SPSS Data entry and coding,
c. Importing data to SPSS from MS Excel,
d. Calculating Mean, Median and Mode, and, Standard Deviation, Pearson's Product Moment Method, Spearman's Rank order Method, t-test (independent & paired), ANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test, Kruskal-Wallis test, Friedman test,
e. Interpreting the output generated by SPSS

References:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

2. Howell D.C. (2010). Statistical Methods for Psychology (7th Ed). Wadsworth Cengage Learning: USA.

3. King, B.M., Rosopa, P.J. & Minium, E.W. (2011). Statistical Reasoning in the Behavioral Sciences (6th Ed). John Wiley & Sons Inc.: USA.

4. Maindonald, J. & Braun, W.J (2010). Data Analysis & Graphics Using R – an Example-Based Approach (3rd Ed). Cambridge University Press: UK.

5. Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barett, K.C. (2004). SPSS for Introductory Statistics (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.

Assessment and Evaluation:

50 marks practical component

Semester End Examination: 50 marks: the questions will be statistics (and not theoretical) based and students will have to solve them in the written exam.

Course: Psychology of Adolescence and adulthood

Code: PG-PSY-I.E-5.1

Marks: 100

Credits: 4

Course Objectives:

1. To understand adolescent psychology from a developmental point of view.

2. To understand the complex interactions between physical, emotional & social aspects of development which influence an adolescent.

3. To familiarize the learners with the various aspects of development which take place during adulthood (young, middle & late).

4. To familiarize the learners with the challenges faced during the various phases of adulthood

Outcomes: At the end of this course students will be able to understand:

a. The various factors that play a crucial role in adolescent development.

b. The various challenges that mark adolescent development.

c. The physical & cognitive development that takes place in adulthood and the various theories of aging.

d. The dynamics of the adult life, with a focus on the relationships, personality & interactions with the society.

e. The challenges faced during adulthood, including the impact of the occupational life and the emotional issues of late adulthood

Course Description:

Human Development is continuous and this course addresses development from adolescence and goes beyond adolescence and marks adulthood and later age. Adolescence is marked by dynamic changes in not only the physical domain of development but is accompanied with

many cognitive, emotional, & social changes. For any psychologist dealing with the youth, it is extremely important that they understand & appreciate the nuances of the adolescent years. Therefore, this course addresses the various factors that contribute to adolescent development as well as developmental challenges that adolescents face. Apart from adolescence this course highlights the crucial theoretical concepts that helps to understand the several issues that present themselves during adulthood, especially later adulthood.

Syllabus

Unit I. Introduction to Adolescent Development

Hours: 10

Marks: 20

A. Historical Perspective

B. Theories of Adolescent Development

C. Puberty: Physical & Psychological impact

D. Brain Development

E. Physical Health

Unit II. Challenges of Adolescence

Hours: 20

Marks: 30

A. The Self & Identity

B. Family Dynamics

C. Peer Interactions

D. Love & Sexuality

E. Culture and adolescent development

F. Sex Differences & Gender Role Development

G. Decision Making during adolescence

H. Work & Adolescence

I. Substance Use, Delinquency & Crime

J. Depression, Suicide & Eating disorders

Effect of Media & Gadget Use will be covered through assignments.

Unit III. Development During Adulthood

Hours: 10

Marks: 20

A. Physical Development

a. During young adulthood

b. During middle adulthood

c. During late adulthood

B. Cognitive Development

a. Memory b. Problem Solving c. Judgment & Decision Making

C. Theories of Aging

Unit IV. Challenges of Adulthood

Hours: 20

Marks: 30

A. Relationships, Family Dynamics & Societal Concerns a. In young & middle adulthood b. In late adulthood

B. Occupational & Lifestyle Concerns

a. In young & middle adulthood b. In late adulthood: Dealing with retirement

C. Emotion during Adulthood

D. Personality in Middle Adulthood & Late Adulthood

E. Depression & Dementia in Late Adulthood

F. Dying & Bereavement

References:

Arnett, J.J. (2013). Adolescence & Emerging Adulthood: A cultural approach (5th Edition). USA: Pearson.

Kail, R.V. & Cavanaugh, J.C. (2014). Essentials of Human Development: A life span view. USA: Wadsworth.

Papalia et al. (2004). Human Development (9th Edition). United States: Tata McGraw Hill.
Santrock, J.W. (2011) Adolescence, New Delhi, Tata McGraw Hill 12th Edition

Shaffer, D.R. & Kipp, K. (2014). Developmental Psychology: Childhood & Adolescence (9th Edition). Canada: Wadsworth.

Verhargen, P. & Hertzog, C. (2014). The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood. New York: Oxford University Press.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 questions of 10 marks each.

Course: NGO Management

Course Code: PG-PSY-II. E-6.1

Marks: 100

Credits: 04

Course Objectives:

1. To help students develop an understanding of How NGOs are formed and their Functioning

2. To develop Volunteering skills in students

3. To help students take up a career and develop entrepreneurial skills.

Outcomes: At the end of this course, students will:

a. Understand how an NGO is managed

b. Explore career prospects and procedure in setting up an NGO

c. Develop adequate skills to volunteer in NGOs

Course Description:

This course focuses on educating the students about NGO founding and Management so that it will widen their knowledge as well as give them career options in the same. This course will provide students with the working knowledge of the administrative, financial and organizational aspects of NGOs. It will also help them understand the functioning of various types of NGOs.

Unit I: Formation of an NGO in India
Hours: 15

Marks: 20

A. Introduction and development of NGOs In India

B. Formation of a society

C. Formation and Essential Features of a Trust

D. Formation and Characteristics of a Non- Profit Company

E. Comparative analysis of society, Trust and Non- Profit Company

Unit II: Management of an NGO

Hours: 15

Marks: 20

A. Administration and Guidelines for a society, charitable trust and Non- Profit Company

B. Registration of an NGO under other Acts

C. Marketing

D. Recommended code of practice for Indian NGOs

E. Foreign Contribution

F. Social Project Development

Unit III: Indian Laws and NGOs

Hours: 05

Marks: 10

A. The Juvenile justice (care and protection of children) Act, 2000
B. Offences and Penalties under Juvenile Justice (care and protection of children) Act, 2000

Unit IV: Nature of NGO Activities

Hours :15

Marks: 30

A. Child

B. Disabled

C. Emergency Support (Natural Disasters)

D. NGOs and the Management of Relationships

E. Women

F. Substance Abuse

G. Health

Unit V: NGOs and Government

Hours: 10

Marks: 20

A. Grants in-aid from Government of India
B. Schemes sponsored by the Ministry of Social Justice and Empowerment
C. Schemes sponsored by the Ministry of Human Resource and Development
D. Schemes sponsored by the Ministry of Health and Family Welfare, New Delhi

References:

1. Abraham, A. (2011). Formation and the Management of NGOs. Universal Law Publishing, Third edition.
2. Lewid, D. (2001) Management of Non- Governmental Developmental Institutions.
3. Articles on Indian Constitutional Policies and Acts in India.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04short questions of 05 marks each and 04 questions of 10 marks each.

ANNEXURE A

Board of Studies– Department of Psychology

15th March, 2019

(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
1	Practicum	Unit II	The workshop module was changed from eight to five topics where students will submit written work for 5 workshops of which they will conduct two workshops with children.	To Reduce the credits of core-skilled based courses from 5 credits to 4 credits.
1	Research Methodology for Psychology	All the units	Since the previous syllabus had clustered topics, each topic is elaborated and done in detail.	Change in the number of credits for elective courses from 2 credits to 4 credits.
1	School Counselling	Unit 3 & 4	Two units are added to the existing syllabi. The two units which are added focus on Student	Change in the number of credits for elective courses from 2 credits to 4 credits.

			Development and Counselling for Special Cases [within the school context]	
1	Positive psychology	Unit 4 & 5	two units i.e. unit 4 and 5 are added to the existing course.	Change in the number of credits for elective courses from 2 credits to 4 credits.
2	Counselling therapies- I	unit 2 and 4	topics repeated in unit ii and iii were excluded (because they would be covered in depth in coming semesters) from the syllabi and few topics were clubbed together.	To Reduce the credits of core-skilled based courses from 5 credits to 4 credits.
2	Advanced statistics for Psychology	Unit 3	One unit of practical component on SPSS is introduced.	Change in the number of credits for elective courses from 2 credits to 4 credits.
2	Psychology of Adolescence and Adulthood	Unit 3 & 4	Psychology Adolescence& development beyond adolescence (these two credit courses are	Better continuity in concepts. Change in the number of credits for elective courses from 2 credits to 4 credits.

			clubbed together as one course of 4 credit)	
2	NGO Management	Unit 4 & Unit 5	Two units are added in the course i.e. unit 4 on government laws and Ngos & unit 5 on government schemes were introduced. Course Titled as NGO management	The reason for the same being that since students are taught about formation, nature of work and other aspects of management of Ngo's it is important for them to know about the schemes and laws which would give them a better understanding about functioning in Ngos. The second change that we intend to bring about is the title of the course i.e. removing the word Entrepreneurship from the course. The existing course was not touching upon this aspect however members suggested social entrepreneurship to be included but since we could not get access to

				the resource material for the same, we have decided to keep the course as Ngo Management.

M.A. in Child Development & Child Psychology

PROGRAMME OUTCOMES

Programme Outcomes (PO)	Short Title of the POs	Description of the Programme Outcomes Post Graduates will be able to:
PO-1	Analysis	Describe overall physical, cognitive & emotional development across the lifespan & distinguish between age and gender specific development.
PO-2	Ethics	Recognize and understand professional ethics /human values and be responsible in therapy/Child counselling settings
PO-3	Communication	Communicate effectively (oral and written) as a responsible person in the society.
PO-4	Research Aptitude	Review literature, understand general research methods and be able to analyse, interpret and derive rational conclusions.
PO-5	Life Skills	Apply concepts learnt in psychology to real life situations
PO-6	Critical Thinking	Analyse/Review cases, movies, books etc underpinning the psychological concepts
PO-7	Planning & Implementation	Prepare and implement workshop modules, therapeutic strategies and community awareness programs on topics related to mental health
PO-8	Counselling Skills	Identify mental health disorders among the clientele (children and adolescents) and provide counselling in schools.
PO-9	Community outreach	Coordinating with the community (state agencies, institutions, workplaces, etc.) toward the betterment of the society's mental health
PO-10	Testing	Be able to conduct screening and assessments tools.

