

1.1.3 Courses with Employability/skill development/entrepreneurship

SIKSHA BHAVANA (INSTITUTE OF SCIENCE)

Paper [XVII] Bioprocess Engineering and Technology, Bio entrepreneurship
[SECC-1] - Biofertilizers/Mushroom Culture Technology
[SECC-2] - Herbal Technology/Ethnobotany
[SECC-1] - Programming in MATLAB
BCSC-65 Web Technology Laboratory
BCSA-41 Communication and Techniques
MCSC-13 Information and Coding Theory
MCSE-31 Bioinformatics
MCSC-25 Wireless Networks
MCSC-23 Distributed Systems
MCSO-48 Data Mining and Warehousing
GE-2, Programming in Python
SEC 1, Programming in Matlab
SEC 2, UNIX/LINUX Programming
SECMA-1, BOOLEAN ALGEBRA AND CIRCUIT DESIGN
SECMA-2, TENSOR CALCULUS
DSEMA2, LPP, GAME THEORY AND MATHEMATICAL STATISTICS
DSEMA-3, COMPUTER FUNDAMENTALS AND LABORATORY
DSEMA-4, MATHEMATICAL MODELING
GEMA-4, LPP AND NUMERICAL METHODS
MMC42, Operations Research
MMC43, Numerical Computer Laboratory
MME41, Programming in MATLAB
MMO-31 (A9), Mathematical Pharmacology-I
MMO-31 (A10), Nonlinear Differential Equations-I
MMO-41 (A8), Mathematical Pharmacology-II
MMO-41 (A9), Nonlinear Differential Equations-II
[SECPH02] - Computational Physics
[SECPH04] - Basic Instrumentation Skills
MSC-12 : Regression Techniques
MSC-32: Categorical Data Analysis and Advanced Data Analysis Techniques
SECC1(Statistical Data Analysis Using Software Packages)
SECC-2(Statistical Data Analysis Using R)
SEC-1, Sericulture

M. Sc. Biotechnology, Semester – III
Bioprocess Technology & Bioentrepreneurship
(Paper – XIII)

Full Marks = 50

(Final examination = 40 + Internal Assessment = 10)

A. Bioprocess Engineering & Technology:

- 1) **Introduction to Bioprocess engineering**, Bioreactors and its engineering principles; Types of fermentation processes: Batch, fed-batch and continuous bioreactors, stability of microbial reactors, specialized bioreactors (Fluidized, pulsed, photo bioreactors etc.), Controls of bioprocess parameters. **8 Lectures**
- 2) **Isolation, preservation and maintenance** of industrially important microorganisms, Outline of fermentation principles: Downstream processing operations: Removal of microbial cells and solid matters, precipitation, filtration, centrifugation, cell disruptions, liquid-liquid extraction, chromatography, membrane process, drying and crystallization, whole cell immobilization and their industrial applications. **10 Lectures**
- 3) **Industrial biotechnology**: Production of amino acids, antibiotics, beverages, organic acids and solvents, enzymes, vaccines, Single cell protein, Solvents. **8 Lectures**
- 4) **Method of large scale production, quality control**, method of application and uses of biofertilizers: *Rhizobium*, *Azotobacter*, *Azospirillum*, Cyanobacteria, Mycorrhiza and PSB. **6 Lectures**
- 5) **Mass cultivation protocols** of microalgae and cyanobacteria for Biofuel and Single cell proteins. **4 Lectures**

B. Bioentrepreneurship

- 1) **Human resource development**, team building and team work for **entrepreneurship**, small scale set-up. **5 Lectures**
- 2) **Support mechanism** for Biotechnology entrepreneurship in India, Preparation of proposal for funding. **2 Lectures**
- 3) **Knowledge centre and R&D**: Knowledge centers like Universities and research Institutions, Technology and upgradation, managing technology transfer, regulations for transfer of foreign technologies, Technology transfer agencies. **7 Lectures**

Skill Enhancement Courses

Semester III

SEC- 1: Biofertilizers (Credits 2) Lectures: 30

Unit 1: (5 lectures)

Importance of essential elements in biological system. Role of micro-organisms in mobilization of such elements with special emphasis of nitrogen fixation and phosphate solubilisation. Concept of plant growth promoting bacteria in making biofertilizers

Unit 2: (4 lectures)

General account about the microbes used as biofertilizer – Rhizobium – isolation, identification, mass multiplication, carrier based inoculants, Actinorrhizal symbiosis.

Unit 3: (4 lectures)

Azospirillum: isolation and mass multiplication – carrier based inoculant, associative effect of different microorganisms. *Azotobacter*: classification, characteristics – crop response to *Azotobacter* inoculum, maintenance and mass multiplication.

Unit 4: (4 lectures)

Cyanobacteria (blue green algae), *Azolla* and *Anabaena azollae* association, nitrogen fixation, factors affecting growth, blue green algae and *Azolla* in rice cultivation.

Unit 5: (8 lectures)

Mycorrhizal association, types of mycorrhizal association, taxonomy, occurrence and distribution, phosphorus nutrition, growth and yield – colonization of VAM – isolation and inoculum production of VAM, and its influence on growth and yield of crop plants.

Unit 6: (5 lectures)

Organic farming – Green manuring and organic fertilizers, Recycling of biodegradable municipal, agricultural and Industrial wastes – biocompost making methods, types and method of vermicomposting – field Application.

Suggested Readings

1. Subha Rao, N.S. 2000, Soil Microbiology, Oxford & IBH Publishers, New Delhi.
2. Kumaresan, V. 2005, Biotechnology, Saras Publications, New Delhi.
3. John Jothi Prakash, E. 2004. Outlines of Plant Biotechnology. EmkayPublication, New Delhi.
4. Sathe, T.V. 2004 Vermiculture and Organic Farming. Daya publishers.
5. Vayas, S.C, Vayas, S. and Modi, H.A. 1998. Bio-fertilizers and organic Farming. Akta Prakashan, Nadiad

SEC-1: Mushroom Culture Technology (Credits 2) Lectures: 30

Unit 1: (5 Lectures)

Introduction, history. Nutritional and medicinal value of edible mushrooms; Poisonous mushrooms. Types of edible mushrooms available in India - *Volvariella volvacea*, *Pleurotus citrinopileatus*, *Agaricus bisporus*.

Unit 2: (12 Lectures)

Cultivation Technology: Infrastructure: substrates (locally available) Polythene bag, vessels, Inoculation hook, inoculation loop, low cost stove, sieves, culture rack, mushroom unit (Thatched house) water sprayer, tray, small polythene bag. Pure culture: Medium, sterilization, preparation of spawn, multiplication. Mushroom bed preparation - paddy straw, sugarcane trash, maize straw, banana leaves. Factors affecting the mushroom bed preparation - Low cost technology, Composting technology in mushroom production.

Unit 3: (8 Lectures)

Storage and nutrition: Short-term storage (Refrigeration - upto 24 hours) Long term Storage (canning, pickles, papads), drying, storage in salt solutions. Nutrition - Proteins - amino acids, mineral elements nutrition - Carbohydrates, Crude fibre content - Vitamins.

Unit 4: (5 lectures)

Food Preparation: Types of foods prepared from mushroom. Research Centres - National level and Regional level. _ Cost benefit ratio - Marketing in India and abroad, Export Value.

Suggested Readings

1. Marimuthu, T. Krishnamoorthy, A.S. Sivaprakasam, K. and Jayarajan. R (1991) Oyster Mushrooms, Department of Plant Pathology, Tamil Nadu Agricultural University, Coimbatore.
2. Swaminathan, M. (1990) Food and Nutrition. Bappco, The Bangalore Printing and Publishing Co. Ltd., No. 88, Mysore Road, Bangalore - 560018.
3. Tewari, Pankaj Kapoor, S.C., (1988). Mushroom cultivation, Mittal Publications, Delhi.
4. Nita Bahl (1984-1988) Hand book of Mushrooms, II Edition, Vol. I & Vol. II

Semester IV

SEC-2: Herbal Technology (Credits 2) Lectures: 30

Unit 1: (6 Lectures)

Herbal medicines: History and scope. Importance of medicinal plants in Indian systems of medicine (Ayurveda, Unani & Siddha). Harvesting - processing - storage -marketing and utilization of medicinal plants. Cultivation of medicinal plants- *Andrographis*, *Rauvolfia* and *Withania* .

Unit 2: (6 Lectures)

Pharmacognosy: Definition and scope. Classification of crude drugs. Systematic position and medicinal uses of the following plants in curing various ailments: Tulsi, Ginger, Fenugreek, Indian Goose berry and Ashoka.

Unit 3: (8 Lectures)

Phytochemistry: Drug constituents – chemistry of major phytochemical groups (in brief). Active principles and their microchemical tests, organoleptic fetures, macro and microscopic features and utilization of the medicinal plants : *Catharanthus roseus* (anticancerous), *Digitalis purpurea* (cardiotonic), *Withania somnifera* (adaptogenic), *Terminalia chebula* (laxative) , *Strychnos nux-vomica* (circulatory stimulant & digestive) and *Cinchona* spp. (antimalarial).

Unit 4: (6 Lectures)

Analytical pharmacognosy: Drug adulteration – types. Methods of drug evaluation; Biological testing of herbal drugs; Phytochemical screening tests for secondary metabolites (alkaloids, glycosides, steroids, triterpenoids, flavonoids, tannins and other phenolic compounds).

Unit 5: (4 Lectures)

Medicinal plant germplasm banks, micro propagation of important species (*Withania somnifera*, *Rauvolfia serpentina* and tulsi). Herbal foods- future of Pharmacognosy.

Suggested Readings

- 1) Agnes A. (1999) Herbal plants and Drugs. Mangal Deep Publication. Jaipur, India.
- 2) Ali M. (1998) Textbook of Pharmacognosy. CBS Publishers and Distributors, New Delhi.
- 3) Bhattacharya K., Ghosh A.K. and Hait G. (2015) A Text Book of Botany. Volume 3 . New Central Book Agency (P) Ltd., Kolkata.
- 4) Chopra R.N., Nayar S.L. and Chopra I.C. (1956) Glossary of Indian Medicinal Plants. C.S.I.R., New Delhi.
- 5) Evans W.C. (2008) Trease and Evans Pharmacognosy. 15th edn. Saunders- Elsevier.
- 6) Green A. (2000) Principles of Ayurveda. Thorsons, London.

- 7) Kanny L. D. and Bahadur R. (1896) The indigenous drugs of India: Short descriptive notice of the principle medicinal products met with in British India. Thacker, Spink. London.
- 8) Kokate C.K., Purohit A.P. and Gokhale S.B. (1999) Pharmacognosy. Nirali Prakashan, Pune, India.
- 9) Miller L. and Miller B. (1998) Ayurveda and Aromatherapy: The Earth Essential Guide to Ancient Wisdom and Modern Healing. Motilal Banarsidass Publ., Delhi, India.
- 10) Sivarajan V.V. and Balachandran I. (1994) Ayurvedic drugs and their plant sources. Oxford & IBH Publishing Co., India.

SEC-2: Ethnobotany (Credits 2) Lectures: 30

Unit 1: Ethnobotany (8 Lectures)

Ethnobotany: Introduction, scope and objectives. Ethnobotany as an interdisciplinary science; its relevance in the present context. Ethnic groups or Tribals of India: A brief introduction. Plants used by the tribals – as food, intoxicants and beverages, for household materials, musical instruments, tattooing, magico-religious belief, and for ethnoveterinary and ethnomedicinal purposes.

Unit 2: Methodology of Ethnobotanical studies (6 lectures)

a) Field work: Prior informed consent (PIC), common methods for data collection; a few statistical tools for data analysis; documentation of the ethnobotanical knowledge. Collection of ethnobotanical data from other sources: a) Herbarium b) Ancient Literature c) Archaeological findings d) temples and sacred places.

Unit 3: Role of ethnobotany in modern Medicine (10 lectures)

Medico-ethnobotanical sources in India. Significance of the following plants in ethnobotanical practices (along with their general description, distribution, habitat and morphology of the parts used): a) *Azadirachta indica*, b) *Ocimum sanctum*, c) *Vitex negundo*, d) *Gloriosa superba*, e) *Tribulus terrestris*, f) *Pongamia pinnata*, g) *Madhuca indica*, h) *Indigofera tinctoria*.
Ethnobotany and Bioprospecting : Role of ethnobotany in modern medicine with examples of *Rauvolfia serpentina*, *Trichopus zeylanicus*, *Bacopa monnieri*, *Commiphora wightii*, *Picrorrhiza kurrooa*, *Artemisia annua* and *Withania somnifera*.
Ethno-conservation: Role of ethnic practices in conservation of plant genetic sources; sacred groves. Tribal people and forest management (participatory forest management).

Unit 4: Ethnobotany and legal aspects (6 lectures)

Ethnobotany as a tool to protect the interests of ethnic groups. Sharing of benefit concept with few examples from India. Biopiracy; Intellectual Property Rights and Traditional Knowledge.

Suggested Readings

- 1) Bhattacharya K., Ghosh A.K., Hait G., (2017). A Text Book of Botany. Volume 4. New Central Book Agency (P) Ltd., Kolkata, India.
- 2) Cotton C.M. (1997) Ethnobotany – Principles and Applications. John Wiley and sons.
- 3) Faulks P.J. (1958) An introduction to Ethnobotany. Moredale Pub. Ltd.
- 4) Jain S.K. (ed.) (1981) Glimpses of Indian Ethnobotany. Oxford and I B H Publishing Co., New Delhi.
- 5) Jain S.K. (1995) Manual of Ethnobotany. Scientific Publishers, Jodhpur, India.
- 6) Jain S.K. (ed.) (1989) Methods and Approaches in Ethnobotany. Society of Ethnobotanists, NBRI, Lucknow, India.
- 7) Jain S.K. (1990) Contribution to Indian Ethnobotany. Scientific Publishers, Jodhpur, India.
- 8) Jain S.K. and Mudgal V (1999) A Handbook of Ethnobotany. Bishen Singh and Mahendra Pal Singh, Dehra Dun, India.
- 9) Lone et al., Palaeoethnobotany
- 10) Martin, G.J. 1995. Ethnobotany: A methods manual. Chapman and Hall, London.
- 11) Pal D.C. and Jain S.K. (1989) Tribal Medicine. Naya Prakash, Kolkata.
- 12) Rama R.N. and Henry A.N. (1996) The Ethnobotany of Eastern Ghats in Andhra Pradesh, India. Botanical Survey of India, Howrah, India.
- 13) Sinha R. K. (1996) Ethnobotany: The Renaissance of Traditional Herbal Medicine. INA – SHREE Publishers, Jaipur, India.

Paper: BCSC-64 (MATLAB)

Programming in MATLAB-Scripts and Functions: Script Files, Function Files.
Solving Mathematical Problems: Linear Algebra, Curve Fitting, ODE, Numerical Integration.

2D Plots: Labeling, Subplots.

Paper: BCSC-65 (Web Technology Laboratory)

Basic HTML, XML, PHP, Client-Server Programming.

Module A: Networking

Layering Concept of Data Networks; OSI and TCP/IP Protocol layering. [1L]
Physical Layer : Basics of baseband and data modulation techniques. [2L]
Link Layer : Concept of FDM, TDM and statistical multiplexing, contention and reservation based multiple access techniques, ARQ protocols and HDLC. [8L]
Network Layer: IPv4 addressing, subnetting, IP routing overview, fragmentation and reassembly, error and status reporting [5L]
Transport Layer: Ports – ephemeral and well-known ports; overview of UDP, TCP - reliability, flow control and congestion control functions. [4L]
Application Layer Protocols : Concepts of DNS, HTTP, FTP and SMTP. [4L]

1. "Computer Networks", Andrew S.Tannenbaum.
2. "Internetworking with TCP/IP", R.Stevens and D.E. Comer, PHI.

Module B: Programming in Java

Fundamental concepts of object oriented programming: Introduction to the principles of object-oriented programming (classes, objects, encapsulation, inheritance, polymorphism, exception handling). [10L]
Java Basics : History of Java, datatypes, variables, scope and life time of variables, arrays, operators, expressions, control statements, type conversion and costing, simple java program, classes and objects – concepts of classes, objects, constructors, methods, access control, this keyword, garbage collection, overloading methods and constructors, parameter passing, recursion, string handling. [10L]
Inheritance in java : Hierarchical abstractions, Base class object, subclass, subtype, substitutability, forms of inheritance- specialization, specification, construction, extension, limitation, benefits of inheritance, costs of inheritance. Member access rules, polymorphism- method overriding, abstract classes. [5L]
Packages and Interfaces : Defining, Creating and Accessing a Package, Understanding CLASSPATH, importing packages, differences between classes and interfaces, defining an interface, implementing interface, applying interfaces, variables in interface and extending interfaces. Exploring packages – Java.io, java.util. [6L]
Event Handling : Events, Event sources, Event classes, Event Listeners, Delegation event model, handling mouse and keyboard events.The AWT class hierarchy, user interface components- labels, button, canvas, scrollbars, text components, check box etc. [6L]
Applets : Concepts of Applets, differences between applets and applications, life cycle of an applet, types of applets, creating applets, passing parameters to applets. [5L]
Swing: Introduction, limitations of AWT, exploring swing- JFrame and JComponent, Icons and Labels, text fields, buttons – The JButton class etc. [3L]

1. "Java How to Program", P.J. Deitel, H.M. Deitel.
2. "Java: The Complete Reference", Herbert Schildt.

Handwritten signatures and dates: 27/9/14, 27/9/14, 27-9-14, 27/9/14, 27/9/14, B. Bhattacharyya 27.9.14, 27.9.14, 27.9.14, 27.9.14, 27.9.14

प्रोफेसर एवं प्रधान/Professor & Head
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Module C: Web Design Laboratory

The Internet, Basic Internet Protocols : TCP/IP, UDP, DNS and Domain Names, Higher-level Protocols, The World Wide Web and Hypertext Transport Protocol. [8L]

HTTP request message: Overall Structure, HTTP Version, Request method, Header fields etc. [3L]

HTTP Response Message: Response Status Line, Response Header Fields, Cache Control, character sets etc. [3L]

Web Clients : basic browser functions, URLs, User-Controllable Features, Additional Functionality. [3L]

Web Servers: server features, server history, server configuration , defining virtual hosts, logging, access control, secure servers, Case Study. [3L]

HTML : Creating HTML Documents, Case Study. [4L]

XML : Motivation ,General Structure , Element Type Declarations, Attribute List Declarations, Entity Declaration, DTD Files, Other Applications (DocBook, SVG, Web Publishing). [10L]

PHP : data structures, conditions and loop constructs, built-in and user-defined functions, Server-side Web scripting using PHP , Database access from PHP , Introduction to XML processing using PHP. [10L]

1. "Computer Networks", Andrew S.Tannenbaum.
2. "Mastering HTML4.0", Deborah S.Ray.

B. Bhattacharya
27.9.2014

प्रोफेसर एवं प्रधान/Professor & Head
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Paper: MCSC-13 (Information and Coding Theory)

Information Theory Basics: Definition of entropy, relation between uncertainty, information and entropy. [4L]

Information Channels: Shannon's channel coding theorem, redundancy, binary symmetric channel, system entropy, mutual information, Shannon's channel capacity theorem, channel capacity and coding. [6L]

Source-Coding: Shannon's source coding theorem, Uniquely decodable codes, instantaneous codes, Kraft inequality, McMillan's inequality, Lossless and Lossy encoding, Run-Length coding, arithmetic encoding, entropy encoding principles and examples. [10L]

Channel Coding Principles: Discrete Memoryless Channel, error detecting and correcting codes, Hamming distance, M-L Decoding principles. [6L]

Block Codes: Linear block codes, syndrome decoding, Reed-Solomon coding, BCH code, Cyclic code, Golay code. [8L]

Convolution Coding: Code tree and Trellis decoding, Soft and Hard decision Viterbi decoding, Parallel and Serial Concatenated Convolution code, Turbo decoding. [10L]

References:

1. San Ling and Chaoping Coding Theory: A first Course, Cambridge University Press, 2004.
2. A Jones J M Jones, Information and Coding Theory, Springer Verlag, 2004.

3. Simon Haykin, Communication Systems, 4th Edn, John Wiley, 2001.
4. Thomas M Cover and Joy A Thomas, Elements of Information Theory John Wiley, 1991.
5. Ranjan Bose, Information theory coding and cryptography, TMH, 2002.
6. E Shannon, "A Mathematical Theory of Communication", Bell Systems Technical Journal, vol.C 27, pp.379-423 and 623-656, July and October, 1948.
7. E Shannon, "Communication Theory of Secrecy Systems", Bell Systems Technical Journal, C vol.28(4), pp. 656-715, 1949

Paper: MCSE-31 (Bioinformatics)

Introduction, branches, aim, scope, research areas. [2L]

The genetic material: nucleotides, orientation, base pairing, central dogma. [5L]

Gene structure: promoter sequence, genetic code, introns and exons. [3L]

Pairwise Alignment: gaps, dynamic programming, Needleman and Wunsch Algorithm, Smith-Waterman algorithm. [6L]

Databases in Bioinformatics: Structures - sequence and molecular file formats, conversion tools, databases, classification schema, retrieval systems. [6L]

Sequence databases: nucleotide sequence databases, secondary nucleotide, protein sequence databases, secondary and specialized protein sequence databases. [10L]

Data Analysis Tools: Introduction to BLAST, PSI-BLAST. [8L]

Data visualization in proteins using RasMol/Chime. [4L]

References:

1. Bioinformatics –Databases, Tools and Algorithms by O Basu and S K Thukral
2. Bioinformatics – Principle and Applications by Z Ghosh and B Ballick
3. Fundamental Concepts of Bioinformatics by D E Krane and M L Raymer
4. Bioinformatics – A Modern Approach by V R Srinivas

Paper: MCSC-25 (Wireless Networks)

Cellular Mobile Wireless Networks: Description of Cellular System, Evolution of cellular networks, Overview of Layer-1 functionalities. [4L]

GSM Architecture and Protocols: Network Architecture, air interface, multiple access scheme, channel organization, NAS procedures. [6L]

GPRS: Network Architecture, Classes of Operation, TBF procedure for channel assignment, NAS protocols for Session Management, PS-domain Mobility procedures. [4L]

UMTS: Concept of WCDMA, network architecture, channel structure, enhancement of NAS procedures over GSM/GPRS, RBS and Mobility related RRM procedures. [7L]

HSPA over UMTS: HSDPA and HSUPA architecture, HARQ operations, realization of variable data rates over shared channels. [5L]

CS and PS services over cellular networks: Voice call, SMS, Packet call, supplementary services, introduction to AT commands set. [4L]

WLAN: IEEE 802.11x standards, architecture, air interface, authentication, Wi-Fi. [10L]

Ad-Hoc Network Concepts: Mobility and routing issues, MANET, VANET. [6L]

References:

1. Wireless Network Evolution (2G to 3G) , Garg, Pearson Education.
2. Mobile Communications, Jochen Schiller, Pearson.

Paper: MCSC-23 (Distributed Systems)

Introduction, interconnections, distributed system taxonomy, service models, client-server computing, IP and ATM networking, communication models, naming and binding, socket programming: C/Unix, Java, remote procedure calls (RPC), object brokers, RPC case studies: Sun RPC, DCE RPC ,Google Cluster Architecture, Google File System, Microsoft DCOM/ORPC, Java RMI, RPC, protocol buffers. [18L]

Distributed file system design distributed file system case studies: NFS, AFS, Coda, DFS, SMB/CIFS, Google FS (GFS), GmailFS, xFS, logical clocks, vector clocks, clock synchronization. [12L]

Distributed lookup services/hash tables group communication: message ordering and message delivery, IP multicasting, mutual exclusion, election algorithms, distributed shared memory and memory consistency models, fault tolerant, load balancing, and reliability, process migration. [14L]

References:

1. Distributed System, Principle of Paradigm, -Tanenbaum & Steen
2. Distributed Systems: An Algorithmic Approach. Sukumar Ghosh. 2006. CRC Press.

MCSO 48: DATA MINING AND WAREHOUSING

Data mining – concept, techniques, applications

Classification: decision tree, Hunt's algorithm, Information Gain, Gini index, k-nearest neighbour, bayesian network, support vector machines, ensemble method, performance evaluating metrics, confusion matrix, scalability.

Clustering: partitioning, hierarchical, density-based and fuzzy clustering

Association rules – concept, Apriori algorithm, partition algorithm, FP-Tree algorithm, Transaction Pattern Tree(TP-tree), scalability

Web data mining.

Data Warehousing – multidimensional data model, warehouse schema, architecture

References:

1. Introduction to Data Mining: P-N Tan, M. Steinbach, Vipin Kumar
2. Data Mining – Concepts and Techniques: J. Han, M. Kamber and J. Pei
3. Data Mining – Introductory and Advanced Topics: Margaret H. Dunham

Hunt
8/23/14

John
8/23/14

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8/23/14

6. Programming in Python

Planning the Computer Program: Concept of problem solving, Problem definition, Program design, Debugging, Types of errors in programming, Documentation. (2L) **Techniques of Problem Solving:** Flowcharting, decision table, algorithms, Structured programming concepts, Programming methodologies viz. top-down and bottom-up programming.

(2L)

Overview of Programming : Structure of a Python Program, Elements of Python (3L)

Introduction to Python: Python Interpreter, Using Python as calculator, Python shell, Indentation. Atoms, Identifiers and keywords, Literals, Strings, Operators(Arithmetic operator, Relational operator, Logical or Boolean operator, Assignment, Operator, Ternary operator, Bit wise operator, Increment or Decrement operator). (4L)

Creating Python Programs : Input and Output Statements, Control statements(Branching, Looping, Conditional Statement, Exit function, Difference between break, continue and pass.), Defining Functions, default arguments.

(4L)

Reference Books

1. T. Budd, Exploring Python, TMH, 1st Ed, 2011
2. Python Tutorial/Documentation www.python.org 2015
3. Allen Downey, Jeffrey Elkner, Chris Meyers , How to think like a computer scientist : learning with Python , Freely available online.2012
4. <http://docs.python.org/3/tutorial/index.html>
5. <http://interactivepython.org/courselib/static/pythonds>
6. <http://www.ibiblio.org/g2swap/byteofpython/read/>

Software Lab Based on Python:

Section: A (Simple programs)

1. Write a menu driven program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon users choice.
2. WAP to calculate total marks, percentage and grade of a student. Marks obtained in each of the three subjects are to be input by the user. Assign grades according to the following criteria :
Grade A: Percentage ≥ 80
Grade B: Percentage ≥ 70 and < 80
Grade C: Percentage ≥ 60 and < 70
Grade D: Percentage ≥ 40 and < 60
Grade E: Percentage < 40
3. Write a menu-driven program, using user-defined functions to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.
4. WAP to display the first n terms of Fibonacci series.
5. WAP to find factorial of the given number.
6. WAP to find sum of the following series for n terms: $1 - 2/2! + 3/3! - \dots - n/n!$
7. WAP to calculate the sum and product of two compatible matrices.

Section: B (Visual Python):

All the programs should be written using user defined functions, wherever possible.

1. Write a menu-driven program to create mathematical 3D objects
 - I. curve
 - II. sphere
 - III. cone
 - IV. arrow
 - V. ring
 - VI. cylinder.
2. WAP to read n integers and display them as a histogram.
3. WAP to display sine, cosine, polynomial and exponential curves.
4. WAP to plot a graph of people with pulse rate p vs. height h. The values of p and h are to be entered by the user.
5. WAP to calculate the mass m in a chemical reaction. The mass m (in gms) disintegrates according to the formula $m=60/(t+2)$, where t is the time in hours. Sketch a graph for t vs. m, where $t \geq 0$.
6. A population of 1000 bacteria is introduced into a nutrient medium. The population p grows as follows:

$$P(t) = (15000(1+t))/(15 + e^t)$$
 where the time t is measured in hours. WAP to determine the size of the population at given time t and plot a graph for P vs t for the specified time interval.
7. Input initial velocity and acceleration, and plot the following graphs depicting equations of motion:
 - I. velocity wrt time ($v=u+at$)
 - II. distance wrt time ($s=u*t+0.5*a*t*t$)
 - III. distance wrt velocity ($s=(v*v-u*u)/2*a$)
8. WAP to show a ball bouncing between 2 walls. (Optional)

2. Programming in MATLAB (1+2Labs)

Unit I- Introduction to Programming: Components of a computer, working with numbers, Machine

code, Software hierarchy. (2L)

Unit I- Programming Environment: MATLAB Windows, A First Program, Expressions, Constants, Variables and assignment statement, Arrays. (3L)

Unit III- Graph Plots: Basic plotting, Built in functions, Generating waveforms, Sound replay, load and save. (2L)

Unit IV- Procedures and Functions: Arguments and return values, M-files, Formatted console input-output, String handling. (3L)

Unit V- Control Statements: Conditional statements: If, Else, Else-if, Repetition statements: While, for loop. (2L)

Unit VI- Manipulating Text: Writing to a text file, Reading from a text file, Randomising and sorting a list, searching a list. (2L)

Unit VII- GUI Interface: Attaching buttons to actions, Getting Input, Setting Output. (2L)

Recommended Books:

1. MATLAB: An Introduction with Applications, by Amos Gilat, 2nd edition, Wiley, 2004,
2. C.B. Moler, Numerical Computing with MATLAB, SIAM, 2004.

Software Lab Based on MatLab:

- Write a program to assign the following expressions to a variable A and then to print out the value of A.
 - $(3+4)/(5+6)$
 - $2\pi^2$
 - $\sqrt{2}$
 - $(0.0000123 + 5.67 \times 10^{-3}) \times 0.4567 \times 10^{-4}$
- Celsius temperatures can be converted to Fahrenheit by multiplying by 9, dividing by 5, and adding 32. Assign a variable called C the value 37, and implement this formula to assign a variable F the Fahrenheit equivalent of 37 Celsius.
- Set up a vector called N with five elements having the values: 1, 2, 3, 4, 5. Using N, create assignment statements for a vector X which will result in X having these values:
 - 2, 4, 6, 8, 10
 - 1/2, 1, 3/2, 2, 5/2
 - 1, 1/2, 1/3, 1/4, 1/5
 - 1, 1/4, 1/9, 1/16, 1/25

- A supermarket conveyor belt holds an array of groceries. The price of each product (in pounds) is [0.6, 1.2 ,0.5, 1.3]; while the numbers of each product are [3, 2 ,1 ,5]. Use MATLAB to calculate the total bill.
- The sortrows(x) function will sort a vector or matrix X into increasing row order. Use this function to sort a list of names into alphabetical order.
- The —identityl matrix is a square matrix that has ones on the diagonal and zeros elsewhere. You can generate one with the eye() function in MATLAB. Use MATLAB to find a matrix B, such that when multiplied by matrix A=[1 2; -1 0] the identity matrix I=[1 0; 0 1] is generated. That is A*B=I.
- Create an array of N numbers. Now find a single MATLAB statement that picks out from that array the 1,4,9,16,...,Nth entries, i.e. those numbers which have indices that are square numbers.
- Draw a graph that joins the points (0,1), (4,3), (2,0) and (5,-2).
- The seeds on a sunflower are distributed according to the formula below. Plot a small circle at each of the first 1000 co-ordinates :

$$r_n = \sqrt{n}$$

$$\theta_n = \frac{137.51}{180} \pi n$$

- Calculate 10 approximate points from the function $y=2x$ by using the formulae:
 - $x_n = n$
 - $y_n = 2n + \text{rand} - 0.5$

Fit a line of best fit to these points using the function polyfit() with degree=1, and generate co-ordinates from the line of best fit using polyval(). Use the on-line help to find out how to use these functions. Plot the raw data and the line of best fit.

- Calculate and replay 1 second of a sinewave at 500Hz with a sampling rate of 11025Hz. Save the sound to a file called "ex35.wav". Plot the first 100 samples.
 - Calculate and replay a 2 second chirp. That is, a sinusoid that steadily increases in frequency with time, from say 250Hz at the start to 1000Hz at the end.
-

13. Build a square wave by adding together 10 odd harmonics: 1f, 3f, 5f, etc. The amplitude of the nth harmonic should be 1/n. Display a graph of one cycle of the result superimposed on the individual harmonics.
14. Write a function called FtoC (ftoc.m) to convert Fahrenheit temperatures into Celsius. Make sure the program has a title comment and a help page. Test from the command window with:
 - i. FtoC(96)
 - ii. lookfor Fahrenheit
 - iii. help FtoC
15. Write a program to input 2 strings from the user and to print out (i) the concatenation of the two strings with a space between them, (ii) a line of asterisks the same length as the concatenated strings, and (iii) the reversed concatenation. For example:
 - i. Enter string 1: Mark
 - ii. Enter string 2: Huckvale
 - iii. Mark Huckvale
 - iv. *****
 - v. elavkcuH kraM

8. Linux / Unix Programming Syllabus

(1+2 Labs)

Introduction

(5 L)

- > What is linux/unix Operating systems
- > Difference between linux/unix and other operating systems
- > Features and Architecture
- > Various Distributions available in the market
- > Installation, Booting and shutdown process

- > System processes (an overview)
 - > External and internal commands
 - > Creation of partitions in OS
 - > Processes and its creation phases – Fork, Exec, wait
- ### User Management and the File System
- L)

(5

- > Types of Users, Creating users, Granting rights
- > User management commands
- > File quota and various file systems available
- > File System Management and Layout, File permissions
- > Login process, Managing Disk Quotas
- > Links (hard links, symbolic links)

Shell introduction and Shell Scripting (6L)

- > What is shell and various type of shell, Various editors present in linux
- > Different modes of operation in vi editor
- > What is shell script, Writing and executing the shell script
- > Shell variable (user defined and system variables)
- > System calls, Using system calls
- > Pipes and Filters
- > Decision making in Shell Scripts (If else, switch), Loops in shell
- > Functions
- > Utility programs (cut, paste, join, tr , uniq utilities)
- > Pattern matching utility (grep)

Reference Books:

1. Sumitabha, Das, Unix Concepts And Applications, Tata McGraw-Hill Education, 2006
2. Michael Jang RHCSA/ RHCE Red Hat Linux Certification: Exams (Ex200 & Ex300) (Certification Press), 2011
3. Nemeth Synder & Hein, Linux Administration Handbook, Pearson Education, 2nd Edition ,2010
4. W. Richard Stevens, Bill Fenner, Andrew M. Rudoff, Unix Network Programming, The sockets Networking API, Vol. 1, 3rd Edition,2014

Software Lab Based on Linux:

1. Write a shell script to check if the number entered at the command line is prime or not.
 2. Write a shell script to modify `—call` command to display calendars of the specified months.
 3. Write a shell script to modify `—call` command to display calendars of the specified range of months.
 4. Write a shell script to accept a login name. If not a valid login name display message `—Entered login name is invalid!`.
 5. Write a shell script to display date in the `mm/dd/yy` format.
 6. Write a shell script to display on the screen sorted output of `—who` command along with the total number of users .
 7. Write a shell script to display the multiplication table any number,
 8. Write a shell script to compare two files and if found equal asks the user to delete the duplicate file.
 9. Write a shell script to find the sum of digits of a given number.

 10. Write a shell script to merge the contents of three files, sort the contents and then display them page by page.
 11. Write a shell script to find the LCD(least common divisor) of two numbers.
 12. Write a shell script to perform the tasks of basic calculator.
 13. Write a shell script to find the power of a given number.
 14. Write a shell script to find the binomial coefficient $C(n, x)$.
 15. Write a shell script to find the permutation $P(n,x)$.
 16. Write a shell script to find the greatest number among the three numbers.
 17. Write a shell script to find the factorial of a given number.
 18. Write a shell script to check whether the number is Armstrong or not.
 19. Write a shell script to check whether the file have all the permissions or not.
- Program to show the pyramid of special character `—*l.9`.

SKILL ENHANCEMENT COURSES

SEMESTER - III

SECMA-1 (Boolean Algebra and Circuit Design) (Credit 2)

Boolean Algebra-definition and basic concepts-principle of duality, uniqueness of complement, absorption, idempotency, De-Morgan's law. Boolean expression-different standard forms and their representations. Minimization of Boolean expressions-Karnaugh map method and Quine-McClusky's method. Boolean functions and their representations.

Number systems-binary, ternary, octal, decimal, hexadecimal-representation and their conversions. Complement of a number-radix complement and diminished radix complement. Complemented arithmetic-addition, subtraction, multiplication and division.

Implementation of Boolean functions-logic gates-AND, OR, NOT, NAND, NOR gates. Combinational circuit design-comparator, code-converter. Single bit memory elements-flip-flops. Sequential circuit design-Counters, Shift registers.

Books Recommended:

1. J.E. Whitesitt, Boolean algebra and its applications, Dover Publications, Inc., New York.
2. M.H. Stone, The theory of representations for Boolean Algebras, Transactions of American Mathematical Society, 40, 1936, 37-111.
3. M. Phister Jr., Logical design of digital computers, D. Van Nostrand, 1955.
4. R.M.M. Oberman, Digital circuits for binary arithmetic, Macmillan, 1979.
5. B. Holdsworth, Digital logic design, Affiliated East-West Press Pvt. Ltd. 1991.

SEMESTER-IV

SECMA-2 (Tensor Calculus) (Credit 2)

Contravariant and Covariant vectors and tensors. Mixed Tensors. Algebra of tensors. Quotient laws. Fundamental and Associate tensors. Christoffel's symbols. Covariant differentiation of vectors and tensors. Riemann-Christoffel tensors. Permutation tensors.

Books Recommended:

1. I.S. Sokolnikoff, Tensor Analysis, Theory and applications to Geometry and Mechanics of Continua, John Wiley & Sons Inc.
2. B. Spain, Tensor Calculus, Oliver & Boyd.
3. T. J. Willmore, An introduction to Differential and Riemann Geometry, Oxford University Press.
4. J. A. Thorpe, Introduction to Differential Geometry, Springer-Verlag.
5. B.O. Neil, Elementary Differential Geometry, Academic Press.
6. S. Sternberg, Lectures on Differential Geometry. Prentice-Hall.
7. M.C. Chaki, Tensor Calculus, Calcutta Publishers.

SEMESTER - V
DSEMA-2 (Linear Programming Problem, Game Theory and
Mathematical Statistics) (Credit 6)
Unit – I : Linear Programming Problem, Game Theory (Credit 4)

Introduction to Linear Programming Problem (LPP), Mathematical formulation of L.P.P., Graphical method of solution, Nature of solutions.

Basic Concepts: Basis, replacing a vector in a basis. Solution of a system of linear equations- Basic solution, Basic feasible solution. Convex set- Extreme points. Matrix formulation of L.P.P. Standard form of LPP. Relation among the optimal solution of a LPP, Basic feasible solution and Extreme point of the convex set of all feasible solutions.

Fundamental theorem of LPP, Theory of Simplex method, Reduction of a feasible solution to a B.F.S.; improving a basic feasible solution; Optimality checking, Unboundedness; Existence of alternative optimal solution. Simplex algorithm and the simplex tableau, Slack, Surplus and Artificial variables-introduction and its subsequent removal, Inconsistency and redundancy. Two-phase Simplex method.

Concept of degeneracy- cycling, Methods of solving L.P.P. involving Degeneracy and Cycling. Charnes' perturbation method. Problems having degeneracy at (i) the initial stage, (ii) a subsequent stage.

Concept of Duality- Its economic interpretation. Construction of dual. The relation between feasible solution of dual and primal problems. Fundamental properties of Dual Problems. Weak duality theorem, Strong duality theorem, Fundamental duality theorem. Computational aspects of Simplex method and duality. Dual simplex method-The Algorithm and Difference between Regular Simplex method and Dual Simplex method.

Transportation Problems-Mathematical Formulation; finding an initial basic feasible solution; The Transportation Algorithm-checking for optimality, improving a B.F.S. Degeneracy in Transportation Problem. Resolution of degeneracy in the initial stage. Resolution of degeneracy during solution stage. Unbalanced Transportation Problems. Maximization in Transportation Problems.

Assignment Problems-Mathematical Formulation; Hungarian Assignment Method, Unbalanced Assignment Problem. Maximization in Assignment Problem. Travelling Salesman Problem.

Game theory: Definition and basic concepts. The maximin and minimax principle. Saddle point – its existence. Games without a saddle point – mixed strategies. Solution of rectangular games with mixed strategy. Concept of dominance – general rules. Two person zero-sum $2 \times n$ or $n \times 2$

games – Graphical and Algebraic methods of solution. Formulation of game problem as a LPP and its solution. Fundamental theorem of rectangular game.

Books Recommended:

1. Linear Programming and Game theory, Chakraborty & Ghosh; Moulik Library, Kolkata.
2. Operations Research: An introduction, Hamdy A. Taha, 10th Edition, Pearson, 2011.
3. Operations Research: Principles and Practice-Ravindran, Phillips, Solberg; Wiley India.
4. Operations Research-Richard Bronson, Govindasami Naadimuthu, Tata McGraw-Hill.
5. Principles of Operations Research, Harvey M. Wagner, PHI.
6. Operations Research: Theory and Applications, J.K.Sharma, Macmillian India Ltd.
7. An introduction to Linear Programmig, Mukhopadhyay, Maity & Mazumdar, Kalimata Pustakalaya, Kolkata.
8. Game Theory: A nontechnical introduction, M. D. Davis, Basic Books, N.Y.
9. Introduction to the theory of games, J.C.C. Mckinsey, Tata McGraw-Hill B.C.,N.Y.
10. Linear Programming, S.I.Gass, Tata McGraw-Hill B.C., N.Y.

SEMESTER - VI

DSEMA-3 (Computer Fundamentals and Computer Laboratory) (Credit 6)

DSEMA – 3A : Computer Fundamentals (Credit 2)

Computer Language: Algorithm, Flowchart, Concept of programming languages, Machine language, Assembly language, Low and high-level languages, Interpreter, Compiler, Assembler. Source and Object programs.

Programming Language in Fortran: Characters, Constants and their classifications; Variables and their classifications. Assignment statement, Arithmetic statement, Control statements: Logical IF, Block IF, Arithmetic IF. Data statement, Input / Output statements, STOP and END statements, DO statement, Computed GOTO statement, Continue statement. Type declaration statements, Executable and non-executable statements. Rules for the usage of DO statement. Arithmetic statement function.

Subscripted variables: Concept of array variables in programming language. DIMENSION statement, Simple programs. Sub-program: Concept of function sub-program, purpose of sub-program, Subroutines, purpose of using subroutines. Format specifications, Format statement.

DSEMA – 3B : Computer Laboratory (Credit 4)

Fortran programming for

Problem-I: Interpolation (taking at least six points) by

- (a) Newton's Forward Difference formula
- (b) Newton's Backward Difference formula
- (c) Lagrange's formula

Problem-II: Numerical Differentiation by

- (a) Newton's Forward Difference Interpolation formula
- (b) Newton's Backward Difference Interpolation formula

Problem-III: Solution of system of linear equations by

- (a) Gauss elimination method (excluding pivotal condensation)
- (b) Gauss-Seidel iterative method

Problem-IV: Finding a real root of an equation by

- (a) Fixed-point iteration method
- (b) Bisection method
- (c) Regula-Falsi method
- (d) Newton-Raphson method

Problem-V: Numerical Integration (taking at least ten sub-intervals) by

- (a) Trapezoidal rule
- (b) Simpson's $1/3^{\text{rd}}$ rule
- (c) Weddle's rule

Problem-VI: Solution of a first order ordinary differential equation by

- (a) Modified Euler's method
- (b) Fourth order Runge-Kutta method

Books Recommended:

1. Computer Programming in Fortran 90 and 95, V. Rajaraman, Prentice-Hall of India Private Limited, New Delhi, India (2006).
2. Programming with Fortran, Ram Kumar, Tata McGraw-Hill Publishing Company Limited, New Delhi, India (1990).

SEMESTER - VI

DSEMA-4 (Mathematical Modelling) (Credit 6)

Introduction, Emergence of Mathematical Modeling on simple situations; Basic steps of Mathematical Modeling - its needs; Process / technique of Mathematical Modeling; Some characteristics of Mathematical Models; Importance of the usage of mathematical models over physical models; Classification of mathematical models; Deterministic and Stochastic models and their distinctive features with illustrations; Limitations of Mathematical Modeling.

Physical System: Formulation of some mathematical models and their analyses for (i) harmonic oscillator, (ii) damped and forced oscillator. Simple pendulum; Compound pendulum; Electric circuits (L-R, R-C, L-R-C).

Derivation of Heat equation, Wave equation (linear wave and non-linear wave), Laplace equation.

Boundary value problems for infinite and semi-infinite string.

Autonomous dynamical system and its classification, Jacobian matrix, System reducible to autonomous system, Time-dependent system, Fixed points and their characterization – node, saddle point, focus, centre and concept of limit cycle with simple illustrations, Stability of fixed points.

Biological System: Population Models: (i) Single-species models – Exponential, Logistic and Gompertz growth models; Stochastic birth and death processes; Discrete-time models. (ii) Interacting populations – A classical predator-prey model; Stability of equilibrium positions; Derivation of Lotka-Volterra model; Two competing species model and its stability analysis; Mutualism model and its stability. Harvest models and optimal control theory.

Diffusion and diffusion-reaction models: Fick's laws of diffusion; Diffusion equation – one and two dimensional forms; Predator-prey model with diffusion; Competition model with diffusion; Influence of diffusion on stability of both predator-prey and competition models.

Books Recommended:

1. Mathematical Models, Richard Haberman, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (1977).
2. Elements of Mathematical Ecology, Mark Kot, Cambridge University Press (2003).

3. Introduction to Differential Equations with Dynamical System, Stephen L Campbell and Richard Haberman, Princeton University Press (2008).
4. Concept of Mathematical Modeling, W. Meyer, McGraw-Hill, New York (1994).
5. Mathematics for Dynamic Modeling, E. Beltrami, Academic Press, Orlando, Florida (1987).
6. Mathematical Modeling with case Studies, A Differential Equation Approach using Maple and Matlab, Belinda Barnes and Glenn R. Fulford, Taylor and Francis Group (2009).
7. Differential Equations and Boundary Value Problems: Computing and Modeling, C. H. Edwards and D. E. Penny, Pearson Education India (2005).

SEMESTER - IV
GEMA-4 (Linear Programming Problem and Numerical Methods) (Credit 6)
Unit – I : Linear Programming Problem (Credit 3)

Introduction: Linear Programming Problem (LPP), Mathematical formulation of L.P.P., Graphical method of solution, Nature of solutions.

Basic Concepts: Basis, replacing a vector in a basis. Solution of a system of linear equations- Basic solution, Basic feasible solution. Convex set- Extreme points. Matrix formulation of L.P.P. Standard form of LPP. Relation among the optimal solution of a LPP, Basic feasible solution and Extreme point of the convex set of all feasible solutions.

Fundamental theorem of LPP-Simplex method, Reduction of a feasible solution to a B.F.S.; improving a basic feasible solution; Optimality checking; Unboundedness; Existence of alternative optimal solution. Simplex algorithm and the simplex tableau; Slack, Surplus and Artificial variables-introduction and its subsequent removal; Inconsistency and redundancy. Two-phase Simplex method.

Concept of Duality- Its economic interpretation. Construction of dual. The relation between feasible solution of dual and primal problems. Fundamental properties of Dual Problems. Weak duality theorem, Strong duality theorem, Fundamental duality theorem. Computational aspects of Simplex method and duality. Dual simplex method-The Algorithm and Difference between Regular Simplex method and Dual Simplex method.

Transportation Problems-Mathematical Formulation; finding an initial basic feasible solution; The Transportation Algorithm-checking for optimality, improving a B.F.S. Degeneracy in Transportation Problem. Resolution of degeneracy in the initial stage. Resolution of degeneracy during solution stage. Unbalanced Transportation Problems. Maximization in Transportation Problems.

Assignment Problems-Mathematical Formulation; Hungarian Assignment Method; Unbalanced Assignment Problem. Maximization in Assignment Problem. Travelling Salesman Problem.

Books Recommended:

1. Linear Programming and Game theory, Chakraborty & Ghosh, Moulik Library, Kolkata.
2. Operative Research: An introduction, Hamdy A. Taha, Pearson.
3. Operations Research: Principles and Practice, Ravindran, Phillips, Solberg, Wiley India.
4. Operations Research, Richard Bronson, Govindasami Naadimuthu, Tata Mc Graw-Hill.
5. Principles of Operations Research, Harvey M. Wagner, PHI.
6. Operations Research: Theory and Applications, J.K.Sharma, Macmillian India Ltd.

MMC42 : Operations Research**Full Marks : 50 : Credit: 4**

Operations Research --- an overview. Revised Simplex Method --- minimization and maximization problem. Sensitivity Analysis --- Change in profit (or cost) contribution coefficients, change in availability of resources. change in input-output coefficients.

Integer Linear Programming --- Branch and Bound algorithm, Cutting plane algorithm.

Non-linear Programming --- Formulation of Non-linear programming problem --- Graphical method of solution. Unconstrained optimization. Optimization with equality constraints. Kuhn-Tucker conditions for constrained optimization. Convex programming. Quadratic programming Problems by (i) Wolfe's method and (ii) Beale's method.

Dynamic Programming --- Deterministic and probabilistic models.

Inventory --- Introduction, Features of inventory system, Inventory model building. Deterministic models with (i) No Shortage, (ii) Shortage. Multi item inventory models with constraints. Probabilistic models --- Single period probabilistic models (i) without set up cost, (ii) with set up cost.

Queuing Theory --- Introduction. Essential features of Queuing system. Probability distribution in Queuing Models. Classification of Queue models. Solution of Queuing models: [1] $\{(M/M/1):(infinity/FCFS)\}$, [2] $\{(M/M/1):(n/FCFS)\}$ [3] $\{(M/M/s):(infinity/FCFS)\}$ [4] $\{(M/M/s):(n/FCFS)\}$.

Books Recommended:

1. H. A. Taha-Operations Research-An Introduction. Macmillan Pub. Co., Inc., New York.
2. G. Hadley -Nonlinear and Dynamic Programming, Addition-Wesley.
3. S. S. Rao - Optimization Theory and Application, Wiley Eastern.
4. K Sarup, P. K. Gupta and Man Mohan - Operation Research, Sultan Chand & Sons.
5. J. K. Sharma-Operation Research, Mcmillan India.
6. S. D. Sharma-Operation Research, Kedarnath & Ramnath, Meerat.
7. O. L. Mangasarian-Non linear Programming, McGraw Hill.
8. Peressini, Sullivan and Uhl -The mathematics of Nonlinear programming, Springer-Verlag.
9. Rabindran, Phillips, Solberg -Operation Research, John Wiley & Sons.

MMC 43 : Numerical Computer Laboratory**Full Marks : 50 : Credit: 4**

Programming in C: Introduction to C. Data types, variables and constants. Operators and Expression: Precedence and Associativity. Unary plus and Minus operators. Binary Arithmetic operators, Arithmetic assignment operators, Relational operators, Logical operators, increment and decrement operators, conditional operators. Arithmetic expressions, Cast operator. Statements --- Assignment statement, Input/output statements. Control Statements: Decision making with if statement, if else statement, Nesting of if else statements, switch statement, goto statement, while statement, do statement, for statement, break and continue statements.

Note: It should be learnt by practice only. No theoretical questions should be asked. Programming should preferably be taught in the Lab. Only a few important points and structures may be discussed in the class, and implemented on the computer. Students should learn the following numerical methods and implement in C on a computer.

- (1) Interpolation by --- Newton's divided difference formula, Cubic Spline
- (2) Integration by --- Romberg's formula, Gaussian quadrature formula, Chebyshev's quadrature formula
- (3) Eigen values and Eigen vectors of a matrix by --- Power method, Jacobi's method
- (4) Matrix inversion by LU- decomposition
- (5) Finding solution of Initial Value Problem (IVP) for ODE by --- Runge-Kutta method, Adams method, Milne's method
- (6). Finding solution of two-point Boundary Value Problems (BVP) by Shooting method
- (7) Finding solution of Partial Differential Equations (PDE) by Finite Difference method
- (8) Numerical evaluation of Integral Equation

Books Recommended:

Balaguruswamy- Numerical Methods

1. E. Balaguruswamy-Programming in ANSI C., Tata -McGraw Hill (1992)
2. B.S. Gottfried- Theory and Problems of Programming in C, Tata McGraw Hill (1998).
3. V. Rajaraman, Programming in C, Prentice Hall (1994)
4. E. Balaguruswamy-Numerical Methods, Tata -McGraw Hill.
5. S. Arumugam, A.T. Isaac, A. Somasundaram- Numerical Methods, SCITECH.

MME 41 (Applied Stream) :

**Electromagnetic Theory / Advanced Mathematical Statistics-II
and Programming in MATLAB Full Marks : 50 : Credit: 4**

UNIT-I: Electromagnetic Theory Full Marks : 25 : Credit: 2

Electrostatics: Coulomb's law, Forces and fields, Electric field and potential, Fields due to continuous and discrete charges, Gauss' law and applications, Poisson and Laplace equations, Electric dipole, Dielectric media, Polarization, Electrostatic energy, Simple electrostatic boundary value problems.

Magnetostatics: Steady current, Lorentz force, Magnetic field intensity, Equation of continuity, Biot-Savart's law, Magnetic vector potential, Ampere's circuit law, Magnetization, Magnetic energy density

Electrodynamics: Faraday's law, Displacement current, Maxwell's equations for electromagnetic field and their empirical basis, Electromagnetic potential, Electromagnetic energy, Poynting theorem. Plane electromagnetic waves in dielectric and conducting medium, Field of a point charge in uniform motion.

Books Recommended:

1. Introduction to Electrodynamics- David J. Griffiths (Prentice Hall)
2. Classical Electrodynamics- J. D. Jackson (John Wiley and Sons)
3. Electricity and magnetism- Chattopadhyay and Rakshit (New Central)
4. Basic laws of Electromagnetism – I. E. Irodov (CBS)
5. Electromagnetism – B. B. Laud (New Age International)
6. Foundations of Electromagnetic theory-J. R. Reitz, F. J. Milford and R. W. Christy, Addison Wesley, 1966.

MMO31 (A9): Mathematical Pharmacology-I Full Marks : 50 : Credit: 4

Cell Surface Receptor/Ligand Binding Fundamentals:

Specific binding; simple monovalent binding-constant ligand concentration, ligand depletion effect; cooperativity; multiple receptor states-simple one-step binding; non-interconverting receptor classes; interconverting receptor classes and their applications; basic ternary complex model and applications.

The Endocytic Cycle:

Simple kinetic models of endosomal sorting-ligand motion, receptor motion; whole-cell kinetic model and applications; kinetic model of sorting that predicts ligand effects-monovalent receptor-monovalent ligand, monovalent receptor-bivalent ligand.

Diffusivity and the Mechanism of Mass Transport:

Fick's law of binary diffusion (molecular mass transport); theory of diffusion in binary liquids, gases at low density, colloidal suspensions, polymers; mass and molar concentration; diffusive mass and molar fluxes; convective mass and molar fluxes.

General form of conservation equations-for finite volumes, for points and for interfaces; Conservation of chemical species; illustrations with simple examples; simplification based on time scales; solution of diffusion equation with/without elimination or generation-in rectangular and curvilinear coordinates and applications.

Recommended books:

1. Lauffenburger, D.A. and Linderman, J., 1993. Receptors: models for binding, trafficking, and signaling. Oxford University Press.
2. Ciechanover, A., Schwartz, A.L. and Lodish, H.L., 1985. Sorting and Recycling of Cell Surface Receptors and Endocytosed Ligands. In Mechanisms of Receptor Regulation (pp. 225-253). Springer US.
3. Evans, E.A., Skalak, R. and Weinbaum, S., 1980. Mechanics and thermodynamics of biomembranes.
4. Ramkrishna, D. and Amundson, N.R., 1985. Linear operator methods in chemical engineering with applications to transport and chemical reaction systems. Prentice Hall.
5. Segel, L.A., 1980. Mathematical models in molecular cellular biology. Cambridge University Press.
6. Wells, J.W. and Hulme, E.C., 1992. Receptor-Ligand Interactions: A Practical Approach. Oxford, IRL Press.
7. Limbird, L.E., 2012. Cell Surface Receptors: A Short Course on Theory and Methods. Springer Science & Business Media.
8. Linderman, J.J. and Lauffenburger, D.A., 2013. Receptor/ligand sorting along the endocytic pathway (Vol. 78). Springer Science & Business Media.
9. Pastan, I. and Willingham, M.C., 1985. The pathway of endocytosis. In Endocytosis (pp. 1-44). Springer US.
10. Deen, W.M., 1998. Analysis of Transport Phenomena. Indian Edition. Oxford University Press.
11. Bird, R.B., Stewart, W.E. and Lightfoot, E.N., 2007. Transport phenomena. John Wiley & Sons.

MMO31 (A10): Nonlinear Differential Equations - I**Full Marks : 50 : Credit: 4**

1st order PDEs: Conservation equation, applied to traffic problems, nonlinear traffic flow problems.
Perturbation Techniques: Method of multiple scale, Mathieu Equation, van-dar Pol Oscillator, Diffusion-advection equation, KBJ Approximation,
An Introduction to nonlinear waves, Solitary waves and Solitons, Shock Waves.
2nd order PDEs: Burger's Equations: Historical background, derivation of Burger Equation in Fluids and Plasmas. Properties of Burger Equation. Shock wave and other solutions of Burger's Equation. Cole-Hopf Transformation.
KdV Equation: Historical background, derivation of KdV Equation in Fluids and Plasmas. Properties of KdV Equation. One Soliton and Other solution of KdV Equation
NLS Equation: Historical background, derivation of NLS Equation in Plasmas. Properties and Different types of solutions of NLS Equation.

Recommended Books:

1. Perturbation Methods (Cambridge Texts in Applied Mathematics) by E J Hinch (Cambridge University Press 1991)
2. Solitons, Nonlinear Evolution Equations and Inverse Scattering by Mark J. Ablowitz & P. A. Clarkson (Cambridge University Press 1991)
3. Partial Differential Equations and Solitary Waves Theory by Abdul-Majid Wazwaz (Springer Science & Business Media 2010)
4. Solitons: An Introduction by P. G. Drazin & R. S. Johnson (Cambridge University Press 1989)
5. Nonlinear waves, solitons and chaos by E. Infeld & G. Rowlands (Cambridge University Press 1990)

Pharmacokinetics of Drug Distribution:

Compartmental models-one-compartment models; two-compartment models;two-compartment models with absorption; physiological models-flow-limited compartments; drug binding and metabolism in compartmental models; application of physiological models such as microvascular mixing in tissue compartments.

Chemical reaction; diffusion with a homogeneous and heterogeneous chemical reaction; diffusion and chemical reaction inside a porous catalyst; multi-component system; concentration distribution with more than one independent variable-time dependent diffusion. Concepts of free and bound drug; irreversible, reversible, saturable and non-saturable binding of drug; effective diffusion coefficient and tortuosity; diffusion with binding in tissues.

Drug permeation through biological barriers-through lipid membranes, through porous membranes; drug transport by fluid motion-simple examples.

Controlled Drug Delivery System:

Reservoir and transdermal delivery system-diffusion through planar membranes, diffusion through cylindrical membranes; matrix delivery system.

Case studies: design of a controlled delivery system for T-20, design of a controlled delivery system from implanted devices-matrix type delivery device and drug-eluting stent.

Books Recommended:

1. Lauffenburger, D.A. and Linderman, J., 1993. Receptors: models for binding, trafficking, and signaling. Oxford University Press.
2. Ciechanover, A., Schwartz, A.L. and Lodish, H.L., 1985. Sorting and Recycling of Cell Surface Receptors and Endocytosed Ligands. In Mechanisms of Receptor Regulation (pp. 225-253). Springer US.
3. Evans, E.A., Skalak, R. and Weinbaum, S., 1980. Mechanics and thermodynamics of biomembranes.
4. Ramkrishna, D. and Amundson, N.R., 1985. Linear operator methods in chemical engineering with applications to transport and chemical reaction systems. Prentice Hall.
5. Segel, L.A., 1980. Mathematical models in molecular cellular biology. Cambridge University Press.
6. Wells, J.W. and Hulme, E.C., 1992. Receptor-Ligand Interactions: A Practical Approach. Oxford, IRL Press.
7. Limbird, L.E., 2012. Cell Surface Receptors: A Short Course on Theory and Methods. Springer Science & Business Media.
8. Linderman, J.J. and Lauffenburger, D.A., 2013. Receptor/ligand sorting along the endocytic pathway (Vol. 78). Springer Science & Business Media.
9. Pastan, I. and Willingham, M.C., 1985. The pathway of endocytosis. In Endocytosis (pp. 1-44). Springer US.
10. Deen, W.M., 1998. Analysis of Transport Phenomena. Indian Edition. Oxford University Press.
11. Bird, R.B., Stewart, W.E. and Lightfoot, E.N., 2007. Transport phenomena. John Wiley & Sons.
12. Saltzman, W.M., 2001. Drug delivery: engineering principles for drug therapy. Oxford University Press.
13. Murray J D., 2003. Mathematical Biology (vol.-II), Springer.

MMO41 (A9): Nonlinear Differential Equations - II

Full Marks : 50 : Credit: 4

Solution of different nonlinear differential equations by Tanh, tanh-coth, sin-cosine, Exponential function methods.

Hirota's Bilinear Method : Introduction, D operator, Bilinear form of KdV, KP like equations, Hirota's perturbation and multi soliton solutions of KdV, KP, MKdV, MKP, SG equations.

Inverse Scattering Technique: Introduction, Conservation Laws, Exact solution by inverse scattering, LAX approach, Solution of some standard nonlinear equation.

To study periodic waves, quasi-periodicity and chaos from KdV, KP and ZK equations by using the theory of planer dynamical system.

Introduction to Modified KdV, KP, ZK equations in planer and non-planer geometry. Transformation of different equations to KdV Equation.

Recommended Books:

1. Perturbation Methods (Cambridge Texts in Applied Mathematics) by E J Hinch (Cambridge University Press 1991)
2. Solitons, Nonlinear Evolution Equations and Inverse Scattering by Mark J. Ablowitz & P. A. Clarkson (Cambridge University Press 1991)
3. Partial Differential Equations and Solitary Waves Theory by Abdul-Majid Wazwaz (Springer Science & Business Media 2010)
4. Solitons: An Introduction by P. G. Drazin & R. S. Johnson (Cambridge University Press 1989)
5. Nonlinear waves, solitons and chaos by E. Infeld & G. Rowlands (Cambridge University Press 1990)

4(a) ✓

DEPARTMENT OF PHYSICS
VISVA-BHARATI
SANTINIKETAN

CHOICE BASED CREDIT
SYSTEM

SYLLABUS FOR
B. SC. (HONOURS) WITH
PHYSICS



Mechanical Skill: Concept of workshop practice. Overview of manufacturing methods: casting, foundry, machining, forming and welding. Types of welding joints and welding defects. Common materials used for manufacturing like steel, copper, iron, metal sheets, composites and alloy, wood. Concept of machine processing, introduction to common machine tools like lathe, shaper, drilling, milling and surface machines. Cutting tools, lubricating oils. Cutting of a metal sheet using blade. Smoothing of cutting edge of sheet using file. Drilling of holes of different diameter in metal sheet and wooden block. Use of bench vice and tools for fitting. Make funnel using metal sheet. (10 Lectures)

Electrical and Electronic Skill: Use of Multimeter. Soldering of electrical circuits having discrete components (R, L, C, diode) and ICs on PCB. Operation of oscilloscope. Making regulated power supply. Timer circuit, Electronic switch using transistor and relay. (10 Lectures)

Introduction to prime movers: Mechanism, gear system, wheel, Fixing of gears with motor axel. Lever mechanism, Lifting of heavy weight using lever. braking systems, pulleys, working principle of power generation systems. Demonstration of pulley experiment. (6 Lectures)

Reference Books:

- A text book in Electrical Technology - B L Theraja – S. Chand and Company.
- Performance and design of AC machines – M.G. Say, ELBS Edn.
- Mechanical workshop practice, K.C. John, 2010, PHI Learning Pvt. Ltd.
- Workshop Processes, Practices and Materials, Bruce J Black 2005, 3rd Edn., Editor Newnes [ISBN: 0750660732]
- New Engineering Technology, Lawrence Smyth/Liam Hennessy, The Educational Company of Ireland [ISBN: 0861674480]

COMPUTATIONAL PHYSICS
(Credits: 02)

(SEC PH 02)

Theory: 30 Lectures

The aim of this course is not just to teach computer programming and numerical analysis but to emphasize its role in solving problems in Physics.

- Highlights the use of computational methods to solve physical problems
- Use of computer language as a tool in solving physics problems (applications)
- Course will consist of hands on training on the Problem solving on Computers.

Introduction: Importance of computers in Physics, paradigm for solving physics problems for solution. Usage of linux as an Editor. **Algorithms and Flowcharts:** Algorithm: Definition, properties and development. Flowchart: Concept of flowchart, symbols, guidelines, types. Examples: Cartesian to Spherical Polar Coordinates, Roots



of Quadratic Equation, Sum of two matrices, Sum and Product of a finite series, calculation of $\sin(x)$ as a series, algorithm for plotting (1) lissajous figures and (2) trajectory of a projectile thrown at an angle with the horizontal. **(4 Lectures)**

Scientific Programming: Some fundamental Linux Commands (Internal and External commands). Development of FORTRAN, Basic elements of FORTRAN: Character Set, Constants and their types, Variables and their types, Keywords, Variable Declaration and concept of instruction and program. Operators: Arithmetic, Relational, Logical and Assignment Operators. Expressions: Arithmetic, Relational, Logical, Character and Assignment Expressions. Fortran Statements: I/O Statements (unformatted/formatted), Executable and Non-Executable Statements, Layout of Fortran Program, Format of writing Program and concept of coding, Initialization and Replacement Logic. Examples from physics problems. **(5 Lectures)**

Control Statements: Types of Logic (Sequential, Selection, Repetition), Branching Statements (Logical IF, Arithmetic IF, Block IF, Nested Block IF, SELECT CASE and ELSE IF Ladder statements), Looping Statements (DO-CONTINUE, DO-ENDDO, DO-WHILE, Implied and Nested DO Loops), Jumping Statements (Unconditional GOTO, Computed GOTO, Assigned GOTO) Subscripted Variables (Arrays: Types of Arrays, DIMENSION Statement, Reading and Writing Arrays), Functions and Subroutines (Arithmetic Statement Function, Function Subprogram and Subroutine), RETURN, CALL, COMMON and EQUIVALENCE Statements), Structure, Disk I/O Statements, open a file, writing in a file, reading from a file. Examples from physics problems.

Programming:

1. Exercises on syntax on usage of FORTRAN
2. Usage of GUI Windows, Linux Commands, familiarity with DOS commands and working in an editor to write sources codes in FORTRAN.
3. To print out all natural even/ odd numbers between given limits.
4. To find maximum, minimum and range of a given set of numbers.
5. Calculating Euler number using $\exp(x)$ series evaluated at $x=1$ **(6 Lectures)**

Scientific word processing: Introduction to LaTeX: TeX/LaTeX word processor, preparing a basic LaTeX file, Document classes, Preparing an input file for LaTeX, Compiling LaTeX File, LaTeX tags for creating different environments, Defining LaTeX commands and environments, Changing the type style, Symbols from other languages. **Equation representation:** Formulae and equations, Figures and other floating bodies, Lining in columns- Tabbing and tabular environment, Generating table of contents, bibliography and citation, Making an index and glossary, List making environments, Fonts, Picture environment and colors, errors. **(6 Lectures)**

Visualization: Introduction to graphical analysis and its limitations. Introduction to Gnuplot. importance of visualization of computational and computational data, basic Gnuplot commands: simple plots, plotting data from a file, saving and exporting, multiple data sets per file, physics with Gnuplot (equations, building functions, user defined variables and functions), Understanding data with Gnuplot

Hands on exercises:

1. To compile a frequency distribution and evaluate mean, standard deviation etc.
2. To evaluate sum of finite series and the area under a curve.
3. To find the product of two matrices
4. To find a set of prime numbers and Fibonacci series.
5. To write program to open a file and generate data for plotting using Gnuplot.

6. Plotting trajectory of a projectile projected horizontally.
7. Plotting trajectory of a projectile projected making an angle with the horizontally.
8. Creating an input Gnuplot file for plotting a data and saving the output for seeing on the screen. Saving it as an eps file and as a pdf file.
9. To find the roots of a quadratic equation.
10. Motion of a projectile using simulation and plot the output for visualization.
11. Numerical solution of equation of motion of simple harmonic oscillator and plot the outputs for visualization.
12. Motion of particle in a central force field and plot the output for visualization.

(9 Lectures)

Reference Books:

- Introduction to Numerical Analysis, S.S. Sastry, 5th Edn., 2012, PHI Learning Pvt. Ltd.
- Computer Programming in Fortran 77". V. Rajaraman (Publisher: PHI).
- "LaTeX—A Document Preparation System", Leslie Lamport (Second Edition, Addison-Wesley, 1994).
- Gnuplot in action: understanding data with graphs, Philip K Janert, (Manning 2010)
- Schaum's Outline of Theory and Problems of Programming with Fortran, S Lipsdutz and A Poe, 1986Mc-Graw Hill Book Co.
- Computational Physics: An Introduction, R. C. Verma, et al. New Age International Publishers, New Delhi(1999)
- A first course in Numerical Methods, U.M. Ascher and C. Greif, 2012, PHI Learning
- Elementary Numerical Analysis, K.E. Atkinson, 3rd Edn., 2007, Wiley India Edition.

ELECTRICAL CIRCUITS AND NETWORK SKILLS (SE C PH 03)

(Credits: 02)

Theory: 30 Lectures

The aim of this course is to enable the students to design and trouble shoots the electrical circuits, networks and appliances through hands-on mode

Basic Electricity Principles: Voltage, Current, Resistance, and Power. Ohm's law. Series, parallel, and series-parallel combinations. AC Electricity and DC Electricity. Familiarization with multimeter, voltmeter and ammeter. (3 Lectures)

Understanding Electrical Circuits: Main electric circuit elements and their combination. Rules to analyze DC sourced electrical circuits. Current and voltage drop across the DC circuit elements. Single-phase and three-phase alternating current sources. Rules to analyze AC sourced electrical circuits. Real, imaginary and complex power components of AC source. Power factor. Saving energy and money. (4 Lectures)

Electrical Drawing and Symbols: Drawing symbols. Blueprints. Reading Schematics. Ladder diagrams. Electrical Schematics. Power circuits. Control circuits. Reading of circuit schematics. Tracking the connections of elements and identify current flow and voltage drop. (4 Lectures)

Generators and Transformers: DC Power sources. AC/DC generators. Inductance, capacitance, and impedance. Operation of transformers. (3 Lectures)

Electric Motors: Single-phase, three-phase & DC motors. Basic design. Interfacing DC or AC sources to control heaters & motors. Speed & power of ac motor. (4 Lectures)

Solid-State Devices: Resistors, inductors and capacitors. Diode and rectifiers. Components in Series or in shunt. Response of inductors and capacitors with DC or AC sources (3 Lectures)

Electrical Protection: Relays. Fuses and disconnect switches. Circuit breakers. Overload devices. Ground-fault protection. Grounding and isolating. Phase reversal. Surge protection. Interfacing DC or AC sources to control elements (relay protection device) (4 Lectures)

Electrical Wiring: Different types of conductors and cables. Basics of wiring-Star and delta connection. Voltage drop and losses across cables and conductors. Instruments to measure current, voltage, power in DC and AC circuits. Insulation. Solid and stranded cable. Conduit. Cable trays. Splices: wirenuts, crimps, terminal blocks, split bolts, and solder. Preparation of extension board. (5 Lectures)

Reference Books:

- A text book in Electrical Technology - B L Theraja - S Chand & Co.
- A text book of Electrical Technology - A K Theraja
- Performance and design of AC machines - M G Say ELBS Edn.

BASIC INSTRUMENTATION SKILLS (SECPH04)

(Credits: 02)

Theory: 30 Lectures

This course is to get exposure with various aspects of instruments and their usage through hands-on mode. Experiments listed below are to be done in continuation of the topics.

Basic of Measurement: Instruments accuracy, precision, sensitivity, resolution range etc. Errors in measurements and loading effects. **Multimeter:** Principles of measurement of dc voltage and dc current, ac voltage, ac current and resistance. Specifications of a multimeter and their significance. (4 Lectures)

Electronic Voltmeter: Advantage over conventional multimeter for voltage measurement with respect to input impedance and sensitivity. Principles of voltage measurement (block diagram only). Specifications of an electronic Voltmeter/Multimeter and their significance. **AC millivoltmeter:** Type of AC millivoltmeters: Amplifier- rectifier, and rectifier- amplifier. Block diagram ac millivoltmeter, specifications and their significance. (4 Lectures)

Cathode Ray Oscilloscope: Block diagram of basic CRO. Construction of CRT, Electron gun, electrostatic focusing and acceleration (Explanation only- no mathematical treatment), brief discussion on screen phosphor, visual persistence &

chemical composition. Time base operation, synchronization. Front panel controls. Specifications of a CRO and their significance. (6 Lectures)

Use of CRO for the measurement of voltage (dc and ac frequency, time period. Special features of dual trace, introduction to digital oscilloscope, probes. Digital storage Oscilloscope: Block diagram and principle of working. (3 Lectures)

Signal Generators and Analysis Instruments: Block diagram, explanation and specifications of low frequency signal generators. pulse generator, and function generator. Brief idea for testing, specifications. Distortion factor meter, wave analysis. (4 Lectures)

Impedance Bridges & Q-Meters: Block diagram of bridge. working principles of basic (balancing type) RLC bridge. Specifications of RLC bridge. Block diagram & working principles of a Q- Meter. Digital LCR bridges. (3 Lectures)

Digital Instruments: Principle and working of digital meters. Comparison of analog & digital instruments. Characteristics of a digital meter. Working principles of digital voltmeter. (3 Lectures)

Digital Multimeter: Block diagram and working of a digital multimeter. Working principle of time interval, frequency and period measurement using universal counter/ frequency counter, time- base stability, accuracy and resolution. (3 Lectures)

The test of lab skills will be of the following test items:

1. Use of an oscilloscope.
2. CRO as a versatile measuring device.
3. Circuit tracing of Laboratory electronic equipment,
4. Use of Digital multimeter/VTVM for measuring voltages
5. Circuit tracing of Laboratory electronic equipment,
6. Winding a coil / transformer.
7. Study the layout of receiver circuit.
8. Trouble shooting a circuit
9. Balancing of bridges

Laboratory Exercises:

1. To observe the loading effect of a multimeter while measuring voltage across a low resistance and high resistance.
2. To observe the limitations of a multimeter for measuring high frequency voltage and currents.
3. To measure Q of a coil and its dependence on frequency, using a Q- meter.
4. Measurement of voltage, frequency, time period and phase angle using CRO.
5. Measurement of time period, frequency, average period using universal counter/ frequency counter.
6. Measurement of rise, fall and delay times using a CRO.
7. Measurement of distortion of a RF signal generator using distortion factor meter.
8. Measurement of R, L and C using a LCR bridge/ universal bridge.

Open Ended Experiments:

1. Using a Dual Trace Oscilloscope
2. Converting the range of a given measuring instrument (voltmeter, ammeter)

Reference Books:



Handwritten signature

- A text book in Electrical Technology - B L Theraja - S Chand and Co.
 - Performance and design of AC machines - M G Say ELBS Edn.
 - Digital Circuits and systems, Venugopal, 2011, Tata McGraw Hill.
 - Logic circuit design, Shimon P. Vingron, 2012, Springer.
 - Digital Electronics, Subrata Ghoshal, 2012, Cengage Learning.
 - Electronic Devices and circuits, S. Salivahanan & N. S.Kumar, 3rd Ed., 2012, Tata Mc-Graw Hill
 - Electronic circuits: Handbook of design and applications, U.Tietze, Ch.Schenk, 2008, Springer
 - Electronic Devices, 7/e Thomas L. Floyd, 2008, Pearson India
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RENEWABLE ENERGY AND ENERGY HARVESTING (SECPH05) (Credits: 02)

Theory: 30 Lectures

The aim of this course is not just to impart theoretical knowledge to the students but to provide them with exposure and hands-on learning wherever possible

Fossil fuels and Alternate Sources of energy: Fossil fuels and nuclear energy, their limitation, need of renewable energy, non-conventional energy sources. An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, biogas generation, geothermal energy tidal energy, Hydroelectricity. **(3 Lectures)**

Solar energy: Solar energy, its importance, storage of solar energy, solar pond, non convective solar pond, applications of solar pond and solar energy, solar water heater, flat plate collector, solar distillation, solar cooker, solar green houses, solar cell, absorption air conditioning. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun tracking systems. **(6 Lectures)**

Wind Energy harvesting: Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, Power electronic interfaces, and grid interconnection topologies. **(3 Lectures)**

Ocean Energy: Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices. **(3 Lectures)**

Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy, Osmotic Power, Ocean Bio-mass. **(2 Lectures)**

Geothermal Energy: Geothermal Resources, Geothermal Technologies. **(2 Lectures)**

Hydro Energy: Hydropower resources, hydropower technologies, environmental impact of hydro power sources. **(2 Lectures)**

Piezoelectric Energy harvesting: Introduction, Physics and characteristics of piezoelectric effect, materials and mathematical description of piezoelectricity,

Linear Models

Gauss-Markov set-up, Normal equations and Least squares estimates, Error and estimation spaces, variances and covariances of least squares estimates, estimation of error variance, estimation with correlated observations, least squares estimates with restriction on parameters, simultaneous estimates of linear parametric functions. (13L)

Tests of hypotheses for one and more than one linear parametric functions, confidence intervals and regions, Analysis of Variance, Power of F-test, Multiple comparison tests due to Tukey and Scheffe, simultaneous confidence intervals. (12L)

References:

Rao, A. R. and Bhimasankaran, P. (1992): Linear Algebra, Tata McGraw Hill Publishing Company Ltd.

Rao, C. R. and Mitra, S. K. (1971): Generalized Inverse of Matrices and its Applications, John Wiley and Sons. Inc.

Bapat, R.B : Linear Algebra and Linear Models

MSC-12

Regression Analysis

Course Objective:

Regression Analysis is the most common statistical modeling approach used in data analysis. In this course students will learn various statistical methods for investigating functional relationships among variables. Regression analysis is an applied topic that is used in various sectors like academic, company, forecasting etc. The objective is to provide the basic and advanced idea of regression analysis, so that students can be applied this modeling to solve various real life problems and draw inferences from the data.

Learning Outcomes:

After completing the course the students will be able to:

- *Analyze and fit linear, polynomial and multiple linear regression models using data.*
- *Detect and overcome the issues like model adequacy, multicollinearity and influential points.*
- *Perform various statistical inferences related to regression analysis.*
- *Fit the nonlinear, logistic, poisson regression model and their inferences.*
- *Perform all the above computation using R/ SAS.*

Revision of Simple linear regression and Multiple linear regression. [5L]

Model Adequacy Checking: Residual Analysis. [10L]

Diagnostics of Leverage and influence, Variable selection and Model Building.[15L]

Multicollinearity, Robust Regression.

[10L]

Introduction to Nonlinear Regression : Parameter estimation , Statistical Inference. [5L]

Introduction to Generalized Linear Models: Logistic and Poisson Regression. [5L]

Use of Statistical Packages: R and / or SAS

References:

Cook, R. D. and Weisberg, S. (1982). Residual and Influence in Regression. Chapman and Hall.

Draper, N. R. and Smith, H. (1998). Applied Regression Analysis. 3rd Ed. Wiley.

Gunst, R. F. and Mason, R. L. (1980). Regression Analysis and Its Applications - A Data Oriented Approach. Marcel and Dekker.

Rao, C. R. (1973). Linear Statistical Inference and Its Applications. Wiley Eastern.

Weisberg, S. (1985). Applied Linear Regression. Wiley.

MSC-13

Stochastic Process and Distribution Theory

Course Objective:

This course covers a vast area of advanced mathematical statistics- stretching to stochastic process and the crux of statistical distribution theory.

Learning Outcomes:

- *Stability of stochastic process—stationarity and limiting distribution of a process*
- *Markovian model, classifications of state under discrete time Markov model*
- *Gambler's ruin, Random walk model*
- *Poisson process, death and birth process, queueing theory*
- *Sampling distributions under multivariate set-up—distribution of sample mean vector and sample variance covariance matrix—Wishart distribution, Hotelling's T^2*
- *Multivariate analysis of variance (MANOVA),*
- *Mahalanobis Distance*

Stochastic Process:

Introduction to Stochastic Processes (SP): classification of SP's according to state space and time domain. Countable state Markov chains (MC's), Chapman-Kolmogorov equations, calculation of n-step transition probability and its limit. Stationary distribution, classification of states, transient Mc, random walk and gambler's ruin problem. Applications from social, biological and physical sciences. (10L)

theorem(Statement only). Fatou's lemma (Statement only), Dominated convergence theorem (Statement only). (6L)

Borel-Cantelli Lemma (Statement only), Weak law and strong law of large numbers for iid sequences. CLT for a sequence of independent random variables under Lindeberg's condition, CLT for iid random variables. (6L)

Characteristic function, Levy's continuity theorem (statement only), (6L)

References:

- Apostol, T. M. (1985): Mathematical Analysis, Narosa, Indian Ed.
Courant, R. and John, F. (1965): Introduction to Calculus and Analysis, Wiley.
Miller, K. S. (1957): Advanced Real Calculus, Harper, New York.
Rudin, W. (1976): Principles of Mathematical analysis, McGraw Hill.
Ash, R. (1972): Real analysis and probability, Academic Press.
Billingsley, P. (1986): Probability and Measure, Wiley.
Dubley, R. M. (1989): Real Analysis and Probability, Wordsworth and Brooks/Cole.
Kingman, J. F. C. and Taylor, S. J. (1966); Introduction to Measure and Probability.

MSC – 32:

Categorical Data Analysis and Advanced Data Analysis Technique

Course Objectives:

In most of the applied research problems, it is a common practice to deal with categorical variables. Besides, some of the analyses are to be made on the basis of simulated data because of the lack of proper real-life data set. This particular course is designed to give some idea about the inferences on categorical data as well as about some popular classical and Bayesian computing techniques which are appropriate in absence of proper data support.

Learning Outcomes: *After completion of the course, the students will be able to*

- 1. Perform the analysis of contingency tables and fitting of generalized linear models.*
- 2. Perform Gibbs sampling technique to simulate data from a high-dimensional posterior distribution.*
- 3. Apply Markov Chain Monte Carlo Technique for simulation.*
- 4. Apply Bootstrap and jackknife resampling techniques.*

Categorical Data: Odds ratio, relative risk and their asymptotic distribution, Measures of ordinal association. (12L)

Logistic and Poisson regression: logit model for dichotomous data with single and multiple explanatory variables, ML estimation, large sample tests about parameters, goodness of fit, analysis of deviance, variable selection, extension to polytomous data, (20L)

Introduction to Poisson regression.

EM algorithm: applications to missing and incomplete data problems, mixture models, Application in Cluster analysis (8L)

Markov Chain Monte Carlo methods: Gibbs sampling for multivariate simulation, Metropolis-Hastings Algorithm. (10L)

References:

Agresti (1990). Categorical Data Analysis. Wiley, New York.

P. McCullagh and J.A. Nelder (1999). Generalized Linear Models, Second edition. Chapman and Hall, New York.

MSC – 33

Course from the **Elective** module

MSC – 34

Course from the **Special** module

MSC – 35

Practical on MSC-31 and MSC-32

MSC – 36

Practical on MSC-33 and MSC-34

PRACTICAL/LAB WORK

Submit a Research Report based on empirical study on some real life situation. The student will personally collect, analyse, interpret the data and prepare a report under the supervision of a faculty.

Skill Enhancement Elective

BSC-SEE-1 Statistical-Data Analysis Using Software Packages **Credit 2**

Course Objectives: *This course will review and expand upon core topics in statistics and probability, particularly by initiating the beneficiaries of the course to at least one of the software packages viz., R, Python, SPSS, Minitab, Matlab, for statistical computing.*

Learning Outcomes: After completion of this course, the students will be able to

- 1) Load data, perform various descriptive statistics and plot using programming.
- 2) Find correlation and fit regression line.
- 3) Generate random numbers and have an idea on basic statistical inferences.

UNIT I

Learn how to load data, plot a graph viz. histograms (equal class intervals and unequal class intervals), box plot, stem-leaf, frequency polygon, pie chart, ogives with graphical summaries of data

UNIT II

Generate automated reports giving detailed descriptive statistics, correlation and lines of regression.

UNIT III

Random number generation and sampling procedures. Fitting of polynomials and exponential curves. Application Problems based on fitting of suitable distribution, Normal probability plot.

UNIT IV

Simple analysis and create and manage statistical analysis projects, import data, code editing, Basics of statistical inference in order to understand hypothesis testing and compute p-values and confidence intervals.

SUGGESTED READING:

1. Moore, D.S. and McCabe, G.P. and Craig, B.A. (2014): Introduction to the Practice of Statistics, W.H. Freeman
2. Cunningham, B.J (2012):Using SPSS: An Interactive Hands-on approach
3. Cho, M.J., Martinez, W.L. (2014) Statistics in MATLAB: A Primer, Chapman and Hall/CRC

Course Objectives: *This course will review and expand upon core topics in probability and statistics through the study and practice of data analysis and graphical interpretation using 'R'.*

Learning Outcomes: *After completion of this course, the students will be able to*

- 1) *Analyze data sets.*
- 2) *Get a chance to do some hands on training based on theoretical knowledge they receive from other courses.*
- 3) *Carry out research in a more efficient way and get a better job prospect.*

UNIT I

Learn how to load data, plot a graph viz. histograms (equal class intervals and unequal class intervals), box plot, stem-leaf, frequency polygon, pie chart, ogives with graphical summaries of data

UNIT II

Generate automated reports giving detailed descriptive statistics, correlation and lines of regression.

UNIT III

Random number generation and sampling procedures. Fitting of polynomials and exponential curves. Application Problems based on fitting of suitable distribution, Normal probability plot.

UNIT IV

Simple analysis and create and manage statistical analysis projects, import data, code editing, Basics of statistical inference in order to understand hypothesis testing and compute p-values and confidence intervals.

SUGGESTED READING:

1. Gardener, M (2012) Beginning R: The Statistical Programming Language, Wiley Publications.
2. Braun W J, Murdoch D J (2007): A First Course in Statistical Programming with R. Cambridge University Press. New York

SKILL ENHANCEMENT COURSES

(Department of Zoology, Visva-Bharati)

SEC-1: SERICULTURE

About the course

The course gives insight into the principles of sustainable sericulture and how these principles can guide your silk moth rearing into an enduring practice. The students will know about the laws and by laws governing keeping silk moth.

Learning outcomes

Upon successful completion of this course, the student should be able to:

- Generation of skilled man power in the field of sericulture,
- To impart training in extension management and transfer of technology,
- To impart training in Post Cocoon Technology, and
- To provide field exposure

SEC-2: RESEARCH METHODOLOGY

About the course

The aim of the course is to familiarize students with basics of research and the research process; provide an introduction to research methods and report writing; give insight into various kinds research design and sampling.

Learning outcomes

At the end of the course the students will be able to,

- Understand the concept of research and different types of research in the context of Biology
- Have basic awareness of data analysis-and hypothesis testing procedures
- Develop laboratory experiment related **skills.**
- Have basic knowledge on qualitative research techniques
- Develop competence on data collection and process of scientific documentation
- Analyze the ethical aspects of research
- Evaluate the different methods of scientific writing and reporting

1.1.3 Courses with Employability/skill development/entrepreneurship

CONTENT LIST

BHASHA BHAVANA (Institute of Languages, Literature and Culture)
History of Bengali Literature (Premodern)
Metre and Rhetoric
Krittibaser Ramayan (edited by Sukhamay Mukhopadhyay): Any one kanda (H3 Unit I)
Selected Texts of The Middle Ages Chandimangal (Akhetik / Banik khanda): Edited by Sukumar Sen (Sahitya Academy) (H5 unit I)
Poetry: 19th and 20th Century Ishwar Gupter Kobitasangraha (edited by Bankimchandra Chattopadhyay): eight selected poems / Padmini Upakhyan (Sahitya Parishad) / Unabingsha Satabdir Bangla Geetikavya (edited by Arun Kumar Mukhopadhyay): eight selected poems (H6 Unit I)
Linguistics (Bengali)
Poetry (Bengali)
Drama and Farce Nabanna (Bijan Bhattacharya) / Pratham Partha (Buddhadev Basu) / Sajano Bagan (Manoj Mitra) (H10 Unit III)
Novels Kapalkundala / Krishnakanter Will / Sitaram (Bankimchandra Chattopadhyay) (H11 Unit I)
Short Story Prabhatkumar Mukhopadhyay / Bibhutibhusan Bandopadhyay / BibhutibhusanMukhopadhyayBanaful / Sailajananda Mukhopadhyay / Premendra Mitra Ashapura Devi / Narendranath Mitra / Pratibha Basu (H12 Unit I Unit II Unit III)
Aesthetics and Essay (H13 Unit I Unit II)
Tagore Studies (H14 Unit III)
Tagore Studies (H15 Unit II)
Optional Paper Juvenile Literature (H16 Unit III)
History of Bengali Literature ('Charyapad' to Pre-Fort William period) An analysis of the literature in the social, cultural and political context. The Background of Bengali Literature: Sem-IC1
Ancient-Medieval Era: Selected Texts (Ancient and Medieval Texts will be taught from Historical point of view) Annadamangala (Edited by Brajendranath Bandyopadhyay) Sem-IC2 Unit III
Ancient-Medieval Era: Selected Texts (Ancient and Medieval Texts will be taught from Historical point of view)Chaitanyacharitamrita (Edited by Sukumar Sen, Tarapada Mukhopadhaya):Adilila: 1st and 4th chapter, Madhyalila: 8th chapter, Antyalila: 20th chapterSem-IC3 Unit III
History of Bengali Literature (Fort William to 1970) Sem II C1
Jibanananda Das (Shrestha Kavita): At least Five poemsSudhindranath Dutta (Shrestha Kavita)/ Amiya Chakraborty/ Bishnu De (Shrestha Kavita): At least Five poems Sem II C2 Unit II

Self Study Report, Visva-Bharati (2015-2020)

Subhas Mukhopadhyay (Shrestha Kavita): At least Five poems Nirendranath Chakraborty (Shrestha Kavita)/ Shankha Ghosh (Shrestha Kavita)/ Shakti Chattopadhyay (Shrestha Kavita): At least Five poems Sem II C2 Unit III
Chenra Tar/ Tiner Taloyar Sem II C3 Unit II
Ebong Indrajit/ Chand Baniker Pala Sem II C3 Unit III
Rajsingha/ Srikanto (1st Part) Sem II C4 Unit I
Tarashankar Bandopadhyay (Shrestha Golpo)/ Manik Bandopadhyay (Shrestha Golpo): At least Five Stories Bimal Kar (Bachai Golpo)/ Samaresh Basu (Shrestha Golpo): At least Five Stories Sem II C4 Unit III
Bangala Kabita Bishoyak Prabandha (Rangalal Bandopadhyay) Bibidha Prabandha (Bankimchandra): Any Four Selected Essays Sem III C1 Unit I
Prachya O Paschatya (Vivekananda)/ Prabandha Sangraha (Pramatha Chowdhury): Any Three Selected Essays Sem III C1 Unit II
Rabi Pradhokhin, Sahityakatha, Sahityabitan (Mohitlal Majumder): Any Three Selected Essays Sem III C1 Unit III
Poetry: Chitra/ Kalpana/ Khonika Sem III C2 Unit I
Essay Kalantar: Three Essays (Seleted) Adhunik Sahitya: Three Essays (Seleted) Sem III C2 Unit III
Story Galpoguchho (3rd and 4th Part): At least Five Stories Sem III C3 Unit II
Classical Indian Poetics: Rhetoric, Riti, Bakrokti, Dhoni, Ros Poetics of Airstotle: Imitation, Epic, Tragedy Sem III C4 Unit I
Vidyapati Padabali (Selected any 10: Edited by Khagendranath Mitra and Bimanbihari Majumder) and Chanidaser Padabali (Selected any 10: Edited by Bimanbihari Majumder) Jayanander Chaitanyamangal (Visva Bharati Issue) Sem IV SP-A C3 Unit I
Satimayna/ Padmabati (Edited by Debnath Bandapadhyay) Sem IV SP-A C3 Unit II
Rupramer Dharmomangal (Edited by Akshaykumar Koyal)/ Rameswarer Shibayan (Edited by Panchanan Chakraborty) Sem IV SP-A C3 Unit III
Chaturanga/ Ghare-Baire/ Seshar Kabita Sem IV SP-B C3 Unit III
Dissertation Paper Sem IV SP-B C3 Unit IV
Putulnacher Itikatha/ Dhorani Charit Manas/ Khoyabnama Sem IV SP-C C2 Unit I
Jagadish Gupta/ Parashuram/ Subodh Ghosh/ Narayan Gangapadhyay Sem IV SP-C C3 Unit I
Jyotirindra Nandi/ Mahasweta Devi/ Ramapada Chowdhury/ Mati Nandi Sem IV SP-C C3 Unit II
Deependranath Bandopadhaya/ Shyamal Gangapadhyay/ Sadhan Chattapadhyay/ Swapnamoy Chakraborty/ Tapobijay Ghosh Sem IV SP-C C3 Unit III
Bengali Language and Philology
History of Bengali Literature
History of Literature (Modern Age)
Selected Pre Modern Bengali Texts
Selected Pre Modern Bengali Texts
Metre and Rhetoric (Bengali)

Self Study Report, Visva-Bharati (2015-2020)

Nineteenth and Twentieth Century Bengali Poetry
Twentieth Century Bengali Poetry
Selected Bengali Dramas
Selected Bengali Novels
Selected Bengali Short Stories
Selected Bengali Essays on Aesthetics
CC-6 (H-6 in Non CBCS) Newspaper Chinese translation-I , Simultaneous Interpretation- intermediate level) ,Movie & TV Class
CC-9 (H-8 in Non CBCS) Chinese Newspaper translation-II- intermediate level) Simultaneous Interpretation- intermediate level), Movie & TV Class
CC-11 (H-10 in Non CBCS) Chinese Translation & Composition -I
CC-13 (H-14 in Non CBCS) Chinese Translation & Composition -II
H-12 (Non CBCS for Sem-V) Masterpieces of Ancient Chinese Prose-I
H-16 (Non CBCS for Sem VI) Masterpieces of Ancient Chinese Prose-II
A-1- Chinese Advance level of translation, Comprehension & Simultaneous Interpretation
A-5-Chinese Advance level of translation, Composition & Simultaneous Interpretation
A-11-Translation of Political Documents of China-I & Simultaneous Interpretation
A-15- Translation of Political Documents of China-II & Simultaneous Interpretation
A-4-Introduction to Cofucius Analects, Chinese
A-8 - Introduction to Mencius, Chinese
European Languages Course I: Theories of Translation and Translation from and into German.
European Languages Course 4 (Optional 2): Bengali Translations of Works of German Literature
Comparative Literature MA (Language Course 1 (Old)
Comparative Literature MA (Language Course 2 (Old)
Comparative Literature MA (Language Course 3 (Old)
Comparative Literature MA (Language Course 4(Old)
Comparative Literature MA Literary Production (Translation as Skill)
Comparative Literature MA (Language Course 1 (New)
Comparative Literature MA (Language Course 2 (New)
Comparative Literature MA (Language Course 3(New)
Comparative Literature MA (Language Course 4 (New)
Comparative Literature MA Translation As Skill (New)
Comparative Literature Literatures of the Subcontinent
Comparative Literature Journey of a Text
Comparative Literature and Orality
Comparative Literature Event Study
Comparative Literature Detective Fictions

Self Study Report, Visva-Bharati (2015-2020)

Comparative Literature Comics
Comparative Literature Science Fiction
Comparative Literature Script Writing
Comparative Literature Popular Fiction
Comparative Literature of the Colonies (Latin American Literature, Literatures of Africa, Canadian Literature)
B.A.in English SECC-1 Business communication
B.A.in English GEC-3 Media and Communication Skills
B.A.in English SECC -2 Film Studies
B.A.in English GEC-2 Contemporary India: Women and Empowerment
M.A. In English
M.Phil in English
Ph.D in English
Hindi UG (CBCS)
Hindi M.Phil
Japanese [SECC-1] - Communicative Language Activities
Japanese [SECC-2] - Communicative Language Competence
Japanese [GEC-1] - Introduction to Japan: Her Language and Culture Learning through Activities (I)
Japanese [GEC-2] - Introduction to Japan: Her Language and Culture Learning through Conversation Practice (I)
Japanese [GEC-3] - Introduction to Japan: Her Language and Culture Learning through Activities (II)
Japanese [GEC-4] - Introduction to Japan: Her Language and Culture Learning through Conversation Practice (II)
Santali AECC-1 Ability Enhancing Compulsory Course: Santali Communication
Santali SECC-1 Skill Enhancement Compulsory Course
SECC-2 Skill Enhancement Compulsory Course
Santali DSEC-1 Discipline Specific Elective Course
Santali DSEC-2 Discipline Specific Elective Course
Santali DSEC-3 Discipline Specific Elective Course
Santali DSEC-4 Discipline Specific Elective Course
PhD in Tamil
M.Phil in Tamil
Diploma in Tamil
Certificate in Tamil

SYLLABUS

(Revised, w.e.f. academic session 2017-2018)

For

Six Semesters B.A (Hons.) course in Persian

The syllabus consists of fourteen papers to be covered in six semesters. Each paper will carry 75 marks, making aggregate of 1050 marks. 20% marks of each paper i.e. 15 marks, will be reserved for continuous Internal assessment tests spreading throughout the semester. Final End semester written examination of each paper will be of 60 marks. The distribution of the papers over six semesters (three years) as per UGC guideline on CBCS, 2017 (Revised Model 2). The breakup of different papers for six semester B.A (Hons.) course in Persian shall be as follows:

1st SEMESTER

Core-I (C-1)_____ Text

(Credits: 5+1)

Books Prescribed :

1. Farsi Dowwom Dabestan

By Iraj Jahan Shahi & Abbas Sayyahi,
Tehran,Iran

- a. Formation of words & simple sentences.
- b. To initiate students into reading, comprehending & translating simple words & sentences (based on the text) from Persian into English.
- c. Extensive practice of writing words & simple sentence.

Core-II (C-2)_____ Grammar & Translation

(Credits: 5+1)

Introduction to Parts of speech

Translation from Persian into English & vice versa

Books Prescribed:

1. Farsi Va Dastur (relevant lessons)

By Zohra Khanleri Kiya, Adarahe Adabiyate Delhi,
5803-Sadar Bazar,Delhi-6

Books Recommended:

1.Farsi Bara –e- Ghair Farsi Zaban

By Samineh Baghcheban,

Adarahe Adabiyate Delhi,
5803-Sadar Bazar,Delhi-6

2. Persian lesson for foreigners
By Taqi Purnamdarian,Tehran, Iran

3. Persian Grammar
By A.K.S. Lambton,
S.Chand & Company Ltd. Ram Nagar, New Delhi -110055

4 .Farsi Va Dastur,Vol.II

By Zohra Khanleri Kiya, Adarahe Adabiyate Delhi,
5803-Sadar Bazar,Delhi-6

2nd SEMESTER

Core-III (C-3)_____ Text (Credits: 5+1)

Books Prescribed :

2. Persian Language Teaching , Book-2 (AZFA-2)
By Yadollah Samareh ph.D,Tehran, Iran

- a. Formation of words & simple sentences.
- b. To initiate students into reading, comprehending& translating simple words & sentences (based on the text) from Persian into English.
- c. Extensive practice of writing words & simple sentence.

Core-IV (C-4)_____ Grammar & Translation (Credits: 5+1)

- I. Vowels & Consonants.
- II. Noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection.
- III. Infinitives along with their meaning & past, present stem.
- IV. Singular & Plural.
- V. Sentence & its kinds.
- VI. Tense & its kinds

Books Recommended:

1.Farsi Bara –e- Ghair Farsi Zabanan

By Samineh Baghcheban,

Adarahe Adabiyate Delhi,

5803-Sadar Bazar,Delhi-6

2. Persian lesson for foreigners

By Taqi Purnamdarian,Tehran, Iran

3. Persian Grammar

By A.K.S. Lambton,

S.Chand & Company Ltd. Ram Nagar, New Delhi -110055

4 .Farsi Va Dastur,Vol.II

By Zohra Khanleri Kiya, Adarahe Adabiyate Delhi,

5803-Sadar Bazar,Delhi-6

3rd SEMESTER

Core-V (C-5)_____ Text

(Credits: 5+1)

Books Prescribed:

1. Farsi Siwwom Dabistan

By Iraj Jahan Shahi & Abbas Sayyahi, Tehran,Iran

Lessons based on

- a. Day to day life of Iranian people.
- b. Great literary personalities of Iran.
- c. Questions & answers based on lessons.
- d. Lessons based on Iranian culture, civilization & arts.
- e. Lessons based on general information.
- f. Annotation.

Core-VI (C-6)_____ Text & Applied Grammar (Credits: 5+1)

Applied Grammar based on lessons

Books Prescribed:

2. Persian Language Teaching, Book-3 (AZFA-3)

By Yadollah Samareh ph.D, Tehran, Iran

Core-VII (C-7)_____ Drama, Dikteh (Credits: 5+1)

Books Prescribed:

Dikteh By Gohar Murad

Books Recommended:

1.A complete study of Persian Drama

By Dr.Mohammad Faique,Nice Books,Delhi-10051,1999

4th SEMESTER

Core-VIII (C-8)_____ Translation from Persian in to English & vice versa (Credits: 5+1)

Books Recommended:

1. Translating and Interpreting

by Theo-Herman,London,1985

2. Modern Persian Translation & Re-translation

by Ata Karim Barq,Kolkata

3.Theories of Translation

Ed. By Rainer Schulte ,London

4.Persian Grammar By A.K.S. Lambton S. CHAND & COMPANY LTD Ram Nagar, New Delhi -110055

Core-IX (C-9)_____ Modern Persian poetry

(Credits: 5+1)

1.Bahar:

a) Joghade jang

2.Shahriyar:

a)Hala chera

3.Parween Etesami:

a)Kargar va karfarma

4.Nima Yushij:

a)Ai Aadmha

5.Farughe Farrukhzad:

a)Twalludie digar

6.Iraj Mirza:

a)Maadar

7.Ahmad Shamlu:

a)Marsiyeh

8.Nadir Nadirpur:

a)Aakhrin Shab

Books Prescribed:

1.Nesab e Jadid e Farsi

by Hakim Zaki Ahmad Khan, Jaiyyad press, Ballimaran, Delhi

2.Farsi Shirin

by Sadruddin, Motilal Banarasi Das, Patna-4,2001

3.Adabiyat e Moasir e Farsi

by Iran Culture House,N.Delhi

4.Adabiyat e classic o jaded (poetry)

by Mazhar Asif,Kitabistan, Chandwara, Muzaffarpur-842001,Bihar

Books Recommended:

1. Az Saba ta Nima, vol. I, II & III
by Yahya Aaryanpur, Tehran, Iran

2. Adabiyat e Naveen e Iran

tr. by Yaqub Aazand, Tehran, Iran

3. Sher e Farsi sz Aaghaz ta Imruz

by Parveen Shakiba, Tehran, Iran

4. Pillars of New Persian Poetry

by Dr. S.A. Hasan, Delhi, Lucky book contractors, Lal Kuan, Delhi, 1996

5. A Short history of Persian literature

by Tanveer Ahmad, Naz Book Depot, Kolkata

6. Adabiyat e Jaded e Iran

by Manzar Imam, Kitabistan, Chandwara, Muzaffarpur-842001, Bihar

Core-X (C-10) _____ Classical Persian Prose literature

(Credits: 5+1)

1. Shaikh Sadi Shirazi:

1st half of bab –e- awwal -e -Gulistan e Sadi

(Dar Sirat -e Padshahan)

Qazi Sajjad

(Gulistan-e- Sadi tr. & ed. by

Husain, Qazi Sajjad Husain,

Sabrang kitab

Ghar, Delhi. 1960)

2. Nizami Aruzi Samarqandi

(page 227-236, Adabiyat e Farsi

Chahar Maqalah ,

kohan by Iran Culture House, N. Delhi)

Maqal-e-Awwal, Dar Mahiyat-e- Dabiri

Books Recommended:

1. A short history of Persian literature

By Tanwir Ahmad, Naz Book Depot, Kolkata, 1991

2. A literary history of Persian

by E.G.Browne

3.History of Iranian literature

by Jan Rypka, D.Reidel publishing company,Holland,1968

4.Shere farsi az agaz ta imroz

5th SEMESTER

Core-XI (C-11)_____ Classical Persian Poetry

(Credits: 5+1)

Definition of different forms of Persian poetry

Life and critical appreciation of poetry of great poets

1. Firdausi Tusi :

a) Dar staish e Aafrinandeh (page 11-14, Adabiyat e Moasir e Farsi
by Iran Culture House,N.Delhi)

b) Dastan e Zahhak (page 18-22 do)

2. Khyyam :

a) 1st -16 Rubaiyat (page 140-142, .Nesab e Jadid e Farsi
by Hakim Zaki Ahmad Khan, Jaiyyad
press, Ballimaran, Delhi)

b) i. Asrar e azal ra nah tu dani va nah man

ii.Shaikh beh zaneh Faheshah gufta mast

iii.Az Di keh guzashat hich azu yad makun

iv.Guyad kesan bahisht ba hur kush ast

v.Na kardeh gunah darin jahan kist begu

vi.Neki va badi dar nehade bshar ast

vii.Ain qafлах e umar ajab

3.Hafiz Shirazi:

1st 4 Ghazals of Diwan e hafiz (page29-31, Diwan e hafiz,Tr.byqazi Sajjad Hussain,Delhi,1972.)

4.Jalaluddin Rumi:

1st2 Masnavis of Masnavi e Maulana Rum (page31-37, Masnavi e Maulana RumTr.by qazi

Sajjad Hussain,Delhi,1974.)

5.Shaikh Sadi Shirazi:

a)Masnavi from Bustan e Sadi (page17-24, Bustan e Sadi Tr.by qazi

Sajjad Hussain,Delhi,1974.)

b.selected poetry from Adabiyat e Farsi kohan (page 107-109, Adabiyat e Farsi

kohan by Iran Culture House,N.Delhi)

6.Amir Khusraw

1st 5Ghals (17-21 Nesab e jaded e Farsi . by Hakim Zaki Ahmad

Khan, Jaiyyad press, Ballimaran, Delhi)

7.Allama Iqbal

Mohawrah ma baine Khuda va Insan

& other selected verses (page 74-83, Nesab e Farsi CIL, JNU 1978)

Books Prescribed:

1. Diwan e hafiz,

Tr.by Qazi Sajjad Hussain, Sabrang kitab ghar, Delhi,1972.

2. Masnavi e Maulana Rum

Tr.by qazi Sajja Hussain, Sabrang kitab ghar ,Delhi,1974

3. Nesab e Jadid e Farsi

by Hakim Zaki Ahmad Khan, Jaiyyad press, Ballimaran, Delhi,1986

4. Farsi Shirin

by Sadruddin, Motilal Banarasi Das, Patna-4,2001

Books Recommended:

1. A short history of Persian literature

By Tanwir Ahmad, Naz Book Depot, Kolkata, 1991

2. A literary history of Persian

by E.G. Browne

3. History of Iranian literature

by Jan Rypka, D. Reidel publishing company, Holland, 1968

4. Shere farsi az agaz ta imroz by Perween Shekeba, Intesharate Hunarmand, Tehran, Iran. 1370 A.H

5. Dreams Forgotten by Waris Kirmani, Academic books, Diggi Road, Aligarh, 1986

Core-XII (C-12)___ Brief account of Political history of Iran from Qajar to Pahlavi periods
(Credits: 5+1)

Books Recommended:

1. Persia to Iran

by Tulsi Ram, Mahayan publishing House, Delhi, India, 1985

2. Encyclopedia of Islam

3. Britannica encyclopedia

4. Tarikh-e-Navin-e- Iran,

by Yaqub Azand, Tehran, Iran

5. A literary history of Persia

by E.G. Browne

6. History of Iranian literature

by Jan Rypka. , D. Reidel publishing company, Holland, 1968

7. History of modern Iran

by Joseph M. Upton, Harvard University press, Cambridge, 1970

8. The imperial shah, an informal biography,

by June, p. Wilson

6th SEMESTER

Core-XIII (C-13)____ Modern Persian Prose Literature, detailed study of Persian short story
(Credits: 5+1)

1. Jamal Zadah

a. Rajule Siyasi

b. Dosti-e-Khalah e Khursah

2. Sadiq Hedayat

a. Sag-e-Velgard

b. Aabji Khanum

3. Sayeed Nafisi

a. Khanah-e- Pedari

4. Mohammad Hejazi

a. Shireen Kela

b. Khudkhushi

5. Samad Behrangi

a. Do Gurbah Roye Diwar

6. Jalal Ale Ahmad

a. Bachcha-e-Mardum

b. Seh Tar

Books Prescribed:

1. Darya-e- Gohar

by Mehdi Hamidi ,Tehran,Iran

2. Nesab e Jadid e Farsi

by Hakim Zaki Ahmad Khan, Jaiyyad press, Ballimaran, Delhi,1986

3. Persian Short Stories (selection)

by Wasif Ahmad, Nice Books,Delhi

Books Recommended:

1. Adabiyat-e- Jadid-e- Iran

by Manzar Imam, Kitabistan, Chandwara, Muzaffarpur, Bihar-842001, 1986

2. Modern Persian Prose Literature

by H. Kamshad, Cambridge University press, London, 1966

3. Az Saba ta Nima

by Yahya Aryanpur, Tehran, Iran

4. Adabiyat-e- Moasir

by Rashid Yasmi, Tehran, Iran

5. Barrasi-e- Adabiyat-e- Imruz-e- Iran

by Istalami, Tehran, Iran

6. Persian Short Story (review)

by Wasif Ahmad, Nice Books, Delhi, 2009

7. Inekase Ijtema-e- Iran Dar Dastan-e- Kotahe Farsi

by Wasif Ahmad, Kitabistan, Chandwara, Muzaffarpur, Bihar-842001, 2006

Core-XIV (C-14)_____ Translation from Persian into English & vice versa (Credits: 5+1)

Based on News Papers, Magazines, Periodicals & Literary Text

Elective : Discipline Specific (D S E)

Elective: Discipline Specific DSE (Any 4 Papers) (2 Papers in Semester – V and 2 Papers in Semester - VI)

DSE-01 - Composition & comprehension

DSE-02 - History of Persian Literature during Safavid Period

DSE-03 - History of Persian Literature during Mughal Period

DSE-04 - Brief history of Persian literature (Samanids to Pahlavi)

OR

Linguistics-----History of origin & development of Persian language from the beginning.

History of Persian language with special reference to Avesta, Old Persian & Pahlavi script & literature.

History of Persian starting from Arab invasion up to the end of Pahlavi.

DSE-05 - History of Persian Literature during Qajar Period

DSE-06 - History of Persian Literature during Pahalavi Period & Post Islamic Revolution in Iran

DSE-07 - Persian Translation of Indian writings during Mughal Period

DSE-08 - Short Story writing in Modern Persian: A Survey

DSE-09 - A Survey of Persian Newspapers in India (18th& 19th Century)

DSE-10 - A History of Dari & Tajik Literature.

The following Books are prescribed for the above mentioned course:

1. Insha va namah nigari-e-navin

by Bazli, Tehran,Iran

2. Maqalat-e-Farsi

by Manzar Imam, Kitabistan,Chandwara, Muzaffarpur, Bihar-842001,1986

3. Rahnoma-e-Insha-e-Jadid

by E.Shakibapur, Tehran,Iran

4. Shafaq, Razazadeh: *Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Raf'at,

Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.

قفس، رضازاده تا ريخ ادبيات ايران، ترجمه سيد مبارز الدين رفعت، كتبخانه خورشيديه، اردو بازار، لاهور، ۲۰۱۴

5. Shibli Nomani: *Shair-ul Ajam*, Shibli Academy, Azamgarh (U.P.).

يليش ينامن شعرالعجم، شبلي آكادمي، اعظم گره (يو.پي.)

6. Sabahuddin, Abdur Rahman: *Bazm-e-Taimuriah*, Shibli Academy, Azamgarh, (U.P.).

صباح الدين، عبدالرحمان: بزم تيموريه، شبلي آكادمي، اعظم گره (يو.پي.)

7. Sabahuddin, Abdur Rahman: *Bazm-e-Mamlukia*, Shibli Academy Azamgarh (U.P.).

صباح الدين، عبدالرحمان: بزم مملوكيه، شبلي آكادمي، اعظم گره (يو.پي.)

8. *Tarikh-e-Adabiyat Dar Iran*

by Zabihullan Safa ,Tehran,Iran

9. *Sukhanvaran-e-Iran Dar Asr-e-Hazir*

By Mohammad Ishaque

10. *1.Persia to Iran*

by Tuls Ram, Mahayan publishing House, Delhi, India,1985

11. *Tarikh-e-Navin-e- Iran*,

by Yaqub Azand,Tehran,Iran

12. *A literary history of Persia*

by E.G.Browne

13. *History of Iranian literature*

by Jan Rypka.

14. *Az Saba ta Nima*

by Yahya Aryanpur,Tehran,Iran

15. *Ashort history of Persian literature*

by Tanwir Ahmad, Naz Book Depot, Kolkata,1991

16. *Chakidah-e-Tarikh-e-Adabiyat-e- Iran Vol-I & II*

by Manzar Imam, Kitabistan,Chandwara, Muzaffarpur, Bihar-842001,1986.

17. History of Persian language Vol.I&II
tr.by N.H.Ansari,Sterling publisher pvt.ltd,Delhi-110016
- 18.Sabk shenasi
by M.T.Bahar,Tehran,Iran
- 19.Elements of stylistics
by S.Shamisa, Tehran,Iran, 1993
20. A Literary history of Persia
by E.G.Browne,
21. History of Iranian literature
by Jan Rypka, D.Reidel publishing company,Holland,1968
- 22.Iran - Ahde qadim ki Siyasi Saqafati va Lesani Tarikh
by Sharaf Alam
Alam brothers,Khan Mirza,Patna-800006,1981.
23. Naqde Adabi
by A.H.Zarrin Kub, Tehran,Iran
- 24.Zaban Kiya Hai
by Khalil Siddiqi,Aakif Book Depot,43/ Matia Mahal,Delhi-6
- 25.Lisanyat Kiya Hai
by Naseer Ahmad Khan,Tarriqqi Urdu Bureau,Delhi
26. Sabahuddin, Abdur Rahman: *Bazm-e-Sufiyah*, Shibli Academy, Azamgarh (U.P.).
صبح الدین، عبدالرحمان بزم صوفیہ، شبلی اکادمی، اعظم گرہ (یو.یپ).
27. Sabahuddin, Abdur Rahman: *Sufi Amir Khusrau*, Shibli Academy, Azamgarh (U.P.).
صبح الدین، عبدالرحمان جوصی/امیر خسرو، شبلی اکادمی، اعظم گرہ (یو.یپ).
28. Sabahuddin, Abdur Rahman: *Hindustan Amir Khusrau ki Nazar Mein*, Shibli Academy, Azamgarh (U.P.).
صبح الدین، عبدالرحمان: ہندوستان/امیر خسرو کی نظر میں، شبلی اکادمی، اعظم گرہ (یو.یپ).
29. Zahuruddin Ahmad: *Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
ظہور الدین احمد: *ایرانی ادب*، مرکز تحقیقات فارسی ایران و پاکستان، اسلام آباد، ۱۳۷۵ ش.
30. Abidi, Amir Hasan: *Hindustan Mein Farsi Adab*, Indo-Persian Society, Delhi, 1984.

عابدی، امیر حسن: *ہندوستان میں فارسی ادب*، اینڈو پرنسپل سوسائٹی، دہلی، ۱۹۸۴

31. Naeemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.

نسیم الدین: *ہندوستان میں فارسی ادب*، انتشارات ام.اس. لال کنوان، دہلی، ۱۹۸۵

32. Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi,

Delhi, 2006.

انصاری، نورالحسن: *فارسی ادب بعہد اورنگ زیب*، بخش فارسی دانشگاه دہلی، دہلی، ۲۰۰۶

33. Akhtar, Abul-Hasan: *Farsi Adab Be Ahd-e-Bahadur Shah Zafar*, Azmi Book Depot, Mau, (U.P.), 1998.

اختر، ابوالحسن: *فارسی ادب بعہد بہادر شاہ ظفر*، اعظمی بُک ڈپو، منو (یو.یپ.)، ۱۹۹۸

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35. Edward, Brown: *Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.

ایدوارد، براؤن: *تاریخ ادبیات ایران*، ترجمت سجاد حسین؛ جامعہ عثمانیہ، حیدرآباد، ۱۹۳۲

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اکرام، دمّ حم: *آب کوثر*، فرید بُک ڈپو، دہلی، ۱۹۹۹

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اکرام، دمّ حم: *رود کوثر*، فرید بُک ڈپو، دہلی، ۱۹۹۹

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اکرام، حمد مّ: *موج کوثر*، فرید بُک ڈپو، دہلی، ۱۹۹۹

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46. Siddiqui, Mohammad Atiq: *Hindustani Akhar-Navisi (Company ke Ahd Mein)*, Anjuman Taraqqi Urdu, Aligarh, 1975.
47. Ahan, Akhlaq Ahmad: *Hindustan Mein Farsi Sahafat ki Tarikh*, Educational Publishing House, Delhi, 2008.
48. Abu-Talib: *Tajikan Dar Maseer-e-Tarikh*.
49. Natarajan, J.: *History of Journalism*, Publication Division, Ministry of Information and Broadcasting, Govt. of India, New Delhi, July 2000.
50. Khan, Syed Ghulam Ali: *Imad-us Sa'adat*.
51. Faizbukhsh, Munshi: *Tarikh-e-Farahbakhsh*.
52. Anis, Mohan Lal: *Anis-ul-Ahibba*, Tartib-o-Taqdeem-e-Anwar Ahmad, Khudabakhsh Oriental Public Library, Patna, 1996.
53. Hindi, Bhagwan Dass: *Safina-e-Hindi*.
54. Hindushah, Abul Qasim: *Tarikh-e-Firishta*.
55. Siddiqui, Abdul Majeed: *History of Golkunda*, Literary Publications, Hyderabad, 1956.
56. Sherwani, H.K.: *History of Qubtshahi Dynasty*, Munshi Ram Manohar Lal Publishers, 1974.
57. Azad Bilgrami, Mir Ghulam Ali: *Ma'asir-ul-Kiram*, Mufeed Aam Press, Agra, 1910; Urdu Translation by Yunus Raza Munis, Jamia-tul Raza, Bareilly, 2008.

B.A. (Hons.) **Generic Elective (GE) (4)**

GE-PRN-01 : Introduction to Elementary Persian Language (Credits: 5+1)

Prescribed Books

1. Samina Baghcheban: *Kitab-e-Farsi*, Idarah-e-Adabiyat, Jayyed Press, Delhi 110 006, (1st half of the book upto 11 lessons)

ثمینه باغچهبان: کتاب فارسی، اداره ادبیات، جید پریس، دهلی - ۱۱۰۰۰۶ (نصف اول کتاب تا ۱۱ درس)

2. Mehdi Zarghamain: *Dars-e-Farsi*, Intesharat-e-Dabirkhaneh-e-Shuara-e-Gustarish-e-Zaban-o-Adabiyate-Farsi, Tehran, Iran, 1377/1998.

مهدی زرگامیان: درس فارسی، انتشارات دبیرخانه شعرای گسترش زبان و ادبیات فارسی، تهران، ایران، ۱۳۷۷

GE-PRN-02 : Introduction to Intermediary Level Persian (Credits: 5+1)

Prescribed Book

1. Samina Baghcheban: *Kitab-e-Farsi*, Idarah-e-Adabiyat, Jayyed Press, Delhi 110 006, (1st half of the book upto 11 lessons)

ثمینه باغچهبان: کتاب فارسی، اداره ادبیات، جید پریس، دهلی - ۱۱۰۰۰۶ (نصف آخر کتاب از درس ۱۲)

GE-PRN-03 : Functional Grammar (Credits: 5+1)

Prescribed Book

1. Sufi Abdul Aziz: *Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.

GE-PRN-04 : Spoken Persian (Credits: 5+1)

Prescribed Books

1. *Let's Learn Persian* (1st half of the book; pp.1-103), N.C.P.U.L., Ministry of HRD, New Delhi.

2. Gargesh, R. Goswami.: *Translation and Interpretation*, University of Delhi, Delhi-110 007.

GE-PRN-05 Spoken Persian Advance Level (Credits: 5+1)

Prescribed Books

1. *Let's Learn Persian* (2nd half of the book; pp.104-211), N.C.P.U.L., Ministry of HRD, New Delhi.

2. Saffarzadeh, Tahera: *Fann-e-Tarjuma*, Intesharat-e Amir Kabir, Tehran, Iran
صف آرزاده، طاهره: فن ترجمه، انتشارات امیرکبیر، تهران، ایران.

GE-PRN-06 Persian Newspaper and Journal (Credits: 5+1)

Prescribed Books

1. Any Newspaper & Journal
2. Current Magazine/Journal

B.A. (Hons.) **Ability Enhancement Elective Course (Skill based)**

AEEC-PRN-01 Indo-Persian Literature (13th - 16th Century)

Prescribed Books

1. Sabahuddin, Abdur Rahman: *Bazm-e-Mamlukia*, Shibli Academy Azamgarh (U.P.).
صباح الدین، عبدالرحمان بزم مملوکیہ، شیلی آکادمی، اعظم گرہ (یو. پی.)
2. Naemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.
نسیم الدین: ہندوستان میں فارسی ادب، انتشارات ام. اس. لال کنوان، دہلی، ۱۹۸۵

AEEC-PRN-02 Indo-Persian Literature (16th - 19th Century)

Prescribed Books

1. Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006.
انصاری، نورالحسن: فارسی ادب بعہد اورنگ زیب، بخش فارسی دانشگاه دہلی، دہلی، ۲۰۰۶
2. Akhtar, Abul-Hasan: *Farsi Adab Be Ahd-e-Bahadur Shah Zafar*, Azmi Book Depot, Mau, (U.P.), 1998.
اختر، ابوالحسن: فارسی ادب بعہد بہادر شاہ ظفر، اعظمی بک ڈپو، مٹو (یو. پی.)، ۱۹۹۸
3. Qasemi, S.H.: *Hisdustani Farsi Adab*, Indo-Persian Society, Delhi, 1985.
قاسمی، شریف حسین: ہندوستانی فارسی ادب، اندو پرشین سوسائٹیف دہلی، ۱۹۸۵

AEEC-PRN-03 Modern Persian Literature

Prescribed Book

1. Kamshad, Hasan: *Modern Persian Prose*, Cambridge University Press, 1966.

AEEC-PRN-04 Introduction to Persian Rhetoric)

Prescribed Books

1. Sirus Shamisa: *Anwa'-e-Adabi*, Intesharat-e-Firdos, Tehran, Iran, 1383/2004.
سیروس مشیاس: انواع ادبی، انتشارات فردوس، تہران، ایران، ۱۳۸۳

B.A. (Honours) Persian
Ability Enhancement Compulsory Course
MODERN INDIAN LANGUAGE (M.I.L.) Persian – A

Semester-I, PAPER – I : Elementary Persian:

1. Intermediary Persian Grammar & Translation

Prescribed Books

2) Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.

صف آر مقدّم، دکتر احمد بزبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷

3) Lambton, S.: *Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.

4) *Farsi be Amozeem*, Vol. IV, 1382, Iran.

فارسی بآموزیم، جلد چهارم، ۱۳۸۲، ایران

Semester-II, PAPER – II : Introduction to Persian Literature

معرفی از ادبیات فارسی

1. Persian Prose: Selection

i. *Eidi* عیدی

ii. *Khana-e-Pidari*

خانه پدری

iii. *Kudaki* کودکی

2. Persian Poetry: Selection

i. **Ghazaliyat** غزلیات

Hafiz Shirazi, Khwaja Shamsuddin Mohammad

حافظ شیرازی، خواجه شمس لدین محمد د

Ghazalyat-e-Hafiz (1st 5 Ghazals);

غزلیات حافظ (از آغاز ۵ غزل؛)

Nisāb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

نصاب جدید فارسی؛ حکیم ذکی احمد خان

ii. **Rubiyat** رباعیات

Umar Khayyam bin Ibrahim Khayyami Nishaburi

عمر خیّام بن ابراهیم خیّامی نیشابوری

First 10 Rubais;

؛ از آغاز ۱۰ رباعی

Nisāb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

نصاب جدید فارسی؛ حکیم ذکی احمد خان

iii. **Ghazaliyat** غزلیات

Shaharyar Tabrizi: Mohammad Hussain

شهریار تبریزی، محمد د حسین

Maktab-e Hafiz, *Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan

مکتب حافظ، نصاب جدید فارسی؛ حکیم ذکی احمد خان

Prescribed Book

1. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.

خان، حکیم ذکی احمد نصاب جدید فارسی، جیڈ پریس، بل یماران، دہلی - ۱۱۰۰۰۶

Note:

Those students who have studied Persian upto X/XII standard are eligible for opting Persian course A of M.I.L.

B.A. (Honours) Persian Ability Enhancement Compulsory Course MODERN INDIAN LANGUAGE (M.I.L.) Persian – B

Semester-I, PAPER – I : Introduction to Persian Language – I

Prescribed Books

1. *Introduction to Persian Language* (Foundation Course), Published by Ratna Sagar, Ansari Road, Darya Ganj, New Delhi-110 002.

2. Hasan Anwari: *Dastoor-e-Zuban-e-Farsi*, Intesharat-e-Fatmi, Tehran, Iran, 1375/1996.

حسن انوری۔ دستور زبان فارسی، انتشارات فاطمی، تهران، ایران، ۱۳۷۵

3. Kinari, Shaban Azadi: *Farsi Amokhtegaan*, Tehran, Iran, 1377/1998.

کناری، شعبان آزادی *فارسی آموختگان*، تهران، ایران، ۱۳۷۷

Semester-II, PAPER – II Persian Language – II

Prescribed Books

1. *Kitab-e-Farsi*: Baraye Class-hae Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.

کتاب فارسی؛ برای کلاسهای مقدماتی، بخش فارسی دانشگاه دہلی، دہلی - ۱۱۰۰۰۷

2. *Zaban-e-Farsi*: Vizarat-e-Amozish-o-Parvarish, Tehran, Iran, 1376/1997.

زبان فارسی؛ وزارت آموزش و پرورش، تهران، ایران، ۱۳۷۶

Note: Those students who have not studied Persian at any level they can tak

B.A. (Honours) Persian
Skill Enhancement Course (SEC)

Semester-III, SEC-1 : Elementary Persian: Intermediary Persian Grammar & Translation

(Credits: 2)

Prescribed Books:

- 1) Kumar, Dr. Rajinder: *Elementary Persian Grammar*, Harjit Publication, WZ-3107/A, Mahindra Park, Delhi-110 034
- 2) Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.
- 3) Lambton, S.: *Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.

Semester-IV, SEC-2 : Indo-Persian Literature: A Brief History (13th – 16th Century)

(Credits: 2)

Prescribed Books:

- 1) Ahmed, Tanwir: *A Short History of Persian Literature*, Md. Irfan Naaz Publishing Centre, Calcutta-73
- 2) Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006.
- 3) Qasemi, S.H.: *A History of Indo-Persian Literature (1806-1857)*, Department of Persian, University of Delhi, Delhi-110 007, 2008.

Elective Course: Generic (GE) B.A. (Hons.) other than Urdu	
Semester : I/II/III/IV	
GE – 1 Study of Urdu Poetry – I (Classical)	GE – 2 Study of Short Story Writer Prem Chand
GE – 3 Study of Urdu Prose – I (Short Story & Essays)	GE – 4 Study of Short Story Writer Manto
GE – 5 Study of Urdu Poetry – II (Modern)	GE – 6 Study of Development of Urdu languages
GE – 7 Study of Urdu Prose – II (Urdu Letter & Essay Writing)	GE – 8 Mass Media: Principles and Practice

Note: Choose only four Papers out of the above mentioned eight options from Elective Course: Generic.

SYLLABUS
VISVA-BHARTI

Department of Arabic, Persian, Urdu & Islamic Studies

(Revised, w.e.f. academic session 2017-2018)

Four Semesters Generic Elective B.A (Hons.) other than Arabic

The syllabus consists of four papers to be covered in first four semesters. Each paper will carry 75 marks, making aggregate of 300 marks. 20% marks of each paper i.e. 15 marks, will be reserved for continuous Internal assessment tests spreading throughout the semester. Final End semester written examination of each paper will be of 60 marks. The distribution of the papers over first four semesters (first two years) as per UGC guideline on CBCS, 2017 (Revised Model 2). The breakup of different papers for first four semester B.A (Hons.) other than Arabic shall be as follows:

Elective Course: Generic (GE) B.A. (Hons.) other than Arabic B.Com (Hons.) B.Sc (Hons.)	
Semester : I/II/III/IV	
GE – 1 Reading & Writing Arabic	GE – 2 Let us Speak Arabic
GE – 3 Prose with Applied Grammar & Translation	GE – 4 India & Indians in Arabic Travelogues
GE – 5 Reform Movements in Modern Arab World	GE – 6 Prose with Applied Grammar & Translation
GE – 7 Prose and Poetry	GE – 8 Introduction to History of Arabic Language

Note: Choose only four Papers out of the above mentioned eight options from Elective Course: Generic.

Reading & Writing Arabic

هيا نقرأ ونكتب باللغة العربية

<ul style="list-style-type: none"> ▪ Reading & Writing Arabic - Arabic alphabet with different shapes - Moon & Sun letters - Vowel Signs (short & long) - Joining of letters - Words with different vowels - Reading text with vowels - Practicing Arabic alphabet in isolated shapes and two, three, four & five letters - Copying text - Taking dictation 	<ul style="list-style-type: none"> ▪ Basic Vocabulary - Frequently used Urdu words of Arabic origin. - Frequently used vocabulary of the following heads: <ul style="list-style-type: none"> - House - Kitchen - Office - Class Room - College - Human Body - Vegetables - Fruits - Name of Days - Name of Months - Numbers (1-10) 						
<ul style="list-style-type: none"> ▪ Conversation <p style="text-align: center;">Usage of the following:</p>							
أسماء الإشارة (مفرد)	ل	لدى	عند	همزة	هل	لا	نعم
عدد وصفي (١-١٠)	كم	أين	متى	لماذا	كيف	ما	من

Recommended Books:

- محبوب الرحمن الأزهرى : دروس الأشياء
- ف. عبدالرحيم : دروس اللغة العربية لغير الناطقين بها
- لجنة علماء كيرالا : العربية للأطفال

- S. A. Rahman: Teach Yourself Arabic
- R.I. Faynan: Essential Arabic
- Rapidex (Arabic Version)

Let us Speak Arabic

هيا نتحدث باللغة العربية

<ul style="list-style-type: none"> ▪ Common Expressions <ul style="list-style-type: none"> - Formal and Informal Greetings - Greeting of Special Days and Times - Expressing Thanks, Excuse and Apology etc. ▪ Lessons on Alphabets <ul style="list-style-type: none"> - Lessons on Arabic alphabet along with some frequently used words which include such letters. ▪ Acquaintance <ul style="list-style-type: none"> - Introducing oneself and acquainting with others - Asking for guidance or directions ▪ Questions <ul style="list-style-type: none"> - Introducing common question-words and mode of questioning ▪ Timing <ul style="list-style-type: none"> - Time and Date, - Use of calendar - Year, months, and dates - Hijri date system 	<ul style="list-style-type: none"> ▪ Conversation on special occasions - Travel: <ul style="list-style-type: none"> ▪ Booking and reservation ▪ Modes, vehicles and methods of transport ▪ Sections and formalities in an airport ▪ Documents etc. - Hospital: <ul style="list-style-type: none"> ▪ Sign boards ▪ Staff and services ▪ Common diseases ▪ Methods of treatment and medication ▪ Numerals up to 10 - Shopping: <ul style="list-style-type: none"> ▪ Types and sections ▪ Rates and Bargaining ▪ Currencies ▪ Selling and buying ▪ Billing and Payments ▪ Numeral up to 10
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Recommended Books:

- محبوب الرحمن الأزهرى : دروس الأشياء
- د. اجتباء الندوي : التعبير والمحادثة العربية
- S. A. Rahman : Let Us Speak Arabic
- Amir Jamal, Arabic: Learn the Easy Way
- Rapidex (Arabic)

Prose with Applied Grammar and Translation

نثر مع القواعد التطبيقية والترجمة

A-Prose

الكتاب المقرر: القراءة العربية (الجزء الأول) للشيخ عبد المجيد الإصلاحي

الدروس التالية:

(أولاً يذكر المدرّس مبادئ العربية ثم يعلّم) من الدرس الأول إلى الدرس العاشر ومن الدرس الثامن عشر إلى الدرس التاسع عشر.

B-Exercises based on the following Grammar applied in the above-mentioned lessons.

(١) المفرد والمثنى ومختلف أنواع الجمع وإعرابها (2) المسند والمسند إليه (3) حروف الجر (4) المضاف والمضاف إليه (5) الظروف (6) الحروف المشبهة بالفعل (7) لام النفي (8) الممنوع من الصرف (٩) الفعل الماضي (١٠) الفعل المضارع (١١) فعل الأمر (١٢) اسم الفاعل واسم المفعول.

C-Translation:

From Arabic into English

From English into Arabic

Books Recommended:

- 1- An Applied Grammar of Standard Arabic by: Prof. F. U. Farooqi
- 2- The Essential Arabic by: Rafi‘El ‘ImadFainan
- 3- S. A. Rahman: Teach Yourself Arabic

India & Indians in Arabic Travelogues

الهند والهنود في كتب الرحلات العربية

- Relation between India and Arabs.
- Hind, a household name in Arabic.
- Early Arab Travelers and their account of India.
- Ibn Battuta
- Al Biruni
- Some famous Arabic poems on India.

Recommended Books:

- سيد سليمان الندوي : عربوهند كى تعلقات
- عباس محمود العقاد :روح عظيم : المهاتما غاندي
- أحمد شوقي : ديوان شوقي
- محمد سعيد الطريحي : تحية الهند
- صهيب عالم : الهند في الشعر العربي
- د. شبير أحمد الصديقي :الهند بعد الاستقلال في الشعر العربي الحديث، قسم اللغة العربية وآدابها، جامعة عليجراه الإسلامية، الهند 2006

Reform Movements in Modern Arab World

الحركات الإصلاحية في العالم العربي الحديث

- | | |
|----------------------|----------------------|
| ▪ Wahhabi Movement | الحركة الوهابية |
| ▪ Muslim Brotherhood | حركة إخوان المسلمين |
| ▪ Arab Nationalism | حركة القومية العربية |
| ▪ Arab Spring | حركة الربيع العربي |

Recommended Books:

- أحمد أمين : زعماء الإصلاح
- ابن بشر :المجد في تاريخ نجد
- رسالة المؤتمر الخامس :مجموع رسائل حسن البناء الشبكة الدعوية
- محمود عبد الحليم :الإخوان المسلمون أحداث صنعت التاريخ
- عبد العزيز الدوري :الجزور التاريخية للقومية العربية
- بشارة عزمي :أن تكون عربيا في أيامنا
- David Commins: The Wahhabi Mission & Saudi Arabia
- M. Christopher Bianchard : The Islamic Traditions of Wahhabism and Salafiyya

Prose with Applied Grammar and Translation

نثر مع القواعد التطبيقية والترجمة

A-Prose

الكتاب المقرر: القراءة العربية (الجزء الأول) للشيخ عبد المجيد الإصلاحي

الدروس التالية:

من الدرس الرابع والعشرون، والدرس السادس والعشرون، ومن الدرس الثامن والعشرين إلى الدرس التاسع والعشرين، والدرس الثلاثون، ومن الدرس الثاني والثلاثين إلى الدرس الرابع والثلاثين، والدرس الثامن والثلاثون، ومن الدرس الأربعين إلى الدرس الحادي والأربعين.

B-Exercises based on the following Grammar applied in the above-mentioned lessons.

(١) الضمائر (٢) أسماء الإشارة (٣) الاسم الموصول (٤) حروف الاستفهام (٥) النكرة والمعرفة (٦) العدد والمعدود (٧) النعت والمنعوت (٨) الأسماء الستة وإعرابها (٩) الفاعل والمفعول به (١٠) الأفعال الناقصة (١١) نواصب الفعل (١٢) جوازم الفعل.

C-Translation:

From Arabic into English

From English into Arabic

Books Recommended:

- 1- An Applied Grammar of Standard Arabic by: Prof. F. U. Farooqi
- 2- The Essential Arabic by: Rafi‘El ‘ImadFainan
- 3- S. A. Rahman: Teach Yourself Arabic

Prose and Poetry**النثر والشعر****A-Prose****الكتاب المقرر:**

مختارات من أدب العرب (الجزر الأول) للشيخ أبو الحسن علي الحسيني الندوي،

أمثال آصف الحكيم (ترجمة: المعلم عبد الحميد الفراهي)

الدروس التالية:

١- عباد الرحمن

٢- أب وأبناؤه

٣- فلاح وحية

٤- الدين الصناعي

٥- النمل والجندب

B-Poetry**الكتاب المقرر: مجموعة من النظم والنثر لمحمد شريف سليم**

١- عمرو بن كلثوم: (٩ أبيات)

من (وقد علم القبائل----) إلى (إذا بلغ الفطام لنا صبي----)

2- الخنساء: (٧ أبيات كاملاً)

3- جرير: (٦ أبيات)

من (كم باليمامة من شعناء----) إلى (هذي الأرامل قد قضيت----)

4- الفرزدق: (١٤ بيتاً)

من (هذا الذي تعرف البطحاء----) إلى (عمّ البرية بالإحسان----)

5- أبو العلاء المعري: (٥ أبيات)

من (ألا في المجد ما أنا----) إلى (ويثقل رضوى دون----)

Introduction to History of Arabic Language

تاريخ اللغة العربية: تعريف موجز

- Origin of Arabic Language
- Origin of Arabic Script
- Role of Early Arab Aswaq (Fairs) in the development of Arabic Language
- Impact of Bedouin Life on Arabic Language
- Relevance of Arabic in today's Life
- Arabic Language in the Global Scenario

Recommended Books:

- جرجي زيدان : تاريخ آداب اللغة العربية
- أحمد حسن زيات : تاريخ الأدب العربي
- حنا فاخوري : الجامع في تاريخ الأدب العربي
- د. كفيل أحمد القاسمي : أسواق العرب.
- Philip K. Hittie : History of Arab
- Nicholson: A literary History of the Arabs

Course Code 152

CERTIFICATE OF PROFICIENCY EXAMINATION IN ASSAMESE LANGUAGE

CERTIFICATE OF PROFICIENCY- A TWO YEAR COURSE

Programme objectives: Language departments of Bhasha-Bhavana offer 2 years Certificate Course for non-native speakers of that particular language. The primary objective of this course is to introduce various literature and culture of different communities and states via languages.

Course Objectives: The Certificate Course in Assamese has been designed to make non-Assamese learners adept in reading, understanding, speaking and writing. To make the learners skilled in Assamese the basic grammar and prose-poetry has been introduced in two papers- (i) grammar and (ii) texts. The third paper is based on oral skill or language speaking practice.

Programme Specific Objectives: The Certificate Course in Assamese is a course for non-native speakers and has been planned to make the learners attracted for learning, reading, understanding, writing and speaking Assamese and translating from Assamese to their respective mother languages.

2 three hour written papers of 100 marks each of which 20% will be allotted by internal assessment and an oral examination carrying 100 marks of which 20% will be allotted to internal assessment.

(Internal Assessment of 20% Marks in Each Paper)

PAPER I

<u>Language Paper</u>	<u>Allotment of marks 80</u>
A) Grammar	16
B) Composition	16
C) Comprehension	16
D) Simplification	16
E) Letter Writing	16

PAPER II

<u>Literature</u>	<u>Allotment of marks 80</u>
A) Prose	48+12=60
B) Poetry	32+8=40

PAPER III

<u>Oral Examination</u>	<u>Allocation of marks (20+80= 100)</u>
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a) Reading of unseen passage	20
b) Comprehension of the same	20
c) Reading of hand-written passage	20
d) Dictation	20

SYLLABUS : TEXT BOOKS

GRAMMAR- Candidates are required to show acquaintance with *parts of speech, affixes, number, gender, person, case, simple form of tenses, sandhi, declension and conjugation.*

COMPOSITION- Students will be required to frame sentences with words in common use.

COMPREHENSION- Prose passage will be set for summarization or explanation or for answering certain questions arising out of them.

TRANSLATION- Prose passage in simple English will be set for translation into Assamese.

LETTER WRITING- Students are required to write official as well as private letters.

TEXT BOOKS

PAPER I

A) SAHAJ VYAKARAN. BY- Satyanath Bora

B) ASOMIYA RACHANA SONGKALAN. BY (ED)-Tultul Barua

C) RACHANA BICHITRA. BY- Dharma Singha Deka.

PAPER II

10 prose lessons and 5 poems will be taught in this paper from the textbooks , published by ASOM RAJYIK PATHYAPUTHI PRANAYAN ARU PRAKASHON NIGAM LIMITED , GUWAHATI.

A) NATUN ADARSHA PATH (PRATHAM BHAG)- 6 CHAPTERS

1. TINITA MACHAR KAHINI (STORY)
2. ASOM AMAR RUPOHI (POEM)
3. PITHAR MEL (POEM)
4. DR. BANIKANTA KAKOTI(BIOGRAPHY)
5. GAT ROD NOLOGA ARU BOROXUN NOPORA MANUH(STORY)
6. MOHIYOSI NARI (STORY)

B) NATUN PATH (SASTHA BHAG)- 4 CHAPTERS

1. CHAHOR ATMOKATHA(ESSAY)
2. MATRIBHASHAR SEWAI DESHOR SEWA (BIOGRAPHY)
3. NATUN DIGANTA (STORY)
4. JANAMBHUMI (POEM)

C) NATUN PATH (SOPTAM BHAG)- 5 CHAPTERS

1. GOLPOR SALERE (STORY)
2. SWODESH PREM (POEM)
3. JATUWAR JONT (POEM)
4. PANDIT ANANDARAM BARUA (BIOGRAPHY)
5. PROGATIR SONALI BAT (ESSAY)

BA Honours Syllabus-2015-2016
Department of Bengali, Bhasha-Bhavana
Visva-Bharati, Santiniketan
Full marks-800
Number of courses-16
Marks per courses-50

SEMESTER 1

H1. History of Bengali Literature (Premodern)

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali literature

Outcome: i).A comprehensive expertise over Bengali Literature ii) **Generate employability**

Unit 1. From Charyapad to 15th century

Unit 2. 16th century and 17th century

Unit 3. 18th century

[This Paper corresponds with the Syllabus of WBCS, Bengali Paper I, Section B, 4. History of Bangla Literature, a),b) and c)]

H2. Metre and Rhetoric

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali metre and rhetoric

Outcome: i) A comprehensive expertise over Bengali metre and rhetoric ii) **Generate employability**

Unit 1. Different components of Metre (Syllable, Mora, Accent), Classifications of *Jati* (Pause), Types of Metrical Pauses, The origin and characteristics of Metrical Style

Unit 2. Various Metrical Style, *Gadyachanda*(Prose Verse), Some of the selected Sanskrit Metre, Rhyme, *DhaniSanghat* and Metrical Liaison (*Chanda sandhi*), Scansion

Unit 3. A) **Shabdalanakar**. *Anupras* (Alliteration), *Yamak* (Homonym), *Shlesh* (Pun), *Vakrokti* (Trope)

Arthalankar: *Upama* (Simile), *Rupak* (Metaphor), *Utpreksha*, *Sandeha*, *Apanhuti*, *Nishchay*, *Atishayokti* (Hyperbole), *Samasokti*, *Byajastuti*, *Dristanta*, *Nidarshana*, *Arthantarnyas*, *Virodhabhas*, *Bibhabna*, *Asangati*, *AprastutPrashansa*

B) Occidental Rhetoric: Synesthesia, Metonymy, Synecdoche, Simile

[The Course corresponds with SET Unit IX, NET Unit IX]

SEMESTER 2

H-3 Selected Books of the Ancient and Middle Ages.

Objective : To impart knowledge and to enable the understanding of the nuances of the Mediaeval Bengali literature

Outcome: i) A comprehensive expertise over Mediaeval Bengali Literature ii) **Generate employability**

Unit 1. *KrittibaserRamayan* (edited by *Sukhamay Mukhopadhyay*): Any one *kanda*

[This Unit corresponds with the Syllabus of SET Unit II, NET Unit II]

Unit 2. *BaishnavPadabali* (edited by *Khagendranath Mitra* and others): At least twelve *Padas* from various *Paryay*

[This Unit corresponds with the Syllabus of WBCS, Bengali Paper II, Section A 1), SET Unit II, NET Unit II]

Unit 3 *Chaitanya Bhagwat* (edited by *Sukumar Sen*): Three chapters from each volume; total 9 chapters

[This Unit corresponds with the Syllabus of SET Unit II, NET Unit II]

H-4 History of Bengali Literature (Modern Age)

Objective : To impart knowledge and to enable the understanding of the nuances of the Modern Bengali literature

Outcome: i) A comprehensive expertise over Modern Bengali Literature ii) **Generate employability**

UNIT 1. The First half of the 19th century

Unit 2. The Second half of the 19th century

Unit 3. The First half of the 20th century

[This Course corresponds with the Syllabus of WBCS Paper I, Section B4. History of Bangla Literature, d), e), f).]

SEMESTER 3

H-5 Selected Texts of The Middle Ages

Objective : To impart knowledge and to enable the understanding of the nuances of the Mediaeval Bengali literature

Outcome: i) A comprehensive expertise over Mediaeval Bengali Literature ii) **Generate employability**

Unit 1. *Chandimangal (Akhetik / Banik khanda)*: Edited by Sukumar Sen (Sahitya Academy)

[This Unit corresponds with the Syllabus of WBCS, Paper II, Section A2, SET Unit II, NET Unit II]

Unit 2. *MaimansinghaGeetika* (any two ballads): Edited by *Sukhamay Mukhopadhyay* (Bharati Book Stall)

[SET Unit II, NET Unit II]

Unit 3 *Shakta Padabali* (twelve *Pada*'s of various *Paryay*): Edited by *Amarendra Roy* (University of Calcutta)

[This Unit corresponds with the Syllabus of SET Unit II, NET Unit II]

H-6 Poetries of The 19th and 20th Century

Objective : To impart knowledge and to enable the understanding of Bengali poetry

Outcome: i) A comprehensive expertise over Bengali poetry ii) **Generate employability**

Unit 1. *Ishwar GupterKobitasangraha* (edited by *Bankimchandra Chattopadhyay*): eight selected poems / *Padmini Upakhyan* (Sahitya Parishad) / *UnabingshaSatabdir Bangla Geetikavya* (edited by *Arun Kumar Mukhopadhyay*): eight selected poems

[This Unit corresponds with the Syllabus of SET Unit III, NET Unit III]

Unit 2. *Michael Madhusudan Dutta: ChaturdaspadiKabitololi* (eight selected poems) / *Veerangna* (four selected letters) / *Brajangana*: eight selected poems

Unit 3. *Sanchayita: Rabindranath Tagore* (eight selected poems)

SEMESTER 4

H-7 Literary Forms, Genres & Terminology

Objective : To impart knowledge and to enable the understanding of the various forms of literature

Outcome: i) A comprehensive expertise over various forms of Literature

Unit 1. The Genre of Literature: Poetry and Drama: (Epic, Lyric, Ode, Elegy, Sonnet, Ballad, Tragedy, Comedy, Farce, One act play)

Unit 2. The Genre of Literature: Essay and Fiction (Objective and Subjective Essay, Historical Novel, Regional Novel, Social Novel, Political Novel, Autobiographical Novel, Detective Novel, Short Story, Micro Story)

Unit 3. Discourse Terminology (Basic knowledge): Poetry (Poetic Diction, Allusion, Negative Capability, Imagery, Objective Correlative); Drama (Act and Scene, Five features of Tragedy, Chorus, Comic Relief); Fiction (Story and Plot, Background, Narrator, Classification of Narrator)

H-8 Linguistics

Objective : To impart knowledge and to enable the understanding of nuances of Bengali Language

Outcome: i) A comprehensive expertise over Linguistics ii) **Generate employability**

Unit 1. Historical Linguistics (Bengali):

A) The Emergence and Development of Bengali language (Ancient, Middle and Modern)

B) Sound Change

Unit 2. Descriptive Linguistics (Bengali):

A) Phonology: Sound Analysis, Vowel and Consonant, Diphthong, Phoneme and Allophone

B) Dialects of Bengali Language

Unit 3. A) Semantics and Vocabulary

B) Roman Script and International Phonetic Alphabet

C) Lexicography and Orthography

[This Unit corresponds with the Syllabus of WBCS Paper I Section A, SET Unit I, NET Unit I]

SEMESTER 5

H-9 Poetry

Objective : To impart knowledge and to enable the understanding of Bengali poetry

Outcome: i) A comprehensive expertise over Bengali poetry ii) **Generate employability**

Unit 1. *Satyendranath Dutta / Kalidas Roy / Jotindra Mohan Bagchi/ Kamini Roy* (Two poems of any two poets)

Mohitlal Majumdar / Jotindranath Sengupta / Nazrul Islam / Aparajita Devi (Two poems of any two poets)

Unit 2. *Adhunik Bangla Kavita* (edited by *BuddhadevBasu*): *Jibanananda Das, Sudhindranath Dutta, Amiya Chakraborty, Vishnu Dey, BuddhadevBasu, Premendra Mitra, Samar Sen* (Two poems of any four poets)

Unit 3. *Adhunik Bangla Kavita* (edited by *BuddhadevBasu*): *Subhash Mukhopadhyay, Nirendranath Chakraborty, Birendra Chattopadhyay, Shankha Ghosh, Alokranjan Dasgupta, Sunil Gangopadhyay, Shakti Chattopadhyay* (Two poems of any four poets)

[This Course corresponds with the Syllabus of WBCS Paper II, Section B 12), SET Unit III, NET Unit III]

H-10 Drama and Farce

Objective : To impart knowledge and to enable the understanding of Bengali drama

Outcome: i) A comprehensive expertise over Bengali drama ii) **Generate employability**

Unit 1. *Nildarpan (Dinabandhu Mitra)/ Jana (Girishchandra Ghosh)/ Sajahan (Dwijendralal Roy)*

Unit 2. *BuroShalikerGhare Ron (Madhusudan Dutta)/ MouchakeDhil (PramathanathBishi)/ Manomoyi Girls School (Rabindranath Moitra)*

Unit 3. *Nabanna (Bijan Bhattacharya)/ Pratham Partha (BuddhadevBasu)/ Sajano Bagan (Manoj Mitra)*

[This Unit corresponds with the Syllabus of SET Unit VI, NET Unit VI]

H-11 Novels

Objective : To impart knowledge and to enable the understanding of Bengali novel

Outcome: i) A comprehensive expertise over Bengali novel ii) **Generate employability**

Unit 1. *Kapalkundala/ Krishnakanter Will/ Sitaram (Bankimchandra Chattopadhyay)*

[This Unit corresponds with the Syllabus of WBCS Paper II, Section A 5]

Unit2. *Charitraheen (Sharatchandra Chattopadhyay)/ Kabi (Tarashankar Bandopadhyay)/ Padmanadir Majhi (Manik Bandopadhyay)*

Unit 3. *Lalmati (Narayan Gangopadhyay)/ Aranyer Adhikar (Mahasweta Devi)/ Amritakumbher Sandhane (Kalkut)*

H-12 Short Story (At least five selected stories by any single author from each unit)

Objective : To impart knowledge and to enable the understanding of Bengali short stories

Outcome: i) A comprehensive expertise over Bengali short stories ii) **Generate employability**

Unit 1. *Prabhatkumar Mukhopadhyay/ Bibhutibhusan Bandopadhyay/ Bibhutibhusan Mukhopadhyay*

[This Unit corresponds with the Syllabus of SET Unit V NET Unit V]

Unit 2. *Baniful/ Sailajananda Mukhopadhyay/ Premendra Mitra*

[This Unit corresponds with the Syllabus of SET Unit V NET Unit V]

Unit 3. *Ashapura Devi/ Narendranath Mitra/ Pratibha Basu*

[This Unit corresponds with the Syllabus of SET Unit V NET Unit V]

SEMESTER 6

Objective : To impart knowledge and to enable the understanding of Aesthetics and Bengali Essays

Outcome: i) A comprehensive expertise over Aesthetics and Bengali Essays ii) **Generate employability**

H-13 Aesthetics and Essay

Unit 1. *Sahitya (Rabindranath Tagore):* Four selected essays

[This Unit corresponds with the Syllabus of SET Unit VIII NET Unit VIII]

Unit 2. *Kavya Jigyasa (Atulchandra Gupta): Dhvani and Rasa*

[This Unit corresponds with the Syllabus of SET Unit X NET Unit X]

Unit 3. *Kamalakanter Daptar (Sahitya Parishat): Three selected essays*
Ekaler Samalochana Sanchayan (University of Calcutta): Three selected essays

H-14 Tagore Studies

Objective : To impart knowledge and to enable the understanding of Literature of Rabindranath Tagore

Outcome: i) A comprehensive expertise over Literature of Rabindranath Tagore ii) **Generate employability**

Unit 1. *Manasi / Banabani / Shyamali*: Eight selected poems

Unit 2. *Raja O Rani/ Chitrangada/ Sharadotsav*

Unit 3. *Prachin Sahitya (Two essays) / Bichitra Prabandha (Three essays) / Panchobhut (Two essays)*: Any two

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 8
SET Unit VIII NET Unit VIII]

H-15 Tagore Studies

Objective : To impart knowledge and to enable the understanding of Literature of Rabindranath Tagore

Outcome: i) A comprehensive expertise over Literature of Rabindranath Tagore ii) **Generate employability**

Unit 1. *Chokher Bali/ Malancha/ Char Adhyay*

Unit 2. *Galpoguccho (1, 2)*: Five selected stories

[This Unit corresponds with the Syllabus of SET Unit VIII NET Unit VIII]

Unit 3. *Chinna Patrabali*: Twelve selected letters

H-16 Optional Paper (Students will have to choose one out of these topics)

Objective : To impart knowledge and to enable the understanding of Juvenile Literature

Outcome: i) A comprehensive expertise over Juvenile Literature ii) **Generate employability**

Juvenile Literature

Unit 1. **Poetry:** *ChotoderChayanika (Dev Sahitya Kutir)* and *Kishor KabitaSanchayan (Sahitya Sangsad)*: Four poems from each book

Unit 2. **Story:**

- *Sera Kalpabigyan (Ananda)*: Two selected stories
- *NirbachitoBhuterGalpo (Ananda)*: Two selected stories
- *HasirGalpo (Trailokkonath Mukhopadhyay)/ Shibram Chakraborty/ Narayan Gangopadhyay*: Two stories by any one author

Unit 3. **Novel:** *ChanderPahar (BibhutibhusanBandopadhyay)* / *JakerDhan (Hemendra Kumar Roy)* / *PodipisirBarmiBaxa (Lila Majumdar)*

[This Unit corresponds with the Syllabus of SET Unit V NET Unit V]

Folklore

Objective : To impart knowledge and to enable the understanding of Folklore

Outcome: i) A comprehensive expertise over Folklore

Unit 1.

A) Characteristics and subject-diversity of Folklore

B) Theories of Folklore

C) Folklore and Rabindranath

Unit 2.

A) Folk Literature: Rhymes, Riddle, Proverb, Folktale, Folk Song

B) Folk Art

C) Performing art

Unit 3. Fieldwork and Report composing

Practical Bengali

Objective : To impart knowledge of the spelling and lexicography

Outcome: i) A comprehensive expertise over spelling and lexicography ii) **Generate employability**

Unit 1.

A) History of Bengali spelling reform

B) The standard Bengali spelling practice

C) The role of Primary in spelling education

Unit 2.

A) Different types of Bengali Dictionary; sample Dictionary preparation

B) Bengali Terminology: Problems and Prospects

C) Evolution of the Bengali alphabet and its relation to printing technology. Ideal and dialectal pronunciation

Unit 3.

A) Syntax in Bengali sentences and awareness of sentence correctness (with practice)

B) Translation Practice and Innovative Writing (with practice)

C) Book Editing

Literature and Film

Objective : To impart knowledge of interdisciplinary studies

Outcome: i) A comprehensive expertise interdisciplinary studies

Unit 1. The relationship between Film and Literature (adoption, exclusion and conversion). The excellence of transformed Literature; Literature and Screenplay; Literary quality in Screenplay.

Unit 2. History of Bengali Film (from 1938 to recent times)

A Brief introduction to Bengali Film Studies; including the introduction of how the Film has adopted Literature.

Unit 3. Film Criticism

A) *Mahanagar/ Meghe Dhaka Tara/ Padmanadir Majhi*

B) *PatherPanchali/ ParomitarEkdin/ Unishe April*

C) *EkdinPratidin/ Lal Salu/ MatirMayna*

Bengali Criticism Literature (1900-1950)

Objective: To impart knowledge of Criticism

Outcome: i) A comprehensive expertise in Criticism

Unit 1. Bengali Criticism Literature originated from the source of Controversy (*Bipinchandra Pal's* debate with *Rabindranath*; *Kallol* and *Kalikalom* groups dispute with *ShanibararChithi*; *Nazrul's* debate with *Mohitla*)

Unit 2. Literary criticism by *Jibanananda Das*, *Sudhindranath Dutta* and *Vishnu Dey*

Unit 3. Literary criticism published in *Prabashi*, *Bharatbarsha*, *Sahitya* magazine.

Women's Studies

Objective : To impart knowledge of women's studies

Outcome: i) A comprehensive expertise in women's studies

Unit 1. Different Genres Of Feminism (Basic knowledge)

Women's in Premodern India: Religion, Education, Literature (Brief introduction)

The position and thoughts of Women in colonial India.

Unit 2.

A) Premodern Period

Manusamhita (9th chapter)

Chandrabati Ramayan

Narigoner Patininda O Baromasya (selected) / *Lochandaser Chaitanyamangal* (selected parts) / *Lorchandrani and Satimayna* by *Doulat Qazi* (selected parts) / *Ballad* (two selected ballads)

B) Writing of Women's in Modern Bengali Literature

C) *Bamabodhini Patrika* (Five selected essays) / *Antahpur Patrika* (Five selected essays) / *Hindu Mahilagoner Hinabosta* (selected parts): *Kailashbasini Devi* / *Bangali Mahiladiger Grihadharma* (selected parts): *Mankumari Basu* / *Englande Bangomahila* (selected parts): *Krishnabhamini Dasi* / *Aryabarta* (selected parts): *Prasannamayi Devi*

Unit 3.

A) Women's Studies in 20th century (Brief introduction)

B) *Indira Devi-Pramatha Chowdhury Patrabali* (selected parts) / *Janani* (*Manik Bandopadhyay*) / *Sitayan* (*Mallika Sengupta*) / *Jyotirmayi Devir Chotogalpo* (five selected stories)

C) *Thor-Bari-Khara* (*Kalyani Dutta*) / *Purbasmriti* (*Shanta Devi*) / *Sarbajaya* (*Karuna Bandopadhyay*) / *Nijer Kathay, Tukro Lekhay* (*Ketaki Dutta*) / *Jibaner Tane, Shilper Tane* (*Reba Roychowdhury*) / *Nissangatar Journal* (*Sharmila Basu Dutta*)

The Bengali Literature of West Bengal after Nineties

Unit 1. The post 1990s political, economic, social and cultural context (Discussion on the importance of globalization and free market economy)

Unit 2. *Harbart* (Nabarun Bhattacharya) / *BibirMithya Talaq O Talaqer Bibi EbongHoludPakhirKissa* (Afsar Ahmed)/ *SatorkatamulakRupkotha*(Swapnamay Chakraborty)

Unit 3.

A) *YashodharaRoychoudhury/ Mandakranta Sen/ Srijato* (five poems by any one poet)

B) *Fulloketur Pala* (Rudraprasad Chakraborty) / *KothaAmritasaman* (Shaoli Mitra) / *Winkle Twinkle* (BratyaBasu)

C) *Shivaji Bandopadhyay / Arindam Chakraborty / Gautam Bhadra / Sourin Bhattacharya* (One essay by every author)

Syllabus for BA in Subsidiary Bengali-2015
Department of Bengali, Bhasha-Bhavana
Visva-Bharati, Santiniketan
Full Marks- 300
Number of Courses-6
Marks per Course- 50

SEMESTER 1

COURSE1. History of Bengali Literature (Premodern)

Unit1. *Charyageeti, Shrikrishnakirtan, Krittibas, Vidyapati, Chandidas, Vijay Gupta*

Unit 2. *Chaitanyadev, Brindaban Das, KrishnadasKabiraj, Jnandas, Mukunda Chakraborty, KavindraParameshwar, Kashiram Das, Daulat Qazi, ShayadAlaol, Ghanaram, Bharatchandra, Ramprasad*

SEMESTER 2

COURSE 1. History of Bengali Literature (Modern)

Unit 1. *William Carey, RamramBasu, MrityunjayVidyalankar, Ishwarchandra Gupta, Ishwarchandra Vidyasagar, Akshaykumar Dutta, Michael Madhusudan Dutta, Parichand Mitra, Kaliprasanna Singha*

Unit 2. *Dinabandhu Mitra, Biharilal Chakraborty, BankimchandraChattopadhyay, TaraknathGangopadhyay, Girishchandra Ghosh, Rabindranath Tagore, Dwijendralal Roy, Sharatchandra Chattopadhyay, Pramatha Chaudhary*

COURSE 2. Poetry and Metre

Unit 1. *Adhunik Bangla Kavita* (edited by Buddhadev Basu): Jibanananda Das, Amiya Chakraborty, Samar Sen, Subhash Mukhopadhyay, Nirendranath Chakraborty, Shankha Ghosh, Shakti Chattopadhyay, Sunil Gangopadhyay (One poem of each poet)

Unit 2. Metre: Syllable, Mora (*Kala-Matra*), Classifications of *Jati* (Pause), Types of Metrical Pauses (Verse, Clause, Foot, Subfoot), Metrical Style, Metrical Form, Rhyme, Scansion

SEMESTER 3

COURSE 1. Drama and Figure of Speech

Unit 1. *Achalayatan / Rather Roshni*

Unit 2. **Shabdalanakar**: *Anupras* (Alliteration), *Yamak* (Homonym), *Shlesh* (Pun)

Arthalanakar: *Upama* (Simile), *Rupak* (Metaphor), *Utpreksha*, *Sandeha*, *Apanhuti*, *Nishchay*, *Atishayokti* (Hyperbole), *Samasokti*, *Byatirek*, *Vrantiman*, *Byajastuti*, *Virodhabhas*

COURSE 2. Novel and Stories

Unit 1. *Khorkuto* (Bimal Kar) / *Kharij* (Ramapada Chaudhary)

Unit 2. *Galpoguccho* (first volume) / *Ekaler Galpo Sanchayan* (University of Calcutta): Six selected stories

SEMESTER 4

COURSE 1. Essay

Unit 1. *Ekaler Samalochana Sanchayan* (University of Calcutta): Three selected essays

Unit 2. Essay Writing

**Alternative Bengali
(For Bengali Honours Students)
Department of Bengali, Bhasha-Bhavana
Visva-Bharati, Santiniketan
SEMESTER 2
Full Marks-50**

History of Sanskrit Literature (with relevant references to Bengali Literature) 20+5

General knowledge about the following topics/ authors are required

Upanishad

Mahakavya: Ramayan and Mahabharat

Srimad Bhagavad Gita

Puran: (any two)

Poets and Playwrights: *Ashvaghosha, Bhasa, Kalidas, Sudrak, Bhababhuti, Bhartrihari, Jayadev, Dandin, Banabhatta, Bharavi* (any two of them)

Tales: *Panchatantra, Hitopodesh, Kathasaritsagar, BetalPanchobingshati* (any two)

History of English Literature (with relevant references to Bengali Literature) 20+5

General knowledge about the following topics/ authors are required

William Shakespeare, John Milton

Walter Scott, Samuel Taylor, William Wordsworth, Byron, P B Shelley, John Keats, Tennyson, Robert Browning, Matthew Arnold (any two of them)

Thomas Stearns Eliot, William Butler Yeats, James Joyce, Virginia Woolf (any two of them)

General Bengali
Department of Bengali
Bhasha-Bhavana, Visva-Bharati
Shantiniketan
Full marks-50

SEMESTER 1

- A. *BhabSamprasaran* (Expansion of feeling) / Precis Writing **10**
- B. Letter Writing (Official / Business letter) / Reading Comprehension **10**
- C. Essay Writing **20**

M.A. BENGALI SYLLABUS 2015-2016

Department of Bengali, Bhasa Bhavana

Visva Bharati, Santiniketan

Total No- 800

Total Course No- 16

Marks of Per Course- 50

SEMESTER- 1

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali literature in the social, cultural and political context

Outcome: i) Mastery over Bengali Literature in the social, cultural and political context ii) **Generate employability**

Course- I History of Bengali Literature ('Charyapad' to Pre-Fort William period)

An analysis of the literature in the social, cultural and political context

The Background of Bengali Literature:

Unit-1 Anthologies of 10-12th century poetry and Joydev:Gathasaptashati,

Prakitpoingal, SuvasitoRatnakosh

Bengali Literature of 10-15th century:Charyapad, Shrikrishnakirtan

Literature by Translation: Krittibas, MaladharBasu

Mangalkavya: BiprodasPipilai

Baishnava Literature: Bidyapati, Chandidas

Unit-2 Bengali Literature of 16-17th century

Literature on Biography: Brindabandas, Lochandas, Jayananda, Krishnadas

Kabiraj

Baishnava Literature: Gayanadas, Balaramdas, Gobindadas

Mangalkabya: Ketakadas, Mukunda Chakraborty, Rupram Chakraborty

Ballad: Maymansinghagitika

Literature by Translation: Literature of Arakan Court, Kashiram Das

[This Unit corresponds with the Syllabus of WBCS Paper I Section B a)b)c)]

Unit-3

Bengali Literature of 18th century

Mangalkavya: Ghanaram Chakraborty, Bharatchandra

Nath Literature

Shakta Poetry: Ramprasad, Kamalakanta

Collection of Poetry: Khanadagitchintamani,

Padakalpataru, Padamritasamudra

Prose Culture on pre-Fort William period, Kabigan, Tappa

Course-II

Objective : To impart knowledge and to enable the understanding of the nuances of the Mediaeval Bengali text from the Historical point of view

Outcome: i) Mastery overof the Mediaeval Bengali text from the Historical point of view

ii) **Generate employability**

Ancient-Medieval Era: Selected Texts (Ancient and Medieval Texts will be taught from Historical point of view)

Unit-1

Charyapada (Edited by Haraprasad Shastri): Selected Poems

[with Political and Socioeconomical discussion]

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

Unit-2 Manasamangala: Bijay Gupta

[This Unit corresponds with the Syllabus of SET Unit II NET Unit II]

Unit-3 Annadamangala (Edited by Brajendranath Bandyopadhyay)

[This Unit corresponds with the Syllabus of SET Unit II NET Unit II]

Course-III

Ancient-Medieval Era: Selected Texts (Ancient and Medieval Texts will be taught from Historical point of view)

Course-II

Objective : To impart knowledge and to enable the understanding of the nuances of the Mediaeval Bengali text from the Historical point of view

Outcome: i) Mastery overof the Mediaeval Bengali text from the Historical point of view

ii) **Generate employability**

Unit-1 Pre-Chaitanya Krishnakatha: Shrikrishnakirtan (Edited by Basantaranjan)
[selected]

[This Unit corresponds with the Syllabus of SET Unit II NET Unit II]

Unit-2 BaishnavaPadabali: PanchshataBotsorerPadabali (Edited by Bimanbihari
Majumder): At least 10 poems of different situations/ stage

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 1

SET Unit II NET Unit II]

Unit-3 Chaitanyacharitamrita (Edited by Sukumar Sen, TarapadaMukhopadhaya):
Adilila: 1st and 4th chapter, Madhyalila: 8th chapter, Antyalila: 20th chapter

[This Unit corresponds with the Syllabus of SET Unit II NET Unit II]

Course- IV

Linguistics

Objective : To impart thorough knowledge on Linguistics in the context of Bengali Language

Outcome: i) Mastery over Linguistics in the context of Bengali Language ii) **Generate employability**

- Unit-1 Descriptive Linguistics: Morphology: Morpheme, Identification of Morpheme, Gender, Number, Case and Inflexion, Compound Verb, Compound Word,,Affix, Prefix, Suffix
- Unit-2 Syntax: Generalized Phrase Structure Grammar of Chomsky, Transformation-Generative Form
- Unit-3 Historical Linguistics: Reconstruction (External) and Comparative Method, Internal Reconstruction, Phonetic Laws; Classification of Indo-European Family of Languages: Old Indo-Aryan Language, Middle Indo-Aryan Language, New Indo-Aryan Languages; Unclassified Language Family (Exceptional Indo-European Family of Language)

[This Unit corresponds with the Syllabus of WBCS Paper I Section A

SET Unit I NET Unit I]

SEMESTER-2

Course- I History of Bengali Literature (Fort William to 1970)

Objective : To impart a thorough knowledge and to enable the understanding of the Modern Bengali literature

Outcome: i) Mastery over modern Bengali Literature ii) **Generate employability**

Unit-1 19th century

Unit- 2 20thcentury (1901-1941)

Unit- 3 20thcentury (1942-1970)

[This Unit corresponds with the Syllabus of WBCS Paper I Section B]

Course- II Bengali Poetry (Modern Period)

Objective : To impart a thorough knowledge and to enable the understanding of the Modern Bengali Poetry

Outcome: i) Mastery over modern Bengali Poetry ii) **Generate employability**

Unit- 1 Meghnadbadhkabya (1st, 4th, 6th and 9th)/ Saradamangal (Selected)

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 3 SET Unit III NET Unit III]

Unit- 2 Jibanananda Das (Shrestha Kavita): At least Five poems

Sudhindranath Dutta (Shrestha Kavita)/ Amiya Chakraborty/ Bishnu De

(Shrestha Kavita): At least Five poems

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 12/16SET Unit III NET Unit III]

Unit- 3 Subhas Mukhopadhyay (Shrestha Kavita): At least Five poems

Nirendranath Chakraborty (Shrestha Kavita)/ Shankha Ghosh (Shrestha

Kavita)/ Shakti Chattopadhyay (Shrestha Kavita): At least Five poems

[This Unit corresponds with the Syllabus of SET Unit III NET Unit III]

Course- III Bengali Drama

Objective : To impart a thorough knowledge and to enable the understanding of the Modern Bengali Drama

Outcome: i) Mastery over modern Bengali Drama ii) **Generate employability**

Unit-1 Kulinkulasarbaswa/ Sadhabar Ekadashi/ Alikbabu

Unit- 2 Chenra Tar/ Tiner Taloyar

[This Unit corresponds with the Syllabus of SET Unit VINET Unit VI]

Unit-3 EbongIndrajit/ Chand Baniker Pala

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 18SET Unit VINET Unit VI]

Course- IV Bengali Fiction

Objective : To impart a thorough knowledge and to enable the understanding of the Modern Bengali Fiction

Outcome: i) Mastery over modern Bengali Fiction ii) **Generate employability**

Unit- 1 Rajsingha/ Srikanto (1st Part)

[This Unit corresponds with the Syllabus of SET Unit IVNET Unit IV]

Unit- 2 Aranyok/ Jagari

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 17]

Unit- 3 TarashankarBandopadhyay (Shrestha Golpo)/ ManikBandopadhyay

(Shrestha Golpo): At least Five Stories

Bimal Kar (BachaiGolpo)/ SamareshBasu (Shrestha Golpo): At least Five

Stories

[This Unit corresponds with the Syllabus of WBCS PaperI I Section B 15SET Unit VNET Unit V]

SEMESTER- 3

Course- I Essay Literature of Bengali

Objective : To impart a thorough knowledge and to enable the understanding of the Modern Bengali Essays

Outcome: i) Mastery over modern Bengali Essays ii) **Generate employability**

Unit- 1 BangalaKabitaBishoyakPrabandha (RangalalBandopadhyay)

BibidhaPrabandha (Bankimchandra) : Any Four Selected Essays

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 6)SET Unit VIINET Unit VII]

Unit- 2 Prachya OPaschatya (Vivekananda)/ PrabandhaSangraha (Pramatha
Chowdhury: Any Three Selected Essays

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 13SET Unit VIINET Unit VII]

Unit- 3 Rabi Pradhokhin, Sahityakatha, Sahityabitan (Mohitlal Majumder): Any
Three Selected Essays
PrabandhaSankalan (BudhadebBasu): Any Three Selected Essays

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VII]

Course- II Rabindranath

Objective : To impart a thorough knowledge and to enable the understanding of the Rabindranath Tagore's Literature

Outcome: i) Mastery over Rabindranath Tagore's Literature ii) **Generate employability**

Unit- 1 Poetries
Chitra/ Kalpana/ Khonika

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VIII]

Kheya/ Gitanjali/ Balaka

Purabi/ Punascha/ Arogya

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 7SET Unit VIINET Unit VIII]

Unit- 2 Drama
Raktakarabi/ Taser Desh/ Shyama

Unit- 3 Essay
Kalantar: Three Essays (Seleted)
Adhunik Sahitya: Three Essays (Seleted)

[This Unit corresponds with the Syllabus of WBCS Paper I Section ASET Unit VIII INET Unit VIII]

Course- III Rabindranath

Objective : To impart a thorough knowledge and to enable the understanding of the Rabindranath Tagore's Literature

Outcome: i) Mastery over Rabindranath Tagore's Literature ii) **Generate employability**

Unit- 1 Novel
Gora/ Yogayog

Unit- 2 Story
Galpoguchho (3rd& 4th Part): At least Five Stories

[This Unit corresponds with the Syllabus of SET Unit VIII INET Unit VIII]

Unit- 3 Letters (Chitipatro)
JavayatrirPatro/ Pathe O PatherPrante: At least Five Letters
Chithipatro 5/ Chithipatro 11: at least Five Letters

Course- IV Literary Theory, Literary Movements and Analysis Types

Objective : To impart a thorough knowledge and to enable the understanding of the Indian and Western Literary Theories and movements

Outcome: i. Mastery over the Indian and Western Literary Theories and movements ii. **Generate employability**

Unit- 1 Classic Poetics
Indian Rhetoric: Rhetoric, Riti, Bakrokti, Dhoni, Ros (Bistare Alochona)
Poetics of Airstotle: Imitation, Epic, Tragedy

[This Unit corresponds with the Syllabus of SET Unit X NET Unit X]

- Unit- 2 Literary criticism of Rabindranath
Aspects: Realism, Modernity, Shililota-Ashililota (Any of Two Aspects)
- Unit- 3 Literary Movements and Types of Criticism
Romanticism, Realism and Naturalism, Symbolism, Modernism, Post-
Modernism, Imagism, Colonialism, Post Colonialism,
Socio Realism (Any of Three)

SEMESTER- 4

Special Paper

(Have to choose any One)

SPECIAL PAPER A

Ancient and Medieval Period

Course- I

Objective : To impart a thorough knowledge and to enable the understanding of the Pre-Modern Bengali Literature and its Background

Outcome: i) Mastery over the Pre-Modern Bengali Literature and its Background

- Unit- 1 Origin and Development of Bengali Epistle
Collection and Reservation of Bengali Manuscripts
- Unit-2 Process of Bengali Manuscript Edit and Read
- Unit- 3 Pre-Modern Theology and Philosophy (Buddhist Sahajiya,
Gouriyabhaisnab, Shakta, Nath, Sahajiya etc.)

Course- II

Objective: To impart a thorough knowledge and to enable the understanding of the Pre-Modern Bengali Literature in various perspectives

Outcome: i) Mastery over the Pre-Modern Bengali Texts in various perspectives ii) **Generate employability**

Unit- 1	Types of Medieval Bengali Literature (Rhythm and Rhetoric)
Unit- 2	Study of Medieval Bengali Literature in the 19 th century
Unit- 3	History of Bhakti Movement: Special Text- Ramayana (Krittibas: Edited by Sukhamay Mukhopadhyay)/ Mahabharata (Kashiramdas: Edited by Debnath Bandapadhyay)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

Course- III

Objective : To impart a thorough knowledge and to enable the understanding of the Pre-Modern Bengali Literature Text

Outcome: i) Mastery over the Pre-Modern Bengali Texts ii) **Generate employability**

Selected Texts

Unit- 1	VidyapatiPadabali (Selected any 10: Edited by Khagendranath Mitra and Bimanbihari Majumder) and ChanidaserPadabali (Selected any 10: Edited by Bimanbihari Majumder) JayananderChaitanyamangal (Visva Bharati Issue)
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[This Unit corresponds with the Syllabus of WBCS Paper II Section A 1)SET Unit IINET Unit II]

Unit- 2	Satimayna/ Padmabati (Edited by Debnath Bandapadhyay)
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[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

Unit- 3	RupramerDharmomangal (Edited by AkshaykumarKoyal)/ Rameswarer
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Shibayan (Edited by Panchanan Chakraborty)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

Course- 4 Dissertation Paper

SPECIAL PAPER B

Rabindranath

Course- I Criticism of Rabindranath

Objective : To impart a thorough knowledge and to enable the understanding of the various trends of Criticism of Tagore's Literature

Outcome: i) Mastery over the various trends of Criticism of Tagore's Literature

Unit-1 From starting to 1913

Unit- 2 1914 to 1941

Unit- 3 1942 to 1961

Course- II Thoughts and Ideas of Rabindranath

Objective : To impart a thorough knowledge and to enable the understanding of the various thoughts and idea's in Tagore's Literature

Outcome: i) Mastery over the various thoughts and idea's in Tagore's Literature

Unit- 1 Religious Thoughts

Special Text: Atmoparichay (Selected), Santiniketan (Selected), Manuser

Dhorma (Selected)

Unit-2 Social Thoughts

Special Text: Atmoshakti (At least 3 essays), RussiarChithi (At least 3 essays),

Loksahtya (At least 2 essays), Palliprakriti (At least 2 essays), Samabayniti (At least 2 essays)

Unit- 3 Thought about Language and Rhythm

Bangla Sabdotatwa (Selected Part), Banglabhasa-Porichay (Selected Part),

[Back to main page](#)

Chando (Selected Part)

Course- III Selected Text

Objective : To impart a thorough knowledge and to enable the understanding of selected Texts of Rabindranath Tagore

Outcome: i) Mastery over the selected Texts of Rabindranath Tagore ii) generate employability

- Unit- 1 Gitabitan: Selected deferent types of 12 songs with their History and Placing
Sandhyasangit/ Pravatsangit/ Kari O Komol (Selected Poems)
SeshSaptak/ Patraput (Selected Poems)
- Unit- 2 Bisorjan/ Raja/ Chandalika
- Unit- 3 Chaturanga/ Ghare-Baire/ SeshherKabita

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VIII]

Unit- 4 Dissertation Paper

[This Course corresponds with the Syllabus of SET Unit VIINET Unit VIII]

Special Paper C

Bengali Fictions of Twenty Century

Course- I Forms

Objective : To impart a thorough knowledge and to enable the understanding of the Forms of Literary Narratives

Outcome: i) Mastery over the Forms of Literary Narratives

- Unit- 1 (i) Tales, Novel, Romance, Picaresque, Stream of Consciousness, Magical
Realism, Anti-Novel
(ii) Story, Short Story, Sketch Story, Concept of Unity, Starting and Ending
- Unit- 2 Plot, Foreground, Character Illustration, Language, Narrative, Narrate,
Narrator, Point of View, Intonation

Discourse and Dialogism, Time and Span, Chronotop, Carnival

Unit- 3 Experiment of Bengali Fictions Form on Twentieth Century and Literary Movements

Course- II Novel

Objective : To impart a thorough knowledge and to enable the understanding of selected Bengali Novels

Outcome: i) Mastery over the selected Bengali Novels ii) generate employability

Unit- 1 PutulnacherItikatha/ DhoraniCharit Manas/ Khoyabnama

[This Unit corresponds with the Syllabus of SET Unit IVNET Unit IV]

Unit- 2 Antarjali Yatra/ Gourmallar/ MoitryaJatak

Unit- 3 Titasekti Nadir Nam/ Jalputra/ Rahu Chandaler Har

[This Unit corresponds with the Syllabus of SET Unit IVNET Unit IV]

Course- III Story (At least 3 stories from per Unit and any of Two Writers Story)

Objective : To impart a thorough knowledge and to enable the understanding of selected Bengali Short Stories

Outcome: i. Mastery over the selected Bengali Short Stories ii. generate employability

Unit- 1 Jagadish Gupta/ Parashuram/ Subodh Ghosh/ Narayan Gangapadhayay

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 15SET Unit VNET Unit V]

Unit- 2 Jyotirindra Nandi/ Mahasweta Devi/ Ramapada Chowdhury/ Mati Nandi

[This Unit corresponds with the Syllabus of SET Unit VNET Unit V]

Unit- 3 DependranathBandopadhaya/ Shyamal Gangapadhayay/

SadhanChattapadhayay/ Swapnamoy Chakraborty/ Tapobijay Ghosh

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 15]

Unit- 4 Dissertation Paper

Special Paper D

Linguistic: History, Grammar and Appliance

Course- I Development of Linguistic

Objective : To impart a thorough knowledge and to enable the understanding of History of Linguistics

Outcome: i) Mastery over History of Linguistics ii) generate employability

Unit- 1 History of Indian Linguistic (Sanskrit and Prakrit)

Unit- 2 History of Western Linguistic (Grassmus Rusk- New Grammatical Group)

Unit- 3 History of Western Linguistic (New Grammatical Group- Noam Chomsky)

Course- 2 History of Bengali Grammar, Lexicography and Semantic

Objective : To impart a thorough knowledge and to enable the understanding of Descriptive Linguistics

Outcome: i) Mastery over Descriptive Linguistics ii) generate employability

Unit- 1 History of Bengali Grammar: (Halhed, William Carey, Forster, Ram Mohan Roy, LalmohanBidyandhi, LoharamSiboratna, NakuleswarBhattacharyay, Haraprasad shastri, Rabindranath, SunitikumarChattopadhyay)

Unit-2 Lexicography and Spelling

Unit-3 Semantic

Course- 3 Applied Linguistic

Objective : To impart a thorough knowledge and to enable the understanding of Applied Linguistics

Outcome: i) Mastery over Applied Linguistics ii) generate employability

Unit- 1	Methods of Language Teaching
Unit- 2	Social Linguistic, Collect a language sample from Field Work
Unit- 3	Stylistics
Course- 4	Dissertation Paper

[This Unit corresponds with the Syllabus of WBCS Paper I Section ASET Unit 1/NET Unit 1]

SPECIAL PAPER E

Bengali Literature and Culture on Nineteenth Century

Objective : To impart a thorough knowledge and to enable the understanding of Bengali Literature and Culture on Nineteenth Century

Outcome: i) Mastery over the Bengali Literature and Culture in Nineteenth Century

ii) generate employability

Course- I Social History and Culture

Objective : To impart a thorough knowledge and to enable the understanding of Bengali Literature and Culture on Nineteenth Century

Outcome: i) Mastery over the Bengali Literature and Culture in Nineteenth Century

Unit- 1	Bangali Society in 19 th Century
Unit- 2	Social, Political and Religion Movement in 19 th Century (Polygamy, Child Marriage, Satidah, SurapanNibarani, SahabasSammati, Movement of Brahman, Resurrection of Hindu Movement, Krisak Movement [Pabna, Nilbidroho, Santal Bidroho, 1857- SipahiBidroho])
Unit- 3	Language and Culture in 19 th Century (i) Development and Estimable of Bengali Prose (ii) History of Bengali Stage Plays
Course- II	Novel, Sketch-Drama

Objective: To impart a thorough knowledge and to enable the understanding of Bengali Literature and Culture on Nineteenth Century

Outcome: i) Mastery over the Bengali Literature and Culture in Nineteenth Century

ii) generate employability

Unit- 1 HutomPencharNaksa: Kaliprasanna Singha (Edited by Arun Nag)

[This Unit corresponds with the Syllabus of SET Unit IVNET Unit IV]

Unit- 2 Bishabrikha: Bankimchandra (Bangiya sahitya parisat Issue)/ Anandamath:
Bankimchandra (Edited By ChittaranjanBandapadhayay)
Model Bhagini: Yogendra Basu (YogendrachandraGranthabali)/
Swarnalata: TaraknathGangopadhayay/ Rajput Jibansandhya:
Rameshchandra Dutta (Bangiya Sahitya Parisat Issue)

[This Unit corresponds with the Syllabus of SET Unit IVNET Unit IV]

Unit- 3 JamidarDorpon: Mir Musharaf Hosen/ Surendra-Binodini: Upendranath Das
(PaschimbangaNatyaEkademi Issue)/ Macbeth: Girishchandra Ghosh

[This Unit corresponds with the Syllabus of SET Unit VNET Unit VI]

Course- 3 Poetry and Essays

Objective : To impart a thorough knowledge and to enable the understanding of Bengali Literature and Culture on Nineteenth Century

Outcome: i) Mastery over the Bengali Literature and Culture in Nineteenth Century

ii) generate employability

Unit- 1 Kabitabali: Social, Lampoon and Earthlings: Ishwar Chandra Gupta/ Bharat

Uddhar: IndranathBandapadhayay (Bangiya sahitya Parisad Issue)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit III]

Unit- 2 Pitaputra: Aksaychandra Sarkar/ Prachya O Paschatya: swami Vivekananda
(Udbodhan Issue) / Amar Jibon: RasasundariDasi

[This Unit corresponds with the Syllabus of SET Unit VINET Unit VI]

Unit- 3 SamalochanaPorichay: Edited by SrikumarBandapadhayay O Prafulla Pal
(Nirbachita Rachana: Samalochana sahitya: ThakurdasMukhapadhayay;
Bankimchanderertroyi: PanchkariBandapadhayay; BangiyaYubak O Tin
Kabi: Haraprasad Shastri; Mrichokatik: VudebMukhapadhayay;
Chandidas O Bidyapati: Rabindranath/ Prabhabatisambhasan:
IshwarchandraBidyasagar

Unit- IV Dissertation Paper

SPECIAL PAPER F

Twentieth Century: Bengali Poem

Course- I

Objective : To impart a thorough knowledge and to enable the understanding of the Forms of Modern Bengali Poetry

Outcome: i) Mastery over the Forms of Modern Bengali Poetry

Unit- 1 Language and Style: (Poetic Diction, Byakaranbichuti, Parallelism, Refrain,
Symbol, Imagery, Synaesthesia, Allusion, Metonymy, Sinekdik, Tone)

Unit- 2 Style of Poem

Unit- 3 Rhythm: Sanskrit rhythm in Bengali Poem, Procholita tin Ritirchonder
porikhamulakbebohar, Chonder Rup Boichitro, Mixed-Rhythm, Prose Rhyme

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Course- 2

Objective: To impart a thorough knowledge and to enable the understanding of literary movement and modern Bengali poetry

Outcome: i) Mastery over literary movement and modern Bengali poetry ii) generate employability

Unit- 1 Art and Literary Movements: Historical Background and Bengali Poems
(Realism, Dadaism, Surrealism, Impressionism, Imagism)

Unit- 2 Indian and Western Literature: A History of Confluence
Veda-Upanisad, Purana (Comparison between Classical Indian and Greek Literature),
Kabya of Kalidasa, VaisnavaKabya, Baudelaire, Yeats, Lawrence, Eliot, Mallarme,
Cummings, Hopkins, Paul Ellure, Mayakovsky, Ginsberg- (Selected Poems)

AND

Jibananda Das, Amiya Chakraborty, Sudhindranath Dutta, BudhaddebBasu,
Bishnu Dey, Samar sen, Sankha Ghosh, Alokranjan Dasgupta- Analysis of
Selected Poem

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 12/ 16SET Unit IIIINET Unit III]

Unit- 3 RabindranatherUttaradhikar: GrohonBorjanProkriya
Jibananda Das, Amiya Chakraborty, Sudhindranath Dutta, BudhaddebBasu,
Bishnu Dey, Samar Sen, Sankha Ghosh, Alokranjan Dasgupta- Analysis of
Selected Poem

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 12/16SET Unit IIIINET Unit III]

Course- III

Objective : To impart a thorough knowledge and to enable the understanding of Selected Modern Bengali Poets

Outcome: i. Mastery over tSelected Modern Bengali Poets ii. generate employability

- Unit-1 AshokbijayRaha, Manindra Roy, MangalacharanChattapadhayay, Birendra Chattapadhaya, Arunkumar Sarkar, Ram Basu (Selected 2 poems from all of Them)
- Unit- 2 Kabita Singha, Binoy Majumdar, Amitava Dasgupta, Pranabendu Dasgupta, Gita Chattapadhayay, Bhaskar Chakraborty (Selected 2 poems from all of Them)

[This Unit corresponds with the Syllabus of WBCS Paper I Section B 7SET Unit III NET Unit III]

- Unit- 3 Rhymes: Sukumar Roy, SunirmalBasu, Annadashankar Roy (Selected)
- Course- IV Dissertation Paper

SPECIAL PAPER G

Twentieth Century's Bengali Drama

Course- I

Objective : To impart a thorough knowledge and to enable the understanding of Drama as a whole

Outcome: i) Mastery over the Theoretical aspects of Drama ii) generate employability

- Unit- 1 Types of Drama: Tragedy, Comedy, Tragi-Comedy, Melodrama, Absurd Drama, Epic, Theater, Third Theater, Opera
- Unit- 2 Structure of Drama: Plot, Subplot, Character, Hero, Act and Scene, Play of Five Acts, Play of One Act, Chorus, Dialogue and Song
- Unit- 3 Theories of Drama (Indian & Western): (Special importance) Aristotle, Brecht, Bharat, Rabindranath

Course- 2

Objective : To impart a thorough knowledge and to enable the understanding of history of Bengali Theatre and selected Texts of Rabindranath Tagore

Outcome: i) Mastery over the history of Bengali Theatre and selected Texts of Rabindranath Tagore ii) generate employability

- Unit- 1 History of Bengali Theatre: 19th century
Unit- 2 History of Bengali Theatre: 20th century
Unit- 3 Drama of Rabindranath: Muktaghara/ Dakghar/ Shyama

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VIII]

Course- III

Objective : To impart a thorough knowledge and to enable the understanding of selected Bengali Drama

Outcome: i) Mastery over the selected Bengali Drama ii) generate employability

- Unit- 1 Nurjahan: Dwijendralal Roy/ Devi Garjan: Bijan Bhattacharyay/ GoirikPataka
: Shacindranathsengupta
Unit- 2 Alibaba: KhirodprasadBidyabinod/ Kanchanranga: Sombhu Mitra and
Amit Mitra/ NarakGuljar: Manoj Mitra
Unit- 3 BakiItihas: Badal Sarkar/ Raja Adipus: Sombhu Mitra/ NathbatiAnathbot:
Shaoli Mitra

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VI]

- Unit- 4 Dissertation Paper

SPECIAL PAPER G

Folklore and Folk Literature

Course- I Folklore

Objective : To impart a thorough knowledge and to enable the understanding of Folklore

Outcome: i) Mastery over the various aspects of folklore

- Unit- 1
- (i) Folklore: Definition, Swarup O BisoyBoichitro
 - (ii) Folkloristics: Theory, Span, Characteristics and Goal
 - (iii) Rabindranath and Folklore

- Unit- 2
- (i) Cultural Anthropology (Social and Cultural Aspects)
Mana, Magic, Totem, Taboo
 - (ii) Tribe and Culture of Bengal: Santal, Munda and Rajbongshi

- Unit- 3
- (i) Types of Folklore Analysis
 - (ii) Field work- Method and Technic

Course- 2 Folk Literature

Objective : To impart a thorough knowledge and to enable thevarious folk literary forms

Outcome: i) Mastery over the various folk literary forms

- Unit- 1
- (i) Rhythm (Including Ceremonial rhythms)
 - (ii) Proverb

- Unit- 2
- (i) Riddle
 - (ii) Tales

- Unit- 3
- (i) PrachinPurbabangaGitika (ShilaBasak): Maluya, Bandit, Kenaramer Pala
 - (ii) Manohar Fansurer Pala - Collected from the Midnapur District

Course- 3 Performing art and Folklore

Objective : To impart a thorough knowledge and to enable the understanding of performance in Folk Culture

Outcome: i)Theoretical Mastery over the styles of performance in Folk Culture ii) generate employability

- Unit- 1
- (i) Folk Songs and Ceremonial Songs: Baul, Jhumur, Vadu, tusu, Poter Gan
(Chaitanyalila and Krishnalila), Bhaoaiya, Bhatiyali, Vanjo, Itu, Marriage
Songs of Muslim (Selected songs of Five deferent types)

- Unit- 2 Folk Drama and Ceremonial Drama: Gambhira, Alkap

Unit- 3	Folk Dances and Ritual Dances: Chhau Dance, Stilt Dance, Raibense, Kathinach
Course- IV	Dissertation Paper (Based on Field Work)

SPECIAL PAPER H

Women's Studies

Course- I Theory and History

Objective : To impart a thorough knowledge and to enable the understanding of the theories and history of women's studies

Outcome: i) Mastery over the theories and history of women's studies

Unit- 1 Theories: Sex-Gender, Nature-culture, Subjective-objective, Mother-Cult

Unit- 2 History of Feminist movement: In Universalized Background

Unit- 3 History of Feminist Movement at Bengal: Education, Social, Literature,
Culture

Course- 2 Bengali Literature (Medieval period and 19th century)

Objective : To impart a thorough knowledge and to enable the understanding of selected Texts of the pre-modern era from the point of view of women's studies

Outcome: i) Mastery over selected Texts of the pre-modern era from the point of view of women's studies

ii) generate employability

Unit- 1 Chandrabati, NariganerPotininda, Baromasya, Song of Muslim Marriage,
Rhyme, Vow

Unit-2 (i) Amar Jibon: RasasundariDasi/ Amar Katha: BinodiniDasi/ Puratani:
Indira Devi Chowdhurani

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VII]

(ii) Kahake : Swarnakumari Devi/ Shuvabibaha: SharatkumariChowdhurani

[This Unit corresponds with the Syllabus of WBCS Paper I Section B 7]

Unit- 3 Biranganakabya: Michel Madhusudan Dutta/ MahilaKabya: Surendranath
Majumder

Course-3 Literature of 20th century

Objective : To impart a thorough knowledge and to enable the understanding of selected Texts of the modern era from the point of view of women's studies

Outcome: i. Mastery over selected Texts of the modern era from the point of view of women's studies ii. **generate employability**

Unit- 1 (i) Pratham Pratishruti: Ashapura Devi/ Epar Ganga Opar Ganga:
Jyotirmayi Devi
(ii) MirarDupur: Jyotirindra Nandi/ Hazar Curashir Maa: Mahashwata Devi/
Agunpakhi: Hasan AjjulHok

[This Unit corresponds with the Syllabus of SET Unit IVNET Unit IV]

Unit- 2 (i) RokeyarPrabandha (Selected)/ KherorKhata: Lila Majumder/ Sita theke
Suru: NabanitaDevsen/ Nirbachita Kalam: Taslima Nasrin
(ii) SulekhaSanyalerGolpo (Selected)/ SabitriRayerGolpo (Selected)/ Bani
RayerGolpo (Selected)

Unit- 3 (i) NirbachitaKabita (Any Two Poet): Radharani Devi, Rajlaxmidevi, Kabita
Singha, Gita Chattyapadhyay, Bijoya Mukhopadhyay, NabanitaDevsen,
Debarati Mitra, Mandakranta Sen

[This Unit corresponds with the Syllabus of WBCS Paper I Section B 7SET Unit VNET Unit V]

(ii) NathbotiAnathbot: Shaoli Mitra/ Parama (Screenplay): Aparna Sen

Course- IV

Dissertation Paper

Comparative Indian Literature

Course- I

Comparative Literary Theories and Analysis Method

Objective : To impart a thorough knowledge and to enable the understanding of Comparative literature and its methods

Outcome: i) Mastery over Comparative literature and its methods

Unit- 1

Comparative Literary Theories (Historiography, Thematology, Genology)

Unit- 2

Comparative Analysis Methods (Impact-Influence-Reception-Survival-
Analogy)

Unit- 3

Old Indian Literatures:

(i) Vedic Encomium (Two)/ Kathopnishad (Selected)

(ii) Valmiki Ramayanam (Adi/ Ayodhya Kanda)

Course- II

Poetry and Drama in Pre-Modern Period

Objective : To impart a thorough knowledge and to enable the understanding of selected Texts of pre-modern Indian Literature

Outcome: i) Mastery over the selected Texts of Pre-Modern Indian Literature

Unit- 1

(i) Meghdutam: Kalidas (Translated by Rajshekhar Basu)

(ii) Pratima Natakam: Vas / Uttarcharit: Vababhuti/ Mricchakatikam:
Shudrak

Unit- 2

Ramcharitmanas: Tulasidas (Adi/ Ayodhya Kanda)

Unit-3

Vakti O Santa Kabita: Arbar, Naynar, Oyarkari, Kabirpanth, Nankpanth,
Baisnab, Shaibya, Shakta, Birshaibya (Selected any 20 poems)

Course- III Modern Literature

Objective : To impart a thorough knowledge and to enable the understanding of selected Texts of modern Indian Literature

Outcome: i) Mastery over the selected Texts of Modern Indian Literature

Unit- 1 Modern Indian Poems (Selected any 20 poems)

Unit- 2 Fiction

Godan: Premchand; Modern Indian Short Stories: Edited by Manabendra

Bandyopadhyay/ Kathayatra (Collected Indian Stories): Edited by Ramkumar

Mukhopadhyay (Any Two)

Unit- 3 GhasiramKotoyal: Vijay Tendulkar/ Hoybadan: Girish Karnad

Unit- 4 Dissertation Paper

Department of Bengali
Visva-Bharati
UG Syllabus (CBCS)
2017-2018

Parameters	Hons. Course Credit
Core Course(C)	84
Discipline Specific Elective (DSE)	24
Generic (GE)	24
Skill Enhancement (SE)	8
Ability Enhancement (AE)	8

Core Courses

C-1(Sem-I)

Bengali Language & Philology

Objective : To impart knowledge and to enable the understanding of nuances of Bengali Language

Outcome: i) A comprehensive expertise over Linguistics ii) **Generate employability**

Unit-1

Origin & Development of Bengali Language (Old, Middle & Modern)

Origin & Development of Bengali Script

Unit-2

Descriptive Philology (Phone, Vowels & Consonants, Diphthong, Phoneme, Allophone); Bengali Dialects

Unit-3

Semantics & Vocabulary, Roman Alphabet & International Phonetic Alphabet

[This Unit corresponds with the Syllabus of WBCS Paper I Section ASET Unit INET Unit I]

C-2(Sem-I)

History of Bengali Literature (Ancient & Medieval Age)

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali literature

Outcome: i) A comprehensive expertise over Bengali Literature ii) **Generate employability**

Unit-1

Charyageeti to Fifteenth Century

Unit-2

Sixteenth Century & Seventeenth Century

Unit-3

Eighteenth Century

[This Unit corresponds with the Syllabus of WBCS Paper I Section B, 4) History of Bangla Literature a), b) c)]

C-3(Sem-II)History of Literature (Modern Age)

Objective : To impart knowledge and to enable the understanding of the nuances of the Modern Bengali literature

Outcome: i) A comprehensive expertise over Modern Bengali Literature ii) **Generate employability**

Objective: Imparting knowledge about the modern era of Bengali Literature

Outcome: i) A comprehensive understanding of modern Bengali Literature ii) Create employability

Unit-1

First Phase of Nineteenth Century

Unit-2

Second Phase of Nineteenth Century

Unit-3

First Phase of Twentieth Century

[This Unit corresponds with the Syllabus of WBCS Paper I Section B, 4) History of Bangla Literature d) e) f)]

C-4(Sem-II)

Selected Pre-modern Bengali Texts

Objective : To impart knowledge and to enable the understanding of the nuances of the Pre-modern Bengali literature

Outcome: i) A comprehensive expertise over Pre-modern Bengali Literature ii) **Generate employability**

Unit-1

Translated Literature (Any one 'Kanda' From 'Ramayana' by Krittivasa)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

Unit-2

Padavali Literature (Any twelve poems of atleast six parjaya of Vaishnava Padavali)

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 1SET Unit IINET Unit II]

Unit-3

Biographical Literature (Three Parichchedas From Each Khanda of Chaitanya Bhagvata, Total Nine Porichchedas)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

C-5(Sem-III)

Selected Pre-modern Bengali Texts

Objective : To impart knowledge and to enable the understanding of the nuances of the Pre-modern Bengali literature

Outcome: i) A comprehensive expertise over Pre-modern Bengali Literature ii) **Generate employability**

Unit-1

Mangalkabya (Akhetik/Banik Khanda of Chandimangal by Mukunda)

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 2SET Unit IINET Unit II]

Unit-2

Geetika Literature (Any Two Palas From MaimansinhaGeetika)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

Unit-3

Podavali Literature (Twelve Padas of Different Parjaya of Shakta Padavali)

[This Unit corresponds with the Syllabus of SET Unit IINET Unit II]

C-6(Sem-III)

Metre &Rhetoric

Objective : To impart knowledge and to enable the understanding of the nuances of the Bengali literature

Outcome: i) A comprehensive expertise over Bengali Literature ii) **Generate employability**

Unit-1

Various Elements of Metre (Sillable, Kala, Matra, Stress, Pause etc.); Origin & Characteristics of Different Rhythmic Styles

[This Unit corresponds with the Syllabus of SET Unit IXNET Unit IX]

Unit-2

Variety of Rhythmic Forms, Prose Verse, Selected Sanskrit Metre, Rhyme, Making of Scansion

[This Unit corresponds with the Syllabus of SET Unit IXNET Unit IX]

Unit-3

A. Shabdalanakar : Anupras (Alliteration), Yamak (Homonym), Shelsh (Pun), Vakrokti (Trope)

B. Arthalanakar: Upama (Similie), Rupak (Metaphor), Utpreksha, Atishayokti (Hyperbole), Samasokti, Byajastuti, Birodhabhas

[This Unit corresponds with the Syllabus of SET Unit IX NET Unit IX]

C-7 (Sem-III)

Literary Forms, Genres & Terminology

Objective : To impart knowledge and to enable the understanding of the various forms of literature

Outcome: i) A comprehensive expertise over various forms of Literature ii) **Generate employability**

Unit-1

General Concepts of Various Literary Category (Any Eight)

Epic, Lyric, Ode, Elegy, Sonnet, Tragedy, Comedy, Farce, One Act Play, Subjective & Objective Essay, Novel, Short Story, Conte, Comics

Unit-2

General Concepts of Various Literary Forms (Genre)

Poetic Diction, Allusion, Objective Correlative, Chorus, Comic Relief, Plot, Background, Point of View

Unit-3

Occidental Figure of Speech

Imagery, Transferred Epithet, Metonymy, Similie, Synecdoche, Synaesthesia

C-8 (Sem-IV)

Nineteenth & Twentieth Century's Poetry

Objective : To impart knowledge and to enable the understanding of Bengali poetry

Outcome: i) A comprehensive expertise over Bengali poetry ii) **Generate employability**

Unit-1

KabitaSangraha by Iswar Chandra Gupta(Eight Poems)/ Padmini Upakhyan/
Bengali Lyrical Poetry of Nineteenth Century (Selected Eight Poems)

[This Unit corresponds with the Syllabus of SET Unit IIINET Unit III]

Unit-2

ChaturdashpadiKabita by Madhusudan Dutt(Selected Eight poems)/
Birangana(Selected Four Epistles)/ Brajangana(Selected Eight Poems)

Unit-3

Sanchayita of Rabindranath Tagore(Selected Eight Poems)

C-9(Sem-IV)

Bengali Poetry of Twentieth Century

Objective : To impart knowledge and to enable the understanding of Bengali poetry

Outcome: i) A comprehensive expertise over Bengali poetry ii) **Generate employability**

Unit-1

Satyendranath Dutta / Kalidas Roy/ JatindramohanBagchi/ Kamini Roy (A
Selection of Four poems taking two poems each from any two poets)

Mohitlal Majumdar/ Jatindranath Sengupta/ Najrul Islam/ Aparijita Debi(A
Selection of Four poems taking two poems each from any two poets)

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 12SET Unit IIINET Unit III]

Unit-2

Adhunik Bangla Kabita Edited by Buddhadeb Basu

Jibananda Das, Sudhindranath Dutta, Amiya Chakraborty, Bishnu Dey, Buddhadeb Basu, Premendra Mitra, Samar Sen(A Total of Four Poems with Two Poems by Any Two Poets)

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 12SET Unit IIINET Unit III]

Unit-3

Subhash Mukhopadhyay, Nirendranath Chakraborty, Birendra Chattopadhyay, Sankha Ghosh, Alokranjan Dasgupta, Sunil Gangopadhyay, Shakti Chattopadhyay, Joy Goswami(A Total of Four Poems with Two Poems by Any Two Poets)

[This Unit corresponds with the Syllabus of SET Unit IIINET Unit III]

C-10(Sem-IV)

Selected Bengali Dramas

Objective : To impart knowledge and to enable the understanding of Bengali drama

Outcome: i) A comprehensive expertise over Bengali drama ii) **Generate employability**

Unit-1

Nildarpana/ Jana/ Sajahan

[This Unit corresponds with the Syllabus of SET Unit VINET Unit VI]

Unit-2

BuroShalikerGhare Ro/ MouchakeDhil/ Manmoyee Girls School

Unit-3

Nabanna/ Prothom Partha/ Sajano Bagan

[This Unit corresponds with the Syllabus of SET Unit VINET Unit VI]

C-11(Sem-V)

Selected Bengali Novels

Objective : To impart knowledge and to enable the understanding of Bengali novel

Outcome: i) A comprehensive expertise over Bengali novel ii) **Generate employability**

Unit-1

Kapalkundala/ Swarnalata/ Kahake

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 5]

Unit-2

Charitroheen/ Kobi/ Padmanadir Majhi

Unit-3

Lalmati/ AranyerAdhikar/ AmritakumbherSondhane

C-12(Sem-V)

Objective : To impart knowledge and to enable the understanding of Bengali short stories

Outcome: i) A comprehensive expertise over Bengali short stories ii) **Generate employability**

Selected Bengali Short Stories

Unit-1

Selected Five Stories of Rabindranath Tagore

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VIII]

Unit-2

Prabhatkumar Mukhopadhyay, Premendra Mitra, Bibhutibhushan Bandyopadhyay, TarashankarBandyopadhyay, ManikBandyopadhyay, Jagadish Gupta, Parasuram, Subodh Ghosh (Five Stories tacking one from any five authors)

[This Unit corresponds with the Syllabus of WBCS Paper II Section B 15 SET Unit VNET Unit V]

Unit-3

Ashapura Devi, Yubanashya, Banaphul, SatinathBhaduri, Narendranath Mitra, Narayan Gangopadhyay, Jyotirindra Nandi, Mahasweta Devi(Each One Story of Any Five)

[This Unit corresponds with the Syllabus of WBCS Paper I Section B 15SET Unit VNET Unit V]

C-13(Sem-VI)

Selected Bengali Texts on Aesthetics and Essays

Objective : To impart knowledge and to enable the understanding of Aesthetics and Bengali Essays

Outcome: i)A comprehensive expertise over Aesthetics and Bengali Essays ii) **Generate employability**

Unit-1

‘SahityerPathe’, ‘BicitraPrabandho’, ‘PracheenSahity’, ‘Panchabhut’, ‘Kalantar’ of Rabindranath Tagore(Five Essays:One Essayfrom Each Book)

[This Unit corresponds with the Syllabus of WBCS Paper II Section A 8SET Unit VIINET Unit VIII]

Unit-2

‘Kabyagigyasa’ of Atulchandra Gupta(Dhawani, Rasa)

[This Unit corresponds with the Syllabus of SET Unit XNET Unit X]

Unit-3

‘KamalakanterDaptar’(Selected Three Essays)

RamendrasundarTribedi, BuddhadevBosu, Annadashankar Roy, Ashok Mitra, Bhabotosh Dutta(Three Essays taking one from any three writers)

[This Unit corresponds with the Syllabus of SET Unit VIINET Unit VII]

C-14(Sem-VI)

Rabindra Literature

Objective : To impart knowledge and to enable the understanding of Literature of Rabindranath Tagore

Outcome: i) A comprehensive expertise over Literature of Rabindranath Tagore ii) **Generate employability**

Unit-1

Manasi/ Bonobani/ Akashpradeep (Selected Eight Poems)

Unit-2

Raja O Rani/ Chitragada/ Sharodotsav

Unit-3

Chokher Bali/ Malancha/ Char Adhyay

Elective Courses

Discipline Specific Elective

DSE-1(Sem-V)

Biography, Auto-Biography, Travelogue/Travel Literature, Letters

Objective : To impart knowledge and to enable the understanding of various forms of non-fictional prose literature.