PROGRAMME SPECIFIC OUTCOMES (PSO) of Post Graduate Department of Psychology After successful completion of a Master's degree in Psychology, the students will:		
PSO-1	Testing	Assist in screening and psychometric assessments
PSO-2	Screening & Intervention	Identify children with learning disabilities and design intervention programs for the same
PSO-3	Content Development/ Workshop Module and delivery	Develop workshop modules and conduction of workshops on any topic related to children and adolescents
PSO-4	Career development programs	Design career development programs for school children
PSO-5	Classroom management	Handle problem students and motivate them effectively while handling the course curriculum
PSO-6	School Counselling	Provide counselling to school children/ early adolescents

Course Outcomes

Sr. No	Course Code	Course Title	Course Outcomes
1.	PG-PSY-I.C-1 (Core Theory)	**Child Development**	CO1. Understand prenatal development and processes involved in child birth. CO2. Describe human development from all perspectives. CO3. Differentiate between physical, cognitive and socioemotional development during infancy, early and late middle childhood. CO4. Apply the different aspects of child development in real life counselling settings.

			CO5. Evaluate the transitions in child development in various developmental periods. CO6. Analyse the causes for developmental disabilities and abnormalities. CO7. Critically evaluate theories. CO8. Distinguish between intelligence amongst different cultures. CO9. Distinguish between slow learners and gifted children. CO10. Devise effective strategies to enhance memory skills among children. CO11.Evaluate various parenting styles. CO12. Understanding various developmental milestones which helps in counselling settings.
2.	PG-PSY-I. S-1 **(**Core Skill based)	**Practicum**	CO 1. Communicate effectively CO 2. Devise and deliver workshops related to important topics of mental health care specially targeted at children & adolescents. CO 3. Comparative analysis in personality, developmental and intelligence tests. CO 4. Establish rapport building skills needed in counselling settings. CO 5. Conduct psychometric tests for both children and adolescents. CO6. Write reports, Take case histories of Children & adolescents.

			CO7. Understand different neuro-cognitive psycho diagnostic tests. CO8. Understand different behaviour rating scales. CO9. Analyse difference in objective and subjective personality tests. CO10. Analyse differences in verbal and non-verbal tests of intelligence. CO11. Develop interviewing skills required in clinical settings
3.	PG-PSY-I. S-2 (Core Skill-based)	**Case Studies in Child Development**	CO 1. Identify children's strengths and behaviours that require intervention. CO2. Record the pattern of interaction and behaviour of children with others. CO3. Analyse causes of faulty behaviours in children CO4. Recommend therapeutic treatment
4.	PG-PSY-I. E-1.1 (Elective-theory)	**Research Methodology for Psychology**	CO1. Describe and distinguish between various research processes. CO2. Formulate a research proposal CO3. Understand ethics involved in research CO4. Distinguish between various research designs. CO5. Design experiments and research problems

			CO6. Understand sampling methods used in data collection CO7. Critically review literature CO8. Prepare Research report in APA format
5.	PG-PSY-I. E-2.1 (Elective-theory)	**School Counselling**	CO1. Realize the significance of school counselling; CO2. Understand the qualities of a school counsellor. CO3. Identify & appreciate the roles of a school counsellor; CO4. Realize the importance of ethics in school counselling CO5. Understand and be able to conduct interventions for special cases within the school context. CO6. Learn and be able to conduct career guidance for elementary, secondary and higher secondary students. CO7. Communicate effectively as a counsellor
6.	PG-PSY-I. E-3.1 (Elective-theory)	**Positive Psychology**	CO1. Describe positive emotions and differentiate it from positive affect. CO2. Critically evaluate the role of Positive Emotions in happiness & wellbeing CO3. Describe the process of mindfulness. CO4. Conduct basic mindfulness meditation sessions. CO5. Analyse positive psychology from eastern and western perspective CO6. Describe the factors which influence happiness and subjective well-being.

			CO7. Classify the virtues of strengths in character and well being CO8. Describe the significance of positive psychology as a therapeutic technique. CO9. Explain in detail the growth through trauma CO10. Critically evaluate positive effects & negative effects of trauma
7.	PG-PSY-II.C-2 (Core-theory)	**Child Psychopathology**	CO1. Identify & describe the neurodevelopmental disorders experienced in childhood. CO2. Identify & describe the other common disorders of childhood, including the eating, anxiety, & attachment disorders. CO3. Use the DSM-V, which is the international handbook for mental disorders. CO4. Describe the risk & protective factors responsible for childhood disorders. CO5. Use a diagnostic framework to work with children and adolescents. CO6. Plan, prepare & conduct psycho-educational sessions for mental health disorders. CO7. Apply their understanding of the developmental psychopathology in their interactions with clients on the field.
8.	PG-PSY-II. S-3 (Core Skill based)	**Counselling Therapies for Children I**	CO1. Understand the importance of the child counsellor relationship

			CO2. Develop the qualities required for a counsellor CO3. Understand the internal processes of a child during therapy CO4. Enable to handle a resistant or difficult child during therapy CO5.To develop effective listening skills CO6. To understand and apply techniques of REBT in real problem situations CO7. To effectively use play as a therapeutic tool CO8. Be able to formulate behavior modification plans for children CO9. To be able to successfully psycho-educate the parents CO10. To effectively use audio visual aids in psychoeducation CO11. Describe art-based therapies and use techniques in sessions CO12. Describe the various gestalt techniques in therapy settings.
9.	PG-PSY-II. S-4 (Core Skill-based)	**Case studies in Child Psychopathology**	CO1. Identify children's strengths and behaviours that require intervention. CO2. Record the pattern of interaction and behaviour of children with others.

			CO3. Analyze causes of faulty behaviours in children. CO4. Recommend therapeutic treatment
10.	PG-PSY-II.E-4.1 (Elective-theory)	**Advanced Statistics for Psychology**	CO1. 1. Understand the advanced statistical procedures used in Psychology. CO2. Differentiate between Parametric and Non-parametric statistical procedures. CO3. Differentiate between Techniques used for causal connections and establishing relations. CO4. Apply learnt statistical techniques in designing research. CO5. Understand and conduct Normality testing. CO6. Process and analyse the data using SPSS Software.
11.	PG-PSY-II.E-5.1 (Elective-theory)	**Psychology of Adolescence and adulthood**	CO1. Describe the physical, cognitive & emotional development among adolescents. CO2. Describe the challenges faced by adolescents during everyday life. CO3. Conduct counselling sessions with adolescents and their parents. CO4. Apply their understanding of adolescent's concerns in developing awareness programs at the community level. CO5. Evaluate the patterns of adjustment among adolescents.

			CO6. Analyse the various mental health concerns present among adolescents. CO7. Analyse threats to adolescent development. CO8. Distinguish between adolescent development in western countries versus that of the Indian society. CO9. Describe the physical, cognitive & emotional development during adulthood. CO10.Describe the challenges faced during adult life. CO11. Evaluate the support system available during the last stages of life. CO12. Conduct basic counselling sessions with people of all age groups. CO13. Evaluate the transition from one phase of life into another. CO14. Analyse the various mental health concerns present among adults. CO15. Identify core areas of adult development which require more attention from a therapeutic perspective.
12.	PG-PSY-II.E-6.1 (Elective-theory)	**NGO Management**	CO1. Understand and explain the steps involved in registration of an NGO CO2. Describe the processes involved in management of an NGO

			CO3. Describe the various NGOs and Government schemes CO4. Develop skills required for volunteering in NGO's
13.	PG-PSY-III.C-3 (Core-Theory)	**Counselling Approaches**	CO1. Describe various counselling approaches. CO2. Distinguish the different therapeutic techniques and relationships in each counselling approach. CO3.Apply various counselling approaches in client settings. (child and adolescent) CO4. To analyse cases using different counselling approaches. CO5. To devise/formulate therapeutic intervention based on a given counselling approach.
14.	PG-PSY-III-S-5 (Core Skill-based)	**Counselling Therapies for Children II**	CO1. Develop skills to counsel children in groups CO2. Apply family therapy to handle disputes in the family CO3. Construct behaviour intervention plans for problem behaviour CO4. Integrate alternative therapies as an adjunct to main therapies
15.	PG-PSY-III.S-6 (Core Skill-based)	**Case studies – way to understand Psychotherapies**	CO1. Identify children's strengths and behaviours that require intervention. CO2. Record the pattern of interaction and behavior of

			children with others. CO3. Analyse causes of faulty behaviours in children CO4. Recommend therapeutic treatment.
16.	PG-PSY-III.E-7.1 (Elective-theory)	**Pediatric Psychology**	CO1. Identify various coping mechanisms to help children with long term illnesses, tragic losses and disabilities. CO2. To be able to understand the role of counsellor in pediatric set up. CO3. To understand the role of empathy and sensitization in paediatric setup. CO4. Deal with child illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses. CO5. To understand adherence in pediatric setup and use effective strategies to improve adherence in pediatric medical regimens CO6. To devise/formulate intervention models to be able to deal with children suffering from long term illness. CO7. Devise school reintegration models. CO8. Be able to highlight and compare the various effective & emerging treatments in Pediatric Psychology

17.	PG-PSY-III.E-8.1 (Elective-theory)	**Child and Crime**	CO1.Analyze the impact of the risk factors which predispose children to committing or becoming a victim of crime. CO2. Assess the way in which protective factors prevent children from committing crime. CO3. Apply the developmental trajectory of childhood victimization in understanding victimization impact. CO4. Develop interventions based on the developmental dimensions model of childhood victimization impact. CO5. Analyse the efficacy of the preventive strategies to reduce childhood crime. CO6. Apply intervention strategies to help the victims of crime as well as juvenile offenders.
18.	PG-PSY-IV.C-4 (Core-Theory)	**Children with** **Disabilities and** **Understanding** **Special needs**	CO1. Identify children with various disabilities/ special needs. CO2. To understand the nature and causes of disabilities CO3. To be able to differentiate between the severity of disabilities CO4. Develop strategies to improve social skills CO5. Be able to teach children self-management skills CO6.To draw up an intervention plan for affected children CO7.To develop practical activities and intervention strategies for gifted children
19.	PG-PSY-IV. S-7 (Core Skill-based)	**Management of Disabilities**	CO1. Conduct screening for learning disabilities and arrive at a diagnosis CO2. Develop and implement intervention techniques for learning disabilities.