Outcome: i) A comprehensive expertise over Literature of various forms of non-fictional prose literature

Unit-1

Characteristics & Varieties of Biography, Auto-Biography, Letters & Travel Literature

Unit-2

Selected Texts

Biography(RamtanuLahiri O TatkaleenBangasomaj)

Auto-Biography(Atmasmriti by Sajanikanta Das/ Amar DebottaroSampatti by Niradchandra Choudhury)(Selected)

Unit-3

Letters(Chinnapatrabali)

Travel Literature(Parasye)

DSE-2(Sem-V)

Bengali Child-Juvenile Literature

Objective : To impart knowledge and to enable the understanding of Juvenile Literature

Outcome: i) A comprehensive expertise over Juvenile Literature

Unit-1

History of Bengali Child&Juvenile Literature(19th& 20th Century)

Bengali Periodicals Published For Child & Juvenile(Sakha O Sakhi, Balak, Sandesh, Mouchak)

Unit-2

ChotoderChayanika(Dev Sahitya Kutir) Selected Four Poems

Sera Kalpabigyan(Ananda) Selected One Story

NirbachitoBhuterGolpo (Ananda) Selected One Story

HasirGalpo(Shibram Chakraborty) Selected One Story

KhelarGalpo(Moti Nandi) Selected One Story

Unit-3

Novel

ChanderPahar/ Joker Dhan/ Tong Ling

DSE-3(Sem-VI)

Objective : To impart knowledge of the contemporary global situation and literary activities

Outcome: i) A comprehensive expertise in the contemporary global situation and literary activities

Globalisation & Contemporary Bengali Literature

Unit-1

Post-90's Political, Economical, Social & Cultural Context(Selected Texts of Gandhi-Uttar Bharatbarsha by Ramchandra Guha, Anaboddho Bharat by Gurucharan Das)

Unit-2

Aakhyan(Joibo by Ramapada Chowdhury/ EktiUpokotharJonmo by Jaya Mitra/ Nudibanar by Manindra Gupta)

Unit-3

YashodharaRoychowdhury'sPanyasamhita,Mandakranta Sen's HridayAbadhyaMeye, Srijato's Coffe Namti Irish(Two Poems From Each Book)

Sadhan Chattopadhyay, Raghav Bandyopadhyay, Ramkumar Mukhopadhyay, Bhagirath Mishra, Swapnamoy Chakraborty(Selected One Story From Each Writer)

DSE-4(Sem-VI)

Women's Studies

Objective : To impart knowledge of women's studies

Outcome: i) A comprehensive expertise in women's studies

Unit-1

Women As Subject :Theoretical Perspective

Women in Pre-modern India : Religion, Education, Literature(Selected Essays of Sukumari Bhattacharya)

The Position of Bengali Women in the Modern Era(SankocheroBiwhalata, RassundariThekeRokea :NariPragatirEkshoBachor By Golam Murshid)

Unit-2

Pre-modern Period(Chandrabotir Ramayana, NariganerPatininda O Baromasya, Geetika)- Modern Period

KailasbasiniDevi, MankumariBosus, KrishnavaminiDasi, Prasannamoyee Devi, Begum Rokea(One Essay from Each Writer)

Unit-3

Kabita Singha, NabaneetaDebsen, Mallika Sengupta, TaslimaNasrin(One Essay from Each Writer)

Department of Chinese Language & Culture, Bhasha Bhavana, Visva-Bharati

CBCS Syllabus for UG Programme

Core Course- 14

The following are the Core Courses:

SEM-1

CC1- Comprehensive Chinese Lesson-I (综合课) (Chapter 1-8)

Course Materials:

Book- A Practical Intermediate Chinese Course, Part-1 and Supplementary Book, Beijing Language University Publishing House, Beijing, 2014.

CC2- Chinese Grammar & Journalistic Chinese-I (Elementary Level)

Chinese – English Translation from Chinese Newspapers (Simple Headlines & Small Passages from Visit, Talks, Meetings etc.)

Course Materials:

Grammar Book- A Practical Chinese Grammar for Foreigners, Sinolingua, Beijing, 1982. (Lesson 11 – Lesson 20)

Journalistic Book- Guided Readings in Journalistic Chinese, Beijing Language Institute Publishing House, Beijing, 2000.

SEM-2

CC-3- Comprehensive Chinese Lesson-II (综合课) (Chapter 9-15)

Course Materials:

Book- A Practical Intermediate Chinese Course, Part-1 and Supplementary Book, Beijing Language University Publishing House, Beijing, 2014

CC-4- Journalistic Chinese-II (Elementary Level)

Chinese to English Translation of Small Passages from Chinese Newspaper.

Course Materials:

Book- Guided Readings in Journalistic Chinese, Beijing Language Institute Publishing House, Beijing, 2000.

Chinese Newspaper & English Newspaper, Materials from Internet

SEM-3

CC-5- Comprehensive Chinese Lesson-III (综合课) (Chapter 16-23)

Course Materials:

Book- A Practical Intermediate Chinese Course, Part-2 and Supplementary Book, Beijing Language University Publishing House, Beijing, 2014.

CC-6- Newspaper Chinese Translation – I (Intermediate Level)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

1. Guided Readings in Journalistic Chinese, Beijing Language Institute Publishing House, Beijing, 2000.
2. Chinese Newspaper & English Newspaper, Materials from Internet.

CC7- Introduction to Classical Chinese Poetry (唐诗赏析)

Course Materials:

1. Classical Chinese Poetry, ed. Tan Chung, M.P. Birla Foundation Research & Publication Unit, Delhi, 1991.
2. 唐诗鉴赏辞典 – Ed. Bo Demin, Lu Pu, Chong Wen Publishing House, Sichuan, 2006

SEC -1 SKILL ENHANCING

Introduction to Chinese Culture I

Reference Book: S.K.Yap Rahman, “An Introduction to Chinese Culture”, Beijing University Publishing House, Beijing, 1987

SEM-4

CC8- Comprehensive Chinese Lesson-IV (综合课) (Chapter 24-30)

Course Materials:

Book- A Practical Intermediate Chinese Course, Part-2 and Supplementary Book, Beijing Language University Publishing House, Beijing, 2014.

CC9- Newspaper Chinese Translation – II (Intermediate Level)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

1. Guided Readings in Journalistic Chinese, Beijing Language Institute Publishing House, Beijing, 2000
2. Chinese Newspaper & English Newspaper, Materials from Internet.

CC10- Business Chinese - 1 (商务汉语)

Course Material

A Practical Business Chinese Reader (Revised Edition)

Edited By Daoxing Guan, Beijing University Publishing House, Beijing

SEC -2 SKILL ENHANCING COMPULSORY COURSE

Introduction to Chinese Culture 2

Reference Book: S.K.Yap Rahman, “An Introduction to Chinese Culture”, Beijing University Publishing House, Beijing, 1987

SEM-5

CC11- Translation & Composition-I (翻译和写作)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People’s Daily, Liberation Daily) & English Newspaper, Materials from Internet.

CC12- Introduction to Classical Chinese-I

Unit 1: Fables and mythical stories

Unit 2: Jokes, idioms and proverbs

Unit 3: Selected works of *Confucius Analects* and other short stories

Suggested Readings:

- 古代汉语（上册），对外汉语本科系列教材，三年级教材。徐宗才、李文编著，北京语言大学出版社，2014.

DSE-1- Business Chinese- II (商务汉语)

Suggested Readings

A Practical Business Chinese Reader (Revised Edition)

Edited By Daoxing Guan, Beijing University Publishing House, Beijing

DSE-2- Selected Writings from Chinese Modern and Contemporary Literary Works

Lu Xun's “狂人日记” and works of other Modern Chinese Writers

Suggested Readings

Liu Yong “中国现代文学作品选（上）”

Beijing Normal University Publishing House , Beijng, 2010

SEM-6

CC-13- Translation & Composition-II (翻译和写作)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper, Materials from Internet.

CC-14- Comprehensive Introduction to China (综合介绍中国)

Course Materials:

1. Reference Book: Zhongguo Guoqing, edited by Xiao Li, Beijing Language University Press, 2006.

DSE-3- Conversation Chinese

Course Material:

1. Reference Book: Intermediate Chinese: Listening and Speaking Course I, edited by Hu Xiaoqing, Peking University Press, Beijing, 2010.

DSE-4- Introduction to Classical Chinese-II

Suggested Readings:

- 古代汉语（下册），对外汉语本科系列教材，三年级教材。徐宗才、李文编著，北京语言大学出版社，2014.

Generic Elective Course / Interdisciplinary (For Students of Other Departments)

P1. Religion and Society in China

- Main notions of religion in China,
- The popular mythological stories,
- Confucian, Daoist and the Buddhist way of life and their influence on Chinese life and art.
- The relatively modern religions such as Islam and Christianity in China

P-2. POLITICS AND LITERATURE IN CHINA

Significance of the May Fourth period

The particular relationship of literature and society as envisaged by the May fourth reformers

The viewpoints of Lu Xun regarding Chinese Society

The particular nature of society in flux and literature

The relationship between political movements and literature with particular reference to materialism and culture

Suggested Reading:

1. Vera Schwarcz “ The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919” University of California; 1986.
2. Chow Tse-Tsung; The May Fourth Movement ; Harvard University Press; 1960.
3. Lu Xun; Selected Works; Beijing Foreign Language Press

P-3. Ancient History of China from Remote Antiquity to Ming Dynasty (Bilingual)

Chinese Books:- 中国历史纲要, “Zhongguo Lishi Gangyao “

English Books: Outline History of China, ed. Bai Shouyi

P-4. Elementary Chinese language

Suggested Reading:

New Practical Chinese Reader (Text Book) – 1

Beijing Language University Publishing House, Beijing, China, 2004

SEM-3

CC-5- Comprehensive Chinese Lesson-III (综合课) (Chapter 16-23)

Course Materials:

Book- A Practical Intermediate Chinese Course, Part-2 and Supplementary Book, Beijing Language University Publishing House, Beijing, 2014.

CC-6- Newspaper Chinese Translation – I (Intermediate Level)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

1. Guided Readings in Journalistic Chinese, Beijing Language Institute Publishing House, Beijing, 2000.
2. Chinese Newspaper & English Newspaper, Materials from Internet.

CC7- Introduction to Classical Chinese Poetry (唐诗赏析)

Course Materials:

1. Classical Chinese Poetry, ed. Tan Chung, M.P. Birla Foundation Research & Publication Unit, Delhi, 1991.
2. 唐诗鉴赏辞典 – Ed. Bo Demin, Lu Pu, Chong Wen Publishing House, Sichuan, 2006

SEC -I SKILL ENHANCING

Introduction to Chinese Culture I

Reference Book: S.K.Yap Rahman, “An Introduction to Chinese Culture”, Beijing University Publishing House, Beijing, 1987

SEM-4

CC8- Comprehensive Chinese Lesson-IV (综合课) (Chapter 24-30)

Course Materials:

Book- A Practical Intermediate Chinese Course, Part-2 and Supplementary Book, Beijing Language University Publishing House, Beijing, 2014.

A. Benji
विभागाध्यक्ष / Head
चीना भवन / Cheena-Bhavana
विश्वभारती / Visva-Bharati
शान्तिनिकेतन / Santiniketan
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CC9- Newspaper Chinese Translation – II (Intermediate Level)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

1. Guided Readings in Journalistic Chinese, Beijing Language Institute Publishing House, Beijing, 2000
2. Chinese Newspaper & English Newspaper, Materials from Internet.

CC10- Business Chinese - 1 (商务汉语)

Course Material

A Practical Business Chinese Reader (Revised Edition)

Edited By Daoxing Guan, Beijing University Publishing House, Beijing

SEC -2 SKILL ENHANCING COMPULSORY COURSE

Introduction to Chinese Culture 2

Reference Book: S.K.Yap Rahman, "An Introduction to Chinese Culture", Beijing University Publishing House, Beijing, 1987

SEM-5

CC11- Translation & Composition-I (翻译和写作)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper, Materials from Internet.

CC12- Introduction to Classical Chinese-I

Unit 1: Fables and mythical stories

Unit 2: Jokes, idioms and proverbs

Unit 3: Selected works of *Confucius Analects* and other short stories

Suggested Readings:

- 古代汉语（上册），对外汉语本科系列教材，三年级教材。徐宗才、李文编著，北京语言大学出版社，2014.

A. Banerjee
विभागाध्यक्ष / Head
चीना भवन / Cheena Bhavana
विश्वभारती / Visva-Bharati
शान्तिनिकेतन / Santiniketan

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DSE-1- Business Chinese- II (商务汉语)

Suggested Readings

A Practical Business Chinese Reader (Revised Edition)

Edited By Daoxing Guan, Beijing University Publishing House, Beijing

DSE-2- Selected Writings from Chinese Modern and Contemporary Literary Works

Lu Xun's “狂人日记” and works of other Modern Chinese Writers

Suggested Readings

Liu Yong “中国现代文学作品选（上）”

Beijing Normal University Publishing House , Beijing, 2010

SEM-6

CC-13- Translation & Composition-II (翻译和写作)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper, Materials from Internet.

CC-14- Comprehensive Introduction to China (综合介绍中国)

Course Materials:

1. Reference Book: Zhongguo Guoqing, edited by Xiao Li, Beijing Language University Press, 2006.


DSE-3- Conversation Chinese

Course Material:

1. Reference Book: Intermediate Chinese: Listening and Speaking Course I, edited by Hu Xiaoqing, Peking University Press, Beijing, 2010.

DSE-4- Introduction to Classical Chinese-II

Suggested Readings:


विभागाध्यक्ष / Head
चीना भवन / Cheena-Bhavana
विश्वभारती / Visva-Bharati
शान्तिनिकेतन
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Fifth Semester

H-9- Introduction to Classical Chinese Poetry (唐诗赏析)

Course Materials:

1. Classical Chinese Poetry, ed. Tan Chung, M.P. Birla Foundation Research & Publication Unit, Delhi, 1991.
2. 唐诗鉴赏辞典 – Ed. Bo Demin, Lu Pu, Chong Wen Publishing House, Sichuan, 2006

H-10- Translation & Composition-I (翻译和写作)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper, Materials from Internet.

H-11- Business Chinese (商务汉语)

H-12- Masterpieces of Ancient Chinese Prose - I

- i) Analects
- ii) Introduction to Four Books

Course Materials:

1. The Chinese Classics Vol-1, Ed. James Legge, Hongkong University Press, Hong Kong-1960.
2. Zhongguo Gaikuang (中国概况), edited by Wang Shunhong, Peking University Press, Beijing, 2009.
3. Sourcebook of Chinese Philosophy, W.T Chang, Princeton University Press.
4. East Asia: The Great Tradition ed. Edwin Reischauer & J. K. Fairbank, George Allen & Unwin Ltd; London, 1960.

Sixth Semester

H-13- Comprehensive Introduction to China (综合介绍中国)

Course Materials:

1. Reference Book: Zhongguo Guoqing, edited by Xiao Li, Beijing Language University Press, 2006.

H-14- Translation & Composition-II (翻译和写作)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper, Materials from Internet.

H-15- Conversation Chinese

Course Material:

1. Reference Book: Intermediate Chinese: Listening and Speaking Course I, edited by Hu Xiaoqing, Peking University Press, Beijing, 2010.

H-16- Masterpieces of Ancient Chinese Prose-II

- i) Philosophy of Mencius
- ii) Works of Mencius

Course Materials:

1. The Chinese Classics Vol-2, Ed. James Legge, Hongkong University Press, Hong Kong-1960.
2. Sourcebook of Chinese Philosophy, W.T Chang, Princeton University Press.
3. East Asia: The Great Tradition ed. Edwin Reischauer & J. K. Fairbank, George Allen & Unwin Ltd; London, 1960.

Department of Chinese language and Culture, Bhasha Bhavana, Visva- Bharati

Syllabus for M.A. Semester Courses

Semester - I

A-1 . Advance Level of Translation & Comprehension (高级翻译) (Gaoji Fanyi)

Chinese to English & English to Chinese Translation from Newspapers

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper,
Materials from Internet (Chinese Website).

**A-2 . Introduction to Chinese Ancient Literature -- I (中国古代文学概况)
(Zhongguo Gudai Wenxue Gaikuang)**

A) Pre Qin Literature

- i) Book of Songs
- ii) Qu Yuan and Li Sao

B) Han Literature

- i) Sima Qian
- ii) Music Bureau Ballad
- iii) Han "Fu" Rhyme Prose

C) Jian An period

D) Folk Songs of the Southern and Northern Dynasties

E) Tang Poetry

F) Han Yu and the revival of Classical Prose

G) Song poetry and Song story teller's Scripts (Hua Ben)

H) Yuan Drama

I) Episodic Novels of Ming and Qing Dynasties

J) Modern Literature (1840 – 1919)

Books:

- 1) *Literature and the Arts (China handbook Series)* Foreign Language Press, Beijing, 1980.
- 2) *Chinese Literature: A Historical Introduction*, ed. Chen Shou Yi, The Ronald Press Company, New York, 1961.
- 3) *A History of Chinese literature*, ed. Lai Ming, Cassel. Lond
- 4) *Information China: Modern and Contemporary Literature*, Vol – I, Compiled and translated by The Chinese Academy of Social Sciences, Pergamon Press, Oxford, 1989.

Semester – II

A-5. Advance Level of Translation & Composition – (高级翻译) (Gaoji Fanyi)

Chinese to English & English to Chinese Translation from Newspaper

Course Materials:

Chinese Newspaper (People's Daily, Liberation Daily) & English Newspaper,
Materials from Internet (Chinese Website).

A-6. Modern and Contemporary Chinese Literature (中国现当代文学) (Zhongguo xiandangdai wenxue)

A) The Rise of Revolutionary Literature (1919-1949)

i) Literature of the May 4th Period

ii) Revolutionary literature of the Thirties

iii) Literature during the first part of the war of resistance against Japan (1937-1942)

iv) Literature of the later period of the war against Japan and of the war of Liberation (1942-1949):- Yan'an Forum

B) Contemporary Literature (1949-1981)

Books:

1) *Literature and the Arts (China handbook Series)* Foreign Language Press, Beijing, 1980.

2) *Chinese Literature: A Historical Introduction*, ed. Chen Shou Yi, The Ronald Press Company, New York, 1961.

3) *Information China: Modern and Contemporary Literature*, Vol – I, Compiled and translated by The Chinese Academy of Social Sciences, Pergamon Press, Oxford, 1989.

Semester – III

A-9. India-China Political and Cultural Interaction in the Post Colonial Period 后殖民时代印中政治文化交流 (Hou Zhimin Shidai Yin Zhong Zhengzhi Wenhua Jiaoliu)

- i) Chinese Foreign Policy: An overview
- ii) China –India relation till 1962
- iii) Rajiv Gandhi visit to China: Beginning of a new phase
- iv) 泰戈尔与中国 (Taigeer yu Zhongguo)

Books:

1. The Triangle: India, Nepal, China, ed. S.C.Bhatt, Gyan Publishing House, New Delhi, 1996.
2. The Shaping of Chinese Foreign Policy, ed. Greg O’Leary, St. Martin’s Press, New York, 1980.
3. 中外文化交流史话, ed. Long Lixin, Huadong shifan daxue Publishing House, Shanghai, 1991.
4. 泰戈尔, ed. Lang Fang and Han Ren, Liaohai Publishing House, Shenyang, 1998.

A-10. History of Modern China 中国近代历史 (Zhongguo Jindai Lishi)

Books:

1. Rise of Modern China, ed. Immanuel C. Y. Hsu, Oxford University Press, Oxford, 1995.
2. The Political History of China (1840 – 1928), ed. Li Chien Nung, Standford University Press, Standford, California, 1967.
3. An Outline History of China, ed. Bai Shouyi, Foreign Language Press, Beijing, 1982.

A-11 . Translation of Political Documents of China – I (中国政治文件 – I) **(Zhongguo Zhengzhi Wenjian – I)**

- i) Translation of Government Work Report
- ii) Translation of Documents of latest Party Congress of CPC

Reference Materials:

Chinese Magazine “Seeking Truth” (求实), and Internet sources.

Semester – IV

A-13. China's Relation with South Asian Subcontinent in the Post Colonial Period 后殖民时代中国与南亚次大陆的关系

- i) China and Pakistan
- ii) China and Bangladesh
- iii) China & Nepal
- iv) 泰戈尔与中国 (Taigeer yu Zhongguo)

Books:

- 1) China – Pakistan: Strategic Cooperation Indian Perspectives, ed. Swaran Singh, Manohar Publishers and Distributors, New Delhi, 2007.
- 2) 泰戈尔, ed. Lang Fang and Han Ren, Liaohai Publishing House, Shenyang, 1998.

A-14. Readings from Chinese Literature

- i. Selected works of Ba Jin
- ii. Selected Works of other Literary Persons

Reference Book: Selected Works of Ba Jin, Sichuan People's Publishing House, Chengdu, 1982

A-15. Translation of Political Documents of China – II (中国政治文件 – II) (Zhongguo Zhengzhi Wenjian - II)

- i) Translation of NPC documents
- ii) Preci writing, Providing title to the article

Reference Materials:

Chinese Magazine "Seeking Truth" (求实), and Internet sources.

A-3. Selected Readings from Chinese Literature (中国文学作品选读)
(Zhongguowenxue Zuopin Xuandu)

- i) 赵树理 - 小儿黑结婚
- ii) 鲁迅 - 祝福
- iii) 鲁迅 - 孔乙己

Books: Readings from Chinese Writers-1919-1949, Foreign Language Press, Beijing, 1982, (中国现代作品选编, 一九一九到一九四九年, 外文出版社, 北京).

A-4. Paper Name: *Introduction to Confucius Analects*

1. Chapter: 3.1 to 3.26 (page 26-38)
2. Chapter: 4.1 to 4.26 (page 39-47)
3. Chapter: 5.1 to 5.28 (page 48-61)

Suggested Readings:

- 论语译注: 大字本 / 杨伯峻译注, 北京: 中华书局, 2015。

A-7. Introduction of Modern & Contemporary Representative China's Authors (中国现当代代表作家简介) (Zhongguo Xiandai Dai Biaozuo Jia Jianjia)

A) Survey of the development of Modern Chinese Literature (1919-1949) 中国现代文学发展概况 (1919-1949)

B) Some famous authors and a brief introduction to their representative literary works (1919-1949)

i) Lu Xun (鲁迅)

ii) Guo Moruo (郭沫若)

iii) Mao Dun (矛盾)

iv) Ba Jin (巴金)

v) Lao She (老舍)

vi) Cao Yu (曹禺)

vii) Zhu Ziqing (朱自清)

viii) Mo Yan (莫言)

C) Comparative Works of Literary Study of Lu Xun and Zhao Shuli.

Books: 1. 中国现代作品选编, 外文出版社, 北京, 1982.

2. Zhongguo Gaikuang (中国概况), edited by Wang Shunhong, Peking University Press, Beijing, 2009.

A-8. Introduction to Mencius

1. Chapter: 1.1 to 1.6 (page 01-11)

2. Chapter: 2.1 to 2.16 (page 19 to 41)

Suggested Readings:

- 孟子译注: 简体字本 / 杨伯峻译注, 北京: 中华书局, 2008.

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Bhasha-Bhavana, Visva-Bharati

Syllabuses of

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Italian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

Russian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

2019-2020

BA Hons. in French/German/Italian/Russian (Semester I)

CC-1: Structural Study of Language (I).

Objective: acquiring basic idea of language structure and basic communicative skills.

Learning Outcome: Ability to communicate in typical situations of everyday life, Level A1.

CC-2: History, Culture, Philosophies and Ideas of Europe (I): From Antiquity to Middle Ages.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-1: Introduction to European Literature (I).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester II):

CC-3: Structural Study of Language (II).

Objective: acquiring basic idea of language structure and basic communicative skills at intermediate level.

Learning Outcome: Ability to read and comprehend texts in various registers of language, complex communicative skills in typical situations of everyday life, Level A2.

CC-4: History, Culture, Philosophies and Ideas of Europe (II): From Middle Ages to Reformation.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-2: Introduction to European Literature (II).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester III):

CC-5: Advanced Study of Language (I).

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B1.

CC-6: History, Culture, Philosophies and Ideas of Europe (III): From Reformation to Enlightenment.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-7: Study of Literary Genres.

Objective: Initiating students into various literary genres and concepts through reading of selected extracts from canonical texts.

Learning outcome: Ability to relate genres to the socio-historical and cultural contexts of their emergence; ability to read and interpret literary texts and analyze them formally.

GEC-3: Introduction to European Literature (III).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-1: Introduction to Literature (I).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester IV):**CC-8: Advanced Study of Language (II).**

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B2.

CC-9: History, Culture, Philosophies and Ideas of Europe (IV): From Enlightenment to Present Day.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-10: French: (Francophonie and Francophone Literature)

Objective: Initiating students into literature written in French by authors on non-French origin.
Learning outcome: Getting to know the diversity of French language as an expression of diverse cultural horizons.

CC-10: German (Introduction to Austrian and Swiss Literature).

Objective: Initiation into the diversity of literatures written in German in Switzerland and Austria during 19th and 20th centuries.

Learning outcome: Appreciating the unique characteristics of Austrian and Swiss literature based on their unique historical and cultural trajectories.

CC-10: Italian (Business Italian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

CC-10: Russian (Business Russian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

GEC-4: Introduction to European Literature (IV).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-2: Introduction to Literature (II).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester V):

CC-11: History of Literature (I).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Middle Ages to Neo-Classical / (German) Enlightenment to Romanticism / (Italian) Middle Ages to Reformation / (Russian) 19th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-12: Specialized Study of Authors (I):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts..

DSE-1: Translation Theories and Practice (I).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-2: Advanced Study of Language.

Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

BA Hons. in French/German/Italian/Russian (Semester VI):

CC-13: History of Literature (II).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17th Century to Present Day / (Russian) 20th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-14: Specialized Study of Authors (II):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

DSE-3: Translation Theories and Practice (II).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-4: Dissertation.

Objective: Students select a topic of their choice, conduct research and submit a dissertation at the end of the semester.

Learning outcome: learning the basic skills and techniques of conducting research on a given / chosen topic and to write an academic / research paper; basic research methodology and forms of presenting research in a scientific format based on internationally accepted styles.

Centre for Modern European Languages, Literatures and Culture Studies

Bhasha-Bhavana, Visva-Bharati

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Russian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

2019-2020

BA Hons. in French/German/Italian/Russian (Semester I)

CC-1: Structural Study of Language (I).

Objective: acquiring basic idea of language structure and basic communicative skills.

Learning Outcome: Ability to communicate in typical situations of everyday life, Level A1.

CC-2: History, Culture, Philosophies and Ideas of Europe (I): From Antiquity to Middle Ages.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-1: Introduction to European Literature (I).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester II):

CC-3: Structural Study of Language (II).

Objective: acquiring basic idea of language structure and basic communicative skills at intermediate level.

Learning Outcome: Ability to read and comprehend texts in various registers of language, complex communicative skills in typical situations of everyday life, Level A2.

CC-4: History, Culture, Philosophies and Ideas of Europe (II): From Middle Ages to Reformation.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-2: Introduction to European Literature (II).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester III):

CC-5: Advanced Study of Language (I).

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B1.

CC-6: History, Culture, Philosophies and Ideas of Europe (III): From Reformation to Enlightenment.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-7: Study of Literary Genres.

Objective: Initiating students into various literary genres and concepts through reading of selected extracts from canonical texts.

Learning outcome: Ability to relate genres to the socio-historical and cultural contexts of their emergence; ability to read and interpret literary texts and analyze them formally.

GEC-3: Introduction to European Literature (III).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-1: Introduction to Literature (I).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester IV):**CC-8: Advanced Study of Language (II).**

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B2.

CC-9: History, Culture, Philosophies and Ideas of Europe (IV): From Enlightenment to Present Day.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-10: French: (Francophonie and Francophone Literature)

Objective: Initiating students into literature written in French by authors on non-French origin.
Learning outcome: Getting to know the diversity of French language as an expression of diverse cultural horizons.

CC-10: German (Introduction to Austrian and Swiss Literature).

Objective: Initiation into the diversity of literatures written in German in Switzerland and Austria during 19th and 20th centuries.

Learning outcome: Appreciating the unique characteristics of Austrian and Swiss literature based on their unique historical and cultural trajectories.

CC-10: Italian (Business Italian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

CC-10: Russian (Business Russian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

GEC-4: Introduction to European Literature (IV).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-2: Introduction to Literature (II).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester V):

CC-11: History of Literature (I).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Middle Ages to Neo-Classical / (German) Enlightenment to Romanticism / (Italian) Middle Ages to Reformation / (Russian) 19th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-12: Specialized Study of Authors (I):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts..

DSE-1: Translation Theories and Practice (I).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-2: Advanced Study of Language.

Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

BA Hons. in French/German/Italian/Russian (Semester VI):

CC-13: History of Literature (II).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17th Century to Present Day / (Russian) 20th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-14: Specialized Study of Authors (II):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

DSE-3: Translation Theories and Practice (II).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-4: Dissertation.

Objective: Students select a topic of their choice, conduct research and submit a dissertation at the end of the semester.

Learning outcome: learning the basic skills and techniques of conducting research on a given / chosen topic and to write an academic / research paper; basic research methodology and forms of presenting research in a scientific format based on internationally accepted styles.

Centre for Modern European Languages, Literatures and Culture Studies

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German: BA (Hons.), MA, Certificate, Diploma

Italian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

Russian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

2019-2020

BA Hons. in French/German/Italian/Russian (Semester I)

CC-1: Structural Study of Language (I).

Objective: acquiring basic idea of language structure and basic communicative skills.

Learning Outcome: Ability to communicate in typical situations of everyday life, Level A1.

CC-2: History, Culture, Philosophies and Ideas of Europe (I): From Antiquity to Middle Ages.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-1: Introduction to European Literature (I).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester II):

CC-3: Structural Study of Language (II).

Objective: acquiring basic idea of language structure and basic communicative skills at intermediate level.

Learning Outcome: Ability to read and comprehend texts in various registers of language, complex communicative skills in typical situations of everyday life, Level A2.

CC-4: History, Culture, Philosophies and Ideas of Europe (II): From Middle Ages to Reformation.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-2: Introduction to European Literature (II).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester III):

CC-5: Advanced Study of Language (I).

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B1.

CC-6: History, Culture, Philosophies and Ideas of Europe (III): From Reformation to Enlightenment.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-7: Study of Literary Genres.

Objective: Initiating students into various literary genres and concepts through reading of selected extracts from canonical texts.

Learning outcome: Ability to relate genres to the socio-historical and cultural contexts of their emergence; ability to read and interpret literary texts and analyze them formally.

GEC-3: Introduction to European Literature (III).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-1: Introduction to Literature (I).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester IV):**CC-8: Advanced Study of Language (II).**

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B2.

CC-9: History, Culture, Philosophies and Ideas of Europe (IV): From Enlightenment to Present Day.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-10: French: (Francophonie and Francophone Literature)

Objective: Initiating students into literature written in French by authors on non-French origin.
Learning outcome: Getting to know the diversity of French language as an expression of diverse cultural horizons.

CC-10: German (Introduction to Austrian and Swiss Literature).

Objective: Initiation into the diversity of literatures written in German in Switzerland and Austria during 19th and 20th centuries.

Learning outcome: Appreciating the unique characteristics of Austrian and Swiss literature based on their unique historical and cultural trajectories.

CC-10: Italian (Business Italian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

CC-10: Russian (Business Russian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

GEC-4: Introduction to European Literature (IV).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-2: Introduction to Literature (II).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester V):

CC-11: History of Literature (I).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Middle Ages to Neo-Classical / (German) Enlightenment to Romanticism / (Italian) Middle Ages to Reformation / (Russian) 19th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-12: Specialized Study of Authors (I):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts..

DSE-1: Translation Theories and Practice (I).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-2: Advanced Study of Language.

Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

BA Hons. in French/German/Italian/Russian (Semester VI):

CC-13: History of Literature (II).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17th Century to Present Day / (Russian) 20th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-14: Specialized Study of Authors (II):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

DSE-3: Translation Theories and Practice (II).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-4: Dissertation.

Objective: Students select a topic of their choice, conduct research and submit a dissertation at the end of the semester.

Learning outcome: learning the basic skills and techniques of conducting research on a given / chosen topic and to write an academic / research paper; basic research methodology and forms of presenting research in a scientific format based on internationally accepted styles.

Centre for Modern European Languages, Literatures and Culture Studies

Bhasha-Bhavana, Visva-Bharati

Syllabuses of

French: BA (Hons.), MA, Certificate, Diploma, PhD taught course

German: BA (Hons.), MA, Certificate, Diploma

Italian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

Russian: BA (Hons.), MA, Certificate, Diploma, Advanced Diploma

2019-2020

BA Hons. in French/German/Italian/Russian (Semester I)

CC-1: Structural Study of Language (I).

Objective: acquiring basic idea of language structure and basic communicative skills.

Learning Outcome: Ability to communicate in typical situations of everyday life, Level A1.

CC-2: History, Culture, Philosophies and Ideas of Europe (I): From Antiquity to Middle Ages.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-1: Introduction to European Literature (I).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester II):

CC-3: Structural Study of Language (II).

Objective: acquiring basic idea of language structure and basic communicative skills at intermediate level.

Learning Outcome: Ability to read and comprehend texts in various registers of language, complex communicative skills in typical situations of everyday life, Level A2.

CC-4: History, Culture, Philosophies and Ideas of Europe (II): From Middle Ages to Reformation.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

GEC-2: Introduction to European Literature (II).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

BA Hons. in French/German/Italian/Russian (Semester III):

CC-5: Advanced Study of Language (I).

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B1.

CC-6: History, Culture, Philosophies and Ideas of Europe (III): From Reformation to Enlightenment.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-7: Study of Literary Genres.

Objective: Initiating students into various literary genres and concepts through reading of selected extracts from canonical texts.

Learning outcome: Ability to relate genres to the socio-historical and cultural contexts of their emergence; ability to read and interpret literary texts and analyze them formally.

GEC-3: Introduction to European Literature (III).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-1: Introduction to Literature (I).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester IV):**CC-8: Advanced Study of Language (II).**

Objective: acquiring advanced language skills, understanding syntactical and morphological structures, advanced comprehension skills through listening to authentic audio material (videos, news, films etc.).

Learning Outcome: Ability to read and comprehend complex texts in various registers of language, complex communicative skills in specialized situations in professional life, Level B2.

CC-9: History, Culture, Philosophies and Ideas of Europe (IV): From Enlightenment to Present Day.

Objective: Initiation into basic social, political and cultural history of Europe in the stated period.

Learning outcome: Basic understanding of the tenets of culture and civilization of Europe in the stated period.

CC-10: French: (Francophonie and Francophone Literature)

Objective: Initiating students into literature written in French by authors on non-French origin.
Learning outcome: Getting to know the diversity of French language as an expression of diverse cultural horizons.

CC-10: German (Introduction to Austrian and Swiss Literature).

Objective: Initiation into the diversity of literatures written in German in Switzerland and Austria during 19th and 20th centuries.

Learning outcome: Appreciating the unique characteristics of Austrian and Swiss literature based on their unique historical and cultural trajectories.

CC-10: Italian (Business Italian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

CC-10: Russian (Business Russian)

Objective: Acquaintance with sectorial commercial language.

Learning outcome: Developing communication skills in the commercial and professional sectors.

GEC-4: Introduction to European Literature (IV).

Objective: Initiation into the world of European literature through reading of canonical texts, with reference to historical contexts.

Learning Outcome: Understanding and appreciation of literary traditions of Europe: for students other than CMELLCS.

SECC-2: Introduction to Literature (II).

Objective: Basic concepts of literature; basic skills in decoding literary texts; knowledge of major literary movements.

Learning outcome: Sharpening linguistic and communication skills by innovative uses of language, taking literary texts as creative examples.

BA Hons. in French/German/Italian/Russian (Semester V):

CC-11: History of Literature (I).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Middle Ages to Neo-Classical / (German) Enlightenment to Romanticism / (Italian) Middle Ages to Reformation / (Russian) 19th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-12: Specialized Study of Authors (I):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts..

DSE-1: Translation Theories and Practice (I).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-2: Advanced Study of Language.

Objective: Introduction to advanced concepts of language including linguistic concepts (phonetics and phonology, morphology, syntax, semantics, and sociolinguistics).

Learning outcome: to equip students with basic technical skills of analyzing language structurally and to enable them to employ theoretical knowledge of language in the most effective ways in production of complex texts in mature ways.

BA Hons. in French/German/Italian/Russian (Semester VI):

CC-13: History of Literature (II).

Objective: Introduction to major literary epochs and movements with reference to representative works, authors and their works from (French) Enlightenment to Present Day / (German) Vormärz to Naturalism and early twentieth century / (Italian) 17th Century to Present Day / (Russian) 20th Century literature.

Learning outcome: In-depth understanding of diachronic structure of literary evolutions.

CC-14: Specialized Study of Authors (II):

Objective: Introduction to the life and works of selected authors.

Learning outcome: Critical and close readings of texts of selected authors with reference to their biographies and socio-political contexts.

DSE-3: Translation Theories and Practice (II).

Objective: Introduction to basic theoretical problems of translation and developing practical skills in technical and literary translation.

Learning outcome: To be able to professionally utilize the skills as translator; basic ability to engage critically with theoretical problems of translation.

DSE-4: Dissertation.

Objective: Students select a topic of their choice, conduct research and submit a dissertation at the end of the semester.

Learning outcome: learning the basic skills and techniques of conducting research on a given / chosen topic and to write an academic / research paper; basic research methodology and forms of presenting research in a scientific format based on internationally accepted styles.

SYLLABUS MA in GERMAN

MA in German: Semester I

Course I: Introduction to Linguistics.

Objective: Definition and objective of linguistics (Phonology, Morphology, Syntax etc.).

Learning outcome: As a learner of a foreign language, developing a critical insight into the science of language.

Course 2: Literature, Society and History of Ideas (1): Antiquity to Enlightenment.

Objective: Students re-acquaint themselves with and critically re-assess the knowledge about culture, society and seminal ideas of Europe by reading selections from canonical texts from the historical periods.

Learning outcome: Awareness of the philosophical, cultural, political and socio-economic underpinnings of European civilization.

Course 3: Theories of Literature 1: From Plato to the Romantics.

Objective: Students read and discuss canonical works of literary criticism as well as works that have defined the course of literature and literary criticism in Europe from Plato to the Romantics. Special emphasis is given to the period defined by Goethe and Schiller.

Learning outcome: Developing a critical understanding of theoretical discussions of literature and other arts.

Course 4 (Optional 1): Specialized Study of Authors (I).

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 4 (Optional 2): Women's Writing in German.

Objective: Students will discuss a selection of texts written in German by women authors from the early 19th to the 21st century. The students will examine whether a specifically feminine / feminist perspective marks out these literatures and whether such a perspective determines the relationship of these works to the socio-cultural hegemonic structures, the readers and the literary market.

Learning outcome: Critical engagement with the question of the position of women in a patriarchal civilization, observing the gradual shift towards a more egalitarian society, seen through literary works.

Course 4 (Optional 3): Tagore and Germany.

Objective: Tagore and his relationship with German language, literature, philosophy, culture and personalities form the basis of this course. The course deals with Tagore's engagement with German literature, his thoughts and reflections on German culture and philosophy, his attempt at learning German and at translating a handful of German texts. The interaction with German personalities, esp. during his three visits to Germany, represented in the conversations, correspondences and the exchange of ideas between Tagore and his German contemporaries will constitute an important aspect of this course. The

reception of Tagore in Germany will also be scrutinized along with translations of Tagore's works into German.

Learning outcome: Recognizing the contribution of Tagore to cross-cultural dialogue with special reference to his unique position vis-à-vis Germany between the two World Wars.

Course 4 (Optional 4): Specialized Study of Genres (1): Drama.

Objective: Students study theory of drama and theater and representative dramatic works to be selected by the Course-in-Charge.

Learning outcome: Critical understanding of the genre, its socio-political as well aesthetic function; its evolution and variations.

MA in German: Semester II

Course I: Europe Today.

Objective: Critical acquaintance with history of contemporary Europe from end of World War II to the present day, with special focus on the emergence of a common European identity within the context of EU and contemporary socio-political issues.

Learning outcome: Understanding Europe in today's global context and Europe's relation with other geopolitical spheres in the post-colonial context.

Course 2: Literature, Society and History Ideas (2): French Revolution to 1870s.

Objective: Students re-acquaint themselves with and critically re-assess the knowledge about culture, society and seminal ideas of Europe by reading selections from canonical texts from the historical periods.

Learning outcome: Developing a critical awareness of the philosophical, cultural, political and socio-economic underpinnings of European civilization.

Course 3: Theories of Literature 2: Hermeneutics, Marxism, Sociology, Psychoanalysis.

Objective: Students are introduced to the fundamental concerns of the theoretical approaches based on the perspectives, ideologies and disciplines to be studied in this course, with special focus on relevant works by Walter Benjamin and TW Adorno.

Learning outcome: Developing a critical understanding of theoretical positions with regard to literature and other arts.

Course 4 (Optional 1): Specialized Study of Authors (II).

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 4 (Optional 2): India in German Travelogues and Literature of the 20th Century

Objective: Students study a representative selection of travelogues and other genres in German in which India is a significant trope. With the focus on the 20th century, students inquire into the continuities and breaks in the German tradition of imagining India in literature.

Learning outcome: Students are expected to question the supposed non-colonial / post-colonial response of German writers to India.

Course 4 (Optional 3): India in German Writings of the 18th and 19th Centuries.

Objective: The "classics" of the representation of India in German literature will be dealt with here.

Walter Leifer's 1969 book "Indien und die Deutschen: 500 Jahre Begegnung und Partnerschaft" will serve as a bibliographic guide. The emphasis will be on the 'orientalist' re-invention of India in German literature rather than the colonialist encounter riding piggyback on the early Portuguese colonizers. The main texts to be dealt with here are from the works of J.W. Goethe, J.G. Herder, Georg Forster, G.W.F. Hegel, H. Heine, A.W. Schlegel, F. Schlegel, W.v. Humboldt and others.

Learning outcome: Students are expected to question the myth of non-colonial / post-colonial response of German writers to India.

Course 4 (Optional 4): Specialized Study of Genres (2) Poetry.

Objective: Students study theory of poetry and representative poems to be selected by the Course-in-Charge.

Learning outcome: Critical understanding of the genre, its socio-political as well aesthetic function; its evolution and variations.

MA in German: Semester III

Course 1: Didactics and Methodology of FLT and DaF.

Objective: The course will focus on the teaching and learning of German as a foreign language (DaF). An integral part of this course will be practical training, wherein students will be asked to conduct classes at different levels of German undergraduate courses. Their performance will be evaluated and marked; the marks will be added to their internal assessment scores.

Learning outcome: Students critically review 'traditional' methods and models of DaF and focus on subsequent developments that gathered momentum in the field in light of the changing socio-economic, political and cultural scenario in Europe and the world.

Course 2: Literature, Society and History of Ideas (3): 1870s to World War II.

Objective: Students re-acquaint themselves with and critically re-assess the knowledge about culture, society and seminal ideas of Europe by reading selections from canonical texts from the historical periods (Nietzsche, Simmel, Benjamin, Tagore etc.).

Learning outcome: Developing a critical awareness of the philosophical, cultural, political and socio-economic underpinnings of European civilization.

Course 3: Theories of Literature 3: Formalism, Structuralism and Post-Structuralism, Modernism and Post-Modernism, Multiculturalism, Post-Colonialism, New Media, Media Theory and Literature.

Objective: Students are introduced to the fundamental concerns of the theoretical approaches based on the perspectives, ideologies and disciplines to be studied in this course, with special focus on relevant works by Barthes, Foucault, Derrida, Ricoeur, McLuhan and others.

Learning outcome: Developing a critical understanding of theoretical positions with regard to literature and other arts; ability to question fundamental notions of literature (author, work, writing, reading, interpretation, medium, self, other etc.) from a theoretical perspective.

Course 4 (Optional 1): Specialized Study of Authors (III)

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 4 (Optional 2): Bengali Translations of Works of German Literature

Objective: This course provides a critical assessment of a selection of Bengali translations of German literary works from Tagore to the present day. A review of theories of translation and the reception of German literature in the Bengali speaking culture would provide a foundation for this course.

Learning outcome: Ability for critical assessment of the translations; developing the ability to question the translators' strategies; developing the skill to produce one's own solutions to practical problems in translation.

Course 4 (Optional 3): Austrian Literature

Objective: Students will read works by authors belonging to Austria. The emphasis will be on writers from this country from the early twentieth century to this day, such as Franz Kafka, Robert Musil, Stefan Zweig, Ödön von Horváth, Hermann Broch, Elias Canetti, Ilse Aichinger, Ernst Jandl, Ingeborg Bachmann, Paul Celan, Peter Handke, Elfriede Jelinek, Christoph Ransmayr and others. Austrian literature from earlier literary periods may also be included – for example Franz Grillparzer, Marie von Ebner-Eschenbach, Adalbert Stifter and others.

Learning outcome: To understand critically the peculiar history and cultural heritage of Austria and its reflection in literary works.

Course 4 (Optional 4): Specialized Study of Genres (3): Prose.

Objective: Students study theory of prose and representative prose texts to be selected by the Course-in-Charge with special focus on Novelle, Erzählungen, Essays.

Learning outcome: Critical understanding of the genre, its socio-political as well aesthetic function; its evolution and variations, esp. in the age of the Internet.

MA in German: Semester IV

Course 1: Theories of Translation and Translation from and into German.

Objectives: Students are introduced to the theories of translation. The course will entail reading and critical assessment of translation from German into English and vice versa. Students will also attempt translations of selected texts from German into English and vice versa.

Learning outcome: Develop a critical insight into theoretical problems of literary translation; in the practical field ability to translate literary and non-literary texts from German into English / Bengali; translation of selected texts from Bengali / English into German.

Course 2: Literature, Society and History of Ideas (4): 1945 to the Present Day.

Objective: Students look at the developments from 1945 to the present day with emphasis on the definitive moments during this period: fascism, post-war Germany, literature, culture and the political ideology of the erstwhile German Democratic Republic, social and cultural issues related to immigrants in Germany, growth of and tensions associated with a multicultural society, reunification, mass immigration etc. An assessment of the social and cultural situation in the 'other' German speaking countries of Austria and Switzerland will form part of the discussion.

Learning outcome: Critical understanding of Germany's transition from an authoritarian centralized state to a modern democratic federal state, its crises faced during the Cold War, experience of partition and encounter with GDR, reunification in the post-perestroika phase, integration into European Union, experience of migration from 1950s to the present day, dealing with rise of right-wing neo-fascist tendencies etc.

Course 3 (Optional 1): Specialized Study of Authors (4)

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 3 (Optional 2): Non-Ethnic German Literature.

Objective: Students will study the emergence of a new German literature produced by immigrants from Turkey, Eastern Europe, Southern Europe and other parts of the world. The focus will be on studying how these writers grapple with problems arising from their unique situation as immigrants writing in a language that has willy-nilly become their own: alienation, integration, loss and reclamation of languages and home countries, ideas of selfhood and otherness, alien/familiar literary forms, alien/familiar modes of expression etc.

Learning outcome: Appreciation of the experience of migrants, their experience of alienation in unfamiliar surroundings and the expression of their experiences in an adopted language.

Course 3 (Optional 3): German Literature from Switzerland.

Objective: Students will read a selection of texts belonging to different genres written by Swiss authors in German: Gottfried Keller, Conrad Ferdinand Meyer, Johanna Spyri, Hermann Hesse, Max Frisch, Walter Vogt, Robert Walser, Adolf Muschg, Peter Bichsel, Friedrich Dürrenmatt, Hugo Loetscher, Urs Widmer, Alex Capus and others.

Learning outcome: Encounter with the German literature emerging from multilingual Switzerland; understanding the literary culture of the country and its unique character within the German-speaking cultural sphere.

Course 3 (Optional 4): Specialized Study of Genres (4): Other Genres and Media.

Objective: Critical study of comics, graphic novels, feature and documentary films, television serials, blogs and social media, mobile phone texting and updates and other means of communication.

Learning outcome: Acquaintance with and critical appraisal of new and unconventional genres claiming their place in the world of literature, whose contours are increasingly getting diffuse and overlapping others spheres of aesthetic expression.

Course 4: Dissertation.

Objective: Students work on a dissertation with a topic of their choice under the supervision of a faculty member of German Studies, CMELLCS. The dissertation is to be submitted for evaluation at a stipulated date. A viva voce will be organized for each submitted dissertation where the students will have to defend their work in front of a select panel of experts.

Learning outcome: Learning the rigorous planning and execution of a research project, formulating a research topic, identifying and delimiting research fields, methodologies and styles of presenting research, annotation, bibliography, citation etc.

SYLLABUS MA in GERMAN

MA in German: Semester I

Course I: Introduction to Linguistics.

Objective: Definition and objective of linguistics (Phonology, Morphology, Syntax etc.).

Learning outcome: As a learner of a foreign language, developing a critical insight into the science of language.

Course 2: Literature, Society and History of Ideas (1): Antiquity to Enlightenment.

Objective: Students re-acquaint themselves with and critically re-assess the knowledge about culture, society and seminal ideas of Europe by reading selections from canonical texts from the historical periods.

Learning outcome: Awareness of the philosophical, cultural, political and socio-economic underpinnings of European civilization.

Course 3: Theories of Literature 1: From Plato to the Romantics.

Objective: Students read and discuss canonical works of literary criticism as well as works that have defined the course of literature and literary criticism in Europe from Plato to the Romantics. Special emphasis is given to the period defined by Goethe and Schiller.

Learning outcome: Developing a critical understanding of theoretical discussions of literature and other arts.

Course 4 (Optional 1): Specialized Study of Authors (I).

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 4 (Optional 2): Women's Writing in German.

Objective: Students will discuss a selection of texts written in German by women authors from the early 19th to the 21st century. The students will examine whether a specifically feminine / feminist perspective marks out these literatures and whether such a perspective determines the relationship of these works to the socio-cultural hegemonic structures, the readers and the literary market.

Learning outcome: Critical engagement with the question of the position of women in a patriarchal civilization, observing the gradual shift towards a more egalitarian society, seen through literary works.

Course 4 (Optional 3): Tagore and Germany.

Objective: Tagore and his relationship with German language, literature, philosophy, culture and personalities form the basis of this course. The course deals with Tagore's engagement with German literature, his thoughts and reflections on German culture and philosophy, his attempt at learning German and at translating a handful of German texts. The interaction with German personalities, esp. during his three visits to Germany, represented in the conversations, correspondences and the exchange of ideas between Tagore and his German contemporaries will constitute an important aspect of this course. The

reception of Tagore in Germany will also be scrutinized along with translations of Tagore's works into German.

Learning outcome: Recognizing the contribution of Tagore to cross-cultural dialogue with special reference to his unique position vis-à-vis Germany between the two World Wars.

Course 4 (Optional 4): Specialized Study of Genres (1): Drama.

Objective: Students study theory of drama and theater and representative dramatic works to be selected by the Course-in-Charge.

Learning outcome: Critical understanding of the genre, its socio-political as well aesthetic function; its evolution and variations.

MA in German: Semester II

Course I: Europe Today.

Objective: Critical acquaintance with history of contemporary Europe from end of World War II to the present day, with special focus on the emergence of a common European identity within the context of EU and contemporary socio-political issues.

Learning outcome: Understanding Europe in today's global context and Europe's relation with other geopolitical spheres in the post-colonial context.

Course 2: Literature, Society and History Ideas (2): French Revolution to 1870s.

Objective: Students re-acquaint themselves with and critically re-assess the knowledge about culture, society and seminal ideas of Europe by reading selections from canonical texts from the historical periods.

Learning outcome: Developing a critical awareness of the philosophical, cultural, political and socio-economic underpinnings of European civilization.

Course 3: Theories of Literature 2: Hermeneutics, Marxism, Sociology, Psychoanalysis.

Objective: Students are introduced to the fundamental concerns of the theoretical approaches based on the perspectives, ideologies and disciplines to be studied in this course, with special focus on relevant works by Walter Benjamin and TW Adorno.

Learning outcome: Developing a critical understanding of theoretical positions with regard to literature and other arts.

Course 4 (Optional 1): Specialized Study of Authors (II).

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 4 (Optional 2): India in German Travelogues and Literature of the 20th Century

Objective: Students study a representative selection of travelogues and other genres in German in which India is a significant trope. With the focus on the 20th century, students inquire into the continuities and breaks in the German tradition of imagining India in literature.

Learning outcome: Students are expected to question the supposed non-colonial / post-colonial response of German writers to India.

Course 4 (Optional 3): India in German Writings of the 18th and 19th Centuries.

Objective: The "classics" of the representation of India in German literature will be dealt with here.

Walter Leifer's 1969 book "Indien und die Deutschen: 500 Jahre Begegnung und Partnerschaft" will serve as a bibliographic guide. The emphasis will be on the 'orientalist' re-invention of India in German literature rather than the colonialist encounter riding piggyback on the early Portuguese colonizers. The main texts to be dealt with here are from the works of J.W. Goethe, J.G. Herder, Georg Forster, G.W.F. Hegel, H. Heine, A.W. Schlegel, F. Schlegel, W.v. Humboldt and others.

Learning outcome: Students are expected to question the myth of non-colonial / post-colonial response of German writers to India.

Course 4 (Optional 4): Specialized Study of Genres (2) Poetry.

Objective: Students study theory of poetry and representative poems to be selected by the Course-in-Charge.

Learning outcome: Critical understanding of the genre, its socio-political as well aesthetic function; its evolution and variations.

MA in German: Semester III

Course 1: Didactics and Methodology of FLT and DaF.

Objective: The course will focus on the teaching and learning of German as a foreign language (DaF). An integral part of this course will be practical training, wherein students will be asked to conduct classes at different levels of German undergraduate courses. Their performance will be evaluated and marked; the marks will be added to their internal assessment scores.

Learning outcome: Students critically review 'traditional' methods and models of DaF and focus on subsequent developments that gathered momentum in the field in light of the changing socio-economic, political and cultural scenario in Europe and the world.

Course 2: Literature, Society and History of Ideas (3): 1870s to World War II.

Objective: Students re-acquaint themselves with and critically re-assess the knowledge about culture, society and seminal ideas of Europe by reading selections from canonical texts from the historical periods (Nietzsche, Simmel, Benjamin, Tagore etc.).

Learning outcome: Developing a critical awareness of the philosophical, cultural, political and socio-economic underpinnings of European civilization.

Course 3: Theories of Literature 3: Formalism, Structuralism and Post-Structuralism, Modernism and Post-Modernism, Multiculturalism, Post-Colonialism, New Media, Media Theory and Literature.

Objective: Students are introduced to the fundamental concerns of the theoretical approaches based on the perspectives, ideologies and disciplines to be studied in this course, with special focus on relevant works by Barthes, Foucault, Derrida, Ricoeur, McLuhan and others.

Learning outcome: Developing a critical understanding of theoretical positions with regard to literature and other arts; ability to question fundamental notions of literature (author, work, writing, reading, interpretation, medium, self, other etc.) from a theoretical perspective.

Course 4 (Optional 1): Specialized Study of Authors (III)

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 4 (Optional 2): Bengali Translations of Works of German Literature

Objective: This course provides a critical assessment of a selection of Bengali translations of German literary works from Tagore to the present day. A review of theories of translation and the reception of German literature in the Bengali speaking culture would provide a foundation for this course.

Learning outcome: Ability for critical assessment of the translations; developing the ability to question the translators' strategies; developing the skill to produce one's own solutions to practical problems in translation.

Course 4 (Optional 3): Austrian Literature

Objective: Students will read works by authors belonging to Austria. The emphasis will be on writers from this country from the early twentieth century to this day, such as Franz Kafka, Robert Musil, Stefan Zweig, Ödön von Horváth, Hermann Broch, Elias Canetti, Ilse Aichinger, Ernst Jandl, Ingeborg Bachmann, Paul Celan, Peter Handke, Elfriede Jelinek, Christoph Ransmayr and others. Austrian literature from earlier literary periods may also be included – for example Franz Grillparzer, Marie von Ebner-Eschenbach, Adalbert Stifter and others.

Learning outcome: To understand critically the peculiar history and cultural heritage of Austria and its reflection in literary works.

Course 4 (Optional 4): Specialized Study of Genres (3): Prose.

Objective: Students study theory of prose and representative prose texts to be selected by the Course-in-Charge with special focus on Novelle, Erzählungen, Essays.

Learning outcome: Critical understanding of the genre, its socio-political as well aesthetic function; its evolution and variations, esp. in the age of the Internet.

MA in German: Semester IV

Course 1: Theories of Translation and Translation from and into German.

Objectives: Students are introduced to the theories of translation. The course will entail reading and critical assessment of translation from German into English and vice versa. Students will also attempt translations of selected texts from German into English and vice versa.

Learning outcome: Develop a critical insight into theoretical problems of literary translation; in the practical field ability to translate literary and non-literary texts from German into English / Bengali; translation of selected texts from Bengali / English into German.

Course 2: Literature, Society and History of Ideas (4): 1945 to the Present Day.

Objective: Students look at the developments from 1945 to the present day with emphasis on the definitive moments during this period: fascism, post-war Germany, literature, culture and the political ideology of the erstwhile German Democratic Republic, social and cultural issues related to immigrants in Germany, growth of and tensions associated with a multicultural society, reunification, mass immigration etc. An assessment of the social and cultural situation in the 'other' German speaking countries of Austria and Switzerland will form part of the discussion.

Learning outcome: Critical understanding of Germany's transition from an authoritarian centralized state to a modern democratic federal state, its crises faced during the Cold War, experience of partition and encounter with GDR, reunification in the post-perestroika phase, integration into European Union, experience of migration from 1950s to the present day, dealing with rise of right-wing neo-fascist tendencies etc.

Course 3 (Optional 1): Specialized Study of Authors (4)

Objective: The Course-in-Charge will select an author / authors for detailed study. A representative selection of works will be read and discussed. Biographical research, history of reception and critical studies of the author's / authors' works will be an integral part of this course.

Learning outcome: Ability to read independently and critically the works of an author and to relate the biographical, historical, political and social background of the author comprehensively.

Course 3 (Optional 2): Non-Ethnic German Literature.

Objective: Students will study the emergence of a new German literature produced by immigrants from Turkey, Eastern Europe, Southern Europe and other parts of the world. The focus will be on studying how these writers grapple with problems arising from their unique situation as immigrants writing in a language that has willy-nilly become their own: alienation, integration, loss and reclamation of languages and home countries, ideas of selfhood and otherness, alien/familiar literary forms, alien/familiar modes of expression etc.

Learning outcome: Appreciation of the experience of migrants, their experience of alienation in unfamiliar surroundings and the expression of their experiences in an adopted language.

Course 3 (Optional 3): German Literature from Switzerland.

Objective: Students will read a selection of texts belonging to different genres written by Swiss authors in German: Gottfried Keller, Conrad Ferdinand Meyer, Johanna Spyri, Hermann Hesse, Max Frisch, Walter Vogt, Robert Walser, Adolf Muschg, Peter Bichsel, Friedrich Dürrenmatt, Hugo Loetscher, Urs Widmer, Alex Capus and others.

Learning outcome: Encounter with the German literature emerging from multilingual Switzerland; understanding the literary culture of the country and its unique character within the German-speaking cultural sphere.

Course 3 (Optional 4): Specialized Study of Genres (4): Other Genres and Media.

Objective: Critical study of comics, graphic novels, feature and documentary films, television serials, blogs and social media, mobile phone texting and updates and other means of communication.

Learning outcome: Acquaintance with and critical appraisal of new and unconventional genres claiming their place in the world of literature, whose contours are increasingly getting diffuse and overlapping others spheres of aesthetic expression.

Course 4: Dissertation.

Objective: Students work on a dissertation with a topic of their choice under the supervision of a faculty member of German Studies, CMELLCS. The dissertation is to be submitted for evaluation at a stipulated date. A viva voce will be organized for each submitted dissertation where the students will have to defend their work in front of a select panel of experts.

Learning outcome: Learning the rigorous planning and execution of a research project, formulating a research topic, identifying and delimiting research fields, methodologies and styles of presenting research, annotation, bibliography, citation etc.

Centre for Comparative Literature,

Bhasha Bhavana, Visva-Bharati

M.A in Comparative Literature

2015

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Preamble:

Comparative Literature is a method of studying literary and cultural texts. It aims at facilitating the ways of studying literature not only across linguistic and cultural borders, but also in relation to other art forms and social sciences. Keeping this goal in mind the following courses have been designed.

A student who opts for an M.A degree in Comparative Literature will take sixteen courses across four semesters. The first two semesters have been structured to expose the students to certain basic concepts essential to study literature, CL methodology and contemporary approaches to literature. Each of these semesters comprises of four core courses. The third semester will have three core courses and one optional course. The fourth semester will have two core and two optional courses. Four broad categories of optional courses are listed below, under which specific options will be offered in the third and fourth semesters. Exact title of these courses, along with the reading list, will be announced prior to the commencement of that semester. All optional courses will be cross-listed, so that students of any other department/ Institute can also attend these classes (subject to university approval). In the fourth semester students will write a term paper where they will be expected to apply comparative literature methodology learnt in the first three semesters.

Out of the thirteen core courses, four will be language courses, where a selection of Indian and/or non-Indian languages will be offered to each batch. Students will have to choose any one out of that pool in their very first semester, and will continue with that for the next three semesters. The pool of languages being offered and respective capping, if any, will be announced after the MA admission process is complete. There will be orientation classes right after the admission to help the students choose a language.

There will be approximately 80 contact hours per course per semester; **four credits per course**. Evaluation will be on the basis of end-semester examinations (80%), and internal assessments (20%) which will be conducted throughout the semesters (Mode of examination as per VB Rules).

Semester I

CL/MA Core 1: Introducing Literary Studies, Concepts and Events

The course will introduce comparative literary studies and certain concepts and events important to understand literary or cultural texts. The outline of the course will be as follows. Apart from the prescribed texts, there will be special lectures on other aspects of literature and linguistics.

Section A: Literary Studies: This section will enable the student to develop basic understanding of Literature, and the process of construction of a literary field with examples from literature. (For example Orality/ Literature/ Performance).

Suggested Readings:

Ong, Walter J. "Orality-Literacy Studies and the Unity of the Human Race."

Rilke, R.M. :*Letters to a Young Poet*

Sartre, Jean Paul: 'What is Literature'

Sayed, S.A: 'Being seen through Literature' (Visva Bharati Quarterly)

Thakur, Rabindranath: 'Visvasahitya'

Section B: Concepts and tools of Comparative Literature: This section will familiarize students with basic concepts and tools of Comparative Literature. Concepts will include (but not restricted to) the following:

Comparative Indian Literature, Indian Comparative Literature, Indian Literatures, National Literature, History, World Literature, Kavya, Genology, Thematology, Historiography, Literary History, Literary Periodization

Ten (10) concepts will be discussed.

Suggested Readings:

Das, Sisir Kumar. "Comparative Literature in India: A Historical Perspective."

Das, Sisir Kumar. "Why Comparative Indian Literature?"

Das, Sisir Kumar. 'Prologue', *A History of Indian Literature (1800-1910), Western Impact: Indian Response.*

Majumdar, Swapan. *Comparative Literature, Indian Dimensions.* (Preface and the Appendix)

Damrosch, David Melas, Natalie & Buthelezi, Mbongiseni (Eds). *The Princeton Sourcebook in Comparative Literature.*

Events: Trajectories of Comparative Literature: This section will discuss briefly the major events in the development of Comparative Literature. For example,

1. Rabindranath's Lecture Series on Comparative Literature
2. Buddhadeva Bose's 'Comparative Literature in India'
3. State of the Discipline Reports of ACLA (www.stateofthediscipline.acla.org)
4. Comparative Literature in World Languages in Ed. Totösy de Zepetnek Steven and Tutun Mukherjee – *Companion to Comparative Literature, World Literatures and Comparative Cultural Studies*.
5. 'Round Table on Spivak's 'Death of a Discipline' in *Literary Research/RL*

Suggested Readings:

Agarwal, Purushottom. 'Modernity and Public Sphere in Vernacular'.

(<http://www.globalsouthproject.cornell.edu/modernity-and-public-sphere-in-vernacular.html>)

Bose, Buddhadev. 'Comparative Literature in India.' *JJCL* 45,

Dev, Amiya. "Comparative Literature in India." In *Comparative Literature and Comparative Cultural Studies* Ed. Steven Tötösy de Zepetnek.

Dev, Amiya. *The Idea of Comparative Literature in India*.

Mohan, Chandra & Figueira, Dorothy (Eds.) *Aspects of Comparative Literature: Current Approaches*.

Singh, Avadesh Kumar. 'The Future of Comparative Literary Studies'

CL/MA/ Core 2: Language Course I(Cross-listed)

The students will have option of selecting **ONE** Indian or non-Indian language from the pool of options offered to that particular batch. The syllabus and reading list for this course will be made available to the students by the respective language department. Please refer to Appendix 1 for a pool of syllabi.

CL/MA/ Core 3: Comparative Literature Methodology I

The objective of this course is to introduce the methodological tools of Comparative Literature and to enable students to read 'text/s' through a detailed study of a particular mode, for instance lyric or narrative.

Essays (Max: 5)

Das, Sisir Kumar. 'The Idea of Literary History'.

Dev, Amiya. "Literary History from Below." In *Comparative Literature: Theory and Practice*.

Ed. Amiya Dev and Sisir Kumar Das.

Emeneau, M.B. 'India as a Linguistic Area'.

Majumdar, Swapan. *Comparative Literature, Indian Dimensions*.

Pollock, Sheldon. *Literary Cultures in History*. Introduction.

Ramanujan, A.K. *The Relevance of South Asian Folklore*. (Selections)

Tötösy de Zepetnek, Steven. *Comparative Literature: Theory, Method, Application*. (Selections)

Lyrics (Max: 15)

Poets/Collections will be selected from the following pool:

Sappho, Pindar, Horace, Vedic Hymns, Theragatha, Therigatha, Gatha-sat-sai, Sanskrit court poetry, Catullus, Spenser, Petrarch, Ronsard, Wyatt, Medieval Indian Bhakti and Sufi lyrics, Sor Juana, Sidney, Donne, Browning, Blake, Wordsworth, Coleridge, Shelley, Keats, Bharati, Rabindranath, Iqbal, Cristina Rosetti, Hopkins, Rilke, Yeats, Nicolas Guillen, Ceaser Vallejo,

Suggested Readings:

Behdad, Ali & Thomas, Dominic eds. *A Companion to Comparative Literature*.

Chakraborty Dasgupta, Subha. Ed. *Genelogy*.

Chanda, Ipshita. Ed. *Historiography*.

Bandyopadhyay, Sibaji. Ed. *Thematology*.

Fokkema, Douwe. *Issues in General and Comparative Literature*.

Notz-Bogumil, Sieghild. 'Comparative Literature: Methodology and Challenges in Europe with Special Reference to the French and German Contexts'. In *Quest of a Discipline: New Academic Directions for Comparative Literature*, ed. Rizio Yohannan Raj.

Prawer, S.S. *Comparative Literary Studies: An Introduction*.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Trans. William Riggan.

Roy, Niharranjan. *Bangalir Itihas*

CL/MA/ Core 4: Approaches to Literature I

This course will discuss certain theoretical approaches to literature as propagated in India and outside. The first section will deal with theoretical essays, while the second section will use literary texts to explain the theoretical approaches.

SECTION A: Any one of the following clusters will be offered:

From Ancient Indian Literary Theory to modern Approaches

Structuralism and Post-structuralism – Discourse Analysis

Reader Response Theory – Theory of Rasa – Theory of Dhvani

Max 5 essays.

Suggested Readings:

Barthes, Roland. *A Roland Barthes Reader*

Bennett, Tony. *Formalism and Marxism*.

Bharata: *Natyasastra*

Devy, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*.

Dey, S.K. *History of Sanskrit Poetics*

Eagleton, Terry. *Literary Theory: An Introduction*.

Foucault .“What is an Author”

Laclau, Ernesto. *Ideology and Politics in Marxist Theory*.

Mukherjee, Ramaranjan. *Ancient Indian Literary Criticism*

Norris, Christopher. *Deconstruction: Theory and Practice*.

Young, Robert. *Untying the Text: A Post-Structuralist Reader*.

SECTION B: Poems and Plays will be chosen from the following list:

Poems (6) and Plays (2)

Akam & Puram poems/ Sudraka/ Kalidasa/ Bhavabhuti/ Shakespeare/ Moliere/ Schiller/ Lessing/
Racine/ Corneille/ Surdas/ Ramprasad/ Ghalib/ Baudelaire/ Garcia Lorca/ Mallarmé/ Rilke/
Rabindranath Thakur / Satyendranath Datta/ Sudhindranath Datta/ Nirala/ Mahadevi Verma/
Mayakovski/ Girish Karnad/ Badal Sircar/ Namdeo Dhasal/ Pablo Neruda/ A.K. Ramanujan/
Arun Kolatkar/ Ratan Thiyam/ Mardhekar/ Dakxin Bajarange Chhara/ Dharamveer Bharati/
Mohan Rakesh/ Sukumar Ray/ / Utpal Dutta/ Alfred Jarry/ Beckett/ Brecht/ Pirandello/Ionesco/
Soyinka/

Semester II

CL/MA/ Core 5: Language Course II (Cross-listed)

Language course II will be continuation of the Language Course I.

CL/MA/ Core 6: Comparative Literature Methodology II

This course will continue discussions on CL methodology by focusing on Reception and Contact. The first section will explain the theories of Reception, and the second section shall elaborate the theory with a case study. One particular area will be studied each year, which will be announced to the batch at the beginning of the semester. Accordingly, texts will also be made available to the students.

SECTION A: Theories of Reception

Durišin, Dionýz. *Sources and Systematics of Comparative Literature*. Trans. Peter Tkáč. Bratislava. Selections

Durišin, Dionýz. *Theory of Literary Comparatistics*. Trans. Jessie Kocmanová. (Selections)
Khubchandani, Lachman M. ‘ “Minority” Cultures and their Communication Rights’ in Skutnabb-Kangas, Tove; Phillipson, Robert & Rannut, Mart eds., *Linguistic Human Rights: Overcoming Linguistic Discrimination*.

Jauss, H.R. ‘Literary History as a Challenge to Literary Theory’

SECTION B: Reception of a particular author/text in the Indian/non-Indian context.

For example, Reception of Rabindranath/ Nirala / Najrul Islam/ Shakespeare /Kalidasa

Reception of the Rama material

Reception of *Odyssey*

Reception of Epic/*Mahakavya* Tradition for e.g. *The Iliad/ The Mahabharata*

CL/MA Core 7: Approaches to Literature II

In continuation of Approaches to literature I, this course will discuss some of the theoretical standpoints mentioned below. The first section will focus on theoretical essays while the second section will use Short Stories and Novels/ personal narratives to expatiate the theories.

SECTION A: Any one of the following clusters will be offered.

Discourse + Gender + Marxism

Discourse + Gender+ Psychoanalysis

Aesthetics ‘from below’ (for instance, Dalit Aesthetics, Indigenous Contexts etc.)

Max 5 essays.

Suggested Readings:

Bakhtin, M. ‘Discourse in the Novel’

Depadquale, Paul; Eigenbrod, Renate&Larocque, Emma, eds. *Across Cultures/ Across Borders*.

Eagleton, Terry. *Marxism and Literary Criticism*.

Grosz, Elizabeth. *Volatile Bodies: Toward a Corporeal Feminism*. (Selections)

Kaplan, Cora. ‘Opening Pandora’s Box - Subjectivity, class and sexuality’ In eds. Gayle Greene & Coppelia Kahn: *Making a Difference: Feminist Literary Criticism*.

Kristeva, Julia. ‘Motherhood According to Bellini’/ ‘Women’s Time’

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*.

Rose, Jacqueline. *The Case of Peter Pan*. (Selections).

Spivak, G.C. ‘Feminism and Critical Theory’.

Tharu, Susie & Lalitha, K. *Women’s Writing in India*. (Introduction)

Williams, Raymond. *Marxism and Literature*.

SECTION B: Short Stories (3) and Novels/Personal Narratives (2) will be chosen from the following list of authors:

Fakirmohan Senapati/ Chandu Menon/ Bankim Chandra Chattopadhyay/ Rabindranath/ Pudumaipittan / Mouni/ Jyotirmoyi Devi/ Manik Bandyopadhyay/ Premchand/ Faniswarnath Renu/ Ismat Chughtai / Qurutulin Haider/ Basheer/ Ambai/ Rigoberta Menchu/ Domitila Barrios/ Bama/ Baby Kamble/ Urmila Pawar/ Pratibha Roy/ Manoranjan Byapari/ U.R Ananthamurthy/ Buchi Emecheta/ Intizar Hussain/ Ali Cobby Eckerman/ D.O. Fagunwa/ Witi Ihimaera/ Nabaneeta Dev Sen/ Sarah Joseph/ Mahasweta Devi/Kalpana Gagdekar/ Lee Maracle/ Raghunath Murmu/ Kanji Bhai Patel/ Indira Goswami/

CL/MA Core 8: Translation Studies

This course will focus on the theories of translation, situating Translation Studies within the rubric of CL methodology. This course will also encourage students to engage with various languages and subsequently collaborate with Source and Target language experts to translate important text/s from and into various Indian and non-Indian languages.

Following issues will be discussed:

- Basic concepts associated with Translation Studies
- Translation and Comparative Literature
- Translation – transcreation – adaptation
- Problems of translation
- Translation and market
- Some major standpoints on theories of translation

Essays: 8-10

Suggested Readings:

Dasgupta, Sayantan. ‘Translating India Today: Local cultures, global ambitions and colonial hangovers’ In P. Basu, & I. Chanda (Eds.), *Locating Cultural Change: Theory Method Process*.

Kotahri Rita. ‘ Studying Cultural Change?’

Lefevere, Andre. *Translation, Rewriting and the Manipulation of Literary Fame* (Routledge)

Singh, Udaya Narayana. *Translation as Growth*.

Venuti, Lawrence. *The Translator’s Invisibility*.

Lakshmi Holmstrom’s Introduction to Bama’s *Karukku*

G.C. Spivak’s Introduction to Mahasweta Devi *Imaginary Maps*

Alladi Uma and M.Sridhar’s Introduction to *Ayoni*.

T Vijay Kumar’s Introduction to *Kanyashulkam*.

Ipshita Chanda’s Introduction to *Dhorai Charit Manas* and to *Two Plays by Sukumar Ray*.

Semester III

CL/MA/ Core 9: Language Course III

Language course III will be the continuation of the language course II.

Core 10: Aesthetics and Poetics

The objective of this course is to trace the different trajectories of aesthetics and poetics, their intersections and contradictions. Keeping the Indian and European traditions in focus, the course will discuss some of the following clusters. Four clusters will be offered each semester.

Aesthetics and *Nandantatva*

Art and *Kavya*

Literature and *Sahitya*

Drama and *Drisyakavya*

Imitation and *Anukarana*

Sublime and *Ananda*

Authors/texts will be selected from the following list:

Plato: *Ion, Republic, Dialogue* (Selections)

Aristotle: *Poetics*

Horace: *Ars Poetica* (Selections)

Longinus: 'On the Sublime'

Frederick Schiller: *Aesthetical and Philosophical Essays* (Selections)

Wordsworth: Preface to *Lyrical Ballads*

Coleridge: *Biographia Literaria* (selections)

Hegel: Selections from *Hegel's Lectures on Aesthetics*

Kant: *The Critique of Judgement*

Baudelaire: Preface to *Les Fleur du mal*

Bharata: *Natyasastra*

Bhamaha: *Kavyalamkara*

Dandin: *Kavyadarsha*

Anandavardhana: *Dhvanyaloka*

Rajshekhara: *Kavyamimansha*

Abhinabagupta: *Abhinavabharati*

Number of texts to be taught every year: 8-10

Suggested Readings:

Classical Literary Criticism (Oxford)

Modern Literary Criticism

Atul Gupta: *Kavya Jijñasa*

Ramaranjan Mukherjee: *Ancient Indian Literary Criticism*

S.K. Dey: *History of Sanskrit Poetics*

CL/MA/Core 11: Rabindranath and the Reception of Aesthetics

In continuation of the previous course, this course will analyse reception of Indian and non-Indian schools of aesthetics by focusing on Rabindranath's works as major tropes towards understanding the various intersections and contradictions as discussed in the course on Aesthetics and Poetics. The course will be divided into two sections.

SECTION A: This section will familiarize students with medieval Indian aesthetics.

- Aesthetics of Bhakti and Sufi

Poets/authors will be chosen from the following list:

Appar/ Champanter/ Andal/ Basavanna/ Akka Mahadevi/ Allama Prabhu/ Amir Khusrau/ Mir/ Dard/ Ghalib/ Ramprasad/ Lalan

- Vaishnava Aesthetics

Poets/authors will be chosen from the following list:

Jaydev, Tuisidas, Mira, Kabir, Surdas, Chandidas, Vidyapati, Krishnadas Kaviraj, Jñanadas, Lochandas.

Poems to be studied: 10.

SECTION B: This section will explore Rabindranath's reception of Indian and non-Indian aesthetics.

Five (5) texts will be chosen from the following list:

'Sahityer Swarup'

Prachin Sahitya (Selections)

'Soundaryabodh'

'Sahitya o Soundarya'

Loksahtya (Selections)
Cchinnapatra (Selections)
Cchithipatra (Selections)

George, K.M. *Modern Indian Literature, an Anthology* (All Volumes)
Ancient Indian Literature: An Anthology (All Volumes)
Medieval Indian Literature: An Anthology (All Volumes)
Modern Indian Literature: An Anthology (All Volumes)

CL/MA/ Option 1 (Cross-listed)

In this semester a student can choose **ONE** optional course from the options available in that particular semester.

Semester IV

CL/MA/ Core 12: Language Course IV (Cross-listed)

Language course IV will be the continuation of the language course III.

CL/MA/ Core 13: Term paper

In this course a student will work on a topic of their choice and will write and submit a term paper of 3000-5000 words under the supervision of one teacher. The basic presupposition of this course is that the student will include the CL methodology and approach within her/his paper and will learn how to write an academic paper with proper understanding of style sheet/s.

CL/MA/ Option 2 (Cross-listed)

CL/MA/ Option 3 (Cross-listed)

In this semester a student can choose **TWO** courses from the options available in that particular semester.

Optional Courses:

In the third and fourth semesters, Optional Courses will be offered under these four broad categories:

CL/MA/OP.1: Rabindranath: Inter-contexts and Inter-texts

For instance, Rabindranath and Translation, Rabindranath and Pedagogy

CL/MA/OP.2: Cross-Cultural Literary Relations

For instance, Literatures of Asia, Literatures of Latin America/Canada/Africa

CL/MA/OP.3: Comparative Method: Interdisciplinary Studies

For instance, Literature and Other Arts, Literature and New Media

CL/MA/OP.4: Literary Productions

For instance, Proof reading and Editing, Translation as Skill

MA in Comparative Literature

(Revised and introduced from 2018)

Semester I

CL/MA Core 1: Introducing Literary Studies, Concepts and Events

Objective: The course will introduce comparative literary studies and certain concepts and events important to understand literary or cultural texts. The outline of the course will be as follows. Apart from the prescribed texts, there will be special lectures on other aspects of literature and linguistics.

Outcome

By the end of this section the learner will be able to identify the following Concepts and tools of Comparative Literature:

Literature, Comparative Literature, National Literature, General Literature, History, World Literature, Sahitya, Genology, Thematology, Historiography, Literary History, Literary Periodization, *itihās*, denotation, connotation, extrinsic, intrinsic, synchrony, diachrony, orality, performance, reading.

Ten (10) concepts will be discussed.

Suggested Readings:

Sisir Kumar Das, 'Prologue', *A History of Indian Literature (1800-1910), Western Impact: Indian Response*.

David Damrosch, Natalie Melas, & Mbongiseni Buthelezi, (Eds). *The Princeton Sourcebook in Comparative Literature*.

Sayeed, S.A: 'Being seen through Literature' (Visva Bharati Quarterly)

Dakshinaranjan Mitra Majumder's introduction to *Cchelebhulano Cchara*

Rabindranath Thakur's introduction to *Thakumar Jhuli*, and *Sahajpath*

M.H. Abrams, *A Glossary of Literary Terms*

Events: This section will discuss some of the most important literary and extra-literary events within the Comparative Literary framework.

Suggested Readings:

Sisir Kumar Das. 'Prologue', *A History of Indian Literature (1800-1910), Western Impact: Indian Response*.

CL/MA/ Core 2: Language Course I (Cross-listed)

Objective:

The objective of this course is to introduce compulsory language learning as part of **skill development**. The students will have option of selecting **ONE** Indian or non-Indian language from the pool of options offered to that particular batch. The syllabus and reading list for this course will be made available to the students by the respective language department. Please refer to Appendix 1 for a pool of syllabi.

Outcome:

By the end of this course the student will be able to develop language skill. This is a **skill enhancement** course.

CL/MA/ Core 3: Comparative Literature Methodology I

Objective : The objective of this course is to introduce the methodological tools of Comparative Literature and to enable students to read 'text/s' through a detailed study of a particular mode, for instance lyric or narrative.

Outcome:

By the end of this course the learner will be able to identify the various modes of literary production and Comparative Literature methodology.

Essays (Max: 5)

Das, Sisir Kumar. 'The Idea of Literary History'.

Dev, Amiya. 'Literary History from Below.' In *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das.

Dev, Amiya. 'Writing Indian Literary History'

Emeneau, M.B. 'India as a Linguistic Area'.

Guillen, Caludio. *Challenges of Comparative Literature* (Selections)

Majumdar, Swapan. *Comparative Literature, Indian Dimensions*. (Selections)

Majumdar, Swapan. 'Thematology in the Indian Context'

Notz-Bogumil, Sieghild. 'Comparative Literature: Methodology and Challenges in Europe with Special Reference to the French and German Contexts'. In *Quest of a Discipline: New Academic Directions for Comparative Literature*, ed. Rizio Yohannan Raj.

Pollock, Sheldon. *Literary Cultures in History*. (Introduction)

Lyrics (Max: 15)

Poets/Collections will be selected from the following pool:

Sappho, Pindar, Horace, Vedic Hymns, Upanishads, Theragatha, Therigatha, Gatha-sat-sai, Sanskrit court poetry, Catullus, Spenser, Petrarch, Ronsard, Wyatt, Milton, Medieval Indian Bhakti and Sufi lyrics, Sor Juana, Sidney, Donne, Browning, Blake, Wordsworth, Coleridge, Shelley, Keats, Subramania Bharati, Rabindranath Thakur, Mohammad Iqbal, Cristina Rosetti, Hopkins, Rilke, Yeats, Nicolas Guillén, Ceaser Vallejo, Pablo Neruda

Prose Narrative (Max: 2-4)

Mukhopadhyay, Ramkumar. Bharatbarsher Godyakaatha (Mitra and Ghosh) (Selections)

Hutum pyanchar Naksa, Tekchand Thakur, Ruswa, Troilokyonath Mukhopadhyay, Bankim Chandra Chattopadhyay, Rajshekhar Basu, Rabindranath, Hajari Prasad Dwivedi, Phaniswarnath Renu, Premchand, Fakirmohan Senapati, Chandu Menon, Potheri Kunhambu, C.V Raman Pillai, R.A.Krishnamurthy (Kalki), Rashid Jahan, Ismat Chughtai, Qurratulain Hyder, Ashapura Devi, Mahasweta Devi, Nabaneeta Dev Sen, Ambai, Sara Joseph, Sharan Kumar Limbale, Bama, Indira Goswami, Cervantes, Flaubert, Chekov, Maupassant, Tolstoy, Gorky, Dostoyevsky, Alejo Carpentier, Gabriel Garcia Marquez, Juan Rulfo, Jorge Louis Borges, Calvino, Orhan Pamuk, Sharadindu Bandyopadhyay, Kafka, Samsul Haque, Bhairappa

Suggested Readings:

Behdad, Ali & Thomas, Dominic eds. *A Companion to Comparative Literature*.

Chakraborty Dasgupta, Subha. Ed. *Genealogy*.

Chanda, Ipshita. Ed. *Historiography*.

Bandyopadhyay, Sibaji. Ed. *Thematology*.

Fokkema, Douwe. *Issues in General and Comparative Literature*.

Praver, S.S. *Comparative Literary Studies: An Introduction*.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Trans. William Riggan.

Lefevere, Andre. *Essays in Comparative Literature*

CL/MA/ Core 4: Approaches to Literature I

Objective:

The objective of this course is to introduce certain theoretical approaches to literature as propagated in India and outside. The first section will deal with theoretical essays, while the second section will use literary texts to explain the theoretical approaches.

Outcome:

By the end of this course the learner will be able to explain the interface to literary theories and Comparative Literature in India and outside.

SECTION A: Any one of the following clusters will be offered:

Ancient Indian Literary Theory

Structuralism and Post-structuralism – Discourse Analysis

Reader Response Theory – Theory of Rasa – Theory of Dhvani

Essay: (Max 5)

Bharata: *Natyasastra* (Selections)

Dey, S.K. *History of Sanskrit Poetics* (Selections)

Warder, A.K. *Indian Kavya Literature* (Selections)

Kane, P.V. *History of Sanskrit Poetics* (Selections)

Saussure, Ferdinand de. *A Course in General Linguistics* (Selection)

Benjamin, Walter. ‘The Work of Art in the Age of Mechanical Reproduction’, ‘The Storyteller’

Barthes, Roland. ‘Death of the Author’

Foucault, Michel. ‘What is an Author’

SECTION B: Poems and Plays will be chosen from the following list:

Poems (6) and Plays (2)

Akam and Puram poems, Sudraka, Kalidasa, Bhavabhuti, Shakespeare, Moliere, Schiller, Lessing, Racine, Corneille, Surdas, Ramprasad, Ghalib, Baudelaire, Garcia Lorca, Mallarmé, Rilke, Rabindranath Thakur, Satyendranath Datta, Sudhindranath Datta, Nirala, Mahadevi Verma, Modern Indian Lyrics, Girish Karnad, Badal Sircar, Namdeo Dhasal, Pablo Neruda, A.K. Ramanujan, Arun Kolatkar, Ratan Thiyam, Mardhekar, Dakxin Bajarange Chhara, Dharamveer Bharati, Mohan Rakesh, Sukumar Ray, Utpal Dutta, Alfred Jarry, Beckett, Brecht, Pirandello, Ionesco, Soyinka, Tanti Brothers

Suggested Readings:

Barthes, Roland: *A Roland Barthes Reader*

Bennett, Tony: *Formalism and Marxism*.

Derrida, Jacques. ‘Structure, Sign and Play’

Dey, S.K. *History of Sanskrit Poetics*

Eagleton, Terry. *Literary Theory: An Introduction*.

Laclau, Ernesto. *Ideology and Politics in Marxist Theory*.

Mukherjee, Ramaranjan. *Ancient Indian Literary Criticism*

Norris, Christopher. *Deconstruction: Theory and Practice*.

Young, Robert. *Untying the Text: A Post-Structuralist Reader*.

Adhuna. Published by Sahitya Akademi
Mukhopadhyay, Ramkumar. *Bharatbarsher Kavya Kaatha*.
Dharwadkar & Ramanujan. *The Oxford Anthology of Modern Indian Poetry*

Semester II

CL/MA/ Core 5: Comparative Literature Methodology II

Objective:

The objective of this course is to introduce the following concepts:

Reception, Contact in the Indian/ Non-Indian Context.

Outcome:

The learner will be able to explain the various textual negotiations through theory of reception.

SECTION A: Theories of Reception

Essays (Max: 5)

Jauss, H.R. 'Literary History as a Challenge to Literary Theory'

Praver, S.S. 'Reception and Communication'

Das, S. K. *Mad Lover* (Selections), *East West Encounter* (Selections)

Holub, Robert C. 'The Change in Paradigm and its Socio-Historical Function'

Thakur, Rabindranath. *Prachin Sahitya* (Selection)

Majumder, Swapan. 'Vidyayotanik Shakespeare' (JJCL 20-21), 'Reception Aesthetics in a Colonial Context'

Majumder, Swapan. *Comparative Literature: Indian Dimensions*. (Selection)

SECTION B: Reception of a particular author/text in the Indian/non-Indian context.

For example, Reception of Rabindranath/ Nirala / Najrul Islam/ Shakespeare /Kalidasa

Reception of the Rama katha

Reception of *Odyssey*

Reception of Epic/*Mahakavya* Tradition for e.g. *The Iliad/ The Mahabharata*

Suggested Readings:

Durišin, Dionýz. *Sources and Systematics of Comparative Literature*. Trans. Peter Tkác. Bratislava. Selections

Durišin, Dionýz. *Theory of Literary Comparatistics*. Trans. Jessie Kocmanová.

Richman, Paula. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*

Chanda, Ipshita. *Reception of the Received*

Majumder, Swapan. *Comparative Literature: Indian Dimensions*
Iser, Wolfgang. *The Act of Reading*

CL/MA/ Core 6: Language Course II (Cross-listed)

Language course II will be continuation of the Language Course I.

CL/MA Core 7: Approaches to Literature II

Objective:

The objective of this course is to introduce the following clusters of literary theory:

Discourse, Gender, Marxism, Psychoanalysis, Aesthetics ‘from below’ (for instance, Dalit Aesthetics, Indigenous Contexts etc.)

Outcome:

The learner will be able to describe the various interfaces of literary theories and their contact zones across several cultures in India and beyond.

SECTION A: Any one of the following clusters will be offered.

Discourse + Gender + Marxism

Discourse + Gender+ Psychoanalysis

Aesthetics ‘from below’ (for instance, Dalit Aesthetics, Indigenous Contexts etc.)

Essays: (Max 5)

Geetha, V. *Gender* (Selection)

Tharu, Susie & Lalitha, K. *Women’s Writing in India*. (Introduction)

Sangari, Kumkum. *Politics of the Possible* (Selections)

Thorat, Sukhadeo. ‘Literacy and Education Levels’

Devy, Ganesh. ‘A Nomad Called Thief’.

Smith, Linda Tuhiwai. ‘Imperialism, History Writing and Theory’

Montoro, Carmen Celiz. ‘Defying Otherness: Chicano Geopolitical, Literary and Historical Imprints’

Wa Thiongo, Ngugi. ‘The Language of African Theatre’

Heiss, Anita. ‘Aboriginal Identity and its Effects on Writing’

Lodge, David and Wood, Nigel eds. *Modern Criticism and Theory* (Selections)

Ellmann, Maud ed. *Psychoanalytic Literary Criticism* (Selections)

Kaplan, Cora. 'Opening Pandora's Box - Subjectivity, Class and Sexuality in Socialist Feminist Criticism' in eds. Gayle Greene & Coppelia Kahn: *Making a Difference: Feminist Literary Criticism*.

Kristeva, Julia. 'Motherhood According to Bellini' / 'Women's Time'

SECTION B: Short Stories (3) and Novels/Personal Narratives (2) will be chosen from the following list of authors:

Fakirmohan Senapati, Chandu Menon, Bankim Chandra Chattopadhyay, Rabindranath, Pudumaipittan, Mouni, Jyotirmoyi Devi, Manik Bandyopadhyay, Premchand, Faniswarnath Renu, Ismat Chughtai, Qurutulin Haider, Basheer, Ambai, Rigoberta Menchu, Domitila Barrios, Bama, Baby Kamble, Urmila Pawar, Pratibha Roy, Manoranjan Byapari, U.R Ananthamurthy, Buchi Emecheta, Intizar Hussain, Ali Cobby Eckerman, D.O. Fagunwa, Witi Ihimaera, Nabaneeta Dev Sen, Sarah Joseph, Mahasweta Devi, Kalpana Gagdekar, Lee Maracle, Raghunath Murmu, Kanji Bhai Patel, Indira Goswami, Rosario Castellanos, Isabel Allende, Gioconda Belli, Toni Morrison, Alice Walker, Mariamma Ba, Amos Tutuola.

Suggested Readings:

Bakhtin, M. 'Discourse in the Novel'

Depadquale, Paul; Eigenbrod, Renate & Larocque, Emma, eds. *Across Cultures/ Across Borders*.
Eagleton, Terry. *Marxism and Literary Criticism*.

Grosz, Elizabeth. *Volatile Bodies: Toward a Corporeal Feminism*. (Selections)

Panjabi, Kavita and Chakravarty, Paromita eds. *Women Contesting Culture: Changing Frames of Gender Politics in India*

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*.

Rose, Jacqueline. *The Case of Peter Pan*. (Selections).

Spivak, G.C. "Feminism and Critical Theory".

Williams, Raymond. *Marxism and Literature*.

G.N. Devy Reader.

Wa Thiongo, Ngugi. *Decolonizing the Mind*.

Milloy, John. S. *A National Crime*.

Thorat, Sukhadeo. *Dalits in India*.

Kahani Meri Tumhari.

Bottomore, T. *Dictionary of Marxist Thought*

Sangari & Vaid. *Recasting Women*

Mohanty, C. T. *Under the Western Eye*

McCann & Kim. *Feminist Theory Reader*

Dorfman & Mattelart. *How to Read Donald Duck*

We Were Making History published by Stree Shakti Sangathana

CL/MA Core 8: Translation Studies

Objective:

The objective of this course is to identify Translation Studies within the rubric of Comparative Literature methodology.

Outcome:

The learner will be able to engage with various languages and subsequently collaborate with Source and Target language experts to translate important text/s from and into various Indian and non-Indian languages. This is also a **skill enhancement** course.

Section I: Introduction

Brief history of Translation Studies

Scope of Translation Studies

Basic concepts associated with Translation Studies (e.g: author, translator, original text, target text, source language, target language, equivalence, invisibility, adaptation, transcreation, translatability etc.)

Some major standpoints on theories of translation

Section II: Essays (8-10)

To be chosen from the following pool:

Dryden, John: 'On Translation'

Benjamin, Walter: 'The Task of the Translator'

Jakobson, Roman: 'On Linguistic Aspects of Translation'

Schleiermacher, Friedrich: 'On the Different Methods of Translating'

Mukherjee, Sujit: *Translation as Discovery* (Selection)

Goethe: 'Three Types of Translation'

Paz, Octavio: 'Translation: Literature and Literality'

Niranjana, Tejaswini: *Siting Translation* (Selections)

Venuti, Lawrence: *Translator's Invisibility* (Selections)

Bassnett, Susan: *Translation Studies* (Selections)

Asaduddin M.: 'Translation and Indian Literature: Some Reflections'

Lefevere, Andre. *Translation, Rewriting and the Manipulation of Literary Fame* (Selections)

Lefevere, Andre. 'The 'Third-World' Translated'

Singh, Udaya Narayana. *Translation as Growth* (Selections)

Suggested Readings:

Weissbort, Daniel and Eysteinnsson, Astradur. Eds. *Translation – Theory and Practice: A Historical Reader*
Munday, Jeremy. *Introducing Translation Studies*
Routledge Encyclopedia of Translation Studies edited by Mona Baker and Gabriela Saldanha
Dasgupta, Sayantan. ‘Translating India Today: Local cultures, global ambitions and colonial hangovers’ In P. Basu, & I. Chanda (Eds.), *Locating Cultural Change: Theory Method Process*.
Kotahri Rita. ‘Studying Cultural Change?’
Lakshmi Holmstrom’s Introduction to Bama’s *Karukku*
G.C. Spivak’s Introduction to Mahasweta Devi *Imaginary Maps*
Alladi Uma and M.Sridhar’s Introduction to *Ayoni*.
T Vijay Kumar’s Introduction to *Kanyashulkam*.
Ipshta Chanda’s Introduction to *Dhorai Charit Manas* and to *Two Plays by Sukumar Ray*.
Lefevere, Andre. *Essays in Comparative Literature*

Semester III

CL/MA/Core 9: Aesthetics and Poetics

Objective:

The objective of this course is to trace the different trajectories of aesthetics and poetics, their intersections and contradictions. Keeping the Classical Indian and European traditions in focus, the course will discuss some of the following clusters. Four clusters will be offered each semester.

Outcome:

By the end of this course the learner will be able to

- identify the various schools of ‘aesthetics’ in India and beyond.
- Describe several concepts like:
Aesthetics and *Nandantatva*
Art and *Kavya*
Literature and *Sahitya*
Drama and *Drisyakavya*
Imitation and *Anukarana*
Sublime and *Ananda*

Authors/texts will be selected from the following list:

Plato: *Ion, Republic, Dialogue* (Selections)

Aristotle: *Poetics* (Selections)
Horace: *Ars Poetica* (Selections)
Longinus: 'On the Sublime'
Frederick Schiller: *Aesthetical and Philosophical Essays* (Selections)
Wordsworth: Preface to *Lyrical Ballads*
Coleridge: *Biographia Literaria* (selections)
Hegel: *Hegel's Lectures on Aesthetics* (selections)
Kant: *The Critique of Judgement* (selections)
Baudelaire: Preface to *Les Fleur du mal*
Bharata: *Natyasastra*
Bhamaha: *Kavyalamkara*
Dandin: *Kavyadarsha*
Anandavardhana: *Dhvanyaloka*
Rajshekhara: *Kavyamimansha*
Abhinabagupta: *Abhinavabharati, Dhvanyalok Locana*

Number of essays to be taught every year: 8-10

Suggested Readings:

Classical Literary Criticism (Oxford)
Modern Literary Criticism
Gupta, Atul. *Kavya Jijñasa*
Mukherjee, Ramaranjan. *Ancient Indian Literary Criticism*
Dey, S.K. *History of Sanskrit Poetics*
Kane, P.V. *History of Sanskrit Poetics*
Warder, A.K. *Indian Kavya Literature*

CL/MA/ Core 10: Language Course III

Language Course III will be the continuation of the Language Course II.

CL/MA/Core 11: Journey of Comparative Literature

Objective:

The objective of this course is to trace the journey of Comparative Literature, its core theories, and debates centering the discipline. It will also discuss terms like Comparative Indian Literature, Indian Comparative Literature etc. Topics/ Essays will be selected from the following list:

Goethe's idea of World Literature
Mathew Arnolds's idea of Comparative Literature
La Littérature comparee – the French Hour
German and American hour

Possnett's *Comparative Literature*
Rabindranath's 'Visvasahitya'
Buddhadev Basu's 'Comparative Literature in India'
ACLA reports
Various schools of CL
CL and Other disciplines

Outcome:

By the end of this course the learner will be able to understand the various hours of Comparative Literature and its diverse ramifications in the Global scenario.

Suggested Readings:

Guillen, Claudio. *Challenges of Comparative Literature*
Berheimer, Charles. *Comparative Literature in the Age of Muliculturalism*
Saussy, Haun. *Comparative Literature in the Age of Globalizaion*
Weisstein, Ulrich. *Comparative Literature*
Spivak, Gayatri. *Death of a Discipline*
Damnrosch, David. *What is World Literature*
Bassnett, Susan. *Comparative Literature: A Critical Introduction*
Dev & Das. *Comparative Literature: Theory and Practice*
Dev, Amiya. *The Idea of Comparative Literature*
George, K.M. *Comparative Indian Literature*
Das, S.K. *A History of Indian Literature*
Papers Mainly Comparative compiled by Swapan Majumder
Thakur, Rabindranath. *Sahitya*

CL/MA/ Option 1 (Cross-listed)

In this semester a student can choose **ONE** optional course from the options available in that particular semester.

Semester IV

CL/MA/ Core 12: Language Course IV (Cross-listed)

Language course IV will be the continuation of the language course III.

CL/MA/ Core 13: Term paper

Objective:

The objective of this course is to introduce the concept of academic writing and research work in the field of Comparative Literature.

Outcome:

By the end of this course the learner will submit a term paper of 8000-10000 words under the supervision of a teacher. It is expected that in the term paper the student will include the CL methodology and approach s/he has learnt in the previous courses and will learn how to write an academic paper with proper understanding of style sheet/s. Annotated translation with a critical introduction may also be considered as a term paper. However, in this case the work must be done under the joint supervision of a CCL teacher and a language expert (if the CCL teacher is not an expert of the source language).

CL/MA/ Option 2 (Cross-listed)

CL/MA/ Option 3 (Cross-listed)

In this semester a student can choose **TWO** courses from the options available in that particular semester.

Optional Courses:

In the third and fourth semesters, Optional Courses will be offered from the following list:

- I. Rabindranath and Translation
- II. Rabindranath and Pedagogy
- III. Rabindranath and his reception of Aesthetics
- IV. Literatures of Asia
- V. Literatures of the Subcontinent
- VI. Journey of a Text
- VII. Literature and the Other Arts
- VIII. Literature and New Media
- IX. Literature and Orality
- X. Literatures of Latin America
- XI. Literatures of Canada
- XII. Literatures of Africa
- XIII. Event Study
- XIV. Detective Fictions
- XV. Comics
- XVI. Science Fiction
- XVII. Proof Reading and Editing
- XVIII. Translation as Skill
- XIX. Script Writing
- XX. Popular Fiction

**Centre for Comparative Literature
Bhasha Bhavana, Visva-Bharati**

**MPhil in Comparative Literature
Proposed Syllabus (to be introduced from 2019)**

Objective of the MPhil Programme: The MPhil course work has been designed to expose the students to the wider span of comparative literary studies, and simultaneously to hone their research ability and aptitude. Students take four courses, spread across two semesters. Towards the end of the third semester the students submit their research proposal, along with a review of the existing body of literature on the topic. MPhil is a full-time course, and during the last two semesters, students are supposed to report to their supervisor regularly.

Semester I:

Course 1: Research Methodology and Techniques

[Compulsory 100 marks]

Objective: The objective of this course is to familiarise students with tools and techniques, methods and methodologies of research, especially in the field of humanities and social sciences. The course is divided into two sections. The first half focuses on research methodology, and the second half complements that with discussions on Comparative Literature Methodology.

Outcome: By the end of the course, the students should be able to understand the research methodology and Comparative Literature methodology used in a scholarly writing and also should be able to apply it in their own work.