			CO3. Apply the strategies to the school curriculum CO4. Appraise the progress of the child in school and modify strategies if required.
20.	PG-PSY-IV. S-8 (Core Skill-based)	**Case Studies in Childhood Disabilities and Understanding Special needs**	CO1. Identify children's strengths and behaviours that require intervention. CO2. Record the pattern of interaction and behaviour of children with others. CO3. Analyse causes of faulty behaviours in children CO4. Recommend therapeutic treatment.
21.	PG-PSY-IV.E-9.1 (Elective-theory)	**Rehabilitation Psychology**	CO1. To understand the importance of rehabilitation and rehabilitation psychology CO2. Realize the different aspects of rehabilitation, plan assessments accordingly and understand the usage of assistive technology. CO3. Be able to evaluate the different applications of rehabilitation psychology. CO4. Be able to highlight various issues and challenges in the field of rehabilitation psychology CO5. Plan and design intervention programs for persons with disabilities.

22.	PG-PSY-IV. E-10.1 (Elective-theory)	**Counselling Parents**	CO1. Analyze in which way the concepts of parenting and parenting styles influence daily parenting behavior. CO2. Encourage parents of their clients to be holistically involved in their child's development. CO3. Use and teach positive parenting skills to their clients. CO4. Conduct workshops on the positive parenting skills suitable for the new age child. CO5. Assess the role that parenting may play as an etiological factor in childhood disorders. CO6. Develop and execute parenting programs for childhood externalizing disorders. CO7. Conduct REBT based parenting programs. CO8. Assist parents of children with mental disabilities to accept and cope with their child's diagnosis

Revised Syllabus

Course: Counselling Therapies for Children II

Code: PG-PSY-III.S-5

Marks: 100

Credits: 04

Course Objectives:

1. To familiarize the learners with the concepts & theory involved in counselling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

Course Outcomes:

CO1. Develop skills to counsel children in groups

CO2. Apply family therapy to handle disputes in the family

CO3. Construct behaviour intervention plans for problem behaviour

CO4. Integrate alternative therapies as an adjunct to main therapies

Syllabus

Unit I: Counselling Children in Groups (30marks) Number of Hours: 20

a) Counselling children in groups: Practice Framework
b) Skills for counselling children in groups

Unit 2: Family therapy (20 marks) Number of hours: 10

a) How does family counselling differs from individual counselling
b) Systems Approach to Family Therapy
c) Structural Family
d) Strategic Family Therapy
e) Communications Approach to Family Therapy

Unit 3: Behaviour therapy with children (ABA) (30 marks) Number of hours: 20

a) Meaning of ABA
b) Understanding Behaviour

c) Antecedents and Consequences
d) Other Kinds of Learning
e) Behavioural Analysis
f) What to do next
g) Behavioural Education

Unit 4: Expressive Art Therapies (any two) (20 marks) Number of Hours: 10

a) Overview of Expressive Arts
b) Visual Arts
c) Music Therapy
d) Drama Therapy
e) Expressive Writing/ Poetry Therapy
f) Dance/ Movement Therapy

References:

Geldard, K., & Geldard, D. (2008). Counselling Children: A Practical Introduction (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.

Henderson, D.A., & Thompson, C.L. (2011). Counseling Children (8th Ed.). Belmont, CA: Brooks/Cole.

Web References:

Family Interventions: Basic principles and techniques
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7001353/

Art therapy https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1071468/

ABA https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2931781/

Course: Pediatric Psychology

Code: PG-PSY-III.E-7.1

Marks: 100

Credits: 04

Course Objectives:

1. To educate students in the coping strategies used to help children deal with critical long-term illness.

2. To develop an attitude of empathy towards sick children and adolescents.

3. To teach students the types of supportive management that parents of sick children require.

Course Outcomes: At the end of the course the student will be able to:

CO1. Identify various coping mechanisms to help children with long term illnesses, tragic losses and disabilities.

CO2. To be able to understand the role of counsellor in pediatric set up.

CO3. To understand the role of empathy and sensitization in paediatric setup.

CO4. Deal with child illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses.

CO5. To understand adherence in pediatric setup and use effective strategies to improve adherence in pediatric medical regimens

CO6. To devise/formulate intervention models to be able to deal with children suffering from long term illness.

CO7. Devise school reintegration models.

CO8. Be able to highlight and compare the various effective & emerging treatments in Pediatric Psychology

Syllabus

Unit 1. Understanding Pediatric Psychology Number of hours: 15

a. Overview of the field of Pediatric psychology- Global and Indian Context

b. Common presenting concerns for Pediatric psychology practice

c. Cross-Cutting Issues in Pediatric Psychology

d. School re-integration in Pediatric Psychology

Unit 2 Adherence to Pediatric treatment regimes Number of hours:15

a. Definitions of Adherence, Types of Adherence Problems, and Adherence Rates
b. Adherence Theories: Review, Critique, and Clinical Implications
c. Consequences of Nonadherence and Correlates of Adherence
d. Strategies for Improving Adherence to Pediatric Medical Regimens

Unit 3. Effective and Emerging Treatments in Pediatric Psychology Number of hours:15

I. Treatment research and practice

a. Effective treatments in pediatric psychology
b. Treatment manuals and clinical practice

II. Intervention approaches

a. Individual therapies
b. Multiperson and systemic Interventions

Unit 4. Coping strategies for Parents and Children Number of hours: 15

a. Preparing child for hospitalization, painful procedures

b. Pediatric oncology, diabetes, HIV, seizures, heart disease

c. Pediatric organ transplantation

d. Losing a child

References

Brown, R (2004). *Handbook of Pediatric Psychology in School Settings*. London: Lawrence Erlbaum Associates, Inc

Gross, A & Drabman, R. (1990). *Handbook of Clinical Behavioral Pediatrics*. New York and London: Plenum Press

Rapoff, M (2010). *Adherence to Pediatric Medical Regimens*. (2nd edition). NewYork Springer:

Roberts, M et al (2014). *Clinical Practice of Pediatric Psychology.* The Guilford Press

Roberts $ Steele (2009). *Handbook of Pediatric Psychology*. (3rd edition). The Giulford Press.

Spirito, A & Kazak, A. (2006). *Effective and Emerging Treatments in Pediatric Psychology*. NewYork: Oxford University Press, Inc

Journal Reference:

Indian Journal of Psychiatry http://www.indianjpsychiatry.org/

JIACAM www.jiacam.org. *Journal* of *Indian* Association for *Child* and Adolescent Mental Health

Web Reference:

Pediatric psychology in an Indian context

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3146195

Pediatric psychology in an Indian context

https://www.indianjpsychiatry.org/cpg/cpg2008/cpg-cap_14.pdf

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 long questions of 10 marks each.

Course: Child and Crime
Code: PG-PSY-III.E-8.1
Marks: 100
Credits: 04

Course Objectives:

1. To acquaint the students with the nature of crime in childhood.
2. To familiarize the students with the intervention strategies to help the victims and offenders of crime during childhood.

Course Outcomes: At the end of this course students will be able to:

CO1.Analyze the impact of the risk factors which predispose children to committing or becoming a victim of crime.
CO2. Assess the way in which protective factors prevent children from committing crime.
CO3. Apply the developmental trajectory of childhood victimization in understanding victimization impact.
CO4. Develop interventions based on the developmental dimensions model of childhood victimization impact.
CO5. Analyse the efficacy of the preventive strategies to reduce childhood crime.
CO6. Apply intervention strategies to help the victims of crime as well as juvenile offenders.

Syllabus

Unit I: Children as Offenders: Risk & Protective Factors Number of Hours: 15

a. Understanding Risk & Protective Factors
b. Individual Risk & Protective Factors for Childhood Delinquency
c. Family based Risk & Protective Factors for Childhood Delinquency
d. Socioeconomic, Peer, School and Community Risk & Protective Factors for Childhood Delinquency

Unit II: Children as Offenders: Risk – Focused Prevention Number of Hours: 15

a. Understanding Risk – Focused Prevention
b. Individual Prevention Strategies
c. Family based Prevention Strategies
d. Socioeconomic, Peer, School and Community Based Prevention Strategies

Unit III: Children as Victims Number of Hours: 15

a. Understanding Childhood Victimization
b. Identifying At Risk Children
c. Developmental Context of Victimization: Developmental Victimology & Impact

d. Child Abuse and Neglect [POCSO Act, Goa Children's Act, Role of Goa State Commission for Protection of Child Rights & Govt. Children's Home in Goa (e.g., Apna Ghar)]

Unit IV: Interventions: Case Studies Number of Hours: 15

a. Cognitive Behavioural Interventions
b. Boot Camps & Scared Straight
c. Early Parent Training
d. Child Social Skills Training

References:

Farrington, D.P., and Welsh, B.C. (2006). *Preventing crime: What works for children, offenders, victims, and places.* Springer: The Netherlands

Farrington, D.P., and Welsh, B.C. (2007). *Saving children from a life of crime: Early risk factors and effective interventions.* Oxford University Press: New York.