A: Research Methodology and Computer Application

(50 Marks)

Topics of discussions will include:

- What is Research?
- Various 'search' techniques
- Methods and Methodologies
- Various Style Manuals
- On Writing
- How to draft a research proposal
- How to draft a dissertation/thesis
- Accessing online materials
- Preparing soft documents: Methods and Utility

Suggested Readings:

Ranjit Kumar: *Research Methodology: A Step by Step Guide for Beginners*

Nicholas Walliman: *Social Research Methods*

Patrick McNeil & Steve Chapman: *Research Methods* (3rd edition)

John Gerring: *Social Science Methodology: A Unified Framework*

Uwe Flick: *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*

B: Comparative Literature Methodology:

(50 Marks)

Topics of discussions will include:

- Comparative Literature: Basic ideas and concepts
- History and scope of CL in India and beyond

- CL Methodology
- CL and Translation
- Reception Studies
- Orality
- Comparative Indian Literature

Six essays will be selected from the following:

Susan Bassnett: *Comparative Literature: A Critical Introduction*
 Amiya Dev: 'Comparative Literature in India'
 Swapan Majumdar: *Comparative Literature: Indian Dimensions*
 Nabaneeta Dev Sen: *Counter Points: Essays in Comparative Literature*
 Tötösy de Zepetnek: *Comparative Literature: Theory, Method, Application*
 ACLA reports
 Sisir Kumar Das and Amiya Dev: *Comparative Literature: Theory and Practice*
 Theo Haen, David Damrosch, Djelal Kadir: *The Routledge Companion to World Literature*
 Ipshita Chanda, Sibaji Bandyopadhyay, Subha C. Dasgupta: *Literary Studies in India* (Three Volumes)
 Charles Bernheimer: *Comparative Literature in the Age of Multiculturalism*
 Haun Saussy: *Comparative Literature in an Age of Globalisation*
 Ursula K Heise, et al eds. *Futures of Comparative Literature*
 Walter J. Ong: 'Orality and Literacy, The Presence of the Word'
 Rabindranath Thakur: *Sahitya*
 Sisir Kumar Das: *Muses in Isolation*
 Linda Hutcheon, Djelal Kadir, Mario J. Valdes: 'Collaborative Historiography: A Comparative Literary History of Latin America'

Suggested Readings:

G.N. Devy: '*Of Many Heroes*': *An Indian Essay in Literary Historiography*
 Gayatri Chakravarty Spivak: *Death of a Discipline*
 David Damrosch: 'What is World Literature'
 Dominguez, Dario Villanueva, and Haun Saussy: *Introducing Comparative Literature: New Trends and Applications*
 K.M. George: *Comparative Indian Literature*
 David Damrosch: *World Literature in Theory*
The Princeton Sourcebook in Comparative Literature
 Robert C. Holub: *Reception Studies: A Critical Introduction*
 Ruth H. Finnegan: *Literacy and Orality*
 Emily S Apter: *The Translation Zone: A New Comparative Literature*
 Sisir Kumar Das: *Indian Ode to the West Wind: Studies in Literary Encounters, Bharatsahityakatha*
 Benedict Anderson, Christopher Prendergast: *Debating World Literature*

Course 2: Approaches to Literary Studies:

[Elective 1: 100 marks]

Objective: The Objective of the module is to familiarise the students with various patterns of thoughts in the field of literature and praxis.

Outcome: At the end of the course students should be able to identify various patterns of thoughts and also apply those in their own work, literary or otherwise.

Each of the following courses will comprise of 50 marks. Any three options will be offered each year, out of which students will have to choose two.

a) Literary Criticism in Ancient India

Section I: Rasa and other prasthanas

Bharata: *Natyasastra*(Selections)
Debate on Rasanispatti
Dandin
Bhamaha
Vamana
Anandavardhana
Abhinavagupta

OR

Section II: Literary Criticism: Dravidian School
Tolkappiam

Section III: Theories of Language

Panini
Patanjali
Bhartrihari

Suggested readings:

S.K. Dey: *History of Sanskrit Poetics*
A.K. Warder: *Indian Kavya Literature*
P.V. Kane: *History of Sanskrit Poetics*
Ramaranjan Mukherjee: *Ancient Indian Literary Criticism*
Mani Madhav Chakraborty: *Natyakalpadrum*

b) Structuralism to Post-Structuralism

Any five texts from the following list will be studied:

B.M Eikhenbaum: 'The Theory of the "Formal Method"'
Mikhail Bakhtin: 'Discourse in the Novel'
Ferdinand de Saussure: *Course in General Linguistics* (Selection)
Roman Jakobson and J.U. Tynjanov: 'Problems in the Study of Language and Literature'
Claude Levi-Strauss: 'The Structural Study of Myth', 'Social Structure'
Roman Jakobson: 'On Linguistic Aspects of Translation'
Vladimir Propp: *Morphology of the Folktale* (selection)/ 'Fairy Tale Functions'
Tsvetan Todorov: *A Structural Approach to a Literary Genre*
Roland Barthes: 'The Structuralist Activity', 'Death of the Author', 'The Imagination of Sign', 'From Work to Text', 'Introduction to *Structural Analysis of Narrative*'
Michel Foucault: 'What is an Author', *The Order of Things, The Birth of the Clinic: An Archaeology of Medical Perception*
Henry Louis Gates Jr.: *The Signifying Monkey: A Theory of African-American Literary Criticism*

Suggested Readings:

Immanuel Kant: 'Critique of Pure Reason'/ 'Critique of Practical Reason'/ 'What is Enlightenment?'
Victor Khkllovsky: *Russian Formalist Criticism: Four Essays*
Claude Levi-Strauss: *Structural Anthropology*
Mikhail Bakhtin: *The Dialogic Imagination*
Roland Barthes: *The Pleasure of the Text*
Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
Gerard Genette: *Narrative Discourse Revisited*
Robert Young: *Untying the Text: A Post-Structuralist Reader*

c) Discourse Analysis

Any five texts from the following list will be studied:

Immanuel Kant: 'What is Enlightenment?'
Georg W.F. Hegel: *Encyclopaedia of the Philosophical Sciences* (selections)
David Farrell Krell: 'Introduction' to Martin Heidegger: *Basic Writings*
Martin Heidegger: *Poetry, Language, Thought* (selections)
Mikhail Bakhtin: *Rabelais and His World* (selections)
Michel Foucault: *The Archaeology of Knowledge* (selections), *Madness and Civilization* (selections)
Jacques Derrida: 'The end of the Book and the Beginning of Writing', *Of Grammatology*,
Robert Young: *Untying the Text: A Post-Structuralist Reader* (selections)
Roland Barthes: *Image Music Text*
Rabindranath Thakur: *Sangeetchinta* (selections)
Pierre Bourdieu: *Language and Symbolic Power*
Subha Chakraborty Dasgupta: 'Bhashan o Proti-bhashan: Koyekti Sutra'

Suggested readings:

Peter Barry: *Beginning Theory*
Aristotle: *Poetics*
René Descartes: *Discourse on the Method, Principles of Philosophy*
Baruch Spinoza: *Ethics*
Immanuel Kant: *Critique of Pure Reason, Critique of Practical Reason*
Georg W.F. Hegel: *Encyclopaedia of the Philosophical Sciences* (selections)
Edmund Husserl: *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy* (First Book)
Karl Marx: 'The Eighteenth Brumaire of Louis Bonaparte'

d) Feminist Literary Criticism

Any five essays will be selected from the following:

Simone de Beauvoir: *The Second Sex*
Sandra Gilbert and Susan Gubar: *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*
Michel Foucault: *History of Sexuality*
Julia Kristeva: *Motherhood According to Bellini / Women's Time*
V. Geetha: *Gender* (Selection)
Susie Tharu & K. Lalitha: *Women's Writing in India*.
Kumkum Sangari: *Politics of the Possible*, 'Gendered Violence, National Boundaries and Culture'
Sandra Harding: *Whose Science/ Whose Knowledge?* (Selections), *The Feminist Standpoint Theory Reader* (Selections)
Uma Chakravarti: 'Whatever Happened to the Vedic Dasi?'
Cora Kaplan: 'Pandora's Box: Subjectivity, Class and Sexuality in Socialist Feminist Criticism'
Tejaswini Niranjana: 'Culture, Feminism, Globalization'
Rajeswari Sunder Rajan: 'Feminism's Future'
Kristina Rolin: 'The Bias Paradox in Feminist Standpoint Epistemology'
Toril Moi: *Sexual/Textual Politics: Feminist Literary Theory*

Suggested Readings:

Sandra Gilbert and Susan Gubar: *Infection in the Sentence: The Woman Writer and the Anxiety*
Gayle Greene & Coppelia Kahn: *Making a Difference: Feminist Literary Criticism*.
Alice Walker: *In Search of our Mother's Gardens*
Kumkum Sangari and Sudesh Vaid (Eds.): *Recasting Women: Essays in Indian Colonial History*
Kavita Panjabi and Paromita Chakravati (Eds.): *Women Contesting Culture: Changing Frames of Gender Politics in India*

Rajeswari Sunder Rajan: *Real and Imagined Women: Gender, Culture and Postcolonialism*
Sandra Harding: *Sciences from Below: Feminisms, Postcolonialities, and Modernities*
Mary Eagleton Ed. *A Concise Companion to Feminist Theory*

Semester II

Course 3: Approaches to Comparative Literature

[Elective 2: 100 marks]

Objective: The objective of the course is to introduce some of the major tools of Comparative Literary studies.

Outcome: At the end of the course students should be able to identify and use the tools of Comparative Literary Studies.

Students will have to select one course from the following options (or the options offered in that semester):

a) Reception Studies

Ten essays to be chosen from the following texts:

Wolfgang Iser: *The Act of Reading*
Edward Said: Introduction to *Orientalism*
H.R Jauss: 'Literary History as a Challenge to Literary Theory' *Towards an Aesthetic of Reception*
Swapan Majumdar: '*Reception Aesthetics in a Colonial Context*',
S.S. Praver: '*Reception and Communication*'
Sisir Kumar Das: *Aloukik Sanglap, East West Encounter*
Rabindranath Thakur: *Prachin Sahitya, Adhunik Sahitya*
R. C. Holub: *Reception Theory* (Selection)
Dionvz Durisin: *Sources and Systematics of Comparative Literature*
Stanley Fish: 'Literature in the Reader: Affective Stylistics', 'Is There a Text in This Class'
Mads Rosendahl Thomsen: 'World Famous, Locally: Insights from the Study of International Canonization'

Suggested Readings:

Ipshita Chanda: *Reception of the Received*
Aijaz Ahmad: *In Theory, Classes, Nations, Literatures*,
Anjan Chatterjee: How we evolved to Desire Beauty and Enjoy Art, Andre Lardinois et al. (eds). *Texts, Transmissions, Receptions: Modern approaches to Narratives*
Brajendranath Seal: 'Neo-Romantic Movement in Bengali Literature' in *New Essays in Criticism*.
Shormistha Panja; *Performing Shakespeare in India*
Swapan Majumdar: 'Vidyayotonik Shakespeare'
Sisir Kumar Das: 'Shakespeare in India', *Shakespeare in Indian Languages*,
Edward Said: *Culture and Imperialism*

b) Translation Studies

Ten essays to be chosen from the following:

Walter Benjamin: 'The Task of the Translator'
Friedrich Schleiermacher: 'On the Different Methods of Translating'
Sujit Mukherjee: *Translation as Discovery* (Selection)
Octavio Paz: 'Translation: Literature and Literality'

Tejaswini Niranjana: *Siting Translation* (Selections)
 Lawrence Venuti: *Translator's Invisibility* (Selections)
 Susan Bassnett: *Translation Studies* (Selections)
 Andre Lefevere. *Translation, Rewriting and the Manipulation of Literary Fame* (Selections), *Essays in Comparative Literature*
 Singh, Udaya Narayana. *Translation as Growth* (Selections)
 Weissbord, Daniel and Eysteinnsson, Astradur. Eds. *Translation – Theory and Practice: A Historical Reader*
 Zhou Wangyue: 'Literary Translation From Perspective of Reception Theory: The Case Study of Three Versions of *Na Han*'
 Lucas Klein: 'Reading and Speaking for Translation: De-Institutionalizing the Institutions of Literary Study'
 Brigitte Rath: 'Pseudo translation'
 Shaden M. Tageldin: 'Untranslatability'

Suggested Readings:

Goethe: 'Three Types of Translation'
 Jeremy Munday. *Introducing Translation Studies*
 Mona Baker and Gabriela Saldanha eds. *Routledge Encyclopedia of Translation Studies*
 Sayantan Dasgupta. 'Translating India Today: Local cultures, global ambitions and colonial hangovers' In P. Basu, & I. Chanda (Eds.), *Locating Cultural Change: Theory Method Process*.
 M. Asaduddin: 'Translation and Indian Literature: Some Reflections'
 Kotahri Rita. 'Studying Cultural Change?'
 Lakshmi Holmstrom's Introduction to Bama's *Karukku*
 G.C. Spivak's Introduction to Mahasweta Devi *Imaginary Maps*
 Alladi Uma and M.Sridhar's Introduction to *Ayoni*.
 T Vijay Kumar's Introduction to *Kanyashulkam*.
 Ipshta Chanda's Introduction to *Dhorai Charit Manas* and to *Two Plays by Sukumar Ray*.

c) Indian Literatures

Section I:

Introduction: The idea of Indian Literature/s
 Idea of History, History of Literature, Literary History, Idea of Periodization in Indian Literatures
 Brief discussion on terms and concept such as itihasa, Purana, Charit, Namah, literary tradition, convention, movement etc (The discussion will try to cover classical (Sanskrit, Tamil, Pali, Prakrit) traditions, Perso-Arabic traditions, Bhakti, Sufi, Sant Traditions/movements)

Section II:

Modernity/ Modernism in Indian Literatures

Or

Literary relations – Intra and Inter literary contacts/relations

Seven Essays to be selected from the following pool:

Rabindranath Thakur: *Bharotbarsher Itihas, Adhunik Sahitya*
 Sisir Kumar Das: *A History of Indian Literature*, 3 Vols. (Selections), *The Mad Lover*
 Aravinda Poddar (ed.): *Indian Literature* (Proceedings of Seminar)
 K.M. George: *Comparative Indian Literature*
 Amiya Dev (ed.): *Narrative: A Seminar* (Selections)
 Romila Thapar: *History and Beyond* (Selections), *Cultural Pasts* (Selections)
 Vinay Dharwadkar (ed.): *Collected Essays of A.K.Ramanujan* (Selections)
 G.N Devy: *The G.N. Devy Reader* (Selections)
 A. K. Ramanujan: *Poems of Love and War* (Introduction), 'Is There an Indian Way of Thinking?'
 Paula Richman (ed.): *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia* (Selections)

Ainslie Thomas Embree, Stephen N. Hay, William Theodore De Bary (eds.): *Sources of Indian Tradition*
Vinay Dharwadkar and A.K. Ramanujan (eds.): Introduction to *The Oxford Anthology of Modern Indian Poetry*
A.K. Ramanujan: Introduction to *Speaking of Siva*

Suggested readings:

Encyclopaedia of Indian Literature (Sahitya Akademi), 6 Vols
A.K. Warder: *Indian Kavya Literature*
Bhalchandra Nemade: *Nativism (Desivad)*
TRS Sharma: *Dialogics of Cultures in Ancient Indian Literatures*
Sheldon Pollock (ed.): *Literary Cultures in History: Reconstructions from South Asia* (Selections),
The Language of the Gods in the World of Men (Selections)

Course 4: Literatures of the Colonies

[Elective 3: 100 marks]

Objective: The objective of this course is to introduce some aspects of the literatures of the colonies, so that students can engage with these literatures and cultures in a critical way.

Outcome: At the end of the course students should be able to read the literatures of the colonies in a critical way, and should also be able to decode the power politics.

Students will have to select one course from the following options (or the options offered in that semester):

a) Latin American Literatures

Section I: Introduction:

Any two of the following:

Cristopher Bush: 'Areas: Bigger than the Nation: Smaller than the World'
Cesar Dominguez: 'Comparative Literary History: A Conversation with Marcel Cornis-Pope and Margaret R. Higonet'
Guillermina De Ferrari: Comparative Literature and Latin American Literary Studies'

Section II: Latin America: Concepts and History

Selections from any four:

E. Bradford Burns: *Latin America: An Interpretive History*
Bartolome de las Casas: *A Short History of the Destruction of the Indies*
Ariel Dorfman and Armand Mattelart: *How to Read Donald Duck*
Manabendra Bandyopadhyay: Introduction to *Kornelke keu chitthi leche na*
Alejo Carpentier: Introduction to *The Kingdom of this World*
Gabriel Garcia Marquez: Nobel Prize Acceptance Speech
Eduardo Galeano: *Open Veins of Latin America*

Section III: Prose Fiction (any 4/5)

Machado de Assis, Alejo Carpentier, Juan Rulfo, Jose Maria Arguedas, Rosario Castellanos, Elena Poniatowska, Julio Cortázar, José Donoso, Miguel Angel Asturias, Gabriel Garcia Marquez, Carlos Fuentes, Gioconda Belli, Clarice Lispector, Manuel Puig, Jorge Luis Borges

OR

Self-Narrative (any 2)

Victoria Ocampo, Pablo Neruda, Domitila Barrios, Rigoberta Menchu, Margaret Randall

Section IV: Poetry (10)

Poets to be selected from the following pool:

José Martí, Ruben Darío, Carlos Drummond de Andrade, Mario de Andrade, Rafael Alberti, Rosario Castellanos, Gabriela Mistral, Delmira Agustini, Pablo Neruda, Nicolas Guillen, Nicanor Parra, Octavio Paz, Alejandra Pizarnik, Gioconda Belli

Suggested Readings:

Leslie Bethell ed. *The Cambridge History of Latin America* (five Volumes)

Roberto González Echevarría, Enrique Pupo-Walker eds. *The Cambridge History of Latin American Literature*

E. Caracciolo-Trejo ed. *Penguin Book of Latin American Verse*

Philip Swanson: *Latin American Fiction: A Short Introduction*

Octavio Paz: *The Labyrinth of Solitude*

b) Literatures of Africa

The following issues will be discussed –

African Literature or Literatures of Africa

History of Colonialism/s in Africa – Anglophone, Francophone, Lusophone

Négritude movement

Section I: Background

7-8 essays to be studied from the following pool:

Frantz Fanon: *The Wretched of the Earth, Black Skin and White Mask* (Selections)

Ngugi wa Thiong’O: *The Writers’ in Politics* (Selections), *Homecoming: Essays on African and Caribbean Literature, Culture and Politics* (Selections), *Decolonising the Mind: The Politics of Language in African Literature* (Selections), *Something Torn and New: An African Renaissance* (Selections)

Tejumola Olaniyan and Ato Quayson (eds.): *African Literature: An Anthology of Criticism and Theory* (Selections)

Amílcar Cabral: “National Liberation and Culture”

Writers Speak- Asmara Declaration

Chinua Achebe- “Where Angels fear to tread, the novelist as teacher”

Wole Soyinka- *Myth Literature and the African World* (Selections)

G.D. Killam (ed.) – *African Writers on African Writings* (Selections)

Achille Mbembe – *On the Postcolony* (Selections)

Ato Sekyi Out – *Left Universalism, Africa centric Essays* (Selections)

Section II: 7-8 Literary texts to be studied from the following pools (Epic/Novel/Short Story/Poetry/Drama).

Epic: Mwindo, Sundiata, Ozidi, Chaka, Utenzi

(Novel/Short Story/Poetry/Drama): D.O. Fagunwa, Amos Tutuola, Wole Soyinka, Chinua Achebe, Ngugi wa Thiong’O, Ama Ata Aidoo, Buchi Emecheta, Mariamma Ba, Flora Nwapa, Tayeb Salih, Sembene Ousman, Naguib Mahfouz, Chimamanda Adichie, Elsa Joubert, Man Died, Alex La Guma, Assia Djebar, Niyi Osundare, Kofi Awonoor, Kofi Aniyodoho, Lenrie Peters, Ifi Amadiume, Tchicaya U’Tamsi, Md. Barrada, Yusuf Idris, David Diop, Senghor, Aime Cesaire, Athol Fugard, Efua Sutherland, Tawfik Al-Hakim

c) Canadian Literature

This course will predominantly look at the issue of a settler culture and the politics of Indigenous cultural interventions. Depending on the specialisation of the course coordinator, availability of resources, other interfaces, textual productions may be incorporated. Until then the rationale will be situating the cultural production of a settler colony like Canada with the Indigenous question as a point of departure. The idea is not to dilute the various interfaces. A pool of texts has been created to cover the following areas across time, genre, and theme:

General introduction on the geopolitical space known as Canada
What is Canadian Literature?
History of Colonisation/ forms of Colonies
Geography, Languages, Cultures
Concept of Nation, Nationalism, Governance, Indigeneity, Settler- Indigenous intersections, Policy of Multiculturalism, Sovereignty, Subjecthood, identity, Mental Health, Gender, Sexuality, Treaties
Orality , Literacy, Performance

Section I: 5-6 essays from the pool to be studied

Paul de Pasquale, Rebate Eigenbrod and Emma LaRocque: *Across Culture/ Across Borders: Canadian Aboriginal & Native American Literatures*
Tester and Kulchyski: *Tammarnit* (Selection)
John S. Miller: *A National Crime*
Himani Bannerji: *On the Dark Side of the Nation*
Jeannette C. Armstrong & Laly Graver: *Native Poetry in Canada*
Thor bani: *Exalted Subjects: Studies in the making of Race and Nation in Canada*
Bonita Lawrence: *Fractured Homeland: Federal Recognition and Algonquin Identity in Ontario*
John Borrows: *Canada's Indigenous Constitution*
Taiaiake Alfred: *Peace, Power, Righteousness, Wasáse*
Renee Human and Renate Eigenbrod: *Aboriginal Oral Traditions*
Chelva Kanaganayakam: *Configurations of Exile: South Asian Writers and their World*
Frank Bibalsingh: *Jahaji*
Hartmut Lutz: *Approaches: Essays in North American Studies and Literatures*
J.R. Miller: *Compact, Contract, Covenant*
Alan Twigg: *Aboriginality*
Dee Brown: *Bury My Heart at Wounded Knee*

Section II: 7/8 texts to be studied from the pool (Narrative, Dramatic, Lyric etc.)

Basil Johnston: *Think Indian*
Giles Benaway: *Ceremonies for the dead*
Daniel David Moses: *Almighty Voice and his wife*
Cherie Dimaline: *Marrow Thieves*
J.R. Miller: *Singwauk's Vision: A History of Native Residential Schools*
Lynne David: *Alliances: Re-envisioning Indigenous- non- Indigenous Relationships*
Emma LaRocque: *When the other is Me: Native Resistance Discourse (1800-1998)*
Louis Bird: *Telling our Stories, The Spirit Lives in the Mind*
Agnes Grant: *Our Bit of Truth*
Beth Brant: *Writing as Witness*
Thomas King: *All my Relations*
Joel T. Maki: *Let the Drums be your Heart*
Kateri Akiwenzir Damm: *Without Reservation*
Daniel Heath Justice: *Kinship, Dreyd, Wyrwood* (selections)
Thomson Highway: *The Rez Sisters, The Post Mistress*
Lee Maracle: *Bobbi Lee, First Wives Club*
Drew Hayden Taylor: *Funny*
Carl E James: *Seeing Ourselves: Exploring Ethnicity, Race and Culture*
Kent Monkman: *Paintings and Miss Eagle Testicle*

Semester III:**[100 marks]**

Objective: The objective of the course is to explain the techniques of writing a research proposal and review the existing body of literature on that topic.

Outcome: At the end of the course students should be able to draft a research proposal and review the concerned literary work on that field. They should also be able to use these skills in any other academic/creative writing.

At the end of the third semester students will submit a synopsis of their research work and a review of the published work on the research topic, each of roughly 2000 words.

Semester IV**[200 marks]**

Objective: The main objective of this course is to give the students a hands-on-experience of researching and writing a serious academic work.

Outcome: By the end of the course students should be able to conduct serious research on a topic, and to write on that research in a systematic manner.

Towards the end of this semester students will submit their dissertation, which will be evaluated out of 150 marks. A pre-submission presentation may be given, as per university rules. The final dissertation will have to be defended in a viva, which will also be evaluated out of 50 marks.

Dissertation & Viva (150+50)



**Department of English
Visva-Bharati**

Santiniketan

Syllabi for B. A. Undergraduate Course in English under CBCS

1. **AECC: English Communication (Sem I)**
2. **SEC: Business Communication (Sem III)**
3. **SEC: Introduction to Films/Cinema (Sem IV)**
4. **GEC: Language, Literature and Culture (Sem I)**
5. **GEC: Contemporary India: Women & Empowerment (Sem II)**
6. **GEC: Media and Communication Skills (Sem III)**
7. **GEC: Academic Writing and Composition (Sem IV)**

1. BA CBCS Ability Enhancement Compulsory Course (AECC) Semester I (July-December)

AECC: English Communication: English Communication

Course Objectives: The purpose of this course is to introduce students to the theory, fundamentals, and tools of communication and to develop in them vital communication skills which are integral to personal, social, and professional interactions. Keeping in mind the context of rapid globalization and increasing recognition of social and cultural pluralities, the course hopes to address various means of communication: both verbal and non-verbal, through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc. The questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

Learning Outcome: It is hoped that at the end of this course, students will find a difference in their personal and professional interactions -such as in interviews, group discussions and office environments -and recognize the significance of clear and effective communication.

1. Introduction: Theory of Communication, Types and modes of Communication
2. Language of Communication:
Verbal and Non-verbal

(Spoken and Written)

Personal, Social and Business

Barriers and Strategies

Intra-personal, Inter-personal and Group communication

3. Speaking Skills:

Monologue

Dialogue

Group Discussion

Effective Communication/ Mis-Communication

Interview

Public Speech

4. Reading and Understanding

Close Reading

Comprehension

Summary Paraphrasing

Analysis and Interpretation

Translation (from Indian language to English and vice-versa)

Literary/Knowledge Texts

5. Writing Skills

Documenting

Report Writing

Making notes

Letter writing

Recommended Readings:

1. *Fluency in English* - Part II, Oxford University Press, 2006.

2. *Business English*, Pearson, 2008.

3. *Language, Literature and Creativity*, Orient Blackswan, 2013.

4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

2. BA CBCS Skill Enhancement Courses (SEC) Semester III (July-December)

SEC: Business Communication

Course Objectives: The course aims to familiarize students with the nuances of business communication. Imparting correct strategies of business writing will necessitate introducing students to the organizational capacity of language along with an emphasis on the appropriate use of grammar, diction, and syntax, based on audience-specific purpose.

Learning Outcome: At the end of the course it is expected that the students will be well versed in the necessary communicative skills required to carry on professional negotiations with precision and clarity.

1. Introduction to the essentials of Business Communication: Theory & Practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc./business negotiations
5. Summarising annual reports of companies
6. Writing minutes of meetings

7. E-correspondence
 8. Spoken English for business communication
- Making oral presentation

3. Skill Enhancement Course (SEC): Semester IV (January-June)

SEC: Introduction to Films/Cinema

Course Objectives: The purpose of this course is to familiarize students with the role of film in society via an interdisciplinary approach. Students will be introduced to the history of international cinema and equipped with relevant theoretical approaches to read film as a cultural artefact by contextualising the interrelationship between thematic content, aesthetic choice, narrative strategies, and socio-political scenario.

Learning Outcome: At the end of the course students develop the skill to analyse film using theoretical tools and learn how film, both as a cultural text and an industry, is intimately intertwined with sociocultural and historical factors.

Module I: Introduction to Films/Cinema

Syllabus: History of Films – Development of Photography – History of Cinema – Technical developments in Film Narrations – Cinematography – Music/Sound – Editing – Cultural embedding – World Cinema – Cinema of/as Resistance – Film and Fiction – Intertextuality and Citation – Basic Film Theory – Adventure Films – Epic in Cinema – Visual Construct of the Hero – Text to Reel – Schoolboy Texts/Films – Boarding School Stories – Masculinity and Heroic Pose/s – Anthropocentrism in Cinema – Canon and the Cinema – Cinema and Spatiality – Partition Films – Gender & Cinema – Representation of the Body – Sports and/in Films – Sci-Fi Films – War Films – Regional Films – Films and Innovation – Films & New Media - etc.

Module II: Reading Films (Text may vary from semester to semester):

1. Ritwik Ghatak, *Meghe Dhaka Tara*, 1960
2. Deepa Mehta, *Earth/Earth: 1947*, 1998.

Interaction Between Film and Fiction

1. J.K. Rowling, *Harry Potter and the Philosopher's Stone*, 1997 (Text)
2. Chris Columbus (dir.), *Harry Potter and the Philosopher's Stone* (UK) / *Harry Potter and the Sorcerer's Stone* (US), 2001 (Film).
3. Bibhutibhushan Bandyopadhyay, *Chander Pahar* (*Mountain of the Moon*), 1937 (Text; originally in Bengali, translated by Jayanta Sengupta, 2011).
4. Kamalleshwar Mukherjee (dir.), *Chander Pahar* (*Mountain of the Moon*), 2013 (Film).

4. BA CBCS Generic Elective (GEC): Semester I (July-December)

GEC: Language, Literature and Culture

Course Objectives: This course aims at increasing students' awareness of how language functions and some aspects of the languages that they speak or encounter in their daily lives, keeping in mind the global context and issues pertaining to the multilingual and multicultural nature of India.

Furthermore, students will be made aware of significant formal and thematic features of the literature in Indian languages and trends in contemporary Indian culture, especially as they are reflected in the media.

Learning Outcome: At the end of the course it is expected that the student will have acquired knowledge of some basic aspects of language in general, a broad view of the languages and literatures of India, and an understanding of the values and assumptions underlying contemporary popular culture, with special reference to the media.

I. Language

(A) Language: Structure(s) and Literature(s)

(B) Language as Performance

Prescribed Texts:

1. William Wordsworth: "The Solitary Reaper"
2. Selections from William Shakespeare's *Julius Caesar*

II. Indian Literature

This section of the course will involve a study of some significant themes and forms of Indian literature through the ages with the help of selections from prescribed texts

(A) Bhasha Literatures

(B) Indian English: Language and Literature

Prescribed Texts: (two texts will be offered each semester)

1. One poem by an Indian poet
2. One short-story by Rabindranath Tagore

III. Culture and Society in Contemporary India

(A) Ideas of Culture: Culture – popular culture; Indian and global culture(s)

(B) Culture and Media:

Prescribed Texts: Teacher will choose exact texts from within the following components –

1. Advertisements – Print & TV commercials
2. Cinema/TV/Social Networking/FM Radio (any two will be selected each semester)

Evaluation

Internal Assessment: 15 marks

End-semester Exam: 60 marks

Total: 75 marks

Note: The allocation of marks for the three units of the course will be in the following ratio:

Language: 20%, Literature: 50%, Culture and Media: 30%

5. GEC: Contemporary India – Women & Empowerment: Semester II (January – June)

Course Objectives: The purpose of this course is to make students aware of women's role in shaping modern India and of being shaped by it. This will largely be a historical account with focus on women's education, women and various professions, women and politics, and women and social reform. There will be selections from standard textbooks for courses on Women's Studies along with selected fictional and non-fictional accounts by Indian women hailing from various strata of society.

Learning Outcome: At the end of the course students will be aware of the various ways in which women have contributed in shaping modern India, appreciate the role literature written by women plays in documenting their lived experience in relation to contemporary cultural milieu, and ultimately grasp the importance of understanding history and society via the intersection of gender, class, and caste.

1. Women's Voices

A. *Middle-class and upper caste women's writings*

1. Selected chapters, Rokeya Begum, *Sultana's Dream*
2. Ismat Chughtai "Amar Bel" ("The Eternal Vine"), *Quilt and Other Stories*
3. Selected poems, Kamala Das

B. *Dalit women's writings*

1. Baby Kamble, *Jina Amucha (Our Wretched Lives)*

6. GEC: Media and Communication Skills: Semester III (July-December)

Course Objectives: The purpose of this course is to equip students with skills required to utilize media for effective communication. In an age that emphasizes technological advancement and globalization the significance of media is incontestable. Students will be introduced to the fundamentals of different branches of mass communication and made aware of the research aptitude required and ethics involved in the process of producing content for various media platforms.

Learning Outcome: At the end of this course, it is hoped that students will employ clear and effective communication in various kinds of media writing and understand the processes involved in the dissemination of information.

Mass Communication

1. Introduction to Mass Communication
2. Mass Communication and Globalization
3. Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization
- b. Enacting an advertisement in a group
- c. Creating jingles and taglines

Media Writing

1. Scriptwriting for TV and Radio

2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

7. GEC: Academic Writing and Composition: Semester IV (January-June)

Course Objectives: The course is an introduction to the fundamentals of academic writing and aims to equip students with the set of skills required for the purpose. Students will be given the opportunity to develop writing skills and be made aware of the research aptitude and critical thinking required for academic writing. Furthermore, students will be made aware of the process and ethics involved in research and be trained in putting forward their arguments in a clear and concise manner. The recommended readings are only suggestive- the students and teachers have the freedom to consult other materials on various units/topics that are a part of this course.

Learning Outcome: At the end of the course it is hope that students will understand and appreciate the process behind, develop critical thinking required, and acquire writing skills suited for academic writing.

Academic Writing and Composition (Any four)

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

Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009)

WBCS Exe Etc Exam Main Optional Subject English Literature Syllabus

Paper – I :

In Section A, candidates will have to write an essay. Texts for detailed study in Sections B and C are given below. **Continue Reading WBCS Exe Etc Exam Main Optional Subject English Literature Syllabus.**

SECTION-A :

An essay on a literary topic

SECTION-B

1. William Shakespeare- -Macbeth -As You Like It
2. Christopher Marlowe – Edward II
3. John Donne- – ‘Canonization’; -‘ Death be not proud’; -‘The Good Morrow’
4. Andrew Marvell-‘To His Coy Mistress’; -‘The Garden’
5. John Milton-‘Lycidas’; -Paradise Lost, Book I
6. Alexander Pope – The Rape of the Lock
7. William Wordsworth- -‘Ode on Intimations of Immortality’; -‘Tintern Abbey’
8. Samuel Taylor Coleridge -‘Kubla Khan’; -‘Dejection: an Ode’
9. Percy Bysshe Shelley- -‘Ode to the Westwind’ ; -‘ Ozymandias’
10. John Keats- -‘Ode to a Nightingale’ -‘Ode on a Grecian Urn’
11. Alfred Tennyson-‘Ulysses’; -‘The Lotus Eaters’; -‘Tithonus’
12. Robert Browning-‘The Last Ride Together’
13. Elizabeth Barrett Browning-‘ How do I love thee!’

SECTION-C

1. Jane Austen- Pride and Prejudice
2. Charles Dickens-Great Expectations
3. Thomas Hardy-The Mayor of Caster bridge
4. Mark Twain-The Adventures of Huckleberry Finn
5. Emily Bronte-Wuthering Heights
6. Mary Shelley-Frankenstein

Paper – II :

In Section A, candidates will have to respond critically to an Unseen Passage. Texts for detailed study in Sections B and C are given below.

SECTION-A

Critical analysis/response to an unseen passage in prose/verse

SECTION-B

1. W. B. Yeats-'Easter 1916';
- 'Sailing to Byzantium';
- 'Leda and the Swan'
2. T. S. Eliot-
- 'The Love Song of J. Alfred Prufrock';
- 'The Journey of the Magi';
- 'Burnt Norton'
3. W.H. Auden-
- 'In Memory of W.B. Yeats';
- 'Lay your sleeping head, my love';
- 'The Shield of Achilles'
4. John Osborne-Look Back in Anger
5. Samuel Beckett-Waiting for Godot
6. Sylvia Plath –
- 'Mirror';
– 'Nick and the Candlestick'
7. Henry Louis Vivian Derozio-'To India My Native Land';
- 'My Country'
8. Kamala Das - 'An Introduction'

SECTION-C

1. D.H. Lawrence-The Rainbow
2. Raja Rao-Kanthapura
3. Amitava Ghosh-The Shadow Lines
4. Chinua Achebe-Things Fall Apart
5. James Joyce -A Portrait of the Artist as a Young Man
6. Rabindranath Tagore – 'Crisis in Civilization'

7. Virginia Woolf – 'A Room of One's Own'



UNIVERSITY GRANTS COMMISSION NET BUREAU

NET SYLLABUS

Subject: English

Code No. : 30

Unit –I : Drama

Unit –II : Poetry

Unit –III : Fiction, short story

Unit –IV : Non-Fictional Prose

NOTE: The first four units must also be tested through comprehension passages to assess critical reading, critical thinking and writing skills. These four units will cover all literatures in English.

Unit –V : Language: Basic concepts, theories and pedagogy. English in Use.

Unit –VI : English in India: history, evolution and futures

Unit –VII : Cultural Studies

Unit –VIII : Literary Criticism

Unit –IX : Literary Theory post World War II

Unit –X : Research Methods and Materials in English

C B C S
Core Course – 1
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 1

समय : तीन घंटे

पत्र – 1

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क.) साहित्य का इतिहास लेखन, उसकी आवश्यकता एवं उपयोगिता को समझ सकेंगे। ख.) साहित्य के विकास एवं परिवर्तन प्रक्रिया को जानेंगे। ग.) हिन्दी साहित्य के इतिहास विभाजन को जान सकेंगे। घ.) हिन्दी साहित्य इतिहास के विभिन्न कालखंडों की विशेषताओं से परिचित हो सकेंगे। विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र देश-विदेश की विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे।

हिन्दी साहित्य का इतिहास : आदिकाल, मध्यकाल

पाठ्यविषय :-

- 1 (क) साहित्य के इतिहास की अवधारणा, हिन्दी साहित्य के इतिहास लेखन की परंपरा, काल विभाजन, नामकरण।
(ख) आदिकाल : परिस्थितियाँ, नामकरण, प्रवृत्तियाँ एवं साहित्यिक परिचय
- 2 भक्तिकाल : परिस्थितियाँ, निर्गुण काव्यधारा – ज्ञानमार्गी काव्यधारा एवं प्रेममार्गी काव्यधारा की प्रवृत्तियाँ।
- 3 भक्तिकाल : सगुण काव्यधारा – कृष्ण काव्यधारा एवं राम काव्यधारा की प्रवृत्तियाँ
- 4 रीतिकाल : परिस्थितियाँ, नामकरण, काव्यधाराएँ एवं प्रवृत्तियाँ।
(कवि – परिचय से सम्बद्ध प्रश्न नहीं पूछे जाएँगे)।

संदर्भ – ग्रंथ :

- 1 हिन्दी साहित्य का इतिहास – आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी।
- 2 हिन्दी साहित्य की भूमिका – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली।
- 3 हिन्दी साहित्य का उद्भव और विकास – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली।
- 4 हिन्दी साहित्य का आदिकाल – आचार्य हजारीप्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना।
- 5 हिन्दी साहित्य का अतीत (भाग -1 और 2) – विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, दिल्ली।
- 6 हिन्दी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, दिल्ली।

- 7 हिन्दी साहित्य का दूसरा इतिहास – बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली |
- 8 हिन्दी साहित्य का आधा इतिहास – सुमन राजे, भारतीय ज्ञानपीठ, दिल्ली |
- 9 हिन्दी साहित्य का वैज्ञानिक इतिहास (खण्ड -1 और 2) – गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद |
- 10 हिन्दी साहित्य का अलोचनात्मक इतिहास – रामकुमार वर्मा, लोकभारती प्रकाशन, इलाहाबाद |

(2)

C B C S
Core Course – 2
बी. ए. (आँनर्स) हिन्दी

सेमेस्टर – 1

समय : तीन घंटे

पत्र – 2

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) भक्तिकाल के महत्वपूर्ण कवियों की कविताओं को जान सकेंगे
विशेष – अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र देश-विदेश की विभिन्न प्रतियोगी परीक्षाओं में
सफल हो सकेंगे |

मध्यकालीन कविता

पाठ्यविषय :-

- 1 कबीरदास : कबीर ग्रंथावली, संपा श्यामसुंदर दास, साखी – गुरुदेव को अंग -20, सुमिरण को अंग -15, विरह को अंग -15 |
- 2 सूरदास : सूरसागर सार, सं. धीरेन्द्र वर्मा, साहित्यभवन लिमिटेड, इलाहाबाद विनय के पद : 1 से 15, राधा-कृष्ण -1-15 |
- 3 तुलसीदास : कवितावली, गीताप्रेस, गोरखपुर (केवल उत्तर कांड) छंद संख्या – 1 से 30 तक |
- 4 मीराबाई : मीराबाई की पदावली, सं. परशुराम चतुर्वेदी, हिन्दी साहित्य सम्मलेन, प्रयाग, आरंभिक 25 पद

संदर्भ – ग्रंथ :

- 1 मीरा का काव्य – विश्वनाथ त्रिपाठी, वाणी प्रकाशन, दिल्ली |

- 2 मीरा ग्रंथावली – कल्याण सिंह शेखावत, वाणी प्रकाशन, दिल्ली |
- 3 कबीर – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली |
- 4 भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली |
- 5 गोस्वामी तुलसीदास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी |
- 6 तुलसीदास – माताप्रसाद गुप्त, हिन्दी परिषद, इलाहाबाद |
- 7 कबीर का रहस्यवाद – रामकुमार वर्मा, साहित्य भवन लि. इलाहाबाद |
- 8 मीराबाई – डॉ. कृष्णदेव झारी, शारदा प्रकाशन, महरौली, नई दिल्ली |
- 9 त्रिवेणी – आचार्य रामचंद्र शुक्ल – नागरी प्रचारिणी सभा, वाराणसी |
- 10 सूरदास – ब्रजेश्वर वर्मा – लोकभारती प्रकाशन, इलाहाबाद |
- 11 जन-जन के कवि तुलसीदास : योगेन्द्र प्रताप सिंह, वाणी प्रकाशन, नई दिल्ली |
- 12 तुलसीदास : रामचंद्र तिवारी, वाणी प्रकाशन, नई दिल्ली |
- 13 पूरा कबीर : सं. बलदेव वंशी, प्रकाशन, संस्थान, नई दिल्ली |

(3)

C B C S

Core Course – 3

बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 2

समय : तीन घंटे

पत्र – 3

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) हिन्दी साहित्य इतिहास के आधुनिककाल की महत्वपूर्ण विशेषता को जान सकेंगे | ख) आधुनिककाल से सम्बन्धित काव्य विषयों के साथ साथ गद्य विधायों की महत्वपूर्ण उपलब्धियों को जान सकेंगे | विशेष-अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र देश-विदेश की विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी साहित्य का इतिहास : आधुनिककाल

पाठ्यविषय :-

- 1 (क) भारतेंदु काल : सामान्य परिचय एवं प्रवृत्तियाँ |
- (ख) द्विवेदी काल : सामान्य परिचय एवं प्रवृत्तियाँ |

- 2 छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता, साठोत्तरी कविता, समकालीन कविता |
- 3 कथा – साहित्य : हिन्दी कहानी और हिन्दी उपन्यास का विकास |
- 4 नाटक एकांकी, आलोचना, निबंध, रेखाचित्र, संस्मरण, आत्मकथा, जीवनी |
(कवि / लेखक –परिचय से सम्बन्धित प्रश्न नहीं पूछे जाएँगे) |

संदर्भ – ग्रंथ :

- 1 हिन्दी साहित्य का इतिहास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी |
- 2 हिन्दी साहित्य का इतिहास – सं. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 3 हिन्दी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद |
- 4 हिन्दी साहित्य का दूसरा इतिहास – बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली |
- 5 छायावाद – नामवर सिंह, राजकमल प्रकाशन दिल्ली |
- 6 हिन्दी का गद्य साहित्य – डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी |
- 7 आधुनिक साहित्य की प्रवृत्तियाँ, नामवर सिंह, लोकभारती प्रकाशन, इलाहाबाद |
- 8 प्रगतिवादी आन्दोलन का इतिहास – कर्ण सिंह चौहान, प्रकाशन संस्थान, दिल्ली |
- 9 महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण – रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
- 10 हिन्दी नवलेखन – रामस्वरूप चतुर्वेदी, भारतीय ज्ञानपीठ, नई दिल्ली |
- 11 समकालीन कविता : सम्प्रेषण का संकट, परमानंद श्रीवास्तव, वाणी प्रकाशन, नई दिल्ली |
- 12 आलोचना के सौ बरस – सं. अरविन्द त्रिपाठी, शिल्पायन, दिल्ली |
- 13 हिन्दी नाटक – बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली |
- 14 आधुनिक भारतीय नाट्य – विमर्श, जयदेव तनेजा, राधाकृष्ण प्रकाशन, दिल्ली |

(4)

C B C S

Core Course – 4

बी. ए. (आँनर्स) हिन्दी

सेमेस्टर – 2

समय : तीन घंटे

पत्र – 4

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) हिन्दी साहित्य के एक विशेष कालखंड छायावाद से सम्बन्धित कवियों और उनकी काव्य विशेषताओं को |ख) छायावादयुगीन काव्य के महत्व से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

आधुनिक हिन्दी कविता

पाठ्यविषय :-

- 1 जयशंकर प्रसाद : लहर से 5 कविताएँ –
(क) बीती विभावरी जाग रि (ख) अशोक की चिन्ता (ग) शेरसिंह का शस्त्र समर्पण
(घ) प्रलय की छाया (ङ०) उठ –उठ री लघु-लघु लोल लहर |
- 2 सुमित्रानंदन पंत : 5 कविताएँ – आधुनिक कवि : सुमित्रानंदन पंत –
(क) प्रथम रश्मि (ख) भारत माता (ग) गीत विहग (घ) बापू
(ङ०) यह धरती कितना देती है |
- 3 सूर्यकान्त त्रिपाठी निराला : 5 कविताएँ – राग-विराग – लोकभारती प्रकाशन, इलाहाबाद, संख्या –
8,9,49,63,109 |
- 4 महादेवी वर्मा : 5 कविताएँ – आधुनिक कवि : महादेवी वर्मा – संख्या – 9,36,37,48,49, |

संदर्भ – ग्रंथ :

- 1 निराला की साहित्य – साधना – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
- 2 महादेवी – इंद्रनाथ मदान, राधाकृष्ण प्रकाशन, दिल्ली |
- 3 प्रसाद का काव्य – डॉ. प्रेमशंकर, राजकमल प्रकाशन, नई दिल्ली |
- 4 काव्य का देवता – निराला, विश्वम्भर मानव, लोकभारती प्रकाशन |
- 5 छायावाद – नामवर सिंह, राजकमल प्रकाशन, दिल्ली |
- 6 सुमित्रानंदन पंत – डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 7 निराला : आत्महंता आस्था – दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद |
- 8 पंत : काव्य, कला और दर्शन – नीरज : सुधा सक्सेना, आत्माराम एन्ड सन्स, दिल्ली |
- 9 महादेवी : दूधनाथ सिंह, राजकमल प्रकाशन, नई दिल्ली |

(5)

C B C S

Core Course – 5

बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 2

पत्र – 5

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : 15 x 1 = 15

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) छायावादोत्तर काल से सम्बन्धित महत्वपूर्ण कवियों और उनकी काव्य विशेषता को | ख) छायावादोत्तर काल के काव्य महत्व से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर के विभिन्न प्रकार की उपयोगी परीक्षाओं में सफल हो सकेंगे |

छायावादोत्तर हिन्दी कविता

पाठ्यविषय :-

1 अज्ञेय

(क) कलगी बाजरे की (ख) नदी के द्वीप (ग) यह दीप अकेला (घ) नाच (ङ) कितनी नावों में कितनी बार

2 नागार्जुन

(क) यह दन्तुरित मुस्कान (ख) बादल को घिरते देखा है (ग) प्रेत का बयान

(घ) अकाल और उसके बाद (ङ) ऐसे भी हम क्या ! ऐसे भी तुम क्या |

3 सर्वेश्वर दयाल सक्सेना

(क) सौन्दर्य बोध (ख) पिछड़ा आदमी (ग) दुःख (घ) भूख (ङ) पत्नी की मृत्यु पर |

4 धूमिल

(क) गाँव (ख) घर में वापसी (ग) किस्सा जनतंत्र (घ) रोटी और संसद (ङ) मोचीराम

पाठ्य पुस्तक :

छायावादोत्तर काव्य संग्रह – सं. डॉ. रामनारायण शुक्ल, श्रीनिवास पाण्डेय, संजय बुक सेन्टर, वाराणसी |

संदर्भ ग्रंथ :-

- 1 नागार्जुन की कविता – अजय तिवारी, वाणी प्रकाशन, नई दिल्ली |
- 2 सर्वेश्वर और उनकी कविता – कृष्णदत्त पालीवाल, लिपि प्रकाशन, दिल्ली |
- 3 अज्ञेय की कविता : एक मूल्यांकन – चन्द्रकान्त वांडिवडेकर, सरस्वती प्रेस, इलाहाबाद |
- 4 कविता के नए प्रतिमान – डॉ. नामवर सिंह, राजकमल प्रकाशन, दिल्ली |
- 5 आधुनिक काव्यधारा – केशरी नारायण शुक्ल, नन्दकिशोर प्रकाशन, दिल्ली |
- 6 धूमिल : युग चेतना और अभिव्यक्ति – हरिचरन सिंह – संजय बुक सेन्टर, वाराणसी |
- 7 अज्ञेय का कवि – कर्म : रमेशचंद्र शाह, वाणी प्रकाशन, नई दिल्ली |
- 8 जनवादी कवि का धूमकेतु : रविन्द्र भारती, अमित प्रकाशन, गाजियाबाद |
- 9 अथातो काव्य जिज्ञासा : सं. मंजुल उपाध्याय, लोकभारती प्रकाशन, इलाहाबाद |
- 10 सर्वेश्वरदयाल सक्सेना का रचना – कर्म : कृष्णदत्त पालीपाल, वाणी प्रकाशन, दिल्ली |
- 11 धूमिल की श्रेष्ठ कविताएँ, सं. ब्रम्हदेव मिश्र एवं शिवकुमार मिश्र, राजकमल, दिल्ली |

C B C S
Core Course – 6
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 3

समय : तीन घंटे

पत्र – 6

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) भारतीय काव्यशास्त्र के प्रमुख सिद्धांत और उनके गुणों से परिचित होंगे | ख) रस अलंकार छंद के महत्व से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर के विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

भारतीय काव्यशास्त्र

पाठ्यविषय :-

- 1 काव्य – लक्षण, काव्य-हेतु, काव्य-प्रयोजन, काव्य के प्रकार-श्रव्य, दृश्य, चंपू।
- 2 शब्द-शक्ति, काव्य-गुण, काव्य-दोष |
- 3 रस, अलंकार, रीति, ध्वनि और वक्रोक्ति सिद्धांतों का सामान्य परिचय |
- 4 10 प्रमुख काव्यालंकार और 10 छंद |

अलंकार :

- 1 अनुप्रास 2 वक्रोक्ति 3 यमक 4 श्लेष 5 उत्प्रेक्षा 6 उपमा 7 रूपक
- 8 विशेषोक्ति 9 विरोधाभास 10 अपह्नुति |
- 1 चौपाई 2 दोहा 3 रोला 4 सोरठा 5 त्रोटक 6 हरिगीतिका 7 छप्पय 8 सवैया 9 कुण्डलिया 10 बरवै |

संदर्भ – ग्रंथ :

- 1 भारतीय काव्य शास्त्र – बलदेव उपाध्याय, चौखम्भा प्रकाशन, दिल्ली |
- 2 काव्य के तत्व – देवेन्द्रनाथ शर्मा, लोकभारती प्रकाशन, इलाहाबाद |
- 3 काव्यशास्त्र – भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी |
- 4 अलंकार मुक्तावली – देवेन्द्रनाथ शर्मा, भारती भवन, पटना |
- 5 काव्यशास्त्र चर्चा – देवकीनंदन श्रीवास्तव, सुलभ प्रकाशन, लखनऊ |
- 6 हिन्दी छंद प्रकाश – रघुनन्दन शास्त्री, राजपाल एण्ड सन्स, दिल्ली |
- 7 हिन्दी छान्दोलक्षण – नारायण दास, वाणी प्रकाशन, नई दिल्ली |
- 8 भारतीय काव्यशास्त्र : योगेन्द्र प्रताप सिंह, लोकभारती प्रकाशन, इलाहाबाद |
- 9 भारतीय काव्यशास्त्र : विश्वम्भरनाथ उपाध्याय, वाणी प्रकाशन, नई दिल्ली |
- 10 भारतीय काव्यशास्त्र : तारकनाथ बाली, वाणी प्रकाशन, नई दिल्ली |

C B C S
Core Course – 7
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 3
पत्र – 7

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) हिन्दी कहानी की विकास यात्रा से परिचित होंगे | ख) हिन्दी की कुछ विशेष कहानियों के बारे में उनकी विशेषता सहित जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर के विभिन्न प्रकार की उपयोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी कहानी

पाठ्यविषय :-

- | | | | |
|---|--------------------------------------|---|------------------------------------------|
| 1 | एक दुनिया समानांतर
चयनित कहानियाँ | : | सं. राजेंद्र यादव
प्रथम पांच कहानियाँ |
| 2 | आठ कहानियाँ
चयनित कहानियाँ | : | सं. ललित शुक्ल
प्रथम पांच कहानियाँ |

संदर्भ – ग्रंथ :

- 1 हिन्दी कहानी का विकास – मधुरेश, लोकभारती प्रकाशन, इलाहाबाद |
- 2 कहानीकार प्रेमचंद : रचना दृष्टि और रचना शिल्प, शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद |
- 3 कहानी : नयी कहानी नामवर सिंह, लोकभारती, इलाहाबाद |
- 4 कुछ कहानियाँ : कुछ विचार विश्वनाथ त्रिपाठी |
- 5 नई कहानी : संदर्भ एवं प्रकृति देवीशंकर अवस्थी |
- 6 हिन्दी कहानी का इतिहास गोपाल राय राजकमल, नई दिल्ली |

C B C S
Core Course – 8
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 4
पत्र – 8

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) हिन्दी भाषा की विकास यात्रा को जान सकेंगे | ख) देवनागरी लिपि के इतिहास और उसकी विशेषता को जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर के छात्र विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी भाषा एवं लिपि

पाठ्यविषय :-

- 1 (क) हिन्दी की उत्पत्ति, हिन्दी की मूल आकर भाषाएँ | पुरानी हिन्दी, अपभ्रंश, अवहट्ट |
(ख) हिन्दी का भौगोलिक क्षेत्र एवं बोलियाँ, पूर्वी हिन्दी और पश्चिमी हिन्दी |
- 2 हिन्दी की ध्वनि – संरचना, रूप-संरचना एवं वाक्य-संरचना |
- 3 हिन्दी का शब्द भंडार – तत्सम, तद्भव, देशज, आगत शब्दावली |
- 4 देवनागरी लिपि : इतिहास, मानकीकरण, वैज्ञानिकता, विशेषताएँ |

संदर्भ – ग्रंथ :

- 1 भारतीय आर्यभाषा और हिन्दी – सुनिती कुमार चटर्जी, राजकमल प्रकाशन, दिल्ली |
- 2 हिन्दी भाषा का इतिहास – धीरेन्द्र वर्मा – हिन्दुस्तानी एकेडमी, प्रयाग |
- 3 हिन्दी भाषा का उदगम और विकास – उदयनारायण तिवारी, भारती भंडार, प्रयाग |
- 4 हिन्दी भाषा – हरदेव बाहरी, अभिव्यक्ति प्रकाशन, इलाहाबाद |
- 5 हिन्दी भाषा – भोलानाथ तिवारी, किताब महल, इलाहाबाद |
- 6 नागरी लिपि और वर्तनी की संरचना – अनंतलाल चौधरी, बिहार हिन्दी ग्रंथ अकादेमी, पटना |
- 7 हिन्दी भाषा की संरचना : भोलानाथ तिवारी, वाणी प्रकाशन, नई दिल्ली |
- 8 हिन्दी भाषा का इतिहास : भोलानाथ तिवारी, वाणी प्रकाशन, नई दिल्ली |

- 9 भारतीय लिपियों की कहानी : गुणाकर मुले, राजकमल प्रकाशन, नई दिल्ली |
10 भाषा विज्ञान रसायन : कैलाशनाथ पाण्डेय, गाजीपुर साहित्य संवाद, गाजीपुर |

(9)

C B C S
Core Course – 9
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 4

समय : तीन घंटे

पत्र – 9

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे - क) हिन्दी के चार प्रमुख उप-यासों के माध्यम से रचनाकर के मंतव्य और वर्णित समाज का सच जान सकेंगे | ख) रचनाकर के उद्देश्य से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर के छात्र विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी उपन्यास

पाठ्यविशय :-

- 1 गबन : प्रेमचंद, सरस्वती प्रेस, इलाहाबाद |
- 2 दिव्या : यशपाल, लोकभारती प्रकाशन, इलाहाबाद |
- 3 त्यागपत्र : जैनेन्द्र कुमार, पूर्वोदय प्रकाशन, नई दिल्ली |
- 4 महाभोज : मन्नू भण्डारी, राजकमल प्रकाशन, नई दिल्ली |
- 5

संदर्भ – ग्रंथ :

- 1 प्रेमचंद : रामविलास शर्मा, राधाकृष्ण प्रकाशन, नई दिल्ली |
- 2 हिन्दी उपन्यास का इतिहास : गोपाल राय, राजकमल प्रकाशन, नई दिल्ली |
- 3 हिन्दी उपन्यास का विकास : मधुरेश, लोकभारती प्रकाशन, इलाहाबाद |

- 4 हिन्दी का गद्य साहित्य : रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी |
- 5 यशपाल : पुर्नमूल्यांकन : कुँवरपाल सिंह |
- 6 जैनेन्द्र के उपन्यास : परमानंद श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद |
- 7 दिव्या : इतिहास, संस्कृति और नारी विमर्श, नमिता सिंह, शिल्पायन, दिल्ली |
- 8 क्रान्तिकारी यशपाल : एक समर्पित व्यक्तित्व, मधुरेश, लोकभारती प्रकाशन, दिल्ली |

(10)

C B C S
Core Course – 10
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 4

समय : तीन घंटे

पत्र – 10

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) छात्रों के अन्दर सृजनात्मक प्रतिभा का विकास होगा ख) छात्र हिन्दी के श्रेष्ठ निबंधों, संस्मरणों के कुछ हिस्सों से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी निबंध एवं अन्य गद्य विधाएँ

पाठ्यविषय :

1 रामचंद्र शुक्ल -

(क) श्रधाभक्ति (ख) क्रोध (ग) भय (घ) लोभ और प्रीति (ङ) उत्साह

ग्रंथ : चिंतामणि – भाग – 1, रामचंद्र शुक्ल, नागरी प्रवचारिणी सभा, वाराणसी |

2 हजारीप्रसाद द्विवेदी -

(क) नाखून क्यों बढ़ते हैं (ख) आम फिर बौरा गये (ग) शिरीष के फूल
(घ) मनुष्य की सर्वोत्तम कृति : साहित्य (ङ) आन्तरिक शुचिता भी आवश्यक है।

ग्रंथ : कल्पलता – हजारीप्रसाद द्विवेदी

2 रेखाचित्र : बेनीपुरी ग्रंथावली, भाग-1, राधाकृष्ण प्रकाशन, दिल्ली।

(क) सरयू भैया (ख) सुभान खॉ (ग) भौजी (घ) रजिया (ङ) बैजू मामा

4 संस्मरण : महादेवी वर्मा, अतीत के चलचित्र

(क) रामा (ख) घिसा (ग) लछमा (घ) बिन्दा (ङ) भाभी

संदर्भ – ग्रंथ :

- 1 हिन्दी का गद्य साहित्य – रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
- 2 आचार्य रामचंद्र शुक्ल – डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
- 3 रामचंद्र शुक्ल – मलयज प्रकाशन, दिल्ली।
- 4 हिन्दी निबंध और निबंधकार – रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
- 5 हिन्दी ललित निबंध : स्वरूप विवेचन, वेदवती राठी, लोकभारती प्रकाशन, इलाहाबाद।
- 6 शान्तिनिकेतन से शिवालिक, शिवप्रसाद सिंह, वाणी प्रकाशन, दिल्ली।
- 7 व्योमकेश दरवेश, विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, दिल्ली।

(11)

C B C S

Core Course – 11

बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 5

समय : तीन घंटे

पत्र – 11

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) पाश्चात्य काव्य शास्त्र के प्रमुख सिद्धांतों से परिचित हो सकेंगे। ख) साहित्य को समझने में सिद्धांतों का उपयोग कर सकेंगे। विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे।

पाश्चात्य काव्यशास्त्र

पाठ्यविषय :

- 1 प्लेटो, अरस्तू (अनुकरण, विवेचन)
- 2 होरेस, लोजांइनस
- 3 वडर्सवर्थ, मैथ्यू आर्नल्ड
- 4 टी. एस. इलिएट, आई. ए. रिचर्ड्स के साहित्य सिद्धांतों का सामान्य परिचय।

संदर्भ – ग्रंथ :

- 1 पाश्चात्य काव्यशास्त्र – देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, दिल्ली।
- 2 पाश्चात्य समीक्षा दर्शन – जगदीशचंद्र जैन, हिन्दी प्रचारक संस्थान, वाराणसी।
- 3 पाश्चात्य साहित्य चिंतन – निर्मला जैन, राधाकृष्ण प्रकाशन, दिल्ली।
- 4 आलोचक और आलोचना – बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली।
- 5 पाश्चात्य काव्यशास्त्र – भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी।
- 6 भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनामूलक अध्ययन – बच्चन सिंह, हरियाणा ग्रंथ अकादेमी, चंडीगढ़।
- 7 पाश्चात्य काव्यशास्त्र : तारकनाथ बाली, वाणी प्रकाशन, दिल्ली।
- 8 पाश्चात्य काव्यशास्त्र : नई प्रवृत्तियाँ : राजनाथ, राजकमल प्रकाशन, नई दिल्ली।

(12)

C B C S

Core Course – 12

बी. ए. (आँनर्स) हिन्दी

सेमेस्टर – 5

समय : तीन घंटे

पत्र – 12

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे - क) हिन्दी के प्रमुख शुरुआती नाटकों , एकांकी से परिचित हो सकेंगे | ख) पठित एकांकी, नाटकों के लेखन उद्देश्य से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी नाटक और एकांकी

पाठ्यविषय :

- 1 अंधेरी नगरी : भारतेन्दु हरिश्चन्द्र
- 2 स्कंदगुप्त : जयशंकर प्रसाद
- 3 माधवी : भीष्म साहनी
- 4 हिन्दी एकांकी : सं. चंद्रगुप्त विद्यालंकार, नेशनल बुक ट्रस्ट, नई दिल्ली |
(क) कौमुदी महोत्सव (ख) तौलिये (ग) स्ट्राईक (घ) बंदी (ङ) काँफी हाउस में इंतजार |

संदर्भ – ग्रंथ :

- 1 हिन्दी नाटक – बच्चन सिंह, लोकभारती प्रकाशन, इलाहबाद |
- 2 हिन्दी नाटक, उद्भव और विकास, डॉ. दशरथ ओझा, राजपाल एण्ड सन्स, दिल्ली |
- 3 हिन्दी नाटक और रंगमंच – सं. राजमल बोरा, नारायण शर्मा, पंचशील प्रकाशन, जयपुर |
- 4 प्रसाद के नाटक – डॉ. सिद्धनाथ कुमार, अनुपम प्रकाशन, पटना |
- 5 हिन्दी एकांकी की शिल्पविधि का विकास – डॉ. सिद्धनाथ कुमार, ग्रंथम, कानपुर |
- 6 एकांकी कला – डॉ. रामकुमार वर्मा – नेशनल प्रेस, प्रयाग |
- 7 एकांकी और एकांकीकार : रामचरण महेंद्र, वाणी, नई दिल्ली |
- 8 हिन्दी नाटक : रंग शिल्प दर्शन : विकल गौतम, वाणी, नई दिल्ली |
- 9 नाटककार जगदीशचंद्र माथुर : गोविन्द चातक, राधाकृष्ण प्रकाशन, नई दिल्ली |

C B C S
Core Course – 13
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 6
पत्र – 13

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे - क) हिन्दी पत्रकारिता का इतिहास जान सकेंगे ख) हिन्दी पत्रकारिता के महत्व और उससे होने वाले लाभ से परिचित होंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी की साहित्यिक पत्रकारिता

पाठ्यविषय :

- 1 भारतेन्दुयुगीन साहित्यिक पत्रकारिता : परिचय एवं प्रवृत्तियाँ |
- 2 द्विवेदीयुगीन साहित्यिक पत्रकारिता : परिचय एवं प्रवृत्तियाँ |
- 3 प्रेमचंद और छायावादयुगीन साहित्यिक पत्र-पत्रिकाएँ : परिचय एवं प्रवृत्तियाँ |
- 4 (क) स्वातंत्रोत्तर साहित्यिक पत्रकारिता : परिचय एवं प्रवृत्तियाँ |
(ख) हिन्दी की महत्वपूर्ण पत्र-पत्रिकाएँ : बनारस अखबार, भारत मित्र, हिन्दी प्रदीप, हिन्दोस्थान, आज, हंस, सारिका, कल्पना, विशाल भारत, धर्मयुग, जनसत्ता |

संदर्भ – ग्रंथ :

- 1 हिन्दी पत्रकारिता : कृष्ण बिहारी मिश्र, ज्ञानपीठ, नई दिल्ली |
- 2 आधुनिक पत्रकारिता : अर्जुन तिवारी
- 3 पत्रकारिता के विविध संदर्भ : डॉ. वंशीधर लाल, अनुपम प्रकाशन, पटना |
- 4 पत्रकारिता के परिप्रेक्ष्य : जगदीशप्रसाद चतुर्वेदी, साहित्यिक संगम, इलाहबाद |
- 5 हिन्दी पत्रकारिता और गद्यशैली का विकास – डॉ. गंगानारायण त्रिपाठी, शांति प्रकाशन, इलाहबाद |
- 6 हिन्दी पत्रकारिता : बंगीय भूमिका, कृष्णबिहारी मिश्र |

C B C S
Core Course – 14
बी. ए. (ऑनर्स) हिन्दी

सेमेस्टर – 6

समय : तीन घंटे

पत्र – 16

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी के कार्यालयी उपयोग को जान सकेंगे ख) हिन्दी भाषा के व्यवसायिक रूप को पहचान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

प्रयोजनमूलक हिन्दी

पाठ्यविषय :

- 1 प्रयोजनमूलक हिन्दी : अभिप्राय, परिभाषा, हिन्दी के विविध रूप, राष्ट्रभाषा, राजभाषा, संपर्क भाषा, संचारभाषा |
- 2 हिन्दी की संवैधानिक स्थिति, राजभाषा के रूप में हिन्दी का प्रयोग – समस्याएँ और सुझाव |
- 3 कार्यालयी प्रयोग में हिन्दी – सरकारी पत्र, अर्ध सरकारी पत्र, आदेश, निविदा, विज्ञापन, टिप्पणी एवं प्रारूपण |
- 4 (क) पारिभाषिक शब्दावली – निर्माण की प्रक्रिया, समस्याएँ एवं अनुप्रयोग |
(ख) प्रयोजनमूलक हिन्दी और अनुवाद : अनुवाद के सिद्धांत और प्रकार |

संदर्भ – ग्रंथ :

- 1 प्रयोजनमूलक हिन्दी – रविंद्रनाथ श्रीवास्तव, केंद्रीय हिन्दी संस्थान, आगरा |
- 2 प्रयोजनमूलक हिन्दी – विजयपाल सिंह, हिन्दी बुक सेंटर, दिल्ली |
- 3 प्रयोजनमूलक हिन्दी – डॉ. दिनेश प्रसाद सिंह, मोतीलाल बनारसीलाल, पटना |
- 4 प्रयोजनमूलक हिन्दी – सिद्धांत और प्रयोग – दंगल झाल्टे, वाणी प्रकाशन, दिल्ली |
- 5 राजभाषा हिन्दी – कैलाशचंद्र भाटिया, हिन्दी बुक सेंटर, दिल्ली |
- 6 बोलचाल की हिन्दी और संचार : मधु धवन, वाणी प्रकाशन, दिल्ली |

C B C S
D S E – 1

सेमेस्टर – 5

समय : तीन घंटे

पत्र – 1

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे- क) भक्तिकाल के बड़े कवि कबीरदास की काव्यगत संवेदना से परिचित हो सकेंगे | ख) कबीरदास के मानवतावादी दृष्टिकोण को जान सकेंगे | **विशेष-** अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

कबीरदास

पाठ्यविषय :-

1. कबीर : आचार्य हजारीप्रसाद द्विवेदी

पाठ्यांश : 1, 5, 8, 20, 22, 32, 35, 41, 46, 55.

2. कबीर ग्रंथावली : सं. श्यामसुंदर दास

पाठ्यांश : गुरुदेव को अंग : प्रारंभिक 10 साखियाँ

संदर्भ – ग्रंथ :

- 1 कबीर – आचार्य हजारीप्रसाद द्विवेदी – राजकमल प्रकाशन, दिल्ली |
- 2 कबीर का रहस्यवाद – डॉ. रामकुमार वर्मा |
- 3 कबीर साहित्य की परख – परशुराम चतुर्वेदी |
- 4 कबीर – डॉ. विजेन्द्र स्नातक |
- 5 अकथ कहानी प्रेम की, पुरुषोत्तम अग्रवाल |
- 6 कबीर, गोविन्द त्रिगुणायत |

C B C S
D S E – 2

सेमेस्टर – 5

समय : तीन घंटे

पत्र – 2

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे- क) हिन्दी भाषा के व्याकरणिक पक्ष को जान सकेंगे | ख) हिन्दी वर्ण के प्रकार को जान सकेंगे | विशेष – अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

सूर्यकांत त्रिपाठी 'निराला'

पाठ्यविषय :-

कविताएँ :

1

- (क) सखि, वसन्त आया
- (ख) जूही की कलि
- (ग) जागो फिर एक बार : 2
- (घ) बादल-राग - 6
- (ङ) वर दे विणावादिनी वर दे !
- (च) भारति, जय विजय करे !
- (छ) तोड़ती पत्थर
- (ज) बाहर मैं कर दिया गया ?
- (झ) स्नेह-निर्झर बह गया है
- (ञ) गहन है यह अन्धकारा

कथा साहित्य – बिल्लेसुर बकरिहा

- 1 निराला की साहित्य साधना – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
- 2 क्रांतिकारी कवि निराला – बच्चन सिंह, विश्वविद्यालय प्रकाशन, वाराणसी |
- 3 निराला के सृजन सीमांत – डॉ. अर्चना वर्मा, राधाकृष्ण प्रकाशन, दिल्ली |
- 4 निराला कृति से साक्षात्कार – नंदकिशोर नवल, राजकमल प्रकाशन, दिल्ली |

- 5 निराला : आत्महंता आस्था, दूधनाथ सिंह, लोकभारती, इलाहाबाद |
6 निराला, रामविलास शर्मा, राजकमल, नई दिल्ली |

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C B C S
D S E – 3

सेमेस्टर – 6

समय : तीन घंटे

पत्र – 3

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे- क) भक्तिकाल के कवि तुलसीदास की काव्य विशेषताओं से परिचित हो सकेंगे | ख) तुलसीदास के कव्य में निहित भक्ति भावना के स्वरूप को पहचान सकेंगे | विशेष - अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

तुलसीदास

पाठ्यविषय :-

- 1 रामचरितमानस : अयोध्याकाण्ड (दोहा संख्या 67 से 96 तक) गीताप्रेस, गोरखपुर |
- 2 कवितावली, गीताप्रेस, गोरखपुर, (केवल उत्तरकांड, 30 छंद) छंद संख्या,
29,35,37,44,45,60,67,73,74,84,88,89,102,103,108,119,122,126,132,134,136,
140,141,146,153,155,161,165,182,229.
- 3 गीतावली (केवल बालकाण्ड 20 पद) गीताप्रेस गोरखपुर – पद संख्या 7,8,9,10,18,24,26,
31,33,36,44,73,95,97,101,104,105,106,107,110,
- 4 विनय पत्रिका – गीताप्रेस गोरखपुर (चुने हुए कुल 40 पद) पद संख्या 1,5,17,30,36,41,
5,72,78,79,85,89,90,94,100,101,102,103,104,105.

संदर्भ – ग्रंथ :

- 1 रामचरितमानस का सौंदर्य तत्व – डॉ. कविश्वर ठाकुर, प्रकाशन संस्थान, नई दिल्ली |

- 2 रामचरितमानस : सं. डॉ. सुधाकर पाण्डेय, राधाकृष्ण प्रकाशन, दिल्ली |
- 3 तुलसी साहित्य विमर्श – डॉ. देवकीनंदन श्रीवास्तव, सुलभ प्रकाशन, लखनऊ |
- 4 गोस्वामी तुलसीदास – आचार्य रामचंद्र शुक्ल, वाणी प्रकाशन, दिल्ली |
- 5 जन जन के कवि तुलसीदास : डॉ. योगेन्द्र प्रताप सिंह, वाणी प्रकाशन, दिल्ली |
- 6 तुलसीदास और उनका युग, राजपति दीक्षित |
- 7 तुलसीदर्शन, उदयभानु सिंह |
- 8 रामकथा, फादर कामिल बुल्के |

(18)

CBCS DSE – 4

सेमेस्टर – 6

समय : तीन घंटे

पत्र – 4

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) स्वन्त्रता आंदोलन को ध्यान रखकर लिखे गए काव्य के बारे में जान सकेंगे |ख) राष्ट्रीय काव्य धारा के महत्व और काव्य विशेषता से परिचित हो सकेंगे | विशेष - अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी की राष्ट्रीय काव्यधारा

पाठ्यविषय :-

- 1 मैथिलीशरण गुप्त – भारत भारती : भारत की श्रेष्ठता, हमारे पूर्वज, आर्य स्त्रियाँ, हमारी सभ्यता, हमारी विद्या बुद्धि
- 2 माखनलाल चतुर्वेदी – हिमकिरीटिनी : अंतिम पांच कविताएँ
- 3 रामधारी सिंह 'दिनकर' रश्मिरथी – सर्ग – 3
- 4 सुभद्रा कुमारी चौहान – मुकुल : प्रारंभिक 5 कविताएँ

संदर्भ – ग्रंथ :

- 1 दिनकर के काव्य में इतिहास और राजनीति – डॉ. सुभाषचंद्र राय, गौरव बुक डिस्ट्रीब्यूटर्स, दिल्ली |
- 2 दिनकर – डॉ. सावित्री सिन्हा
- 3 मैथिलीशरण गुप्त, नंदकिशोर नवल, राजकमल, नई दिल्ली |
- 4 सुभद्रा कुमारी चौहान, सुधा चौहान
- 5 माखनलाल चतुर्वेदी, साहित्य अकादेमी, नई दिल्ली |

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C B C S
G E C – 1

सेमेस्टर – 1

समय : तीन घंटे

जीईसी – 1

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे - क) सर्जनात्मक लेखन के विविध रूप से परिचित हो सकेंगे | ख) सर्जनात्मक लेखन के महत्व परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

सर्जनात्मक लेखन के विविध क्षेत्र

पाठ्यविषय :-

- 1 रिपोतार्ज : अर्थ, स्वरूप, रिपोतार्ज एवं अन्य गद्य रूप, रिपोतार्ज और फीचर लेखन – प्रविधि |
- 2 फीचर लेखन : विषय – चयन, सामग्री – निर्धारण, लेखन – प्रविधि | सामाजिक, आर्थिक, सांस्कृतिक, विज्ञान, पर्यावरण, खेलकूद से सम्बद्ध विषयों पर फीचर लेखन |
- 3 साक्षात्कार (इण्टरव्यू, भेंटवार्ता) : उद्देश्य, प्रकार, साक्षात्कार – प्रविधि, महत्व |
- 4 स्तंभ लेखन : समाचार पत्र के विविध स्तंभ, लेखन की विशेषताएँ, समाचार पत्र और सावधि पत्रिकाओं के लिए समसामयिक, ज्ञानवर्धक और मनोरंजक सामग्री का लेखन | सप्ताहांत अतिरिक्त सामग्री और परिशिष्ट | बाजार, खेलकूद, फिल्म, पुस्तक और कला समीक्षा |

संदर्भ – ग्रंथ :

- 1 हिन्दी रिपोतार्ज, वीरपाल शर्मा, कुसुम प्रकाशन, मुजफ्फरपुर |
- 2 हिन्दी विधाएँ : सर्जनात्मक अध्ययन / बैजनाथ सिंघल, हरियाणा साहित्य अकादेमी, चंडीगढ़ |
- 3 आधुनिक गद्य की विविध विधाएँ, उदयभान सिंह, वाणी प्रकाशन, नई दिल्ली |
- 4 हिन्दी की विधाएँ : पुर्नविचार, हरिमोहन, वाणी प्रकाशन, नई दिल्ली |

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CBCS GEC - 2

सेमेस्टर – 2

जीईसी – 2

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे – क) भारतीय साहित्य की महत्वपूर्ण रचनाओं से परिचित होंगे | विशेष -अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

आधुनिक भारतीय साहित्य

पाठ्यविषय :-

- 1 छः माण आठ गुण – फकीर मोहन सेनापति
- 2 गोरा – रवीन्द्रनाथ ठाकुर
- 3 मृत्युंजय – शिवाजी सामंत
- 4 आवरण – भैरप्पा

संदर्भ – ग्रंथ :

- 1 भारतीय साहित्य – डॉ. रामछबीला त्रिपाठी, वाणी प्रकाशन, दिल्ली |
- 2 भारतीय साहित्य : डॉ. नगेन्द्र, मयूर पेपरबैक, नई दिल्ली |
- 3 भारतीय साहित्य : डॉ. सियाराम तिवारी, वाणी प्रकाशन, नई दिल्ली |
- 4 भारतीय साहित्य की भूमिका, रामविलास शर्मा, राजकमल, नई दिल्ली |

C B C S
G E C - 3

सेमेस्टर – 3

जीईसी – 3

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) विभिन्न पाश्चात् और भारतीय दार्शनिक चिंतन के बारे में जान सकेंगे | ख) इस दार्शनिक चिंतनों का महत्व जान पाएंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

पाश्चात्य दार्शनिक चिंतन एवं हिन्दी साहित्य

पाठ्यविषय :-

- 1 अभिव्यंजनावाद एवं स्वच्छंदतावाद
- 2 अस्तित्ववाद एवं मनोविश्लेषणवाद
- 3 मार्क्सवाद एवं आधुनिकतावाद
- 4 संरचनावाद एवं शैलीविज्ञान

संदर्भ - ग्रंथ :

- 1 पश्चिम का काव्य-विचार – डॉ. अजय तिवारी, स्वराज प्रकाशन, दिल्ली |
- 2 पाश्चात्य काव्य शास्त्र का इतिहास – डॉ. तारकनाथ बाली, शब्दकार प्रकाशन, दिल्ली |
- 3 पाश्चात्य काव्य शास्त्र – डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी |
- 4 पाश्चात्य काव्य शास्त्र – डॉ. देवेन्द्रनाथ शर्मा, मयूर पेपर बैक्स, दिल्ली \
- 5 पाश्चात्य साहित्य चिंतन : निर्मला जैन
- 6 पाश्चात्य समीक्षा दर्शन : जगदीशचंद्र जैन

C B C S
G E C – 4

सेमेस्टर – 4

जीईसी – 4

समय : तीन घंटे

दीर्घ उत्तरीय प्रश्न : 3 x 12 = 36

लघुत्तरीय प्रश्न : 3 x 8 = 24

आन्तरिक परीक्षा : = 15

कुल = 75

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) पत्र पत्रिकाओं के संपादन से सम्बंधित तथ्यों को जान सकेंगे | ख) पत्र पत्रिकाओं की सामग्री से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

संपादन प्रक्रिया और साज-सज्जा

पाठ्यविषय :-

- 1 संपादन : अवधारणा, उद्देश्य, आधारभूत तत्व, निष्पक्षता और सामाजिक संदर्भ, समाचार विश्लेषण, संपादन-कला के सामान्य सिद्धांत | संपादक और उपसंपादक : योग्यता, दायित्व और महत्व |
- 2 समाचार मूल्य, लीड, आमुख, शीर्षक – लेखन आदि प्रत्येक दृष्टि से चयनित सामग्री का मूल्यांकन और संपादन | संपादन चिह्न और वर्तनी पुस्तिका | प्रिंट मीडिया की प्रयोजनपरक शब्दावली | संपादकीय लेखन : प्रमुख तत्व एवं प्राविधि | संपादकीय का सामाजिक प्रभाव |
- 3 समाचार पत्र और पत्रिका के विविध स्तम्भों की योजना और उनका संपादन | साहित्य और कला जगत की सामग्री के संपादन की विशेषताएँ | छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि का संपादन |
- 4 साज – सज्जा और तैयारी : ग्राफिक्स और आकल्पन के मूलभूत सिद्धांत | मुद्रण के तरीके, दैनिक समाचार पत्र का पृष्ठ – निर्माण (डमी), पत्रिका की साज – सज्जा, रंग – संयोजन |

संदर्भ – ग्रंथ :

- 1 पत्रकारिता के विविध संदर्भ, वंशीधरलाल, अनुपम प्रकाशन, पटना |
- 2 हिन्दी पत्रकारिता और गद्यशैली का विकास, गंगानारायण त्रिपाठी शांतिप्रकाशन, इलाहाबाद |
- 3 समाचारपत्रों का इतिहास, अंबिका प्रसाद वाजपेयी, ज्ञानमंडल, वाराणसी |
- 4 पत्रकारिता के पहलू, राजकिशोर, साहित्य सदन, कानपुर |

C B C S
S E C – 1

सेमेस्टर – 3

समय : तीन घंटे

एसईसी – 1

कुल = 25

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) हिन्दी भाषा से सम्बंधित सामान्य और जरूरी तथ्यों को जान सकेंगे | ख) शब्दों के विविध रूप से परिचित हो सकेंगे |ख) अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

भाषा शिक्षण

पाठ्यविषय :-

- 1 हिन्दी भाषा एवं शब्द भण्डार – तत्सम, तद् भव, देशज, कृत्रिम |
- 2 भाषिक प्रशिक्षण के विभिन्न स्तर – प्रारंभिक कक्षाओं में, उच्च शिक्षा संस्थाओं में, हिन्दीतर भाषियों, विभाषियों के बीच द्वितीय भाषा के रूप में |
- 3 भाषा विज्ञान के मूलाधार – व्याकरण बोध, मानक वर्तनी का ज्ञान, शुद्ध वाक्य विन्यास, वैज्ञानिक उच्चारण, मानकीकृत देवनागरी लिपि का अध्ययन |
- 4 पर्यायवाची, समानार्थक, विलोम, गुढ़ार्थवाची, सम्श्रुत, अनेक, शब्दों के लिए एक शब्दयुग्म और हिन्दी का अनुप्रयोगात्मक व्याकरण / हिन्दी भाषा का भविष्य |

संदर्भ – ग्रंथ :

- 1 भाषाविज्ञान का रसायन – डॉ. कैलाशनाथ पाण्डेय, गाजीपुर साहित्य संसद, गाजीपुर |
- 2 हिन्दी भाषा – डॉ. भोलानाथ तिवारी, किताब महल, दिल्ली |
- 3 हिन्दी भाषा का उद्गम और विकास – डॉ. उदयनारायण तिवारी, लोकभारती प्रकाशन, इलाहबाद |
- 4 भाषाविज्ञान की भूमिका – आचार्य देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली |
- 5 हिन्दी भाषा और स्वरूप – कैलाशचंद्र भाटिया, ग्रंथ अकादेमी प्रकाशन, दिल्ली |
- 6 भाषाविज्ञान और भाषाशास्त्र – डॉ. कपिलदेव द्विवेदी |
- 7 सामान्य भाषाविज्ञान – बाबूराम सक्सेना |

C B C S
S E C – 2

सेमेस्टर – 4
एसईसी – 2

समय : तीन घंटे

कुल =25

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) अनुवाद के प्रकार से परिचित होंगे ख) अनुवाद के महत्व से परिचित होंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

अनुवाद विज्ञान

पाठ्यविषय :-

- 1 अनुवाद का तात्पर्य, अनुवाद के विभिन्न प्रकार – भाषान्तरण, सारानुवाद तथा रूपान्तरण में साम्य –वैषम्य | अनुवाद के प्रमुख प्रकार-कार्यालयी, साहित्यिक, ज्ञान-विज्ञानपरक, विधिक, वाणिज्यिक |
- 2 अनुवाद के शिल्पगत भेद : अविकल अनुवाद (लिटरल), भावानुवाद, छायानुवाद, आशु अनुवाद, नाट्यानुवाद डबिंग, कम्प्यूटर, अनुवाद | साहित्यिक अनुवाद के प्रमुख रूप-काव्यानुवाद, कथानुवाद, नाट्यानुवाद |
- 3 वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुहावरे, लोकोक्तियों का अनुवाद, संक्षिप्तारों तथा कूटपदों का अनुवाद | अनुवाद की अर्हता और सफल अनुवाद के गुण |
- 4 अनुवाद : प्रयोगात्मक : अंग्रेजी से हिन्दी में अनुवाद |

संदर्भ – ग्रंथ :

- 1 कार्यालयी अनुवाद की समस्याएँ – डॉ. भोलानाथ तिवारी, शब्दकार प्रकाशन, दिल्ली |
- 2 विदेश भाषाओं से अनुवाद की समस्याएँ – डॉ. भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली |
- 3 अनुवाद : भाषाएँ – डॉ. विश्वनाथ अय्यर, ज्ञान गंगा, दिल्ली |
- 4 वैज्ञानिक साहित्यिक अनुवाद की समस्याएं | डॉ. भोलानाथ तिवारी, प्रकाशन, दिल्ली |
- 5 अनुवाद सिद्धांत और व्याख्यान, मंजुला दास, पराग प्रकाशन, दिल्ली |
- 6 अनुवाद की समस्याएँ, जी. गोपीनाथ, लोकभारती, इलाहाबाद |

C B C S
AECC
MIL (HINDI)
Paper – 1

सेमेस्टर 1
घंटे ए इ सी सी

समय : तीन

कुल =25

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे- क) हिन्दी व्याकरण के स्वरूप से परिचित होंगे ख) हिन्दी व्याकरण के स्वरूप, मुख्य विषय से परिचित होंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं से सफल हो सकेंगे |

हिन्दी व्याकरण और रचना

पाठ्यविषय :-

- 1 हिन्दी व्याकरण एवं रचना – संज्ञा, सर्वनाम, विशेषण, क्रिया एवं अव्यय का परिचय | उपसर्ग, प्रत्यय तथा समास | पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द शुद्धि, मुहावरे और लोकोक्तियाँ |
- 2 पत्र – लेखन : व्यक्तिगत, व्यावसायिक, सरकारी, अर्धसरकारी, सूचना, परिपत्र |
- 3 पल्लवन और संक्षेपण, भावार्थ लेखन |
- 4 निबंध लेखन : समसामयिक, सामाजिक, जीवनीपरक और विज्ञान संबंधी |

संदर्भ ग्रंथ :

- 1 आधुनिक हिन्दी व्याकरण और रचना, वसुदेवनंदन प्रसाद, भारती भवन, पटना |
- 2 हिन्दी व्याकरण, कामता प्रसाद गुप्त
- 3 हिन्दी निबंध रत्नाकर – डॉ. सुनीता चौहान, राधा प्रकाशन, आगरा |
- 4 प्रयोजनमूलक हिन्दी, कमलेश्वर भट्ट एवं कमला कौशिक, शारदा प्रकाशन, दिल्ली |

C B C S
A E C C
MIL (HINDI)
paper – II

समय : तीन घंटे

कुल =25

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे- क) हिन्दी भाषा के व्याकरणिक पक्ष को जान सकेंगे | ख) हिन्दी वर्ण के प्रकार को जान सकेंगे | विशेष – अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

हिन्दी भाषा और संप्रेषण

पाठ्यविषय :-

- 1 भाषा की परिभाषा, प्रकृति एवं विविध रूप | हिन्दी भाषा की विशेषताएँ : क्रिया, विभक्ति, सर्वनाम, विशेषण एवं अव्यय संबंधी |
- 2 हिन्दी की वर्ण – व्यवस्था : स्वर एवं व्यंजन | स्वर के प्रकार – ह्रस्व, दीर्घ, तथा संयुक्त | व्यंजन के प्रकार – स्पर्श, अन्तस्थ, ऊष्म, अल्पप्राण, महाप्राण, घोष तथा अघोष | वर्णों का उच्चारण स्थान : कंठ्य, तालव्य, मुद्ग्न्य, दन्त्य ओष्ठ्य तथा दन्तोष्ठ्य |
- 3 बलाघात, संगम, अनुतान, तथा संधि |
- 4 भाषा संप्रेषण के चरण : श्रवण, अभिव्यक्ति, वचन तथा लेखन | हिन्दी वाक्य रचना, वाक्य और उपवाक्य | वाक्य भेद | वाक्य का रूपान्तर |

संदर्भ ग्रंथ –

- 1 भाषाविज्ञान – भोलानाथ तिवारी, किताब महल, दिल्ली |
- 2 हिन्दी भाषा – भोलानाथ तिवारी, किताब महल, दिल्ली |
- 3 भाषाविज्ञान – कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी |
- 4 हिन्दी भाषा का उद् गम और विकास – उदयनारायण तिवारी, लोकभारती, इलाहाबाद |
- 5 आधुनिक भाषाविज्ञान – राजमणि शर्मा, वाणी प्रकाशन, दिल्ली |

एम. ए. (हिन्दी) प्रथम वर्ष
सेमेस्टर – 1
पत्र – 2

नाटक और निबंध

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी के प्रमुख नाटकों एवं निबंधों के मर्म को समझ सकेंगे | ख) हिन्दी के प्रमुख नाटकों एवं निबंध से वर्णित विषय की विशेषताओं को चिन्हित कर सकेंगे | विशेष - अध्ययन के उपरांत प्राप्त जानकारी का उपयोग करके वे विविध प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो आलोचनात्मक प्रश्न – 2 x 12 = 24

दो सप्रसंग व्याख्या – $\frac{2 \times 8 = 16}{\text{कुल} = 40}$

पाठ्यविषय : –

- 1 जयशंकर प्रसाद – चंद्रगुप्त
- 2 मोहन राकेश – आधे-अधूरे
- 3 रामचंद्र शुक्ल – चिंतामणि – भाग -1

[[i] भाव या मनोविकार [ii] करुणा [iii] लोभ और प्रीति [iv] कविता क्या है [v] लोकमंगल की साधनावस्था [vi] रसात्मकबोध के विविध रूप

- 4 हजारीप्रसाद द्विवेदी – अशोक के फूल

[[i] बसंत आ गया है [ii] अशोक के फूल [iii] भारतीय संस्कृति की देन [iv] भारतवर्ष की सांस्कृतिक समस्या [v] साहित्यकार का दायित्व [vi] मनुष्य ही साहित्य का लक्ष्य है

सहायक ग्रंथ : –

- 1 हिन्दी नाटक उद्भव और विकास – दशरथ ओझा, राजपाल एंड संस, दिल्ली |
- 2 हिन्दी नाटक – बच्चन सिंह, |
- 3 जयशंकर प्रसाद के नाटकों का शास्त्रीय अध्ययन – जगन्नाथ प्रसाद शर्मा |
- 4 प्रसाद के नाटक – स्वरूप और संरचना – गोविन्द चातक |
- 5 मोहन राकेश और उनके नाटक – गिरीश रस्तोगी |
- 6 रामचंद्र शुक्ल – शिवनाथ |

- 7 शांतिनिकेतन से शिवालिक – संपा. शिवप्रसाद सिंह |
- 8 रामचंद्र शुक्ल – मलयज, राजकमल प्रकाशन, दिल्ली |
- 9 हिन्दी का गद्य साहित्य – रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी |
- 10 रंग-दर्शन – नेमिचंद्र जैन |
- 11 चिंतामणि मीमांसा – राजमल बोरा |

एम. ए. (हिन्दी) प्रथम वर्ष
सेमेस्टर – 1
पत्र – 3
भाषा – विज्ञान

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) भाषा विज्ञान से सम्बन्धित महत्वपूर्ण तथ्यों एवं नियमों को जान सकेंगे | ख) भाषा विज्ञान और व्याकरण से सम्बन्धित महत्वपूर्ण गंभीर विशेषता को जान सकेंगे | विशेष- अध्ययन उपरांत प्राप्त जानकारी का उपयोग कर के विभिन्न प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो आलोचनात्मक प्रश्न – $2 \times 12 = 24$

दो लघु उत्तरीय प्रश्न – $\frac{2 \times 8 = 16}{\text{कुल} = 40}$

पाठ्यविषय –

- 1 भाषा और भाषा विज्ञान – भाषा की परिभाषा और अभिलक्षण, भाषा – व्यवस्था और भाषा व्यवहार, भाषा-संरचना और भाषिक-प्रकार्य | भाषाविज्ञान स्वरूप एवं व्यक्तित्व प्राप्ति अध्ययन की दिशाएँ वर्णनात्मक, ऐतिहासिक और तुलनात्मक |
- 2 स्वनप्रक्रिया :- स्वन विज्ञान का स्वरूप और शाखाएँ, वागवयव और उनके कार्य अवधारणा और स्वनों का वर्गीकरण, स्वनगुण, स्वनिक परिवर्तन | स्वनिम विज्ञान, स्वरूप, स्वनिम के भेद, की अवधारणा स्वनिमिक विश्लेषण |
- 3 व्याकरण – रूपप्रक्रिया का स्वरूप और शाखाएँ, रूपिम की अवधारणा और भेद, मुक्त और अर्धदर्शी और संबंध दर्शी, संबंधदर्शी रूपिम के भेद और प्रकार्य | वाक्य की अवधारणा अभिहितान्वयवाद और अन्वयताभिधानवाद, वाक्य के भेद, वाक्य विश्लेषण, निकटतम अवयव विश्लेषण, गहन-संरचना और वाह्य-संरचना |
- 4 अर्थविज्ञान – अर्थ की अवधारणा, शब्द और अर्थ का संबंध, पर्यायता, अनेकार्थक विलोमता, अर्थ परिवर्तन |

सहायक ग्रंथ –

- 1 सामान्य भाषा विज्ञान – बाबूराम सक्सेना, हिन्दी साहित्य सम्मलेन |
- 2 भाषा विज्ञान की भूमिका – देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली |
- 3 भाषा विज्ञान – भोलानाथ तिवारी, किताब महल, इलाहाबाद |
- 4 भाषा – ब्लूमफिल्ड, मोतीलाल बनारसी दास, दिल्ली |
- 5 अनुप्रयुक्त भाषा विज्ञान – सिद्धांत और व्यवहार – रवीन्द्रनाथ श्रीवास्तव, केंद्रीय हिन्दी संस्थान, आगरा |
- 6 भाषा विज्ञान रसायन – कैलाशनाथ पाण्डेय |

एम. ए. (हिन्दी) प्रथम वर्ष
सेमेस्टर – 1 पत्र – 4

हिन्दी साहित्य का इतिहास (आरंभ से रीतिकाल तक)

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) छात्र हिन्दी साहित्य के तीन महत्वपूर्ण कालखंडों, साहित्यिक उपलब्धियों से परिचित हो सकेंगे | ख) छात्र हिन्दी साहित्य से सम्बन्धित तीन कालखंडों की साहित्यिक प्रवृत्तियों से परिचित हो सकेंगे | विशेष-अध्ययन के उपरांत छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो आलोचनात्मक प्रश्न – 2 x 12 = 24

दो लघु उत्तरीय प्रश्न – $\frac{2 \times 8}{\text{कुल}} = 16$

कुल = 40

पाठ्यविषय –

- 1 इतिहास – दर्शन और साहित्येतिहास |
- 2 हिन्दी साहित्य के इतिहास लेखन की परंपरा, आधारभूत सामग्री और साहित्येतिहास के पुर्नलेखन की समस्याएँ |
- 3 हिन्दी साहित्य का इतिहास – काल विभाजन, सीमानिर्धारण और नामकरण |
- 4 हिन्दी साहित्य – आदिकाल की पृष्ठभूमि सिद्ध और नाथ – साहित्य रासो – काव्य, जैन – साहित्य |
- 5 हिन्दी साहित्य के आदिकाल का ऐतिहासिक परिदृश्य, साहित्य प्रवृत्तियाँ, काव्यधाराएँ, गद्य, साहित्य, प्रतिनिधि रचनाकार और उनकी रचनाएँ |
- 6 पूर्व मध्यकाल (भक्तिकाल) ऐतिहासिक पृष्ठभूमि, सांस्कृतिक चेतना एवं भक्ति-आन्दोलन, विभिन्न काव्य धाराएँ तथा उनका अवदान |
- 7 प्रमुख निर्गुण संत कवि और उनका अवदान |
- 8 भारत में सूफी मत का विकास तथा प्रमुख सूफी कवि और काव्यग्रंथ, सूफी काव्य में भारतीय संस्कृति एवं लोकजीवन के तत्व |

- 9 राम और कृष्ण काव्य, रामकृष्ण काव्येतर काव्य, प्रमुख कवि और उनका रचनागत वैशिष्ट्य | भक्तिकालीन गद्य साहित्य |
- 10 उत्तरमध्यकाल (रीतिकाल) की ऐतिहासिक पृष्ठभूमि, काल-सीमा और नामकरण, दरबारी संस्कृति और लक्षण-ग्रंथों की परंपरा, रीतिकालीन साहित्य की विभिन्न धाराएँ (रीतिबद्ध, रीति सिद्ध और रीतिमुक्त) **प्रवृत्तियाँ** और विशेषताएँ, प्रतिनिधि रचनाकर और रचनाएँ | रीतिकालीन गद्य साहित्य |

सहायक ग्रंथ –

- 1 साहित्य का इतिहास – दर्शन, नलिनविलोचन शर्मा, बिहार राष्ट्रभाषा परिषद्, पटना |
- 2 साहित्य और इतिहास दृष्टि – मैनेजर पाण्डेय |
- 3 हिन्दी साहित्य के इतिहासों का इतिहास – किशोरीलाल गुप्त, विभु प्रकाशन, साहिबाबाद |
- 4 हिन्दी साहित्य का इतिहास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा |
- 5 हिन्दी साहित्य की भूमिका – हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली |
- 6 हिन्दी साहित्य का अतीत (भाग -1) – विश्वनाथ प्रसाद मिश्र, वाणीवितान, वाराणसी |
- 7 हिन्दी साहित्य का इतिहास – संपा नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 8 हिन्दी साहित्य का दूसरा इतिहास – बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 9 हिन्दी साहित्य का आधा इतिहास – सुमनराजे, भारतीय ज्ञानपीठ |
- 10 हिन्दी साहित्य का वैज्ञानिक इतिहास – डॉ. गणपति चंद्रगुप्त |
- 11 साहित्य इतिहास दर्शन की दृष्टि से हिन्दी साहित्य की विकास-प्रक्रिया का अध्ययन, हरीशचंद्र मिश्र, भाषा संस्थान, इलाहाबाद |

एम. ए. (हिन्दी) प्रथम वर्ष
सेमेस्टर – 2 पत्र – 5
छायावादोत्तर काव्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) छात्र छायावादोत्तर कालखंड के चार महत्वपूर्ण कवियों की कविताओं और उनकी विशेषताओं से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जज्कारी का उपयोग का छात्र विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो आलोचनात्मक प्रश्न – 2 x 12 = 24

दो सप्रसंग व्याख्या – $2 \times 8 = 16$
कुल = 40

पाठ्यविषय –

- 1 अज्ञेय : अज्ञेय की प्रतिनिधि कविताएँ – सं. विद्यानिवास मिश्र (नदी के द्वीप, असाध्य वीणा, बावरा अहेरी)
- 2 मुक्तिबोध : प्रतिनिधि कविताएँ, **मुक्तिबोध**, राजकमल प्रकाशन, दिल्ली (अँधेरे में, ब्रह्मराक्षस)
- 3 रामधारी सिंह दिनकर : उर्वशी (तृतीय अंक), उद्याचल, पटना |

- 4 शमशेर बहादुर सिंह : प्रतिनिधि कविताएँ (बात बोलेगी, चुका भी हूँ मैं नहीं, राग, सावन, काल तुझसे होड़ है मेरी) |

सहायक ग्रंथ –

- 1 नयी कविता और अस्तित्ववाद – रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
- 2 कविता के नये प्रतिमान – नामवर सिंह, राजकमल प्रकाशन, दिल्ली |
- 3 अज्ञेय और आधुनिक रचना की समस्याएँ – रामस्वरूप चतुर्वेदी |
- 4 अज्ञेय की कविता : एक मूल्यांकन – चन्द्रकान्त बांदिवाड़ेकर, विनोद पुस्तक मंदिर, आगरा |
- 5 निराला और मुक्तिबोध – नन्दकिशोर नवल, राधाकृष्ण प्रकाशन, दिल्ली |
- 6 मुक्तिबोध : ज्ञान और संवेदना – नन्दकिशोर नवल, राधाकृष्ण प्रकाशन, दिल्ली |
- 7 उर्वशी : उपलब्धि और सीमा – विजेन्द्र नारायण सिंह |
- 8 उर्वशी : विचार और विश्लेषण – सं. वचनदेव कुमार |
- 9 कुछ पूर्वग्रह : अशोक वाजपेयी |

एम. ए. (हिन्दी) प्रथम वर्ष
सेमेस्टर – 2 पत्र – 6
कथासाहित्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी कथासाहित्य के महत्वपूर्ण कथाकारों और उनके कथा साहित्य को जान सकेंगे | ख) कथा साहित्य के मर्म को समझते हुए उनकी विशेषता को चिन्हित कर सकेंगे | विशेष -अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर वे विभिन्न प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो आलोचनात्मक प्रश्न – 2 x 12 = 24

दो सप्रसंग व्याख्या – 2 x 8 = 16
कुल = 40

पाठ्य विषय –

1	प्रेमचंद	:	गोदान
2	हजारीप्रसाद द्विवेदी	:	बाणभट्ट की आत्मकथा
3	अज्ञेय	:	शेखर एक जीवनी
4	फणीशरनाथ रेणु	:	मैला आँचल
5	भीष्म साहनी (सं.)	:	हिन्दी कहानी संग्रह (साहित्य अकादेमी, नई दिल्ली) (कहानियों से व्याख्या नहीं पूछी जाएगी)
	[i]		निर्मल वर्मा : परिन्दे
	[ii]		कमलेश्वर : खोयी हुई दिशाएँ
	[iii]		राजेन्द्र यादव : जहाँ लक्ष्मी कैद है
	[iv]		मन्नु भंडारी : त्रिशंकु
	[v]		ज्ञानरंजन : घंटा
	[vi]		मार्कंडेय : हंसा जाई अकेला
	[vii]		कृष्णा सोबती : बादलों के घेरे
	[viii]		उषा प्रियंवदा : वापसी
	[ix]		भीष्म साहनी : वाड्चु
	[x]		काशीनाथ सिंह : अपना रास्ता लो बाबा

सहायक ग्रंथ –

- 1 हिन्दी उपन्यास – शिवनारायण श्रीवास्तव, सरस्वती मंदिर, वाराणसी |
- 2 हिन्दी उपन्यास का इतिहास – गोपाल राय |
- 3 प्रेमचंद और उनका युग – रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
- 4 प्रेमचंद : एक विवेचन – इन्द्रनाथ मदान |
- 5 उपन्यासकार हजारीप्रसाद द्विवेदी – त्रिभुवन सिंह |
- 6 अज्ञेय का कथासाहित्य – ओमप्रभाकर |
- 7 अधूरे साक्षात्कार – नेमिचंद्र जैन |
- 8 हिन्दी के आंचलिक उपन्यासों में जीवन सत्य – इन्द्रप्रकाश पाण्डेय, नेशनल पब्लिशिंग हाउस, दिल्ली |

- 9 आंचलिक उपन्यास – जवाहर सिंह |
- 10 कहानी : नयी कहानी – नामवर सिंह, राजकमल प्रकाशन, दिल्ली |
- 11 आज की हिन्दी कहानी – विजयमोहन सिंह |
- 12 अज्ञेय और उनके उपन्यास – गोपाल राय, अनुपम प्रकाशन, पटना |
- 13 गोदान का मूल्यांकन – सत्यप्रकाश मिश्र, नई कहानी प्रकाशन, इलाहाबाद |
- 14 शेखर : एक जीवनी : विविध आयाम – सं. रामकमल राय, अभिव्यक्ति प्रकाशन, इलाहाबाद |
- 15 मैला आंचल का महत्व – मधुरेश, सुमित प्रकाशन, इलाहाबाद |

एम. ए. (हिन्दी) प्रथम वर्ष

सेमेस्टर – 2 पत्र – 7

हिन्दी भाषा और प्रयोजनमूलक हिन्दी

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी भाषा के विभिन्न रूप को गंभीरता से जान सकेंगे |ख) हिन्दी के प्रयोजनपरक रूप को जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो दीर्घउत्तरीय प्रश्न – $2 \times 12 = 24$

दो लघु उत्तरीय प्रश्न – $2 \times 8 = 16$

कुल = 40

पाठ्यविषय –

- 1 हिन्दी की ऐतिहासिक पृष्ठभूमि :- प्राचीन भारतीय आर्य भाषाएँ – वैदिक तथा लौकिक संस्कृत और उनकी विशेषताएँ | मध्यकालीन भारतीय आर्य भाषाएँ – पालि, प्राकृत, शौरसेनी, अर्धमागधी, अपभ्रंश और उनकी विशेषताएँ | आधुनिक भारतीय आर्य भाषाएँ और उनका वर्गीकरण |
- 2 हिन्दी का भौगोलिक विस्तार :- हिन्दी की उपभाषाएँ, पश्चिमी हिन्दी, पूर्वी हिन्दी, राजस्थानी, बिहारी तथा पहाड़ी हिन्दी और उनकी बोलियाँ | खड़ी बोली, ब्रज और अवधी की विशेषताएँ |
- 3 हिन्दी का भाषिक स्वरूप :- हिन्दी की स्वनिम व्यवस्था, खंड्य, खंडयेतर, | हिन्दी शब्द रचना – उपसर्ग प्रत्यय, समास | रूपरचना – लिंग, वचन और कारक-व्यवस्था के संदर्भ हिन्दी के संज्ञा, सर्वनाम विशेषण और क्रियारूप | हिन्दी वाक्य – रचना : पदकन और अन्विति |
- 4 हिन्दी के विविध रूप :- संपर्क – भाषा, राष्ट्रभाषा, राजभाषा के रूप में हिन्दी, माध्यम संचार भाषा, हिन्दी की सांविधानिक स्थिति |
- 5 हिन्दी में कम्प्यूटर सुविधाएँ – आंकड़ा, संसाधन और शब्द-संसाधन, वर्तनी-शोधक, मशीनी अनुवाद, हिन्दी भाषा शिक्षण |

सहायक ग्रंथ –

- 1 भारतीय आर्यभाषा और हिन्दी – सुनीति कुमार चटर्जी, राजकमल प्रकाशन, दिल्ली |
- 2 हिन्दी भाषा का इतिहास – धीरेन्द्र वर्मा, हिन्दुस्तानी एकेडमी, प्रयाग |
- 3 हिन्दी भाषा का **उद् गम** और विकास – उदय नारायण तिवारी, भारती भंडार, प्रयाग |
- 4 हिन्दी भाषा – हरदेव बाहरी, अभिव्यक्ति प्रकाशन, इलाहाबाद |
- 5 राजभाषा हिन्दी : विकास के विविध आयाम – मल्लिक मुहम्मद |
- 6 प्रयोजनमूलक हिन्दी – रघुनन्दन प्रसाद शर्मा, विश्वविद्यालय प्रकाशन, वाराणसी |

एम. ए. (हिन्दी) प्रथम वर्ष

सेमेस्टर – 2

पत्र – 8

हिन्दी साहित्य का इतिहास (भारतेन्दुयुग से वर्तमानकाल तक)

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी साहित्य के आधुनिककाल की विशेषता को जान सकेंगे | ख) आधुनिककालीन सभी विधाओं का इतिहास जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त ज्ञान का उपयोग वे विभिन्न प्रतियोगी परीक्षाओं सफलता प्राप्त करने में करेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो दीर्घउत्तरीय प्रश्न – 2 x 12 = 24

दो लघुत्तरिय प्रश्न – $\frac{2 \times 8 = 16}{\text{कुल} = 40}$

पाठ्यविषय –

- 1 आधुनिक काल की सामाजिक, राजनीतिक, आर्थिक एवं सांस्कृतिक पृष्ठभूमि, सन् 1857 की राजक्रांति और पुनर्जागरण |
- 2 भारतेन्दु युग – प्रमुख साहित्यकार, रचनाएँ और साहित्यिक विशेषताएँ |
- 3 द्विवेदी युग – प्रमुख साहित्यकार, रचनाएँ और साहित्यिक विशेषताएँ |
- 4 हिन्दी स्वच्छंदतावादी चेतना का अग्रिम विकास – छायावादी काव्य : प्रमुख साहित्यकार रचनाएँ और साहित्यिक विशेषताएँ |

5	छायावादी काव्य की विविध प्रवृत्तियाँ – प्रगतिवाद, प्रयोगवाद, नयी कविता, नवगीत, समकालीन कविता प्रमुख साहित्यकार, रचनाएँ और साहित्यिक विशेषताएँ	उत्तर
6	न्दी गद्य की प्रमुख विधाओं (कहानी, उपन्यास, नाटक, निबन्ध, संस्मरण, रेखाचित्र, जीवनी, आत्मकथा, रिपोर्टार्ज आदि) का विकास	हि
7	न्दी आलोचना का उद्भव और विकास	हि
8	बिखनी हिन्दी साहित्य का संक्षिप्त परिचय	द
9	दू साहित्य का संक्षिप्त परिचय	उ
10	न्दीतर क्षेत्रों तथा देशान्तर में हिन्दी भाषा और साहित्य	हि

सहायक ग्रंथ –

- 1 हिन्दी साहित्य का इतिहास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी |
- 2 हिन्दी साहित्य उद्भव और विकास – हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली |
- 3 हिन्दी साहित्य का इतिहास – संपा. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 4 आधुनिक हिन्दी साहित्य का इतिहास – बच्चन सिंह |
- 5 हिन्दी साहित्य का दूसरा इतिहास – बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 6 हिन्दी साहित्य का आधा इतिहास – सुमन राजे |
- 7 हिन्दी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी, इलाहाबाद |
- 8 आधुनिक हिन्दी साहित्य का इतिहास – लक्ष्मीसागर वाष्णेर्य |
- 9 लोकजागरण और हिन्दी साहित्य – रामविलास शर्मा |
- 10 महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण – रामविलास शर्मा |
- 11 भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ – रामविलास शर्मा |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 3 पत्र – 9
आदिकालीन काव्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) आदिकालीन काव्य की महत्वपूर्ण विशेषताओं को जान सकेंगे | ख) आदिकालीन काव्य प्रवृत्तियों से परिचित होंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो दीर्घउत्तरीय प्रश्न – $2 \times 12 = 24$

दो व्याख्या प्रश्न – $2 \times 8 = 16$

कुल = 40

पाठ्यविषय –

- 1 सिद्ध साहित्य : हिन्दी काव्यधारा – राहुल सांकृत्यायन (सरहपा दोहा 1 से 9 तक) |
- 2 नाथ साहित्य : गोरखबानी – संपा. पीताम्बरदत्त बड़थवाल (पद 1 से 20 तक) |
- 3 रासो साहित्य : पृथ्वीराज रासो – संपा. माताप्रसाद गुप्त (कयमास वध और संयोगिता परिचय प्रसंग) |
- 4 विद्यापति : मैथिल कोकिल विद्यापति – सं. ब्रजनंदन सहाय, नागरी प्रचारिणी सभा | (वसंत-वर्षण पद 1 से 10 तक, विरह और प्रबोध 1 से 10 तक) |

सहायक ग्रंथ –

- 1 अपभ्रंश साहित्य – हरिवंश कोछड़
- 2 सिद्ध साहित्य – धर्मवीर भारती
- 3 बजयानी सिद्ध सरहपाद – द्विजराम यादव
- 4 नाथ संप्रदाय – हजारीप्रसाद द्विवेदी
- 5 गोरखनाथ और उनका युग – रांगेय राघव
- 6 गोरखनाथ – नागेन्द्रनाथ उपाध्याय
- 7 विद्यापति – आनंद प्रकाश दीक्षित, साहित्य प्रकाशन मंदिर, ग्वालियर

- 8 चंदवरदायी और उसका काव्य – विपिनविहारी त्रिवेदी
- 9 चंदवरदायी – शांता सिंह, साहित्य अकादेमी, दिल्ली
- 10 रासो साहित्य विमर्श – माताप्रसाद गुप्त, साहित्यभवन, इलाहाबाद
- 11 आदिकालीन हिन्दी साहित्य – शम्भुनाथ पाण्डेय, विश्वविद्यालय प्रकाशन, वाराणसी
- 12 विद्यापति – शिवप्रसाद सिंह, लोकभारती, इलाहाबाद

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 3
पत्र – 10
भक्तिकाव्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी साहित्य के सर्वोधिक चर्चित कालखंड के काल का आस्वादन कर सकेंगे | ख) भक्तिकालीन काल के महत्व और उनकी विशेषता से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त ज्ञान का उपयोग वे विभिन्न प्रतियोगी परीक्षा में कर सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो आलोचनात्मक प्रश्न – 2 x 12 = 24

दो सप्रसंग व्याख्या – $\frac{2 \times 8 = 16}{\text{कुल} = 40}$

पाठ्यग्रंथ –

- 1 कबीरदास : कबीर ग्रंथावली, संपा. श्यामसुंदर दास (आरंभ से 25 पद)
- 2 जायसी पद्मावत – सं. वासुदेव शरण अग्रवाल, साहित्यसदन, चिरगाँव (नखशिख खंड दोहा 99 से 118 तक, नागमती वियोग खंड दोहा 341 से 359 तक)
- 3 सूरदास : भ्रमरगीतसार, संपा. रामचंद्र शुक्ल, लोकभारती, इलाहाबाद (आरंभ के 50 पद)
- 4 तुलसीदास : रामचरितमानस, गीताप्रेस, गोरखपुर, (केवल उत्तर कांड)

सहायक ग्रंथ –

- 1 कबीर – हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली |
- 2 कबीर साहित्य की परख – परशुराम चतुर्वेदी |
- 3 कबीर – सं. विजयेन्द्र स्नातक, राधाकृष्ण प्रकाशन, दिल्ली |
- 4 सूफीमत : साधना और साहित्य – रामपूजन तिवारी, ज्ञानमंडल, वाराणसी |
- 5 जायसी – रामपूजन तिवारी, राधाकृष्ण प्रकाशन, दिल्ली |
- 6 जायसी – विजयदेवनारायण साही, हिन्दुस्तानी एकेडमी इलाहाबाद |
- 7 सूरदास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी |

- 8 **सूरसाहित्य** – हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली |
- 9 सूरदास – ब्रजेश्वर वर्मा
- 10 भक्ति आंदोलन और सूरदास का काव्य – मैनेजर पाण्डेय, वाणी प्रकाशन, नयी दिल्ली \
- 11 तुलसीदास और उनका युग – राजपति दीक्षित, ज्ञानमंडल, वाराणसी |
- 12 तुलसीदास – माताप्रसाद गुप्त, हिन्दी परिषद, पटना |
- 13 मानस – दर्शन – श्री कृष्ण लाल, आनंद पुस्तक भवन, काशी |
- 14 लोकवादी तुलसी – विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, दिल्ली |
- 15 गोस्वामी तुलसीदास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी |
- 16 मल्लिक मुहम्मद जायसी और उनका काव्य – शिवसहाय पाठक, साहित्य भवन, इलाहाबाद |
- 17 भक्तिकाव्य यात्रा – रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद |
- 18 तुलसी की साहित्य साधना – लल्लन राय |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 3 पत्र – 11
रीतिकाव्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) हिन्दी साहित्य के एक विशेषकाल खंड रीतिकाल के महत्वपूर्ण कवियों की काव्यगत विशेषता से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त ज्ञान के आधार पर छात्र विभिन्न प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो आलोचनात्मक प्रश्न – 2 x 12 = 24

दो सप्रसंग व्याख्या – $\frac{2 \times 8 = 16}{\text{कुल} = 40}$

पाठ्यविषय –

- 1 केशवदास : रामचंद्रिका, **केशव** ग्रंथावली खंड – 2, सं. विश्वनाथ प्रसाद मिश्र (आरंभ से पाँचवे प्रकाश तक)
- 2 बिहारी : बिहारी रत्नाकर – संपा. जगन्नाथदास रत्नाकर (प्रथम सौ दोहे) |
- 3 देव : देव की दीपशिखा – संपा. विद्यानिवास मिश्र, (आरंभिक 50 सवैये) |
- 4 घनानन्द : घनानन्द **कवित्त**, संपा. विश्वनाथ प्रसाद मिश्र, (आरंभ से 25 छंद) |

सहायक ग्रंथ –

- 1 रीतिकाल की भूमिका – नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 2 केशव का आचार्यत्व – विजयपाल सिंह, राजपाल एंड संस, दिल्ली |
- 3 स्वच्छन्द काव्यधारा और घनानन्द – मनोहर लाल गोड
- 4 बिहारी का नया मूल्यांकन – बच्चन सिंह,
- 5 केशव की काव्यकला – कृष्णशंकर शुक्ल,
- 6 हिन्दी साहित्य का उत्तर मध्यकाल रीतिकाल – महेन्द्र कुमार, आर्य बुक डिपो, दिल्ली |
- 7 आचार्य केशवदास – हीरालाल दीक्षित, लखनऊ विश्वविद्यालय, लखनऊ |
- 8 देव और उनका काव्य – नगेन्द्र |
- 9 शृंगारकाल का पुनर्मूल्यांकन – रमेश कुमार शर्मा, आर्य बुक डिपो, दिल्ली |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 3 पत्र – 12

भारतीय साहित्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) छात्र भारतीय साहित्य की व्यापकता को समझ पाएँगे | ख) छात्र भारतीय साहित्य में भिन्न – भिन्न भाषा से सम्बंधित साहित्य की विशेषता से परिचित हो पाएँगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो दीर्घउत्तरीय प्रश्न – 2 x 12 = 24

दो लघुउत्तरीय प्रश्न – 2 x 8 = 16

कुल = 40

पाठ्यविषय –

- 1 भारतीय साहित्य : स्वरूप और विशेषताएँ
- 2 वेद, उपनिषद्, रामायण, महाभारत, और पुराणों का सामान्य परिचय और भारतीय साहित्य पर उनका प्रभाव |
- 3 संस्कृत साहित्य – कालिदास : काव्य और नाटक |
- 4 बांग्ला साहित्य – रवीन्द्रनाथ : काव्य और कहानी |
- 5 उर्दू साहित्य – नजीर अकबरावादी : काव्य |
- 6 तमिल साहित्य – सुभ्रमन्यम भारती : काव्य |

सहायक ग्रन्थ –

- 1 भारतीय साहित्य – नगेन्द्र, साहित्य सदन, चिरगाँव, झाँसी |
- 2 भारतीय साहित्य की भूमिका – रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |
- 3 संस्कृत साहित्य का इतिहास – बलदेव उपाध्याय, शारदा मंदिर, वाराणसी |
- 4 संस्कृत कवि दर्शन – भोलाशंकर व्यास, चौखंबा वाराणसी |
- 5 रवीन्द्र – साहित्य की समीक्षा – शिवनाथ |
- 6 बांग्ला साहित्य का इतिहास – सुकुमार सेन |
- 7 तमिल साहित्य – दक्षिण भारत हिन्दी प्रचार सभा, मद्रास |
- 8 सुब्रह्मण्य भारती : संकलित कविताएँ एवं गद्य |
- 9 उर्दू साहित्य का आलोचनात्मक इतिहास – एहतेशाम हुसैन |
- 10 रवीन्द्रनाथ की कविताएँ – साहित्य अकादेमी, दिल्ली |
- 11 गीतांजलि (अनुवाद) – प्रयाग शुक्ल, बागदेवी प्रकाशन, विकानेर |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 4 पत्र – 13
भारतीय काव्यशास्त्र

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) भारतीय काव्यशास्त्र से परिचित हो सकेंगे |ख) भारतीय काव्यशास्त्र के प्रमुख सिद्धान्तों एवं स्थापनाओं को जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो दिर्घुत्तरीय प्रश्न – 2 x 12 = 24

दो लघुत्तरीय प्रश्न – 2 x 8 = 16

कुल = 40

पाठ्यविषय –

- 1 संस्कृत काव्यशास्त्र – काव्य – लक्षण, काव्य – हेतु, काव्य – प्रयोजन, काव्य के प्रकार |
- 2 रस – सिद्धांत, रस का स्वरूप, रस – निष्पत्ति, रस के अंग, साधारणीकरण, सहृदय की अवधारणा |
- 3 अलंकार – सिद्धांत – मूल स्थापनाएँ, अलंकारों का वर्गीकरण |
- 4 रीति – सिद्धांत – रीति की अवधारणा, काव्य – गुण, रीति एवं शैली, रीति सिद्धांत की प्रमुख स्थापनाएँ |

- 5 वकोक्ति सिद्धांत – वक्रोक्ति की अवधारणा, वकोक्ति के भेद, वकोक्ति एवं अभिव्यञ्जनावाद |
- 6 ध्वनि – सिद्धांत – ध्वनि का स्वरूप, ध्वनि – सिद्धांत की प्रमुख स्थापनाएँ, ध्वनि के प्रमुख भेद, गुणीभूत व्यंग्य – चित्र – काव्य |
- 7 औचित्य – सिद्धांत – प्रमुख स्थापनाएँ, औचित्य के भेद |
- 8 रीतिकालीन कवियों का काव्यचिंतन |

सहायक ग्रंथ –

- 1 भारतीय साहित्यशास्त्र – बलदेव उपाध्याय |
- 2 संस्कृत आलोचना – बलदेव उपाध्याय |
- 3 काव्यशास्त्र – भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी |
- 4 भारतीय काव्यशास्त्र के नए क्षितिज – राममूर्ति त्रिपाठी, राजकमल प्रकाशन, दिल्ली |
- 5 संस्कृत काव्यशास्त्र का इतिहास – पी. व्ही. काणे, मोतीलाल बनारसी दास, दिल्ली |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 4
पत्र – 14
पाश्चात्य काव्यशास्त्र

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) पाश्चात्य काव्यशास्त्र से सम्बन्धित प्रमुख सिद्धांतों और विचारों को जान सकेंगे |
ख) पाश्चात्य काव्यशास्त्र की गंभीर विशेषताओं से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त ज्ञान का उपयोग करते हुए
विभिन्न प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो दीर्घउत्तरीय प्रश्न – 2 x 12 = 24

दो लघुत्तरीय प्रश्न – 2 x 8 = 16

कुल = 40

पाठ्य विषय –

पाश्चात्य काव्यशास्त्र

- 1 प्लेटो : काव्य – सिद्धांत |
- 2 अरस्तू – अनुकरण सिद्धांत – त्रासदी – विरेचन |
- 3 लोजाईनस – उदात्त की अवधारण |
- 4 ड्राइडन के काव्य – सिद्धांत |
- 5 वडर्सवर्थ : काव्य – भाषा का सिद्धांत |
- 6 काँलरिज – कल्पना सिद्धांत और ललित कल्पना |
- 7 मैथ्यू आर्नल्ड – आलोचना का स्वरूप और प्रकार्य |
- 8 टी. एस. इलियट्ट – परंपरा की परिकल्पना और वैयक्तिक प्रज्ञा, निर्वैयक्तिका का सिद्धांत, वस्तुनिष्ठ समीकरण, संवेदनशीलता का असाहचर्य |
- 9 आइ. ए. रिचर्ड्स – रागात्मक अर्थ, संवेगों, का संतुलन, व्यवहारिक आलोचना |
- 10 सिद्धांत और वाद – आभिजात्यवाद, स्वच्छंदतावाद, अभिव्यंजनावाद, मार्क्सवाद, मनोविश्लेषण तथा अस्तित्ववाद |
- 11 आधुनिक समीक्षा की विशिष्ट प्रवृत्तियाँ – संरचनावाद, शैलीविज्ञान, विखंडनवाद, उत्तर – आधुनिकतावाद |

सहायक ग्रंथ –

- 1 पाश्चात्य समीक्षा दर्शन – जगदीशचंद्र जैन, हिन्दी प्रचारक संस्थान, वाराणसी |
- 2 पाश्चात्य काव्यशास्त्र – देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 3 पाश्चात्य काव्यशास्त्र – तारकनाथ बाली |
- 4 पाश्चात्य साहित्य चिंतन – निर्मला जैन, राधाकृष्ण प्रकाशन, दिल्ली |
- 5 आलोचक और आलोचना – बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली |

एम. ए. (हिन्दी) द्वितीय वर्ष

सेमेस्टर – 4 पत्र – 15

हिन्दी आलोचना

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) हिन्दी आलोचना के प्रकार से परिचित हो सकेंगे | ख) हिन्दी के विभिन्न महत्वपूर्ण आलोचकों की आलोचना दृष्टि को जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रकार की परीक्षाओं में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो दीर्घउत्तरीय प्रश्न – $2 \times 12 = 24$

दो लघु उत्तरीय प्रश्न – $2 \times 8 = 16$

कुल = 40

पाठ्यविषय –

- 1 शुक्लयुगीन आलोचना : महावीर प्रसाद द्विवेदी, रामचंद्र शुक्ल, विश्वनाथ प्रसाद मिश्र, गुलाब राय |
- 2 छायावादी कवियों की आलोचना : प्रसाद, निराला, पन्त और महादेवी |
- 3 शुक्लोत्तर आलोचना : हजारी प्रसाद द्विवेदी, नन्ददुलारे वाजपेयी, नगेन्द्र, नलिन विलोचन शर्मा, देवीशंकर अवस्थी, विजयदेव नारायण साही, रामचंद्र तिवारी, रामस्वरूप चतुर्वेदी |
- 4 प्रगतिवादी आलोचना : शिवदान सिंह, चौहान, प्रकाशचंद्र गुप्त, मुक्तिबोध, रामविलास शर्मा, नामवर सिंह, शिवकुमार मिश्र, मैनेजर पाण्डेय, नन्दकिशोर नवल |
- 5 दलित विमर्श और स्त्री – विमर्श |

सहायक ग्रंथ –

- 1 हिन्दी आलोचक : शिखरों का साक्षात्कार – रामचंद्र तिवारी, लोकभारती, इलाहाबाद |
- 2 हिन्दी आलोचना – विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, दिल्ली |
- 3 हिन्दी आलोचना का विकास – नन्दकिशोर नवल, राजकमल प्रकाशन, दिल्ली |
- 4 समकालीन हिन्दी आलोचना – परमानन्द श्रीवास्तव, साहित्य अकादेमी, दिल्ली |
- 5 आलोचक और आलोचना – बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली |
- 6 रामचंद्र शुक्ल और हिन्दी आलोचना – रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली |

- 7 दूसरी परंपरा की खोज – नामवर सिंह, राजकमल प्रकाशन, दिल्ली |
- 8 रीतिकाल के कवियों की मौलिक देन – किशोरी लाल |
- 9 कवि शिक्षा की परंपरा और हिन्दी रीति साहित्य – सत्यप्रकाश मिश्र |
- 10 दलित साहित्य की अवधारणा – कँवल भारती, बोधिस्त्व प्रकाशन, रामपुर |
- 11 दलित साहित्य : एक मूल्यांकन – चमनलाल, राजपाल एंड संस, दिल्ली |
दलित साहित्य का सौंदर्यशास्त्र – ओमप्रकाश बाल्मीकि, राधाकृष्ण प्रकाशन, दिल्ली |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 4 पत्र – 16 (वैकल्पिक)

तुलसीदास

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) भक्तिकाल के सर्वोच्च चर्चित कवि तुलसीदास की भक्ति-भावना, काव्य विशेषता को विस्तार से जान सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो दीर्घउत्तरीय प्रश्न – 2 x 12 = 24

दो व्याख्या – 2 x 8 = 16

कुल = 40

पाठ्य विषय –

1 रामचरितमानस (अयोध्याकाण्ड सम्पूर्ण) – गीताप्रेस, गोरखपुर |

2

नय पत्रिका (पद – [1,9,19,21,30,32,41,45,48,65,66,68,72,73,78,79,91,105,107,111,114,])
गीताप्रेस, गोरखपुर |

3

वितावली (उत्तरकांड सम्पूर्ण) – गीताप्रेस, गोरखपुर |

4

तावली (बालकांड – 5,7,18,23,29,35,47,57,76,106.) गीताप्रेस, गोरखपुर |

सहायक ग्रंथ –

1

स्वामी तुलसीदास – रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी |

वि

क

गी

गो

2	लसीदास – माताप्रसाद गुप्त	तु
3	मकथा : उत्पत्ति और विकास – फादर कामिल बुल्के, हिन्दी परिषद् प्रयाग	रा
4	लसीदास और उनका युग – राजपति दीक्षित	तु
5	लसीदास – भगीरथ मिश्र	तु
6	नस दर्शन – श्रीकृष्ण लाल, आनंद पुस्तक भवन, काशी	मा
7	नस की रुसी भूमिका (हिन्दी अनुवाद) – वारालिकोन, विद्यामंदिर, लखनऊ	मा
8	लसीदास – ग्रियर्सन, राजकमल प्रकाशन, दिल्ली	तु
9	लसी आधुनिक वातायन से – रमेश कुंतल मेघ तुलसीदास – संपा. वासुदेव सिंह, अभिव्यक्ति प्रकाशन, इलाहाबाद	तु

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 4
पत्र – 16 (वैकल्पिक)
(ख) प्रेमचंद

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) हिन्दी के कथा सम्राट के कथा साहित्य और उनकी विशेषता को गंभीरता से समझ सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग करते हुए छात्र विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 + 10 = 50

दो दीर्घउत्तरीय प्रश्न – $2 \times 12 = 24$

दो लघूत्तरीय प्रश्न – $2 \times 8 = 16$
कुल = 40

पाठ्यविषय –

- 1 उपन्यास : सेवासदन, प्रेमाश्रम, रंगभूमि, कर्मभूमि |
- 2 नाटक : कर्बला |
- 3 आलोचना : साहित्य का उद्देश्य |

- 4 कहानियाँ – कफन, पूस की राज, शतरंज के खिलाडी, सवा सेर गेहूं, सदगति, ठाकुर का कुआँ, पंच परमेश्वर, ईदगाह, दूध का दाम, दो वैलों की कथा |

सहायक ग्रंथ –

- 1 प्रेमचंद घर में – शिवरानी देवी |
- 2 प्रेमचंद : कलम का सिपाही – अमृत राय |
- 3 प्रेमचंद और उनका युग – रामविलास शर्मा |
- 4 प्रेमचंद : जीवन, कला एवं कृतित्व – हंसराज रहबर |
- 5 प्रेमचंद : एक अध्ययन – राजेश्वर गुरु |
- 6 प्रेमचंद : एक विवेचन – इंद्रनाथ मदान |

एम. ए. (हिन्दी) द्वितीय वर्ष
सेमेस्टर – 4 पत्र – 16 (वैकल्पिक)

जयशंकर प्रसाद

इस पाठ के अध्ययन के उपरांत छात्र जान सकेंगे – क) छायावाद के प्रमुख कवि, नाटककार कहानीकार प्रसाद के साहित्य की महत्वपूर्ण विशेषता से परिचित हो सकेंगे | विशेष -अध्ययन के उपरांत प्राप्त ज्ञान का उपयोग कर छात्र विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

समय : तीन घंटे

पूर्णांक : 40 +10 = 50

दो दीर्घउत्तरीय प्रश्न – $2 \times 12 = 24$

दो लाघुत्तारिया प्रश्न – $2 \times 8 = 16$

कुल = 40

पाठ्यविषय –

- 1 काव्य : आँसू (संपूर्ण), लहर (प्रलय की छाया, अशोक की चिंता, पेशोला की प्रतिध्वनि, शेरसिंह का शस्त्र समर्पण |

- 2 नाटक : अजातशत्रु, जनमेजय का नागयज्ञ, ध्रुवस्वामिनी \
- 3 उपन्यास : कंकाल, तितली |
- 4 कहानी : भिखारिन, प्रतिध्वनि, चुडीवाली, मधुआ, गुण्डा |
- 5 साहित्य चिंतन : काव्य और कला तथा अन्य निबंध |

सहायकग्रंथ –

- 1 जयशंकर प्रसाद – नन्ददुलारे वाजपेयी |
- 2 जयशंकर प्रसाद : वस्तु और कला – रामेश्वर खण्डेलवाल |
- 3 प्रसाद और उनका साहित्य – विनोदशंकर व्यास |
- 4 प्रसाद का काव्य – प्रेमशंकर |
- 5 प्रसाद के नाटकों का शास्त्रीय अध्ययन – जगन्नाथ प्रसाद शर्मा |

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NEW SYLLABUS FOR M.PHIL PROGRAMME IN HINDI

(To be implemented from 2019-20)

(Semester System)

Department of Hindi, Bhasha-Bhavana, Visva-Bharati

The M.Phil programme in Hindi shall be of two years of duration divided into four semester. The duration of examination shall be four hours for paper of 4 credits/100 marks. The dissertation shall be completed and submitted at the end of the second year. Candidates shall have to secure 55% marks in final aggregate.

Semester – 1

Paper – 1 (Research Methodology)

4 credits/100 Marks

Unit – 1

Basic characteristics for procedures of research

The qualification of Researcher. Types of Research, Manuscripts logy.

Unit – 2

Types of research textual method, survey of research and modern trends to facilitate the modern formulation, qualitative and quantitative research. Selection of specific problem, hypothesis.

Unit – 3

Date collection, interview field study, library consultation, computer application, tools of research study of documentation

Unit – 4

Selection and coalition of research materials, preparation of paper for research journal. Use of the diacritic. I marks and procedure of proof correction, outlines of research design, formal constituency of thesis.

Reference

- 1 Research methodology – S. N. Murty, Tirupati
- 2 Research methodology and methods techniques – C. R. Kothari – New Age International Publishers, New Delhi
- 3 How to write a research paper – Pargamon Press, London, 1972
- 4 Aspects of Manuscriptology – Ratna Basu, Asiatic Society
- 5 अनुवाद प्राविधि, सिद्धांत प्रक्रिया – एस. एन. गणेशन
- 6 शोध और सिद्धांत – डॉ. नगेन्द्र नेशनल पब्लिसी हाउस, दिल्ली
- 7 अनुसंधान के सिद्धांत – डॉ. रवीन्द्र कुमार जैन, नेशनल पब्लिसी हाउस, दिल्ली
- 8 अनुसंधान की प्रक्रिया – डॉ. सावित्री सिन्हा, नेशनल पब्लिसी हाउस, दिल्ली
- 9 Research & thesis writing – Boston
- 10 Introduction of research – Boston
- 11 शोध प्राविधि – डॉ. विनयमोहन शर्मा

Paper – 2 (Elective Course - I)

4 Credits/100

Marks

To be chosen/ opted one out of five courses

- 1 आदिकालीन हिन्दी साहित्य
 - (क) सिद्ध साहित्य
 - (ख) नाथ साहित्य
 - (ग) रासो साहित्य
 - (घ) जैन साहित्य

सहायक – ग्रंथ :

- (क) हिन्दी साहित्य का आदिकाल – हजारी प्रसाद द्विवेदी, पटना
- (ख) नाथ – साहित्य हजारी प्रसाद द्विवेदी, पटना
- (ग) हिन्दी साहित्य की भूमिका – हजारी प्रसाद द्विवेदी, नई दिल्ली
- (घ) हिन्दी साहित्य का इतिहास – रामचन्द्र शुक्ल, वाराणसी
- 2 मध्यकालीन हिन्दी साहित्य
 - (क) निर्गुण धारा
 - (ख) सगुण धारा
 - (ग) रीति बाध्य और रीति सिद्धांत कर्ता
 - (घ) रीति मुक्त धारा
- 3 लोकसाहित्य
 - (क) अवधारणा एवं स्वरूप
 - (ख) लोक संस्कृति एवं साहित्य

- (ग) लोक साहित्य के प्रकार
- (घ) लोक कथा, लोक मुहावरे एवं लोकोक्तियाँ

सहायक – ग्रंथ :

- (क) लोक संस्कृति और इतिहास – बद्रीनारायण, लोकभारती प्रकाशन,
- (ख) लोक साहित्य लेख – आलेख – मोहन पाटिल, पद्मगंध प्रकाशन
- (ग) लोक संस्कृति – आयाम और परिप्रेक्ष्य, सं महावीर प्रसाद, शंकर प्रकाशन
- (घ) भारतीय लोक साहित्य – डॉ. श्यामपार – राजकमल प्रकाशन, नई दिल्ली
- (ङ) लोक साहित्य की भूमिका – डॉ. कृष्णदेव उपाध्याय, साहित्य भवन, इलाहाबाद
- (च) लोक साहित्य विज्ञान – डॉ. सयेन्द्र
- (छ) लोक साहित्य विमर्श – डॉ. शकुंतला चौहान, प्रशांत प्रकाशन

4 भाषाविज्ञान

- (क) भाषाविज्ञान – प्रकार एवं स्वरूप
- (ख) अनुप्रयुक्त भाषाविज्ञान
- (ग) हिन्दी भाषा की बोलियाँ और उपभाषाएँ
- (घ) आधुनिक भारतीय आर्य भाषाओं में हिन्दी भाषा का स्थान

सहायक – ग्रंथ :

- (क) भाषाविज्ञान एवं भाषाशास्त्र – डॉ. कपिलदेव द्विवेदी
- (ख) भारतीय आर्यभाषा हिन्दी – डॉ. सुनीति कुमार चटर्जी
- (ग) हिन्दी भाषा का उद्भव और विकास – उदयनारायण तिवारी, भारती प्रकाशन, प्रयाग
- (घ) आधुनिक भाषाविज्ञान – डॉ. राजमणि शर्मा, वाणी प्रकाशन, नई दिल्ली
- (ङ) भाषाविज्ञान – डॉ. भोलंथ तिवारी,
- (च) सामान्य भाषाविज्ञान – डॉ. बाबूराम सक्सेना

3

Semester – II

Paper – III (Elective Course – II)

4 Credits/100 Marks

To be chosen/opted out of five courses

1 तुलनात्मक साहित्य

- (क) इतिहास, साहित्य, स्वरूप एवं क्षेत्र
- (ख) राष्ट्रीय साहित्य विश्व साहित्य एवं तुलनात्मक साहित्य की दिशाएँ
- (ग) भारतीय परिप्रेक्ष्य तथा भारतीय तुलनात्मक साहित्य
- (घ) तुलनात्मक साहित्य में अनुवाद की भूमिका

सहायक – ग्रंथ :

- (क) तुलनात्मक साहित्य – डॉ. नागेन्द्र
- (ख) तुलनात्मक साहित्य – सिद्धांत और व्यवहार कुलदीप सिंह
- (ग) तुलनात्मक साहित्य – भारतीय परिप्रेक्ष्य – डॉ. इंद्रनाथ चौधरी, दिल्ली
- (घ) तुलनात्मक साहित्य – सैधांतिक परिप्रेक्ष्य – हनुमान प्रसाद शुक्ल, दिल्ली

2 अधुनिककालिन हिन्दी साहित्य

- (क) आधुनिककाल की परिस्थितियाँ
- (ख) गद्य युग, प्रवृत्तियाँ
- (ग) नवजागरण एवं स्वतंत्र संग्राम
- (घ) भारतेन्दु युग एवं द्वितीय युग

सहायक ग्रंथ :

- (क) नवजागरण और छायावाद – डॉ. महेन्द्रनाथ राय, राधाकृष्ण प्रकाशन, नई दिल्ली
- (ख) हिन्दी गद्य साहित्य का उद्भव विकास – वि. वि. प्रकाशन, वाराणसी
- (ग) छायावाद का पतन – दोघर, छपरा
- (घ) हिन्दी साहित्य का इतिहास – नागेन्द्र

1 आधुनिक काव्य

- (क) भारतेन्दु युग और द्विवेदी युग
- (ख) छायावाद और प्रगतिवाद
- (ग) प्रयोगवाद और नयी कविता
- (घ) समकालीन कविता

सहायक – ग्रंथ :

- (क) कविता के नये प्रतिमान – डॉ. नामवर सिंह, दिल्ली
- (ख) आधुनिक साहित्य की प्रवृत्तियाँ – डॉ. नामवर सिंह, दिल्ली
- (ग) समकालीन हिन्दी कविता – विश्वनाथ प्रसाद मिश्र, नई दिल्ली
- (घ) नयी कविता : स्वरूप एवं समस्याएँ – जगदीश गुप्त
- (ङ) छायावाद – डॉ. नामवर सिंह, दिल्ली

2 हिन्दी उपन्यास :

- (क) उपन्यास का उद्भव और विकास
- (ख) प्रेमचंद – पूर्व हिन्दी उपन्यास
- (ग) प्रेमचंद युगीन हिन्दी उपन्यास
- (घ) प्रेमचंदोत्तर तथा समकालीन हिन्दी उपन्यास

सहायक – ग्रंथ :

- (क) हिन्दी उपन्यास – उपलब्धियों – डॉ. लक्ष्मी सागर
- (ख) हिन्दी उपन्यास का इतिहास – गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली
- (ग) आधुनिकता और हिन्दी उपन्यास – उद्भवतः मदन, दिल्ली

3 हिन्दी कहानी

- (क) हिन्दी कहानी की पृष्ठभूमि

4

- (ख) प्रेमचन्द पूर्व हिन्दी कहानी और प्रेमचन्द युगीन और कहानी
(ग) प्रेमचन्दोत्तर हिन्दी कहानी

सहायक ग्रंथ :

- (क) कहानी नई दिल्ली – डॉ. नामवर सिंह लोकभारती प्रकाशन, नई दिल्ली
(ख) प्रेमचंद और उनका युग – रामविलास शर्मा, नई दिल्ली
(ग) नई दिल्ली : संवेदना और स्वरूप – राजेन्द्र यादव, दिल्ली

Semester – II

4 Credits/100 Marks

Paper – IV (Elective Course – II)

To be chosen/ opted out of five courses

4 निबंध तथा अन्य गद्य विधाएँ

- (क) निबंध
(ख) जीवनी और आत्मकथा
(ग) रेखाचित्र और संस्मरण
(घ) यात्रा साहित्य डायरी और रिपोर्टाज

सहायक ग्रंथ :

- (क) हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
(ख) हिन्दी साहित्य कोष – ज्ञान मंडल प्रकाशन, दिल्ली
(ग) हिन्दी गद्य का उद्भव और विकास – डॉ. रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
(घ) हिन्दी संवेदना का विकास – राम स्वरूप चतुर्वेदी, दिल्ली

5 एकांकी और नाटक :

- (क) हिन्दी एकांकी और नाटक : पृष्ठभूमि और स्वरूप
(ख) भारतीय तथा पाश्चात्य नाट्य तत्व और रंग मंच
(ग) भारतेन्दु युगीन एवं प्रसाद युगीन एकांकी तथा नाटक
(घ) प्रश्नोत्तर तथा समकालीन एकांकी और नाटक

सहायक ग्रंथ :

- (क) हिन्दी नाटक : उद्भव एयर विकास – डॉ. दशरथ ओझा
(ख) समकालीन हिन्दी नाटक और रंगमंच – जयदेव तनेजा, दिल्ली
(ग) आधुनिक हिन्दी नाटक और रंगमंच – नेमीचन्द्र जैन, दिल्ली
(घ) रंग दर्शन – नेमिचंद्र जैन, नई दिल्ली
(ङ) नाट्य शास्त्र और भारतीय परंपरा – हजारी प्रसाद द्विवेदी

3 हिन्दी आलोचना

- (क) हिन्दी आलोचना के सिद्धान्तिक एवं व्यवहारिक पक्ष
- (ख) रीति कालीन आचार्यों का आलोचना साहित्य
- (ग) हिन्दी आलोचना की पृष्ठभूमि, प्रकार और रामचन्द्र शुक्ल
- (घ) शुक्लोत्तर एवं समकालीन हिन्दी आलोचना

सहायक ग्रंथ :

- (क) हिन्दी आलोचना : विश्वनाथ प्रसाद त्रिपाठी, दिल्ली
- (ख) रामचन्द्र शुक्ल और हिन्दी आलोचना – रामविलास शर्मा, दिल्ली
- (ग) हिन्दी आलोचना के बीजशब्द – बच्चन सिंह, नई दिल्ली

प्रयोजनमूलक हिन्दी :

- (क) संविधान और राजभाषा
- (ख) कार्यालयी हिन्दी, प्रारूपण एवं टिपणी
- (ग) पत्राचार एवं उसके विविध रूप तथा अनुवाद – तकनीक एवं प्रकार
- (घ) परिभासिक शब्दावली एवं कम्प्यूटिंग

सहायक ग्रंथ :

- (क) प्रयोजनमूलक हिन्दी – डॉ. विनोद गोदरे
- (ख) प्रयोजनमूलक हिन्दी – सिद्धान्त और प्रयोग – दंगल झलते, वाणी प्रकाशन
- (ग) प्रयोजनमूलक हिन्दी – डॉ. रवीन्द्र श्रीवास्तव
- (घ) प्रयोजनमूलक हिन्दी – संरचना और अनुप्रयोग – डॉ. रामप्रकाश

4 पत्रकारिता

- (क) हिन्दी पत्रकारीता का उद्भव और विकास
- (ख) हिन्दी पत्रकारीता के स्वरूप एवं क्षेत्र
- (ग) स्वातंत्रोत्तर हिन्दी पत्रकारिता
- (घ) समकालीन हिन्दी पत्रकारिता

सहायक ग्रंथ :

- (क) हिन्दी पत्रकारीता सिद्धान्त और स्वरूप – डॉ. सविता चड्ढा, तक्षशिला प्रकाशन, दिल्ली
- (ख) नई पत्रकारीता और समाचार लेखन – डॉ. सविता चड्ढा, तक्षशिला प्रकाशन, दिल्ली
- (ग) हिन्दी पत्रकारीता का विकास – जगदीश प्रसाद चतुर्वेदी
- (घ) हिन्दी पत्रकारीता – कृष्णबिहारी मिश्र, वाणी प्रकाशन, नई दिल्ली

Semester – II

Paper – V (Dissertation : Component)

4 Credits/100 Marks

- (I) Academic paper or
- (II) Literature Review or Synopsis related to the Dissertation

Semester – IV

Paper – VI (Dissertation : Component)

4 Credits/100 Marks

- (I) Written Dissertation Pre – M.Phil. Presentation
- (II) Viva-voce

BHASHA-BHAVANA

Ph.D Course work

Course work :

1st Semester :

Course No. 1

RESEARCH METHODOLOGY AND TECHNIQUES –

(OBJECTIVES : TO ENCOURAGE STUDENTS TOWARDS SCIENTIFIC INQUIRY AND THE SKILL OF WRITING RESEARCH PAPERS / DISSERTATION / THESIS)

Course work :

1st Semester :

Course No. 1

Research Methodology and Techniques –

Methodology, basic Characteristics and Procedures of Research, The qualification of the Researcher, Types of Research, Textual Method, Survey of Research and Modern Trends to facilitate the formulation, Qualitative and Quantitative Research, Selection of the. Specific Problem, Collectin (Data), Different styles of documentation, Selection and Coalition of research materials. Manuscriptology, Outlines of Research Design, Preparation of a paper for Research Journal, Formal Constituents of a Thesis, Interview, Computer application, Field study, Tools of

research, Use of Diacritical marks and procedure of proof correction, Hypothesis, Library consultation.

Reference Book – MLA Handbook, 7th Edition

Course No. 2 Appendix

2nd Semester :

Course : 3

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area / title of research before the respective Patha – Samiti (Board of Studies).

DEPARTMENT OF HINDI / BHASHA-BHAVANA
VISVA-BHARATI

SYLLABUS OF COURSE – WORK FOR M.PHIL PROGRAMME IN HINDI / FUNCTIONAL HINDI

(उद्देश्य : हिन्दी साहित्य के विविध कालखंडों की समेकित सामग्री का, ग्यानानुशासन का बोध कराना)

Semester : 1
Course work No. 2

8 Credits
Full marks – 100
Qualification – 50

पत्र –

- (क) हिन्दी का मध्यकाल : आदिकाल, भक्तिकाल एवं रीतिकाल, सामाजिक एवं धार्मिक परिस्थितियाँ, साहित्यिक प्रवृत्तियाँ |
- (ख) आधुनिक काल : आधुनिक काल की परिस्थितियाँ, गद्य – युग, प्रवृत्तियाँ, नवजागरण एवं स्वतंत्रता संग्राम, भारतेन्दु – युग एवं द्विवेदी युग |
- (ग) आधुनिक काव्य : भारतेन्दु – युग, द्विवेदी युग, छायावाद, नयीकविता, समकालीन कविता |
- (घ) कथा – साहित्य : प्रेमचन्द पूर्व कथा साहित्य, प्रेमचंद – युग, प्रेमचंदोत्तर युग, समकालीन कथा – धारा |
- (ङ) आलोचना – साहित्य : रीतिकालीन आचार्य, रामचंद्र शुक्ल, शुक्लोत्तर हिन्दी आलोचना, समकालीन आलोचना |

- (च) नाटक – साहित्य : भारतीय और पाश्चात्य नाट्य तत्व और रंगमंच, भारतेन्दु – युग, प्रसाद – युग, प्रसादोत्तर – युग, समकालीन नाटक |
- (छ) निबंध एवं अन्य विषयों यथा रेखाचित्र, जीवनी, आत्मकथा, संस्मरण का ऐतिहासिक क्रम – विकास |
- (ज) प्रयोजनमूलक हिन्दी : संविधान एवं राजभाषा, कार्यालयी हिन्दी, हिन्दी प्रारूपण एवं टिप्पण, पत्राचार के विविध | रूप, अनुवाद तकनीक एवं, प्रचार, पारिभाषिक शब्दावली, हिन्दी कंप्यूटिंग |
- (झ) तुलनात्मक साहित्य : इतिहास सिद्धांत एवं स्वरूप राष्ट्रीय साहित्य, विश्वा साहित्य, सामान्य साहित्य, तुलनात्मक साहित्य | तुलनात्मक साहित्य का क्षेत्र, भारतीय परिप्रेक्ष्य तथा भारतीय तुलनात्मक साहित्य, भारतीय की अवधारणा, तुलनात्मक साहित्य में अनुवाद की भूमिका हिन्दी में तुलनात्मक साहित्य की दिशाएँ |
- (ञ) भाषा विज्ञान, भाषाविज्ञान : प्रकार एवं स्वरूप, अनुप्रयुक्त भाषाविज्ञान, हिन्दी भाषा की बोलियाँ और उपभाषाएँ आधुनिक भारतीय आर्यभाषाओं में हिन्दी भाषा का स्थान |

भा

अंक विभाजन

- (क) तीन बड़े प्रश्न : $3 \times 20 = 60$
- (ख) चार टिप्पणियाँ : $4 \times 10 = 40$
- कुल = 100

संदर्भ ग्रंथ –

- 1 हिन्दी साहित्य का इतिहास – रामचंद्र शुक्ल
- 2 हिन्दी साहित्य का दूसरा इतिहास – बच्चन सिंह
- 3 आधुनिक हिन्दी साहित्य की प्रवृत्तियाँ – नामवर सिंह
- 4 भारतेन्दु और हिन्दी नवजागरण – रामविलास शर्मा
- 5 छायावाद – नामवर सिंह
- 6 प्रगतिवाद – शिवकुमार मिश्र
- 7 नयी कविता के प्रतिमान – लक्ष्मीकान्त वर्मा
- 8 हिन्दी का गद्य साहित्य – रामचन्द्र तिवारी
- 9 हिन्दी कहानी का इतिहास – गोपाल राय
- 10 हिन्दी उपन्यास का इतिहास – गोपाल राय

- 11 हिन्दी नाटक : उदव और विकास – दशरथ ओझा
- 12 बीसवीं शताब्दी का हिन्दी नाटक और रंगमंच – गिरीश रस्तोगी
- 13 हिन्दी आलोचना – विश्वनाथ त्रिपाठी
- 14 आलोचना के सौ बरस – अरविन्द त्रिपाठी
- 15 भारतीय साहित्य – (संपादक) सियाराम तिवारी
- 16 तुलनात्मक साहित्य भारतीय परिप्रेक्ष्य – इन्द्रनाथ चौधुरी
- 17 प्रयोजनमूलक हिन्दी – विनोद गोदरे
- 18 हिन्दी विविध व्यवहारों की भाषा – सुवास कुमार
- 19 भाषा विज्ञान – भोलानाथ तिवारी
- 20 हिन्दीभाषा – भोलानाथ तिवारी
- 21 भाषा और व्यवहार – ब्रजमोहन
- 22 अनुवाद विज्ञान – भोलानाथ तिवारी
- 23 पारिभाषिक शब्दावली – भोलानाथ तिवारी, महेन्द्र चतुर्वेदी

-----X-----

ONE YEAR FOREIGN CASUAL COURSE
IN HINDI
(TO BE OFFEFFECTIVE FROM THE SESSION 1991-92)

(उद्देश्य : हिन्दी का कार्यसाधक ज्ञान प्रदान करना)

Paper – I (Oral)

Full Marks : 50

- | | |
|-------------------------------------|----|
| (A) Reading an unseen passage ----- | 10 |
| (B) Comprehension of the same ----- | 20 |
| (C) Conversation ----- | 20 |

Paper – II

(उद्देश्य : हिन्दी की भाषिक प्रकृति का बोध करना)

Full Marks : 50

(A) Grammar : Elementary Grammar – Noun, Pronoun, Adjective, Adverbs, Number – Singular, Plural

GENDER – Masculine, Feminine,
PERSON – First, Second, Third,
CASE - Nominative, Objective, Possessive,
TENSE - Present, Past, Future,
Elementary Syntax ----- 10

(B) Composition – Construction of simple sentences with words in common use
And letter writing – 25

- (C) Dictation – Dictation will be given from a single prose
Passage ----- 15
- N.B. To be awarded by internal assessment on the basis of not less than three tests.

(Approved in the meeting of B.O.S. Hindi dated 04.08.1991.)

हिन्दी सर्टिफिकेट परीक्षा पाठ्यक्रम

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे –क) छात्र हिन्दी वर्ण, शब्द, वाक्य आदि के प्रयोग को जान सकेंगे ख) छात्र हिन्दी भाषा में पत्र, निबंध आदि लिख सकेंगे | विशेष- इस पत्र के अध्ययन के उपरांत प्राप्त जानकारी का उपयोग करके वे विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

तीन घंटों के दो प्रश्न पत्र होंगे | प्रत्येक के अंक 80 होंगे |

मौखिक परीक्षा 100 अंकों की होगी |

प्रश्नपत्र – 1 : भाषा

व्याकरण	-	16
कम्पोजीशन	-	16
अनुवाद	-	16
निबंध लेखन	-	16
कम्प्रीहेन्शन	-	16
बोधशक्ति	-----	
		80
आन्तारिक		20

पाठ्यक्रम निम्नवत होगा :-

- व्याकरण : संधि, समास, कारक, अशुद्धि –शोधन, विराम चिह्नों के प्रयोग |
 कम्पोजीशन : लोकोक्ति और मुहावरों के अर्थ एवं उनके प्रयोग, विराम चिह्नों के प्रयोग |
 कम्प्रीहेन्शन : गद्य एवं पद्य से दो अपठित अवतरण सारांश, लेखन के लिए दिए जाएंगे |
 एप्रितीएशन : उनका प्रसारण, व्याख्या एवं प्रश्नों का उत्तर
 (विचारणा) परीक्षार्थियों की बोध शक्ति – परीक्षण के लिए अपेक्षित है |
 निबंध-लेखन : परीक्षार्थियों से अपेक्षा की जाती है कि वह दिए गए विषयों में किसी एक विषय पर निबंध लिखें |
 अनुवाद : अनुवाद करने के लिए लगभग 10 पंक्तियों के एक अंग्रेजी गद्य का अवतरण दिया जाय जिसे आसानी से समझा जा सके | कठिन शब्दों एवं मुहावरों के हिन्दी समानार्थी शब्द भी दिए जाँय |

हिन्दी सर्टिफिकेट

प्रश्न पत्र -2 : साहित्य

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) छात्र हिन्दी कविता और हिन्दी गद्य के कुछ बेहतरीन रूप से परिचित हो सकेंगे | विशेष- पत्र के अध्ययन के उपरांत प्राप्त ज्ञान का उपयोग कर छात्र विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

गद्य पाठ्य ग्रंथ - 48

काव्य पाठ्य ग्रंथ – 32

80

आंतरिक 20

100

विद्यार्थियों से अपेक्षा की जाती है की वे पाठ्य अवतरणों का अच्छी तरह अध्ययन करें, ताकि वे उस पर स्पष्ट बोध प्राप्त कर सकें | सामान्य निबंधात्मक प्रश्नों के अलावा संदर्भ प्रसंग सहित व्याख्या के लिए अवतरण दिए जाएँगे | विद्यार्थियों का पाठ्यग्रंथ – पर आलोचनात्मक ज्ञान की अपेक्षा साधारण बोध का पता लगाया जाय |

पाठ्य – विषय :

(अ)

हाईस्कूल पद्य संकलन : उत्तर प्रदेश सरकार

1

तैव्य और सत्यता – श्याम सुन्दर दास |

2

त्रता - रामचंद्र शुक्ल

3

त्र - प्रेमचंद

4

मता - जयशंकर प्रसाद

5

रतीय संस्कृति - राजेंद्र प्रसाद

6

रुनानक देव - हजारीप्रसाद द्विवेदी

7

ल्लू - महादेवी वर्मा

(ब) काव्य संकलन : माध्यमिक शिक्षा परिषद, उत्तरप्रदेश सरकार द्वारा प्रकाशित हाईस्कूल की कक्षाओं के लिए पाठ्य पुस्तक |

- 1 गीत - मैथिली शरण गुप्त
- 2 आह्वान –गीत - जयशंकर प्रसाद
- 3 तोंडती पत्थर - सूर्यकान्त त्रिपाठी 'निराला'
- 4 यह धरती कितना देती है - सुमित्रानंदन पंत
- 5 अधिकार - महादेवी वर्मा
- 6 पुष्प की अभिलाषा - माखनलाल चतुर्वेदी

हिन्दी सर्टिफिकेट

प्रश्न पत्र – 3 : मौखिक परीक्षा

इस पत्र के अध्ययन के उपरांत गैर हिन्दी भाषी छात्र भी हिन्दी में लिख – पढ़ सकेंगे।

विधार्थियों के महावरेदार हिन्दी की समझ, शुद्ध उच्चारण की क्षमता एवं हिन्दी साहित्य के प्रति सामान्य ज्ञान की क्षमता का आकलन किया जाय | मौखिक परीक्षा निम्न आधार पर ली जाय :-

(क) अपठित अवतरणों का वाचन	:	25
(ख) उपरोक्त के अर्थ से सम्बंधित प्रश्न	:	25
(ग) हस्त लेख का वाचन	:	15
(घ) देवनागरी लिपि में इमला लेखन	:	15
(ङ) प्रमुख हिन्दी साहित्यकारों एवं पुस्तकों पर आधारित प्रश्न	:	20

100

हिन्दी में डिप्लोमा कोर्स [पाठ्य क्रम] की सूचि

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी भाषा से परिचित हो सकेंगे | ख) हिन्दी व्याकरण के सामान्य नियमों से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर के विभिन्न प्रकार की प्रतियोगी परीक्षा में सफल हो सकेंगे |

प्रश्न- पत्र : 01

पूर्णांक – 80

आंतरिक 20

100

प्रश्नपत्र – 1 : हिन्दी भाषा एवं व्याकरण

- 20 अंक

[क] हिन्दी भाषा एवं बोलियों का संक्षिप्त परिचय

[ख] हिन्दी का क्षेत्र

[ग] हिन्दी का महत्व

[घ] हिन्दी की विशेषताएँ

हिन्दी वर्तनी के प्रमुख नियम

- 10 अंक

[क] कारक चिह्न

[ख] संयुक्त प्रक्रियाएँ

[ग] अव्यय

[घ] पूर्वकालिक स्वर्कालिक प्रत्यय 'कर' का प्रयोग तथा उन्हें लिखने के नियम

[ङ] संधि समास के पदों के बीच हाइफन [योजक चिह्न]

[च] सादृश्य बोधक शब्दों का प्रयोग

[छ] चंद्र, अदर्घ चंद्र, अनुस्वार का प्रयोग

[ज] 'ण' और 'न' का अन्तर

[झ] 'ब' और 'व' का अन्तर

व्याकरण :

- 40 अंक

[क] संज्ञा – भेद, उदाहरण, प्रयोग

[ख] संज्ञा के रूपान्तर : लिंग, वचन, और कारक के अनुसार

[ग] लिंग निर्णय :

[घ] कारक : परिभाषा, प्रकार, उदाहरण, विभक्तियों का वाक्यों में प्रयोग

[ङ] संधि – परिभाषा, भेद स्वर व्यंजन, विसर्ग संधि – विच्छेद

[च] समास – परिभाषा, भेद, विग्रह,

[छ] मुहावरे एवं लोकोक्ति, अर्थ वाक्यों में प्रयोग,

[ज] वाक्य – रचना

वाक्य रचना के सामान्य नियम

[क] क्रम, [ख] मेल, [ग] प्रयोग, [घ] वाक्य – शुद्धि, [ङ] वाक्य-रचना का अभ्यास

अनुवाद :

अंग्रेजी से हिन्दी में अनुवाद

सहायक – ग्रंथ :

- 1 आधुनिक हिन्दी व्याकरण और रचना, ले डॉ वासुदेव नंदन प्रसाद, – भारती भवन, ठाकुर बाड़ी रोड, पटना – 3
- 2 हिन्दी मुहावरे, ले – श्री ब्रह्मस्वस्य दिनकर शर्मा, हिन्दी पुरस्तक एजेंसी, 203, हरिसन रोड, कलकत्ता |
- 3 हिन्दी शब्दानुशासन – पं किशोरी दास वाजपेयी, प्रकाशक – नागरी प्रचारिणी काशी |
- 4 बेसिक हिन्दी – ले बद्रीनाथ कपूर, प्रकाशक : हिन्दी प्रचारक पुस्तकालय, वाराणसी |

[2]

हिन्दी में डिप्लोमा कोर्स [उपाधि – पत्र] पाठ्यक्रम :

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) हिन्दी व्याकरण से सम्बन्धित नियमों को जान सकेंगे | ख) हिन्दी के एक नाटक से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर छात्र विभिन्न प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

प्रश्न पत्र – 2

मौखिक लेखन 6

पूर्णांक – 80
आंत रिक्त -20

	अंक	
1 निबंध रचना :	25	- 25
2 पठित गद्यांश पर आधारित प्रश्न	10	- 10
[क] संक्षेपण :	5	- 5
[ख] पल्लवन :	5	- 5
3 कथा संकेत के आधार पर कथानक रचना :	10	- 10

अथवा

पत्र लेखन

[क] व्यक्तिगत

[ख] कार्यालयी पत्र

4 विशाख नाटक	25	- 25
लेखक – जयशंकर प्रसाद		

सहायक पुस्तकें :

- 1 आधुनिक हिन्दी व्याकरण और रचना
ले० – वासुदेवनंदन प्रसाद
- 5 हिन्दी व्याकरण पत्र की रूपरेखा
ले० – डॉ. ज. म. दीनशित्स
राजकमल प्रकाशन दिल्ली |

हिन्दी में डिप्लोमा कोर्स [उपाधिपत्र] पाठ्यक्रम

इस पत्र के अध्ययन के पश्चात् छात्र जान सकेंगे- क) हिन्दी साहित्य के इतिहास से परिचित हो सकेंगे | ख) हिन्दी की कविता , कहानी निबंध से परिचित हो सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग कर वे विभिन्न प्रकार की प्रतियोगी परीक्षाओं सफल हो सकेंगे |

पूर्णांक – 80
आंत रिक् – 20

हिन्दी साहित्य का इतिहास एवं हिन्दी साहित्य की विधाएँ [कविता, कहानी, निबंध]

पाठ्य पुस्तकें :-

- 1 काव्य : निहारिका – भाग एक, एन 7 सी.ई आर. टी.
ले० – अनिल विद्यालंकार, शशि कुमार शर्मा, रामजन्म शर्मा, अनिरुद्ध राय चतुष्टय :
- 2 निबंध : गद्य गरिमा – राजनियुक्त प्रीतम प्रकाशन, मंदिर आगरा, - 3
- 3 कथावीथी : सम्पादक – श्री प्रेमनारायण शुक्ल,
- 4 हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाब राय, साहित्य रत्न भंगर, आगरा |

पाठ्यक्रम :

- 1 कविता – उषा की लाली : नागार्जुन, घर की याद – भवानी प्रसाद मिश्र, साधो देखो जग बौराना – कबीर दास पैतृक संपत्ति – केदारनाथ अग्रवाल तुम गा दो मेरा गान अमर हो जाए, बच्चन, चाँद और कवि – रामधारी सिंह दिनकर सूरज को नहीं डूबने दूँगा – सर्वेश्वर दयाल सक्सेना |
- 2 कहानी : कथावीथी में संकलित लेखकों की कहानियाँ : प्रेमचंद, प्रसाद, जैनेन्द्र, अज्ञेय एवं राजेंद्र यादव |
- 3 निबंध :
निबंधकार – भारतेन्दु हरिश्चंद्र, श्यामसुन्दर दास, सरदार पूर्णसिंह, वासुदेव शरण अग्रवाल के निबंध |
- 4 हिन्दी साहित्य का इतिहास
[काल विभाजन एवं नामकरण] टिप्पणी, साहित्यकारों पर : विद्यापति, चन्दबरदायी, कबीर, तुलसी, सूरदार, रसखान, बिहारी, भारतेन्दु . मैथिलीशरण गुप्त, प्रसाद, निराला, प्रेमचंद, जैनेन्द्र |

अंक विभाजन :

$$\begin{array}{l} \text{पाठ्यपुस्तकों से एक - एक आलोचनात्मक प्रश्न : } 12 \times 3 = 36 \\ \text{पाठ्यपुस्तकों से एक-एक संप्रसंग व्याख्या : } \quad 8 \times 3 = 24 \\ \text{इतिहास से एक एक - प्रश्न या दो टिप्पणी : } \quad \underline{10 \times 2 = 20} \\ \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad 80 \end{array}$$

हिन्दी डिप्लोमा

इस पत्र के अध्ययन के उपरांत गैर हिन्दी भाषी छात्र हिन्दी में पढ़ - लिख बोल सकेंगे | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग वे विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

पूर्णांक – 100

प्रश्नपत्र : 4

मौखिक परीक्षा

- 1 गद् य और पद् य के अपठित अवतरण तथा पाठ - 20 अंक
 - 2 उपर के अवतरण से सम्बद्ध प्रासंगिक प्रश्न - 30 अंक
 - 3 किसी कहानी या देखे हुए स्थान का वर्णन - 20 अंक
 - 4 भारतीय इतिहास और संस्कृति पर साधारण प्रश्न - 30 अंक
- = 100 अंक

बी. फाइन (आनर्स) हिन्दी सामान्य : प्रथम वर्ष

इस पत्र के अध्ययन के उपरांत छात्र जान सकेंगे – क) छात्र में सृजनात्मक शक्ति का विकास होगा | विशेष- अध्ययन के उपरांत प्राप्त जानकारी का उपयोग करते हुए वे विभिन्न प्रकार की प्रतियोगी परीक्षाओं में सफल हो सकेंगे |

सेमेस्टर – 2

प्रश्नपत्र – 2

समय : 2 घंटे

पूर्णांक : 40 + 10 = 50

पाठ्यविषय –

- (क) निबंध लेखन : $1 \times 20 = 20$ अंक
(ख) अपठित गद् य – पद् य : $2 \times 10 = 20$ अंक

B. FINE (1990 – 1991)
FULL MARKS – 50
Internal Assessment – 10 Marks
Written – 40 Marks
Distribution of Marks

(Objectives : To make students skillful regarding the art forms including poetry)

- (a) Knowledge of technical **forms** of Fine Arts From English to Hindi – 10 Marks
- (b) Critical Question from prose and poetry texts – 30 Marks

TEXT BOOKS

1. Kala,
2. Bhartiya Kala Ke Anushilan,
3. Bhartiya Kala Ka Sinhavalokon,
4. Chitracharya Avanindranath, Nandlal Aur Yamini Roy,
5. Anand Kumar Swami.
6. Panchavati, by Maithili Sharan Gupt, Published by – Sahitya – Sadan, Chirgraon, Thansi.

COMPULSARY GENERAL SUBJECT

बी. म्युज [आनर्स] हिन्दी सामान्य
पाठ्यक्रम

100 अंकों का एक प्रश्न पत्र | 20 अंक आन्तरिक परीक्षा के लिए प्रश्न लेखन होंगे |

भाग – 1

[क] काव्यांजलि : माध्यमिक शिक्षा प्ररिषद, उत्तर प्रदेश व्याख्या – 20 अंक

पाठ्यक्रम –

- 1 कबीर – पदावली 1 – 6 तक
- 2 तुलसीदास – विनयपत्रिका से 1 – 4 तक
- 3 सूरदास – बिनय के पद से केवल 2 पद भ्रमरगीत से पद सं. 9, 10, 11

[ख] संगीत निबंधावली, प्रथम भाग, सं. लक्ष्मीनारायण गर्ग
प्रकाशक : संगीत कार्यालय, हाथरस | पठित निबन्धों के आधार पर प्रश्न – 20 अंक

निबंध –

- 1 संगीत और जीवन
- 2 वैदिक एवं पौराणिक संगीत
- 3 ख्याल और ध्रुवपद 4 ठुमरी
- 4 संगीत से स्वर, ताल और साहित्य |

[क] निबंध लेखन – 20 अंक

[ख] अपठित गद्दा – पद्दा – 20 | 10 + 10 | अंक

पाठ्यक्रम

100 अंको का प्रश्न पत्र होंगे | 20 अंक आन्तरिक परीक्षा के लिए निर्धारित होंगे |

भाग – 1

[क] काव्यांजलि : माध्यमिक शिक्षा परिषद, उत्तर प्रदेश व्याख्या – 20 अंक

पाठ्यकवि –

- 1 कबीर – पदावली – 1 – 6 तक
- 2 तुलसीदास – विनयपत्रिका 1 – 4 तक

3 सूरदास – विनय से केवल 2 पद, भ्रमरगीत से पद सं. 9, 10, 11

[ख] संगीत निबन्धावली, प्रथम भाग, सं. लक्ष्मीनारायण गर्ग
प्रकाशक : संगीत कार्यालय, हाथरस | पठित निबन्धों के आधार पर प्रश्न – 20 अंक

निबंध :

- 1 संगीत और जीवन
- 2 वैदिक एवं पौराणिक संगीत
- 3 ख्याल और ध्रुवपद
- 4 ठुमरी
- 5 संगीत से स्वर, ताल और साहित्य |

भाग – 2

- [क] निबंध लेखन – 20 अंक
[ख] अपठित गद्य – पद्य – 20 [|

SYLLABUS
for
JAPANESE UNDERGRADUATE COURSES (B.A.)
under
Choice-Based Credit System
Framed
following the GUIDELINES provided by the UGC
Department of Japanese (Nippon Bhavana)
Bhasha-Bhavana,
Visva-Bharati, Santiniketan

Spring Semester, 2017

**(Formulated on 22.7.2017 & SECC syllabus revised on
26.02.2018, GEC syllabus revised on 05.04.2019 in the
Board of Studies meeting of the Department of Japanese)**

NOTE

- Of the Core Courses (or CCs), all 14 (fourteen) of them will be compulsory (p. 3).
- Of the Discipline Specific Electives (or DSEs), students will have to choose 04 (four) out of the 07 (seven) courses listed below (p. 18).
- **The 04 (four) Generic Elective Courses (or GECs) will be offered to students of other departments in fulfilment of the CBCS requirements (p. 26).**
- **The 02 (two) **Skill-Enhancement** Courses (or SECs) will be compulsory for the students of the Department of Japanese (p.31).**

CORE COURSES, or CCs (compulsory)

SL. NO.	Course Titles
PAPER-I	Intermediate Japanese - I
PAPER-II	Intermediate Japanese - II
PAPER-III	Intermediate Japanese - III
PAPER-IV	Intermediate Japanese - IV
PAPER-V	Advance Japanese - I
PAPER-VI	Advance Japanese - II
PAPER-VII	Techniques of Translation
PAPER-VIII	Advance Japanese - III
PAPER-IX	Advance Japanese - IV
PAPER-X	Creative Writing and Rapid-Reading
PAPER-XI	Reading Selected Texts -I
PAPER-XII	Japanese History - I
PAPER-XIII	Reading Selected Texts - II
PAPER-XIV	Japanese History-II

1st

Semester _____

Course No: CC - I

Course Title: Intermediate Japanese - I

Course Credit: 6

Course Contents: The text focuses on various topics on Japanese society, culture etc. Sentence pattern, grammatical structure, idiomatic phrases, reading and writing of kanji appearing in the texts.

Objective: To prepare students to have a smooth passage from elementary to intermediate level by improving their vocabulary, grammar and *kanji* skills.

Text Book:

- Japanese Basic Reader (Lesson 1 to 10)
日本語 2nd ステップ、白帝社

Course No: CC - II

Course Title: Intermediate Japanese - II

Course Credit: 6

Course Contents: The text focuses on various topics on Japanese society, culture, social behavior etc. This course covers grammar of intermediate level.

Objective: To improve the language skills.

Text Book:

- New Approach Japanese Intermediate Course (Lesson 1 to 10)
ニューアプローチ 中級日本語
日本語研究社、教材開発室

Course No: CC - III

Course Title: Intermediate Japanese - III

Course Credit: 6

Course Contents: The text focuses on various topics on Japanese society, history, culture etc. Sentence pattern, grammatical structure, idiomatic phrases, reading and writing of kanji appearing in the texts.

Objective: To prepare students to have a smooth passage from elementary to intermediate level by improving their vocabulary, grammar and *kanji* skills.

Text Book:

- Japanese Basic Reader, (lesson 11 – 20)
日本語 2nd ステップ、白帝社

Course No: CC - IV

Course Title: Intermediate Japanese - IV

Course Credit: 6

Course Contents: The text focuses on various topics on Japanese society, culture, social behavior etc. This course covers grammar of intermediate level.

Objective: To improve language skills.

Text Book:

- New Approach Japanese Intermediate Course (Lesson 11 to 20)
ニューアプローチ 中級日本語
日本語研究社、教材開発室

Course No: CC - V

Course Title: Advance Japanese - I

Course Credit: 6

Course Contents: The text focuses on topics like characteristics of *Katakana*, food culture, scientific inventions, social and environmental awareness etc. Four language learning skills i.e. listening, speaking, reading, writing (LSRW) are the important components of this course.

Objective: Imparting adequate knowledge of Japanese to enable them to appear in entrance tests of various universities in Japan.

Text Book:

- New Approach Japanese Pre-Advance (Lesson 1 to 6)
ニューアプローチ 中上級日本語

Course No: CC - VI

Course Title: Advance Japanese - II

Course Credit: 6

Course Contents: The text focuses on topics pertaining to Japanese lifestyle, for example, attitude of the present younger generation, social awareness, popular culture etc. Advance level grammatical structure, idiomatic expressions are the important components of this course.

Objective: To create general awareness in students about life in Japan.

Text Book:

- テーマ別 中級から学ぶ日本語 (Lesson 1 to 12)
改訂版、研究社

Course No:	CC - VII
Course Title:	Techniques of Translation
Course Credit:	6
Course Contents:	Understanding simple techniques of translation. Practice of translation from English to Japanese and vice-versa of short passages on various topics such as culture, society, religion, lifestyle etc.
Objective:	To improve the translation skills of students and encourage them to take up non-scientific translation works.
Teaching Material:	Short passages from books, newspapers, magazines and internet.

4th Semester

Course No: CC - VIII

Course Title: Advance Japanese - III

Course Credit: 6

Course Contents: The text focuses on various topics related to linguistics, social problems, social awareness etc. Four language learning skills i.e. listening, speaking, reading, writing (LSRW) are the important components of this course.

Objective: Imparting adequate knowledge of Japanese to enable them to appear in entrance tests of various universities in Japan.

Text Book:

- New Approach Japanese Pre-Advance (Lesson 7 to 12)
ニューアプローチ 中上級日本語

Course No: CC - IX

Course Title: Advance Japanese - IV

Course Credit: 6

Course Contents: The text focuses on various topics pertaining to Japanese lifestyle for example linguistics, changing attitude of the younger generation, social awareness and popular culture etc. Advance level grammatical structure idiomatic expressions are the important components of this course.

Text Book:

- テーマ別 中級から学ぶ日本語 (Lesson 13 to 25)
改訂版、研究社

Course No: CC - X

Course Title: Creative Writing and Rapid-Reading

Course Credit: 6

Course Contents: To improve the writing skill of the students to enable them to write in Japanese on various topics. To enable students to practice rapid-reading and comprehending Japanese text.

Objective: To improve reading, writing and comprehension skills of students.

Teaching Material: Material to be selected by the teacher concerned.

5th Semester

Course No:	CC - XI
Course Title:	Reading Selected Texts - I
Course Credit:	6
Course Contents:	The lessons focus on philosophy, thoughts and social aspects of Japanese Society.
Objective:	To give an opportunity to improve the language proficiency to advance level.
Text Book:	<ul style="list-style-type: none">• 上級日本語 (第一部) (Lesson 1-5) 東京外語大学 留学生日本語教育センター

Course No:	CC - XII
Course Title:	Japanese History - I
Course Credit:	6
Course Contents:	Pre-historic to medieval period (10000 B.C to 1600 A.D). Geographical background of Japan, Periodization of Japanese history, pre-historic period (<i>Jomon, Yayoi, Kofun</i>), ancient period (<i>Asuka, Nara, Heian</i>), and medieval period (<i>Kamakura, Nanbokucho, Muromachi, Sengoku</i>).
Objective:	To give a thorough knowledge of Japanese history.
Text Book:	Japanese History an Introductory Text 留学生のための日本史 東京外語大学編、山川出版社
Readings:	<ol style="list-style-type: none"> 1) 1 講演シリーズ、日本語で学ぶ日本教学出版 KK Academic Lecture Series: Understanding Japan through the study of Japanese Nozawa Motoko (Ed.) 教学出版株式会社、東京 2) Japan - From Prehistoric to Modern Times John Whitney Hall Center for Japanese Studies, The University of Michigan 3) Japan - The story of a Nation Edwin O. Reischauer Charles E. Tuttle Co., Tokyo

Course No:	CC - XIII
Course Title:	Reading Selected Texts - II
Course Credit:	6
Course Contents:	The lessons focus on philosophy, thoughts and social aspects of Japanese Society.
Objective:	To give an opportunity to improve the language proficiency to advance level.
Text Book:	<ul style="list-style-type: none">• 上級日本語 (第一部) (Lesson 6-10) 東京外語大学 留学生日本語教育センター

Course No: CC - XIV

Course Title: Japanese History-II

Course Credit: 6

Course Contents: Pre-modern period (*Azuchimomoyama* and *Edo* period).
The first European Encounter, Unification process under *Oda Nobunaga*, *Toyotomi Hideyoshi*, *Ieyasu Tokugawa*, Establishment of *Baku-ban* system, Confucian impact, Policy of Isolation, Emergence of pre-modern cities and development of industry, Rise of scholarship and spread of *Chōnin* culture, Disturbance and reforms of *Baku-ban* system, Perry Mission, End of Isolation and *Tokugawa* regime.

Objective: To impart knowledge of pre-modern Japanese history.

Text Book: Japanese History an Introductory Text
留学生のための日本史
東京外語大学編、山川出版社

Readings:

- 1) Japan - From Prehistoric to Modern Times
John Whitney Hall
Center for Japanese Studies, the University of Michigan
- 2) Japan - The story of a Nation
Edwin O. Reischauer
Charles E. Tuttle Co., Tokyo

DISCIPLINE SPECIFIC ELECTIVES, or the DSEs (optional, any *four*)

SL. NO.	Course Titles
PAPER-I	Survey of Japanese Literature - I
PAPER-II	Cultural History of Japan -I
PAPER-III	Introduction to Japanese Literature - I
PAPER-IV	Survey of Japanese Literature - II
PAPER-V	Cultural History of Japan -II
PAPER-VI	Introduction to Japanese Literature - II
PAPER -VII	Japanese Education system

Course No: DSE - I

Course Title: Survey of Japanese Literature - I

Course Credit: 6

Course Contents: From ancient to Heian period (500-1192 AD).
Introduction to Japanese Mythology, Folklore, Legends,
Narratives, *Kojiki*, *Nihonshoki*, *Fudouki*, *Manyoshu*,
Kokinwakashu, *Makura no soushi*, *Nihonryouiki*, *Genjimonogatari*,
Konjakumonogatarishu, *Taketorimonogatari* etc.

Objective: To acquaint the students with Japanese literature of different periods.

Readings:

- 1) 明説日本文学史、尚文出版
- 2) 明解日本文学史、明治書院
- 3) *The Pleasures of Japanese Literature*
Donald Keene
Columbia University Press
- 4) *J A History of Japanese Literature: From Manyoushu to Modern Times*
Kato Shuichi (translated by Don Sanderson)
Tokyo: Japan Library

Course No: DSE - II

Course Title: Cultural History of Japan - I

Course Credit: 6

Course Contents: From ancient to Heian period (500-1192 AD). Characteristics of Japanese Culture, Jomon culture, Yayoi culture, Tomb culture and Yamato Imperial Court, Evolution of Ancestral worship, Asuka culture – Hakuhou culture and Tempyou culture, Nara culture, Evolution of National culture during Heian period.

Objective: To give an exposure to students about assimilation and development of Japanese culture over the periods.

Text Book: 日本学習者のための日本文化史
松井・嘉一、松本・圭司
凡人社

Readings:

- 1) Japan: A Short Cultural History
G.B. Sansom
Charles E. Tuttle Co., Tokyo
- 2) Japanese Culture
H. Paul Varley
University of Hawaii Press, Honolulu
- 3) Japan's Cultural History - A Perspective
Yutaka Tazawa
Ministry of Foreign Affairs, Japan, 1973

Course No:	DSE - III
Course Title:	Introduction to Japanese Literature - I
Course Credit:	6
Course Contents:	Selected pieces from works of ancient to Heian period. Introduction to Japanese Mythology, Folklore, Legends, Narratives, <i>Iroha poem, Kojiki, Nihonshoki, Fodouki, Manyoshu,</i> <i>Kokinwakashu, Makura no soushi, Nihonryouiki, Genjimonogatari,</i> <i>Konjakumonogatarishu, Taketorimonogatari etc.</i>
Objective:	To familiarize students with various genres of Japanese literature till Heian period.
Text Book:	Pieces to be selected by teacher concerned.

Course No: DSE - IV

Course Title: Survey of Japanese Literature - II

Course Credit: 6

Course Contents: From Kamakura to Muromachi period (1193-1600 AD).
Heikemonogatari, Hojouki, Shinkokinwakashu, renga, Tsurezuregusa, Taiheiki, Otogozoushi no monogatari etc.

Objective: To acquaint the students with Japanese literature of different periods.

Readings:

- 1) 明説日本文学史、尚文出版
- 2) 明解日本文学史、明治書院
- 3) The Pleasures of Japanese Literature
Donald Keene
Columbia University Press
- 4) *J A History of Japanese Literature: From Manyoushu to Modern Times*
Kato Shuichi (translated by Don Sanderson)
Tokyo: Japan Library

Course No:	DSE - V
Course Title:	Cultural History of Japan - II
Course Credit:	6
Course Contents:	From Kamakura to Muromachi period (1193 -1600 AD). Rise of Warrior Class and the Mediaeval Culture – Religion, Art and Literature
Objective:	To give an exposure to students about assimilation and development of Japanese culture over the periods.
Text Book:	日本学習者のための日本文化史 松井・嘉一、松本・圭司 凡人社
Readings:	<ol style="list-style-type: none"> 1) Japan: A Short Cultural History G.B. Sansom Charles E. Tuttle Co., Tokyo 2) Japanese Culture H. Paul Varley University of Hawai Press, Honolulu 3) Japan's Cultural History - A Perspective Yutaka Tazawa Ministry of Foreign Affairs, Japan, 1973

Course No:	DSE - VI
Course Title:	Introduction to Japanese Literature - II
Course Credit:	6
Course Contents:	Selected pieces from literary works of Kamakura to Muromachi.
Objective:	To familiarize students with various genres of Japanese literature from Kamakura to Muromachi period. <i>Heikemonogatari, Hojouki, Shinkokinwakashu, renga, surezuregusa, Taiheiki, Otogozoushi no monogatari etc.</i>
Text Book:	Pieces to be selected by teacher concerned.

Course No: DSE - VII

Course Title: Japan's Educational system since Meiji Restoration (1868)

Course Credit: 6

Course Contents: Education policy and its implementation, development of the education system etc.

Objective: To familiarize students with the Education system initiated by the Meiji Government and its successful implementation leading to Education for all.

Readings:

1. Fukuzawa Yukichi on Education (Selected Works), Eiichi Kiyooka (Trans. & Ed.) , University of Tokyo Press
2. The Autobiography of Yukichi Fukuzawa, Eiichi Kiyooka (Trans.) , Columbia University Press
3. Education and Japan's Modernization, Makoto Aso & Ikuo Amano, The Japan Times Ltd.

GENERIC ELECTIVE COURSES, or the GECs (for students of other departments)

ALL COMPULSORY

SL. NO.	Course Titles
PAPER-I	Introduction to Japan: Her Language and Culture Learning through Activities (I)
PAPER-II	Introduction to Japan: Her Language and Culture Learning through Conversation Practice (I)
PAPER-III	Introduction to Japan: Her Language and Culture Learning through Activities (II)
PAPER-IV	Introduction to Japan: Her Language and Culture Learning through Conversation Practice (II)

Course No. GEC - I

Course name: Introduction to Japan: Her Language and Culture
Learning through Activities (I)

Credit: 6

Course Contents: Learning Japanese through listening to a variety of natural contextualised conversations related to immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

Objective: To create general awareness in students about Japan.

Text Book: MARUGOTO Japanese Language and Culture-Level A1-*Katsudou*
Developed by Japan Foundation
Goyal Publishers & Distributers Pvt. Ltd.
(Lesson 1-9)

Course No. GEC - II

Course name: Introduction to Japan: Her Language and Culture
Learning through Conversation Practice (I)

Credit: 6

Course Contents: Comprehending the language structure that underlie communication related to immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

Objective: To enable the students to carry on basic conversation on day to day topics

Text Book: MARUGOTO Japanese Language and Culture-Level A1-*Rikai*
Developed by Japan Foundation
Goyal Publishers & Distributers Pvt. Ltd.
(Lesson 1-9)

Course No. GEC - III

Course name: Introduction to Japan: Her Language and Culture
Learning through Activities (II)

Credit: 6

Course Contents: Basic Japanese language for communication,
Activities to enhance communication

Objective: Learning Japanese by listening to situational conversations.

Text Book: MARUGOTO Japanese Language and Culture -Level 2- *Katsudou*
Developed by Japan Foundation
Goyal Publishers & Distributers Pvt. Ltd.
(Lesson 10 - 18)

Course No. GEC - IV

Course name: Introduction to Japan: Her Language and Culture
Learning through Conversation Practice (II)

Credit: 6

Course Contents: Comprehending the language structure that underlie
communication related to immediate relevance (e.g.
self-introduction, local geography, leisure, health, work place,
celebrations etc.).

Objective: To give a glimpse of the various cultural elements in Japanese society.

Text Book: MARUGOTO Japanese Language and Culture-Level A2- *Rikai*
Developed by Japan Foundation
Goyal Publishers & Distributers Pvt. Ltd.
(Lesson 10 - 18)

SKILL-ENHANCEMENT COURSES, or the SECs (*compulsory* for students of Department of Japanese)

SL. NO.	Course Titles
PAPER-I	Communicative Language Activities
PAPER-II	Communicative Language Competence

Course No. SEC - I

Course name: Communicative Language Activities

Credit: 2

Course Contents: Learning Japanese through listening to a variety of natural contextualised conversations of most immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

Objective: Improving ability in communicative language skill.

Text Book:

MARUGOTO Japanese Language and Culture かつどう
A2 JF Standard Japanese-Language Education
Developed by Japan Foundation
Goyal Publishers & Distributers Pvt. Ltd.

Course No. SEC - II

Course name: Communicative Language Competence

Credit: 2

Course Contents: Comprehending the language structure that underlie communication related to of most immediate relevance (e.g. self-introduction, local geography, leisure, health, work place, celebrations etc.).

Objective: Improving ability in language knowledge.

Text Book:

MARUGOTO Japanese Language and Culture りかい
A2 JF Standard Japanese-Language Education
Developed by Japan Foundation
Goyal Publishers & Distributers Pvt. Ltd.



**DEPARTMENT OF SANTALI
BHASHA- BHAVANA, VISVA- BHARATI
SANTINIKETAN-731235
WEST BENGAL, INDIA.**

**Syllabus of B.A. (Honours) Course in Santali
(CBCS, Credit System/Semester System)
2017**



Department of Santali
Bhasha-Bhavana, Visva-Bharati

**Choice Based Credit System (CBCS) of B.A. (Honours) in Department of
Santali, Bhasha-Bhavana, Visva-Bharati, Santiniketan, W.B.**

Semester	Core Course (CC)	Generic Elective Course (GEC)	Ability Enhancement Compulsory Course (AECC)	Ability Enhancement Elective Course (AECC) or Skill Enhancement Course (SEC)	Discipline Specific Elective Course (DSEC)	Foundation Course
6	14	4	2	2	4	3
I	CC-1	GEC-1	AECC-1			Tagore Studies
	CC-2					
II	CC-3	GEC-2	AECC-2			Tagore Studies
	CC-4					
III	CC-5	GEC-3		SECC-1		EVN
	CC-6					
	CC-7					
IV	CC-8	GEC-4		SECC-2		
	CC-9					
	CC-10					
V	CC-11				DSEC-1	
	CC-12				DSEC-2	
VI	CC-13				DSEC-3	
	CC-14				DSEC-4	
Credit	84	24	4	4	24	-



DEPARTMENT OF SANTALI,
BHASHA-BHAVANA
VISVA-BHARATI UNIVERSITY,
SANTINIKETAN

Semester	Courses	Course Type	Credit	Marks	G.T.
Sem-I	➤ CC-1	➤ Core Course	6	75	300
	➤ CC-2	➤ Core Course	6	75	
	➤ GEC-1	➤ Generic Elective Course	6	75	
	➤ AECC-1	➤ Ability Enhancement Compulsory Course/ MIL/Santali	2	25	
	➤ Foundation Course	➤ Tagore Studies	4	50	
Sem-II	➤ CC-3	➤ Core Course	6	75	300
	➤ CC-4	➤ Core Course	6	75	
	➤ GEC-2	➤ Generic Elective Course	6	75	
	➤ AECC-2	➤ Ability Enhancement Compulsory Course/ MIL/Santali	2	25	
	➤ Foundation Course	➤ Tagore Studies	4	50	
Sem-III	CC-5	➤ Core Course	6	75	300+50
	CC-6	➤ Core Course	6	75	
	CC-7	➤ Core Course	6	75	
	GEC-3	➤ Generic Elective Course	6	75	
	SECC-1 Foundation Course	➤ Skill Enhancement Compulsory Course ➤ Environmental Studies	2 2	25 25	
Sem-IV	CC-8	➤ Core Course	6	75	300+25
	CC-9	➤ Core Course	6	75	
	CC-10	➤ Core Course	6	75	
	GEC-4	➤ Generic Elective Course	6	75	
	SECC-2	➤ Skill Enhancement Compulsory Course	2	25	
Sem-V	CC-11	➤ Core Course	6	75	300
	CC-12	➤ Core Course	6	75	
	DSEC-1	Discipline Specific Elective Course	6	75	
	DSEC-2	Discipline Specific Elective Course	6	75	
Sem-VI	CC-13	➤ Core Course	6	75	300
	CC-14	➤ Core Course	6	75	
	DSEC-3	Discipline Specific Elective Course	6	75	
	DSEC-4	Discipline Specific Elective Course	6	75	



Department of Santali, Bhasha-Bhavana, Visva-Bharati

Semester	Courses	Course Type	Credit Point	Full Marks	G.T.
I	CC-1	Santali Ronor (Santali Grammar)	6	75	300
	CC-2	Santali Hor Kahni Saohet (Santali Folk story Literature)	6	75	
	GEC-1	Santali Ronor (Santali Grammar)	6	75	
	AECC-1(MIL)	Santali Pa.rsi ar Saohet (Santali Language)	2	25	
	Foundation Course	Tagore Studies (TS)	4	50	
II	CC-3	Santali Hor Saohet (Santali Folk Literature)	6	75	300
	CC-4	Santali Onorhe Saohet (Santali Poetry Literature)	6	75	
	GEC-2	Santal Uprum (Introduction of Santal)	6	75	
	AECC-2MIL)	Santali onolia ar onkoag Saohet (Santali Writers and Their Literature)	2	25	
	Foundation Course	Tagore Studies (TS)	4	50	
III	CC-5	Santali Hor Seren Saohet (Santali Folk Songs Literature)	6	75	300+50
	CC-6	Santali Binti Saohet (Santali Binti Literature)	6	75	
	CC-7	Santali orhe Seren Saohet (Santali Lyric Poetry Literature)	6	75	
	GEC-3	Santali Saohet Nagam (History of Santali Literature)	6	75	
	SECC-1	Santali Patham Saonhet (Santali Magazine & Journal Literature)	2	25	
	Foundation Course	Environment Studies (EVN)	2	25	
IV	CC-8	Santal A.ri-cha.li Saohet (Santali Culture Leterature)	6	75	300+25
	CC-9	Santali Pa.rsi Nagam (History of Santali Language)	6	75	
	CC-10	Santali Saohet Nagam (History of Santali Literature)	6	75	
	GEC-4	Santal Ari-chali Gar (Cultural Heritage of Santal)	6	75	
	SECC-2	Santali Parsi te Bigyapan (Advertisement in Santali Language)	2	25	
V	CC-11	Santali Nahag Kahni Saohet (Santali Modern Story Literature)	6	75	300
	CC-12	Santali Gamam Saohet (Santali Novel Literature)	6	75	
	DSEC-1	Santali A.d Saohet (Santali Ancient Literature) Or Santal Hul Nagam (History of Santal Rebellion)	6	75	
	DSEC-2	Santali Talma jug Saohet (Santali Mediaeval Literature) Or Santal Porob-Porbas (Santal Festival)	6	75	
VI	CC-13	Santali Gayan Saohet (Santali Drama Literature)	6	75	300
	CC-14	Santalli Onol Saohet (Santali Essay Literature)	6	75	
	DSEC-3	Santali Nahag Saohet (Santali Modern Literature) Or Chhatik ko-ol Santari Saohet (Santali Literature written by non Santal)	6	75	
	DSEC-4	Tulajokha Saohet (Comparative Literature) Or Santali Patham Saohet (Santali Magazine & Journal Literature)	6	75	



**DEPARTMENT OF SANTALI
BHASHA- BHAVANA, VISVA-BHARATI**

**B.A. (HONOURS) IN SANTALI
REVISED SYLLABUS OF CBCS**

CORE COURSE (CC)

Semester-I

CC-1: Santali Ronor (Santali Grammar)

CC-2: Santali Hor Kahni Saohet (Santali Folk Story Literature)

Semester-II

CC-3: Santali Hor Saohet (Santali Folk Literature)

CC-4: Santali Onorhe Saohet (Santali Poetry Literature)

Semester-III

CC-5: Santali Hor Seren Saohet (Santali Folk Song Literature)

CC-6: Santali Binti Saohet (Santali Binti Literature)

CC-7: Santali orhe Seren Saohet (Santali Lyric Poetry Literature)

Semester-IV

CC-8: Santal A.ri-cha.li Saohet (Santali Culture Literature)

CC-9: Santali Pa.rsi Nagam (History of Santali Language)

CC-10: Santali Saohet Nagam (History of Santali Literature)

Semester-V

CC-11: Santali Nahag Kahni Saohet (Santali Modern Story Literature)

CC-12: Santali Gamam Saohet (Santali Novel Literature)

Semester-VI

CC-13: Santali Gayan Saohet (Santali Drama Literature)

CC-14: Santali Onol Saohet (Santali Essay Literature)

GENERIC ELECTIVE COURSE (GEC)

Humanities Subject (Language & Social Sciences Course)

Interdisciplinary (any discipline other than Santali)

Semester-I

GEC-1: Santali Ronor (Santali Grammar)

Semester-II

GEC-2: Santal Uprum (Introduction of Santal)

Semester-III

GEC-3: Santali Saohet Nagam (History of Santali Literature)

Semester-IV

GEC-4: Santal Ari-chali Gar (Cultural Heritage of Santal)

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

Semester-I

AECC-1: Santali Pa.rsi ar Saohet (Santali Language & Literature)/ (MIL)

Semester-II

AECC-2: Santali onolia ar onkoag Saohet (Santali Writers and Their Literature) / (MIL)

SKILL ENHANCEMENT COMPULSORY COURSE (SECC)

SEC-1: Santali Patham Saonhet (Santali Magazine & Journal Literature)

SEC-2: Santali Parsi te Bigyapan (Advertisement in Santali Language)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)

Semester-V

DSEC-1: Santali A.d Saohet (Santali Ancient Literature)

Or

DSEC-1: Santal Hul Nagam (History of Santal Rebellion)

DSEC-2: Santali Talma jug Saohet (Santali Mediaeval Literature)

Or

DSEC-2: Santal Porob-Porbas (Santal Testable)

Semester-VI

DSEC-3: Santali Nahag Saohet (Santali Modern Literature)

Or

DSEC-3: Chhati ko ol Santari Saonhet (Santali Literature written by non Santal)

DSEC-4: Tulajokha Saonhet (Comparative Literature)

Or

DSEC-4: Santali Patham Saohet (Santali Magazine & Journal Literature)

Foundation Course

Semester-I

FC-1: Tagore Studies

Semester-II

FC-2: Tagore Studies

Semester-III

FC-3: Environment Studies (EVN)

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**DEPARTMENT OF SANTALI
BHASHA- BHAVANA, VISVA-BHARATI**

B.A. (HONOURS) IN SANTALI

**Semester-I
Core Course -1**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Ronor

Santali Grammar

Candidates will be required to have knowledge of Forms of Tense and mood of verbs. Conjugation of pronouns, Formation of Possessive words and compound voice. Suffix, Infix, Prefix & Negative particles, peculiar verbal structures, Parts of speech, Number, Person, Case, Voice in Santali, gender and also correct usages.

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Ronor- Pandit Raghunath Murmu
2. Hor Ror Reak Byakoron - R. Rosenland
3. Materials for Santali Grammar - P.O. Bodding
4. Santali Bhashar Prathmik Beyakaran- ed. Suhrik kr. Bhomik & Dr. Piter B. Anderson
5. Hor Ror Beyan a.ri – Dhirendranath Baskey
6. Nahag Santali Ronor- Sadhan Kr. Mandi

Semester-I
Core Course -2

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Hor Kahni Saohet

Santali Folk Story Literature

1. Tuyu ar haram budhi rean
2. Bhut ar nawa bapla kin
3. Burdhi renag Khelod
4. Kakra ar Tarup
5. Hurin Juri taking kahni
6. Kisku Raj Hoponag Kahni
7. Sankha Pukhri
8. Dhorom ge saria
9. Sakrat re bejha tuin
10. Turta ar Baria Tuyu
11. Mahra Kora reag katha
12. Badohi se Chutar hor rean
13. Midtang Mahra kora rean
14. Taka te bang yamoga
15. Tuyu ar Kok rean
16. Tuyu ar Kulai rean
17. Tuyu Bicha.r
18. Tuyu rean phurphundi
19. Midtan Tanti kora rean
20. Midtan Tuar gidra reng

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Mitsae Mit Kahni -Edited By-S.K. Bhowmik
2. Santal Folk Tele (V-I)- P.O. Bodding
3. Hor hopon kowag Pahil kahni- Ed. Tapan Soren & Devdulal Murmu

Semester-II
Core Course -3

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Hor Saohet

Santali Folk literature

1. Gidra Baoli
2. Men katha
3. Bhenta katha
4. Kudum

1. Origin, 2. Definition, 3. Classification, 4. Discussion. 5. Importance, 6. Impact

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Man katha Bhenta katha- Siron Murmu
2. Men katha Bhenta katha- Dhirendranatha Baskey
3. Kudum- Dhirendranatha Baskey
4. Kutul Kutul- Purna Chandra Kisku
5. Lili Bichi – Sarada Prasad Kisku
6. Hor ror Tenak Bhenta ror ar Men Katha – Siron Murmu
7. Santali Bhenta Katha ar Kahtuk – Babulal Murmu Adibasi
8. Santari Hor Saonhet – Dr. K.C. Tudu

Semester-II
Core Course -4

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Onorhe Saohet

Santali Poetry Literature

Setak – Paul Jujhar Soren	Baha Poraini – Sadhu Ram Chand Murmiu
Jati Mela – Sadhu Ram Chand Murmu	Bhorom Nasao - Sadhu Ram Chand Murmu
Serma re Sing Bonga – Pd. Raghunath Murmu	Jibon Lauka – Gora Chand Murmu
Somaj Sagar - Doman Sahu Samir	Ale Atu – Sarada Prashad Kisku
Setak Nene – Thakur Prashad Murmu	Sengel Hobor Kathen Daran Kana - Thakur Prashad Murmu
Sedai – Bhojrai Hembrom	Lahak hor re – Sarada Prashad Kisku
Borse Sengel – Mahadev Hansda	Even Me – Rabilal Manjhi
Ak Sar Sab Kate ge Huyuk Tina – Marshal Hembrom	Phurgal – GoOur Chandra Murmu
Koyok Hor – Babulal Murmu Adibasi	Kastao – Narayan Soren
Dansai Kunami – Thakur Prasad Murmu	Ayu Aran – Binod Bihari Murmu
Sibil epem – Hara Prashad Murmu	Sadhu Ram Chand Uhair Te – Gomosta Prashad Soren
Sakowa – Suren Mandi	Even – Jagaron Soren
Oldo Alom Bejarak Tin – Babulal Murmu	Arsi - Hara Prashad Murmu
Jhanti esed Alom Paroma – Ram kishan Manjhi	Borse Sengel – Mohadev Hansda
Tangi – Kajali Soren	Amak Aidar- Bishnu Pada Kisku
Even – Kalendranath Mandi	Bedai Okto – Abinash Soren
Jumid – Bhairab Chandra Soren	Towa Dare – Rabi Murmu
Kulhi Dhuri Re – Sadhan Kumar Mandi	

(Biography of the Poet also be studied in this paper)

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Sai Serma Renak Onorhe – Ed. Suhrid Kumar Bhowmik

**Semester-III
Core Course -5**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Hor Seren Saoet

Santali Folk Songs Literature

1. Hihiri Pipiri (First 1 to 30 songs) – Santali Saonhed Mander Purulia
2. Hor Seren (First 1 to 15 songs) – Pt. Raghunath Murmu
3. More Sing More Nida (First 1 to 15 songs) - Santali Saonhed Mander Purulia
4. Akhra Thuti (First 1 to 10 songs) – Gomosta Prasad Soren

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Hihiri Pipiri – Santali Saonhed Mander Purulia
2. Hor Seren – Pt. Raghunath Murmu
3. More Sing More Nida - Santali Saonhed Mander Purulia
4. Akhra Thuti – Gomosta Prasad Soren

**Semeter-III
Core Course -6**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Binti Saohet

Santali Binti Literature

1. Jomsim Binti
2. Chatiar Binti
3. Bapla Binti
4. Bhandan Binti
5. Karam Binti

1. Origin, 2. Definition, 3. Classification, 4. Discussion. 5. Importance, 6. Impact in Santali Society.

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Bhandan Bintii _ Dhirendranath Baskey
2. Jomsin Binti – Nayke Mongal Chandra Turku Lumam Soren
3. Jomsim Binti – Kanailal Tudu
4. Karam Binti – Kanailal Tudu
5. Kherwal Koak Binti Bhakti (Karam, Chatiar, Bhandan) – Rameshwar Muirmu
6. Bapla Binti- Nimai Charan Soren

Semester-III Core Course -7

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Orhe Seren Saohet

Santali Lyric Poetry Literature

1. Hital
2. Lita Godet

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Lita Godet - Sadhuram Chand Murmu
2. Hital - Pt. Raghunath Murmu

Semester-IV
Core Course -8

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali A.ri Cha.li Saohet

Santal Culture Literure

1. Janam Chatier
2. Bapla
3. Bhandan

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Jaher Bonga Santar Ko – Rameshwar Murmu
2. Bapla – Nemaï Soren
3. Duar Bapla - Nemaï Soren
4. Chut Phedao Chatir - Nemaï Soren
5. Kherwal Koak Arichali Ar Rairit Reak Tetet- N.N. Hembrom
6. Hor Bapla Puthi – Stephen Hikim Murmu

Semester-IV
Core Course -9

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Pa.rsi Nagam

History of Santali Language

1. Discuss on main Austric Language family,
2. Character of Santali language,
4. Impact of Other Indian Language
3. Relation with others tribal languages.
 - a. Ho
 - b. Mundari
 - c. Kharia
 - d. Kora,

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Santali Bhasha O Sahityer Itihas - Dhirendranath Baskey
2. Santali Bhasha aur Sahitya, Udvab aur Bikash - Dr. Doman Sahu 'Sameer'
3. Aad Parsi Santali Aad Bhasha Santali – Babulal Murmu Adibasi
4. Santali Parsi Unurum – Dr. K.C. Tudu
5. Santali Bhasha Charcha O Bikaser itibritto – Parimal Hembrom

Semester-IV
Core Course -10

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Saohet Nagam

History of Santali Literature

1. Ancient Period (Before 1854)
2. Medieval Period (Pre Medieval)
3. Medieval Period (Post Medieval)

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Santali Bhasa "O" Sahityer Itihas - Dhirendranath Baskey
2. Santali Sahityer Sankhipta Paricay - Parimal Hembrom
3. Hor Ror Ar Saonhed Renak Nagam - Sanat Hansda.
4. Santali Bhasa aur Sahitya-Udbhav aur Bikas - Dr. Doman sahu Samir
5. Santali Saohet rean Unurum ar hara- Dr. K. C. Tudu
6. Satabdir Saotal Sampraday- Primal Hembram

Semester-V
Core Course -11

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Nahag Kahni Saohet

Santali Modern Story Literature

1. Bhate Tenan – Sarada Prashad Kisku
2. Nida Nutat - Sarada Prashad Kisku
3. Somay - Sarada Prashad Kisku
4. Maran Ajar – Jotilal Hansda
5. Pachri – Srimoti Bisakha Manjhi
6. Kaidi Do Okoy – Srimoti Purabi Murmu
7. Anat – Durga Murmu
8. Dular Khatir – Shyam Besra 'Jiwi Rarec'
9. Angen – Rupchand Hembrom
10. Kastao – Sushil Hembrom
11. Baha Ak Kodor – Dr. Sachin Mandi
12. Nawa Marsal – Aditya Mitra Santali
13. Koche Kopal – Sikar Kisku
14. Budi – Gour Chandra Murmu
15. Master – Gour Chandra Murmu
16. Raghu – Gour Chandra Murmu
17. Sagai – Bal Kishor Baskey
18. Mosod Baha - Bal Kishor Baskey
19. Beora Sakam – Sobha Nath Besra
20. Kahu Dorbar - Sobha Nath Besra
21. Marghati – Digambar Hansda
22. Mudam – Haraprashad Murmu
23. Baz Mudam – Aditya Mitra Santali
24. Nida Nuta – Sarada Prasad Kisku
25. Khal Tiriya – Rup Chand Hansda

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Kahni Thope -Gour Chandra Murmu
2. Mitsae Mit Kahni - Edited By-S.K. Bhowmik
3. Onolmala- Sarda Prasad Kisku
4. Maya Jal – Edited by – Doman Sahu Samir & Others
5. Pe jor Kahni – Sobhanath Besra

Semester-V
Core Course -12

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Gamam Saohet

Santali Novel Literature

1. Atu Orak
2. Sobhawak Kukmu
3. Jiwed Bonga

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Atu Orak – Doman Hansda
2. Sobhawak Kukmu - Badal Hembrom
3. Jiwed Bonga – Sunil Chandra Hansda

**Semester-VI
Core Course -13**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Gayan Saohet

Santali Drama Literature

1. Parsi Khatir
2. Thari Dakare Met Dak

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Parsi Khatir – Rabilal Tudu
2. Thari Dakare Met Dak – Kherwal Soren

**Semester-VI
Core Course -14**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santari Onol Saohet

Santali Essay Literature

Topic :

1. Life, 2. Education, 3. Hor/Santal, 4. Language, 5. Socio-Literature, 6. Life & Sports / Dance, 7. Festival, 8. Biography, 9. Female Education, 10. Day, 11. Session, 12. Religious-Political-Science, 13. Population, 14. Village-Country, 15. (Men katha/Lai aagu katha) 16. Natural Hazards 17. Heritage Place 18. Environment 19. Journalism 20. Culture

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Tetet Tumul – Dr. R.C. Murmu
2. Nahak Santali Onol – B.L. Murmu ‘Adivasi’
3. Judasi Onol mala – Sarda Prasad Kisku
4. Santali Onol Mala – Edt. Rupchand Hansda & Jadumoni Besra

CENERIC ELECTIVE COURSE (GEC)

Humanities Subject (Language & Social Sciences Course)
Interdisciplinary (any discipline other than Santali)

Semester-I

GEC-1

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Ronor

Santali Grammar

- 1. Nature, Character and Important of the Santali Language**
- 2. Parts of Speech (Noun, Pronoun, Verb, Number, Gender, Person, Case, Adverb, Adjective, Preposition, Conjunction.**
- 3. Translation -1. Santali to Hindi/Bengali/English or 2. Hindi/Bengali/English to Santali**
- 4. Make Sentence**
- 5. Letter writing**
- 6. Essay writing**
- 7. Paragraph writing**

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

- 1. Ronjor- Pt. Raghunath Murmu**
- 2. Nahag Santali Ronor- Sadhan Kr. Mandi**
- 3. Horror reagan a.ri- Dr. Dhirendranath Baskey**

Semester-I

GEC-2

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santal Uprum

Introduction of Santal

- 1. Santal Race, Social & Culture (Anthropological, Sociological & Ethnological View)**
- 2. Historical (Jomsim Binti)**
- 3. Economic life**
- 4. Educational (General Education, Language & Literature)**
- 5. Festival**
- 6. Social Institution**
- 7. Religion**

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

- 1. Kherwal Saota reak Nagam- N.N.Hembram**
- 2. Jaher Bonga Santarko- Rameswar Murmu**
- 3. Kherwal Nagam- Kirtu Tudu**
- 4. Hor Hopon- Barha Besra**
- 5. Bihar ke Adivasi- L.P.Bidharthi**
- 6. The Santals-Charulal Mukherjee**

Semester-III

GEC-3

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Saohet Nagam

History of Santali Literature

- 1. Periods of Satali literature**
- 2. Ancient,**
- 3. Medieval/Missionary Period,**
- 4. Modern**

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Saontali Sahityer Itihas- Parimal Hemram
2. Santali Bhenta o Sahityer Itihas- Dhirendranath Baskey
3. Santari Saonhet renak nagam- Lakhan Ch. Murmu

Semester-IV

GEC-4

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santal Ari-chali Gar

Cultural Heritage of Santal

1. Hihiri-Pipiri, Khoj-kaman, Harata, Sasang Bera,
2. Gelbar Gar,
3. Kamar Bandi, Karwakata Dandbus, Danrika doba,
4. Marang Buru, Lugu Buru Ghanta Bare,
5. Rajrapa, Telkupi Barni Ghat,

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Lugu Buru Ghanta Bare- Ramesh Marandi
2. The Kherwal- Boidanath Soren
3. Bharotiyo Saohet Gorhonia: Sadhuramchand Murmu- Sachin Mandi
4. Sardha Satabarse Raghunath Murmu- Santi Singha
5. Poschim Bogo patrika (Sarada Prasad Kisku & Raghunath Murmu SPI. Issue)
6. Austric civilization of India- N.N.Hembram

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

**Semester-I
AECC/MIL-1**

Time: 2 Hours

Full Marks 25 =25

Santali Pa.rsi ar Saohet

Santali Language & Literature

1. Introduction of Santali Language and Script.
2. Story-
 - a) Hirom Sikir
 - b) Dular Miru
 - c) Boiha Maya
 - d) Tara Anchar
 - e) Taram Gande
 - f) Konka
 - g) Topak Mala
 - h) Dak Lu Ghat re
 - i) Anchar Danan re Metdak
 - j) Eted Uturena
3. Poetry-
 - a) Atang ting ben johar
 - b) Delang ruwara dular atu orag
 - c) Aama ar ing
 - d) Abo janam disom
 - e) Enga apa
 - f) Sukh ar dukh
 - g) atug dag ma godo godo
 - h) Ing do amag jaher re
 - i) Koyog hor
 - j) Okare menama

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X8=08 |
| b) Three critical questions- | 3X5=15 |
| C) Two Short Question- | 1X2= 02 |

Reference Books:

- 1.
2. Mid Sai Mid Kahni- Suhrid Kumar Bhowmik
3. Ol Doho Onorhe- Suhrid Kumar Bhowmik
4. Onorhe mohok- Ed. Rupchand Hansda & Jadumori Besra
5. Baha dalwag- Poul Jujhar Soren

Semester-II
AECC/MIL-2

Time: 2 Hours

Full Marks =25

Santali onolia ar onkoag Saohet (MIL)

Santali Writers and Their Literature

1. **Majhi Ramdas Tudu**
2. **Paul Jujhar Soren**
3. **Sadhu Ram Chand Murmu**
4. **Pandit Raghunath Murmu**
5. **Sarada Prasad Kisku**
6. **Doman Sahu Samir**
7. **Babulal Murmu Adibasi**
8. **Dherendranath Murmu**
9. **Nayke Mongal Chandra 'Turku Lumam' Soren**
10. **Padmashree Bhagbat Murmu Thakur**
11. **Narayan Soren Tore Sutam**
12. **Gora Chand Tudu**

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X8=08 |
| b) Three critical questions- | 3X5=15 |
| c) Two Short Question- | 1X2= 02 |

Reference Books:

1. Kherwal Bonsa Dharam Puthi
2. Baha Dalwak
3. Ol Doho Onor He
4. Lahak Hor re
5. Solom Lotom
6. Chand Mala
7. Bidu Chandan
8. Sonsar Phend
9. Sari Dhorom Seren Puthi
10. Lakchar Seren

SKILL ENHANCEMENT COMPULSORY COURSE (SECC)

**Semester-III
SECC-1**

Time: 2 Hours

Full Marks =25

Santali Patham Saohet

Santali Magazine & Journal Literature

1. Importance of Magazines & Journals
2. Changes of Stiles from Ancient and Present
3. Discussion on Magazine- Pera Hor, Dha.rwag, Hor Hopon ren Pera, Paschim Bangla, Hor Sombad, Sili, Tetre, Umul, Bakjulu, The Saonhed Arang, Sarjom Umul, Akhra, Jiwi.