Finkelhor, D. (2008). Childhood victimization: Violence, crime, and abuse in the lives of young people. Oxford University Press: New York.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment.
Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

Course: Management of Learning Disabilities
Code: PG-PSY-IV.S-7
Marks: 100
Credits: 04

Course Objectives:

1. To familiarize students with learning disabilities and their management.
2. To acquaint students with the intervention techniques for the various types of learning difficulties.

Course Outcomes: At the end of this course students will be able to
CO1. Conduct screening for learning disabilities and arrive at a diagnosis
CO2. Develop and implement intervention techniques for learning disabilities.
CO3. Apply the strategies to the school curriculum
CO4. Appraise the progress of the child in school and modify strategies if required.

Course Description:

In today's world it is imperative that everyone dealing with children is equipped to handle any kinds of learning challenges exhibited by them. This course aims to establish a firm understanding among the students regarding the learning disabilities, the evaluation and diagnostic strategies of these disabilities and emphasizes on specific interventions for each type of learning disability.

Unit I: Introduction and Types of Evaluation (30 marks)

Number of Hours: 20

a. Definition of Learning disability, types
b. Neurodevelopmental evaluation
c. Psychological evaluation
d. Educational & Language evaluation
e. Arriving at an interdisciplinary diagnosis

Unit II: Planning for treatment of Learning disabilities (10 marks)

Number of hours: 05

a. IEP
b. IFSP

Unit III: Intervention Strategies for learning disabilities

(45 marks)

Number of hours: 25

a. Effective instruction for Learning difficulties
b. Strategies for overcoming / preventing reading problems
c. Helping students improve their writing skills
d. Developing spelling skills
e. Developing numeracy and math problem – solving skill
f. Adapting curriculum

Unit IV: Classroom screening tools and board concessions

(15 marks)

Number of hours: 10

a. Teacher sensitization
b. Teacher screening tools for learning disabilities in classrooms
c. CWSN government concessions

References:

Brown, F.R., Aylward, E.H., Keogh, B.K. (1992). *Diagnosis and management of learning disabilities: An interdisciplinary / lifespan approach (2nd ed.).* Springer Publishing Group.

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs.* The Guilford Press: New York and London

Westwood, P. (2003). *Commonsense methods for children with special needs (4th ed.).* RoutledgeFalmer: London and New York

Hayes, Anne M, Dombrowski Eileen, Shefcyk Allison & Bulat Jennae (2018). *Learning Disabilities Screening and Evaluation guide for Low and Middle Income Countries,* Research Triangle Park (NC): RTI Press; 2018

Hammeken A. Peggy, 92007), *The Teachers guide to inclusive education: 750 strategies for success (1st edition),* Corwin Press

Web Reference:
Clinical Practice guidelines on assessment and management of SLD
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6345134/

IEP
https://pubmed.ncbi.nlm.nih.gov/11450386/

CWSN government concessions

https://education.goa.gov.in/sites/default/files/Scheme-for-Children-with-Special-Needs-2018.pdf

Evaluation Criteria:

Unit I & Unit II:

Students will have to practice the management for learning disabilities techniques with students exhibiting these techniques and share reports about the same.

Course: **Rehabilitation Psychology**

Course Code: PG-PSY-IV.E-9.1

Marks: 100

Credits: 04

Course Objectives:

1. To introduce the importance of rehabilitation and rehabilitation psychology
2. To understand the different aspects of assessment, technology and legal issues regarding rehabilitation.
3. To understand the different issues and applications of rehabilitation psychology.
4. To learn psychological interventions and counseling strategies for rehabilitating individuals with disabilities.

Course Outcomes: At the end of the course, students will be able to

CO1. To understand the importance of rehabilitation and rehabilitation psychology

CO2. Realize the different aspects of rehabilitation, plan assessments accordingly and understand the usage of assistive technology.

CO3. Be able to evaluate the different applications of rehabilitation psychology.

CO4. Be able to highlight various issues and challenges in the field of rehabilitation psychology.

CO5. Plan and design intervention programs for persons with disabilities.

Unit I. Nature and Scope of Rehabilitation psychology Number of Hours: 10

Marks: 20

- Definition, scope and methods,
- Functions of Rehabilitation Psychology: General functions and special functions, Goals and objectives of rehabilitation
- History and Philosophy of Disability Rehabilitation
- Medical, social and biopsychosocial model of disability

Unit II: Rehabilitation of Persons with Disability Number of Hours: 15

Marks: 25

- Rehabilitation of persons with physical disabilities: medical/physical, psycho- social and vocational rehabilitation.
- Assessment of persons with disabilities

- Assistive technology for enhancing functional capacities of persons with disabilities
- Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.

Unit III: Application of Rehabilitation Psychology Number of Hours: 15

Marks: 25

- Rehabilitation of addictions: drug and alcohol
- Rehabilitation after abuse and violence
- Palliative care, pain management and symptom control
- Sports Injury and Rehabilitation.

Unit IV. Psychological Intervention Number of Hours: 20

Marks: 30

- Life span development of people with disabilities, Screening and early identification of people with developmental disabilities.
- Early intervention: definition, assessment and strategies for intervention.
- Guidelines for Interventions, Counselling Strategies, Therapeutic services and Restorative techniques.
- Disability and Rehabilitation services in India: Issues and Challenges.

Reference Books

Mandatory reading

Frank R. Handbook of Rehabilitation Psychology. APA

Kennedy P. Oxford Handbook of Rehabilitation. Psychology, OUP

Falvo, D. R., & Holland, B. (2018). Medical and psychosocial aspects of chronic illness and disability. Burlington, MA: Jones & Bartlett Learning.

Supplementary reading

Manual of Psychosocial Rehabilitation (2012), Wiley Blackwell.

Best and Promising Practices in Developmental Disabilities. Pro-Ed Texas

Beyond Disability – Towards an Enabling Society. Sage Publications

Web Reference:

What is Rehabilitation Psychology. Retrieved from http://www.div22.org/what-is-rehab-psych

Rehabilitation Psychology, American psychological Association. Retrieved from https://www.apa.org/ed/graduate/specialize/rehabilitation

Association of Rehabilitation Psychologists - India. Retrieved from http://rehabilitationpsychologist.org/aboutus.aspx

Personality Assessment in Medical Rehabilitation. Retrieved from https://www.researchgate.net/publication/234166242_PERSONALITY_ASSESSMENT_IN_MEDICAL_REHABILITATION

Psychological Assessment and Intervention in Rehabilitation. Retrieved from https://clinicalgate.com/psychological-assessment-and-intervention-in-rehabilitation/

Current Concepts in Sports Injury Rehabilitation. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5609374/

Drug Rehabilitation. Retrieved from https://www.rehabs.com/treatment/rehab/

Rights of People with Disabilities Act, 2016. Retrieved from https://indiacode.nic.in/handle/123456789/2155?view_type=browse&sam_handle=123456789/1362

Assessment and Evaluation:

Continuous Assessment: 40 marks

Semester End Examination: 60 marks: 3 short notes of 4 marks each and 4 long answers of 12 marks each**.**

Course: Counselling with Parents
Code: PG-PSY-IV.E-10.1
Marks: 100
Credits: 04

Course Objectives:

1. To acquaint the students with the concept of parenting, parenting styles and balanced parenting.
2. To help students understand the new age positive parenting skills.
3. To enable students to understand how parenting may contribute to development of childhood disorders.
4. To help the students understand the nuances of positive parenting programs.
5. To appreciate the difficulties faced by parents of children with mental disabilities & assist them.

Course Outcomes: At the end of this course students will be able to:

CO1. Analyze in which way the concepts of parenting and parenting styles influence daily parenting behavior.
CO2. Encourage parents of their clients to be holistically involved in their child's development.
CO3. Use and teach positive parenting skills to their clients.
CO4.Conduct workshops on the positive parenting skills suitable for the new age child.
CO5.Assess the role that parenting may play as an etiological factor in childhood disorders.
CO6.Develop and execute parenting programs for childhood externalizing disorders.
CO7.Conduct REBT based parenting programs.
CO8. Assist parents of children with mental disabilities to accept and cope with their child's diagnosis.

Syllabus

Unit I: Understanding Parenting Number of Hours: 15

a. Concepts of Parenting & Parenting Styles
b. Different Contexts for Parenting
c. Role of Fathers in Parenting
d. Letting Go & Leaving a Legacy

Unit II: Positive Parenting Skills Number of Hours: 15

a. Skills to Create Co-operation [Focus on Positive Vocabulary Usage]
b. Skills to Minimize Resistance [Listening, Preparation, Distraction, Rituals]
c. Skills to Improve Communication [Hard-Love / Soft – Love Parenting, Delaying Gratification]
d. Skills for Increasing Motivation [Focus on Positive Rewards & Punishment]
e. Skills for Asserting Leadership [Making Commands Positive]

Unit III: Parenting Programs for Children Externalizing Disorders Number of Hours: 15

a. Understanding Externalizing Disorders among children
b. Cognitive Behavioural Parenting Program
c. The REBT approach of Parenting Program
d. Rational Positive Parenting Program

Unit IV: Parenting Children with Neurotypical Disabilities Number of Hours: 15

a. Accepting the Verdict
b. Searching for Expert Guidance for children
c. Understanding Parental Suffering & their Role as Caregivers
d. Managing & Coping with Everyday Life Struggles

References:

David, O.A. & DiGiuseppe, R. (2016). *The Rational Positive Parenting Program*. Springer: New York.

Gray, J. (1999). *Children are from Heaven: Positive Parenting Skills for raising competitive, confident and compassionate children.* HarperCollins.

LeCroy, C.W. (2011). *Parenting Mentally Ill Children*. Praegar: California.