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X8=08 |
| b) Three critical questions- | 3X5=15 |
| c) Two Short Question- | 1X2= 02 |

Reference Books:

- 1.

Semester-IV
SECC-2

Time: 2 Hours

Full Marks =25

Santali Parsi te Bigyapan

Advertisement in Santali Language

- 1. Concept**
- 2. Aim and Objects**
- 3. Importance**
- 4. Classification of Advertisements**
- 5. Method**
- 6. Skill of writing Advertisements**
- 7. Language of Advertisements**

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X8=08 |
| b) Three critical questions- | 3X5=15 |
| C) Two Short Question- | 1X2= 02 |

Reference Books:

- 1.**

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)

**Semester-V
DSEC-1**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali A.d Saohet

Santali Ancient Literature

1. Origin 2. Classification 4. Importance 5. Impact
1. Discuss on main Santali oral literature,
2. Character of Santali ancient literature,
3. Forms of Santali ancient literature (Binti, Bankher, Mantar, Sereng, Singrai, Menkatha, Bhentakatha, Kudum, GidraBauli, Khelod)

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Santali Bhasha O Sahityer Itihas - Dhirendranath Baskey
2. Santali Bhasha O Sahityer Sankhipta Parichoy - Parimal Hembrom
3. Santali Bhasha aur Sahitya, Udvab aur Bikash - Dr. Doman Sahu 'Sameer

Or

**Semester-V
DSEC-1**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santal Hul Nagam

History of Santal Revelation

1. Tilka Murmu (Majhi) Movement
2. Brief Hisotry of Santal Hul (1855)
3. Brief Hisotry of Gunduria Hul
4. Olchiki Movement

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Parsi Jitkar – Subodh Hansda
2. Saontal Gana Sangram er Itihas- Dhirendranath Baskey

Semester-V**DSEC-2****Time: 3 Hours****Full Marks 60+15(I.A.) =75****Santali Talma Jug Saohet****Santali Mediaeval Literature**

1. Origin, 2. Classification, 4. Importance, 6. Impact
1. Discuss on Mediaeval Santali literature,
2. Character of Mediaeval Santali literature,
3. Forms of Mediaeval Santali literature,
4. Missionary Age

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Santali Bhasha O Sahityer Itihas - Dhirendranath Baskey
2. Santali Bhasha O Sahityer Sankhipta Parichoy - Parimal Hembrom
3. Santali Bhasha aur Sahitya, Udvab aur Bikash - Dr. Doman Sahu 'Sameer'

Or

Semester-V
DSEC-2

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santal Porob-Porbas

Santal Festival

Magh, Baha, Makmore, Erog, Asaria, Hariari, Karam, Jantar, Dansai, Sohrai, Aghar, Sakrat

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Baha- Panchugopal Hembram
2. Sikar Disom Sohrai- Sahadev Murmu
3. Jaher Bonga Santar ko- Rameswar Murmu

Semester-VI

DSEC-3

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Nahag Saohet

Santali Modern Literature

1. Origin, 2. Definition, 3. Classification, 4. Discussion. 5. Importance, 6. Impact
1. Discuss on Modern Santali Literature,
2. Character of Modern Santali Literature,
3. Forms of Modern Santali Literature,

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

1. Santali Bhasha O Sahityer Itihas - Dhirendranath Baskey
2. Santali Bhasha O Sahityer Sankhipta Parichoy - Parimal Hembrom
3. Santali Bhasha aur Sahitya, Udvab aur Bikash - Dr. Doman Sahu 'Sameer'

Or

Semester-VI

DSEC-3

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Chatik Santali Saonhed

Santali literature written by others

1. Matal (Book) – Doman Sahu Samir
2. Bapurich Kin – Hriday Narayan Mondal
3. Saonta Reyak – Swapan Kumar Paramanik

4. Jitkar – Sudhir Mitra
5. Bul Hor Ar Ad Hor – Doman Sahu Samir
6. Sereng Sepen (Book) – Sudhir Mitra

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

1. Matal (Book) – Doman Sahu Samir
2. Midsai Mid Kahni – Edited By -Suhrid Kumar Bhowmik
3. Sereng Sepen (Book) – Sudhir Mitra

**Semester-VI
DSEC-4**

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Tula-jokha Saohet

Comparative Literature

1. Definition of Comparative Literature
2. Area & Scope of Comparative Literature
3. Importance of Comparative Literature
4. Relation between Santali other kherwar literature
5. Impact of Bengali Literature on Santali Literature

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| C) Two Short Question- | 2X5= 10 |

Reference Books:

- 1.

Or

Semester-VI

DSEC-4

Time: 3 Hours

Full Marks 60+15(I.A.) =75

Santali Patham Saohet

Santali Magazine & Journal Literature

4. Importance of Magazines & Journals
5. Changes of Stiles from Ancient of Present
6. Biography of Some writers and their Articles
7. Discussion on Magazine- Pera Hor, Hor Hopon ren Pera, Sili, Tetre, Umul, Bakjulu, The Saonhed, Arang, Sarjom Umul, Akhra, Jiwi.

Distribution of Marks as follows

- | | |
|--------------------------------------------|---------|
| a) One descriptive / Analytical questions- | 1X14=14 |
| b) Three critical questions- | 3X12=36 |
| c) Two Short Question- | 2X5= 10 |

Reference Books:

- 1.



Department of Tamil
Bhasha Bhavana

M.Phil./Ph.D. Programme (Tamil) Course Structure

Course	Title of the Paper	Marks	Exam Hours	Credit
I	Research Methodology (Tamil)	100 (IA:40 UE:60)	3	4
II	Tamil Aaiyu Kalangal	100 (IA:40 UE:60)	3	4
III	Paper on Topic of Research (To be framed by the Guide)	100 (IA:40 UE:60)	3	4
Dissertation	Viva Dissertation 50 Marks 150 Marks	200		8

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தாள் 1 ஆராய்ச்சி நெறிமுறைகள்

நோக்கம்: ஆராய்ச்சி நெறிமுறைகளையும் ஆய்வேட்டு அமைப்பையும் அறிமுகப்படுத்தல்.

அலகு 1

ஆய்வு - ஆய்வு நாகரிகம் - ஆய்வாளர் தகுதிகள் - ஆய்வு மொழிநடை - ஆய்வு அணுகுமுறைகள் - சமூகவியல் அணுகுமுறை (Sociological Approach), உடனவியல் அணுகுமுறை (Psychological Approach), அமைப்பியல் அணுகுமுறை (Systems Approach), வடிவியல் அணுகுமுறை (Formalistic Approach) முதலியன.

ஆய்வு முறைகள்: தனிநிலை ஆய்வு முறை (Case Study Method), பயனிலை ஆய்வு முறை (Applied Research), ஒரு துறைசார் ஆய்வு (Monodisciplinary Research), பலதுறைசார் ஆய்வு (Interdisciplinary Research), விதிபுணர் முறை (Normative Method), உய்த்துணர் முறை (Deductive Method), மகப்ப முறை ஆய்வு (Analytical Research), தொகுப்பு முறை ஆய்வு (Synthetic Research), தருக்க முறை ஆய்வு (Logical Method), அளவீட்டு முறை ஆய்வு (Survey Method), புள்ளியல் ஆய்வு (Statistical Method), வரலாற்று ஆய்வு முறை (Historical Method), ஒப்பியல் ஆய்வு (Comparative Method), விளக்க முறை ஆய்வு (Descriptive Method), கள ஆய்வு முறை (Field Method) முதலியன.

அலகு 2

ஆய்வுசெல் நெறி: ஆய்வுபொருள் சிக்கல் - ஆய்வுச் சிக்கலை இனங்காணுதலும் பகுத்துணர்தலும் - ஆய்வுச் சிக்கலின் தகவல் அறிதலும் உறுதிப்பாடும் தலைப்புத் தெரிவு - கருதுகோள் - கருதுகோளின் தேவை - கருதுகோளின் வகைகள் - எளிய கருதுகோள் - மாற்றுக் கருதுகோள் - பயனில் கருதுகோள் - எதிர்மறைக் கருதுகோள்.

அலகு 3

கள ஆய்வியல்: களப்பணி - விளக்கம் - களப்பணியின் தேவை - திட்ட மீடல் - கருவிகள் - காலம், பொழுது - சேகரிக்கும் இடம், சூழல் - தகவலாளர் அணுகுமுறை - தேர் காணல், வினா திரல், வாய்மொழி மரபுச் செய்திகள், தகவல்கள் திரட்டுதல் - வகைப்பாடு.

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அலகு 4

ஆய்வில் கணினியின் பயன்பாடு தரவுகளைக் சேகரிப்பதில் கணினியின் பங்கு, தமிழ் ஆய்வில் இணையத்தின் பயன்பாடு, தமிழ் வலைகள், மின்னஞ்சல், மின்னஞ்சல்கள், தமிழ் மின்னஞ்சல்கள், இணைய நூலகப் பயன்பாடு

அலகு 5

ஆய்வேட்டு அமைப்பியல்: ஆய்வுப்பொருள் அமைப்பும் இயல் பாகுபாடும் இயல் அமைப்பு - இயல்களின் வைப்பு முறை - நடைச் செம்மை - பிறன்கோட சுறல் - உடன்படல் - மறுத்தல் - மேற்கோள் காட்டும் முறைமை - ஆய்வு நாகரிகம் - அடிக்குறிப்பு - குறியீட்டு விளக்கம் - பின்னிணைப்புகள் - மூலநூற் பட்டியல் - மேற்கோள் நூற்பட்டியல் - ஆய்வேட்டு வடிவமைப்பில் கணினியின் பயன்பாடு.

பார்வை நூல்கள்:

1. ஆய்வியல் அறிமுகம் - தமிழண்ணல், இலக்குமணன், எம்.எஸ். - மீனாட்சி புத்தக நிலையம், மதுரை - 1977.
2. ஆய்வுக்கட்டுரை எழுதும்முறை - முத்துசண்முகம், வேங்கடராமன், சு. - சர்வோதயா இலக்கியப்பண்ணை, மதுரை.
3. ஆய்வியல் நெறிமுறைகள் - கு.வே. பாலசுப்ரமணியன், உமா நூல் வெளியீட்டகம், தஞ்சாவூர், 2001.
4. இலக்கிய ஆராய்ச்சி நெறிமுறைகள் - முத்துசண்முகம், சு.வேங்கடராமன், முத்துப்பதிப்பகம், மதுரை, 1979.
5. நாட்டார் வழக்காற்றியல், கள ஆய்வு - தே. லார்து, பாரிவேள் பதிப்பகம், பாளையங்கோட்டை.
6. தமிழில் கணிப்பொறியியல் - ச. பாஸ்கரன், உமா பதிப்பகம், தஞ்சாவூர்.
7. கணிப்பொறி ஓர் அறிமுகம் - இராம்குமார், சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.
8. ஆய்வியல் கோட்பாடுகளும் செயல்முறைகளும் - எஸ்.என். கணேசன், டி.பொலீசியஸ் பக் சர்வீசஸ், சென்னை.
9. வீட்டுக்குள் வரும் உலகம் - சுஜாதா, டி'நெட் லிமிடெட், சென்னை.
10. இணையமும் இவியதமிழும் - முனைவர் க. துரையாசன், இசைப்பதிப்பகம், கும்பகோணம்.

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Q. Sulliy



தாள் 2 தமிழாய்வுக் களங்கள்

நோக்கம்: தமிழாய்வுக் களங்களை மாணவர்களுக்கு வரலாற்று நோக்கில் அறிமுகப் படுத்துதலும் புதிய ஆய்வுக்களங்களை இனங்காணச் செய்தலும்.

அலகு 1

சங்க இலக்கிய ஆய்வுகள்: சங்க இலக்கியங்கள் குறித்த உள்ளடக்க ஆய்வுகள் - அகஇலக்கிய மரபுகள், புற இலக்கிய மரபுகள் சங்ககாலச் சமுதாயம் பற்றிய ஆய்வுகள் சங்க இலக்கிய உத்திகள் குறித்த ஆய்வுகள் - குறிப்புப்பொருள், உள்ளுறை, இறைச்சி, அணிநலன்கள், கற்பனை பற்றிய ஆய்வுகள்.

சங்கம் மருவியகால இலக்கிய ஆய்வுகள்: அக, புற இலக்கிய ஆய்வுகள்: அறஇலக்கிய ஆய்வுகள்.

அலகு 2

காப்பியம், பக்தி, புராண மற்றும் சிற்றிலக்கிய ஆய்வுகள்: ஜம்பெருங்காப்பியம், ஜஞ்சிறுங்காப்பியம் குறித்த ஆய்வுகள் பக்தி இலக்கியம் - பன்னிரு திருமுறைகள், நாலாயிர திவ்ய பிரபந்தம் குறித்த ஆய்வுகள் புராணம் - தலபுராணம் பற்றிய ஆய்வுகள் சிற்றிலக்கியம் குறித்த ஆய்வுகள்.

அலகு 3

தற்கால இலக்கிய ஆய்வுகள்: உரைநடை ஆய்வுகள், சிறுகதை, புதினம், கவிதை, புதுக்கவிதை, நாடகங்கள் குறித்த ஆய்வுகள் தற்காலத் தமிழ் இலக்கிய ஆய்வுப் போக்குகள்.

அலகு 4

நாட்டுப்புறவியல் குறித்த ஆய்வுகள்: நாட்டுப்புறவியல் ஆய்வுமுறைகள் - நாட்டுப்புறப் பாடல் வகைப்பாடுகள் - நாட்டார் பண்பாட்டு ஆய்வுகள் - சமயம், நம்பிக்கைகள், பழக்கவழக்கங்கள், விழாக்கள் பற்றிய ஆய்வுகள் - விடுகதைகள், பழமொழிகள், தொன்மம் குறித்த ஆய்வுகள் - நாட்டுப்புற கலைகள் பற்றிய ஆய்வுகள்.

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அலகு 5

இலக்கண ஆய்வுகள் தமிழில் இலக்கண ஆய்வுகள் - எழுத்து, சொல், பொருள், யாப்பு, அணி பற்றிய ஆய்வுகள் - இலக்கண உரையாசிரியர்கள் பற்றிச் செய்யப்பட்டுள்ள ஆய்வுகள் - இலக்கணக் கலைச்சொல் ஆய்வுகள் - மொழியியல் ஆய்வுகள்.

பார்வை நூல்கள்:

1. சங்க இலக்கிய ஒப்பீடு - இலக்கியக் கொள்கைகள். தமிழண்ணல், மீனாட்சி புத்தக நிலையம், மதுரை, 1979.
2. வசயனவழைகு ரு ஷயாநுவெ கை ஊயபெயஅ மீநவசலஇ ஷயஅணையபெயெஇ ஆயனரசயனீரடினளாபெ ரீழ்ளநஇ ஆயனரசயனஇ 1976.
3. ஒப்பிலக்கிய நோக்கில் சங்க காலம், கதிர் மகாதேவன், ஸ்டீம் வெளியீடு, மதுரை, 1977.
4. தமிழ்க்காதல், வ.க.ப. மாணிக்கம், பாரிநிலையம், சென்னை, 1962.
5. புறத்திணையியல், கு.வெ. பாலசுப்பிரமணியம், தமிழ்ப்பல்கலைக்கழக வெளியீடு.
6. தமிழில் காப்பியக் கொள்கைகள், து. சீனிச்சாமி, தமிழ்ப்பல்கலைக்கழக வெளியீடு.
7. தொகையியல், அ. பாண்டிரங்கன், திருவரங்கப் பதிப்பகம், புதுச்சேரி.
8. நாட்டுப்புறவியல் ஆய்வுஇ சு. சக்திவேல் மணிவாசகர் பதிப்பகம், 1983.
9. நாட்டுப்புறவியலஇ சு. சண்முக சுந்தரம், மணிவாசகர் பதிப்பகம், 1982.
10. நாட்டார் வழக்காறுகள், லார்து, மணிவாசகர் நூலகம், 1988.
11. மொழி வரலாறு, மு. வரதராசன், கழக வெளியீடு.
12. மொழிநூல், மு. வரதராசன், கழக வெளியீடு.
13. தமிழாய்வுத் திறனாய்வு வரலாறு, முனைவர் ம. மதியழகன், மித்ரா வெளியீடு, சென்னை, 2009.

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Regulations & Syllabus

Diploma in Tamil



Duration: Minimum One (1) Year and Maximum Three (3) Years.

Eligibility: +2 (HSC) or Equivalent or Certificate in Tamil

Scheme of Evaluation: 3-hour final examination carrying 75% of the total weight and continuous assessment carrying 25% of the total weight. To complete each Course, the learner is required to secure minimum 35% (26 marks out of 75) of the 75% in the final examination and overall 40% in both final and continuous assessment taken together. Those students who secure 60% and above in aggregate will be placed in First Class, those who secure 50% and above but below 60% in aggregate will be placed in Second Class and those who secure 40% and above but below 50% in aggregate will be placed in Third/Pass Class.

Scheme of the Question Paper:

- Short essay of 200 words
(to attempt 2 out of 3 questions) 2x10 marks = 20 marks
- Reading comprehension 1x10 marks = 10 marks
- Grammar (Tenses, articles, etc.) 10x2 marks = 20 marks
- Precis writing 1x15 marks = 15 marks
- Dialogue writing 1x10 marks = 10 marks

Diploma in Tamil

Syllabus

Course Title

PAPER I - Listening and Reading for Communication-

PAPER II- Oral and Written Communication-

PAPER III- Reading for Enrichment of Language Skills -

PAPER IV- Practical/Project

Listening for Communication

Types of Listening - Hearing Vs Listening - Barriers to Listening - Purpose of Listening - Listening to Speeches and Radio and TV news - Active Listening Skills - Short story recitation.

Oral and Written Communications

Nature of Communication - Types of Communication - Difficult Sounds of Tamil - Welcome Address - Vote of Thanks - Presentation - Voice Modulation - Master of Ceremonies - Prepared and impromptu speeches - Groups Discussion - Dialogue - Writing Letters - Memos - Complaints - Report Writing - Note Making - Punctuation - CV and Bio Data - Editing - Proof reading - Precise Writing - Proposal Writing - Email Communication - Writing for Media - Common Errors in Tamil - Sounds of Language.

Reading for Enrichment of Language Skills

Types of Reading - Purpose of reading - Reading for Vocabulary Barriers to Reading - Critical Reading - Flexible Reading - Reading Comprehension - Reading Magazine and Literature - Styles of Reading Ten short stories from world literatures are to prescribed to inculcate the LSRW skills along with interpretative capacity in learners.

Practical

The Learners are to be asked to attend the Language Laboratory at the university campus at least for a week during the period of programme. They have to complete the exercises in Grammar, Listening, Reading and Writing, available in the software. The system generated Performance Report will be counted for the final result of the programme.



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Units-I TO V

Marks: 80



Syllabus for Certificate Course Tamil

First Year syllabus

This course is meant for beginners of Tamil who do not have any background in Tamil prior to taking this course. Instruction for this course include teaching both the writing and spoken system. An assignment will be due on every Monday, and a quiz will be held once in two weeks. There will be a semester examination. Grade is issued based on the following:

Attendance - 5%, assignments - 10 %, Quizzes - 5 %, SEMESTER - 80

Unit I:

a) Introduction to Tamil Language, b) Introduction to writing system, c) Tamil vowels d) Tamil consonants, d) Visiting the Language Lab.

Homework: Assignment No. 1 - Writing Tamil vowels and consonants

Reading for next Level: WALT homepage: <http://ccat.sas.upenn.edu/plc/tamilweb/mkletter.html>, [saylei.html](http://ccat.sas.upenn.edu/plc/tamilweb/mkletter.html), [framesyll.html](http://ccat.sas.upenn.edu/plc/tamilweb/mkletter.html) and HyperCard software: lessons 1 and 2)

Unit II

Class work: a) Making syllables in Tamil, b) Practice writing syllables, c) Making words and d) Pronunciation of Tamil words - reading words

Homework: Assignment No. 2 - Writing syllables and making words

Reading for next Level: WALT page: <http://ccat.sas.upenn.edu/plc/tamilweb/lessons/lesson1.html>, Reading on Sandhi rules will be provided.

Class work: a) Pronunciation of Tamil words contd., b) Making noun-noun sentences, c) Making interrogative questions versus information seeking questions and d) practice sandhi rules

Quiz: (45 minutes) covering writing vowels, consonants and making simple words and simple sentences

Assignment: Writing words, translating simple sentences with noun-noun construction

Reading: Sandhi Rules, Interrogative questions, Information seeking question and negative markers

Unit III

Class work: a) Sandhi rules, b) Use of case suffixes, c) Introducing the use of verbs and d) use of tense markers (present tense)

Assignment: Combination of words and vowels.

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P. Blanche Mathis
5-7-2016



Reading: Reading - I from the reader

Unit-IV

Tamil Grammer-Paku Padha Urupilakanam-Illakanak Kuripu-Punarchi Vethikal

Unit-V

Language Structures-Personal Pronouns-Noun-Present indefinite-Third Person Pronoun Singular-Masculine-Feminine formation-Present Continuous-Present Perfect-Future-Past indefinite-Past Continuous-Present Participle-Past Perfect-Future imperative-Future Perfect-Future Continuous.

Second Year Syllabus

Units-I TO V

Marks:80

Attendance - 5%, assignments - 10 %, Quizzes - 5 %, SEMESTER - 80

Unit I

Understanding the Tamil Language and dialects through various Multimedia sources-Tamil sentence formation and speech practice-Singing the Songs- Nursery Level.

Unit II

Find out the proper Tamil words to the task given by the Teachers.-Reading the Tamil texts and understand the Meaning (Practical)-Dictation of the Text-Tamil to English Translation-English to Tamil Translation-Conversation in Tamil with the Tamil scholars.

Unit-III-

Papaa Pattu- Koovum Kozhi-Thullum Muyal-Aatuk kutti-Mayulum Kuyulum

Unit-IV

Prose Reading- CHL Advanced Course Reader -Lessonas-1 to 10.

Unit-V

Letter Writing- Leave Letter- Letter to a Friend- Letter to the Teacher- Understanding Conversational Tamil.


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5.7.2016



Books Prescribed:

1. Tamilpada Nool- Books I,II,III

Government of Tamil Nadu Department of School Education School Textbooks in Tamil
Available in .pdf Format: <http://www.textbooksonline.in/nic.in/>

Books Recommended

1. Tamil Course for European School – Books I & II, Christian Literature Society, Chennai.
2. ABC of Tamil- T.B.Sidalingaiah, Paari Nilayam, Chennai.
3. Tamil Language in Context , Vasu Renganathan, Publisher; www.thetamilanguage.com; 1st edition (2011).

Translation, Dictionaries and Resources

- Tamilcube: <http://www.tamilcube.com/res/tamilpad.html>
- <http://www.dictionary.tamilcube.com/>
- University of Chicago Digital Dictionaries of South Asia University of Madras Tamil Lexicon Search Engine: <http://dsal.uchicago.edu/dictionaries/tamil-lex/>

Online Language Learning

- Government of Tamil Nadu Department of School Education School Textbooks in Tamil Available in .pdf Format: <http://www.textbooksonline.in/nic.in/>
- University of Pennsylvania Language Learning Center's Web Assisted Learning and Teaching of Tamil (WALTT): <http://plc.sas.upenn.edu/tamil/>
- Tamil Virtual Academy (TVA): <http://www.tamilvu.org/> by stage

Tamil learning Software

1. Tamil - A to Z
Instructional Tamil Software for
Macintosh
(in 105 graded lessons)

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Book Prescribed:-

For paper I:

1. A guide to Tamil- by P. Jothimuthu, published by c. l. s,
Madras-600103

2. "A Standard Grammar of modern & Classical Tamil" N. C.
B.H. Pvt Ltd, 6 Nallathambi chetty Street, Madras-2.

For Paper:-II

1. Prose :- Porkalavazhkki by Poovarran Paari Nilaiyam, 59 Broadway,
Madras-1

2. Poetry :-

(i) Nartrinai 3 Poems

(ii) Kurunadhogai 3 Poems

(iii) Kalithogai 1 Poems

(iv) Purananooru 3 Poems

(v) Aganananoou 1 Poems

(vi) Tirukkural 10 Stanzas.

(vii) Naladiyar 2 Poems

(viii) Devaram 5 Poems

(ix) Divyaprabandham 5 poems

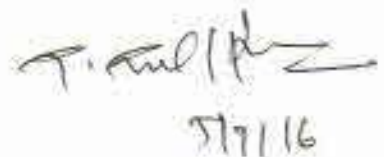
(x) Sivage Sindhamani 3 Poems

(xi) Kamba Ramayanam 3 Poems

NOTE: The poems will be selected by the teacher and the students and
The Examiner will be informed accordingly.


8/7/16

P. Bhammathi
5.7.2016


5/7/16



3. Short Stories:-

'Veril Thudikkum Uyirgal' Published by Vanadhi Pathippage; 13
Deenadaylu Street, T. Nager, Madras-600017

For Paper:-III

History of Tamil Literature :- Sangam period to 12th century and 20th century

Books "A History of Tamil Literature" of any book available in Tamil or in
English.

For Reference only:-

- i) "A History of Tamil Literature" by J.M Somasundram,
Kazhagam, 140 Broadway, Madras-1
- ii) "A History of Tamil Literature" by T.P Meenakashi
Sundram Kazhagam, 140 Broadway, Madras-1
- iii) "Tamizh Ilakkiya Varalru" by Dr. M. Varadarajan Paari
Nilaiya, 59, Broadway, Madras-1
- iv) "Tamil Ilakkiya Varalaru" by T.P. Meenakashi Sundram
Kazhagam, 140 Broadway, Madras-1

P. Bhannimathi
5.7.2016

T. Raju
5/7/16

5/7/16

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Visva-Bharati

(A Central University and an Institution of National Importance)

Department of Tamil
Bhasa Bhavana

Syllabus for M.A. Tamil


22/7/18

Dr. JAGADEESAN, T. Ph.D
ASSISTANT PROFESSOR OF TAMIL
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22/7/18

उपप्राध्यापक / Principal
भाषाभवन / Bhasa-Bhavana
विश्वभारती / Visva-Bharati


22/7/18

प्रभारी प्राध्यापक / Teacher-in-Charge
तमिल विभाग / Dept. of Tamil
भाषाभवन / Bhasa-Bhavana

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M.A. Tamil – Revised Course Structure under CBCS
(For the candidate admitted from the academic year 2008-2009 onwards)

Sem ester	Course	Course Title	Ins. Hrs / Week	Credit	Exam Hrs	Marks		Total
						Int.	Ext.	
I	Core Course – I (CC)	இக்கால இலக்கியம் 1 உரைநடை, புனைகதை	6	4	3	25	75	100
	Core Course – II (CC)	இக்கால இலக்கியம் 2 நாடகம், கவிதை புதிக்கவிதை, மரபுக்கவிதை	6	4	3	25	75	100
	Core Course – III (CC)	அறு இலக்கியம்	6	4	3	25	75	100
	Core Course – IV (CC)	பக்தி இலக்கியம்	6	4	3	25	75	100
	Core Course – V (CC)	தொல் எழுத்தறிதிகாரம் நச்சினார்க்கினியர் உரை	6	4	3	25	75	100
	Total		30	20				
II	Core Course – VI (CC)	காப்பியம்	6	5	3	25	75	100
	Core Course – VII (CC)	சிறுநிலக்கியம்	6	5	3	25	75	100
	Core Course – VIII (CC)	இலக்கியக்கொள்கைகள்	6	5	3	25	75	100
	Core Course – IX (CC)	தொல்-சொல்லதிகாரம் - சேனாவரையர் உரை	6	5	3	25	75	100
	Elective Course – I (EC)	ஒப்பிலக்கியம்	6	5	3	25	75	100
	Total		30	25				
III	Core Course – X (CC)	சங்க இலக்கியம்	6	5	3	25	75	100
	Core Course – XI (CC)	தொல் - பொருளதிகாரம்- முதல் 5 இயல்கள் - இளம்பூரணர் உரை	6	5	3	25	75	100
	Core Course – XII (CC)	ஆராய்ச்சி நெறிமுறைகள்	6	5	3	25	75	100
	Elective Course – II (EC)	முக்கள் தகவல் தொடர்பியல்	6	5	3	25	75	100
	Elective Course – III (EC)	மொழிபெயர்ப்பியல்	6	5	3	25	75	100
	Total		30	25				
IV	Core Course – XIII (CC)	தொல் - பொருள் (இளம்பூரணர்) (பின் 4 இயல்கள்)	6	5	3	25	75	100
	Core Course – XIV (CC)	நாட்டுப்பறவியல்	6	5	3	25	75	100
	Core Course – XV (CC)	Project Work Viva voce 20 marks Dissertation 80 marks	12	5	-	-	-	100
	Elective Course - IV (EC)*		6	5	3	25	75	100
		Total		120	90			

- நான்காம் பருவத்தில் விருப்பப்படமாகக் கீழ்க்காணும் பாடங்களில் ஒன்றினைத் தேர்வு செய்து கொள்ளலாம்

1. பொதுமொழியியல்
2. பன்னிரு திருமுறைகள்

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(Vivekavalli) of Tamil
Saraswati - Sarayasa-Bhavana
Saraswati / Vivekavalli
Saraswati / Sarayasa

CORE COURSE I


இக்கால இலக்கியம் 1
(உரைநடை, புனைகதை)

நோக்கம்: இக்காலத் தமிழ் இலக்கியத்தின் உள்ளடக்கத்தையும் வடிவ அமைப்பையும் உத்திகளையும் மாணவர் அறியுமாறு செய்தல்.

அலகு 1	உரைநடை தமிழ்க்காதல்	: வ.சுப.மாணிக்கம் மணிவாசகர் பதிப்பகம் சிதம்பரம்
அலகு 2	உரைநடை புதிய உரைநடை	: மா. இராமலிங்கம் நியு செஞ்சுரி புகழ்ஹவுஸ் வெளியீடு
அலகு 3	சிறுகதை புதுமைப்பித்தன் சிறுகதைகள் : (ஒரு நாள் கழிந்தது - முதல் சிறுகதைகள்	: புதுமைப்பித்தன் நேஷனல் புக் டிரஸ்ட் 5 - ஏ கிரீன் பார்க் புதுதில்லி 110 016.
	சமீபத்திய தமிழ்ச் சிறுகதைகள்	: வல்லிக்கண்ணன் & சி.வ. சுப்பிரமணியன் நேஷனல் புக் டிரஸ்ட் 5 - ஏ கிரீன் பார்க் புதுதில்லி 110 016.
அலகு 4	புதினம்: பொன்னி சங்கர்	: கலைஞர் மு. கருணாநிதி பூம்புகார் பதிப்பகம் 63 பிரகாசம் சாலை சென்னை 600 108
அலகு 5	புதினம்: கவடுகள்	: இரா. பாலசுப்பிரமணியன் பாவை பப்ளிகேஷன்ஸ் 142 ஜூனி ஜானிகான் சாலை இராமப்பேட்டை சென்னை 600 014.


22/7/18

இராஜ் / Jagadeesan
தமிழியல் / Dr. Jagadeesan
தமிழியல் / Dr. Jagadeesan


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தமிழியல் / Dr. Jagadeesan
தமிழியல் / Dr. Jagadeesan
தமிழியல் / Dr. Jagadeesan
தமிழியல் / Dr. Jagadeesan

CORE COURSE II

(இக்கால இலக்கியம் 2)

நாடகம், கவிதை – புதுக்கவிதை, மரபுக்கவிதை

நோக்கம்: இக்காலத் தமிழ் இலக்கியத்தின் உள்ளடக்கத்தையும் வடிவ அமைப்பையும் உத்திகளையும் மாணவர் அறிபுமாறு செய்தல்.

அலகு 1	நாடகம்	
	வேலைக்காரி	அறிஞர் அண்ணா
அலகு 2	நாடகம்	
	ஆதிரை	கவிஞர் சிற்சி கோலங்கள் வெளியீடு 50 அடக்கப்பா குடியிருப்பு பொள்ளாச்சி I
அலகு 3	கவிதை	
	குயில்பாட்டு	பாரதியார்
அலகு 4	கவிதை	
	சஞ்சீவி பரிவர்த்தனை சாரல்	பாரதிதாசன்
அலகு 5	புதுக்கவிதை	
	வணக்கம் வளஞ்சுவம்	சரோடு தமிழன்பன் பூம்புகார் பதிப்பகம் சென்னை 108

சுப்பு சுவாமி
22/7/18

சுப்பு சுவாமி
22/7/18

மாணவன் / Manavan
விசும்பாச்சி / Visumbhachari

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விசும்பாச்சி / Visumbhachari
விசும்பாச்சி / Visumbhachari

பார்வை நூல்கள்:

1. க.த. திருநாவுக்கரசு : திருக்குறள் நீதி இலக்கியம்
சென்னைப் பல்கலைக்கழகம், சென்னை
முதல் பதிப்பு 1971
2. வ. சுப. யாணிக்கம் : வள்ளுவம்
பாரி நிலையம், சென்னை, முதற்பதிப்பு 1953
3. இரா. சாரங்கபாணி : திருக்குறள் உரைவேற்றுமை (அழகுத்துப்பால்)
அண்ணாமலைப் பல்கலைக்கழகம்
முதற்பதிப்பு 1989
4. மு.பொன்னுசாமி : தமிழ் நீதி இலக்கிய வரலாறு
இந்து பதிப்பகம், கோவை
5. முருகு. சுப்பிரமணியம் : நன்னெறி நூல்நயம்
பாரிநிலையம், சென்னை, முதற்பதிப்பு 1976
6. : நீதிநெறிக் கொத்து
சுழக வெளியீடு, சென்னை
7. புலவர் குழந்தை : நீதிக் களஞ்சியம்
இளங்கோ புத்தகச்சாலை, ஈரோடு 1978
8. ஆ. சிவலிங்கனார் (உரை) : நன்னெறி வெண்பா நாற்பது
பொம்பே ஆதின வெளியீடு, மயிலம்.
9. மு.க. தங்கவேலன் : செம்மொழியாம் செந்தமிழும், திருக்குறளும்
மணிமேகலைப் பிரசுரம், சென்னை 2006.

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மாணிக்க-போவனா / Manikka-Bhovana
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சாந்தினகரம் / Santiniketan

CORE COURSE IV

பக்தி இலக்கியம்

- அலகு 1 தேவாரம்: அ. திருஞான சம்பந்தர் - திருமயிலாப்பூர் பதிகம்
"மட்டிட்டு புண்ணையங்காலை"
"காதலாகி கசிந்து" எனத்
தொடங்கும் நமச்சிவாய்பதிகம்
- ஆ. திருநாவுக்கரசர் - "மாதர்ப் பிறைக் கண்ணியாலை"..... ஏனத்
தொடங்கும் திருவையாற்றுப்பதிகம்
"நெஞ்சமே உமக்கே..." எனத்
தொடங்கும் திருவதிகை வீரட்டானப்பதிகம்.
- இ. சுந்தரர் - "மற்றுப்பற்றெனக்கின்றி....."
எனத் தொடங்கும் திருப்பாண்டிக்
கொடுமுடிப்பதிகம்
"அடியார்க்கும் அடியேன்" எனத் தொடங்கும்
திருத்தொண்டர் தொகை.
- அலகு 2 அ. மாணிக்கவாசகர் - 'நாடகத்தால் உன்னடியார்போல்' எனத்
தொடங்கும் அறிவுறுத்தல் பதிகம்
ஆ. காரைக்கால் அம்மையார் - முதல் முத்தத்திருப்பதிகம்
இ. தாயுமானவர் - தேஜோமயானந்தப் பதிகம்
ஈ. வள்ளலா - வேண்டல் விண்ணப்பம்
- அலகு 3 அ. குலசேகராழ்வார் - திருவோங்கடம், திருவரங்கம்
தலப்பாசுரங்கள்
ஆ. ஆண்டாளர் - நாச்சியார் திருமொழி 1-50 பாடல்கள்
- அலகு 4 H.A. கிருஷ்ண பிள்ளை - போற்றித் திருவகவல்
- அலகு 5 குணங்குடி மஸ்தான் - பராபரக் கண்ணி முழுவதும்
- பார்வை நூல்கள்
- டாக்டர் ப. அருணாசலம் - பக்தி இலக்கியம் ஓர் அறிமுகம்
தமிழ்ப்புத்தகாலயம்
சென்னை - 5, 1973

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CORE COURSE V

தொல்காப்பியம் - எழுத்ததிகாரம் (நச்சினார்க்கினியர்)

நோக்கம் : இலக்கியங்களை அறிவதற்கு உரிய அறிவியல் கருவியாகிய தொல்காப்பியத்தை முழுமையாக அறியச் செய்தல், எழுத்துதல், பேசுதல், படைத்தல் ஆகிய மூன்று நிலைகளிலும் பிழை நக்கததற்கு வழி வகுத்தல், சொல்லிலக்கண மரபுகளை அறிவித்தல்.

வினாத்தாள் அமைப்புமுறை : மாணவர்களின் நினைவாற்றலைச் சோதிப்பதாக வினாக்கள் உரைகளின் உட்பகுதி அமைதல் வேண்டா.

பயிற்றுவிக்கும் முறை : நாற்பா, உரை விளக்கம், சான்றுகள் என்ற முறையில் நச்சினார்க்கினியர் உரைவழிக் கற்பித்தல் வேண்டும்.

அலகு 1 நான்மரபு, மொழிமரபு

அலகு 2 பிறப்பியல், புணரியல்

அலகு 3 தொகைமரபு, உருபியல்

அலகு 4 உயிர்மயங்கியல், புள்ளி மயங்கியல்

அலகு 5 குற்றியலுகரப் புணரியல், ஒலியனியல்

பார்வை நூல்கள்:

1. இக்கால மொழியியல் - டாக்டர் முத்துச் சண்முகன், மதுரை காமராசர் பல்கலைக்கழகம், மதுரை.
2. திராவிட மொழிகளின் ஒப்பாய்வு - ஜி.ஜான் சாமுவேல், மணி பதிப்பகம், சென்னை.
3. மொழியியல் - டாக்டர் ரா. சீனிவாசன், அணியகம், சென்னை.


22/7/18

CORE COURSE VI
காப்பிய இலக்கியம்


22/7/18

உரை / மொழி
மாணவன் / Manava
திருமாவளி / Tirumavali

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மொழி / Dept. of Tamil
மாணவன் / Manava
திருமாவளி / Tirumavali

- அலகு 1: சீலப்பதிகாரம் - புகளிக்காண்டம் - முழுவதும்
மணிமேகலை - 11 -15 (ஐந்து காதைகள்)
(பாத்திரம் பெற்ற காதை முதல் பாத்திரங்கொண்டு பிச்சை புக்க காதை முடிய)
- அலகு 2: சிந்தாமணி - விமலையார் இலம்பகம்
பெருங்கதை - முகவெழுத்துக் காதை
மணம்படு காதை
- அலகு 3: கம்பராமாயணம் - மந்தரை சூழ்ச்சிப்படலம்
பெரியபுராணம் - இளையான்குடி மாறநாயனார் புராணம்
- அலகு 4: திருவிளையாடற்புராணம் - விறகு வீற்ற படலம்
வில்லிபாரதம் - கண்ணன் தூதர் சுருக்கம்
- அலகு 5: இயேசு காவியம் - மலைப்பொழிவு
சீராப்புராணம் - நபி மட்டம் பெற்ற படலம்

CORE COURSE VII சிற்றிலக்கியம்

- அலகு 1: திருக்கோவையார் - முதல் 100 பாடல்கள்
- அலகு 2: கலிங்கத்துப்பரணி - கடைத்திறப்பு, காடு பாடியது, கோயில் பாடியது,
தேவியைப்பாடியது
- அலகு 3: நந்திக்கலம்பகம் - முழுவதும்
- அலகு 4: முத்துக்குமாரசாமி பிள்ளைத்தமிழ் - பருவந்தோறும் முதல் 5 பாடல்கள்
- அலகு 5: தமிழ்விடுதூது - முழுவதும்

CORE COURSE VIII இலக்கியக் கொள்கைகள்


22/7/18


22/7/18

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22.7.18

சீமார் / ப்ரஹ்மக / Teacher-in-Charge
தமிழ் விபாக / Deptt. of Tamil
புலகாண்ட / Pancha-Bhavans
திருகோட்டை / Tirukottai
22-7-2018

நோக்கம் : ஓர் இலக்கியப் படைப்பின் ஆழ-அகல, பரிமாணங்களை முற்றிலும் அறிய அப்படைப்பாக்கம் பற்றிய கொள்கைகளை அறிதல் அவசியம். அன்வகையில் பல்வேறு இலக்கிய வடிவங்கள் பற்றிய கோட்பாடுகளை மாணவர்கள் அறிபுமாறு செய்தல்.
பயிற்றுவிக்கும் முறை : தமிழியல் மரபு சார்ந்த இலக்கியக் கொள்கைகளை, மேலை இலக்கிய தாக்கத்தால் உருவான இலக்கிய வடிவங்களின் அமைப்பு, அழகு போன்றவற்றைக் கிடைக்கும் தமிழ் - ஆங்கில நூல்களின் உதவி கொண்டு பயிற்றுவித்தல்.

அலகு 1

இலக்கியக் கொள்கைகள் என்பதன் விளக்கம் - இலக்கிய வரலாறு. இலக்கியத் திறனாய்வு, இலக்கியக் கொள்கைகள் இம்முறையன் உருவம் தொடர்பும். இலக்கியத்தின் அடிப்படைக்கூறுகள் - உணர்ச்சி, வடிவம், கற்பனை போலவன. தொல்காப்பியரின் இலக்கியக் கொள்கைகள் - அகம், புறம், திணை, துறை பாடுபாடுகள் - உள்ளுறை - இறைச்சி, நோக்கு - மெய்ப்பாடு.

அலகு 2

காப்பிய இலக்கணம் - பெருங்காப்பியம் - மேலை, கீழை நாட்டுக் காப்பிய மரபுகள் - காப்பிய மாந்தர்கள் - மூலக்கதையும் கிளைக்கதைகளும், காப்பியப்பதிப்புகள்.

அலகு 3

பக்திப் பாடல்கள் - பாடுபொருள் - பக்திப் பாடல்களின் பல்வேறு வடிவங்கள்: திருப்பள்ளி எழுச்சி, பாலை, அந்தாதி, தாண்டகம் போல்வன.

அலகு 4

நாவலும் சிறுகதையும் - இவற்றின் தோற்றத்திற்கான சமூகச்சூழல்கள் கதைப்பின்னல் வகைகள் - பாத்திரப்படைப்பு - பாத்திரப் பேச்சு - பின்னணியும் சூழலும் - எடுத்துரை உத்திகள் - நோக்குதிலை - புனைகதைப் படைப்பில் புதுமை உத்திகள்.

அலகு 5

மரபுக்கவிதைகள் - புதுக்கவிதையின் வடிவங்கள் - படிமம், குறியீடு போன்ற உத்திகள், தொன்ம ஆட்சி, பல்வேறு இலக்கிய இயக்கங்களின் பாதிப்புகள் - கவிதையும் உரைநடையும் - உரைநடை வகைகள் - உரைநடையின் அணிநலன்கள்.

பார்வை நூல்கள் :

1. தமிழ்க்காதல் - வ. கப. மாணிக்கம்
2. தமிழில் காப்பியக் கொள்கை - து.சீனிச்சாமி
3. இலக்கியத் திறனாய்வியல், ஞானமூர்த்தி, தா.ஏ.,
4. நாவல் இலக்கியம், மா. இராமலிங்கம்
5. புதிய உரைநடை, மா.இராமலிங்கம்
6. இலக்கியக் கொள்கைகள் - உலகத்தமிழாராய்ச்சி நிறுவன வெளியீடுகள்
7. பக்தி இலக்கியம் - ப.அருணாசலம்.
8. பன்னிருதிருமுறை வரலாறு - க.வெள்ளைவாரணம்
9. காப்பியத் தமிழ் - இரா.காசிராசன்
10. உலகக்காப்பியங்கள் - இரா.காசிராசன்
11. ஒப்பிலக்கிய நோக்கில் சங்க காலம் - கதிரீ மகாதேவன்
12. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும் - வல்லிக்கண்ணன்
13. தொன்மம் - கதிரீமகாதேவன்.

CORE COURSE IX

தொல்காப்பியம் - சொல்லதிகாரம் (சேனாவரையர்)

22/7/18

22-7-18

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 FACULTY OF ARTS

மாநாடு இயக்குநர் / Section in-Charge
 மாநாடு / Dept. of Tamil
 இயக்குநர் / Co-ordinator
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நோக்கம் : சொல்லிலக்கண மரபுகளையும், பல்வேறு தொடரமைப்புகளையும் மாணவர்கள் உணருமாறு அறிவித்தல்.

பயிற்றுவிக்கும் முறை : நூற்பா, உரைவிளக்கம், சான்றுகள் என்ற முறையில் சேனாவரையர் உரைவழிக் கற்பித்தல் வேண்டும்.

வினாத்தாள் அமைப்புமுறை : மாணவர்களின் நினைவாற்றலை மிகவும் சோதிப்பதாக வினாக்கள், உரைகளின் உட்புகுந்து அமைதல் வேண்டா.

- அலகு 1 கிளவியாக்கம்
- அலகு 2 வேற்றுமையியல், வேற்றுமை மயங்கியல், விளிமரபு
- அலகு 3 பெயரியல், வினையியல்
- அலகு 4 இடையியல், உரியியல்
- அலகு 5 எச்சவியல், உருபவியல்


பார்வை நூல்கள்:

1. இக்கால மொழியியல் - டாக்டர் முத்துச் சண்முகன், மதுரை காமராசர் பல்கலைக்கழகம், மதுரை.
2. திராவிட மொழிகளின் ஒப்பாய்வு - ஜி.ஜான் சாமுவேல், மணி பதிப்பகம், சென்னை.
3. மொழியியல் - டாக்டர் ரா. சீனிவாசன், அணியகம், சென்னை.

ELECTIVE COURSE I

ஒப்பிலக்கியம்

நோக்கம் : ஒப்பியல் இலக்கிய ஆய்வின்மூலம் உலக ஒருமைப்பாடு நோக்கி மாணவர்களின் சிந்தனையைத் திருப்பதல் - நாய்மொழியளவில் மாணவர்களின் சிந்தனை தேங்கிவிடாமல், பிற உலக இலக்கியங்களையும் ஆராய்தல்.


22/7/18
ஆய்விதழ் / Journal
தமிழ்மொழி / Tamil Language
பெரியார் / Periyar


22/7/18
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22.7.18
T. Senthil Kumar / Teacher-in-Charge
தமிழ் மொழி / Dept. of Tamil
தமிழ்மொழி / Tamil Language
பெரியார் / Periyar
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பயிற்றுவிக்கும் முறை : ஒப்புமை வேறுபாடு - செல்வாக்கு - தாக்கம் போன்றவற்றை
எடுத்ததுகாட்டுதல்

அலகு 1

ஒப்பிலக்கியம் - சொற்பொருள் விளக்கம் - ஒப்பிலக்கியத்தின் பண்பும் பயனும் - மூவகை
இலக்கியம் - (தேசிய இலக்கியம், உலக இலக்கியம், பொது இலக்கியம்) ஒப்பியலில்
அறிவியல் அணுகுமுறைகள் - ஒப்பாய்வில் மொழிபெயர்ப்பின் தேவை.

அலகு 2

தமிழில் ஒப்பிலக்கியத் தோற்றமும் வளர்ச்சியும் - பண்டையத் தமிழ்ப் புலவோர்,
உரையாசிரியர்கள் முதலியோரின் ஒப்பிலக்கிய நோக்கு - வ.வே.க. ஐயர்,
எஸ்.வைபாபுரிப்பிள்ளை, தனிநாயக அடிகளார், க.கைலாசபதி முதலியோரின்
ஒப்பிலக்கியத்தொண்டு - அண்மைக்கால ஒப்பிலக்கிய வளர்ச்சி.

அலகு 3

இலக்கிய வகைகள் - வகைக்கொள்கைகள் - வகை நோக்கில் இலக்கிய வளர்ச்சி -
அடிக்கருத்தியல் - அடிக்கருத்தும் குறிப்புப்பொருளும் - தொன்மம் - தொன்ம வகைகள்.

அலகு 4

தொல்காப்பிய மெய்ப்பாட்டியலும் வடமொழி இரசக் கோட்பாடும் - கம்பனும் -
வால்மீகியும் - திருக்குறளும் பிறமொழி நீதி இலக்கியங்களும் (குறிப்பாக வடமொழி
இலத்தீன், சீன ஆற நூல்கள்).

அலகு 5

தமிழ் வீரயுகப்பாடல்கள் - தமிழ் முல்லைத்திணைப் பாடல்களும் கிரேக்க முல்லைப்
பாடல்களும் - சங்கப்பாடல்களும் கிரேக்கத் (லிரிக்) தன்னுணர்ச்சிப் பாடல்களும் -
கம்பனும் மில்டனும் - பாரதியும் ஷெல்லியும் - பாரதியும் வீட்மனும், இளங்கோவும்
ஷேக்ஸ்பியரும் - ஐரோப்பிய புதுக்கவிதைகளும் தமிழ்ப்புதுக்கவிதைகளும் - தற்காலத்
தமிழிலக்கியங்களில் மேலைநாட்டுத் தாக்கம்.
பார்வை நூல்கள் (தமிழ்)

1. ஒப்பிலக்கிய அறிமுகம் - டாக்டர் தமிழண்ணல்
2. ஒப்பியல் இலக்கியம் - டாக்டர் க.கைலாசபதி
3. ஒப்பிலக்கியம் - ஓர் அறிமுகம் - டாக்டர் வை.சச்சிதானந்தம்
4. ஒப்பிலக்கியக் கொள்கைகள் - டாக்டர் ம.திருமலை
5. ஒப்பிலக்கிய மரபும் திறனும் - டாக்டர் இரா.காஞ்சனா
6. கம்பனுக்குக் கதை கொடுத்தவர் வால்மீகியா? - டாக்டர் கு.திருமேனி
7. கம்பனும் மில்டனும் - எஸ். இராம கிருஷ்ணன்.
8. கம்பனும் வால்மீகியும் - நாமக்கல் கவிஞர்


22/7/18

தலைவர் / Headmaster
மாண்புமிகு / Hon'ble
பொதுப்பணி / Public Works

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22.7.18

மாண்புமிகு / Teacher-in-Charge
கலை திணை / Deptt. of Tamil
பொதுப்பணி / Uthara-Bhavana
விஸ்வாசனி / Visva-Sharati
சாந்தினிகேதன் / Santiniketan

9. காப்பிய காலம் - எஸ்.வையாபுரிப்பிள்ளை
10. சங்க இலக்கிய ஒப்பீடு - (இரண்டு பாகங்கள்) டாக்டர் தமிழண்ணல்
11. திருக்குறள் நீதி இலக்கியம் - டாக்டர் க.த.திருநாவுக்கரசு
12. பாரதியும் கீட்சம் - பாலா
13. பாரதியும் ஷெல்லியும் - ரகுநாதன்
14. புதுக்கவிதைத் திறனாய்வு - அக்கினி புத்திரன்
15. புதுக்கவிதையின் தேக்கநிலை - இ.மறைமலை
16. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும் - வல்லிக்கண்ணன்
17. புதுக்கவிதை முற்போக்கும் பிற்போக்கும் - நா.வாழ்மாமலை.
18. காப்பிய விருந்து - தெ.ஞானசுந்தரம்.
19. சங்கக்கவிதைகளும் கிரேக்க லிரிக் கவிதைகளும் - செண்பகம் ராமசாமி
20. இலக்கிய வகைமை ஒப்பாய்வு - டாக்டர் கி.இராசா
21. இலக்கிய வகைத் திறனாய்வு - டாக்டர் கி.இராசா.
22. ஒப்பாய்வுக் களங்கள் - ஜான் சாமுவேல்
23. ஒப்பிலக்கிய வரம்பும் செயற்பாடும் - டாக்டர் சண்முக செல்வகணபதி.

ஆங்கில நூல்கள்

1. Bharathi and Walt Whitman – Dr.Sachidanandam
2. Studies in Comparative Literature – John Samuel.
3. Kamban and Milton – Dr.S.Ramakrishnan
4. Tamil Heroic Poetry. Dr.K.Kailasapathy.
5. The impacts of Western thought on Bharathiar, Dr.Sachidanandam
6. Shakespeare and Ilango as Tragedian – Dr.K.Chellappan.

CORE COURSE X

சங்க இலக்கியம்

- அலகு 1: புறநானூறு – கபிலர் பாடல்கள் முழுவதும்
பதிற்றுப்பத்து - இரண்டாம் பத்து
- அலகு 2: அகநானூறு – களிற்றுயானைநிறை முதல் 15 பாடல்கள்
கலித்தொகை – குறிஞ்சிச்சீக்கலி முதல் 10 பாடல்கள்
- அலகு 3: நற்றிணை – முதல் 15 பாடல்கள்
குறுந்தொகை – 51 முதல் 75 முடிய (25 பாடல்கள்)
- அலகு 4: பத்துப்பாட்டு – சிறுபாணாற்றுப்படை


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CORE COURSE XII


ஆராய்ச்சி நெறிமுறைகள்

- அலகு 1: ஆய்வு அறிமுகம்: ஆராய்ச்சி சொற்பொருள் விளக்கம் - ஆராய்ச்சிப் பொருள் - ஆய்வாளர்களுடைய தகுதிகள் - ஆய்வு நாகரிகம் - கருதுகோள் - ஆய்வுச் சிக்கல்கள் ஆய்வுப்பொருளைத் தெளிவாகச் சுட்டல்
- அலகு 2: தரவுகள் சேகரிப்பு குறிப்பெடுத்தல் - நூலகப் பயன்பாடு - கணிப்பொறி, இணையம் உள்ளிட்ட நவீனக் கருவிகளைப் பயன்படுத்தல் - களஆய்வு - வினாநிரல் - நேர்காணல்
- அலகு 3: ஆய்வு வகைகள் (Research Methods) அணுகு முறைகளாகும், ஆய்வு வகைகளுக்கும் உள்ள வேறுபாடுகள் - அறிவியல் முறை - அமைப்பு முறை - விதிபுணர் முறை - புள்ளி விவரமுறை தனிநிலை ஆய்வு - விளக்க முறை.
- அலகு 4: ஆய்வியல் அணுகு முறைகள் (Research Approaches) அறிவியல் அணுகுமுறை - உள்வியல் தொல்பொருளியல் - ஒப்பீலக்கியம் - சமூகவியல் - மொழியியல் - வரலாற்றியல் அணுகுமுறைகள்
- அலகு 5: ஆய்வேட்டின் அமைப்பும், வரைவு முறையும்: ஆய்வேட்டின் அமைப்பு - தகவல் திரட்டல் - திட்டமிடுதல் - ஆய்வு மொழிநடை - முதல்படி - திருத்தப்படி - அடிக்குறிப்பு துணைநூற்பட்டியல் - குறுக்க விளக்கம் - முன்னுரை - முடிவுரை - அட்டவணைகள் - பொருட்குறிப்பு அகராதி - பின்னிணைப்புகள் - வரைபடங்கள் - சொல்லடைவுகள்

பார்வை நூல்கள்

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மாண்புமிகு / தலைவர்
பிணைப்பி / மு.கா.மணம்

ELECTIVE COURSE II

மக்கள் தகவல் தொடர்பியல்

அலகு 1

தொடர்பியல் விளக்கம் - மக்கள் தொடர்பியல் விளக்கம் - தொடர்பியல் சாதனங்களின் பாகுபாடுகள் - மரபுவழி - அச்சுவழி - மின்னணுச் சாதனங்கள் - வேறுபாடுகள், பத்திரிகைச் சுதந்திரம் - தணிக்கை முறைகள்

அலகு 2

தமிழ் இதழ்களின் வளர்ச்சி - வகைகள், சமுதாய முன்னேற்றத்தில் இதழ்களின் பங்கு - இதழ்களின் நெறிமுறைகள் - இதழ்கள் தொடங்கும் முன் எடுக்க வேண்டிய நடவடிக்கைகள் - இதழ்களின் நிர்வாக அமைப்புமுறை - ஆசிரியர் பகுதி - வணிகப்பகுதி - எந்திரப் பகுதி ஆகியவற்றின் பணிகள்.

அலகு 3

இந்தியாவில் வானொலி - தொலைக்காட்சி - வரலாறு, வானொலி, தொலைக்காட்சி அமைப்பு முறைகள், பல்வேறு வகையான ஒலிபரப்புகள் - ஒளிபரப்புகள் - செயற்கைக் கோள் - தனிபார் தொலைக்காட்சிகளின் பரவல் - வானொலி சுதந்திரம் - பரீட்சைப் பாரதி மசோதா - சந்தாகுழு வரீட்சைக்குழு பரிந்துரைகள் - தொலைக்காட்சிச் செய்திகள் - நிறைகளும் குறைகளும்

அலகு 4

இந்தியாவில் திரைப்படத்தோற்றம் - வளர்ச்சி - வரலாறு - தன்மைகள் - சமூகத்தில் ஏற்படுத்தும் தாக்கம் - இன்றைய தமிழ்த்திரைப்படத்தின் போக்கு - திரைப்படச் சங்கங்கள் - கலைப்படங்கள் - மத்திய மாநில அரசுகளும் - திரைப்படவளர்ச்சியும் - திரைப்படத்தணிக்கைகளும்.

அலகு 5

தகவல் தொடர்பியலில் அறிவியல் தொழில்நுட்பம் - பயன்படும் கருவிகள் - சி.டி.ரோம் - கனிப்பொறி - இணையம் - பேஜர் - செயற்கைக்கோள் - தொலைவரி அச்சு - தொடர்பியலிலும் இதழியலிலும் கனிப்பொறியின் பயன்கள் - கேபிள் - மக்கள் தொடர்பு அலுவலர் பணிகள் - தொடர்பியல் சாதனங்களும் மக்கள் கருத்தும்.

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17. டாக்டர் அ.சாந்தா, டாக்டர் வீ.மோகன் (பதிப். ஆசி.), மக்கள் ஊடகத்தொடர்பியல் புதிய பரிமாணங்கள், மீடியா பப்ளிகேஷன்ஸ் 52 வீரமுத்து கார்டன், ஸ்ரீநகர் (விசாலம்), ஆணையர் (அஞ்சல்), மதுரை 625 077.

ELECTIVE COURSE III

மொழிபெயர்ப்பியல்

நோக்கம் :

மொழிபெயர்ப்பின் இயல்புகளை அறிவித்தல், மொழிபெயர்ப்பின் இன்றியமையாமையும், அதன் சிறப்புகளையும் உணர்த்துதல், மொழிபெயர்ப்பில் உள்ள சிக்கல்களையும் அவற்றைக் களைவதற்கான வழிமுறைகளையும் ஆழமாகக் கற்கச் செய்தல்.

அலகு 1:

மொழிபெயர்ப்பினைப் பற்றிய பல்வகை விளக்கங்கள் - மூலமொழி, இலக்குமொழி பற்றிய கண்ணோட்டம், மொழிபெயர்ப்பின் தன்மை - தகவல்களை வெளியிடும் தன்மை - மொழிபெயர்ப்பின் நோக்கம் - பயன் - இன்றியமையாமை - உலக அரங்கில் மொழிபெயர்ப்பின் இன்றைய முக்கியத்துவம் - மொழிபெயர்ப்பின் தோற்றமும் வளர்ச்சியும் - மேலைநாட்டு மொழிகளில் மொழிபெயர்ப்பு முயற்சிகள் - தமிழ்நாட்டில் மொழிபெயர்ப்பு - விவிலிய நூல் மொழிபெயர்ப்பு - குறிப்பிடத்தகுந்த மொழி பெயர்ப்பாளர்கள்.

அலகு 2:

மொழிபெயர்ப்பு வகைகள் - சொல் நேர் மொழிபெயர்ப்பு - விரிவான மொழிபெயர்ப்பு, முழுமையான அல்லது சரிநிலை மொழிபெயர்ப்பு - பகுதிநிலை மொழிபெயர்ப்பு - நம்பகநிலை மொழிபெயர்ப்பு - சுருக்கம் - தழுவுல் - மொழியாக்கம்.

அலகு 3 :

மொழிபெயர்ப்பாளர் தகுதிகள் - இருமொழி, பன்மொழி அறிவின் இன்றியமையாமை - இலக்கு மொழி அறிவின் கூறுகளும் மரபுகளும், பண்பாட்டுத் தாக்கம், மொழிகளைப் பற்றிய அறிவு - பிறதிறைகளில் ஆழ்ந்த பயிற்சியும் புலமையும் - மூல நூலாசிரியருக்கு ஒத்த திறன் - மூல நூலில் தோய்வு - படைப்பு மனம் - அறிவியல் பார்வை.

அலகு 4 :

[Handwritten Signature]
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22-7-18

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மொழிபெயர்ப்பின் அடிப்படைகள் - மொழிபெயர்ப்புக் கொள்கைகள் - நிகரன் கொள்கை (Theory of Equivalence) இயங்கு நிலை நிகரண்கள் (Dynamic Equivalence) சூழல்கள் ஒத்தமைவு (Contextual consistency) இவற்றின் விளக்கங்கள் மொழி பெயர்ப்பின் பொதுவான சிக்கல்கள். சிக்கல்களுக்கான காரணிகள் - தமிழ் மொழிக்கே உரிய சிக்கல்கள் - சொல்லும் பொருளும் - மரபுச் சொற்கள் - வழக்குச் சொற்கள் - உறவுமுறைச் சொற்கள் - பொருள்கோள் குறிப்புப் பொருள் - பழமொழிகள்.

அலகு 5 :

படைப்பிலக்கியங்களை மொழிபெயர்க்கும் முறை - கன்மொழிபெயர்ப்பு - சில தமிழ் - ஆங்கில மொழிபெயர்ப்புகளை ஒப்புநோக்கல் - புனைகதை மொழிபெயர்ப்பு - அறிவியல் தொழில்நுட்ப இலக்கியங்களை மொழி பெயர்க்கும் முறை. ஆட்சி ஆவணங்களை மொழிபெயர்த்தல்.

பார்வை நூல்கள் :

1. சு.சண்முகவேலாயுதம், மொழிபெயர்ப்பியல், சென்னை, உலகத்தமிழாராய்ச்சி நிறுவனம், 1985.
2. சி.சிவசண்முகம், வே.தயாளன், மொழிபெயர்ப்பியல், சிவகங்கை, அண்மை 1989.
3. சேதுமணி மணியன், மொழிபெயர்ப்பியல், கோட்பாடுகளும், உத்திகளும், மதுரை செண்பகம் வெளியீடு 1990.
4. செ. இராஜேஸ்வரி, மொழிபெயர்ப்பியல் ஆய்வு, மதுரை, நெல்லையா பதிப்பகம் 1992.
5. வை. சச்சிதானந்தன், 'ஒப்பிலக்கியம் ஒர் அறிமுகம்' மொழிபெயர்ப்புப் பற்றி இடம் பெற்றுள்ள கட்டுரைகள் மட்டும் - ஆக்ஸ்போர்டு யுனிவர்சிட்டி பிரஸ் 1985.
6. கா.சிவதம்பி, இலக்கியமும் கருத்துநிலையும் மொழிபெயர்ப்புப் பற்றிய கட்டுரை மட்டும், தமிழ்ப் புத்தகாலயம், சென்னை - 1990.
7. முனைவர் வளர்மதி 'மொழிபெயர்ப்புக்கலை' (உலகத் தமிழ் ஆராய்ச்சி நிறுவனம்) திருமகள் புத்தக நிலையம், சென்னை.
8. A.Nida, The Theory and Practice of Translation
9. A.Nida, Towards, A Science of Translating
10. Theodra Savony, The Art of Translation
11. Peter New Mark 'Approaches to Translation'.

CORE COURSE XIII

தொல்காப்பியம் - பொருளதிகாரம் (இளம்பூரணர்)


(பின் நான்கியல்கள்)

நோக்கம் : தொல்காப்பியரின் பொருளியல் கோட்பாடுகள் - பிற்கால அகம், புறம், அணி, உள்எட்டள வளர்ச்சியடையத் தொல்காப்பியப் பொருளதிகாரம் முன்னோடியாக விளங்கிய திறம் - இலக்கியக் கல்விக்குப் பொருளதிகாரத்தின் பங்களிப்பு - செய்யுளியல் வழியாப்பிலக்கணங்களை அறிதல் - மரபு போன்றவற்றை மாணக்கர்கள் அறியுமாறு செய்தல்.

பயிற்றுவிக்கும் முறை : இளம்பூரணர் உரையைப் பயன்படுத்திக் கற்பிக்க - நூற்பாக்கள் பிற்கால நம்பியகப் பொருள் புறப் பொருள் வெண்பாமாலை, அணிநூல்கள் வளரவும் மறைமுகக் கருவியாக இருந்த நிலையை ஒப்பிட்டுக் காட்டல்.


22/7/18

மொழி / மொழி
மாண்புமிகு / Director, Mysore
வினாக்கள் / Questions


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22/7/18

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வினாக்கள் / Questions

பின் நான்கு இயல்கள்

- அலகு 1 மெய்ப்பாட்டியல்
அலகு 2 உவமவியல்
அலகு 3 செய்யுளியல் (குத்திரம் 310 – 428 முடிய)
(1 – 119 குத்திரங்கள்)
அலகு 4 செய்யுளியல் (குத்திரம் 429 – 544 முடிய)
(120 – 235 குத்திரங்கள்)
அலகு 5 மரபியல்

பார்வை நூல்கள்:

1. தொல்காப்பியம் தமிழிலக்கிய வரலாறு, கா.வெள்ளை வாரணம், அண்ணாமலைப் பல்கலைக்கழக வெளியீடு.
2. தொல்காப்பிய ஆராய்ச்சி – சி.இலக்குவணர்
3. தமிழ்க்காதல் - வ.சுபமாணிக்கம்.
4. தொல்காப்பியப் பொருளதிகார ஆராய்ச்சி – மு.இராகவையங்கார்.
5. தொல்காப்பியப் புறத்திணைக் கோட்பாடுகள் - வித்துவான் நா. இராமையா பிள்ளை.
6. யாப்பியல் தோற்றமும் வளர்ச்சியும் தொகுதிகள் 1,2 தமிழ்ப்பல்கலைக்கழக வெளியீடு நூற்பா விளக்கம், சான்று ஆகியவற்றையும் பார்வை நூல் செய்திகளுடன் இணைத்துக் கற்பித்து, ஆய்வு அணுகுமுறையை (Research Orientation) மாணவர்களிடம் வளர்க்கும் அடிப்படையில் பயிற்றுவிக்க வேண்டும்.

CORE COURSE XIV

நாட்டுப்புறவியல்

அலகு 1

நாட்டுப்புறவியல் சொல் விளக்கம் - பொருள் வரையறை - நாட்டுப்புறவியல் வரலாறு - இந்திய நாட்டுப்புறவியல் வரலாறு - உலக அளவில் நாட்டுப்புறவியல் வரலாறு - நாட்டுப்புறவியல் வளர்ச்சி முதலியன.

தமிழக நாட்டுப்புறவியல் - பழந்தமிழிலக்கியங்களில் - நாட்டுப்புற வழக்காறுகளின் செல்வாக்கு - சங்க இலக்கியங்கள் - பகதி இலக்கியங்கள் - நீதி இலக்கியங்கள் - முதலியன.

அலகு 2


22/7/18


22/7/18


22-7-18

முனைவர் திருமணி
முனைவர் / Associate-Professor
வினாயகி / Vinaya-Shankar

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முனைவர் / Teacher-in-Charge
முனைவர் / Deptt. of Tamil
முனைவர் / Vinaya-Shankar
முனைவர் / Vinaya-Shankar

நாட்டுப்புற இலக்கியங்கள் - பாடல்கள் - கதைப்பாடல்கள் - கதைகள் - பழமொழிகள் - புதிர்கள் முதலியன.

பிறப்பு முதல் இறப்பு வரையிலான வாழ்க்கை வட்டச் சடங்குகள் - சடங்குகள் பற்றிய ஆய்வின் தேவை - சகுனம் கண்ணோடு கழித்தல் உள்ளிட்ட நம்பிக்கைகள் - பழக்க வழக்கங்கள் - விளையாட்டுகள்.

அலகு 3.

வழிபாடுகளும் விழாக்களும் - வழிபாட்டு வகைகள் - இயற்கை வழிபாடுகள் - ஆவி வழிபாடு - வீட்டுத் தெய்வ வழிபாடு - குல தெய்வ வழிபாடு - ஊர்த்தெய்வ விழாக்கள் - முதலியன.

அலகு 4

நாட்டுப்புறக் கலைகள் - விளக்கம் - வகைப்பாட்டு, நிகழ்த்துக் கலைகள் - ஏனைய கலைகள் - வகைப்பாடு - கலைகளும் கலைஞர்களும்.

நிகழ்த்துக்கலைகள் கதை தழுவியவை, தெருக்கூத்து நாடகம், உடுக்கடிப்பாட்டு - வில்லுப்பாட்டு - பா வைக்கூத்து - வழிபாட்டுக் கூத்துக்கள்.

அலகு 5

நிகழ்த்துக்கலைகள் கதை தழுவியவை, கரகாட்டம், பொய்க்கால் குதிரையாட்டம் - மயில், காளை, புலி, கரடி முதலிய விலங்குகளின் ஆட்டங்கள் - தேவராட்டம் - ஒயிலாட்டம் - தற்காப்புக் கலைகள் - சிலம்பு, களரி முதலியன.

பார்வை நூல்கள் :

1. ஆறு இராமநாதன் பதி.1991, நாட்டுப்புறவியல் ஆய்வுமுறைகள், தமிழ்ப் பல்கலைக்கழகம்.
2. சுசண்முகசுந்தரம் 1976, நாட்டுப்புற இலக்கியத்தின் செல்வாக்கு இலக்கிய மாணவர் வெளியீடு, சென்னை.
3. அ.மு.பரமசிவானந்தம் 1964 வாய்மொழி இலக்கியம்.
4. சரசுவதி வேணுகோபால், நாட்டுப்புறவியல் கோட்பாட்டாய்வுகள்.
5. லூர்து, தே. 1976, நாட்டார் வழக்காற்றியல் - அறிமுகம், பாரிவேள். பதிப்பகம் பாளையங்கோட்டை.
6. ஆறு அழகப்பன், 1973, நாட்டுப்புறப் பாடல்கள் - திறனாய்வு சை. சி. நூ. கழகம், சென்னை.
7. லூர்து, தே. 1988, நாட்டார் வழக்காறுகள், மணிவாசகர் பதிப்பகம், சிதம்பரம்
8. பெருமாள், ஏ. என். கதைப்பாடல்கள், உலகத் தமிழராய்ச்சி நிறுவனம், சென்னை.

22/3/12

22/7/18

22.7.12

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பார். வராக / Teacher-in-Charge
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மாணிக்காச்சலம் / Manikachalam

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10. மருததூரை, அரு. 1995 நாட்டுப்புற வாழ்வியல், அருணா வெளியீடு, முசிறி.
11. சிவசுப்பிரமணியன், து. மந்திரச் சூத்திரங்கள், நியூ செஞ்சுரி புக் ஹவுஸ்
12. இரா. பாலசுப்ரமணியன், நாட்டுப்புற விளையாட்டுகள்
13. நரவாஜ் செல்லையா, நாட்டுப்புறவிலக்கியங்கள்
14. சுசண்முகசுந்தரம், நாட்டுப்புறவியல் ஆய்வுகள், மணிவாசகர் பதிப்பக வெளியீடு
15. சக்திவேல், க.நாட்டுப்புறவியல் ஆய்வுகள், மணிவாசகர் பதிப்பக வெளியீடு
16. பெருமாள், ஏ. என். 1987, நாட்டுப்புறக்கலைகள், உலகத் தமிழராய்ச்சி நிறுவனம் வெளியீடு, சென்னை.
17. அழிவுநம்பி, அ. 1986, தமிழகத்தில் தெருக்கூத்தி, அமுதன் நூலகம், காண்க்குடி.
18. நவந்தகிருஷ்ணன் கே.ஏ.குணசேகரன், 1982, கரகாட்டம், அகரம், சிவகங்கை
19. சக்திவேல், சு. நாட்டுப்புறவியல் ஆய்வு, மணிவாசகர் பதிப்பகம், சிதம்பரம்.

தீட்டக்கட்டுரை (Project Work)

ஆய்வேடு - 80

வாய்மொழித்தேர்வு - 20

நான்காம் பருவ விருப்பப்பாடம்

1. பொது மொழியியல்

தோக்கம்

- 1) முதுகலை மாணவர்களுக்கு மொழியியல் பற்றி அறிமுகம் செய்தல்
- 2) மாணவர்கள் மொழியியல் கற்பனை பயன்பாட்டினை அறியச் செய்தல்
- 3) அறிவியல் தோக்கில் மொழி, இலக்கிய, இலக்கணங்களை அணுகும் அணுகுமுறையை வளர்த்தல்

அலகு - 1

மொழியும் மொழியியலும் - மொழியியல் - வரையறை - பயன்பாடு மொழியின் முக்கியமான நான்கு தன்மைகள் - மொழியியல் துறைகள், விளக்க மொழியியல், வரலாற்று மொழியியல், ஒப்பியல் மொழியியல், இருமொழி மொழியியல், மொழியியல் வரலாறு

அலகு - 2

ஒலியியல் - வரையறை, ஒலியியல் வகைகள் - பேசுதல் ஒலியியல், கேட்பு ஒலியியல் (Auditory Phonetics), உச்சரிப்பொலியியல் (Articulatory Phonetics) - ஒலியியல்பகுப்புகளும் (Organs of Speech) தொழிலும், ஒலிப்பிடம் (Points of Articulation), ஒலிப்பான், உயிரொலிகள், மெய்யொலிகள், பன்னாட்டு ஒலி

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மாண்புமிகு பேரவைத் தலைவர்
வினாக்கள் / Questions
மாண்புமிகு பேரவைத் தலைவர்

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வினாக்கள் / Questions
மாண்புமிகு பேரவைத் தலைவர்

ஆட்டவகை (International Phonetic Chart), பேச்சொலி வகைப்பாடு, அசை (Syllable), மேற்கூற்றியல்புகள் (Suprasegmental features), அசையழுத்தம் (Pitch), குரலழுத்தம் (Pitch) கரவிசை (Intonation), வீட்டிசை (Juncture)

அலகு - 3

ஒலியனியல் - வரையறை, ஒலியியல், ஒலியனியல் இரண்டனுக்கும் உள்ள வேறுபாடுகள் - ஒலியனிகளைக் காண்பதற்கு உதவும் கொள்கைகள், ஒலி, ஒலியன் மாற்றொலி, ஒலியன் பகுப்பாய்வு - தற்காலத் தமிழில் காணப்படும் ஒலியனிகள்

அலகு - 4

உருபொலியனியலும் உருபனியலும் - உருபொலியனியல் வரையறை - சந்தி மாற்றங்கள் - சந்தி வகைகள் - அகச்சந்தி - புறச்சந்தி, உருபனியல் -வரையறை - உருபு, உருபன், மாற்றுருபு, உருபன்களைக் கண்டறிய நைடா கூறும் விதி முறைகள், உருபன் பகுப்பாய்வு, தனியுருபு, கட்டுருபு, வேரும் அடியும், ஒட்டுக்கள், உருபுகளில் ஏற்படுகின்ற வேறுபாடுகளுக்குக் காரணமான ஒலியச்சூழலின் வகைகள் - ஒரினமாதல், வேறினமாதல், ஒலி இழப்பு, அண்ண இனமாதல், ஒலி இடம் பெயரல், எதிரொலி, ஒலி கெடுதல், ஒலி உறழ்வு, தொடர் உருபு, தொடர்பின உருபு, சேர்க்கை உருபன்

அலகு 5

தொடரனியல் வரையறை, அண்மை உறுப்புப் பகுப்பாய்வு, உள்வட்டத்தொடர், வெள்வட்டத் தொடர், மாற்றிலக்கணம்- சொற்றொடர் இலக்கண அமைப்பு - புதைவடிவும் புறவடிவும், பேச்சு மொழி - தனியார் பேச்சு, வட்டார வழக்கு, சாதிப் பேச்சுத் தமிழ், எழுத்துத் தமிழ், பேச்சுமொழி எல்லைக் கோடுகள்

பார்வை நூல்கள்

அகத்தியல்வகை ச

அரங்கன் கி
ஆரோக்கியநாதன் எஸ்
இராசாராம் கா.
கருணாகரன் கி
கருணாகரன் கி ஜெயா. வ
சண்முகம் செ. வை
சீனிவாசன் இரா.
பரமசிவம் கு
பொற்கோ
முத்துச்சண்முகம் பிள்ளை
வரதராசன் மு

மொழியியல்- சொல்லியல், வினையியல் அனைத்திந்திய
மொழியியல் கழகம், அண்ணாமலை நகர் 1982
மாற்றிலக்கணக் கோட்பாடு தமிழ்ப் பல்கலைக்கழகம்
மொழியியல், மணிவாசகர் நூலகம்
ஒலியியல்
மொழி வளர்ச்சி - மணிவாசகர் நூலகம்
மொழியியல் - கவிதா பதிப்பகம் 1997
எழுத்திலக்கணக் கோட்பாடு, மணிவாசகர் நூலகம்
மொழியியல்
இக்கால மொழியியல்
பொது மொழியியல், பூம்பொழில் சென்னை 1997
மொழியியல், மதுரை 1929
மொழிநூல்


Charles F. Hockett,
Gleason H.A

1958 A Course in Modern Linguistics, Oxford Publication
An Introduction to Descriptive Linguistics Newyork (1955
Leonard Bloomfield Language, Newyork 1933)

Nida E.A
Noam Chomsky
Pike K.L

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Aspects of the theory of Syntax, Cambridge, Mass
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மாண்புமிகு பேரவைத் தலைவர்
தமிழ்நாடு
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தமிழ்நாடு / Shasha-Bhavana
தமிழ்நாடு / Visva-Bharati
தமிழ்நாடு / Visva-Bharati

2. பன்னிரு திருமுறைகள்

அலகு 1

திருமுறைகள் தொகுக்கப் பெற்ற வரலாறு - திருமுறைப் பதிப்புகள் - ஆய்வேடுகள்.

அலகு 2

திருநானசம்பந்தர் - வரலாறு - பண்ணடைவு - பாவகை - இயற்கைப்புனைவு - மகன்மை நெறி. திருநாவுக்கரசர் - வரலாறு - தாண்டக அமைப்பு - தொண்டு நெறி - சமுதாயச் சிந்தனைகள்.

அலகு 3

சுந்தரமூர்த்தி நாயனார் - பெரிய பூராணத்தின் வழி வரலாறு - தோழமை நெறி - பெரியபூராணம் தேசியக் காப்பியம் - ஒருமைப் பாட்டுச் சிந்தனை.

அலகு 4

மாணிக்கவாசகர் - வரலாறு - பாவகை - அறிவுநெறி - திருவிசைப்பா, திருப்பல்லாண்டு.

அலகு 5

திருமுலவர், திருமந்திரம், பதினேராம் திருமுறை.

பார்வை நூல்கள் :

1. பன்னிரு திருமுறை வரலாறு - க. வெள்ளையாரணயானார், அண்ணாமலை பல்கலைக்கழகம்.

3. வைணவ இலக்கிய வரலாறு

நோக்கம் : தொல்காப்பியர் காலம் முதல் காணப்படும் வைணவச் சிந்தனை இலக்கிய வகைமை வளர்ச்சியில் ஆழ்வார்களின் பங்கு சமயத் துறையில் பக்தி, பிரபந்த நெறிகளுக்கு வைணவத்தின் அருங்கோடை ஆகியவற்றைக் கண்டறிந்து காட்டுதல்

அலகு 1

வைணவம் - விளக்கம் - இந்திய நாட்டில் வைணவம் வளர்ந்த வரலாறு, பரிபாடல், சிலம்பு, வைணவக் குறிப்புகள்.

அலகு 2

பன்னிரு ஆழ்வார்கள் - வரலாறு, நாலாயிரத் திவ்வியப் பிரபந்தம் இராமானுசர் வரலாறும் படைப்புக்களும்.

அலகு 3


22/7/18

புலவர் / Professor
சாலை / Office
விவகாரி / Vice-Chancellor

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தமிழ் இயல் / Dept. of Tamil
இயல் / Indian Languages
விவகாரி / Vice-Chancellor
புலவர் / Professor

கம்பராமாயணம் - வில்லிபாரதம் - பாகவதம்

அலகு 4

வைணவச் சிற்றிலக்கியங்கள் - பிள்ளைப் பெருமாள்யங்கார், வேதாந்த தேசிகர் பாடல்கள்.

அலகு 5

பகவத்கீதை வைணவ ஆகமங்கள்

பார்வை நூல்கள் :

1. தமிழிலக்கிய வரலாறு - மு.வரதராசனார்
2. வைணவ மெய்ப்பொருளியல் - முனைவர் நரசிம்மன்
3. பகவத்கீதை - கவாமி சீத்பவானந்தர், திருப்பராயத்துறை.

4. இஸ்லாமியத் தமிழ் இலக்கிய வரலாறு

நோக்கம் : தமிழகத்தின் முஸ்லீம்களின் தொன்மை - அரசியல் செல்வாக்கு, இலக்கியத் தோற்றத்திற்குரிய பின்னணி - இஸ்லாமியப் புலவர்களின் இலக்கியப் படைப்பாற்றல் - அவர்கள் இயற்றிய இலக்கிய வகைமை. இஸ்லாமிய இலக்கிய வரலாற்றை தெரிந்து கொள்ளுதல்

அலகு 1

தமிழகத்தின் முஸ்லீம்களின் தொன்மை - அரபுமும் தமிழகமும் வணிகத் தொடர்பு - இலக்கிய சான்றுகள் - யவனர் யாவர்? - சோனகர் வழக்காறு - ராவுத்தர் பற்றிய தமிழ்ச் சான்றாதாரங்கள் - குப்பாயம் - துருக்கர் - மிலேச்சர் ஆகிய சொற்களின் வழக்குகள் - முஸ்லீம்களின் ஆட்சி - அரபு, பாரசீகம் உருதுச்சொற்களின் கலப்பு - இஸ்லாமிய தமிழ் இலக்கியம் என்பதன் வரைவிலக்கணம்.

அலகு 2

பல்சந்தமாலை - காலம் - பாடுபொருள் - சிறப்புகள் - யாகோபு சித்தர் பாடல்கள் - ஜாஸ்பாடல்களின் வளர்ச்சி - சமுதாய நல்லுணர்வுப் பாடல்கள் - அபதுல்காதல் லெப்பை ஆலிம்புலவர் - தஸ்தகீர் சதகம், சாரண பாஸ்கரன் கவிதைகள்.

அலகு 3

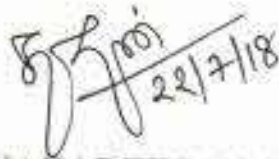
இஸ்லாமியத் தமிழ்க் காப்பியங்கள் - பாட்டுடைத் தலைவர் அடிப்படையில் பகுப்பு - காப்பிய மரபுகள் - புலவர்களுக்கு நேர்ந்த சிக்கல்கள் - தமிழ்காப்பிய மரபும் இஸ்லாமிய மரபும் காப்பியங்களை பயில்வோருக்கு நேரும் சிக்கல்கள் - தீவுகள் சீறாவின் தனித்தன்மையும் சிறப்பும்

அலகு 4

இஸ்லாமியத் தமிழ்ச் சிற்றிலக்கியங்களின் பரப்பு - மாலை - அந்தாதி, கலம்பகம் போல்வன், பாடுபொருள் - வடிவ வகைமை நோக்கு - கிஸ்ஸா, நக்மா, மசனா, முணாஜாத், படைப்போர் முதலிய இஸ்லாமியத் தமிழ் இலக்கியத்திற்கே உரிய தனிவகை இலக்கிய வகைகள்.


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அலகு 5

தமிழ் உரைநடை வளர்ச்சியில் இஸ்லாமிய இலக்கியங்களின் பங்களிப்பு - கவிதை, சிறுகதை, நாவல் வளர்ச்சிகள் - ஏ.கே.ரிபாயி, ஜே.எம்.சாலி, உறிமனா சையத் போன்ற படைப்பாளிகளைச் சிறப்பாகக் கற்றல் - பெண் படைப்பாளிகள் - இஸ்லாமிய, தமிழ் மாநாடுகளும் புதிய எழுச்சியும் - புதிய பதிப்புகள் உரைகள் - இஸ்லாமிய இலக்கியங்களில் உயர்நிலை ஆய்வுகள் - தனித்துறைகள் - இஸ்லாமிய இதழ்களின் வளர்ச்சியும் தொண்டும்.

பார்வை நூல்கள்

1. இஸ்லாமியத் தமிழ் இலக்கிய வரலாறு 1, ம.மு.கம்மது உவைஸ், பீ.மு.அஜ்மல்கான், பதிப்புத்துறை ம.கா.பல்கலைக்கழகம்
2. இஸ்லாமிய தமிழ் இலக்கிய வரலாறு 2, ம.மு.கம்மது உவைஸ், பீ.மு.அஜ்மல்கான் பதிப்புத்துறை ம.கா.பல்கலைக்கழகம்.
3. இஸ்லாமியத் தமிழ் இலக்கிய வரலாறு - ----
4. இஸ்லாமும், தமிழும் - முனைவர் மு.அப்துல் கரீம், கழக வெளியீடு.
5. முஸ்லீம் தமிழ்ப்புலவர்கள், எம்.ஆர்.எம். அப்துற்கரீம், யுனிவர்சல் பப்ளிசர்ஸ், சென்னை.
6. இஸ்லாமியக் கலைக்களஞ்சியம், 3 தொகுதிகள், எம்.ஆர்.எம்.அப்துற்கரீம்.
7. இஸ்லாம் வரலாறும், தத்துவமும், முனைவர் பீ.மு. அஜ்மல்கான்.

5. பெண்ணியம்

நோக்கம்: பெண்ணியம் குறித்த விழிப்புணர்வை ஏற்படுத்துதல்

அலகு 1: பெண்ணிய விளக்கம் - மேலைநாடுகளில் பெண்ணியம் - பெண்களுக்கு வாக்குரிமை - பெண் விடுதலை இயக்கம்.

அலகு 2: பெண்ணியக் கோட்பாடுகள் - (பெண்ணடிமையின் காரணங்கள், பெண்கள் முன்னேற வழிகள்) மிதவாதம் பெண்ணியம் - மார்க்சியப் பெண்ணியம் - சோஷலிசப் பெண்ணியம் - தீவிரவாதப் பெண்ணியம் - ஆன்மீகப் பெண்ணியம் - கலாச்சாரப் பெண்ணியம் - கிறித்தவப் பெண்ணியம் - இந்தியப் பெண்ணியம் - பெரியார் பெண்ணியம்

அலகு 3: பெண்ணியம் - இந்தியாவில் தோற்றமும் வளர்ச்சியும் - காலந்தோறும் பெண்மை - பெண்களும் சட்டங்களும் - பெண்களும் அரசுத்திட்டங்களும் - மகளிர் அமைப்புகள்

அலகு 4: தமிழிலக்கிய நோக்கில் பெண்கள் - மரபு இலக்கியத்தில் பெண்கள் - பாரதிப் படைப்புகளில் பெண்ணியம் - பெண்சிறுகதை ஆசிரியர்கள் - பெண் நாவலாசிரியர் - பெண் புத்தக கவிஞர்கள் - மகளிர் இதழ்கள்.

அலகு 5: இலக்கியமும் மகளிர் மேம்பாடும் - பெண்ணியப் படைப்புகளில் விமர்சனப் பார்வை - பின் நவீனத்துவப் பார்வையில் பெண்ணியம்

பார்வை நூல்கள்:


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அலகு 5 / பெண்ணியம்
பார்வை நூல்கள் / Reading Materials
நிர்ணயம் / Decision

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பெண்கள் / Varanasi
நிர்ணயம் / Decision

1. முத்துச்சீதம்பரம், பெண்ணியம் தேற்றமும் வளர்ச்சியும், தமிழ்ப்புத்தகாலயம், சென்னை 1997
2. பிரேம, பெண் மரபிலும் இலக்கியத்திலும் தமிழ்ப்புத்தகாலயம், சென்னை 2001
3. பிரேம, பெண்ணியம் தமிழ்ப்புத்தகாலயம், சென்னை 2000
4. ராஜம் கிருஷ்ணன், காலந்தோறும் பெண், நாகம், சென்னை 2002
5. குமாரசாமி, பெண்ணிய நோக்கில் பாரதி, தமிழ்ப்புத்தகாலயம், சென்னை 2001
6. மங்கைபாக்கரசி, இலக்கிய இயக்கங்கள், நியுசெஞ்சரி புக ஹவுஸ் 2004
7. சா. வளவன், பெண் படைப்பாளர் தம் படைப்புகள், திருமலை தெய்வம் ஆர்ட் பிரிண்டர்ஸ், சென்னை 29
8. செ. கணேச லிங்கன், பெண்ணியப் பார்வையில் திருக்குறள், குமரன் பப்ளிஷர்ஸ், சென்னை 26.
9. வீ. தரக, பெண்ணியமும் பாரதியும், அலைகள் வெளியிட்டகம், சென்னை 24
10. க. சீவகாமசுந்தரி, தமிழகப் பெண்கள் வாழ்வும் வளர்ச்சியும், அன்பு வடிவு வெளியிட்டகம், தஞ்சாவூர்
11. ஹரி. விஜயலட்சுமி, ராஜம் கிருஷ்ணன் புதினங்களில் பெண் மாந்தர், என்னெஸ் பப்ளிகேஷன்ஸ், உடுமலைப்பேட்டை
12. தாயம்மாள் அறவாணன் பெண் இன்று நேற்று அன்று பச்சைப்பசைல் பதிப்பகம், புதுச்சேரி

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BANKURA / Bankura-BANKURA
BIRBHARAN / Visva-Bharati
BANKURA / Bankura

Sankar
22/9/18

SANKAR / Sankar
BANKURA / Bankura-BANKURA
BIRBHARAN / Visva-Bharati

Diploma in Tamil Epigraphy

Title of the Paper	Ins Hrs / Week	Duration of Exam	Maximum marks
PAPER I: Tamil EPIGRAPHY		3	100
PAPER II -- Coins of Ancient South India		3	100
PAPER III – Principles and methods of Archeology		3	100
PAPER IV –Archeological Sources in Tamilnadu		3	100

PAPER I: Tamil EPIGRAPHY

UNIT I: Importance of Inscriptions

UNIT II: Brahmi Script – Ashokan Edicts

UNIT III: Tamil Inscriptions, Vatteluttu & Tamizh

UNIT IV: North Indian inscriptions. (Allahabad inscription of Samudragupta. Hathigumpah inscription of Kharanele)

UNIT V: South Indian Inscriptions: Pallavas -Kuramplate, cholas – Uthiramerur, Pandyas – Velvikudiplate

Suggested Readings:

Sircar, D.C. Indian Epigraphy, New Delhi, 1966. Inscriptions of Asoka, Publication Division, New Delhi.

PAPER II: Coins of Ancient South India

UNIT I: Numismatics – Origin and Importance

UNIT II: Coins of the Guptas

UNIT III: Coins of Ancient South India (Cholas, Pandyas, Vijaya Nagar)

UNIT IV: Coins of the Mughals

UNIT V: British Coins.

Reference: 1 . R.Venkatraman – Indian Archacology 2 . Sive Ram Murthy , C.Indian Epigraphy and South Indian Numismatics, 1948 3 . Krishnamurthy * coins * 4 . ThirugnanaSambandam Coins – Tamil coins

PAPER III: Principles and methods of Archeology

UNIT I : Alexander Cunningham – Sir John Marshal Mortimer wheeler

UNIT II : Archacological Survey of India

UNIT III : Exploration methods

UNIT IV : Excavation Methods

UNIT V : Preservation and Conservation methods in Archacology

References : Venkatraman R - Indian Archacology Raman K V - Principles and Methods of Archacology Rajan B - Principles and Methods of Archacology


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Diploma in Tamil Epigraphy

Title of the Paper	Ins Hrs / Week	Duration of Exam	Maximum marks
PAPER I: Tamil EPIGRAPHY		3	100
PAPER II -- Coins of Ancient South India		3	100
PAPER III - Principles and methods of Archeology		3	100
PAPER IV -Archeological Sources in Tamilnadu		3	100

PAPER I: Tamil EPIGRAPHY

UNIT I: Importance of Inscriptions

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PAPER II: Coins of Ancient South India

UNIT I: Numismatics – Origin and Importance

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Reference: 1. R. Venkatraman – Indian Archacology 2. Sive Ram Murthy, C. Indian Epigraphy and South Indian Numismatics, 1948 3. Krishnamurthy ' coins ' 4. ThirugnanaSambandam Coins – Tamil coins

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References: Venkatraman R - Indian Archacology Raman K V - Principles and Methods of Archacology Rajan B - Principles and Methods of Archacology

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विश्वविद्यालय, अहमदाबाद
अहमदाबाद - 380 015

PAPER IV: Archeological Sources in Tamilnadu

UNIT I: Archacology as a source for the study of ancient Indian History

UNIT II: Palaeolithic, Mesolithic and Neolithic ages

UNIT III: Mesolithic and Neolithic ages

UNIT IV: Chalcolithic and Iron Age Indus Valley civilization

UNIT V: Excavations in Tamil Nadu Arikamedu, Kaveripoompattinam Adicha Nallur

Reference : 1 . R.Venkatraman - Indian Archacology 2. Raman K V - Principles and Methods of Archacology


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भाषा भवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati
शान्तिनिकेतन / Santiniketan


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अध्यक्ष / Prinjya
भाषाभवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati



Department of Tamil
Bhasha Bhavana
Visva-Bharati

1 Year Diploma in
Theatre Traditions of Tamil Nadu
Syllabus

Note: Duration of the Course is 2 Semesters

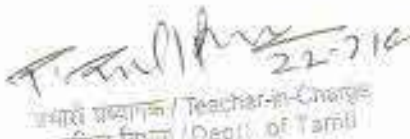
Paper - I : Tamil Theatre (upto Medieval Period)
Total Marks - 80. Duration of Exam - 3 Hours.

Unit - I: Tamil Drama Traditions

- Introduction
- Three Divisions of Tamil Literature
- Drama in Sangam and Post-Sangam Age
- Silappatikaram - Different types of theatres-Screens - Music and Drama -
Different types of Koothu - Kuda, Vasai, Vinoda, Samiyattam - Dance and Drama
- Singers and Musical instruments

Unit - II: Medieval Tamil Drama

- Govindasamy Rao - Pammal Sambhanda Mudaliyar - Sankaradas Swamigal -
Krishna Vinoda Sabha
- T.S. Rajamanickam - Sundaram Pillai - Marimuthu Pulavar - Arunachala
Kavirayar
- Rama Natakam - Gopalakrishna Bharathi


22-7/18
प्रभारी प्राध्यापक / Teacher-in-Charge
तमिल भाषा / Dept. of Tamil
भाषाभवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati
कानिपिकेतन / Santiniketan


22/7/18

Dr. JAGADEESAN. T
ASSISTANT PROFESSOR OF TAMIL,
DEPARTMENT OF INDIAN LANGUAGES
FACULTY OF ARTS,
BANARAS HINDU UNIVERSITY,
VARANASI - 221 005, U.P.

Paper - II: Early and Modern Tamil Theatre
Total Marks - 80. Duration of Exam - 3 Hours.