Miller, S. (2010). *Supporting Parents: Improving Outcomes for Children, Families and Communities.* McGraw Hill: New York.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

POST GRADUATE PROGRAM- MA CHILD PSYCHOLOGY& CHILD DEVELOPMENT
COURSE STRUCTURE 2021

	CORE COMPULSORY			**ELECTIVE THEORY**		
	Core Theory	**Core Skilled**		**(any two)**		
I	PGM-PSY-I-C1 **Child Development** (Credits -4)	PGM-PSY-I-S-C2 **Practicum** (Credits -4)		PGM-PSY-I-E1 **Research Methodology for Psychology-I** (Credits- 4)	PGM-PSY-I-E2 **School Counselling** (Credits- 4)	PGM-PSY-I-E3 **Theories of Personality** (Credits- 4)
II	PGM-PSY-II-C3 **Child Psychopathology** (Credits -4)	PGM-PSY-II-S-C4 **Counselling Therapies for Children I** (Credits -4)		PGM-PSY-II-E4 **Research Methodology for Psychology--II** (Credits- 4)	PGM-PSY-II-E5 **Child & Crime** (Credits- 4)	PGM-PSY-II-E6 **Psychology of Adolescence** (Credits-4)
III	PGM-PSY-III-C5 **Counselling Approaches** (Credits -4)	PGM-PSY-III-S-C6 **Counselling Therapies for Children II** (Credits -4)		PGM-PSY-III-E7 **Advanced Statistics for Psychology** (Credits- 4)	PGM-PSY-III-E8 **Ngo Management** (Credits- 4)	PGM-PSY-III-E9 **Paediatric Psychology** (Credits- 4)
IV	PGM-PSY-IV- C7 **Children with Special needs** (Credits -4)	PGMPSY-S-IV-C8 **Management of Learning Disabilities** (Credits -4)		PGM-PSY-IV-E10 **Research Writing** (Credits- 4)	PGM-PSY-IV-E11 **Rehabilitation Psychology** (Credits- 4)	PGM-PSY-IV-E12 **Counselling Parents** (Credits- 4)

The M.A. Programme in Psychology follows the Choice Based Credit System. To complete the M.A. programme in Psychology, a student has to accumulate a total of sixty-four credits. The total number of 64 Credits of a programme shall comprise of 32 credits for Core Courses and 32 credits for Elective Courses. The course structure has three components. These are: Core Courses - Theory, Core Courses - Skilled based and Elective Courses – Theory.

One Credit of a Theory Course shall be equivalent to 12 contact hours of learning activities, including lecture, group discussion, seminar, problem solving, tutorial, assessment and such others. One Credit of the Practical Course (Psychology Experiments and Psychological Testing) shall be equivalent to 12 clock hours of laboratory/field work/study tour.

The Core Courses are compulsory in nature and they comprise of a total of 32 credits across four semesters, out of which 16 credits are theory courses and remaining 16 are skilled based courses. In each semester the student has to complete a total of 08 credits for core courses. In every semester the studentis given three elective courses out of which they need to select two courses per semester. This constitutes to 08 credits per semester and a total of 32 credits throughout the two-year course. The students would be required to complete an internship of 4 credits through the time frame of two years.

Credits required for completing the programme: 64

Sr. No.	Nature of Courses	Credits Required
1	Core - Theory	16
2	Core - Skill based	16
3	Elective	32
	TOTAL	64

Course Information

Sr. No.	Course Titles	Course Code	Course Credits
	CORE COURSES		
	Semester I		
1	Child Development (Theory)	PGM-PSY-C1	04
2	Practicum (Skill Based)	PGM-PSY-S-C2	04
	Semester II		
3	Child Psychopathology	PGM-PSY-C3	04
4	Counseling Therapies for Children I (Skill Based)	PGM-PSY-S-C4	04
	Semester III		
5	Counseling Approaches	PGM-PSY-C5	04
6	Counseling Therapies for Children II (Skill Based)	PGM-PSY-S-C6	04
	Semester IV		
7	Children with Special Needs	PGM-PSY-C7	04
8	Management of Disabilities(Skill Based)	PGM-PSY-S-C8	04

Course Information

Sr. No.	Course Titles	Semester	Course Code	Course Credits
	ELECTIVE COURSES			
1	Research Methodology in Psychology-I	I	PGM-PSY-I-E1	4
2	School Counselling	I	PGM-PSY-I-E2	4
3	Theories of Personality	I	PGM-PSY-I-E3	4
4	Research Methodology in Psychology-II	II	PGM-PSY-II-E4	4
5	Child & Crime	II	PGM-PSY-II-E5	4
6	Psychology of Adolescence	II	PGM-PSY-II-E6	4
7	Advanced Statistics in Psychology	III	PGM-PSY-III-E7	4
8	NGO Management	III	PGM-PSY-III-E8	4
9	Paediatric Psychology	III	PGM-PSY-III-E9	4
10	Research Writing	IV	PGM-PSY-IV-E10	4
11	Rehabilitation Psychology	IV	PGM-PSY-IV-E11	4
12	Counselling Parents	IV	PGM-PSY-IV-E12	4

SEMESTER 1

Course: Child Development

Code: PGM-PSY-I-C1

Marks: 100

Credits: 04

Course Objectives:

1. To study the basic factors which influence the growth and development throughout childhood.
2. To appreciate the complex interactions between physical, emotional & social aspects of development which influence the overall personality of an individual.

Course Learning Outcomes: At the end of this course students will be able to:

CLO1. Describe prenatal development and processes involved in child birth.

CLO2. Apply the different aspects of child development in real life counselling settings.

CLO3. Evaluate the transitions in child development in various developmental periods.

CLO4. Analyze the causes for developmental disabilities and abnormalities.

CLO5. Evaluate the various developmental milestones which helps in counselling settings.

Course Description:

Human development throughout the lifespan takes place in physical, cognitive and psycho – social areas. This paper covers human development from conception till late childhood. Developmental difficulties in any of the areas (physical, socioemotional or cognitive) during any age of growing up can have a tremendous impact on an individuals' later life. And that is why, it is important to understand human development from all perspectives.

Syllabus

Unit I. Prenatal Development and Birth Marks:25

Number of hours: 12

a. The Beginning
b. From Conception to Birth
c. Influence on Prenatal Development
d. Labour and Delivery

Unit II. Development in Infancy Marks:25

Number of hours: 12

a. Physical, Perceptual and Motor Development
b. Cognitive Development
c. Socioemotional Development

Unit III: Development in Early Childhood Marks:25

Number of hours: 12

a. Physical, Perceptual and Motor Development
b. Cognitive Development
c. Socioemotional Development

Unit IV: Development in Middle & Late Childhood Marks:25

Number of hours: 12

a. Physical, Perceptual and Motor Development
b. Cognitive Development
c. Socioemotional Development

References:

Mandatory

Kail, R.V. & Cavanaugh, J.C. (2014). *Essentials of Human Development: A life span view*. USA: Wadsworth.

Supplementary

Arnett, J. (2016). *REVEL for Human Development: A Cultural Approach* (2nd ed.). Pearson Education.

Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education. Boyd, D. and Bee, H. (2014). *Lifespan Development*. Pearson Education.

Feldman, R.S. (2017). *Development Across the Life Span*. Pearson Education.

Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

Santrock, J. (2012). *Life Span development* (14th ed.). United States: McGraw Hill Higher Education.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks- a set of 04 short questions of 05 marks each and 04 questions of 10 mark each.

-x-x-x-

SEMESTER 2

Course: Child Psychopathology

Code: PGM-PSY-II-C3

Marks: 100

Credits: 4

Course Objectives:

To familiarize the students with:

1. Distinguishing normal development from psychopathology.
2. Understanding the DSM – V: The decision system for assessing problem behavior.
3. Diagnostic & treatment issues related to infants, children & adolescents.

Course Learning Outcomes: At the end of this course students will be able to understand:

CLO1. Identify & describe the neurodevelopmental disorders experienced in childhood.

CLO2. Identify & describe the other common disorders of childhood, including the eating, anxiety, substance – use, impulse control & attachment disorders.

CLO3. Use the DSM-V, which is the international handbook for mental disorders.

CLO4. Describe the risk & protective factors responsible for childhood disorders.

CLO5. Use a diagnostic framework to work with children and adolescents.

CLO6. Plan, prepare & conduct psycho-educational sessions for mental health disorders.

CLO7. Apply their understanding of the developmental psychopathology in their interactions with clients on the field.

Course Description:

This course is designed to give students an introduction to child psychopathology. The focus will be on the major disorders typically diagnosed in childhood & adolescence, with an emphasis on the DSM – V diagnostic criteria.

Syllabus

Unit I. Neurodevelopmental Disorders Marks:25

Number of Hours: 14

A. Intellectual Disability (Intellectual Developmental Disorder)

B. Communication Disorders a. Speech Sound Disorder b. Social (Pragmatic) Communication Disorder

C. Autism Spectrum Disorder

D. Attention – Deficit / Hyperactivity Disorder

E. Specific Learning Disorder

F. Motor Disorders

a. Developmental Coordination Disorder

b. Stereotypic Movement Disorder

G. Tic Disorders

Unit II. Feeding, Eating and Elimination Disorders Marks:25

Number of Hours: 10

A. Pica

B. Rumination Disorder

C. Avoidant / Restrictive Food Intake Disorder

D. Anorexia Nervosa

E. Bulimia Nervosa

F. Binge Eating Disorder

G. Enuresis and Encopresis

Unit III. Anxiety and Attachment Disorders Marks:25

Number of Hours: 12

A. Separation Anxiety Disorder

B. Social Anxiety Disorder

C. Generalized Anxiety disorder

D. Selective Mutism

E. Body Dysmorphic Disorder

F. Trauma & Stressor Related Disorders (specific to childhood)

a. Reactive Attachment Disorder

b. Disinhibited Social Engagement Disorder

c. Post-Traumatic Stress Disorders

G. Obsessive – Compulsive Disorders

Unit IV. Addiction & Disruptive Disorders Marks:25

Number of Hours: 12

A. Introduction to Substance Disorders

B. Inhalant – Related Disorders

C. Opioid – Related Disorders

D. Tobacco & Cannabis– Related Disorders

E. Gambling Disorder

F. Internet Gaming & Cell phone Disorder

G. Disruptive, Impulse – Control & Conduct Disorders

   a. Oppositional Defiant Disorder

   b. Conduct Disorder

   c. Other disorders in the category

References:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.)

Sadock, B.J. & Sadock, V.A. (2015). *Kaplan & Sadock's Synopsis of Psychiatry*.USA: Wolter Kluwer.

World Health Organization (2020). *International statistical classification of diseases and related health problems* (11th ed.). https://icd.who.int/

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 long questions of 10 marks each.

SEMESTER 3

Course: Counselling Approaches

Code: PGM-PSY-III-C5

Marks: 100

Credits: 04

Course Objectives:

1. To familiarize the students with the various classical and contemporary approaches to counselling.
2. To enable the students to use the counselling approaches in their interactions with the clients.
3. To familiarize the students with the postmodern approaches to counseling and understand its application.

Course Learning Outcomes: At the end of this course students will be able to:

CLO1. Describe various counselling approaches.

CLO2. Distinguish the different therapeutic techniques and relationships in each counselling approach.

CLO3.Apply various counselling approaches in client settings. (child and adolescent)

CLO4. To analyze cases using different counselling approaches.

CLO5. To devise/formulate therapeutic intervention based on a given counselling approach.

Course Description:

There are various counselling approaches which can be used for dealing with the presenting complaints of a client. The counselling approaches covered in this paper can be applied for therapy with all age groups; however, special attention will be given in the course to using these approaches with children & adolescents.

Syllabus

Unit I: Classical Approaches to Counselling: Theory and Application Marks: 25

Number of hours: 12

a. Humanistic Approach & Person – Centered therapy

b. Psychodynamic approach & Psychoanalytic therapy

Unit II: Cognitive and Behaviour Counselling Approaches: Theory and Application

Marks:25

Number of Hours: 12

a. Cognitive Approach & Cognitive Therapy

b. Behavioural approach & Behaviour therapy

Unit III: Emerging Counselling Approaches: Theory and Application Marks:25

Number of Hours: 12

a. Integrative & Eclectic therapies: i. Rational emotive behavior therapy, ii Cognitive behaviour therapy iii. Neurolinguistics program, Transactional analysis (in brief)
b. The multimodal approach

Unit IV: Post Modern Approaches to Counselling: Theory and Application Marks: 25

Number of Hours: 12

a. Post Modern Approaches: i. Narrative therapy ii. Solution focused brief therapy
b. Acceptance & commitment therapy

References:

Corey, Gerald **(**2009). *Theory and Practice of Counseling and Psychotherapy. Eighth Edition.* Australia; Belmont, CA: Thomson/Brooks/Cole,

Ed Neukrug (2012) *The World of the Counselor: An Introduction to the Counseling Profession* Fourth Edition, Canada, Brooks Cole

Hayes, S. C., & Smith, S. (2005). *Get out of your mind and into your life: The new Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger.

Harris, R. (2019). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy* (Second Edition). New Harbinger Publications.

Short, F. & Thomas, P. (2015). *Core Approaches in Counselling & Psychotherapy*. Routledge: London & New York.

Evaluation Criteria:

Continuous Assessment: 20 marks written test and 20 marks assignment Semester End Examination: 60 marks- a set of 04 short questions of 05 marks each and 04 questions of 10 marks each.

SEMESTER 4

Course: Children with Special Needs

Code: PGM-PSY-IV- C7

Marks: 100

Credits: 04

Course Objectives:

1. To help the students understand the various types of special needs, including the special needs of gifted children.
2. To enable the students to design and provide interventions to special needs children.

Course Learning Outcomes: At the end of this course students will be able to:

CLO1. Identify children with various disabilities/ special needs.

CLO2. To understand the nature and causes of disabilities

CLO3. To be able to differentiate between the severity of disabilities

CLO4. Develop strategies to improve social skills

CLO5. Be able to teach children self-management skills

CLO6.To draw up an intervention plan for children with special needs

CLO7.To develop practical activities and intervention strategies for gifted children

Course Description:

Children with special needs often do not receive the care that they should be receiving, largely because their difficulties are often not understood even by their caregivers. It is also important to understand that gifted children also face several challenges because people around them, do not know how to tap their talent or giftedness. This course focuses on understanding what are the various special needs manifested by children, including giftedness and discusses the intervention approaches to deal with the special needs.

Syllabus

Unit I: Types of Special Needs: Diagnosis and Treatment Marks:25

Number of hours: 12

a. Learning disabilities

b. Sensory disabilities

c. Social, emotional and behavioral disabilities

d. Cognitive disabilities

Unit II: Interventions with children with special needs Marks:25

Number of Hours: 12

a. Teaching children self – management & self - regulation

b. Improving social skills and peer group acceptance

c. Working with families: IFSPs

d. Monitoring individual child progress: IEPs

Unit III: Gifted Children as special needs children Marks:25

Number of Hours: 12

a. Gifted vs. talented children

b. Understanding the nature of gifted and talented children: biological and environmental perspectives.

c. Practical activities for gifted children at school

d. The gifted child with learning difficulties

Unit IV: Role of family in children with special needs Marks:25

Number of hours: 12

a. Redefinition of a family unit and self-care
b. Parenting a special needs child
c. Meeting the needs of siblings
d. Honoring special needs excellence

References:

Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London

Klein, M.D., Cook, R.E., & Richardson – Gibbs, A.M. (2001). *Strategies for including children with special needs in early childhood settings.* Thomson Learning Inc.

Macintyre, C. (2008). *Gifted and talented children 4 - 11*. Routledge: London and New York

Westwood, P. (2003). *Commonsense methods for children with special needs* (4th Edition). Routledge Falmer: London and New York

Winter, Judy. (2006). *Breakthrough Parenting for children with special needs- raising the bar of expectations,* (1st edition*)* Jossy Bass, U.S.A

Evaluation Criteria:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks- a set of 04 short questions of 05 marks each and 04 questions of 10 mark each.

Course: Research Methodology for Psychology - I

Course Code: PGM-PSY-I-E1

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint the students with basic concepts of research in Psychology.
2. To familiarize the students with steps involved in the research process.
3. To enable them to choose appropriate and psychometrically sound instruments for research.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1. Describe and distinguish between various research processes.
CLO2. Understand basic concepts of formulating research.
CLO3. Understand ethics involved in research
CLO4. Understand sampling methods used in data collection
CLO5. Understand the characteristics of psychometrically sound and appropriate instruments for research

Course Description:

Research is an integral part of psychology and allied behavior sciences. Undertaking an empirical study and testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would be acquainted with basics of conceptualizing a research study.

Syllabus

Unit 1 - Research Process Marks: 30

Number of hours: 14

A. Definitions of research, science and scientific methods, limitations of scientific research.
B. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, collecting data, Data analysis, Report writing/ thesis writing).
C. Ethical issues for research.

Unit 2- Variables, Probability and Hypothesis testing Marks: 30

Number of hours: 14

A. Variables: IV, DV, control and extraneous variables.
B. Hypothesis- definition, characteristics, types; Hypothesis testing
C. Concept of Probability, Normal Probability Curve, Characteristics of the Curve: probabilistic estimation and limitations (Type I & type II errors).
D. Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

Unit 3 - Sampling and Data Collection Marks: 20

Number of hours: 10

A. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
B. Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4 – Choosing Measurements for Research Marks: 20

Number of hours: 10

A. Scales of Measurement (nominal, ordinal, interval, ratio)
B. Deciding what statistical test to use based on the scale of measurement
C. Evaluating Measurement
    1. Norms
    2. Reliability
    3. Validity

References:

Mandatory:

Bordens,K.S. &Abbot,B.B. (2002) *Research designs and methods: A process approach*. McGraw-Hill (5th ed).

Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.

Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course.* US: Wiley-Blackwell.

Suggested reading:

Best,J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India. (9th ed, EEE).

Cohen, R. J. &Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill

Crano, W.D. & Brewer, M.B. (2002). Principles and Methods of Social Research (2nd Ed).

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches.* Lawrence Erlbaum Publishers: New Jersey Open University Press: England.

Publication Manual of the American Psychological Association (7th ed).

Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John Wiley & Sons, Inc.: USA.

Assessment and Evaluation:

Continuous Assessment: Two assessments of 20 marks each

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

Course: Research Methodology for Psychology - II

Course Code: PGM-PSY-II-E4

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint the students with various research designs used in Psychology.
2. To familiarize the students with both quantitative and qualitative aspects of research.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1. Distinguish between various research designs.
CLO2. Design experiments and investigate research problems
CLO3. Understand the Quantitative and Qualitative aspects of research
CLO4. Formulate a research proposal (continue from basics learnt in Research Methodology I)

Syllabus

Unit 1- Experimental and Quasi-Experimental Methods Marks: 25

Number of hours: 12

A. Independent Groups Design
B. Repeated Measures Design
C. Complex Groups Design
D. Quasi Experimental Designs

Unit 2- Other Research Designs Marks: 25

Number of hours: 12

A. Correlational Design
B. Small N Design and Case Study
C. Evaluation Design, Action Research Design
D. Ethnographic, Longitudinal, Cross-Sectional Designs

Unit 3- Qualitative Research – Designs and Data Collection Marks: 25

Number of hours: 12

A. General Principles of Qualitative Research Designs
B. The Research Question
C. Choosing the Right Method
D. Methods of Data collection (Semi-Structured Interview, Participant observation, diaries, focus groups, role of internet)

Unit 4 - Qualitative Research – Analysis Marks: 25

Number of hours: 12

A. Grounded Theory Approaches
B. Interpretive Phenomenological analysis
C. Discourse Analysis
D. Narrative analysis

References:

Mandatory:

Bordens,K.S. &Abbot,B.B. (2002) *Research designs and methods: A process approach*. McGraw-Hill (5th ed).

Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.

Willig, C. (2013). *Introducing Qualitative Research in Psychology* (3rd Ed). McGraw-Hill

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches.*

Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

Suggested reading:

Best,J.W. & Kahn, J.V (2005). *Research in education*. Prentice-Hall of India. (9th ed, EEE).