Unit - I: Early Modern Tamil Theatre and Personalities

- Introduction
- C.N. Annadurai - M. Karunanidhi - Bharathidasan - Kannadasan
- Sivaji Ganesan - M.G. Ramachandran - M.R. Radha
- Cho. Ramasamy - Balachandar - Komal Saminathan - Thiruvarur Thangarasu (Rathakkanneer)

Unit - II: Modern Tamil Theatre and Groups

- Na. Muthusamy - Gnani - S. Ramakrishnan - Mu. Ramasamy - Se. Ramanujam - K.A. Gunasekaran - Mangai - Inquilab - Prem-Ramesh - A. Ramasamy - Translated Plays from other Languages
- Theatre Groups: Koothu Pattarai - Veethi Nataka Iyakkam - Nija Nataka Iyakkam - Pariksha - Aroobam - Thedal - Arangam - Adukalam - Chennai Kalai Kuzhu - Mounakural - Chennai Palkalai Arangam
- Content of the Plays

Unit - III: Plays for Visual Presentation

- Vayiru - Bayangal - Kaalam Kaalamaga - Moore Market - Sriman Pothujanam - Paliyadugal - Sathiya Sothanai
- Moodiya Arai - Pallakku Thookkigal - Mirugam - Manusha Manusha - Natrunaiyappan - Veriyattam
- Translated Plays: Nirabarathigalin Kalam (Badal Sarkar) - Meela Mudiyyuma (Jean Paul Sartre) - Kandamirugam (Eugene Ionesco) - Godovirkaga Kathiruthal (Samuel Buckket) - Perukkam (George Perc)

Total Papers - 2

Paper - 1 - Total Marks: 100 - Internal Marks: 20 - External Marks: 80

Paper - 2 - Total Marks: 100 - Internal Marks: 20 - External Marks: 80



27/2/18

अध्यक्ष / In-charge
भाषाभवन / Bhasha-Bhavan
विश्वभारती / Visha-Bharati



प्रभारी प्रबन्धक / Teacher-in-Charge
तमिल विभाग / Deptt. of Tamil
भाषाभवन, Bhasha-Bhavan
विश्वभारती / Visha-Bharati
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Diploma in
TEMPLE ART AND ARCHITECTURE OF TAMILNADU

Course Description:

This course will introduce students to a variety of art practices and ideas prevailing in Tamil Nadu from prehistoric times to present times. The course will begin with a brief overview of 'Visual Language' by looking at a variety of art forms and discussing basic concepts revolving around artistic practices.

Duration: One Year

Eligibility: Higher Secondary pass or Equivalent

Total Marks: 200 (Paper I + Paper II)

Paper – I: Introduction to History of Art Forms of Tamil Nadu

Objective: To introduce various art forms of Tamil Nadu from prehistoric times to contemporary period.

Unit I

Periods of the Art forms

Unit II

History of Painting in Tamil Nadu

Unit III

History of Sculpture Art in Tamil Nadu

Unit IV

History of Tamil Music and Music Movements

Unit V

History of Tamil Dance Art forms

Internal Assessment - 30 Marks (Assignment, Class Test and Attendance)

End Semester Examination - 70 Marks

References

1. The art and architectures along the Tamil Nadu coast – V. Radhakrishnan


22/2/18




22/7/18

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22.7.18
மாண்புமிகு பேரவைத் தலைவர்
தமிழ் மொழி/Dept. of Tamil
கன்னாசு மித்தல் பல்கலை
பள்ளி, வரணாசி

Paper II: Architectural Heritage of Tamil Nadu

Objective: To expose the rich architectural heritage and monuments of Tamil Nadu from ancient times to late medieval times.

UNIT I

Pallava Architecture Caves, Monoliths and Structural Temples of the Pallavas

UNIT II

Pandyas, caves, Monoliths (Vettuvan Koil) and structural

UNIT III

Cholas Structurals

UNIT IV

Vijaynagar Structurals

UNIT V

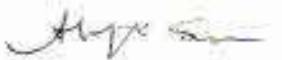
Iconography - A reflection of Indian culture

Internal Assessment - 30 Marks (Assignment, Class Test and Attendance)

End Semester Examination - 70 Marks

References:

1. Percy Brown - Indian Architecture
2. S.R. Balasubramaniam - Architecture of Early Medieval
3. K.R. Srinivasan - The Cave Temples of Pallavas


22/7/18

अध्यक्ष / Principal
भाषाशास्त्र / Bhasha-Shastram
विश्वभारती / Visva-Bharati


22/7/18

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VARANASI-221005, U.P.


22-7-18
शिक्षण अधिकारी / Teacher-in-Charge
तमिल विभाग / Dept. of Tamil
शाशास्त्र / Bhasha-Shastram
विश्वभारती / Visva-Bharati
संयुक्त / Sanjuktam



SYLLABUS

for

Generic Electives Courses (or GECs)

under

Choice-Based Credit System

Framed

Following the **GUIDELINES and SYLLABIC STRUCTURE** provided by the UGC

by

Department of Tamil

Bhasha-Bhavana,

Visva-Bharati, Santiniketan

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Paper-I: Cultural Behavior of the Tamils

Marks:80



The aim of the course is to acquaint the students with the meaning of culture and the various manifestations of culture such as social customs, clan traditions, family customs, rituals, festivals, belief on women etc. The study will enable the students to understand the social, religious and cultural significance of the behavioral patterns exhibited by the people in the society, based on cultural beliefs. Further, the study will enable the students to know the evolution of culture and to understand the various cultural issues facing the present society.

Units of the course

1. Meaning and definition of Culture
2. Behavioral Pattern of society
Festivals and Rituals
4. Cultural issues
5. History of Culture

Reading List:

1. T. Paramasivan, 2001, PanpattuAsaivukal, Nagercoil, KalachchuvaduPathippakam, Nagercoil.
2. P. Sasikala, 2013, KathaippadalkalilThamilarinPanpaattupPathivukal, Chennai, Kaavya.
3. S. Sakthivel, 2007, NaattuppuralyalAaivu, (Chapters. 8-13), Chennai, ManivasakarPathippakam.

Paper-II: Oral Traditions: Folk tales, Folk songs and myths

Marks:80

The aim of the course is to teach the students to read literature as the source to understand and explain the Folklore, songs and myths of a society. It will train the students to write on the specialized subject of Folklore and Culture with the help of literary texts and to incorporate this knowledge in understanding of literature and other studies. This course will enhance the ability in language usage by developing the technical terminology of the specific fields of knowledge.

The teaching method of this course includes the identification of texts which contains the elements of Folklore and Culture in Tamil. The intense study of select texts will equip the students to understand the particular field of knowledge in Tamil and inculcate an ability to write on these lines. This study shall explain the role of literature to understand Folklore and Culture and the application of these disciplines in understanding and production of literary texts.

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Units of the Course:

1. Meaning and Definition: Folk tale, Folk songs and myth
2. Folklore and Culture of Tamils
3. Analysis of Tamil Literary text through Folk tale, Folk songs and myth
4. Folk songs and its Varieties
5. Folk tales and its Varieties

Reading List:

1. Lourdu, S.D., 2000, NaattaaValakkaarriyalumIlakkiyamum in NaattaaValakkaarriyal: SilaAdippadaikal, Palayamcottai, NaattaaValakkaarriyalAaivuMaiyam, St. Xavier's College. pp. 01-47 and 64-68.
2. Sakthivel. S. 2007, NaattuppuraiyalAayvu, Chennai, ManivasakarPathippakam.
3. Shanmugasundaram.S. 1982. Naattuppuraiyal, Chidambaram, ManivasakarNoolakam.
4. Maa. Varadarajan, 2001, ThamizhakaNaattuppaadalkal, Chennai, VaanathiPathippakam.

Paper-III: Folk and Performing Art

Marks:80

The aim of the course is to enable the students to study the folk and performing art, which is in consonance with nature, forming integral part of religion and society, which gives expression to the aesthetic nature of human beings and the society. The study will further enable the students to understand the origin and significant features of various folk and performing art of TamilNadu. In addition, the students will be able to appreciate the religious sentiments of the people, their social life, beliefs, customs and ethos, relationships and emotional components, associated with these performing arts. The study will highlight the present socio-economic status of the performing artists, their life styles, platforms and manner of performing the arts and deliberate on the ways and means for the protection and survival of these arts and artists.

Units of the Course:

1. Definition of Performing Art
2. Nature of Performing Artists
3. Socio-Economic Status of Folk Artists
4. Material Culture of Performing Artists

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5. Performing Artists and staging

Reading List:

1. A. N. Perumal, 1987, NattuppuraNikazhKalaikal, Chenna, HTS
2. T. C. Gomathinaayakam, 1979, Tamil Villuppattukal, Chennai, PaariNilayam.
3. V. Murugesu., 2004, Krakattam, Tanjavur, Thenmazaipathippakam.
4. S. Rasarathinam, 2007, Therukkuuthur, Chennai, Kaavya.

Paper-IV: Selected Texts: Novels and short Stories

Marks:80

Introduction of European thoughts in Tamil land - impact of missionaries and European administration - introduction of print medium and modern education - emergence of modernity in Tamil - development of new literary genres: prose, non-fiction, novel, short story and modern poetry - development of novel and short stories as narratives in Tamil - Tamil literary heritage of storytelling - socio-political issues in fiction writings - emergence of various genres in Novel - representation of novels from the first Tamil novel to contemporary novels - trends and various approaches in fiction writing.

Units of the Course:

1. Role of Fiction in Tamil
2. Folk Elements in Fiction
3. Representation of Sociological Perspectives
4. Cultural Reflections of Society in Fiction

Reading List:

1. AndalPriyadharshini, 2013, Thahanam, Chennai, New Century Book House.
2. VallikKannan & A. Subramanian, 1996, CamibattiyaTamilCirukathaigal, New Delhi, National Book Trust.)
3. SundaraRajan, P.K. & SivapadaSundaram, 1977, Tamil Novel: NurraanduVaralaarum Valarcciyum, Chennai, Christian Literature Society.
4. Sivathambi, K, 1967, TamililCirukathaiyinTorramumValarcciyum, Chennai, PariNilaiyam.
5. Kailasapathy, K, 1987, Tamil Novel Ilakkiyam, Chennai, New Century Book House.

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1.1.3 Courses with Employability/skill development/entrepreneurship

CONTENT LIST

KALA BHAVANA (Institute of Fine Arts)
BFA / CG
BFA / DT
BFA / GR
BFA / AH
BFA / P
BFA / S

DEPARTMENT OF DESIGN (CERAMIC & GLASS) KALA BHAVANA, VISVA-BHARATI
UNDER GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES (CBCS)

The four years Undergraduate BFA programme at Kala Bhavana begins with a 1-year Foundation Course. In the foundation course, the students get introduced with all discipline of visual art. Foundation course is followed by three years of specialization in Department of Design (Ceramic & Glass)

I. Department of Design (Ceramic & Glass) component in the 1 year BFA Foundation programme

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
1st. Year BFA – Foundation (Integrated Course) 1st. Semester Course Name: BFA/CG-F 1, Course Credit: 2 Duration 90 Days (July to December).	BFA/CG-F 1 2 credits	<ol style="list-style-type: none"> Nature study on paper and basic understanding of Ceramics ‘pottery/images in coiling technique (earthen ware). Study of traditional terracotta forms and copying in clay (earthen ware). 	It enhances /helps students to understand their immediate surroundings in the context of observations of certain images and experiences they are gaining, more closely. They learn to articulate the use of lines, colours, shapes and forms of different given images around them. Also grows an understanding of different things from daily observations, which gradually used in compositions. Learns multiple shapes, quality of objects, different forms and their sensibility from their own daily used known things	In outdoor studies, students use very many different traditional mediums and methods which also help them to execute or approach images in multiple manners. Finally and most importantly they observe certain images around them and try to execute in different mediums, get attached to their present situations and understand their own presence. To develop their observation power/quality, reacting differently to different given materials available around us and the in the department.
1st. Year BFA - Foundation (Integrated Course) 2nd. Semester Course Name: BFA/CG-F 2, Course Credit: 2 Duration 90 Days (January to May)	BFA/CG-F 2 2 credits	<ol style="list-style-type: none"> Nature study on paper and image making in clay on slab in geometric forms (earthen ware). Nature study and three dimensional forms making (earthen ware). 	To do exercises with space, form, structure, proportion and light & shade in the context of different dimensional spaces and explore their organizational possibilities in different multiple mediums	To underline the different physical quality of image sources available in the surrounding environment These understanding of source images of a given space generate a selectiveness (inclusion/exclusion) of certain image references which again reflect their choices of seeing, which gradually become the component of their individual language/composition.

II. BFA 3 year Specialization Programme in Graphic Art Core Courses

<p>2nd. Year BFA III rd. Semester (June to December) Duration 90 Days</p>	<p>BFA/CG-CC 1 6 credits</p>	<p>Study - life, nature, & copy (from historical examples). Preparation of clay body (Earthen ware). In tile making, coiling and pinching technique. By Lectures, Demonstration: Introduction to the potter's studio.</p>	<p>Introduction to multiple approach to Study. Study from real reference and reproduced source. Copy as a model of reengaging and learning from existing traditions through analysis and knowhow of method and material . Engaging with representational device like composition, process and interpretation.</p>	<p>To generate and understanding of multiple point of views of study as process of engagement with real reference and traditional practice</p>
	<p>BFA/CG -CC 2 6 credits</p>	<p>Studies from Life & Nature and traditional examples of terracotta (Field visit). Exercise in hand built wheel thrown pottery, engobe and biscuit firing. By Lectures, Demonstration: working in ceramic.</p>	<p>Exposure to local and miniature painting traditions like pata chitra of Bengal and Rajasthani miniature Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.</p>	<p>Understanding the process of representation of human form in relation to space, object and immediate environment Introduction of eclecticism as a method of practice.</p>
<p>2nd. Year BFA IV th. Semester (January to May) Duration 90 Days</p>	<p>BFA/CG-CC 3 6 credits</p>	<p>Throwing, surface decoration, glazing, Ceramic and Glass. Toy Making. Basic Ceramic & Glass sculpture making. Knowledge of Earthen ware, Stone ware-Glazing & Glass body. By Lectures, Demonstration: Introduction to firing techniques.</p>	<p>Introduction to multiple approach to Study. Study from real reference of living and non living objects. Engaging with the different tools of representation like composition, process and interpretation.</p>	<p>To generate an understanding to multiple point of view to study as process of engagement with real reference and traditional practice</p>

	BFA/CG-CC 4 6 credits	Exercises in Surface decoration with inlay and engobe treatment with biscuit firing/glazing.	Explore Collage as a process of synthesis and assimilation Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the representation of form, space from diverse material and surface relationship in relation to space and object Explore eclecticism as synthesis of multiple material practice.
3rd. Year BFA Vth.- Semester . (June to December) Duration 90 Days	BFA/CG-CC 5 6 credits	Hand building, throwing and Mould Cast Pottery/sculpture and functional pottery. Table ware in stone ware with glaze application. By Lectures, Demonstration: Planning of Ceramics & glass Studio, understanding of kiln furniture and working tools.	Introduction to multiple approach to Study. Study from different models of representation both Indian, European and Asian . Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	To generate an understanding to multiple point of view to study as process of engagement with different traditions of process and making
	BFA/CG-CC6 6 credits	Creative composition in clay. Study of traditional ceramic art forms. By Lectures, Demonstration: Introduction to ceramic firing process.	Study tradition mural techniques and process both Indian and European Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition	Study as process of engagement with different traditions of process and making and understanding relationship of art and public space
	BFA/CG-CC 7 6 credits	Working with glass- moulding/fusing and slumping technique. By Lectures, Demonstration: Presentation on contemporary art scenario.	Concept Development, Composition based on reference Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the dialectics of mechanically reproduced images and self improvised interpretation
3rd. Year BFA VI th.- Semester . (January to May) Duration 90 Days	BFA/ CG-CC 8 6 credits	Exercises in total image planning. Working with glass moulding/ flame working (glass). By Lectures, Demonstration: Introduction to Building a Kiln.	Study different models of horizontal mode of representation inspired from Asian models. Concept Development, critical analysis of concepts & image-making process and artwork. .	To generate an understanding to multiple point of view to study as process of engagement with different traditions of process and making . .
	BFA/ CG-CC 9 6 credits	Functional pottery - Introduction to the character Components and sizes of table and miscellaneous ware in Raku. technique. Sculpture making in any	Introduction to multiple approach to Study. Study from different models of	Understanding different contemporary approach of image

		technique.	representation both Indian and European and Asian	making from the point of view of multiple perspective
	BFA/ CG-CC 10 6 credits	Composition (Project) Explore two-Introduction to crystal glaze on stone ware. Tile work and any three dimensional form in ceramics/glass. By Lectures, Demonstration:	Concept Development, critical analysis of concepts & image-making process and artwork. Exploration of a multidisciplinary approach to image making. Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Explore eclecticism as synthesis of multiple media and material engagement
4th. Year BFA VII th. Semester Duration 90 Days (June to December)	BFA/CG-CC 11 6 credits	Design and fabrication of Table ware using sleep casting, pit firing. By Lectures, Demonstration: Introduction to various types of Ceramics and Glass works.	Study of contemporary models of representation. Introduction post 1950s art practice, process and materiality. . Study as a multilayered process of engagement with environment.	Generate an understanding of contemporary art practice. Understanding the dialectics of mechanically reproduced images and self improvised interpretation
	BFA/CG-CC 12 . 6 credits	Exercises in Architectural art in Glass and Ceramics. Mural using glass slumping Stained glass technique/earthen ware/stone ware. Sculpture making using glass fusing/glass casting/blowing/ earthen ware/ stone ware. By Lectures, Demonstration: Introduction to industrial production techniques Costing, Pricing etc. A short introduction to the history of glass mural design.	Generating an Interdisciplinary approach of research and engagement with environment Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition	Explore eclecticism as process of reconciliation of multiple traditions and individual identity.
4th. Year BFA VIII th. Semester (January to May) Duration 90 Days	BFA/CG-CC 13 6 credits	Making creative /expressional work using any technique and material. Making Public Art/ Environmental Art/ Installation. By Lectures, Demonstration: Discussion on student's work with faculty Members of concerned Department (stream).	Concept Development & contextualization of issue based work, critical analysis of concepts, image making process and art work. Study as a multilayered process of engagement with environment.	Generate an understanding of contemporary art practice . Explore eclecticism as process of reconciliation of multiple traditions and individual identity.
	BFA/CG-CC 14	Expressional Project work with specific	Engage with the different concepts and	The original body of works ,

	6 credits	concept & resources. Execution of two prototype Art Works on the understanding of above. Discussion and supervision for finishing and presentation of art works for final submission.	methods of contemporary art practice in relation to tradition, history, gender, identity and culture Generating an Interdisciplinary approach of research and engagement with environment. Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	development of projects, Exhibition designing
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The overall objective of the BFA Specialization programme for Design(Ceramic & Glass):

1. The Department of Design (Ceramic & Glass) has established an appropriate environment for the research and process based studio practice that is based on an active engagement with the environment, local context and multiple point of view of engaging with contemporary art practice in the global perspective. It has generated a critical ,interactive and participatory method of art practice .
2. To encourage individual and collective approach of thinking and art engagement.

Cumulative Expected Outcome of the BFA Core Courses:

1. Acquire knowledge of different methods of Ceramic & Glass both local(traditional) and other new age techniques .
2. To develop a close understanding of multidimensional approach to image making .
3. To be able to think and generate an independent body of work.
4. To generate a critical understanding of history and nature of Ceramic & Glass and its relevance in contemporary times.
5. To be able to understand contemporary practice and be able to cope with the present situation of art practice.

III. Discipline Specific Elective Courses for Design(Ceramic & Glass) Specialization Students:

The students will have to choose three courses from a pool of courses offered and do a Project Work on a topic based on a topic from the pool of the courses that the student has not opted for as a taught course.

Programme &	Course Name and	Course Content	Objective	Expected Outcome
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Semester	Credits			
BFA-sem-7	BFA/CG-DSE 1 6 credits	Computer aided digital design (CAD)	Explore the process of time based process of image making from the point of view of documentary strategy	Engage with the environment from a multisensory way and explore an integrated understanding of space
	BFA/CG-DSE 2 6 credits	Written project of product and technique based on Industrial visit or any topic related to Ceramics or Glass.	Explore art practice as an interactive and participatory process of sharing in relation to physical space, location and materiality	Engage with both two dimensional and three dimensional practice of representation to generate a direct relation with public space
BFA-sem-8	BFA/CG-DSE 3 6 credits	A. Mural ceramics in geometric form. B. Sculpture in ceramics in geometric form. C. Functional pottery in ceramics. All in stone ware/earthen ware.	Introduction different method and approach to art in public space with direct material physical dialogue with immediate environment practice	To make students aware about their local environment and introduce process and politics of engaging in public space.
	BFA/CG-DSE 4 6 credits	A. Stained glass mural in geometric form. B. Glass sculpture in geometric form.	Engage with new media the performative process of technological representation	Students learn how to place their practice with the private and publicness of specific location and site

Overall Objective of the Discipline Specific Elective Courses:

1. To expose the student to related fields of image making associated to visual culture.
2. To equip the students with new media tools and other technological attributions towards a wholistic approach of art.

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge of visual culture.
2. Development of expanded relationship of Ceramic & Glass with other disciplines.
3. Development of professional/practical skills in the field of art .

IV. **Skill Enhancement** Compulsory Courses (SECC) for BFA Students Specializing in Art History as subsidiary course Studio Practice
(This is in addition to the 2 courses by all BFA students during the 1 year Foundation Course)

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/CG- SEC 1 2 Credits	Preparation of clay body (Earthen ware). Basic tile making, coiling .	Introduction to traditional and local etchniques of painting	Generate a process based understanding of Practice
Sem IV	BFA/CG- SEC 2 2 Credits	Preparation of clay body pinching technique.	Enaage with the local envoronment and understand study	Generate a process based understanding of Practice
Sem V	BFA/CG- SEC 3 2 Credits	Hand building or throwing technique	Introduction to techniques of traditional mural art Introduce students to different process of mural painting both organic traditional techniques and the indirect industrial process	Generate a process based understanding of Practice
Sem VI	BFA/CG-SEC 4 2 Credits	Mould Cast Pottery/sculpture.	To generate an understaning of theory and practice through exploring material based knowldge	Generate a process based understanding of Practice
Sem VII	BFA/CG-SEC 5 2 Credits	Sculpture/Mural making using glass fusing/glass casting/blowing/ earthen ware/ stone ware. Any one project.	Practical Project for Art History Students	Development of Practice-based project for research & production of original body of artwork.
Sem VIII	BFA/CG-SEC 6 2 Credits	A Project for Ceramic & Glass Kiln/furnace making.	Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	Development of Practice-based project for research & production of original body of artwork.

*Students specializing in Department of Practical will do this course **BFA/SEC 5** course in Art History Department for equivalent credits, *which is offered by Art History Department.*

*Students specializing in Department Design (Ceramic 7 Glass) will do this course **BFA/SEC 6** course in respective Practical (specialization)course for equivalent credits, *which is offered by Design Department.(Ceramic & Glass).*

Cumulative Expected Outcome of the **Skill Enhancement** Courses for students of studio-based practice:

1. To ensure that specialized art history students are also exposed to studio practice and develop skills to understand the artwork.
2. To give them a broad exposure to printmaking practice from ancient time to contemporary by practice-based work.

3. To help the students to discover their own artistic ability.

IV. Design (Ceramic & Glass) Elective Courses(GEC) This is the course content for students who will opt to do GEC in the Department of Design from other Bhavanas and also from other Departments of Kala Bhavana; course content for students of the Department of Design will depend upon the Bhavana that the student opts for Students Specializing in Studio Practice.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/CG-GEC 1 2 Credits	Free sketching and form making by coiling in Clay.	To introduce to students of other departments within Kala Bhavana and other disciplines a basic understanding of painting and drawing through engagement with traditional and contemporary tools	Students interested in Painting as a process will come to engage with the method and material of image making as physical experience.
Sem IV	BFA/CG-GEC 2 2 Credits	Form and shape making by pinching in Clay and biscuit firing.	To introduce to students of other departments within Kala Bhavana and other disciplines a basic understanding of outdoor painting and the role of calligraphy as a tool of representation	Students come to experience the process of engaging with environment directly as a process of optical and material interpretation
Sem V	BFA/CG-GEC 3 2 Credits	Form making with Slab and throwing. Introduction to engobe	Introduce students to different process of mural painting both organic traditional techniques and the indirect industrial process. This way they can explore both indoor and outdoor process of painting with reference to an architecture	Student learn how to do different kinds of mural paintings and can translate this process for multiple interior and exterior designing.
Sem VI	BFA/CG-GEC 4 : 2 Credits	Toy making in clay and glazing.	Introduce to new technique and approach to pictorial design. Also expose them to environment friendly, organic and recyclable materials like natural fibre making and expose them to an integrated process of narrative painting	Students learn to make self reflective artist books, techniques and aesthetics of binding together with the process of recycling as an environment friendly engagement

V. University Specific Course and Ability Enhancement Compulsory Course(AECC)-English / Hindi / MIL/Communication)/ EVS

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem I	University Specific Course-1: 4 Credits	Tagore Studies	To learn moto of Visva-Bharati and philosophy of Rabindranath Tagore. This course emphasizes the comprehensive study of vision and mission of Rabindranath Tagore.	Students will have overall idea/ knowledge of Rabindranath and his vision in establishing Santiniketan and Sriniketan..
Sem II	University Specific Course-2: 4 Credits	Tagore Studies	To learn moto of Visva-Bharati and philosophy of Rabindranath Tagore. This course emphasizes the comprehensive study of vision and mission of Rabindranath Tagore.	Students will have overall idea/ knowledge of Rabindranath and his vision in establishing Santiniketan and Sriniketan..
Sem III	BFA/ DT-AECC-1: 2 Credits	(English / Hindi / MIL Communication)	This course teaches the students various languages as per their choice as special skill.	Students develop a different communicative skills other than their own languages.
Sem IV	BFA/ DT-AECC-2: 2 Credits	Environmental Studies (EVS)	This course gives a knowledge about invironment and its importance.	Students learn know the importance of the green environment.

DEPARTMENT OF DESIGN (TEXTILE) KALA BHAVANA, VISVA-BHARATI
UNDER GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES (CBCS) 2020

The four years Undergraduate BFA programme at Kala Bhavana begins with a 1-year Foundation Course. In the foundation course, the students get introduced with all discipline of visual art. Foundation course is followed by three years of specialization in Department of Design (Textile)

I. Department of Design (Textile) component in the 1 year BFA Foundation programme

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
1st. Year BFA – Foundation (Integrated Course) 1ST. Semester Course Name: BFA/CG-F 1, Course Credit: 2 Duration 90 Days (July to December).	BFA/DT-F 1 2 credits	<ol style="list-style-type: none"> 1. Basic design exercises, Exploring Lines, Colour & Design Composition (with geometrical forms in space). 2. Studies from nature, Tone Relationship. Visualization of naturalistic motifs, forms, colours, textures and equivalents.	It enhances /helps students to understand their immediate surroundings in the context of observations of certain images and experiences they are gaining, more closely. They learn to articulate the use of lines, colours, shapes and forms of different given images around them. Also grows an understanding of different things from daily observations, which gradually used in compositions. Learns multiple shapes, quality of objects, different forms and their sensibility from their own daily used known things	In outdoor studies, students use very many different traditional mediums and methods which also help them to execute or approach images in multiple manners. Finally and most importantly they observe certain images around them and try to execute in different mediums, get attached to their present situations and understand their own presence. To develop their observation power/quality, reacting differently to different given materials available around us and the in the department.
1st. Year BFA - Foundation (Integrated Course) 2ND. Semester Course Name: BFA/CG-F 2, Course Credit: 2 Duration 90 Days (January to May)	BFA/DT-F 2 2 credits	<ol style="list-style-type: none"> 1. Surface design, repeat, texture, rhythm-(visualization in Black and White and colour). 2. Studies from traditional examples like Alpona /Floor Decoration / Stage Decoration etc. 3. Two dimensional designs related to textiles, carpet, simple 	To do exercises with space, form, structure, proportion and light & shade in the context of different dimensional spaces and explore their organizational possibilities in different multiple mediums	To underline the different physical quality of image sources available in the surrounding environment These understanding of source images of a given space generate a selectiveness (inclusion/exclusion) of certain image references which again reflect their choices of seeing, which gradually become the component of their individual language/composition.

		batik on paper, on textiles, Design and function.	
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II. BFA 3 year Specialization Programme in Graphic Art Core Courses

2nd. Year BFA III rd. Semester (June to December) Duration 90 Days	BFA/DT-CC 1 6 credits	STUDY (Life, Nature, & Copy from miniature painting)-Pichhvai Wrapping, Colour Theory, - Paper Design- followed by Simple Weave Gating up of a warp, (with all the ancillary processes). By Lectures & Demonstration - Introduction to Loom & with all the ancillary equipments. Overview of Textile Design. Traditional Indian Textiles.	Introduction to multiple approach to Study. Study from real reference and reproduced source.Copy as a model of reengaging and learning from existing traditions through analysis and knowhow of method and material . Engaging with representational device like composition, process and interpretation.	To generate and understanding of multiple point of views of study as process of engagement with real reference and traditional practice
	BFA/DT -CC 2 6 credits	Study of Different objects & their potentials in Design applications. Basic Studies and visualization techniques. Exercises in Multi-treadle Weave for Furnishing & Dress Design; Basic (Point, Paper design repeat) By Lectures & Demonstration - Power point presentation, – Introduction to different Fibres, Yarn & Fabrics – their properties & their Structures. Documentation of the same. i) Tribal Textiles (Design Motifs).	Exposure to local and miniature painting traditions like pata chitra of Bengal and Rajsthani miniature Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the process of representation of human form in relation to space, object and immediate environment Introduction of eclecticism as a method of practice.

<p>2nd. Year BFA IV th. Semester (January to May) Duration 90 Days</p>	<p>BFA/DT-CC 3 6 credits</p>	<p>Study Flower, Foliage, Seeds, - Design Composition & Exercises for Basic Surface design. Printing Pest & method of Block printing. Architecture & basic design making for Interior Textiles. By Lectures & Demonstration - Introduction to properties of cloth & Cloth analysis. Introduction & Calculation of fibre counts etc.</p>	<p>Introduction to multiple approach to Study. Study from real reference of living and non living objects. Engaging with the different tools of representation like composition, process and interpretation.</p>	<p>To generate an understanding to multiple point of view to study as process of engagement with real reference and traditional practice</p>
	<p>BFA/DT-CC 4 6 credits</p>	<p>Basic application of Appliqué, Embroidery, Stitchery. Value added Surface Design. By Lectures & Demonstration - a) Introduction to weaving and printing tools and equipment. Introduction to the basic chemistry of dyeing.</p>	<p>Explore Collage as a process of synthesis and assimilation Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.</p>	<p>Understanding the representation of form, space from diverse material and surface relationship in relation to space and object Explore eclecticism as synthesis of multiple material practice.</p>
<p>3rd. Year BFA Vth.- Semester . (June to December) Duration 90 Days</p>	<p>BFA/DT-CC 5 6 credits</p>	<p>Designing for Dress Fabrics. (Introduction to figuring fabric structure). (stripes, checks, print figured materials) Designing for Dress Fabrics by using Multi-treadle . Sample Book Preparation. By Lectures, Demonstration; Loom types , pedalling techniques ; Figuring techniques with the use of dobby , jala , jacquard</p>	<p>Introduction to multiple approach to Study. Study from different models of representation both Indian, European and Asian . Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.</p>	<p>To generate an understanding to multiple point of view to study as process of engagement with different traditions of process and making</p>
	<p>BFA/DT-CC6 6 credits</p>	<p>Advanced Exercises in Embroidery & Stitching for Dress /Furnishing fabrics. Understanding of Jacquards Weave & Paper Design for Dress.</p>	<p>Study tradition mural techniques and process both Indian and European Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition</p>	<p>Study as process of engagement with different traditions of process and making and understanding relationship of art and public space</p>

		4 project,- study from different regional traditional Textiles.		
	BFA/DT-CC 7 6 credits	Drawing Exercises of Fashion designing for garments. Basic studies; visualization of designs for weaving ,printing, Dyed/ Tie- Dyed/ Resist Dyed - for Fashion Designing. By Lectures, Demonstration; Evolution of Fashion Design	Concept Development, Composition based on reference Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the dialectics of mechanically reproduced images and self improvised interpretation
3rd. Year BFA VI th.- Semester . (January to May) Duration 90 Days	BFA/ CG-CC 8 6 credits	Silk Screen Printed Design based on studies for dress fabric. Prototype samples of Resists printing techniques. Traditional Kalamkari Technique. / Ragan or Azrok Technique. Making a Shade Card of different dyes - including Natural dyes. By Lectures, Demonstration; Indian Chintz, Kalamkari, Ragan, Azrok & Its Trade.	Study different models of horizontal mode of representation inspired from Asian models. Concept Development, critical analysis of concepts & image-making process and artwork. .	To generate an understanding to multiple point of view to study as process of engagement with different traditions of process and making . .
	BFA/ DT-CC 9 6 credits	Designing for Dress Fabrics, Extra Weft Weave Figured Jamdani technique. By Lectures, Demondration; Chemistry of dyeing; Preparation of Vats, Indigo Vat. Printing pastes preparation for Silk Screen print. It's Application.	Introduction to multiple approach to Study. Study from different models of representation both Indian and European and Asian	Understanding different contemporary approach of image making from the point of view of multiple perspective
	BFA/ DT-CC 10 6 credits	Designing for Dress Fabrics with Block Print technique, Designing for Dress/ Furnishing Fabrics , Tie - Dye weave Technique. Documentation of Products & Techniques.	Concept Development, critical analysis of concepts & image-making process and artwork. Exploration of a multidisciplinary approach to image making. Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Explore eclecticism as synthesis of multiple media and material engagement
4th. Year BFA VII th. Semester Duration	BFA/DT-CC 11 6 credits	Basic Studies of Specific Architecture & Design for interior Furnishing Fabrics – Silk Screen Printed. Designing for Specific interior Furnishing Fabrics by using Jacquard Woven. (For Floor, wall, Furniture, Drapes).	Study of contemporary models of representation. Introduction post 1950s art practice, process and materiality. . Study as a multilayered process of engagement with environment.	Generate an understanding of contemporary art practice. Understanding the dialectics of mechanically reproduced images and self improvised interpretation

90 Days (June to December)		2 Project- From Visualization to Sample By Lectures, Demonstration; Traditional Indian Furnishing- Woven, Printed, Painted & Value added Fabric.	.	
	BFA/DT-CC 12 . 6 credits	Visualisation of Design Composition, 1 Project for Tapestry or Wall Hangings. Introduction to Vertical Looms, for Carpet, Mat, Open Drapes etc. Introduction to Frame Tapestry / Wall Hangings. By Lectures, Demonstration: Introduction of Industrial Production Methods. (Costing & Pricing). History & basic understanding of Tapestry, Wall Hangings, Rug, Macramé.	Generating an Interdisciplinary approach of research and engagement with environment Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition	Explore eclecticism as process of reconciliation of multiple traditions and individual identity.
4th. Year BFA VIII th. Semester (January to May) Duration 90 Days	BFA/DT-CC 13 6 credits	Fibre Art & Tapestry, Hand Painted, Printed, and Vegetable Dyed Surface design. Introduction of Advance Frame Tapestry. By Lectures, Demonstration; Textile of Europe, America, South East Asia. Indian Textile of different period.	Concept Development & contextualization of issue based work, critical analysis of concepts, image making process and art work. Study as a multilayered process of engagement with environment.	Generate an understanding of contemporary art practice . Explore eclecticism as process of reconciliation of multiple traditions and individual identity.
	BFA/DT-CC 14 6 credits	Concept & Resource based Surface Design by using of Different Fibre, Fabrics or other Elements. Fibre Sculpture / Soft Sculpture. Surface Design by Painted / Printed. Surface Design by Appliqué, Embroidery Stitching. Studies & Visualization for the above Projects.	Engage with the different concepts and methods of contemporary art practice in relation to tradition, history, gender, identity and culture Generating an Interdisciplinary approach of research and engagement with environment. Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	The original body of works , development of projects, Exhibition designing

The overall objective of the BFA Specialization programme for Design(Textile):

1. The Department of Design (Textile) has established an appropriate environment for the research and process based studio practice that is based on an active engagement with the environment, local context and multiple point of view of engaging with contemporary art practice in the global perspective. It has generated a critical ,interactive and participatory method of art practice .
2. To encourage individual and collective approach of thinking and art engagement.

Cumulative Expected Outcome of the BFA Core Courses:

1. Acquire knowledge of different methods of Ceramic & Glass both local(traditional) and other new age techniques .
2. To develop a close understanding of multidimensional approach to image making .
3. To be able to think and generate an independent body of work.
4. To generate a critical understanding of history and nature of Textile and its relevance in contemporary times.
5. To be able to understand contemporary practice and be able to coup with the present situation of art practice.

III. Discipline Specific Elective Courses for Design(Textile) Specialization Students:

The students will have to choosethree courses from a pool of courses offered and do a Project Work on a topic based on a topic from the pool of the courses that the student has not opted for as a taught course.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA-sem-7	BFA/DT-DSE 1 6 credits	Computer Aided Design. (CAD)	Explore the process of time based process of image making from the point of view of documentary strategy	Engage with the environment from a multisensory way and explore an integrated understanding of space
	BFA/DT-DSE 2 6 credits	Written project of product and technique based on Industrial visit or any topic related to Ceramics or Glass. PROJECT WORK Documentation of Product & Technique.	Explore art practice as an interactive and participatory process of sharing in realtion tophysical space, location and materiality	Engage with both two dimensional and three dimensional practice of representation to generate a direct relation with public space
BFA-sem-8	BFA/DT-DSE 3 6 credits	Surface Design i) KalamKari/ ii) Pichhvai iii) Tinsel print iv) Ragan Art (Any One)	Introduction different method and approach to art in public space with directl material physical dialogue with immediate environment practice	To make students aware about their local environment and introduce process and politics of engaging in public space.

	BFA/DT-DSE 4 6 credits	Surface Design – Tie Dye. i) with Veg. Colour/ ii) Acid Colour/ iii) Azo Colour. (Any One)	Engage with new media the performative process of technological representation	Students learn how to place their practice with the private and publicness of specific location and site
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Overall Objective of the Discipline Specific Elective Courses:

1. To expose the student to related fields of image making associated to visual culture.
2. To equip the students with new media tools and other technological attributions towards a wholistic approach of art.

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge of visual culture.
2. Development of expanded relationship of Ceramic & Glass with other disciplines.
3. Development of professional/practical skills in the field of art .

IV. Skill Enhancement Compulsory Courses (SECC) for BFA Students Specializing in Art History as subsidiary course Studio Practice
(This is in addition to the 2 courses by all BFA students during the 1 year Foundation Course)

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/DT- SEC 1 2 Credits	Wrapping, Colour Theory Introduction to Loom & with all the ancillary equipments	Introduction to traditional and local etchniques of painting	Generate a process based understanding of Practice
Sem IV	BFA/DT- SEC 2 2 Credits	Basic Surface design for Printing	Enaage with the local envoronment and understand study	Generate a process based understanding of Practice
Sem V	BFA/CDT-SEC 3 2 Credits	Project on various Resist Dye & its Techniques 2 projects- Prototype sample	Introduction to techniques of traditional mural art Introduce students to different process of mural painting both organic	Generate a process based understanding of Practice

			traditional techniques and the indirect industrial process	
Sem VI	BFA/DT--SEC 4 2 Credits	Designing for Dress Fabrics, Furnishing fabric. Extra Weft Weave	To generate an understanding of theory and practice through exploring material based knowledge	Generate a process based understanding of Practice
Sem VII	BFA/DT-SEC 5 2 Credits	Visualisation of Design Composition, 1 Project.	Practical Project for Art History Students	Development of Practice-based project for research & production of original body of artwork.
Sem VIII	BFA/DT-SEC 6 2 Credits	Surface Design with Screen Print & Blok Print. 2 projects- Prototype sample	Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	Development of Practice-based project for research & production of original body of artwork.

*Students specializing in Department of Practical will do this course **BFA/SEC 5** course in Art History Department for equivalent credits, *which is offered by Art History Department.*

*Students specializing in Department Design (Textile) will do this course **BFA/SEC 6** course in respective Practical (specialization)course for equivalent credits, *which is offered by Design Department(Textile).*

Cumulative Expected Outcome of the **Skill Enhancement** Courses for students of studio-based practice:

1. To ensure that specialized art history students are also exposed to studio practice and develop skills to understand the artwork.
2. To give them a broad exposure to printmaking practice from ancient time to contemporary by practice-based work.
3. To help the students to discover their own artistic ability.

IV. Design (Textile) Elective Courses(GEC) This is the course content for students who will opt to do GEC in the Department of Design from other Bhavanas and also from other Departments of Kala Bhavana; course content for students of the Department of Design will depend upon the Bhavana that the student opts for Students Specializing in Studio Practice.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/DT-GEC 1 2 Credits	Nature Study & Design Composition for textiles	To introduce to students of other departments within Kala Bhavana and other disciplines a basic understanding of painting and drawing through engagement with traditional and contemporary tools	Students interested in Painting as a process will come to engage with the method and material of image making as physical experience.
Sem IV	BFA/DT-GEC 2 2 Credits	Appliqué/Embroidery, Stitchery	To introduce to students of other departments within Kala Bhavana and other disciplines a basic understanding of outdoor painting and the role of calligraphy as a tool of representation	Students come to experience the process of engaging with environment directly as a process of optical and material interpretation
Sem V	BFA/DT-GEC 3 2 Credits	Resist Dye & its Techniques 2 projects- Prototype sample	Introduce students to different process of mural painting both organic traditional techniques and the indirect industrial process. This way they can explore both indoor and outdoor process of painting with reference to an architecture	Student learn how to do different kinds of mural paintings and can translate this process for multiple interior and exterior designing.
Sem VI	BFA/DT-GEC 4 : 2 Credits	Surface Design by Block/ Silk Screen Method. 2 projects- Prototype sample	Introduce to new technique and approach to pictorial design. Also expose them to environment friendly, organic and recyclable materials like natural fibre making and expose them to an integrated process of narrative painting	Students learn to make self reflective artist books, techniques and aesthetics of binding together with the process of recycling as an environment friendly engagement

**V. University Specific Course and Ability Enhancement Compulsory Course(AECC)-English / Hindi / MIL/Communication)/ EVS
For Kala Bhavana only.**

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem I	University Specific Course-1: 4 Credits	Tagore Studies	To learn moto of Visva-Bharati and philosophy of Rabindranath Tagore. This course emphasizes the comprehensive study of vision and mission of Rabindranath Tagore.	Students will have overall idea/ knowledge of Rabindranath and his vision in establishing Santiniketan and Sriniketan..

Sem II	University Specific Course-2: 4 Credits	Tagore Studies	To learn moto of Visva-Bharati and philosophy of Rabindranath Tagore. This course emphasizes the comprehensive study of vision and mission of Rabindranath Tagore.	Students will have overall idea/ knowledge of Rabindranath and his vision in establishing Santiniketan and Sriniketan..
Sem III	BFA/ DT-AECC-1: 2 Credits	(English / Hindi / MIL Communication)	This course teaches the students various languages as per their choice as special skill.	Students develop a different communicative skills other than their own languages.
Sem IV	BFA/ DT-AECC-2: 2 Credits	EVS	This course gives a knowledge about invironment and its importance.	Students learn know the importance of the green environment.

DEPARTMENT OF GRAPHIC ART, KALA BHAVANA, VISVA-BHARATI
UNDER GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES (CBCS)

The four years Undergraduate BFA programme at Kala Bhavana begins with a 1-year Foundation Course. In the foundation course, the students get introduced with all discipline of visual art. Foundation course is followed by three years of specialization in Graphic Art.

I. Graphic Art component in the 1 year BFA Foundation programme

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA Foundation Sem 1	BFA/G-F1 2 credits	Basic Printmaking Charcoal, dry pastel (both B&W and 2/3 colours) drawing on large-size paper. Woodcut/ Linocut B&W and colour (reduction process)	Observation and study based drawing. Landscape, Figure study, Nature Study.	Basic understanding of Printmaking
Sem 2	BFA/G-F2 2 credits	Basic Printmaking Intaglio (Drypoint, Line etching, acquaint) Introduction to non-toxic intaglio process	Concept Development, Composition based on imagination/ reference.	Basic understanding of Printmaking

II. BFA 3 year Specialization Programme in Graphic Art Core Courses

Sem 3	BFA/G-CC 1 6 credits	Basic Printmaking Charcoal, dry pastel (both B&W and 2/3 colours) drawing on large-size paper. Woodcut/ Linocut B&W and colour (reduction process)	Observation and study based drawing. Landscape, Figure study, Nature Study.	Development & understanding of the medium, drawing skill through observation
	BFA/G-CC 2 6 credits	Basic Printmaking Intaglio (Drypoint, Line etching, acquaint) Introduction to non-toxic intaglio process	Concept Development, Composition based on imagination/ reference.	Development of creative ideas
Sem 4	BFA/G-CC 3 6 credits	Basic Printmaking Introduction to Lithography, Colour Lithography	Concept Development, Composition based on imagination/ reference. Idea and method of documentation	Development of creative ideas & imagination. Introduction to the major printmaking process
	BFA/G-CC 4	Introduction to printmaking with the reference of early printmaking history. Work with Rubbings,	Concept Development, Composition based on imagination/ reference. Idea and method of	Development of creative ideas &

	6 credits	Stencil printing, serigraphy, various innovative way of block making for printing.	documentation	imagination. Introduction to the major printmaking process
Sem 5	BFA/G-CC 5 6 credits	Advanced Printmaking Lithography in Advance stage (Multiple colour lithography, drawing on stone with non-conventional materials along with the usual material, planography with aluminium plate, photolithography, experiments with colours etc.)	Concept Development, Composition based on imagination/ reference. Developing the relationship between documentation, observation and conceptualization to image-making	Learning the various methods and mode of concept development. Learning the advanced technical skill of the printmaking process
	BFA/G-CC 6 6 credits	Advanced Printmaking Woodcut in advance stage (Large scale woodcut, both B&W and colour, using multiple blocks for colour woodcut)	Concept Development, Composition based on imagination/ reference. Developing the relationship between documentation, observation and conceptualization to image-making Exploration and experimentation with printmaking mediums both in terms of technique and language.	Learning the various methods and mode of concept development. Learning the advanced technical skill of the printmaking process
	BFA/G-CC 7 6 credits	Advanced Printmaking Intaglio in Advance Stage (Colour intaglio, the process of using multiple blocks, metal plate engraving, experiments with the various metal plate-like, aluminium, copper, iron etc. Experiments with methods and materials learned earlier. Viscosity and other essential processes)	Concept Development, Composition based on imagination/ reference. Developing the relationship between documentation, observation and conceptualization to image-making Exploration and experimentation with printmaking mediums both in terms of technique and language.	Learning the various methods and mode of concept development. Learning the advanced technical skill of the printmaking process
Sem 6	BFA/G-CC 8 6 credits	Advanced Printmaking Serigraphy in Advance stage(<i>photo stencil, large size complex printing, experiments with the language of serigraphy</i>) Photomechanical process and experiments (Gum Dichromate Print cyanotype from a handmade negative , digital image-making and manual printing on paper using image making device)	Concept Development, critical analysis of concepts & image-making process and artwork. Exploration of printmaking mediums through techniqueal experimentation and language.	Students will be introduced and encouraged to conduct experiments with technic and visual art language to develop their original style/ method of expression.
	BFA/G-CC 9 6 credits	Experimental Printmaking Book Making and book art Generating the idea of working in series using any printmaking mediums (it may lid to a folio or a body of work for a solo exhibition or maybe for printing in the form of a book)	Concept Development, critical analysis of concepts & image-making process and artwork. Exploration of printmaking mediums through techniqueal experimentation and language.	Students will be introduced and encouraged to conduct experiments with technic and visual art language to develop their original style/ method of expression.
	BFA/G-CC 10 6 credits	Experimental Printmaking Large size drawing with watercolour, charcoal, pastel, ink etc. Project using any form and medium with reference to the printmaking process and language	Concept Development, critical analysis of concepts & image-making process and artwork. Exploration of printmaking mediums through technique and experimentation and language.	Students will be introduced and encouraged to conduct experiments with technic and visual art language to develop their original style/ method of expression.
Sem 7	BFA/G-CC 11 6 credits	Working with printmaking Language Any medium of their choice depending on the subjects/ issue they are working	Concept Development, critical analysis of concepts, image making process and art work. Development of Projects based on the	Original works and development of Project proposal

		Help to develop 'project-based' work Close monitoring of the process of presentation and helping the students to make it rational.	argumentative discussion in Class.	
	BFA/G-CC 12 6 credits	Working with printmaking Language Any medium of their choice depending on the subjects/ issue they are working Use of contemporary technology in the printmaking process Use of multidisciplinary methodology in printmaking	Concept Development, critical analysis of concepts, image-making process and artwork. Composition, the idea of incorporating 3dimensionality into the printmaking process. Introduction of 'multidisciplinary modules' into regular working methods.	Original works using multidisciplinary methods
Sem 8	BFA/G-CC 13 6 credits	Working with printmaking Language Any medium of their choice depending on the subjects/ issue they are working Use of contemporary technology in the printmaking process Use of multidisciplinary methodology in printmaking	Concept Development & contextualization of issue based work, critical analysis of concepts, image making process and art work. Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	The original body of works using multidisciplinary methods and research related to projects
	BFA/G-CC 14 6 credits	working with Printmaking language Any medium of their choice depending on the subjects/ issue they are working Use of contemporary technology in the printmaking process Use of multidisciplinary methodology in printmaking	Concept Development & contextualization of issue-based work, critical analysis of concepts, image-making process and artwork. Development of Idea regarding framing an Exhibition/presentation/ visualization of the project, writing project proposal etc.	The original body of works , development of projects, Exhibition designing

The overall objective of the BFA Graphic Art Specialization programme:

1. The Department of Graphic Arts has established an appropriate environment for the research and innovative idea by actively involvement & developing favourable human resource, taking the initiative for creation and spreading the knowledge and establishing the methodology of pedagogical infrastructure.
2. To encourage individual thinking and initiative.

Cumulative Expected Outcome of the BFA Core Courses:

1. Acquire knowledge of Printmaking as a medium of expression and the related technical aspects.

2. To develop the necessary sense of drawing, space, colour, form and materials.
3. To be able to produce an original body of work.
4. To understand the different factors of printmaking practice related to its history.
5. To be able to understand contemporary practice and be able to cope with the present situation of art practice.
6. To develop an ability to be able to produce the contextual body of work in terms of industrial requirements.

III. Discipline Specific Elective Courses for Graphic Art Specialization Students:

The students will have to choose three courses from a pool of courses offered and do a Project Work on a topic based on a topic from the pool of the courses that the student has not opted for as a taught course.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA-sem-7	BFA/G-DSE-I 6 Credits	Working with printmaking Language Any medium of their choice depending on the subjects/ issue they are working Use of contemporary technology in the printmaking process Use of multidisciplinary methodology in printmaking	introduction to image-making software, Image making process and printing	Learning of Graphic Softwares and digital workflow
	BFA/G-DSE-II 6 Credits	Working with printmaking Language Any medium of their choice depending on the subjects/ issue they are working	Introduction to Japanese Traditional water-based woodblock print	Learning of traditional printmaking process and producing original work.
BFA-sem-8	BFA/G-DSE-III 6 Credits	working with Printmaking language Any medium of their choice depending on the subjects/ issue they are working	Introduction to Japanese Traditional water-based woodblock print Development of Idea regarding framing an Exhibition/presentation/ visualization of the project, writing project proposal etc.	Traditional printmaking process, production of a body of works
	BFA/G-DSE-IV 6 Credits	Use of contemporary technology in printmaking process Use of multidisciplinary methodology in printmaking	Stop motion Animation using Charcoal Drawing/ Clay etc.	Drawing and animation, producing stop-motion animation

Overall Objective of the Discipline Specific Elective Courses:

1. To expose the student to supportive and additional areas of printmaking.
2. To equip the students with traditional and contemporary methods of image-making

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge of printmaking.
2. Development of special interests in a specific domain of printmaking practice.
3. Development of professional/practical skills in the field of art .

**IV. Graphic Art Skill Enhancement Courses (SEC) for BFA Students Specializing in Studio Practice
(This is in addition to the 2 courses by all BFA students during the 1 year Foundation Course)**

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ G-SEC-1: 2 Credits	Making of Hard Ground & Soft Ground, Lithographic Crayon, ink, printing ink.	Working with printmaking Language Any medium of their choice depending on the subjects/ issue they are working	Making of printmaking materials
Sem IV	BFA/G-SEC-2: 2 Credits	Project work.	Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	Practice-based project
Sem V	BHA/G-SEC-3: 2 Credits	Paper Making using various natural fibres.	Working with printmaking Language Any medium of their choice dependent on the subjects/ issue they are working	Paper Making and understanding of fibre
Sem VI	BFA/G-SEC-4: 2 Credits	Project work.	Development of Idea regarding framing an Exhibition / presentation/ visualization of project, writing project proposal etc.	Practice-based project for mounting exhibition, presentation
Sem VII	BFA/G-SEC-5: 2 Credits	Project work.	Development of Idea regarding framing an Exhibition/presentation/ visualization of the project, writing project proposal etc.	Practice-based project for mounting exhibition, presentation
Sem VIII	BFA/G-SEC-6:	Project work.	Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	Development of Practice-based project for research & production of original body of artwork.

Cumulative Expected Outcome of the Skill Enhancement Courses for students of studio-based practice:

1. To ensure that specialized art history students are also exposed to studio practice and develop skills to understand the artwork.
2. To give them a broad exposure to printmaking practice from ancient time to contemporary by practice-based work.
3. To help the students to discover their own artistic ability.

IV. Graphic Art Generic Elective Courses (GEC) This is the course content for students who will opt to do GEC in the Department of Graphic Art from other Bhavanas; course content for students of the Department of Graphic Art will depend upon the Bhavana that the student opts for Students Specializing in Studio Practice.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ G-GEC-1: 6 Credits	1.Overall idea about Printmaking practices 2.Monochromatic Relief Printmaking using any suitable base	Working with printmaking Language Any medium of their choice dependent on the subjects/ issue they are working	Original work and development and understanding of printmaking technic
Sem IV	BFA/G-GEC-2: 6 Credits	Overall idea about Printmaking practices Intaglio : Dry Point	Working with printmaking Language Any medium of their choice dependent on the subjects/ issue they are working	Original work and development and understanding of printmaking technic
Sem V	BHA/G-GEC-3: 6 Credits	Serigraphy: Using manual process of negative making and photo stencilling..	Serigraphy in Basic stage(photo stencil, understanding with the language of serigraphy)	Original work and development and understanding of printmaking technic
Sem VI	BFA/G-GEC-4: 6 Credits	Polychromatic Relief Printmaking using any suitable Surface	Concept Development, Composition based on imagination/ reference. Developing the relation between documentation, observation and conceptualization to image making	Original work and development and understanding of printmaking technic

V. Graphic Art Ability Enhancement Compulsory Course (AECC)- English / Hindi / MIL/Communication)/ EVS

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ G-AECC-1: 2 Credits	EVS-Environmental Studies		
Sem IV	BFA/ G-AECC-2: 2 Credits	EVS-Environmental Studies		

MFA / POST GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES:

DURATION OF THE COURSE -2 YEARS – 4 SEMESTER

TOTAL CREDITS: PRACTICAL 72 (1CREDIT =15 CONTACT HOURS)

THEORY: TOTAL CREDIT 24 (1 CREDIT = 2 CONTACT HOURS)

*CREDITS OF THE PAPERS ARE NOT APPLICABLE FOR ADVANCE DIPLOMA

I. Common Courses for Studio Practice Based and Graphic Art Specialization students:

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem 1	G/MFA 1 18 Credits	1. CHOICE BASE PRACTICAL: OPT ANY TWO –(1) Relief Prints (2)Intaglio,(3) Planography (4)Serigraphy	Working with printmaking Language Any medium of their choice dependent on the subjects/ issue they are working	Project proposal/ development and original body of work
Sem 2	G/MFA2 18 Credits	1. CHOICE BASE PRACTICAL: OPT ANY TWO OTHER THAN 1ST SEMESTER –(1) Relief Prints (2) Intaglio (3) Planography (4) Serigraphy. 2. DISSERTAION : (a) Selection of topic, Synopsis writing etc. (b)PRE SUBMISSION OF DISSERTATION	Concept Development, Composition based on imagination/ reference. Developing the relation between documentation, observation and conceptualization to image making	Project proposal & development , original body of work
Sem 3	G/MFA 3 18 Credits	EXPERIMENT/GENERATING NEW IDEA ON IMAGE MAKING USING CONVENTIONAL/ NON CONVENTIONAL PRINT MAKING MEDIUMS.	Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	Body of work based on the project proposed/ research and experimentation with the visual language
Sem 4	G/MFA 4 18 Credits	1. EXPERIMENT/GENERATING NEW IDEA ON IMAGE MAKING USING CONVENTIONAL/ NON CONVENTIONAL PRINT MAKING MEDIUMS. 2. SUBMISSION OF DISSERTAION :	Concept Development, Composition based on imagination/ reference. Developing the relationship between documentation, observation and conceptualization to image making	Body of work based on the project proposed/ research and experimentation with the visual language

DEPARTMENT OF HISTORY OF ART, KALA BHAVANA, VISVA-BAHARATI
UNDER GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES (CBCS)

The 4 year Undergraduate BFA programme at Kala Bhavana begins with a 1 year Foundation Course which aims at introducing the students to the multiple disciplines within Fine Arts and is common to all students of the undergraduate programme. This is followed by 3 years of specialization in History of Art or a chosen field of Art Practice.

The BFA History of Art course content for each segment is given in the tables below, and the expected cumulative outcome of the programme is given after each table.

I. History of Art component in the 1 year BFA Foundation programme

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA Foundation Sem 1	BFA/AH-F1 2 credits	Overview of Indian Art: From prehistory to Gupta period	To provide an overview of early Indian art to all students of BFA.	Ability to recognize art objects of early Indian art by period and style, and basic knowledge about their content and background.
Sem 2	BFA/AH-F2 2 credits	Overview of Western Art: From prehistory to the Gothic period	To provide an overview of early Western art all students of BFA.	Ability to recognize art objects of early Western art by period and style, and basic knowledge about their content and background.

II. BFA 3 year Specialization Programme in History of Art Core Courses

Sem 3	BFA/AH-CC 1	Indian Art-1: Gupta Sculpture, Ajanta and Other Mural Traditions	To provide a comprehensive understanding of Gupta Sculpture, of Ajanta Murals and later mural traditions.	Ability to distinguish the sculptures and murals of the Gupta period by their style and other distinguishing features and to discuss them critically.
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	BFA/AH-CC 2 6 credits	Western Art-1: Gothic to Mannerism	To provide a comprehensive understanding of Gothic, Renaissance and Mannerist art in Europe.	Ability to distinguish the art of Gothic, Renaissance and Mannerism by their style and other distinguishing features, and to discuss and analyse the work of individual masters.
Sem 4	BFA/AH-CC 3 6 credits	Indian Art-2: Post Gupta Sculpture	To provide a comprehensive knowledge of the post-Gupta sculptures in the different regions.	Ability to distinguish of Post-Gupta sculpture and regional variations by their styles and other salient features and discuss their thematic aspects.
	BFA/AH-CC 4 6 credits	Western Art-2: Baroque to Romanticism	To provide a comprehensive knowledge about the shifts that led to art of the Baroque and Romantic periods in Europe.	Knowledge of the social, religious and aesthetic changes that led to Baroque, Neo-Classical and Romantic art. Ability to distinguish and discuss the work of individual Dutch, Italian, French, German and British masters of these periods on the basis of style and concept.
Sem 5	BFA/AH-CC 5 6 credits	Indian Art-3: Manuscript and Miniature Painting in India	To provide an overarching exposure to the Sultanate, Buddhist, Jain, Mughal and Rajput traditions of miniature painting.	Ability to distinguish the defining features of the different traditions of miniature painting, their stylistic and thematic evolution within and across traditions and their sub-schools.
	BFA/AH-CC 6 6 credits	Western Art-3: Realism to Cubism	To provide an overarching exposure to the different movements that led to the growth of modern art in the West.,	Ability to distinguish such movements as Realism, Impressionism, Post Impressionism, Expressionism, Fauvism and Cubism on the basis of their style, aesthetic principles, and conceptual underpinnings.
	BFA/AH-CC 7 6 credits	Far Eastern Art-1: Chinese Art - Early Period (Shang & Zhou Periods) to Buddhist Sculptures	To provide a synoptic view of Chinese art from the 2nd millennium BCE to the development of Buddhist art in China, especially in Sculpture, up to the Tang period.	Ability to distinguish ancient Chinese art including Chinese Bronzes by its aesthetic and ritualistic aspects, symbolism and techniques; and Chinese Buddhist art by its sources

				and stylistic shifts from the 5th to the 9th century.
Sem 6	BFA/AH-CC 8 6 credits	Indian Art-4: Company Painting to 1940	To provide a comprehensive exposure to Indian art of the colonial and pre-independent periods.	Ability to discuss Mughal and Indian art under colonial patronage and rule, the different stages in the development of early modern Indian art, such as the academic school, the Bengal School, and Santiniketan School etc. both stylistically and conceptually.
	BFA/AH-CC 9 6 credits	Western Art-4: Futurism to Abstract Expressionism	To provide a comprehensive overview of Western Art movements like Futurism, Constructivism, Abstraction, Dadaism, Surrealism and Abstract Expressionism.	Ability to discuss the different movements in modern western art from about 1910 to the 1940s and the conceptual shifts under underlying their stylistic features.
	BFA/AH-CC 10 6 credits	Far Eastern Art-2: Japanese Art - Jomon Period to Kamakura period	To introduce the students to Japanese art from the middle of the 5th millennium BCE until the 14th century.	Ability to distinguish developments in Japanese art from the early ritualistic objects to the development of Buddhist art during the Asuka, Nara and Heian periods, and discuss the Religious and Secular narrative art in Fujiwara period.
Sem 7	BFA/AH-CC 11 6 credits	Indian Art-5: Modern Indian Art: Post 1940 to Contemporary Art	To provide a comprehensive overview of Indian art from 1940 to the present.	Knowledge about the different groups and centers of modern art in India, the important artists associated with them and their aesthetic and conceptual underpinnings. Also an understanding of the shift from the modern to the contemporary.
	BFA/AH-CC 12 6 credits	Far Eastern Art-3: Chinese Painting - From Han Dynasty to Ching Dynasty	To provide a comprehensive overview of Chinese painting from 3rd century BCE to 19th century CE.	Broad knowledge about Chinese painting from the Han, the Tang, the Sung, Yuan, Ming and Ching periods, with special focus on the landscape

				tradition, ink painting, its aesthetics and philosophical underpinnings.
Sem 8	BFA/AH-CC 13 6 credits	Western Art-5: Pop Art to Contemporary Art	To provide a comprehensive overview of the different developments in Western art from the beginning of the 1960s to the present.	Knowledge about recent developments in art, the impact of urban life and popular culture on art, the forms and mediums in art practice in recent years, the conceptual difference between modern and contemporary art etc.
	BFA/AH-CC 14 6 credits	Far Eastern Art-4: Japanese Scroll Paintings, Japanese Screen Paintings & Ukiyo-e Prints	To provide an overarching history of artistic developments in Japanese art from the 14th to the 19th century.	Knowledge of the development of Japanese art during the Kamakura, Muromachi, Momoyama and Edo periods, of the different art forms like scroll and screen painting and woodblock prints that characterized Japanese art of this period, and their stylistic and aesthetic shifts etc.

Overall Objective of the BFA History of Art Specialization programme:

1. To introduce the student to three important art traditions of the world, not in isolation but in relation to each other so as to develop a broader understanding of art history and the social context of art practice.
2. To encourage individual thinking and initiative.

Cumulative Expected Outcome of the BFA Core Courses:

1. Acquire knowledge of the chronological development of Indian, Western and Far Eastern art traditions.
2. To be able to distinguish the work of each period and its masters stylistically.
3. To understand the different factors that contributed to these changes.
4. To be able to relate the art of each period in the religious, cultural, philosophical and political context in which they developed and functioned.

5. To develop an ability to see them in relation to each other and to compare and contrast them.

III. Discipline Specific Elective Courses for History of Art Specialization Students:

The students will have to do choose 3 courses from a pool of courses offered and do a Project Work on a topic based on a topic from the pool of the courses that the student has not opted for as a taught course.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem 7	BFA/AH-DSE-2 4 credits	Project work on a topic from the pool of courses provided below that has not been chosen by the student as one of the 3 taught courses.	To encourage independent thinking and research through guided self-learning. See below	Development of archival and research skills, ability to gather and organize existing knowledge, and put across one's observations in writing.
	Any one course from the list of taught course given below. 4 credits	See below	See below	See below
Sem 8	Any two courses from the list of taught course given below 4 + 4 = 8 credits	Two of the taught courses from the list of courses listed below	See below	See below

List of courses of Discipline Specific Elective Courses from which the student may choose any 3

	BFA/AH-DSE-I 4 Credits	Folk and Functional Art of India-1: Traditions of Folk Practices	To give a comprehensive introduction to the varied folk and functional arts and practices from	Knowledge about the different folk and functional arts of India, their social significance, aesthetic qualities,
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			across India.	functional efficacy and cultural symbolism etc.
Sem 7 - 1 course from the list on the right & Sem 8 2 courses from the list On the right	BFA/AH-DSE-II 4 Credits	Folk and Functional Art of India- 2: Theories of Folk and Craft Practices	To familiarise students with the existing writing on folk and functional arts through a detail reading and discussion of selected texts.	Knowledge of the different anthropological, technological, aesthetic and formalist methodologies adopted by scholars for the study of folk and functional arts.
	BFA/AH-DSE-III 4 Credits	Indian Architecture-1: Cave architecture to regional schools of temple architecture	To give a comprehensive introduction to early Indian cave architecture, Buddhists monuments, structural temples and regional styles in Indian architecture.	Ability to distinguish early Indian architectural monuments on the basis of their style. Knowledge of their relative technological, formal, functional and symbolic aspects.
	BFA/AH-DSE-IV 4 Credits	Indian Architecture-2: Sultanate period to Colonial period	To give a comprehensive introduction to Indian architecture of the Sultanate, Mughal and Colonial periods.	Ability to distinguish Indian architectural monuments of the Sultanate, Mughal and Colonial periods on the basis of their style. Knowledge of their relative technological, formal, functional and symbolic aspects.
	BFA/AH-DSE-V 4 Credits	Western Architecture-1: Greek to Gothic period	To give a comprehensive introduction to Greek., Roman, Byzantine, Romanesque and Gothic architecture.	Ability to distinguish Pagan, Roman and Christian architectural monuments of different periods on the basis of their engineering, style, function and symbolism.
	BFA/AH-DSE-VI 4 Credits	Western Architecture-2: Renaissance to the Post-Modern	To give a comprehensive introduction to Renaissance, Mannerist, Baroque, Neo Gothic, Modern and Postmodern periods.	Ability to distinguish Renaissance, Baroque, Neo-Classical and Neo-Gothic architecture of the basis of their forms, functions and aesthetics. The main technological and aesthetic shifts in Modern and Postmodern architecture.
	BFA/AH-DSE-VII 4 Credits	Iconography-1: Buddhist and Jain iconography	To give a comprehensive introduction to Buddhist and Jain iconography in sculpture and painting.	Textual knowledge about the Buddhist and Jain iconography, and ability to distinguished deities and their aspects through iconographic attributes.

	BFA/AH-DSE-VIII 4 Credits	Iconography-2: Hindu/Brahmanical iconography	To give a comprehensive introduction to Hindu iconography a discussion of the iconographies of major gods and goddess of the Hindu pantheon.	Textual knowledge about Hindu deities and their iconography, and ability to distinguish the major deities and their aspects through iconographic attributes.
	BFA/AH-DSE-IX 4 Credits	Understanding Art 1:	To introduce art history as a discipline, its formalist tools, and the relation between materials tools and image.	Knowledge of the conceptual and functional difference between Art History and related disciplines like Art Criticism, Archaeology, Antiquarianism, Aesthetics etc. Ability to use the formal elements of art and to analyse art objects.
	BFA/AH-DSE-X 4 Credits	Understanding Art 2:	To introduce students to the issues of form and space, colour, style and the principles of art language.	Knowledge about how different hierarchies of formal elements shape different visual conventions or visual languages and create unique dialogues between perception and culture. Also ability to use them to unravel their meaning and conceptual underpinnings.
	BFA/AH-DSE-XI 4 Credits	Curatorial Studies	To familiarize students with the various things that go into the curation of different kinds of art exhibitions, its importance and basic functions.	Theoretical and practical knowledge of the various approaches to curation. Learning how to proceed from conceptualization to realization in a sequential and organized manner turning curation into both a creative and an interpretative act.
	BFA/AH-DSE-XII 4 Credits	Art Writing	To introduce students to different forms of art writing, techniques and skill requirements.	Acquiring knowledge about different kinds of art writing, the stages and methodologies they involve, the focus and skills they require and the tools that will help the student to develop as an effective communicator and art writer.

Overall Objective of the Discipline Specific Elective Courses:

1. To expose the student to supportive and additional areas of art studies, and to expand one's understanding of art practice and art history.
2. To help the student choose an allied area of further specialization and increase one's professional skills.

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge of art historical studies.
2. Development of special interests and areas of possible specialization.
3. Development of professional/practical skills in museum/gallery presentations and art writing.

IV. History of Art **Skill Enhancement** Courses (SEC) for BFA Students Specializing in Studio Practice (This is in addition to the 2 courses by all BFA students during the 1 year Foundation Course)

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ AH-SEC1: 2 Credits	Overview of Chinese and Japanese Art from Pre-Historic to Pre-Modern Period	To familiarize students of studio practice with the art traditions of China and Japan.	Historical awareness of Chinese and Japanese art to help the student with his / her practical work.
Sem IV	BFA/AH-SEC2: 2 Credits	Overview of Post-Gupta Indian Sculpture and Traditions of Indian Miniature Painting	To give a historical introduction to the various periods and styles of Indian art from the post-Gupta to the pre-modern period.	Historical awareness of medieval Indian sculpture and painting to help the student with his / her practical work. Also awareness of issue of modernism and colonialism.
Sem V	BHA/AH-SEC3: 2 Credits	Overview of Western Art from Renaissance to Pre-Modern Period	To give a historical introduction to the various periods and styles of Western Art from the Renaissance to the pre-modern period.	Historical awareness of the Western classical and realist traditions and early modernist art to help the student with his / her practical work, and awareness of cultural issues that led to modernism.

Sem VI	BFA/AH-SEC4: 2 Credits	Overview of Modern and Contemporary Indian Art	To familiarize the students with the developments in modern and contemporary Indian art.	Historical awareness of modern and contemporary art in India to give a conceptual grounding to the art practice of students.
Sem VII	BFA/AH-SEC5: 2 Credits	Overview of Modern and Contemporary Western Art	To familiarize the students with the developments in modern and contemporary Western art.	Historical awareness of modern and contemporary Western art to give a conceptual grounding to the art practice of students.
Sem VIII	BFA/AH-SEC6: * #			

* This will be offered by the respective the studio practice department to which the student is affiliated.

One of the following will be taught to BFA Students Specializing in History of Art by the Department:

Sem VIII	BFA/AH-SEC6 2 Credits	Digital Skills for Art History	To introduce students to use of digital tools and resources that are currently available	Ability to use digital tools and recourses for research and effective communication.
	BFA/AH-SEC6 2 Credits	Curatorial Practices	To provide Hands on training in curating exhibitions	Practical knowledge in putting together exhibitions.

Cumulative Expected Outcome of the Skill Enhancement Courses for students of studio based practice:

1. To ensure that studio practice of students are not merely skill oriented but also supported by historical awareness.
2. To give them a wide exposure to historical antecedents and thus a greater possibility for making informed choices.
3. To help the students locate themselves historically and conceptually within the artworld.

Cumulative Expected Outcome of the Skill Enhancement Course BFA/AH-SEC6 for students of studio based practice:

1. Hands-on knowledge of digital tools and use them efficiently and creatively
2. Ability to translate theoretical knowledge into practical action.

MFA / POST GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES:

I. Common Courses for Studio Practice Based and History of Art Specialization students:

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem 1	AH/MFA 1 4 Credits	Contemporary Indian Art: History and Issues (1900- 1950)	To provide a historical understanding of modern Indian art and the various schools and movements up to the independence.	Critical understanding of historical shifts in art practice and the factors that shaped it like colonialism, nationalism and cross-cultural contacts. Also the relation between art, identity, individualism, modernism and social commitments etc.
	AH/MFA 2 4 Credits	Modern Western Art: History and Concepts (1870-1930s)	To provide a historical understanding of modern Western art movements from Impressionism to Surrealism.	Critical understanding of historical shifts in art practice in the West and of the factors that shaped it like colonialism, cross-cultural contacts, internationalism and avant-garde. Also understanding the relation between art, originality, anarchy, the unconscious and social commitments etc.
Sem 2	AH/MFA 3 4 Credits	Contemporary Indian Art: History and Issues (1950 to the Present)	To provide a historical understanding of developments in modern Indian art from 1950 to the present.	Critical understanding of historical shifts in post-independence Indian art practice and the factors that shaped it like internationalism, regionalism, neo-indigenism,. Also the relation between art, cultural identity, decolonisation, globalization etc.
	AH/MFA 4 4 Credits	Contemporary Western Art: History and Concepts (1940 to	To provide a historical understanding of modern Western	Critical understanding of the shifting parameters in art practice that led to

		the Present)	art after high modernism, and of post-modern and contemporary art practices.	the shift from modernism to postmodernism and contemporary practices. Also the relation between high and popular art; art and consumer society; art, new technologies and media; local/ global dialectics etc.
Sem 3	AH/MFA 5 4 Credits	Dissertation: Documentation and Research	To train students in conducting research through documentation, use of textual sources, data analysis etc.	Ability to identify research topics and undertake systematic independent research work.
Sem 4	AH/MFA 6 4 Credits	Dissertation: Writing and Presentation	To train students in the writing and presentation of original research work.	Ability to process research data and present findings both in the form of written texts and presentations.

II. Compulsory core courses for 2 year Post Graduate Course /MFA in History of Art Specialization:

These 2 core courses will be offered in any of the 4 semesters depending on the availability of teachers.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
During any 2 semesters between 1 to 4	AH/MFA 7 4 Credits	Chinese Landscape Painting	Detailed study of Chinese Landscape painting from Sung to Ming period.	Critical understanding of the pictorial conventions, and philosophical and conceptual underpinnings of the various schools of Chinese landscape painting. And ability to discuss their nuances.
	AH/MFA 8 4 Credits	Japanese Painting and Prints	Detailed study of Japanese painting from the Heian to the Edo period.	Critical understanding of the pictorial conventions, and aesthetic and conceptual underpinnings of the various schools and genres of Japanese painting and printmaking. And ability to discuss their nuances.

Each student to opt for 6 more core courses from the list of options below over a period four semesters:

Group A: Indian Art (Any 2 courses to be opted from this group)

During any 2 semesters between 1 to 4	AH/MFA 9 4 Credits	Indian Painting: The Mural Traditions	In depth study of the mural traditions of India.	Critical understanding of the mural traditions of India, their styles, techniques and thematic focuses, and the social and aesthetic factors that shaped them. Also ability to critically and conceptually analyze them.
	AH/MFA 10 4 Credits	Indian Painting: Mughal and Rajput miniature traditions	In depth study of the miniature traditions and its schools and sub-schools.	Critical understanding of the techniques, styles, and subject matter of the different schools of miniature painting and ability to discuss them comparatively.
	AH/MFA 11 4 Credits	Indian Sculpture: Pre-Gupta Buddhist Art	In depth study of themes and concepts across chronological periods.	Critical understanding of the formal, iconographical and socio-religious factors that shaped early Indian sculptural traditions.
	AH/MFA 12 4 Credits	Indian Sculpture: Gupta and Post-Gupta traditions	In depth study of themes and concepts across chronological periods.	Critical understanding of post-classical Indian sculpture and its many regional variations, iconographies, aesthetics etc.

Group B: Western Art (Any 2 courses to be opted from this group)

During any 2 semesters between 1 to 4	AH/MFA 13 4 Credits	Western Painting: Renaissance to Mannerism	In depth study of the two periods, their ideals and major artists.	Critical understanding of the historical forces and conceptual shifts that led to Renaissance and Mannerism, the stylistic and iconographic changes it brought about, understanding concepts
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				like humanism, individualism, artistic progress, and ability to critically discuss the work of individual artists in their light.
AH/MFA 14 4 Credits	Western Painting: Baroque, Neo Classicism and Romanticism	In depth study of the these periods, their ideals and major artists.		Critical understanding of Post - Renaissance shifts in Western art leading up to Romanticism; the stylistic and iconographic changes it brought about, understanding concepts like individualism, history painting, genres, the relation between art, moral virtues and subjectivity, and the ability to critically discuss the work of individual artists in their light.
AH/MFA 15 4 Credits	Western Sculpture: Gothic and Renaissance	In depth study of the two periods, their ideals and major artists.		Critical understanding of the historical shift from Christian/religious to the secular/ humanist worldviews and their impact on the style, iconography and aesthetics of Western sculpture. And the ability to discuss them in relation to specific works.
AH/MFA 16 4 Credits	Western Sculpture Baroque to the 19th Century	In depth study of the this period, its shifting ideals and major artists.		Critical understanding of the historical shift from Baroque to Neo-Classicism and academicism and its impact on the style, iconography and aesthetics of Western sculpture. And the ability to discuss them in relation to specific works.

Group C: (The students to opt for either option 1 or option 2 from this group)

Group C Option 1

During any 2 semesters between 1 to 4	AH/MFA 17 4 Credits	Art History and its Methods	Study of the methodological approaches of Giorgio Vasari, Heinrich Wölfflin, Alois Riegl, Erwin Panofsky, E. H. Gombrich, Meyer Schapiro, Michael Baxandall and T. J. Clark etc.	Critical insight into the changing methodological underpinnings in art history, the different possibilities they open up and their impact on the writing on art history. Knowledge about the formalist, iconological, socio-historical, period-worldview, and culturalist approaches to art history and their possible interactions.
	AH/MFA 18 4 Credits	Contemporary Theories of Art	Study of modern formalist approaches, psychological theories of art, Semiotics, Structuralist and Post-Structuralist, and Feminist approaches to Art History	Critical insight into the relation between art history and other fields like psychology, semiotics, structuralist and post-structuralist theory, and gender studies etc., and how that has remodelled art history and led to interdisciplinary and trans-cultural studies.

Group C Option 2

During any 2 semesters between 1 to 4	AH/MFA 19 4 Credits	South East Asian Sculpture	Comparative study of Borobudur in Java, Angkor Wat and Angkor Thom in Cambodia, and Buddhist sculptures of Burma, Nepal and Sri Lanka.	To understand the travel of ideas and art forms across cultures and their refashioning by local cultures, social factors and aesthetic preferences. Ability to discuss works from a cross-cultural perspective.
	AH/MFA 20 4 Credits	South East Asian Painting	Comparative study of Tibetan Tangka, Nepalese painting, Sigiriya murals in Sri Lanka, and Alchi murals in Ladakh.	To understand the travel of ideas and art forms across cultures and their refashioning by local cultures, social factors and aesthetic preferences. Ability to discuss works from a cross-cultural perspective.

III. Elective Courses: The students shall opt for 2 Elective Courses

During any 2 semesters between 1 to 4	AH/MFA 21 4 Credits	The syllabus to be decided by the teacher offering the course	To extend and strengthen courses offered, or share personal and evolving research with students.	Acquire interest in pointed in depth studies, rigorousness of analysis, and expansion of knowledge field.
	AH/MFA 22 4 Credits	The syllabus to be decided by the teacher offering the course	To extend and strengthen courses offered, or share personal and evolving research with students.	Acquire interest in pointed in depth studies, rigorousness of analysis, and expansion of knowledge field.

Overall Objective of the MFA Courses in History of Art:

1. To provide an in depth knowledge and understanding of art history across periods and cultures.
2. To help the students choose an area of specialization and future research.

Cumulative Expected Outcome of the MFA History of Art Specialization Courses:

1. Acquire in depth and critical knowledge of art historical studies across cultures and periods.
2. Development of special interests and areas of possible specialization.
3. Development of analytical skills, ability to acquire and adopt suitable methodologies, and evolve professionally.

IV. 1 year (2 Semester) Bridge Course in Art History to provide later entry to MFA in History of Art:

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
3 courses to be offered in	AH/BMF- 1 4 Credits	Introduction to Indian traditional Art	Art in Indus Valley Civilization, Pre Classical, Classical, Post Classical and Mediaeval.	To provide an overview of Indian art to students making a lateral entry into MFA in history of art after completion of non-art history degree courses.

each semester	AH / BMF -2 4 Credits	Introduction to Western art	Art of Greek, Gothic, Renaissance, Baroque and Romanticism – a stylistic study.	To provide an overview of Western art to students making a lateral entry into MFA in history of art after completion of non-art history degree courses.
	AH / BMF -3 4 Credits	Introduction to Far Eastern art	Chronology of Chinese and Japanese art (with relevant examples)	To provide an overview of Far Eastern art to students making a lateral entry into MFA in history of art after completion of non-art history degree courses.
	AH / BMF -4 4 Credits	Fundamentals of Art	Elements of art and principles of design; Role of material, tools and skill in image making; Visual codes and visual language; Style and meaning in art.	Ability to read visual objects, to use style as a tool for analysis, to grasp the meaning of art objects, and to develop writing skills.
	AH/ BMF -5 4 Credits	Fundamentals of Architecture	Medieval and later architecture of India and Renaissance, Baroque and Modern architecture of the West.	To provide an overview of Indian and Western architecture to students making a lateral entry into MFA in history of art after completion of non-art history degree courses.
	AH/ BMF -6 4 Credits	Project work	Topic to be decided in consultation with the Department and work to be done under the supervision of a teacher.	Selection of topic; documentation and collection of information, preparation of bibliography.

Overall Objective of the 1 year Bridge Course in History of Art:

1. To provide a dependable grounding to students coming into MFA in art history from other disciplines.
2. To help the students to prepare themselves for more detailed study and analysis of art traditions.

Cumulative Expected Outcome of the 1 year Bridge course in History of Art:

1. To acquire basic knowledge of different art traditions and their chronology.

2. Ability to look at read art objects using such tools as style.
3. Development of analytical skills, and ability to compare works of art.

One year Course for Indian / Foreign Students:

These are non-collegiate courses primarily aimed at self-improvement and **skill-enhancement**, and thus they are tailored to suit the special skills and needs of selected candidates. Areas of study and courses are assigned on the basis of these factors by the Department. The students are also encouraged to attend other lectures according to their prior knowledge and interests.

Foreign students who apply are often professionally trained in art or art history and enrol in this course to learn about Indian art or specific areas /periods of Indian art to expand their field of knowledge and/ or research.

Overall objective of 1 year course for Indian and Foreign students:

1. To encourage non-professional study and understanding of art and art history.
2. To enlarge the social base for art studies and encourage lateral entry to art history from other subjects at a personal level.
3. To facilitate cross-disciplinary and trans-cultural dialogues.

Cumulative Expected Outcome of the 1 year course for Indian and Foreign students:

1. Expanded social and intellectual interest in art and art history.
2. Greater interest in the study of Indian art both within and outside India.
3. Expansion of knowledge of Indian art amongst non-Indian professional artists and scholars.

DEPARTMENT OF PAINTING, KALA BHAVANA, VISVA-BHARATI
UNDER GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES (CBCS)

The four years Undergraduate BFA programme at Kala Bhavana begins with a 1-year Foundation Course. In the foundation course, the students get introduced with all discipline of visual art. Foundation course is followed by three years of specialization in Painting.

I. Painting component in the 1 year BFA Foundation programme

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA Foundation Sem 1	BFA/P-F 1 2 credits	Study from life/ Object Study (Still Life Study, Study from Nature, Sketching and drawing) (Medium: Pencil, pen and ink,)	It enhances and helps students to understand their immediate surroundings in the context of observations of certain images and experiences they are gaining, more closely. They learn to articulate the use of lines, colours, shapes and forms of different given images around them. Also grows an understanding of different things from daily observations, which gradually used in compositions. Learns multiple shapes, quality of objects, different forms and their sensibility from their own daily used known things	In outdoor studies, students use many different traditional mediums and methods which also help them to execute or approach images in multiple manners. Finally and most importantly they observe certain images around them and try to execute in different mediums, get attached to their present situations and understand their own presence. To develop their observation power/quality, reacting differently to different given materials available around us and in the department.
Sem 2	BFA/P-F 2 2 credits	Landscape, perspective and process (Medium: Pencil, pen and ink, charcoal, water colour)	To do exercises with space, form, structure, proportion and light & shade in the context of different dimensional spaces and explore their organizational possibilities in different multiple mediums	To underline the different physical quality of image sources available in the surrounding environment These understanding of source images of a given space generate a selectiveness (inclusion/exclusion) of certain image references which again reflect their choices of seeing, which gradually become the component of their individual language/composition.

II. BFA 3 year Specialization Programme in Painting Core Courses

Sem 3	BFA/P-CC 1 6 credits	Direct Observation and Study. Study based project (Space, Environment, Architecture, People relationship)(Medium: Pencil, Water Colour, Oil and Acrylic)	Introduction to multiple approach to Study. Study from real reference and reproduced source. Copy as a model of reengaging and learning from existing traditions through analysis and knowhow of method and material . Engaging with representational device like composition, process and interpretation.	To generate and understanding of multiple point of views of study as process of engagement with real reference and traditional practice
	BFA/P-CC 2 6 credits	Study from References (Miniature Painting/Composition) Introduction to Tempera Technique	Exposure to local and miniature painting traditions like pata chitra of Bengal and Rajasthani miniature Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the process of representation of human form in relation to space, object and immediate environment Introduction of eclecticism as a method of practice.
Sem 4	BFA/P-CC 3 6 credits	Direct Observation, People & Places (Still and Landscape composition)	Introduction to multiple approach to Study. Study from real reference of living and non living objects. Engaging with the different tools of representation like composition, process and interpretation.	To generate an understanding to multiple point of view to study as process of engagement with real reference and traditional practice
	BFA/P-CC 4 6 credits	Narrative Project Painting	Explore Collage as a process of synthesis and assimilation Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the representation of form, space from diverse material and surface relationship in relation to space and object Explore eclecticism as synthesis of multiple material practice.
Sem 5	BFA/P-CC 5 6 credits	Direct Observation: Study generated Image	Introduction to multiple approach to Study. Study from different models of representation both Indian, European and Asian . Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	To generate an understanding to multiple point of view of study as a process of engagement with different traditions of process and making
	BFA/P-CC6 6 credits	Mural Project (Italian/Jaipuri/Ajanta)	Study tradition mural techniques and process both Indian and European Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition	Study as process of engagement with different traditions of process and making and understanding relationship of art and public space

	BFA/P-CC 7 6 credits	Experimental Media, Collage Composition (Project)	Concept Development, Composition based on reference Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Understanding the dialectics of mechanically reproduced images and self improvised interpretation
Sem 6	(i) BFA/ P-CC 8 6 credits	Scroll Painting Study traditional Scroll painting (Indian, Chinese and Japanese) Study different approach to visual narration (compartmental, continuous) in vertical and horizontal format. Exercise black and white distribution and narrative quality of scroll painting through object space relationship.	Study different models of horizontal mode of representation inspired from Asian models. Concept Development, critical analysis of concepts & image-making process and artwork. .	To generate an understanding to multiple point of view to study as process of engagement with different traditions of process and making . .
	(ii) BFA/ P-CC 9 6 credits	Composition (Life Study Project) Introduction to reference/context based figurative art practice in a contemporary context. Application in relation to different tradition of pictorial arrangement of colour, form and space.	Introduction to multiple approach to Study. Study from different models of representation both Indian and European and Asian	Understanding different contemporary approach of image making from the point of view of multiple perspective
	(ii) BFA/ P-CC 10 6 credits	Composition (Project) Explore two-dimensional practices as an exercise of multiple frameworks. Relationship of two dimensional painterly spaces with three dimensional displays.	Concept Development, critical analysis of concepts & image-making process and artwork. Exploration of a multidisciplinary approach to image making. Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Explore eclecticism as synthesis of multiple media and material engagement
Sem 7	BFA/P-CC 11 6 credits	Advance Drawing –I (Study based contextual practice) Introduction to reference/context based figurative art practice in a contemporary context	Study of contemporary models of representation. Introduction to post 1950s art practice, process and materiality. . Study as a multilayered process of engagement with environment. .	Generate an understanding of contemporary art practice. Understanding the dialectics of mechanically reproduced images and self improvised interpretation
	BFA/P-CC 12 . 6 credits	Advanced Painting- I (Composition (Project)) Explore two-dimensional practices as an exercise of multiple frameworks.	Generating an Interdisciplinary approach of research and engagement with environment	Explore eclecticism as process of reconciliation of multiple traditions and individual identity.

		Relationship of two dimensional painterly spaces with three dimensional displays	Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition	
Sem 8	BFA/P-CC 13 6 credits	Advanced Drawing –II Drawing and Mapping Exploration of an individual approach to drawing as an aesthetic exercise of visual sign and symbol	Concept Development & contextualization of issue based work, critical analysis of concepts, image making process and art work. Study as a multilayered process of engagement with environment.	Generate an understanding of contemporary art practice . Explore eclecticism as process of reconciliation of multiple traditions and individual identity.
	BFA/P-CC 14 6 credits	Composition (Mix media) Introduction to reference/context based figurative art in practice in a contemporary context.	Engage with the different concepts and methods of contemporary art practice in relation to tradition, history, gender, identity and culture Generating an Interdisciplinary approach of research and engagement with environment. Self reflective exploration of real and reproduced reference as personal interpretation of reality and tradition.	Generate an original body of works , Method of development of projects, Self curating Exhibition designing

The overall objective of the BFA Painting Specialization programme:

1. The Department of Painting has established an appropriate environment for the research and process based studio practice that is based on an active engagement with the environment, local context and multiple point of view of engaging with contemporary art practice in the global perspective. It has generated a critical ,interactive and participatory method of art practice .
2. To encourage individual and collective approach of thinking and art engagement.

Cumulative Expected Outcome of the BFA Core Courses:

1. Acquire knowledge of different methods of painting both local(traditional) and other new age techniques .
2. To develop a close understanding of multidimensional approach to image making .
3. To be able to think and generate an independent body of work.
4. To generate a critical understanding of history of painting and its relevance in contemporary times.
5. To be able to understand contemporary practice and be able to coup with the present situation of art practice.

III. Discipline Specific Elective Courses for Painting Specialization Students:

The students will have to choose three courses from a pool of courses offered and do a Project Work on a topic based on a topic from the pool of the courses that the student has not opted for as a taught course.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA-sem-7	BFA/P-DSE 1 6 credits	Scroll Project/ (Stop Motion Project) / Book Art	Explore the process of time based process of image making from the point of view of documentary strategy	Engage with the environment from a multisensory way and explore an integrated understanding of space
	BFA/P-DSE 2 6 credits	Installation Project(Site Specific)/ Scenography Project	Explore art practice as an interactive and participatory process of sharing in relation to physical space, location and materiality	Engage with both two dimensional and three dimensional practice of representation to generate a direct relation with public space
BFA-sem-8	BFA/P-DSE 3 6 credits	Mural (Jaipuri) Experimental Mural and Mixed Media Painting	Introduction different method and approach to art in public space with direct material physical dialogue with immediate environment practice	To make students aware about their local environment and introduce process and politics of engaging in public space.
	BFA/P-DSE 4 6 credits	Photography (Documentary Project)/Video Art(Mobile Project) on Process Based Performance	Engage with new media the performative process of technological representation	Students learn how to place their practice with the private and publicness of specific location and site

Overall Objective of the Discipline Specific Elective Courses:

1. To expose the student to related fields of image making associated to visual culture.
2. To equip the students with new media tools and other technological attributions towards a wholistic approach of art.

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge of visual culture.
2. Development of expanded relationship of painting with other disciplines.
3. Development of professional/practical skills in the field of art .

IV. Painting Skill Enhancement Compulsory Courses (SEC) for BFA Students Specializing in Art History as subsidiary course Studio Practice
(This is in addition to the 2 courses by all BFA students during the 1 year Foundation Course)

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/P- SEC 1 2 Credits	Methods of Folk Painting(SaraPainting, Pata Painting) Pen & Ink Drawing	Introduction to traditional and local etchniques of painting	Generate a process based understanding of Practice
Sem IV	BFA/P- SEC 2 2 Credits	Poster/Calligraphy Painting Outdoor Study (Painting)	Engage with the local envoronment and understand study	Generate a process based understanding of Practice
Sem V	BFA/P- SEC 3 2 Credits	Mural Project Enamel Painting	Introduction to techniques of traditional mural art Introduce students to different process of mural painting both organic traditional techniques and the indirect industrial process	Generate a process based understanding of Practice
Sem VI	BFA/P-SEC 4 2 Credits	Book Art project/natural Paper Making	To generate an understanding of theory and practice through exploring material based knowldedge	Generate a process based understanding of Practice
Sem VII	BFA/P-SEC 5 2 Credits	Practical project	Practical Project for Art History Students	Development of Practice-based project for research & production of original body of artwork.
Sem VIII	BFA/P-SEC 6 2 Credits	Practical project	Introduction of the process of issue based research methodology to produce logical base of practical work. (1. How to conceive a project idea 2. How to investigate & develop a project 3. How to execute the project)	Development of Practice-based project for research & production of original body of artwork.

*Students specializing in Department of Practical will do this course **BFA/SEC 5** course in Art History Department for equivalent credits, *which is offered by Art History Department.*

*Students specializing in Department of Painting will do this course **BFA/SEC 6** course in respective Practical (specialization)course for equivalent credits, *which is offered by Painting Department.*

Cumulative Expected Outcome of the Skill Enhancement Courses for students of studio-based practice:

1. To ensure that specialized art history students are also exposed to studio practice and develop skills to understand the artwork.
2. To give them a broad exposure to printmaking practice from ancient time to contemporary by practice-based work.
3. To help the students to discover their own artistic ability.

IV. Painting Generic Elective Courses(GEC)

This is the course content for students who will opt to do GEC in the Department of Painting from other Bhavanas and also from other Departments of Kala Bhavana; course content for students of the Department of Painting will depend upon the Bhavana that the student opts for Students Specializing in Studio Practice.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/P-GEC 1 2 Credits	Methods of Folk Painting (Sara Painting, Pata Painting) Pen & Ink Drawing.	To introduce to students of other departments within Kala Bhavana and other disciplines a basic understanding of painting and drawing through engagement with traditional and contemporary tools	Students interested in Painting as a process will come to engage with the method and material of image making as physical experience.
Sem IV	BFA/P-GEC 2 2 Credits	Poster/Calligraphy Painting Outdoor Study (Painting)	To introduce to students of other departments within Kala Bhavana and other disciplines a basic understanding of outdoor painting and the role of calligraphy as a tool of representation	Students come to experience the process of engaging with environment directly as a process of optical and material interpretation
Sem V	BFA/P-GEC 3 2 Credits	Mural Project Enamel Painting	Introduce students to different process of mural painting both organic traditional techniques and the indirect industrial process. This way they can explore both indoor and outdoor process of painting with reference to an architecture	Student learn how to do different kinds of mural paintings and can translate this process for multiple interior and exterior designing.
Sem VI	BFA/P-GEC 4 : 2 Credits	Book Art project/natural Paper Making	Introduce to new technique and approach to pictorial design. Also expose them to environment friendly, organic and recyclable materials like natural fibre making and expose them to an integrated process of narrative painting	Students learn to make self reflective artist books, techniques and aesthetics of binding together with the process of recycling as an environment friendly engagement

V. Painting Ability Enhancement Compulsory Course(AECC)-English / Hindi / MIL/Communication)/ EVS

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ G-AECC-1: 2 Credits	EVS-Environmental Studies		
Sem IV	BFA/ G-AECC-2: 2 Credits	EVS-Environmental Studies		

MFA / POST GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES:

DURATION OF THE COURSE -2 YEARS – 4 SEMESTER

TOTAL CREDITS: PRACTICAL 72 (1CREDIT =15 CONTACT HOURS)

THEORY: TOTAL CREDIT 24 (1 CREDIT = 2 CONTACT HOURS)

***CREDITS OF THE PAPERS ARE NOT APPLICABLE FOR ADVANCE DIPLOMA**

I. Courses for Studio Practice Based Painting Specialization students:

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem 1	PTG-SPL (MFA/ADV.DIP)-I : 18 Credits	<u>Advanced Drawing & Interdisciplinary Project/Comp.</u> a) Advanced Drawing b) Composition c)Project (Interdisciplinary)	Students are encouraged to focus on a self reflective process of engaging with process and making. It encourages students to explore an open ended process of engaging with different tools of visual art particular and visual culture in general and generate an individual perspective to the history of making and representation.	Students experience an wider perspective of art practice beyond the binary of local and the global and generate an holistic understanding of visual art and culture towards a critical understanding of both individuality and collectivism in the process of making art
Sem 2	PTG-SPL (MFA/ADV.DIP)-II : 18 Credits	<u>Multimedia/Book Art Project /Composition</u> a) Composition b) Project (Multi Media/artist book art) c) Composition (Project)	Students are encouraged to generate a critical point of view of contemporary visual art practice. Students are introduced to the different aesthetic and historical perspective of representation like modernism and	Students engage with an wider history of representation beyond their cultural specificity and develop a cosmopolitan approach to art and culture. Students develop a critical understanding of their individual process and making

			postmodernism and are introduced to the complexity of a post colonial society.	
Sem 3	PTG-SPL (MFA/ADV.DIP)-III : 18 Credits	<u>New Media /Installation / project/ Composition</u> a) Composition b) Project (Installation/New media) c) Composition (Project) d) Dissertation Synopsis Presentation (ONLY FOR MFA candidates)	Students are introduced to new media practices. Specific workshops are generated to site-specific art, video art and site-specific new media practices. Dialogue around live process based activity are introduced together with a conversation with archive.	Students engage with an wider history of representation beyond their cult Students develop a critical understanding of their individual process and making and develop a cosmopolitan approach to art and culture.
Sem 4	PTG-SPL (MFA/ADV.DIP)-IV : 18 Credits	<u>Project/ Composition on Self Reflective Contextual Practice</u> a) Composition b) Project (Multi Media) c) Composition (Project) d) Dissertation (ONLY FOR MFA candidates)	Students are encouraged to generate a critical point of view of contemporary visual art practice. Students are introduced to the different aesthetic and historical perspective of representation like modernism and postmodernism and are introduced to the complexity of a post colonial society. Tools for Research based practice through a self reflective engagement with theory and practice are introduced	Students develop a process for critical research based practice and engage with the notions of sharing as an extension of practice. Different modes of exhibition making beyond display are explored. Students develop a critical understanding towards theorizing their own practice in context to the contemporary global art practice.

MFA / POST GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES:

DURATION OF THE COURSE -2 YEARS – 4 SEMESTER

TOTAL CREDITS: PRACTICAL 72 (1CREDIT =15 CONTACT HOURS)

THEORY: TOTAL CREDIT 24 (1 CREDIT = 2 CONTACT HOURS)

*CREDITS OF THE PAPERS ARE NOT APPLICABLE FOR ADVANCE DIPLOMA

I. Courses for Mural Specialization students:

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem 1	MRL-(Mural)-I : -: 18 Credits	ARCHITECTURE STUDY & PAINTED MURAL PROJECT a) Model Construction(Architecture) b) Traditional Mural(Painted Mural) c) Project	Mural in Department of Painting is about introducing students to different traditions of outdoor and indoor process of directly representing on the wall. This course introduces students to interpret an architectural condition and design through the multiple material process directly with the wall.It introduces students to some very old old painted mural techniques	Students explores both the three dimensional and social space that is generated by an architectural phenomenon. They also learn the both the technical and conceptual method of engaging with the public space generated by an architecture.
Sem 2	MRL- (Mural)-II : 18 Credits	TRADITIONAL MURAL STUDY & PROJECT a) Traditional Mural(Indian and western Technique) b) Project Work c) Project Work	Through Mural Painting students encounter the notion of public space and public sphere and the complexity of engaging with an outdoor space. They also engage with some of the traditional techniques and methods and unfold the possible approach of those practice.	Introducing students to different kinds of public spaces and explore the process of engaging with these different public space both from a socio cultural perspective and technique and method of rendition specifically in relation to an out door condition
Sem 3	MRL-(Mural)-III : 18 Credits	CONTEMPORARY MURAL STUDY & PROJECT a) Contemporary Mural (Ceramics , Enamel) b) Contemporary Mural(Terracotta and stoneware)	Public space has transformed with the changing context of urbanity specially through the change of industrial and technological innovations. This course introduces students to engage with more	In this course students explore both interior and exterior based architectural condition and engages with both industrial and local methods of material use. It also enabled students to engage with both new

		c) Composition(Project)	industrial techniques. Moreover it also introduces some of the age old manual traditions of terracotta and other low relief material innovation like brick dust and lime.	materials and the traditional approach to image making.
Sem 4	MRL(Mural)-IV : 18 Credits	EXPERIMENTAL MURAL PROJECT (CONTEXTUAL PRACTISE) a) Project Work b) Project(Multi Media) c) Dissertation (ONLY FOR MFA candidates)	Research is an integral part of self reflection and a muralist has to engage both with the historical techniques but also with new notions of space. In the final end semester, they have to generate an independent project based in reference to a specific real architectural site and engage with it both, physically, materially and overall environment of the location. More over they have to complete a written research project as an extension of their practice.	The final semester is a research based experiment toward engaging with the social, political and cultural phenomenon of an architecture in particular and the public space in general. Students learn how materialize a project in reference to conceptualizing a work to a planning process and finally learn how to work in collaboration with other specialized practitioners that is an integral part of making of an architecture. They learn how to generate a collective participatory approach towards image making and sharing in public space.

Overall Objective of the Discipline Specific Elective Courses:

1. To expose the student to related fields of image making associated to visual culture.
2. To equip the students with new media tools and a critical approach towards a wholistic approach of art.
3. Students are encouraged to think freely in an integrated practice of painting and other disciplines towards a self reflective of contemporary practice, society and culture.

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge of visual culture.
2. Development of expanded relationship of painting with other disciplines.
3. Development of professional/practical skills in the field of art and equip them to engage with the different social and cultural conditions of the professional world of image making and sharing .

One year Course for Indian / Foreign Students:

These courses primarily aimed at self-improvement and **skill-enhancement**, and thus they are adapted to suit the special skills and needs of selected candidates. Areas of study and courses are assigned on the basis of these factors by the Department.

Programme	Course Name and Credits	Course Content	Objective	Expected Outcome
Annual	OC-INDIAN / FOREIGN	PAINTING: a) Painting based on studies from Indian environment b) Studies of Indian painting and techniques c) Original work based on these studies	Students are introduced to the nuances of traditional and contemporary techniques and approach to Indian art	Basic understanding of India traditional and contemporary art and its ideas, method and material

Overall objective of 1 year course for Indian and Foreign students:

1. To encourage non-professional study and understanding of Basic Idea of Painting.
2. To introduce the practical based art practice and encourage to visual arts from other subjects at a personal level.
3. To facilitate cross-disciplinary and trans-cultural dialogues.

Cumulative Expected Outcome of the 1 year course for Indian and Foreign students:

1. Expanded social and intellectual interest in Indian and contemporary art.
2. Greater interest in the study of Painting..
3. Expansion of knowledge of Indian art amongst non professional artists and scholars.

**DEPARTMENT OF SCULPTURE, KALA BHAVANA, VISVA-BHARATI
UNDER GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES (CBCS)**

The four years Undergraduate BFA programme at Kala Bhavana begins with a 1-year Foundation Course. In the foundation course, the students get introduced with all discipline of visual art. Foundation course is followed by three years of specialization in Sculpture.

I. Sculpture component in the 1 year BFA Foundation programme

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA Foundation Sem 1	BFA/S-F1 2 credits	1. Study form nature 2. Composition based on animal, human and nature.	Understanding of handling the clay and other mediums. Also study work to develop the ideas of observation and execution of the art works through study of anatomy and nature.	Enhances students to understand the nature of study and observation skills with their drawings and execute them on Sculpture to understand the volume and tactile experience and the sensitivity of the medium.
Sem 2	BFA/S-F2 2 credits	1. Assemblage and organization of basic geometric forms and shapes in 3D. 2. Armature and Structure making and its application.	Development and understanding of the relation between three dimensional form and space. Understanding of erecting a clay form by building structural support (armature).	Basic understanding of the process of making sculpture through structural form and creating physical and visual balance.