Cohen, R. J. &Swerdlik, M. E, *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (seventh Edition). New York: McGraw-Hill

Crano, W.D. & Brewer, M.B. (2002). *Principles and Methods of Social Research* (2nd Ed).

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches.*
Lawrence Erlbaum Publishers: New Jersey
Open University Press: England.
Publication Manual of the American Psychological Association (7th ed).
Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John Wiley & Sons, Inc.: USA.

Assessment and Evaluation:

Continuous Assessment: Two assessments of 20 marks each

Semester End Examination: 60 marks: 4 short notes of 5 marks each and 4 long answers of 10 marks each.

Course: Advanced Statistics for Psychology

Course Code: PGM-PSY-III-E7

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint the students with different statistical methods along with their uses and interpretations.
2. To enable the students to analyze the data of practical and project work.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1. Understand the advanced statistical procedures used in Psychology.

CLO2. Differentiate between Parametric and Non-parametric statistical procedures.

CLO3. Differentiate between Techniques used for causal connections and establishing relations.

CLO4. Apply learnt statistical techniques in designing research.

CLO5. Understand and conduct Normality testing.

CLO6. Process and analyze the data using Statistical Software.

Course Description:

This course is designed to teach many of the concepts needed to understand, conduct, and interpret common statistical procedures and techniques. The emphasis of this course is on the acquisition of conceptual, rather than procedural, knowledge that can be demonstrated by selecting, applying and interpreting appropriate statistical procedures

Syllabus

Unit I: Inferential Statistics Marks: 25

Number of hours: 12

a. Introduction to Inferential Statistics

b. Two Group Differences – t-test (independent and dependent)

c. Analysis of Variance (One – way and two – way, both independent & repeated measures)

d. MANOVA and ANCOVA: concept only

Unit II: Association and Prediction Marks: 25

Number of hours: 12

a. Correlation – Normal Pearson, Point-Biserial, Phi, Partial, Semi-Partial and Multiple Correlation (Computation and Significance testing)

b. Regression: Simple Linear Regression & Multiple Regression

c. Chi Square Tests (Goodness fit & Independence)

Unit III: Non-Parametric Measures Marks: 10

Number of hours: 08

a. Two Group Differences – Wilcoxon Signed-rank test; Wilcoxon Rank-Sum test, Median test; Mann Whitney U test

b. Multiple Group Differences – Kruskal Wallis H Test

c. Non – parametric tests for correlated data: Spearman's Rank Order Correlation,

Unit IV: Statistical Software (Practical component) Marks: 40

Number of hours: 16

a. An introduction to SPSS & R
b. Using any one statistical package for Data entry and coding
c. Importing data from MS Excel
d. Conducting Normality Testing
e. Calculating Central and Deviation Tendency along with all the methods discussed above
f. Interpreting the output

References:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Howell D.C. (2010). *Statistical Methods for Psychology* (7th Ed). Wadsworth Cengage Learning: USA.

King, B.M., Rosopa, P.J. & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed). John Wiley & Sons Inc.: USA.

Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3rd Ed). Cambridge University Press: UK.

Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barett, K.C. (2004). *SPSS for Introductory Statistics* (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.

Belhekar, V. (2016). *Statistics for psychology Using R*. Sage Publications

Assessment and Evaluation:

Practical component: 40 marks

Semester End Examination: 60 marks {the questions will be statistical (and not theoretical) and students will have to solve them in the written exam. Formula sheet and cut-off scores will be provided}

Course: Theories of Personality

Course Code: PGM-PSY-I-E3

Marks: 100

Credits: 04

Course Objectives:

1. To familiarize students with major theories of personality
2. To enable students to apply major learnings from these theories in the context of counselling.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1: Distinguish between different domains of personality Theories

CLO2: Understand human behavior from each school's perspectives

CLO3: Apply the principles of each school in understanding the clientele

CLO4: Understand personality from the Indigenous School of Thought

Course Description:

Students would get a perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behavior from each school's perspective with respect to the functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

Syllabus

Unit 1- Psychodynamic Theories Marks: 25

Number of hours: 12

a. Freud's Psychoanalytic Theory
b. Jung's Analytic Psychology
c. Adler's Individual Psychology

Unit 2- Neo-freudian Theories Marks: 25

Number of hours: 12

a. Erikson's Psychoanalytic Ego Psychology
b. Kohut's Self Psychology
c. Horney's Social and Cultural Psychoanalysis
d. Indian Perspective (Sudhir Kakkar)

Unit 3- Behavioristic and Cognitive Theories Marks: 25

Number of hours: 12

a. Classical and Operant Conditioning
b. Social Learning theory
c. Drive and Incentive Theories (Hull, Miller and Dollard, Rotter)
d. Cognitive imbalance (Heider), Dissonance Theory (Festinger)

Unit 4- Dispositional and Humanistic Theories Marks: 25

Number of hours: 12

a. Dispositional Domain: Allport's Trait Theory, Cattell's Structure-based System Theory, Eysenck's Biological Typology
b. Humanistic Domain: Maslow's Need Hierarchy, Roger's Person-Centred Theory

References:

Mandatory:

Ryckman, R. (2008). *Theories of Personality* (9th Ed). Wadsworth. USA

Schultz, D., & Schultz, S. E. (2013). *Theories of Personality*. (10th Ed). Wadsworth. USA

Buss, D. M. & Larsen, R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.

Hall, C.S., Lindzey, G. and Campbell, J.B (1998). *Theories of personality* (4th Ed). New York. John Wiley and Sons.

Kakkar, S. & Kakkar, K. (2009). *The Indians: Portrait of a People*. Sage Publications

Suggested Reading:

John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of PersonalityTheory and Research* (3rded). New York, NY: Guilford.

Hjelle, L. & Ziegler, D. J. (1992). *Personality Theories: Basic Assumptions, Research and*

Applications. McGraw-Hill. New York

Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.

Evaluation

Continuous Assessment: Two assessments of 20 marks each

(**Note:** One of the two CAs need to cover Indigenous School of Thought. This will not be covered in class and hence should be covered through one CA.)

Semester End Examination: 60 marks: 4short notes of 5 marks each and 4 long answers of 10 marks each.

Course: Research Writing

Course Code: PGM-PSY-IV-E10

Marks: 100

Credits: 04

Course Objectives:

1. To enable students to apply the theoretical understanding of Research Methodology into practical research conduction.
2. To enable students to execute/present the conducted research into a detailed research manuscript.

Course Learning Outcomes: At the end of this course, students will be able to:

CLO1: Formulate a research proposal

CLO2: Understand and execute the process of data collection

CLO3: Feed and analyze the obtained data

CLO4: Write the research paper

Topic 1: Formulating Research Questions

1. Paraphrasing, Bias free language, in-text citation
2. Forming research questions (research question pool)
3. Formulate research problem, aim and objectives
4. Theoretical Framework

Topic 2: Introduction

1. Identifying research articles: Online and Offline sources
2. Reviewing articles
3. Prepare compiled introduction (Including literature review and rationale)
4. Framing Hypotheses

Topic 3: Methodology

1. Research Design, data collection method
2. Sampling Design, Sample characteristics
3. Instruments for research
4. Statistical analysis (not to conduct – to mention), scope of research

Topic 4: Format of the Research Report (three weeks)

1. Writing Research Proposal
2. Research Report format according to APA 7th edition guidelines

Topic 5: Interpretation of results (three weeks)

1. Rationale of the hypothesis, which analysis to use, Table no, contents and elements to choose from the table
2. Results and interpretation of statistical test
3. Discussion according to literature

Topic 6: Summary and conclusion

1. How to write summary and conclusion
2. Limitation of the study
3. Implications
4. Scope for future research

Topic 7: Bibliography and Appendix (2 weeks)

1. References formatting, end text
2. Appendix- Research project & Research paper
3. Format of Research papers according to various journals

Note:

This is a skill development course spread across 12 weeks. At the outset of the course, the course instructor is required to provide a broad area to the students. Students will then work on the entire research writing process keeping the broad area in mind. All the subtopics mentioned under each broad topic need to be covered through explanation and activities (approx. one activity per class

keeping the timeline into consideration).

Evaluation:

CA 1: Submitting a research proposal (20 marks)

CA 2: Data Collection, Feeding and Statistical Analysis of the data and a brief report of the same (20 marks)

SEE: Submitting the final research paper (60 marks)

References:

Katz, M. J. (2009). *From Research to Manuscript: A guide to Scientific Writing*. (2nd Ed). Springer. USA

Lester, James D., and James D. Lester Jr. (2015). *Writing research papers: a complete guide*. NY, NY: Pearson,

Publication manual of the American Psychological Association, Seventh Edition. (2020)

Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

Course: NGO Management

Course Code: PGM-PSY-III-E8

Marks: 100

Credits: 04

Course Objectives:

1. To help students develop an understanding of how NGOs are formed and their functioning
2. To develop volunteering skills in students

Course Learning Outcomes: At the end of this course, students will:

CLO1. Understand and explain the steps involved in registration of an NGO

CLO2. Delineate the processes involved in management of an NGO

CLO3. Describe the various NGOs and Government schemes

Course Description:

This course focuses on educating the students about NGO founding and Management so that it will widen their knowledge as well as give them career options in the same. This course will provide students with the working knowledge of the administrative, financial and organizational aspects of NGOs. It will also help them understand the functioning of various types of NGOs.

Syllabus

Unit I: Formation of an NGO in India Marks: 20

Number of Hours: 12

A. Introduction and development of NGOs In India

B. Formation of a society

C. Formation and Essential Features of a Trust

D. Formation and Characteristics of a Non- Profit Company

E. Comparative analysis of society, Trust and Non- Profit Company

Unit II: Management of an NGO Marks: 20

Number of Hours: 12

A. Administration and Guidelines for a society, charitable trust and Non- Profit Company

B. Registration of an NGO under other Acts

C. Marketing

D. Recommended code of practice for Indian NGOs

E. Foreign Contribution

F. Social Project Development

Unit III: Nature of NGO Activities Marks :30

Number of Hours: 12

A. Child

B. Disabled

C. Emergency Support (Natural Disasters)

D. NGOs and the Management of Relationships

E. Women

F. Substance Abuse

G. Health

Unit IV: Indian Laws, NGOs and Government Marks: 30

Number of Hours: 12

I. NGOs and Government:

A. Grants in-aid from Government of India

B. Schemes sponsored by the Ministry of Social Justice and Empowerment

C. Schemes sponsored by the Ministry of Human Resource and Development

D. Schemes sponsored by the Ministry of Health and Family Welfare, New Delhi

II. Indian Laws and NGOs

A. The Juvenile justice (care and protection of children) Act, 2000

B. Offences and Penalties under Juvenile Justice (care and protection of children) Act, 2000

References:

Abraham, A. (2011). *Formation and the Management of NGOs*. Universal Law Publishing, Third edition.

Lewid, D. (2001). *Management of Non- Governmental Developmental Institutions*.

Articles on Indian Constitutional Policies and Acts in India.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04short questions of 05 marks each and 04 questions of 10 marks each.

Course: Psychology of Adolescence

Code: PGM-PSY-II-E6

Marks: 100

Credits: 4

Course Objectives:

1. To understand adolescent psychology from a developmental point of view.
2. To understand the complex interactions between physical, emotional & social aspects of Development, which influences an adolescent.
3. To familiarize the learners with the various aspects of development which take place during adulthood (young, middle & late).
4. To familiarize the learners with the challenges faced during the various phases of adulthood.

Course Learning Outcomes: At the end of this course students will be able to understand:

CLO1. Describe the physical, cognitive & emotional development among adolescents.

CLO2. Describe the challenges faced by adolescents during everyday life.

CLO3. Analyse the various mental health concerns present among adolescents.

CLO4. Analyse the various challenges faced during adolescence.

CLO5. Distinguish between the development of adolescents in western countries versus that of in the Indian society.

Course Description:

Human Development is continuous and this course addresses development from adolescence and goes beyond adolescence and marks adulthood and later age. Adolescence is marked by dynamic changes in not only the physical domain of development but is accompanied with many cognitive, emotional, & social changes. For any psychologist dealing with the youth, it is extremely important that they understand & appreciate the nuances of the adolescent years. Therefore, this course addresses the various factors that contribute to adolescent development as well as developmental challenges that adolescents face. Apart from adolescence this course highlights the crucial theoretical concepts that helps to understand the several issues that present themselves during adulthood, especially later adulthood.

Syllabus

Unit I. Introduction to Adolescent Development Marks: 25

Number of Hours: 12

- **a.** Historical Perspective
- **b.** Theories of Adolescent Development
- **c.** Puberty: Physical & Psychological Impact
- **d.** Brain Development
- **e.** Physical Health

Unit II. Personality Development in Adolescence Marks: 25

Number of Hours: 12

- **a.** Self & Identity
- **b.** Gender
  - **i.** Influences on gender
  - **ii.** Gender stereotypes, similarities and differences
  - **iii.** Gender-Role Classification
- **c.** Sexuality
  - **i.** Exploring adolescent sexuality
  - **ii.** Sexual attitudes and behaviours
- **d.** Culture
  - **i.** Culture, adolescence and emerging adulthood
  - **ii.** Socioeconomic Status and poverty
  - **iii.** Ethnicity

Unit III. Social Development in Adolescence Marks: 25

Number of Hours: 12

- **a.** Morals, Values & Religion
  - **i.** Moral Development & Domains of Moral Development
  - **ii.** Contexts of Moral Development
  - **iii.** Values, religion & Spirituality
- **b.** The Family
  - **i.** Family processes
  - **ii.** Adolescents' relationship with their parents
  - **iii.** Sibling relationships

c. Peer & Romantic Relationships

i. Exploring peer relations and friendship

ii. Dating & romantic relationships

d. Schools

i. Transitions in schooling

ii. The social context of schools

e. Work & Career

Unit IV. Challenges of Adolescence Marks: 25

Number of Hours: 12

a. Sexual Problems

i. Adolescent Pregnancy

ii. Sexually Transmitted Infections

iii. Forcible Sexual Behavior & Sexual Harassment

b. Changing Family in Changing Society

c. Adolescents who are Exceptional

d. Problems and Disorders

i. Drug Use

ii. Juvenile Delinquency

iii. Depression & Suicide

iv. Eating Disorders

e. Media & Technology

References:

Mandatory

Santrock, J.W. (2014) *Adolescence.* New Delhi, Tata McGraw Hill 15th Edition

Supplementary

Arnett, J.J. (2013). *Adolescence & Emerging Adulthood: A cultural approach* (5th Edition). USA: Pearson.

Kail, R.V. & Cavanaugh, J.C. (2014). *Essentials of Human Development: A life span view*. USA: Wadsworth.

Papalia et al. (2004). *Human Development* (9th Edition). United States: Tata McGraw Hill.

Shaffer, D.R. & Kipp, K. (2014*). Developmental Psychology: Childhood & Adolescence* (9th Edition). Canada: Wadsworth.

Verhargen, P. & Hertzog, C. (2014). *The Oxford Handbook of Emotion, Social Cognition, and Problem Solving in Adulthood.* New York: Oxford University Press.

Assessment and Evaluation:

Continuous Assessment: 20 marks written test and 20 marks assignment

Semester End Examination: 60 marks: - a set of 04 short questions of 05 marks each and 04 questions of 10 marks each.

ANNEXURE A

Board of Studies– Department of Psychology

21st May, 2021

(Summary of changes incorporated in the syllabus)

Changes for the UG program

Sem	Course Title	Changes Proposed	Specify the reason for the change
II	Personality Theories	The unit on Behavioural approach is replaced by a unit on Psychoanalytic approach	It was noted that the behavioural approach is addressed in other courses in detail whereas the psychoanalytic approach isn't. Especially in the context of this course, the psychoanalytic approach was determined to be an important approach of study.
V	Psychopathology I	Change in reference books	The older reference books used an earlier version of the Diagnostic and Statistical Manual of Mental Disorders. The new text books use the latest version.
VI	Psychopathology II		
III	Sport Psychology	Addition of a new reference book	The new book is a relatively new publication and enhances the topics of study.
I	Basic Course in Psychology I (with practicum)	One course split into two (theory + practicum)	The earlier version of the course was offered only in one semester. It was felt that it didn't address the basic concepts of the field in a just manner. Thus the course was split into two to be offered across two semesters.
II	Basic Course in Psychology II (with practicum		
I	Social Psychology	New courses proposed	The department was encouraged to offer Skill Enhancement Courses (SEC) for the students. The two new SECs were drafted from existing courses as these skills were thought to be the most relevant ones to be imparted to students. Consequently, the Social Psychology course was created, partly to adjust for the shift in course structure, but also as concepts from that course were not addressed appropriately elsewhere in the curriculum.
III	Self – Regulation (SEC)		
IV	Basic Counselling Skills (SEC)		

Changes for the PG program

Sem	Course Title	Changes Proposed	Specify the reason for the change
I	Child Development	The units have been reorganised according to the reference book. It starts from development from infancy to late childhood which is reflected from unit 1 to unit 4. Main reference book has been changed from Life Span development Santrock to Essentials of Human Development by Kail &Cavanaugh An old reference book dated 1999 has been removed.	Units had to match with the number of credits. 3 credit to 4 credits. Topics added were considered very relevant to course content.
II	Child Psychopathology	One unit has been added to the existing paper. This change is reflected in unit 4. References have been added in this context. Disorders such as Tobacco and Cannabis use & Internet and Cell phone are specified in the syllabus	Units had to match with credits. i.e., from 3 credits to 4 credit. The topic added is of relevance to the students. Prevalent disorders such as internet gaming disorder, substance use is added to the course
III	Counselling Approaches	One unit has been added to the existing paper References have been added in this context. Postmodern therapeutic models are added to course.This change is reflected in unit 4.	Units had to match with the number of credits. i.e. from 3 credits to 4 credits. Topics added were considered very relevant to course content.
IV	Children with special needs	One unit has been added to the existing paper This change is reflected in unit 4. References have been added in this context.	Units had to match with credits. i.e. from 3 credits to 4 credits. The unit added is of relevance to the course, it takes into consideration of the parents of children with special needs.
I	Research Methodology for Psychology-I	One unit has been added to the existing paper.This change is reflected in unit 4. Other units are retained.	Topics added were considered very relevant to course content.
I	Theories of Personality	This is a new course which is introduced. This course reflects important	Topics added were considered very relevant to course content.

		aspects of theories which apply to child and adolescent therapies. The members suggested to cover indigenous theories as a part of CA. Indian Psychoanalyst perspective was added to the course.	
II	Research Methodology for Psychology-II	The course focuses entirely on understanding experimental and non-experimental research designs in detail. The quantitative and qualitative research design and analysis is covered in the course.	Topics added were considered very relevant to course content.
II	Psychology of Adolescence	One unit has been retained and three units have been added to the course. The change is reflected in unit2, 3 and 4. The course now focuses on the personality and social development of adolescence. It also takes in to consideration the various challenges of adolescence. Members suggested that the topics under each section have to be specified in the syllabus. This change has been incorporated.	Initially the course considered adolescence and adulthood in totality. With reference to the existing course curriculum, studying adolescence in detail is more relevant to the students, since they would deal with child and adolescent cases. Topics added were considered very relevant to course content.
III	NGO Management	No changes made but just topics are compartmentalised and clubbed together. Unit 5 consists of the change.	Rearranged for better reading.
III	Advanced statistics for psychology	There were changes made in one unit. All the other units were retained in the course. The change has been made in unit 2.	Topics added were considered very relevant to course content.
IV	Research Writing	This is a new course which is introduced. This is a skill-based course which focuses on conceptualisation, conduction and presenting research.	Topics added were considered very relevant to course curriculum.