II. BFA 3 year Specialization Programme in Sculpture Core Courses

Sem 3	BFA/S-CC 1 6 credits	1. Head study-Portraiture 2. Study of natural object and its transformation into sculpture 3. Relief study	Study from real reference and reproduced source. Objects or Real life models are being studied with observation engaging themselves with drawings and execute in the form of sculpture.	To develop & understand the medium, and study skills through observation.
	BFA/S-CC 2 6 credits	1. Terracotta 2. Composition in clay with waste mould casting process	Exposure to the medium and Concept Development, Composition based on imagination/ references, understanding the terracotta making process to immerge and build artworks that represent their individual ideas.	Skill to build up hollow forms in clay and learning various clay bodies. Understanding the process and Learning the various methods of advanced technical skill of the molding and casting process.
Sem 4	BFA/S-CC 3 6 credits	1. Intaglio Sand casting 2. Life study- half size	Explore Sand casting as a process. Exploration of model study (real life study) for understanding human anatomy and execution of a real life study.	Developing skills to recreate human forms and understanding the rhythm of the human body in terms of expression.

	BFA/S-CC 4 6 credits	1. Techniques of Arc Welding 2. Composition with direct plaster of paris on armature	Introduction to new media and techniques of handling welding machine and understanding its purposes. Developing new ideas and concept, composition with direct materials.	Learning the various methods and mode of concept development. Learning the advanced technical skill of the welding and direct materials process
Sem 5	BFA/S-CC 5 6 credits	1. Composition with figural form	Exploration of Composition and mediums, Skill Development and concepts understanding.	Translation of human expression through compositions and gestural observation. Understanding simplification of forms.
	BFA/S-CC 6 6 credits	1. Portrait and Character study in clay. 2. Environmental/ Outdoor sculpture	Understanding of handling the clay works and other mediums. Also grows an understanding of different things from daily observations and inspiration form environment and surroundings, which gradually used in compositions.	To develop their skills and creative ideas & imagination. Visualising large scale outdoor sculptures in relation to surrounding architectural space.
	BFA/S-CC 7 6 credits	1. Wood carving 2. Composition with mixed material	Develop an understanding and explore tools and different media to create a work of art. And process of experimental incorporating their ideas and imagination.	Students will be introduced and encouraged to conduct experiments with technic and visual art language to develop their original style/ method of expression.
Sem 6	BFA/S-CC 8 6 credits	1. Assemblage with scrap metal and welding.	To develop and create new object of art with scrap materials, using their own concept and analyse the making process by exploring different medium.	Understanding different contemporary approach of sculpture making from the point of view of multiple perspective.
	BFA/S-CC 9 6 credits	1. Life study- full size 2. Concept development and relief sculpture.	An understanding of Relief study making, an Introduction to multiple approach of Study. Study from different models of representation.	Developing new ways/ideas/concept of approaching in Sculpture making and understanding different contemporary approach of image making from the point of view of multiple perspective
	BFA/S-CC 10 6 credits	1. Figural simplification and composition 2. Piece mould process 3. Stone Carving	Introduction to multiple approach to Study. Study of different composition with different mediums Understanding of the technique and process. Using of different tools and understanding in its application.	Students will be introduced and encouraged to challenge and experiments with technic and language to develop their original style/ method of expression.
Sem 7	BFA/S-CC 11 6 credits	1. Concept development and exploring unconventional material. 2. Terracotta with pinching process.	Projects based on the argumentative discussion in Class to concentrate on the ideas of their own imagination and concept.	Generate an understanding of contemporary art practice. Understanding the dialectics of mechanically reproduced images and self improvised interpretation

	BFA/S-CC 12 6 credits	1. Metal casting and patina.	Introduction to metal casting process and details technique	Original works using the foundry and metal casting methods.
Sem 8	BFA/S-CC 13 6 credits	1. Project work: extension and development of individual language and its execution.	Language to develop their own ideas and project execution. With representation on their concept and plan for execution of the sculpture	Understanding different contemporary approach of sculpture making from the point of view of multiple perspective.
	BFA/S-CC 14 6 credits	Discussion and supervision for finishing and presentation of art works for final submission.	Concept Development & contextualization of issue-based work, critical analysis of concepts, Development of Idea regarding framing an Exhibition/presentation/ visualization of the project.	The original body of works , development of projects, Exhibition designing

The overall objective of the BFA Sculpture Specialization programme:

1. The Department of Sculpture has established an appropriate environment for the research and innovative idea by actively involvement & developing favourable human resource, taking the initiative for creation and spreading the knowledge and establishing the methodology of pedagogical infrastructure.
2. To encourage individual thinking and initiative

Cumulative Expected Outcome of the BFA Core Courses:

1. Acquire knowledge of Sculpture as a medium of expression and the related technical aspects.
2. To develop the necessary sense of drawing, space, form and materials.
3. To be able to produce an original body of work.
4. To understand the different factors of Sculpture practice related to its history.
5. To be able to understand contemporary practice and be able to coup with the present situation of art practice.

III. Discipline Specific Elective Courses for Sculpture Specialization Students:

The students will have to choose three courses from a pool of courses offered and do a Project Work on a topic based on a topic from the pool of the courses that the student has not opted for as a taught course.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
BFA-sem-7	BFA/S-DSE-I 6 Credits	1. Animation (Stop Motion Project)	Stop motion Animation using Charcoal Drawing / Clay etc.	Drawing and animation, producing stop-motion animation.
	BFA/S-DSE-II 6 Credits	2. Introduction in Installation	Introduction to installation art how to incorporate ideas from different materials and create a work of art Explore art practice as an interactive and particiaptory process of sharing in realtion tophysical space, location and materiality.	Understanding of the medium and materials and space interaction between the art works and suuoundings.

BFA-sem-8	BFA/S-DSE-III 6 Credits	1. Project -1 Collecting data and material for critical analysis of own work.	Engage with new media the performative process of technological representation.	Students learn and practice in collecting data for the project work they have plan tto execute them in private and public specific location and site.
	BFA/S-DSE-IV 6 Credits	1. Project -2 Developing Scrap Book with collected data and images.	Developing scrap book and process data collected images and execute their ideas and concept.	The original body of works , development of projects, Exhibition designing.

Overall Objective of the Discipline Specific Elective Courses:

1. To expose the students in the incorporation ideas from different field with of Sculpture.
2. To equip the students with new media tools and other technological, traditionally and contemporary.

Cumulative Expected Outcome of the Discipline Specific Elective Courses:

1. Expanded knowledge and Ideas in ways of approaching 3 dimensional work of art.
2. Development of professional/practical skills in the field of art.

**IV. Sculpture Skill Enhancement Courses (SEC) for BFA Students Specializing in Studio Practice
(This is in addition to the 2 courses by all BFA students during the 1 year Foundation Course)**

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ S-SEC-1: 2 Credits	Study of natural object and its transformation into sculpture/ relief study.	Understanding of handling the clay works and other mediums. Also study work to develop the ideas of observation and execution of the art works through life study.	Generate a process based understanding of Practice
Sem IV	BFA/S-SEC-2: 2 Credits	Intaglio sand casting/ Clay composition.	Explore Sand casting as a process	Generate a process based understanding of Practice
Sem V	BHA/S-SEC-3: 2 Credits	Study and analysis of common utilitarian object/ furniture and its design development. Composition with figural form/ Piece mould & Casting in Plaster of Paris.	Introduction to multiple approach to Study. Study of diffent composition with different mediums. Understanding molding and casting technique and process.	To generate an understanding to multiple point of view to study as process of engagement with different process and making.

Sem VI	BFA/S-SEC-4: 2 Credits	Study analysis of common utilitarian object / furniture and building a prototype.	To generate an understanding of theory and practice through exploring material based knowledge.	Generate a process based understanding of Practice
Sem VII	BFA/S-SEC-5: 2 Credits	Composition with figural form.	Exploration of Composition and mediums, Skill Development and concepts understanding.	To generate an understanding to multiple point of view to study as process of engagement with different process and making.
Sem VIII	BFA/S-SEC-6:	Practical and technical process development.	Introduction to new media and techniques of handling welding machine and understanding its purposes. Developing new ideas and concept, composition with direct materials.	Learning the various methods and mode of concept development. Learning the advanced technical skill of the welding and direct materials process

Cumulative Expected Outcome of the Skill Enhancement Courses for students of studio-based practice:

1. To ensure that specialized art history students are also exposed to studio practice and develop skills to understand the artwork.
2. To give them a broad exposure to sculpture practice from ancient time to contemporary by practice-based work.
3. To help the students to discover their own artistic ability.

IV. Sculpture Generic Elective Courses (GEC) This is the course content for students who will opt to do GEC in the Department of Sculpture from other Bhavanas; course content for students of the Department of Sculpture will depend upon the Bhavana that the student opts for Students Specializing in Studio Practice.

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ S-GEC-1: 6 Credits	1. Terracotta 2. Relief study	Exposure to the medium and Concept Development, Composition based on imagination/ references, understanding the terracotta making process to immerse and build artworks that represent their individual ideas.	Understanding the process and Learning the various methods of advanced technical skill of the terracotta process and clay modelling.
Sem IV	BFA/S-GEC-2: 6 Credits	1. Head Study/Figurative Composition 2. Intaglio Sand Casting	Study from real reference and reproduced source. Objects or Real life models are being studied with observation engaging themselves with drawings and execute in the form of sculpture. Explore Sand casting as a process.	To develop & understand the medium, and study skills through observation. Generate a process based understanding of Practice

Sem V	BHA/S-GEC-3: 6 Credits	1. Sculpture in Plaster of paris. 2. Assemblage Sculpture.	To develop and create new object of art with different materials, using their own concept and analyse the making process by exploring different medium.	Understanding different contemporary approach of sculpture making from the point of view of multiple perspective.
Sem VI	BFA/S-GEC-4: 6 Credits	1. Welding with scrap metal. 2. Wire Sculpture 3. Carving (Stone / Wood Carving)	To develop and create new object of art with different materials, using their own concept and analyse the making process by exploring different medium.	Understanding different contemporary approach of sculpture making from the point of view of multiple perspective.

V. Graphic Art Ability Enhancement Compulsory Course (AECC)- English / Hindi / MIL/Communication)/ EVS

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem III	BFA/ S-AECC-1: 2 Credits	EVS-Environmental Studies		
Sem IV	BFA/ S-AECC-2: 2 Credits	EVS-Environmental Studies		

MFA/ POST GRADUATE SYLLABUS, OBJECTIVES AND OUTCOMES:

DURATION OF THE COURSE -2 YEARS - 4 SEMESTER

TOTAL CREDITS: PRACTICAL 72 (1CREDIT =15 CONTACT HOURS)

THEORY: TOTAL CREDIT 24 (1 CREDIT = 2 CONTACT HOURS)

***CREDITS OF THE PAPERS ARE NOT APPLICABLE FOR ADVANCE DIPLOMA**

I. Common Courses for Studio Practice Based and Sculpture Specialization students:

Programme & Semester	Course Name and Credits	Course Content	Objective	Expected Outcome
Sem 1	S/MFA 1 18 Credits	1. Exploring global trends and different medium and its application 2. Development of individual language and selection of material/s with reference to particular idea and concept	Students are encouraged to focus on a self reflective process of engaging with process and making. It encourages students to explore an open ended process of engaging with different tools of visual art particular and visual culture	Students experience an wider perspective of art practice beyond the binary of local and the global and generate an holistic understanding of visual art and culture towards a critical understanding of both individuality and collectivism in the process of making art

			in general and generate an individual perspective to the history of making and representation.	
Sem 2	S/MFA2 18 Credits	Form, material & space and its application in relation to the concept.	Concept Development, Composition based on imagination/ reference. Developing the relation between documentation, observation and conceptualization.	Project proposal & development , original body of work
Sem 3	S/MFA 3 18 Credits	1. Development of individual style and its justification. 2. Methods of presentation 3. Synopsis and Documentation for Dissertation	Students are encouraged to focus on a self reflective process of engaging with process and making. It encourages students to explore an open ended process of engaging with different tools of visual art particular and visual culture in general and generate an individual perspective to the history of making and representation.	Body of work based on the project proposed/ research and experimentation with the visual language and data collection for their Thesis.
Sem 4	S/MFA 4 18 Credits	1. Presentation of Project. 2. Presentation of Dissertation	Students are introduced to tools for Research based practice through a self reflective engagement with theory and practice are introduced	Students develop a process for critical research based practice and engage with the notions of sharing as an extension of practice. Students develop a critical understanding towards theorizing their own practice in context to the contemporary global art practice.

One year Course for Indian/ Foreign Students:

These courses primarily aimed at self-improvement and **skill-enhancement**, and thus they are adapted to suit the special skills and needs of selected candidates. Areas of study and courses are assigned on the basis of these factors by the Department.

Programme	Course Name and Credits	Course Content	Objective	Expected Outcome
Annual	OC- INDIAN/FOREIGN	1.Study Based Work 2.project Work 3.Journal	To develop projects works/ composition based on individual ideas and concept and may choose any medium of their choice.	Learning and developing new ideas with different mediums, experimenting with materials.

Overall objective of 1 year course for Indian and Foreign students:

1. To encourage non-professional study and understanding of Basic idea of Sculpture.
2. To enlarge the practical based art practice and encourage lateral entry to Sculpture from other subjects at a personal level.
3. To facilitate cross-disciplinary and trans-cultural dialogues.

Cumulative Expected Outcome of the 1 year course for Indian and Foreign students:

1. Expanded social and intellectual interest in art.
2. Greater interest in the study of Sculpture both within and outside India.
3. Expansion of knowledge of Indian art amongst non-Indian professional artists and scholars.

1.1.3 Courses with Employability/skill development/ entrepreneurship

PALLI SIKSHA BHAVANA (INSTITUTE OF AGRICULTURE)
Mushroom Cultivation
Post Harvest Pathology
Commercial Entomology

EXT 512 **Entrepreneurship development** and management in extension 1+1

Objectives:

The first part of this course is intended to provide an overall picture of planning and development of **entrepreneurship** to promote sustainable livelihoods for rural people. The second part is structured to help students gain knowledge and skills in different concepts and techniques of management in extension organizations.

Syllabus:

Theory

UNIT I

Entrepreneurship - Concept, characteristics, Approaches, Theories, Need for enterprises development. Agri - **entrepreneurship** - Concept, characteristics, Nature and importance for sustainable Livelihoods. Traits of entrepreneurs - Risk taking, Leadership, Decision making, Planning, Organising, Coordinating and Marketing, Types of Entrepreneurs. Stages of establishing enterprise - Identification of sound enterprise, steps to be considered in setting up an enterprise, feasibility report, product selection, risk and market analysis, legal requirements. Project Management and Appraisal - Market, Technical, Financial, Social Appraisal of Projects.

UNIT II

Micro enterprises - Profitable Agri enterprises in India - Agro Processing, KVIC industries. Micro financing - meaning, Sources of Finance, Banks, Small scale industries development organizations. Marketing for enterprises - Concept, planning for marketing, target marketing, Competition, market survey and strategies, Product sales and promotion. Gender issues in **entrepreneurship** development - Understanding gender and subordination of women, Gender as a development tool, Policy approaches for women **entrepreneurship** development. Success and Failure stories for enterprises - Issues relating to success and failure of enterprises - Personal, Production, Finance, Social, Marketing.

UNIT III

Management - Meaning, concept, nature and importance, Approaches to management, Levels of management, Qualities and skills of a manager. Extension Management - Meaning, Concept, Importance, Principles of management, Classification of Functions of Management. Planning - Concept, Nature, Importance, Types, Making planning effective. Change Management - factors, process and procedures. Decision making - Concept, Types of decisions, Styles and techniques of decision making, Steps in DM Process, Guidelines for making effective decisions. Organizing - Meaning of Organization, Concept, Principles, Organizational Structure, Span of Management, Departmentalization, Authority and responsibility, Delegation and decentralization, line and staff relations.

UNIT IV

Coordination - Concept, Need, Types, Techniques of Coordination. Interpersonal relations in the organization. Staffing - Need and importance, Manpower planning, Recruitment, Selection, Placement and Orientation, Training and Development - Performance appraisal - Meaning, Concept, Methods. Direction - Concept, Principles, Requirements of effective direction, Giving orders, Techniques of direction. Leadership - Concept, Characteristics, Functions, Approaches to leadership, Leadership styles. Organizational Communication - Concept, Process, Types, Net Works, Barriers to Communication. Managing work motivation - Concept, Motivation and Performance, Approaches to motivation. Supervision - Meaning, Responsibilities, Qualities and

functions of supervision, Essentials of effective supervision. Managerial Control - Nature, Process, Types, Techniques of Control, Budgeting, Observation, PERT and CPM, MIS.

Practical

Field visit to Successful enterprises-Study of Characteristics of Successful entrepreneurs
Development of Project Proposal -Case Studies of Success / Failure enterprises-Exercise on Market Survey-Field visit to Financial institutions- Simulated exercise to understand management process-Field visit to extension organizations to understand the functions of management -Group exercise on development of short term and long term plan-Simulated exercise on techniques of decision making-Designing organizational structure -Group activity on leadership development skills.

Learning Outcome:

Students will gain understanding of the **entrepreneurship** development process, formulation of the **entrepreneurship** development project and management of enterprise. Students will get orientation on policies, programmes, institutional framework and market for **entrepreneurship** development in India. The exposure to managerial functions pertaining to extension management would develop the knowledge and skills of the students.

SSC-509 Analytical techniques and instrumental methods in soil and plant analysis (1+2)

Objectives:

The students are expected to gain theoretical as well as practical knowledge on analytical techniques and instrumental methods used soil and plant analysis. 89

Syllabus:**Theory**

Chemical analysis-concept of chemical analysis. Volumetric analysis-principles of acid-base titration, neutralization indicators; redox titration-permanganometry, dichrometry, iodometry, use of redox indicators; precipitation titration, argentometric titration, use of adsorption indicators; complexometric titration, metal ion indicators, concept of masking and demasking reactions. Principles of conductometry and potentiometric titrations. Principles of colorimetry, flame photometry, and atomic absorption spectrophotometry. Radiotracer technique and its methodology

Practical

Preparation of solutions for standard solutions; Titrimetric analysis- acid-base, redox, complexometric, potentiometric and precipitation titrations; Use of pH meter, conductivity meter, visible, ultraviolet and infrared spectrophotometer, atomic absorption spectrophotometer, flame-photometer; Analysis of soil and plant samples for N, P, K, Ca, Mg, S, Zn, Cu, Fe, Mn; B and Mo; analysis of plant materials by digesting plant materials by wet and dry ashing and soil by wet digestion methods.

Learning Outcome:

Students will acquire knowledge on analytical techniques and instrumental methods used soil and plant analysis.

SSC-510 Chemistry of pesticides (1+1)**Objectives:**

The students are expected to gain theoretical as well as practical knowledge on various types of pesticides, their fate and behaviour in soil, plant and water bodies, impact of pesticide residues on environment, pesticide contamination of food, biodegradation of pesticides, effect of pesticides on microbial activity and so on.

Syllabus:**Theory**

Classification of pesticides with respect to chemical composition, chemistry of some commonly used pesticides; Fate and behaviour of pesticides in soil, plant and water bodies. Pesticide residues and their impact on environment, pesticide contamination of food. Mineralization and metabolism of pesticides, bound pesticides. Effect of concentration on pesticide transport, retention and leaching. Biodegradation of pesticides, effect on microbial activity, microbial adaptation. Toxicological properties of pesticides and nutrient transformations, precautions in pesticide use. Biotechnology in pest management.

Practical

Estimation of active ingredients in different pesticides by chemical methods; Extraction, isolation and purification of pesticide residues on soil and plants. Techniques of GC and HPLC analysis of pesticide residues, Immuno assays, ELISA test.

Learning Outcome:

Students will acquire knowledge on chemistry of pesticides, their impact on environment, pesticide contamination of food, biodegradation of pesticides etc.

SSC-512 Fertilizer technology (1+1)**Objectives:**

The students are expected to gain theoretical as well as practical knowledge on manufacturing process for different fertilizers, secondary and micronutrient fertilizers, quality control of

fertilizers, production of slow release fertilizers, super granules fertilizers, fertilizer control order etc.

Syllabus:

Theory

Fertilizers- production, consumption and future projects with regard to nutrient use in the country and respective states: fertilizer control order. Manufacturing process for different

fertilizers using various raw materials, characteristics and nutrient contents. Recent developments in secondary and micronutrient fertilizers and their quality control as per fertilizer control order. New and emerging issues in fertilizer technology- production and use of slow and controlled release fertilizers, super granules fertilizers and fertilizers for specific crops/situations.

Practical

Identification of fertilizers. Nutrient contents in nitrogenous, phosphatic and potassic fertilizers. Determination of biureate content in urea.

Learning Outcome:

Students will acquire knowledge on manufacture, nutrient content and use of various fertilizers, slow release fertilizers, fertilizer control order etc.

CPH 501 : Stress physiology 2+1

Objectives:

To study various types of stresses in crop production and strategies to overcome them.

Syllabus:

Theory

UNIT I

Response of plants to abiotic stress: Abiotic stresses affecting plant productivity, interactions between biotic and abiotic stresses.

UNIT II

Drought characteristic features, water potential in the soil-plant-air continuum. Development of water deficits, energy balance concept.

UNIT III

Transpiration and its regulation - stomatal functions.

UNIT IV

Physiological processes affected by drought. Drought resistance mechanism: Escape, dehydration postponement (drought avoidance), dehydration tolerance and characteristics of resurrection plants, osmotic adjustment, osmoprotectants, stress proteins, water use efficiency as a drought resistant trait. Water logging and flooding injury. Molecular responses to water deficit: expression of regulatory and functional genes and its significance.

UNIT V

Stress and determined hormones - ABA as a signaling molecule - Cytokinin as a negative signal. Oxidative stress: Relative Oxygen Species (ROS), role of scavenging systems (SOD catalase etc.).

UNIT VI

Stress due to high temperature: heat wave tolerance mechanisms - role of membrane lipids in high temperature tolerance, functions of HSP's. ∞∞

UNIT VII

Low temperature stress: Chilling and freezing stress, frost and cold injury effects on physiological process, crucial role of membrane lipids.

UNIT VIII

Salinity: Species variation in salt tolerance, salinity effects at – Cellular and whole plant level, tolerance mechanisms, salt tolerance in – Glycophytes and halophytes.

UNIT IX

Heavy metal stress: Aluminum and cadmium toxicity in acid soils, role of phytochelatin (heavy metal binding proteins).

Practical

Determination of proline content of plant parts; determination of Relative Leaf water content of plants; Quantification of anti oxidative enzymes like Super oxide desmutase (SOD); Determination of membrane injury index (MII); Determination of chlorophyll stability index (CSI) ; Studying the effect of ABA / Cytokinin on stomatal behavior.

Learning Outcome:

The students will understand various aspects of stress physiology such as physiological and molecular basis of abiotic stress tolerance in plants; the knowledge in stress physiology will be useful for developing climate resilient genotypes for sustainable crop production.

HOR 504 Post harvest technologies of fruit, vegetable and ornamental crops 2+1

Objectives:

The students will gain the knowledge on pre and post-harvest physiology and management technologies of fruits and vegetables. Students are also expected to gain knowledge on conventional and modern packaging and preservation technology of fruits, vegetables and ornamental crops.

Syllabus:

Theory

UNIT I & II,

History and importance of post harvest technology; Composition and nutritive value of horticultural crops. Factors leading to post-harvest loss. Maturity indices of horticultural crops. Harvesting practices for specific market requirements, Pre-harvest crop management practices and their influence on quality during storage and marketing. Respiration, transpiration. Physiology and biochemistry of fruit ripening, ethylene evolution and ethylene management.

UNIT III

Post harvest handling (harvesting, sorting, grading and packing and transportation) of fruits, vegetables and flowers. Post harvest treatments (pre cooling, hot water, hot air and vapour heat, fungicide & biologically safe chemicals, irradiation, curing, pulsing etc.) for quality retention of horticultural crops.

UNIT IV

Storage systems – on farm storage (evaporative cooled stores, ventilated storage, pit storage etc.), refrigerated storage, controlled / modified atmosphere storage, hypobaric, hyperbaric storage. Physical injuries and disorders. ∴∴

UNIT V

Contamination and spoilage of fresh fruits, vegetables and process products. Importance of microorganisms in fermentation processes.

UNIT VI, VII, VIII

Present status and future prospects of preservation industry in India. Principles and methods of preservation; Raw materials for processing. Processing of fruits and vegetables (canning; drying and dehydration; fruit beverages and juice concentrates; sugar based products; tomato products; fermented products, value added products etc.), food additives, minimal processing. Packaging technique and storage system for processed products. Labels. Utilization of byproducts and waste management of processing industry. Preparation of various products from flowers, and dehydrated technique.

UNIT IX & X

Importance of quality, quality management standards, ISO/BIS, PFA, AGMARK, etc.; HACCP, Codex alimentarius, Total quality management (TQM) etc.; Food standards (FPO, PFA etc.). Food laws and regulations.

Practical

Analyzing maturity stages of commercially important horticultural crops, physiological loss in weight of fruits and vegetables, estimation of transpiration, respiration rate, ethylene release and study of vase life extension in cut flower using chemicals; Study of machinery and equipments used in processing of horticultural produce; Preparation of fruit jam, squashes, sauce, pickle; drying of fruits and vegetable etc. Chemical analysis of nutritive value of fresh and processed fruits and vegetables. Visit to cold storage and CA storage units; visit to fruit and vegetable processing units to study the layout, equipments, hygiene, sanitation and residual / waste management.

Learning Outcome:

Students will acquire knowledge on maturity and physiology of ripening, pre and post harvest management techniques, storage and modern packaging and preservation techniques and value addition of fruits, vegetables and ornamental crops.

HOR 511 Propagation and nursery management in horticultural crops 1+1

Objectives:

Students are expected to gain the knowledge on different aspects of seed propagation and vegetative propagation like cutting, budding, grafting, layering, micro-propagation as well as nursery management. ∴∴

Syllabus:**Theory**

UNIT I

Introduction, life cycles in plants, cellular basis for propagation, sexual propagation, apomixis, polyembryony, chimeras. Principles factors influencing seed germination of horticultural crops, dormancy, hormonal regulation of germination and seedling growth.

UNIT II

Seed quality, packing, storage, certification, testing. Asexual propagation – rooting of soft and hard wood cutting under mist by growth regulators. Rooting of cuttings in hotbeds. Physiological, anatomical and biochemical aspects of root induction in cuttings. Layering – principle and methods.

UNIT III

Budding and grafting – selection of elite mother plants. Root stock. Establishment of bud wood bank, stock, scion and inter stock, relationship – Incompatibility. Rejuvenation through top working – Progeny orchard and scion bank.

UNIT IV

Micro-propagation – principles, concepts and techniques; commercial exploitation in horticultural crops. Hardening, packing and transport of micro-propagules.

UNIT V

Nursery – types, structures, components, planning and layout. Nursery management practices for healthy propagule production.

Practical

Anatomical studies in rooting of cutting and graft union, study and preparation of media and PGR. Hardening – case studies; various methods of asexual propagation (cutting, budding, grafting etc.); visit to commercial nurseries.

Learning Outcome:

Students will gather theoretical and practical knowledge of different types of sexual and asexual methods of propagation, aspects of micro-propagation and nursery management.

PPC-512 Mushroom cultivation 1+2**Objectives:**

To generate knowledge about edible and cultivated mushroom, their cultivation and **entrepreneurship** development.

Syllabus:**Theory**

Historical developments of mushroom cultivation and present status, taxonomy, classification. Food, medicinal value, uses of mushroom, edible and poisonous mushrooms. Life cycle of cultivated mushroom, preparation and strain improvement, maintenance of pure culture preparation of spawn and facilitated required for establishing commercial spawn lab. Cultivation technology of *Agaricus bisporus* (different *Agaricus* species, composting and its formulation, casing, preparation of casing mixture, sterilization; *Pleurotus* sp.(different *Pleurotus* species , substrate selection and cultivation technique: *Volvariella* sp.(different *Volvariella* species and their cultivation); other cultivated mushroom i.e. *Calolalia indica*, *Lentinus edodes* and *Ganoderma lucidum*. Facilities for setting up mushroom farm for seasonal and environmentally control cultivation, requirement and maintenance of temperature, relative humidity, CO₂, ventilation in cropping rooms. Insect pests, diseases and abnormalities of cultivated mushroom and their management, post harvest processing

and value addition. Economics of mushroom cultivation, biotechnology and mushroom cultivation.

Practical

Survey of locally available mushrooms and their identification. Preparation of spawn, compost, spawning, casing, harvesting and postharvest handling of edible mushroom. Identification of various pathogens, competitors of various mushrooms. Development of mushroom isolates through somatic anatomises. Spore print and single spore culture.

Learning Outcome:

Student can start their

PPC-511 Post-harvest pathology 2+1

Objectives:

To provide knowledge about the post harvest pathogens, ecology, spread, survival etc. and various diseases they incite.

Syllabus:

Theory

History, concept, definition, significance with reference to environment and health. Losses in durables and perishables. Postharvest diseases of durables – types and control. Postharvest diseases of perishables – important pathogens and important diseases in India. Host-pathogen relationships aflatoxigenic and other mycotoxigenic fungi and monitoring for any health hazard. Ecology and Epidemiology of postharvest diseases of perishables. Descriptions of selected diseases of mango, banana, citrus, apple, tomato, potato, cucurbits, okra subterranean crops. Management – Principles, strategy, methods, botanicals, chemicals and biocontrol agents, induced resistance.

Practical

Isolation of grain deteriorating fungi using agar plate technique and grain washing. Survey for occurrence and loss of perishables and interpretation of data. Diagnostics by comparative symptomatology. Isolation and identification of postharvest pathogens. Koch's postulates. Exercises on host parasite relationship. Selected exercises on ecology and epidemiology (Association, infectivity titration, effect of temperature and pH. Bioassay and management with chemicals, botanicals, volatile oils etc. Mycotoxin assay. Submission of catalogued specimens and permanent slides.

Learning Outcome:

Detailed knowledge about post harvest pathogens, ecology etc. help the learners for proper post harvest disease management.

AEN-512 Commercial entomology (1+1)

Objectives:

To familiarize the students with entrepreneurial opportunities in entomology, provide information on productive insects and their products, as well as insect pests of public health and veterinary importance and their management of different crops, their biology, damage they cause and management strategies.

Syllabus:

Theory:

Apiculture:- Honey bee species occurring in India, morphology for identification of different bee species, society and social organization, caste differentiation, nest formation and behaviour, Methods of artificial /commercial rearing (apiary), care and protection of apiary. ११

Sericulture:- silkworm species of commercial values, morphological character, systemic position, and distribution. Wild and semidomesticated and domesticated species- their host plant and types of silk produced by them. Mulberry silk production- moriculture including different species, variety, their propagation, cultivation methods and picking of leaves. Silk worm rearing:- requisites for local and scientific rearing, Grainage:- procedure for production of Dfls and commercial cocoon production. Protection from hazards. Lac culture:- Morphological peculiarities of different stages of development. Strains of lac insect, host plants and types of lac. Biological characteristics and life cycle of lac insect. Cultivation of lac host plant- pruning, coup system, preparation of schemes, inoculation and harvesting. Processing and marketing, Natural enemies of lac and their remedies.

Practical:

Identification of honey bee species, bee castes and special adaptations, identification and handling of bee-keeping equipments. Handling of honey bees-hive and frame inspection. Honey extraction and processing methods of hive products extraction. Preparation of bee-keeping projects for funding. Visit to bee nursery and commercial apiaries. Silkworm rearing and management. Lac host and crop management technology and processing of lac. Products and bye-products of lac.

Learning Outcome:

After completion of the course the students will be acquainted with apiculture - honey bees species, their identification, behavior and artificial rearing and care. The students will also be acquainted with Sericulture – different species of silkworm, their identification behavior and artificial rearing and care. The students will learn about moriculture also. Apart from these the students will learn about Lacculture, their different strains, life cycle inoculation and harvesting.

1.1.3 Employability/ entrepreneurship/ skill development

VIDYA BHAVANA (INSTITUTE OF HUMANITIES & SOCIAL SCIENCE)
Paper I: Communication Theory and Practice
Paper II: Media Literacy & Mediagraphy
Paper III: Fundamentals of Journalism
Paper IV: Media Organization Management
Paper V: Media Technology
Paper VI: Personality Development
Paper VII: Media: Laws, Ethics & Evolution
Paper VIII: Communication Research I
Paper IX: Print and Cyber Journalism I
Paper X: Audio Visual Production I
Paper XI: Media Technology II
Paper XII: Indian Culture & Heritage
Paper XIII: Print and Cyber Media II
Paper XIV: Audio Visual Production II
Paper XV: Communication Research II
Paper XVI: Corporate Communication and Event Management
Paper XVII: Development Communication
Paper XVIII: Advertising
Paper XIX: Major Paper I: Specialization Theory
Paper XX: Major Paper II: Theory/Project in Major Specialization
Paper XXI: Major Paper III: Dissertation/ Project (Live/industry) in Major Specialization
Paper XII: Minor Paper:

[SEC 1] - Computer Basics and Computer Applications (Practical)
[SEC 2] - Geographical Information System
[GE 1] - Disaster Management
[GE 2] - Climate Change: Vulnerability and Adaptation
[GE 3] - Regional Development
[COURSE-VII]-Population Geography
[COURSE-IX] Landscape and Human Ecology
[COURSE-XVIII]-Remote sensing & Image Interpretation
[COURSE-XXIII]- Geoinformatics, Regional Planning & Rural development
[COURSE-XXIV]-Area Study
[COURSE-II] Preparation, Techniques and Organization
SEC 03 (Methodology and data collection for the study of Religion)
SEC 04 (Field Study and Dissertation)
SEC 03 (Indian Ethics)
SEC 04 Western Ethics
MACOMRCP106 –Methodology and Report Writing
MACOMRCP206- Methodology, Textual Study and Dissertation
MACOMROP – 305, Women and Religion
MACOMROP – 405, Women and Religion

Curriculum of Masters of Communication and Journalism
Centre for Journalism and Mass Communication
Visva-Bharati
2018
(For five batches of masters' from 2018)

Name of the Course: Masters in Communication & Journalism

Bhavana: VidyaBhavana, Visva-Bharati

Centre: Centre for Journalism & Mass Communication

Duration: 2 years

Number of Semesters: 4

Total Marks: 2400 Marks

Marks Per Semester: 600 Marks

First Three semesters: 6 Papers Per Semester/ 100 marks each/ 4 credits each

Pass marks per paper of 100 marks: 40 marks (Composite Course structure)[Theory, internal assessment and practical together]

Last Semester: 4 papers (3 in major specialization & 1 in minor specialization) 150 marks each/6 credits each

Pass Marks per paper of 150marks: 60 marks (Composite Course Structure)[Theory and internal assessment together in Theory paper, Practical/internship report/dissertation assessment in other major specialisation papers, Term paper assessment in minor specialisation]

Course character: Taught & self-learnt.

Credit pattern: @weekly theory class 1 hour for course duration= 1 credit

@weekly tutorial 1 hour for course duration= 1 credit

@weekly practical 2 hours for course duration= 1 credit

@weekly guided field work 2 hours for course duration= 1 credit

The Nature of Credit Transfer: This credit system gives a student of CJMC a chance to undertake a specialization major and minor in fourth semester from either within CJMC or from Kalabhavana/ SilpaSadana/Department of Rural Studies/any other Bhavana/ any faculty if offered by the respective Bhavana/Department. This curriculum would also offer the possibility of credit transfer between Visva-Bharati and any masters' degree programme in India and abroad. That credit transfer would be for an entire semester, but not more than two semesters in a full 4-semester programme. For CJMC students, 1st semester and second semester won't be open for credit transfer from any other university as first two semesters aim at developing core competence in communication and journalism through Visva-Bharati experience.

Vision

The Centre for Journalism and Mass Communication (CJMC) was established by Visva-Bharati, a central university and an Institute of National Importance in India in April 29, 2000, with a PG Diploma Course in Journalism and Mass Communication. In 2017, Executive Council of the University has taken decision to upgrade CJMC as Department of Communication and Journalism after obtaining consent of the Visitor of the university.

This unit of Visva-Bharati is to fulfill the objectives of the university (section 5A of Visva-Bharati Act 1951) “to study the mind of man in its realization of different aspects of truth from diverse points of view;” and “to seek to realize in a common fellowship of study the meeting of the East and the West and thus ultimately to strengthen the fundamental condition of world peace through the establishment of free communication of ideas between the two hemispheres”. These objectives were among the objects for which Gurudev Rabindranath Tagore founded Visva-Bharati at Santiniketan in 1921.

Mission

In 2003-04, the landmark year of the Centre, a full-fledged two-year MA course was introduced, which was intended to keep up with the then present global trends in the art, social science and science of communication discipline in making. However, in keeping up with the changing times, the syllabus is now getting restructured to incorporate a lot of new aspects. The salient traits of the curriculum are:-

- Training for young minds in harnessing the trans-disciplinary phenomenon of communication
- A to and fro movement among field experience, practical and theoretical learning
- A to-and-fro movement between holistic and reductionist pedagogy to realize the interdependence and connectedness among various constituent vocations and avocations informed by communication and media field.
- **Skill and integrated personality building exercises**
- Developing a society responsive and industry improving inertia among learners.
- Preparing for working towards “establishment of free communication of ideas between the two hemispheres” as desired from Visva-Bharati by Her founder.

Semester Break-Up Overview

Semester I

Semester Objective

The first semester has been designed for critical exposure to the trans-disciplinary, universal and cultural-relativist reality of communication, its theorization, its various media and their techniques of persuading audience, various aspects of their utilization. The core objectives of the first semester are shaping the personality of the students for vocation and avocations in the field, and **skill development** for print and cyber journalism towards preparing them for the profession.

Paper I: Communication Theory and Practice (Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper II: Media Literacy & Mediagraphy (Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper III: Fundamentals of Journalism (Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper IV: Media Organization Management(Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper V: Media Technology I (**Print and Cyber**) (Practical 100)

Paper VI: Personality Development(Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Semester II

Semester Objective

The second semester introduces the students to the various theoretical and practical aspects necessary for them to be equipped for the requirement of the industry within the legal and cultural framework of the country.

Paper VII: Media: Laws, Ethics & Evolution(Credit 4, Int. Assessment 20 marks, End-sem written 80)

Paper VIII: Communication Research I(Credit 4, Int. Assessment 20 marks, End-sem written 80)

Paper IX: Print and Cyber Journalism I(Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper X: Audio Visual Production I(Credit 4, Int. Assessment 20 marks, End-sem written 80)

Paper XI:Media Technology II (**Audio-Visual Post Production & Research**) (Credit 4, Practical 100)

Paper XII: Indian Culture & Heritage(Credit 4, Int. Assessment 20 marks, End-sem written 80)

Semester III

Semester Objective

The third semester takes the students a step ahead in the direction of research and field work alongside honing their **skills** in online journalism, advertising and corporate communication. They will be introduced to advertising and CC tools. Thus, during second and third semester, they will be given enough exposure to various practices and theoretical areas so that by the end of third semester they are able to choose the specialization in area of their natural liking and core competence.

Paper XIII:Print and Cyber Media II(Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper XIV:Audio Visual Production II(Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper XV: Communication Research II(Credit 4, Practical 100)

Paper XVI:Corporate Communication and Event Management(Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Paper XVII: Development Communication(Credit 4, Int. Assessment 20 marks, End-sem written 80)

Paper XVIII: Advertising (Credit 4, Int. Assessment 20 marks, End-sem written 30, Practical 50)

Semester IV

Semester Objective

A Masters' graduate needs to stand out from the crowd of skilled professionals in media and communication in his/her thoroughness in practice and perspective beyond practice. He/she should be able to plan communication strategy and media execution. A major specialization with three papers in theory, practical assignment and research in the fourth semester is aimed at achieving this objective of differentiating a better professional from the rest. Self-driven minor specialization aim at providing an opportunity to the students to work in another area of their liking. For theoretical study, first two months of the semester will be utilized whereas the 3rd and 4th month

Detailed Semester Break-Up

Semester I

Total - 24 Credits/600 Marks

Paper I: Communication Theory and Practice (4 Credits/ 100 Marks)

Pedagogy: Instruction in first 2 units will be experiential learning based along with theoretical exposition. Third unit will be taught theoretically through comparison and contrasting. Fourth unit would be demonstrated through practical exercises of any four among the six areas.

Total: 100

Continuous Assessment: 50 (25 Written Test+ 25 Practical Exercise)

End-Semester Written: 50

Unit I: Overview

Phenomenon & function of Communication: Natural and technology mediated, traits & types
Mass Self-Communication and Machine-communication in digital age
Human communication: understanding changing contexts (society, culture, power structure, economy and technology),
Evolution of communication ages
Communication studies: Science, arts and social science aspects; question of discipline

UnitII: Brain & Mind in Communication

Human communication structure: The Brain, Body proper, sense organs and neural network
Mind, the process: Making neural patterns and Mental Images -- Consciousness (wakefulness, attention and connection to self), Response to internal & external stimuli, constructing reality in reaction to actual events.
Framing of the Mind: Perception, Emotion, feeling, reasoning and Cognition (Information processing to relate content & format of message to memory)
Communicative action: Motor-sensory coordination, metaphor (connecting brain circuitry and language), signs, narratives, activating mirror neurons for behavior change
Media in work: Notion of Bias-Agenda setting, Priming & framing, counter-framing & indexing

Unit III: Perspectives

Overview of Indian perspective: Sadharanikaran, Rasa,Dhvani,Apoha and Sphota
Overview of other Asia-centric perspective: Chinese, Japanese, Korean and West Asian
Overview of European perspective: Rhetorics, Frankfurt School
Overview of US perspective: Information Theory, Technological Determinism, Uses & Gratification, Systems
Digital Age perspectives: network, information, interface, archive and simulation

Unit IV: Practicing Communication

Applying tool for understanding common orientation of people
Observing Communicative behavior: Within, one-to-one, family, group and crowd
Self-Development as Communicator: Self-reflection and situational response analysis

Micro lab, Who Am I and Interpersonal perception games for contextual expressiveness
Message structuring exercise as human media and for utilizing technology aided group communication
Mobile Communication experience lab

Recommended Readings:

- Mass Communication Theory by Denis McQuail (Sage).
- Communication Theory: Eastern and Western Perspective by D. Lawrence Kincaid (Academic Press)
- Communication Theory: The Asian Perspective by Wimal Dissanayake (AMIC)
- Mass Communication Today by Subir Ghosh (Sishu-Sahitya Samsad)
- Communication Power by Manuel Castells (Oxford University Press)
- Media & Communication Practices & Issues by M. Chatterjee & B. L. Choudhury (SB Enterprise)

Paper II: Media Literacy & Mediagraphy(4 Credits/ 100 Marks)

Pedagogy: Classroom interaction on media content and package creation dynamics, media ontology and evolution of media. Debate on media presentation and representation of current issues to understand mind and motive of media creation.

Total: 100 Marks

**Continuous Assessment:50 Marks on Units III and IV (Media Literacy Test- 25and Media Content and Treatment Evaluation -25)
End Semester Written Test 50 (Unit I &Unit II)**

Unit I: Task, trait and ontology of Media

Traits of media: Constant and in transition;
Expanding task of media in making Information age;
Medium, message and language;
Redefining Media;

Unit II: Media Evolution

Human media:From personal to folk, art, classical and community
Simple technique to complex technology till 1900: Print, telegraphy, photography and film;
Electronic Media evolution 20th Century;
Evolution of Digital Media: Changing Mediascape; Media Convergence

Unit III:Content and packaging in media

Political economy question; Socio-cultural context of media owners and professionals;
Technological limitations; Consumer-centric approach; Issues thrown by possibility of Machine-Communication

Unit IV:Media presentation and representation

Issues in current media; Identifying variance in presentation and representation; Framing;
Identifying bias and slant

Recommended Readings:

- Media Literacy by W. James Potter (SAGE Publications, Inc.)

- Introduction to Mass Communication: Media Literacy and Culture: Stanley Baran (McGraw-Hill)
- Media Literacy: Keys to Interpreting Media Messages: Art Silverblatt, Donald C. Miller, Julie Smith, Nikole Brown (Praeger)
- Convergence Culture: Where Old and New Media Collide by Henry Jenkins (New York University Press)

Paper III: Fundamentals of Journalism(4 Credits/ 100 Marks)

Pedagogy: Classroom interaction based on media content and product dynamics in mass media, followed by practical journalism practices in mother of all media (print) in two issues of Visva-Bharati Chronicle.

Total: 100 Marks

Continuous Assessment: 25 Marks

End Semester Theory: 25 Marks

End Semester Practical Assessment: 50 Marks

Unit I: Journalism Concepts

Process in Journalism: Research and Assignment, Sourcing and documentation, Story Construction, Editing, designing with visual elements

Perspective in Journalism: Social Construction of Reality, Market-Driven journalism, Social Media Push, governance and journalism

Journalism practice variation among print, radio and television

Journalism career

Unit II:

Translation for Journalism

Units III & IV:

Visva-Bharati Chronicle -2 issues

Recommended Readings:

- The Journalists Handbook by M.V. Kamath (Vikas Publishing House)
- News Reporting and Editing by K.M. Srivastava (Sterling Publishers)
- The Media Student's Handbook by G. Branston and R. Stafford (Routledge)
- Understanding Journalism by Lynette Sheridan Burns (Sage Publications)
- Newspaper Journalism: A Practical Introduction by Susan Pape & Susan Featherstone (Sage Publications)

Paper IV: Media Organization Management (4 Credits/ 100 Marks)

Pedagogy: First two units will be taught through class colloquium in teacher-guided, student-presented topics. Case studies will inform the reality of the industry too. Third and fourth units will be taught in combination of policy review, case study informed by theoretical input. Practical exercise will be in production, general management and marketing engagement for Visva-Bharati Chronicle.

Total: 100

Continuous Assessment: 50 (25 Written Test + 25 Practical Exercise)

End Semester Theory: 50 Marks

Unit I: Overview of Media Industry

Media organization: core tasks, product & services (concept, traits, stand-alone & trans-media product), vision, mission and goal

Constituents of media Industry, boundary spanning organizations, unique traits of media business, contribution of media business to national income, Competition, industrial organization model, legal status of different segments of industry, industry bodies & government relation

Media organization ownership: types of ownership, issues in investment (including FDI-OCB-NRI-FII), and MO share trading in open market

Trend of convergence in media organizations, implications for media products, HR and management

Unit II: Overview of Management

Concept of management, management principles for media organizations, Types of management, Policy formulation, planning and control, Organizational design for delegation, decentralization, authority sphere, motivation, control and co-ordination.

Hierarchy, functions and organisational structure of different departments: general management, finance, editorial/programme, circulation/distribution, advertising, branding, HR, production, IT and reference sections

Unit III: Managing core tasks

Editorial/programme management across media types :Communication package/editorial mix/ Programme Mix, Planning and execution of programme production – production terms, control practices and procedures, scheduling, transmitting/updating, record keeping, quality control and cost effective techniques, Editorial – Response system.

Marketing management across media types: distribution/transmission/hosting/circulation, pricing for time/space/time-space/product/archival services, brand promotion, advertisement procurement & placement (strategy, contract and agency relations), PR with external public, Exploiting social media platform & digital marketing techniques

Unit IV: Media Economics

Basics in Concept & types of capital, Revenue model, MO profit equation & break-even Accounting System, Budgeting and finance, budget control, costing.
Commercial policy, Communication & financial audit, Tax, labour laws, conformity to financial closures.

Recommended Readings:

- The Indian Media Business by Vanita Kohli-Khandekar (Response Books)
- Media Organization Management by B. Loha Choudhury (Unique Books International)
- Electronic Media Management by Peter Pringle, Michael F Starr (Focal Press)
- The Media Economy by Alan B. Albarran (Routledge)
- Understanding Media Economics by Gillian Doyle (Sage Publications)
- Handbook of Media Management and Economics by Alan B. Albarran (Lawrence Erlbaum Associates)

Paper V: Media Technology I (Print and Cyber) - (4 Credits/ 100 Marks)

Pedagogy:The paper is a foundation for students in journalism focussing on the practice of the print and cyber media. Emphasising on reporting and editing, the course relies heavily on practical and hands-on-training. This will be done in workshop mode. As a part of the course,production of one weekly group newspaper on given audience focus and one web portal will be taken up.

Viva – 50 (Based on Two Practical Projects)
Continual Assessment – 50 (Practical Assessment of Weekly Projects)

Unit I

QuarkXpress : The basic functionality of font, alignment, spacing, and color, but it also provides its users with professional typesetting options such as kerning, curving text along a line, and ligatures, Box Positioning, Coloring (CMYK & RGB), use of all the tools.

Adobe Page Maker: Design and layout of newspapers/magazines etc.

Unit II

HTML: Introduction,Basic, Tags, Examples;

Adobe Dreamweaver: Introduction, Using Tools, syntax highlighting, code completion, Integrated Development Environment;

Adobe Indesign: Desk Top Publishing, Ad Copy Designing, Publishing Tools, Newspaper Design, Magazine Design, Web Design;

Adobe Photoshop: Use of all Tools, Photography Edit.

Unit III & IV – Practical Projects

1. Make a Newspaper Tabloid
2. Design a Magazine
3. Web design of news portal.

Recommended Readings:

- Adobe Photoshop Elements 10 Classroom in a Book by Adobe Press (2011)
- Adobe Dreamweaver CS6 Digital Classroom by Jeremy Osborn (John Wiley & Sons)
- Adobe InDesign CS6 Classroom in a Book by Adobe Press (2012)
- HTML and CSS: Design and Build Websites by Jon Duckett (John Wiley & Sons)

Paper VI: Personality Development(4 Credits/ 100 Marks)

Pedagogy:As students at PG level are already grown up, the thrust would be to impress upon them desired qualities of any communication professional for success in career and long-term relationships. Personality traits such as perseverance, earnestness, diligence, patience, responsibility, fellow feeling, co-operation and social-consciousness will be improved in diagnostic workshops, follow-up observations and group activities. Lectures will be minimal and create ambition for proper personality required in communication and media industry.

Total:100

**Continual Assessment – 50 (Assessment on Personality Parameters and Psychological Test)
End Semester Written Test-50 Marks (Units I &II)**

Unit I: Understanding Personality

Personality traits
Assessing own personality development
Formation of a Philosophy of life
Experiments on personality

UnitII: Constructing a media & communication personality

An exercise to study deeper into life and making of one's own choicest media personality and finding own requirements for nearing/surpassing him/her

UnitIII: Attractiveness quotient building

Self-exercise based conscious effort for personality augmentation/improvement on own strength to be assessed through continuous observation
Assertiveness; Relationship success; Gestures and postures; Hand Movements; Smiles; Walking Style; Voice Modulation

Unit IV: Group Worth

Improving group-worthiness and community-utility through planned activities
Group discussion strategies
Negotiation strategies

Recommended Readings:

- Social and Personality Development by David R. Shaffer (Wadsworth Publishing)
- Business Communication by AshaKaul (Prentice Hall)
- The Case of the Bonsai Manager: The Lessons for Managers on Intuition by R Gopalakrishnan
- What The CEO Really Wants From You by R Gopalakrishnan (Collins Business)
- You Can Win by Shiva Khera

Semester II

Total - 24 Credits/600 Marks

Paper VII: Media: Laws, Ethics & Evolution (4 Credits/ 100 Marks)

Pedagogy: This paper captures the evolution and development of the media in India. It is also focused on the development of the legal and ethical perspective of students with respect to the media environment, and on the development and evolution of electronic media and films in India. The study will be done through case study (Ethics and law portions) besides lecture.

Written:50

Continuous Assessment:50(Written and Practical Assessment)

Unit I: Media History

Pre-printing press age

Printing press and early publications in India

Journalism between 1780-1947:An Overview

Overview of Newspaper development between 1947- 2017: Indian languages and English

Overview of electronic media development: Radio (from 1920-2017), TV (1950-2017), Film (1910s-2017)

Overview of Web media development: From Dotcoms to social media (1995-2017)

Unit II: Media Ethics

Why Media Ethics- truth-accuracy-balance-decency-human rights; Etic & Emic;

Freedom of the press and the Constitution-need for a free press in a democracy;

Issues of privacy and security in data journalism

Right to Information: ethical aspects

Press Commissions and ethical journalism; The Press Council Act

Self-regulation vs. Govt. Regulation of media conduct

Unit III: Media Law

Laws for the press: PRB, Working Journalists Act etc.

Laws and regulations for Broadcasting: AIR Code, FM Policy, Community Radio Policy etc.

Laws and regulations for Television: Cable Television Act and Rules etc.

Film and Recorded Music Regulations: Cinematographic Act, censor, Copy right, performance right etc.; Laws for new media and Telecommunication: TRAI etc.

Unit IV:Legislative and JudicialRequirements

The State: Sedition-incitement to violence - IPC 121 read with 511 inflammatory writing (IPC 353); Citizens: Defamation (IPC 499, 500) civil and criminal defamation-libel, slander; Contempt of Court;
Legislature: Parliamentary privileges / Articles 105 (Parliament) Article 194 (State Legislation);
Covering and reporting court proceedings (Article 361A)
Common court terminology - Plaintiff, defendant, affidavit, evidence, prosecution, conviction, accused, acquittal, bail, prima facie, sub judice;
Indian Constitution; Juvenile Justice Act, Domestic Violence Act, NDPS Act,
Current legal issues being debated in the media;

Recommended Readings:

- A History of Communications: Media and Society from the Evolution of Speech to the Internet by Marshall T. Poe, (Cambridge University Press)
- History of Indian Journalism by J. Natarajan (Publications Division, GoI)
- Romance of Indian Journalism Jitendranath Basu (Calcutta University)
- Laws of the Press by D.D. Basu (Prentice Hall)
- Introduction to the Constitution of India by D.D. Basu (Prentice Hall)
- Broadcasting in India by P.C. Chatterjee (Sage Publications)
- Freedom of Press: Politico Legal Aspects of Press Legislation of India by Sita Bhatia (Rawat Publications)
- Media Ethics: Cases and Moral Reasoning by Clifford G. Christians, Mark Fackler, Kathy Richardson, Peggy Kreshel, Robert H. Woods (Allyn & Bacon)

Paper VIII: Communication Research I (4 Credits/ 100 Marks)

Pedagogy:The course is designed to train the students in the evolving field of media and communication research.

Total: 100

Continuous Assessment: 50 (25 Written Test+ 25 Practical Exercise)

End Semester Written: 50

Unit I: Introducing Research

Meaning and Concept, Methods of Acquiring knowledge; Question of researchability; Types of Research: Basic-Applied-Descriptive-Analytical-Clinical-CaseStudy-Historical Standard of Research: Reliability, Validity, replicability, closure, objectivity, ethical dimensions; Inductive, Deductive, Empiricism, Qualitative, Quantitative; Overview of Communication research in India

Unit II: Research Design & Approaches

Perspective in research; Research Design-Types and Needs-Structure-Component; Experimental and Classic Research Design, Solomon Four Group- Post Test only Control Group; Quasi Experimental Design-One Shot Case Study-Longitudinal Research-Panel-Trend Study; Audience Ethnography-Talk, Text, Action, Participant Observation, Focus Group; Survey Research-Questionnaire Construction

Unit III: Reception Research

Media Meaning through Talk-Conversational Analysis; Discourse Analysis, CDA; Viewing and Interpreting Image, Advertising, Message, Content Analysis; Methodological Pluralism, Triangulation; Internet Research-Reliability of Data, Processing Internet Data, Data Mining

Unit IV: Data Processing and Application

Coding and Tabulation, Analysis and Interpretation, Levels of Measurement; Hypothesis Testing, Frequency Distribution, Standard Deviation, Normal Curve; Quantitative Data Analysis-Univariate and Bivariate; Writing a Research Proposal and research paper

Recommended Readings:

- Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches by Arthur Asa Berger Berger (Sage Publications)
- Mass Media Research by Roger D. Wimmer and Joseph R. Dominick (Wadsworth, Cengage Learning)
- Social Research Methods by Alan Bryman (Oxford University Press)

Paper IX: Print and Cyber Journalism I(4 Credits/ 100 Marks)

Pedagogy: This paper aims at students' understanding of close connect between print and cyber journalism in areas of sourcing, documentation, research while variance in story presentation, editing and formatting. This will be done utilising common content in 'compare, contrast and create' mode teaching-learning supported by theoretical understanding of why media and platform differences need to be addressed.

Total Marks:100

Continual Assessment: 50 (25 Practical,25 Theoretical)

End-Semester Written Exam 50

Unit I: Common Sourcing for story

News and story concepts: news value, feature worthiness, topicality

Indications of a story possibility: from social media clues, trends, sudden changes, etc.

Befriending Sources without getting influenced: official and Non-official

Archival material for research: contextuality and fact richness

Sharing Info with other Journos: Dos and Dons

Unit II: Writing difference for print and cyber

Language proficiency measures

Translation skills

Understanding write-up genres

Differences of reading habits for print and cyber

Deadline and style differences

Pressure for likes and sharing: Cyber Challenges

Unit III: Writing reports for Visva-Bharati Chronicle (print)

UnitIV: Inter-language story translations and cyber reporting

Recommended Readings:

- Writing and Reporting News: A Coaching Method (Sixth Edition) by Carole Rich(Wadsworth, Cengage Learning)
- Online Newsgathering Research and Reporting for Journalism by Stephen Quinn and Stephen Lambell(Focal Press)
- Journalism Online by Mike Ward(Focal Press)

Paper X: Audio Visual Production I(4 Credits/ 100 Marks)

Pedagogy: This paper is focused on the concept of Electronic Production and Broadcasting.

Total 100

Continuous Assessment: 50 (Written – 25, Practical – 25)

End Semester Written: 50

Unit I

Radio as a medium of mass communication in today's context; Characteristics and Limitations of radio; Formation of PrasarBharati; Privatisation and expansion of FM Radio channels; Development of Educational & Community Radio.

Sound:Audio elements used in video programmes - lip synchronized sound, voice, music, ambience, sound effects; Types of microphones;Use of audio mixers for recording & editing of sound; Audio post production;

Unit II

Radio Formats;Writing for the Ear;Knowing your audience; Developing your style ; Writing for different formats and messages ; Dramatising messages

Unit III

Practical Exercises: Recording and editing exercises; Writing exercises; Interviews-simulated and actuality; Research and scripting of radio documentary/feature/drama;

Unit IV

Practical Exercises: Presentation of various types of programmes; Production of radio discussions/talk shows; Production of public service messages (max 30 seconds); Production of radio documentary/feature; Preparation of community based fictional/non-fictional shows (for community radio stations).

Recommended Readings –

- Essential Radio Journalism by Paul Chantler & Peter Stewart (A & C Black Publishers Limited)
- Freelancing for Television and Radio Media Skills by Leslie Mitchell (Routledge)
- Presenting on TV and Radio: An Insider's Guide by Janet Trewin (Focal Press)
- The Radio Producer's Handbook by R. Kaempfer & S. John (Allworth Press)

- The Radio Station: Broadcast, Satellite and Internet by M.C.M. Keith(Focal Press)
- Radio Production by R. McLeish (Focal Press)

Paper XI: Media Technology II (Audio-Visual Post Production & Research)
(4 Credits/ 100 Marks)

Pedagogy:The paper is a foundation for students in journalism focussing on the practice of the audio visual production technology and data analysis. The course relies heavily on practical and hands-on-training. As a part of the course, the students will produce 1 min audio-visual programs at regular intervals as well as analyse data sets.

Viva – 50 (Based on Two Whole Practical Projects)
Continual Assessment – 50 (Practical Assessment of Weekly Projects)

Unit I

Adobe Premiere (Latest Software): Video Adding, Colour Balance, Slow Motion, Time Lapse, Other Effects, Transitions, Specialized Effects, Exporting; **Adobe Audition; Adobe Flash Final Cut Pro:** Video Editing Basics, Transition, Rendering, Exporting

Unit II

SPSS (Quantitative Analysis): Data Entry, Correlation, Correlation and Regression, Factor Analysis, Confirmatory Factor Analysis. SEM.

NVIVO (Qualitative Analysis): Data Entry, Data Analysis, and Interpretation.

Unit III & IV: Projects

1. Making 1 min audio-visualfiction or non-fiction feature/program
2. Making 5 min audio fiction or non-fiction feature/program.
3. Analysing a Quantitative data set for aresearch project
4. Analysing a Qualitative data set for aresearch project

Recommended Readings:

- Adobe Premiere Pro Power Tips: Secrets, Shortcuts, and Techniques by Larry Jordan (Routledge)
- Final Cut Pro X: Making the Transition by Larry Jordan (Peachpit Press)
- Qualitative Data Analysis with NVivo by Patricia Bazeley& Kristi Jackson (Sage Publications)

Paper XII: Indian Culture & Heritage(4 Credits/ 100 Marks)

Pedagogy:This paper is a theory one aimed at a broader understanding of Indian Culture and heritage from own perspective developed by Tagore, AnandaCoomarswamy and others. This is done through exposing students to the overview of broad areas and urging them to feel how Visva-Bharati, through its events and curriculum in art, aesthetics, music etc.are creating an experience of the culture and heritage. This is done in participatory and observational approach.

Total 100

Continuous Assessment: 50 (Written – 25, Practical – 25)

End Semester Written: 50

UnitI: Holistic or Composite Culture?

The Foundation of Indian culture

Elements of Indian Culture

Cultural resources, new inclusions and national integration after independence

The Problematique: A cultural nation or a political nation building

UnitII: Philosophical underpinnings

What makes us Indian?

Philosophical Schools: Unity and diversity

Contemporary Question of Identity: Tagorean discourse in context

The Problematique: Glorious heritage and reductionist present

UnitIII: Tagorean Thoughts and practice

Indian approach to art and culture education

Indian educational approach: Santiniketan and Sriniketan

Indian classical dances and music

Science education

UnitIV: Communication and Cultural resources

Festivals in Tagore's abode: continuity and purpose

Chain of events and message continuation: Tagorean Communication

Folk and Community media development

Contributing to the Globe: ambition of Visva-Bharati

**SYLLABUS CONTENT FOR CHOICE BASED CREDIT SYSTEM IN UNDER
GRADUATE IN GEOGRAPHY**

Semester	Core Course (CC)	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Elective Discipline Specific (DSE)	Elective Generic (GE)
I	CC1: Geotectonics and Geomorphology	Com. Lang Envsc: 4			GE 1: Disaster Management
	CC2: (Practical) Cartographic and Geological Exercises				
II	CC3: Human Geography	Com. Lang Envsc: 4			GE 2: Climate Change: Vulnerability and Adaptation
	CC4: (Practical) Map Projection and Topographical Map				
III	CC5: Climatology		SEC 1: Computer Basics and Computer Applications (Practical)		GE 3: Regional Development
	CC6: Geography of India				
	CC7 (Practical) Statistical Methods in Geography				
IV	CC8: Economic Geography		SEC 2: Geographical Information System (Practical)		GE 4: Geography of Tourism
	CC9: Environmental Geography				
	CC10: (Practical) Field Work				
V	CC11: Regional Planning and Development			DSE 1: Hydrology and Oceanography	
	CC12: (Practical) Remote Sensing and GIS			DSE 2: Agricultural Geography	
VI	CC13: Evolution of Geographical Thought			DSE 3: Population Geography	
	CC14: (Practical) Disaster Management Based Project Work			DSE 4: Urban Geography	

3. Cyclone and Hailstorms
 4. Earthquake
 5. Landslides
 6. Human Induced Hazards/Disasters
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SKILL ENHANCEMENT COURSE

SEC 1: Computer Basics and Computer Applications (Practical) 4 Credits

1. Numbering Systems; Binary Arithmetic
2. Data Computation, Storing and Formatting in Spread sheets: Computation of rank, Mean, Median, Mode, standard Deviation, Moving Averages, Derivation of Correlation, Covariance and Regression; Selection of Technique and Interpretation
3. Preparation of Annotated Diagrams and its Interpretation: Scatter Diagram and Histogram
4. Internet Surfing: Generation and Extraction of Information

SEC 2: Geographical Information System (Practical) 4 Credits

1. Geographical Information system (GIS): Definition and Components
 2. GIS Data Structures: Types (Spatial and Non-spatial), Raster and Vector Data Structure
 3. GIS data Analysis: Input; Geo-Referencing; Editing, Output and Query; Overlays
 4. Application of GIS in Land Use Mapping
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GENERIC ELECTIVE

(For Students other Than Geography Honours)

GE 1: Disaster Management

6 Credits

1. Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Draught: Causes, Impact, Distribution and Mapping
3. Disaster in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping
4. Manmade disasters: Causes, Impact, Distribution and Mapping
5. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disaster

GE 2: Climate Change: Vulnerability and Adaptation

6 Credits

1. Science of Climate Change: Understanding Climate Change; Green House Gases and Global warming; Global Climatic Assessment- IPCC
2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability
3. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health
4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.
5. National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)

GE 3: Regional Development

6 Credits

1. Definition of Region, Evolution, Types and Need of Regional Planning: Formal, Functional, and Planning Regions and Regional Development

2. Regional Imbalances and problems of Functional Region
3. Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of planning Region; Regionalization of India for Planning (Agro Ecological Zones)
4. Strategies/Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian context; Village Centre
5. Problem Regions and Regional Planning: Backward Regions and Regional Plans- Special Area Development Plans in India; DVC- The Success Story and the Failures.

GE 4: Geography of Tourism

6 Credits

1. Scope and Nature: Concept and Issues, Tourism, Recreation and Leisure Inter-Relations; Geographical Parameters of Tourism
 2. Types of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage
 3. Recent Trends of Tourism: International and Regional; Domestic (India), Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE)
 4. Impact of Tourism on Economy, Environment and Society
 5. Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Deserts and Coastal Areas; National Tourism Policy
-

**PROPOSED SYLLABUS
FOR
M.A. COURSE
IN
GEOGRAPHY
(SEMESTER SYSTEM)
2009-2010**



**Department of Geography
Vidya-Bhavana
VISVA-BHARATI
SANTINIKETAN – 731235
WEST BENGAL
INDIA**

SEMESTER SYSTEM -TERMS & CONDITIONS

There shall be full-time M.A. Course in Geography of two years' duration. There shall be Semester System spreading over four Semesters, each of six months. There shall be 1200 marks in total and each Semester shall carry 300 marks.

BASIC STRUCTURE

There shall be 24 Papers (15 Theoretical, 8 Practical and 1 Dissertation (Area-Study) to cover the whole Syllabus and each Semester shall contain six Papers. Each Paper carries 50 marks.

The Students shall be evaluated by all the teachers regularly by conducting Mid-Semester Tests, the marks of which shall be a part of their examination system. The Mid-Semester Tests shall be held on the topic(s) of the theoretical papers during the Semester period. Paper XXIV of 50 marks shall require a Dissertation to be submitted by each by each student. The dissertation will be will be evaluated on the basis of (a) Written Report submitted Report and (b) Seminar presentation and Viva-voce (30+10 marks).

INTERNAL ASSESSMENT

Mid-semester tests shall be conducted during the Semester period on the topics of the papers covered. The marks obtained will be considered for the final award of marks. 10% marks of each theoretical paper (i.e. 5 marks) will be given as Internal Assessment Marks by the concerned teacher(s) during the concerned semester period. Similarly, 20% marks of each practical paper (i.e. 10 marks) will be given as Internal Assessment Marks by the concerned teacher(s) during the concerned semester period. Assessment will be based on written examination /seminar/viva-voce/class work.

DISSERTATION (AREA-STUDY)

A Dissertation (Master's Thesis) on any branch of Geography will be a comprehensive work based on conceptual aspects, field work and analysis of primary and secondary data in the laboratory. Dissertation should contain the objectives, sources of information, Web Resources, methods and approaches. Interrelations between different aspects of the study should be the focus of the dissertation. Text of the dissertation should not exceed 10,000 words and should ideally be divided into the following sections: Introduction, Statement of problem(s) and Objectives -Methodology, Information and Analysis, Results, Discussions, Conclusions, References/Bibliography and Appendices (if any). Maps, diagrams and sketches, excluding photographs, should not exceed 50 pages of A4 size paper typed on one and half space and 12 font size format. It is to be produced individually by the students and this must be stated clearly in a certificate from the supervisor(s) and Head of the Department of Geography.

PAPER SETTING AND EVALUATION:

THEORY PAPERS

Number of lectures to be delivered for each of the Units 1, 2, & 3 will be 16 (i.e. $16 \times 3 = 48$ lectures). Each of the Units 1, 2 & 3 carries 15 marks (i.e. $16 \times 3 = 45$ marks). 5 marks shall

be awarded on the basis of Internal Assessment. Two questions of 15 marks each from each unit are to be set and one question to be answered from each of the three Units. Each question is to have at least two parts. Paper Setting and Evaluation will have normally 50% External and 50% Internal Examiner System.

PRACTICAL PAPERS

Number of periods to be assigned for each of the Units 1, 2, 3 & 4 will be 20 each. Four compulsory questions are to be set one from each of the four Units ($4 \times 8 = 32$ marks). 8 marks are allotted for evaluation of Practical Laboratory Notebook: 4 marks + Viva-voce: 4 marks (total 8 marks). 10 Marks shall be awarded on the basis of Internal assessment

DIVISION OF MARKS STRUCTURE OF THE SYLLABUS

	Full Marks	Theoretical	Practical
Semester I	300	200	100
Semester II	300	200	100
Semester III	300	200	100
Semester IV	300	150	150
Total Marks	1200	750	450

SEMESTER – II
PAPER – VII
POPULATION GEOGRAPHY

Full Marks: 50

Exam Duration: 3 Hours

(For Exam. 40 Marks, For Internal Assessment 10 marks)

UNIT 1.0 NATURE OF POPULATION GEOGRAPHY

- 1.1 Nature, scope and contents of Population Geography
- 1.2 Concept of population growth – population density and distribution, population explosion, optimum population
- 1.3 Database and sources with special reference to the Census of India, Sample Survey (NSS data)
- 1.4 Concept of population structure – Age-sex structure, occupational structure, dependency ratio

UNIT 2.0 POPULATION DYNAMICS

- 2.1 Population growth pattern in developed and developing countries
- 2.2 Fertility, Morbidity and Mortality
- 2.3 Theories of population – Malthusian, Marx, Neo-Malthusian and Sen's approach, Demographic transition
- 2.4 Population migration and migration theories

UNIT 3.0 POPULATION AND ENVIRONMENTAL ASPECTS

- 3.1 Population growth and contemporary social issues
- 3.2 Population policies in developed and developing countries
- 3.3 Population problems and environmental impacts
- 3.4 Population planning in developed and less developed countries

SEMESTER – II
PAPER – IX
LANDSCAPE AND HUMAN ECOLOGY

Full Marks: 50

Exam Duration: 3 Hours

(For Exam. 40 Marks, For Internal Assessment 10 marks)

- UNIT 1.0 CONCEPTS, APPROACHES AND THEORIES IN LANDSCAPE ECOLOGY**
- 1.1 Concepts of Landscape Ecology and Contribution of different disciplines
 - 1.2 Hierarchy theory and structure of the landscape and Percolation Theory
 - 1.3 Scaling patterns and processes across landscapes
 - 1.4 Methods in Landscape Ecology
- UNIT 2.0 PROCESSES AND PRINCIPLES OF LANDSCAPE DYNAMICS**
- 2.1 Physical & Chemical Properties of Soil And Soil fertility
 - 2.2 Soil Degradation, methods of conservation and amelioration
 - 2.3 Principles and methods of land use survey, macro and micro level
 - 2.4 Land evaluation: Methods and techniques, methods of land capability classification (USDA, FAO, India)
- UNIT 3.0 BASICS AND EMERGING DIMENSIONS OF HUMAN ECOLOGY**
- 3.1 Concept and scope. Development of human ecology as a discipline: from general ecology to human ecology. Rural and urban human ecosystems
 - 3.2 Methods of human ecology: Ecological foot-print analysis. Application of ecological principle in human ecology - open and closed systems, Dimensions in society
 - 3.3 Human ecology and resource utilization, Human ecology and population, Human ecology and sustainability. Concept of human ecological regions
 - 3.4 Globalization and contemporary ecological issues. Case study from India and abroad

SEMESTER - III
PAPER – XVIII
REMOTE SENSING AND IMAGE INTERPRETATION
PRACTICAL

Full Marks: 50

Exam Duration: 4 Hours

(For Exam. 40 Marks (Each Unit 8 Marks), Internal Assessment 10 marks)

UNIT	1.0	INTRODUCTION
	1.1	Introduction of Remote Sensing Instruments
	1.2	Test of Stereovision
	1.3	Scale Determination of Air Photographs
	1.4	Scale Determination of Satellite Imageries
UNIT	2.0	GEOMETRY OF AIR PHOTOGRAPHS
	2.1	Construction of Fiducial Marks, Principal Point, Flight Line, and Match Line
	2.2	Construction of Overlaps
	2.3	Identification of Defined Objects Using Photo Elements
	2.4	Preparation of Overlays
UNIT	3.0	IMAGE INTERPRETATION
	3.1	Air Photo Interpretation for Landuse/Land Cover Mapping
	3.2	Air Photo Interpretation for Geomorphological Mapping
	3.3	Air Photo Interpretation for Space Use Mapping
	3.4	Air Photo Interpretation for Traffic Analysis
UNIT	4.0	APPLICATIONS OF REMOTE SENSING PRODUCTS
	4.1	Application to Geomorphic Units Recognition
	4.2	Application to Land Use/Land Cover Analysis
	4.3	Application to Water Resource Studies
	4.4	Application to Urban & Regional Planning
<i>Viva-voce & Laboratory Note Book: 4 + 4 = 8 marks</i>		

SEMESTER – IV
PAPER – XXIII
GEOINFORMATICS, REGIONAL PLANNING AND RURAL DEVELOPMENT
PRACTICAL

Full Marks: 50

Exam Duration: 4 Hours

(For Exam. 40 Marks For Internal Assessment 10 marks)

UNIT 1.0 VISUAL INTERPRETATION OF AERIAL PHOTOS

- 1.1 Concept and application of Remote Sensing, Comparative assessment of topographical maps, aerial photos and satellite images in representation geographical data
- 1.2 Geometry of aerial photographs; Principles of orthorectification and mosaicing
- 1.3 Determination of Aerial photographic scale
- 1.4 Preparation of LULC Maps from aerial photographs on the basis of feature identification keys

UNIT 2.0 VISUAL INTERPRETATION OF SATELLITE IMAGES

- 2.1 Concept of sensors, bands and resolution: Influence of these factors on satellite imaging
- 2.2 Principles of preparing standard FCCs with special reference to IRS series satellites
- 2.3 Referencing scheme and selection procedure of IRS images
- 2.4 Preparation of thematic overlays from satellite photoproducts on the basis of feature identification keys

UNIT 3.0 REGIONAL PLANNING

- 3.1 Gravity Model (Reilley's method)- Decadal change
- 3.2 Ternary Diagram-level of development country wise
- 3.3 Regionalization- Biparameter graphical representation
- 3.4 Regionalization- Multi parametric data integration

UNIT 4.0 RURAL DEVELOPMENT

- 4.1 Centrality Index
- 4.2 Rurban Index
- 4.3 Scalogram of rural settlements
- 4.4 Taxonomic analysis

Viva-voce & Laboratory Note Book: 4 + 4 = 8 marks

Internal Assessment= 10Marks

SEMESTER – IV
DISSERTATION (AREA STUDY)
PAPER – XXIV

Individual student will have to submit a Master's Thesis (Dissertation) of 50 Marks in total which will have 30 Marks for Dissertation, 10 Marks for Seminar presentation and Viva-voce and 10 Marks Internal Assessment (to be given by the concerned supervisor).

Dissertation (written) and Seminar presentation including viva-voce marks will be given by internal examiner (supervisor) and external examiner jointly.



**DEPARTMENT OF GEOGRAPHY
VISVA-BHARATI, SANTINIKETAN**

Ph.D. Course Work Syllabus 2012

Paper – I

(Research Methodology)

Full Marks: 100

Exm Duration: 3 Hours

(For Exm. 80 Marks, For Internal Assessment 20 Marks)

UNIT <i>MB & MM</i>	1.0	CONCEPTUAL DEFINITION
	1.1	Research advances in Geography and criteria for undertaking Geographical Research
	1.2	Research Methods in Geography
	1.3	Generic concepts and Principles of Geographical Research
	1.4	Organisation of Knowledge base in Geography (Ephistemology) relations between Geography and other related Sciences
UNIT	2.0	IDENTIFICATION, OBJECTIVES AND DESIGN
	2.1	Identification of Research Problems in Geography specify and issue base
	2.2	Objective and identification – Framing of Hypothesis, Modes and Justifications
	2.3	Research Design – Components and Steps
	2.4	Techniques – Selection procedure
UNIT	3.0	CONSIDERATION OF DATA BASE
	3.1	Nature of Database – Qualitative and Quantitative
	3.2	Data Format / Data Matrix
	3.3	Sources of Data and their Characteristics
	3.4	Processing of Data.

Paper – II

(Preparation, Techniques and Organisation)

Full Marks: 100

Exam Duration: 3 Hours

(For Exm. 80 Marks, For Internal Assessment 20 Marks)

UNIT	1.0	CHOICE, APPLICATION AND SAMPLING
	1.1	Choice of sample research area (Geographical – Analytical steps and justification; Logical approach
	1.2	Application of Techniques in Research Work – Statistical, Cartographic, Computer Application; Preparation of Maps, Diagrams and Tables
	1.3	Sampling Techniques, Design and Size
	1.4	Preparation of Field Survey – Interview, Field Questionnaire Schedule and Selection Field Photographs
UNIT	2.0	SOURCES, TECHNIQUES AND EVALUATION PROCESS
	2.1	Importance and Meaning of Literature Survey
	2.2	Sources of Information on Past Works done
	2.3	Techniques of Information Search, Stage and Retrieval
	2.4	Evaluation Process of Information from Literature Survey – Global, National, Regional and Local
UNIT	3.0	ORGANISATION OF THESIS
	3.1	Techniques of Literature Review – Book / Article
	3.2	Preparation Techniques of Bibliography; Appendix, Addendum, Footnotes, References
	3.3	Preparation Techniques of Characterisation
	3.4	Designing the complete format of a research proposal

Paper –III
(Research Proposal and Dissertation Preparation)

Full Marks: 100

(For Exm. 80 Marks, For Internal Assessment 20 Marks)

Exm Duration: 3 Hours

UNIT	1.0	IDENTIFICATION OF TOPICAL, AREAL, QUANTITATIVE AND CARTOGRAPHIC TECHNIQUES
	1.1	Topical Identification: Dissertation title; Chapter and Sub-chapter titles
	1.2	Areal Identification: Nature and Extent of Geographical Information Input
	1.3	Identification of Quantitative Techniques: Choice, Justification and Logical support
	1.4	Identification of Cartographic Techniques: Choice, Justification and Logical support
UNIT	2.0	CONTENT DETERMINATION
	2.1	Content Determination – Expression and Choice of technical terminology
	2.2	Content Determination – Factual and Hypothetical Inputs with logical explanations
	2.3	Content Determination – Nature and Source of Data (Quantitative and Qualitative) – possible lacunae and solutions for data base
	2.4	Content Determination – Visual, Cartographic and Field Photographs
UNIT	3.0	PROJECT REPORT WRITING
	3.1	Initiation of Project Report Writing – Highlighting the Exclusivity, uniqueness and applicability of the work – issues of social justice, inorganisation and improvement in quality of human life
	3.2	Quantum of Information Input and their Purposive Justification – degree of Multidisciplinary Approach
	3.3	Selection, Ordering and Labeling of maps, diagrams and field photographs – specificity of themes and information
	3.4	Ordering of Technical Details of Dissertation and Presentation – Foot notes, Quotations, References, Bibliography, Appendices, Addendum, corrigendum etc. – Time bound oral / Extempore presentation techniques

**DEPARTMENT OF PHILOSOPHY & COMPARATIVE RELIGION
VISVA-BHARATI
SANTINIKETAN**

**SYLLABUS FOR B.A. (HONS.) PROGRAMME / CURRICULUM IN COMPARATIVE RELIGION
(2017)**

SCHEME FOR CHOICE BASED CREDIT SYSTEM

Each course has 50 marks including internal assessment of 10 marks. Credit: As stipulated by the University Administration

Semester	Core Course (14) Each Course involves 6 Credits	Ability / Skill Enhancement Course (4) Each Course involves 2 Credits	Discipline Specific Elective DSE (4) Each Course involves 6 Credits	Generic Elective GE (4) Each Course involves 6 Credits
SEM-I	C-01: Hinduism: Origin and Development	Compulsory Course		GE-01: Philosophy of Religion – I
	C-02: Islam: Origin and Development			
SEM-II	C-03: Sikhism: Origin and Development	Compulsory Course		GE-02: Philosophy of Religion – II
	C-04: Jainism: Origin and Development			
SEM-III	C-05: Buddhism: Origin and Development	SEC-03: Methodology and Data Collection for the Study of Religion		GE-03: Tribal religions – Religion of Santals
	C-06: Christianity: Origin and Development			
	C-07: Significant Religious Themes – I			
SEM-IV	C-08: Hinduism – Textual Study	SEC-04: Field Study and Dissertation		GE-04: Folk Religious Traditions of Bengal
	C-09: Islam – Textual Study			
	C-10: Significant Religious Themes – II			
SEM-V	C-11: Jainism – Textual Study		DSE-01 & 02 Taoism – Textual Study Judaism – Textual Study Special Text (Indian) Critique of Religion – I	
	C-12: Sikhism – Textual Study			
SEM-VI	C-13: Buddhism – Textual Study		DSE-03 & 04 Confucianism – Textual Study Zoroastrianism – Textual Study Special Text (Western) Critique of Religion – II	
	C-14: Christianity – Textual Study			

Suggested Readings:

1. Trevor Ling, *A History of Religion – East and West*, Macmillan and Co. Ltd., London, 1968.
2. E.O. James, *History of Religions*, Harper & Brothers Publishers, New York, 1957.
3. John B. Noss, *Man's Religions*, The Macmillan Company, New York, 1962.
4. *The Cambridge History of Christianity, Vol. 1–9*, Cambridge University Press, Cambridge.

C-07: SIGNIFICANT RELIGIOUS THEMES – I

1. Concept of God and Divine
 - a. Introduction to Concept of God: Gnosticism – Agnosticism – Naturalism – Polytheism – Monotheism – Pantheism – Panentheism – Atheism
 - b. Folk Religious Beliefs: Male Gods – Goddess Worship – Fertility Principle
 - c. Concept of God in different religions and systems of thought
2. Concept of Soul and Human
 - a. Concepts of Soul in Tribal (Primitive) Religions: Theoretical Elaborations: Animism, Totemism, *Mana*
 - b. Varieties of the Origin and Destiny of Soul – Internal Soul: Breath, Saliva, Blood, Vital Organs of the Body, Sexual Potentials – External Souls: Shadow, 'Double' – Powers of Soul
 - c. Concept of soul and human in different religions and systems of thought
3. Salvation and/or Liberation
 - a. Liberation as Individual and Social
 - b. Salvation and/or Liberation in different religions and systems of thought – Idea of Grace

Texts

1. (Ed.) Mircea Eliade, *Encyclopedia of Religion, Vol. 1 – 14*, (Selected Articles), Macmillan Publishing Company, New York.
2. (Ed.) James Hastings, *Encyclopedia of Religion and Ethics, Vol. I – XII*, (Selected Articles), T. & T. Clark, Edinburgh, 1974.

SEC-03: METHODOLOGY AND DATA COLLECTION FOR THE STUDY OF RELIGION

1. Sampling
2. Methods of Collection of Data
3. Tools for Collection of Data
4. Field Work
5. Processing Data

Texts:

1. C. R. Kothari, *Research Methodology – Methods and Techniques*, New Age Publications, 2014.
2. O. R. Krishnaswami, *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai, 2001.

GE-03: TRIBAL RELIGIONS – RELIGION OF SANTALS

1. Structure of the Santal society
2. Supernatural spirits and power
3. Seasonal rites and festivals
4. Life-cycle rites
5. Magic and Witchcraft

Text:

1. J. Troisi, *Tribal Religion: Religious Beliefs and Practices among the Santals*, Manohar, 2000.

SEMESTER-IV**C-08: HINDUISM – TEXTUAL STUDY**

1. Katha Upanishad (Selections)
2. The Bhagavad Gita, Chapter: 2 – Samkhya yoga
3. Diana L. Eck, *Encountering God: A Spiritual Journey From Bozeman to Benaras*, Penguin books, 1995. (Ch-3: The many names of God: The Habit of Oneness and the challenge of many, Darshana: Point of view, The naming of God, Mahatmya: the greatness of each God, Trimurti: the many forms of each God, Ishtadevata: the chosen God)

Suggested Readings:

1. Mittal, Sushil & Gene Gene Thursby. "On Hinduism and Hinduisms: The Way of the Banyan" in *Hindu World*, Routledge
2. Hopkins, Thomas. *The Hindu Religious Tradition*.
3. Kinsley, David. *Hindu goddesses: Vision of the Divine Female in the Hindu Religious Tradition*.
4. Narayanan, Vasudha. "The Hindu Tradition" in Oxtoby, *World Religions: Eastern Traditions*.
5. Radhakrishnan, Sarvapalli (Tr.). *The Principal Upanishads*.
6. Sivaraman, Krishnan. *Hindu Spirituality: Vedas through Vedanta*.
7. Clayton, A.C. *The Rig Veda and the Vedic Religion*, 2nd Edition.
8. Leslie, Julia. *Roles and Rituals for Hindu Women*
9. David N. Lorenzen, *Who Invented Hinduism? – Essays on Religion in History*, Yoda Press, New Delhi, 2008.

C-09: ISLAM – TEXTUAL STUDY

1. The Holy Quran: 1: 1-7; 59: 22-24; 112: 1-4; 17: 23-40; 31:13-30
2. The Hadith: From Nisar Ahmed: The Fundamental Teaching of Quran and Hadith, part-1: Pp.80-83, 90-92, 95-98, 100-102, 104-107
3. Masadul Hasan: History of Islam, Vol. 1 (Life of Prophet Mohammad: Meccan period), Pp. 46-62

Suggested Readings:

1. Ayoub, Mahmoud. *The Quran and its Interpreters*. Albany: SUNY Press, c1984.
2. (The) Holy Quran (trans. By A. J. Arberry).
3. Smith, Wilfred Cantwell. *Modern Islam in India: A Social Analysis*.
4. Yusuf Ali (Tr.), *The Holy Quran*, Mecca.

C-10: SIGNIFICANT RELIGIOUS THEMES – II

1. Concept of World
 - a. Status of World and its Objects in Tribal (Primitive) and Folk Religious Beliefs
 - b. Status of World and its Beings in different religions and systems of thought
2. Incarnation and Avatara
 - a. Concept of Incarnation or Avatara in Christianity, Buddhism, Jainism, Saivism, Vaishnavism, Puranic Traditions
3. Miracles and Supranormal Powers
 - a. Distinction between Magic and Miracle
 - b. Notion of Miracle in Judaism, Christianity, Islam, Buddhism, Hindu Puranic Traditions and Popular Beliefs
4. Role of Intermediaries in Religions
 - a. Role of Intermediaries in Tribal (Primitive) Religious Beliefs: Shamans, Magicians
 - b. Role of Intermediaries in Folk Religious Beliefs: Priests and People Possessed of Deities, Cultic Figures
 - c. Role of Intermediaries in Religions: Judaism: Rabbi – Christianity: Pope, Saints and Priests – Buddhism: Bhikkus and Bhikkunis – Vedic and Vedantic Traditions: Acharya – Bhakti tradition: Guru and Sants – Sikhism: Guru

Texts

1. (Ed.) Mircea Eliade, *Encyclopedia of Religion, Vol. 1 – 14*, (Selected Articles), Macmillan Publishing Company, New York.
2. (Ed.) James Hastings, *Encyclopedia of Religion and Ethics, Vol. I – XII*, (Selected Articles), T. & T. Clark, Edinburgh, 1974.

SEC-04: FIELD STUDY AND DISSERTATION

Paper consists of 50 marks having 40 marks for external examiner for examining the written submission and viva-voce (30+10) and 10 marks for the internal examiner. The submission should not exceed 50 pages.

GE-04: FOLK RELIGIOUS TRADITIONS OF BENGAL

1. Bengali Brata Rituals
2. The Bauls of Bengal
3. Possession culture in Adivasi and Folk traditions

Texts:

**DEPARTMENT OF PHILOSOPHY & COMPARATIVE RELIGION
VISVA-BHARATI
SANTINIKETAN**

SYLLABUS FOR M.A. COURSE IN COMPARATIVE RELIGION (2017)

Semester	Paper Code	Title	
Sem-I	Compulsory	MACOMRCP101	Phenomenon of Religion
		MACOMRCP102	History of Comparative Religion
		MACOMRCP103	Sociology of Religion
		MACOMRCP104	Anthropology of Religion
		MACOMRCP105	Inter-Religious Dialogue and Religious Studies
		MACOMRCP106	Methodology and Report Writing
Sem-II	Compulsory	MACOMRCP201	Ritual Studies
		MACOMRCP202	Psychology of Religion
		MACOMRCP203	Existentialism and Religion
		MACOMRCP204	Phenomenology of Religion
		MACOMRCP205	Religion in the Contemporary World
		MACOMRCP206	Textual Study and Dissertation
Sem-III	Optional	MACOMROP301	Mystical Traditions of India – I
		MACOMROP302	Modern Religious Movements in India – I
		MACOMROP303	Modern Islamic Movements – I
		MACOMROP304	Religious Thoughts of Rabindranath Tagore – I
		MACOMROP305	Women and Religion – I
		MACOMROP306	Scripture as Literature – I
		MACOMROP307	Contemporary Hindu Studies – I
	Special	MACOMRSP301	Islam and Sufism – I
		MACOMRSP302	Jaina Doctrines – I
		MACOMRSP303	The Bhagavad Gita (Classical Commentaries)
		MACOMRSP304	Recent Religious Thinkers of the West
		MACOMRSP305	Christianity – New Testament Studies
		MACOMRSP306	Postcolonial Studies in Religion – I
		MACOMRSP307	The Feminine In Hindu Religious Tradition – I (Divine Feminine)
Sem-IV	Optional	MACOMROP401	Mystical Traditions of India – II
		MACOMROP402	Modern Religious Movements in India – II
		MACOMROP403	Modern Islamic Movements – II
		MACOMROP404	Religious Thoughts of Rabindranath Tagore – II
		MACOMROP405	Women and Religion – II
		MACOMROP406	Scripture as Literature – II
		MACOMROP407	Contemporary Hindu Studies – II
	Special	MACOMRSP401	Islam and Sufism – II
		MACOMRSP402	Jaina Doctrines – II
		MACOMRSP403	The Bhagavad Gita (Modern Commentaries)
		MACOMRSP404	Recent Religious Thinkers of India
		MACOMRSP405	Christianity – Early Christianity and Apostles
		MACOMRSP406	Postcolonial Studies in Religion – II
		MACOMRSP407	The Feminine in Hindu Religious Tradition – II (Position of Woman)

Note: There would be total twentyfour Papers divided into four semesters, each having four units. Each paper consists of 50 marks, out of which 10 marks (each paper) would be continuous evaluation. 3 Optional Papers and 3 Special Papers are to chosen from each concerned Semester.

Syllabus: M.A Comparative Religion: Details of each Paper

PAPER - MACOMRCP101: PHENOMENON OF RELIGION

1. Definition of Religion
2. Analysis of Religious Experience in Different Religions.

Suggested Readings:

1. Ariarajah, W. *Not Without My Neighbor: Issues in Interfaith Relations*. WCC, 1999.
2. Braybrooke, M. *Pilgrimage of Hope: One Hundred Years of Global Interfaith Dialogue*. Crossroad, 1992.
3. Carmody, D. and J. *Mysticism: Holiness East and West*. OUP, 1996.
4. Eck, D. *The New Religious America: How a "Christian Country" has Become the World's Most Religiously Diverse Nation*. HarperSanFrancisco, 1992.
5. Hick, J. *An Interpretation of Religion: Human Responses to the Transcendent*, 2nd ed. Yale UP, 2005.
6. Eric J. Sharpe: *Comparative Religion: A History*, London: Duckworth, 1975.
7. http://www.newworldencyclopedia.org/entry/Inter-religious_Dialogue#Interreligious_Dialogue_and_Ethics
8. Dara-Shikoh, *Majmaul-Bahrain* (Tr.), Asiatic Society, Kolkata

PAPER - MACOMRCP106: METHODOLOGY AND REPORT WRITING

1. Types and Methods of Research
2. Review of Literature
3. Note-Taking, References, Bibliography
4. Planning Research
5. Report Writing

Texts:

1. C. R. Kothari, *Research Methodology – Methods and Techniques*, New Age Publications, 2014.
2. O. R. Krishnaswami, *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai, 2001.

PAPER - MACOMRCP201: RITUAL STUDIES

1. Catherine Bell: *Ritual Theory, Ritual Practice*

Text:

1. Catherine Bell, *Ritual Theory, Ritual Practice*, Oxford University Press, New York, 1992.

Suggested Reading:

1. Catherine Bell, *Ritual – Perspectives and Dimensions*, Oxford University Press, Oxford and New York, 2009.

PAPER - MACOMRCP202: PSYCHOLOGY OF RELIGION

1. Beginnings of the Psychological Study of Religion
2. The Nature of Religious Experience: William James
3. Religion as Illusion: Sigmund Freud
4. Religion as Collective Unconscious: Carl Jung

Suggested Readings:

1. W. James, *The Varieties of Religious Experience* (The Fontana Library, 1960) (Selections)
2. S. Freud, *Totem and Taboo* (George Routledge and Sons Ltd., 1919) (Chapter 3)
3. S. Freud, *The Future of an Illusion* (W.W. Norton & Company, 1989) (Selections)
4. S. Freud, *Civilisation and its Discontents* (W. W. Norton & Comp., 1989) (Chapter 1)
5. S. Freud, *Moses and Monotheism* (Hogarth press, 1939) (First Section)
6. C.G. Jung, *Psychology & Religion: West and East* (Princeton University Press, 1969) (Selections)

PAPER - MACOMRCP203: EXISTENTIALISM AND RELIGION

1. Soren Kierkegaard: *Revolt against Hegel's Rationalism – Attack on Church – Existence – Anxiety – Truth as Subjectivity – Freedom and Subjectivity – Stages of Existence: Don Juan, Socrates and Abraham*
2. Freiderich Nietzsche: *Genealogy of Morals – Asceticism – Critique of Modernity – Critique of Christian Virtues – Critique of Religions (including Buddhism, Manu) – Revaluation of Values – Will to Power – Death of God – Superman/Overman*

Suggested Readings:

1. Robert C. Solomon, *From Rationalism to Existentialism*, Rowman and Little Field Publishers, New York and Oxford, 2001.
2. H.J. Blackham, *Six Existential Thinkers*, Routledge and Kegan Paul, London and Boston, 1985.
3. Walter Kaufmann, *Nietzsche – Philosopher, Psychologist, Antichrist*, Princeton University Press, 1975.

19. Knitter, Paul. *The Myth of Religious Superiority: Multifaith Explorations of Religious Pluralism*. Maryknoll, NY: Orbis Books, c2005.
20. Slater, Robert H.L. *World Religions and World Community*. New York: Columbia Univ. Pr., 1963.
21. Ahmed, Rafiuddin. *Religion, Identity & Politics: Essays on Bangladesh*. Colorado Springs, CO: International Academic Publishers, c2001.
22. Mendieta, Eduardo (ed.). *The Frankfurt School on Religion: Key Writings by the Major Thinkers*. New York: Routledge, 2005.
23. Smith, Bardwell L. (ed.). *Religion and Social Conflict in South Asia*. Leiden: E.J. Brill, 1976.
24. Carmody, Denise Kardner. *Women and World Religions*. Englewood, NJ: Prentice-Hall, 1989.
25. Montiero, S.C. Evelyn, and M.M. Antoinette Gutzler (eds.). *Ecclesia of Women in Asia: Gathering the Voices of the Silenced*. ISPCK, 2005.
26. Sharma, Arvind. *Women in World Religions*. Albany: SUNY Press., c1987.
27. Lannstrom, Anna. *Promise and Peril : The Paradox of Religion as Resource and Threat*. Univ. of Notre Dame Pr., c2003.
28. Rinehart, James F. *Apocalyptic Faith and Political Violence : Prophets of Terror*. New York: Palgrave Macmillan, 2006.
29. Zaehner, Robert Charles. *Our Savage God: The Perverse Use of Eastern Thought*. New York: Sheed and Ward, 1974

PAPER - MACOMRCP206: TEXTUAL STUDY AND DISSERTATION

Paper consists of 50 marks having 40 marks for external examiner for examining the written submission and viva-voce (30+10) and 10 marks for the internal examiner. The submission should not exceed 50 pages

OPTIONAL PAPERS

PAPER - MACOMROP301: MYSTICAL TRADITIONS OF INDIA – I

1. Sri Chaitanya
2. Mirabai

Suggested Readings:

1. *Cultural Heritage of India*. Vol IV.
2. *Great Women of India*. Advaita Ashram. Pages:328-330.
3. Sushil Kr. Dey. *The Early History of the Vaishnava Faith movement in Bengal*, Firma:KL,Calcutta,1961
4. Trilochan Singh. *The ethical history of Guru Nanak*, New Delhi,1969
5. Banku Bihari. *Sufi mystics and yogis of India*, Bharatiya Vidya Bhavan, Bombay
6. West Catt. *Kabir and Kibir Panth*, G. H. Munshiram Manoharlal
7. R.A. Nicholson, *The mystics of Islam*, London
8. Ksitimohan Sen. *Medieval Mysticism of India*, Lurge, London, Reprint Delhi, 1974.
9. C. Vaudeville. *Kabir*, Vol.I. Clarendon Press, Oxford, 1974.
10. Krishna Sharma. *Bhakti and The Bhakti Movement: A New Perspective*, Munshiram Manoharlal, 1987.

PAPER - MACOMROP302: MODERN RELIGIOUS MOVEMENTS IN INDIA – I

1. Brahma Samaj
2. Ramakrishna Mission

Suggested Readings:

1. Gonda J. *Change and continuity in Indian religion*, Munshiram Manoharlal.
2. J.N. Farquhar, *Modern religious movements in India*, Macmillan, New York, 1915
3. S.P. Sen(Ed), *Religious reform movements*
4. Joseph T. O'Connell (ed), *Organisational and Institutional aspects of Indian Religious Movements*.
5. Robert D. Baird, *Religion in Modern India*, New Delhi: Manohar, 2nd ed. 1994.
6. Binoy Gopal Roy. *Religious movements in Modern Bengal*, Santiniketan: Visva-Bharati, 1964

PAPER - MACOMROP303: MODERN ISLAMIC MOVEMENTS – I

1. Baha'i movement
2. Ahmedia movement

Suggested Readings:

1. Laven Spencer, *Ahmedia Movement: A History and Perspective*, Manohar, 1974

2. Julius Germanus, *Modern Movements In Islam*, V.B. Research Publication
3. Barbara Daly Metcalf, *Islamic Revivalism*, Oxford University Press
4. Qiyamuddin Ahmed, *The Wahabi Movement in India*, Calcutta, 1968
5. Moinuddin Ahmed Khan, *A History of Faraizi Movement in Bengal*, Karachi, 1965
6. Muhammad Iqbal, *Reconstruction of Islamic Religious thought*, Lahore

PAPER - MACOMROP304: RELIGIOUS THOUGHTS OF RABINDRANATH TAGORE – I

Texts:

1. Sadhana
2. The Religion of Man

PAPER - MACOMROP305: WOMEN AND RELIGION – I

Status of women in various religious traditions: Hinduism, Buddhism, Jainism, Christianity, Islam and Sikhism

Suggested Readings:

1. Arvind Sharma (ed.). *Women in World Religions*, Albany: Suny Press, 1987
2. June McDaniel. *Offering Flowers, Feeding Skulls: Popular Goddess Worship in West Bengal*, Oxford University Press, 2004 (Chapters: Introduction, The great Bhakti Goddesses of West Bengal: Durga & Kali)

PAPER - MACOMROP306: SCRIPTURE AS LITERATURE – I

1. Paul Ricoeur: Text and Meaning
2. Roland Barthes: Readerly Text/Writerly Text – Intertextuality – Death of Author
3. Edward Said: Worldliness of the Text – Location of the Author – Orientalism

Texts:

1. Paul Ricoeur, *Model of the Text: Meaningful Action Considered as Text*, *New Literary History*, Vol. 5, No.1, 1973, pp. 91 – 117.
2. Roland Barthes, Richard Howard (Tr.), *The Death of the Author*, available in <http://www.ubu.com/aspen/aspen5and6/threeEssays.html#barthes>
3. Edward W. Said, *Orientalism*, Routledge & Kegan Paul, London and Henley, 1978.
4. Edward W. Said, *The World, the Text and the Critic*, Harvard University Press, Cambridge and Massachusetts, 1983

PAPER - MACOMROP307: CONTEMPORARY HINDU STUDIES – I

1. The Hindu identity
2. What does it mean to be a Hindu?
3. The difficulties involved in defining the Hindu identity
4. Bhakti, Tantra and Yoga Traditions in the Hindu Life
5. Vaishnava and Shakta Bhakti,
6. Tantric and Yogic Shaktism
7. Divine madness and ecstasy
8. Holy men and women: Saints, Gurus, Siddhas
9. Hinduism in Practice and Belief
10. The belief-practice complex and its significance for a Hindu through the “text” of a sacred city

Texts:

1. McDaniel, June. *The Madness of the Saints*, University of Chicago Press, 1989. [Relevant sections]
2. McDaniel, June, *Offering Flowers, Feeding Skulls*, OUP USA, 2004 [Relevant sections]
3. Eck, Diana L. *Benaras: City of Light*, Penguin books India, 1993. [Relevant sections]
4. David N. Lorenzen, *Who Invented Hinduism?*, Yoda Press, New Delhi, 2006.

PAPER - MACOMROP401: MYSTICAL TRADITIONS OF INDIA – II

1. Nanak
2. Kabir
3. Daadu

Suggested Readings:

1. *Cultural Heritage of India*. Vol IV.
2. *Great Women of India*. Advaita Ashram. Pages: 328-330.
3. Sushil Kr. Dey. *The Early History of the Vaishnava Faith movement in Bengal*, Firma: KL, Calcutta, 1961

4. Trilochan Singh. *The ethical history of Guru Nanak*, New Delhi, 1969
5. Banku Bihari. *Sufi mystics and yogis of India*, Bharatiya Vidya Bhavan, Bombay
6. West Catt. *Kabir and Kibir Panth*, G. H. Munshiram Manoharlal
7. R.A. Nicholson, *The mystics of Islam*, London
8. Ksitimohan Sen. *Medieval Mysticism of India*, Lurge, London, Reprint Delhi, 1974.
9. C. Vaudeville. *Kabir*, Vol. I. Clarendon Press, Oxford, 1974.
10. Krishna Sharma. *Bhakti and The Bhakti Movement: A New Perspective*, Munshiram Manoharlal, 1987

PAPER - MACOMROP402: MODERN RELIGIOUS MOVEMENTS IN INDIA – II

1. Arya Samaj
2. Ambedkar Movement

Suggested Readings:

1. Gonda J. *Change and continuity in Indian religion*, Munshiram Manoharlal.
2. J.N. Farquhar, *Modern religious movements in India*, Macmillan, New York, 1915
3. S.P. Sen (Ed), *Religious reform movements*
4. Joseph T. O'Connell (ed), *Organisational and Institutional aspects of Indian Religious Movements*.
5. Robert D. Baird, *Religion in Modern India*, New Delhi: Manohar, 2nd ed. 1994.
6. Binoy Gopal Roy. *Religious movements in Modern Bengal*, Santiniketan: Visva-Bharati, 1964

PAPER - MACOMROP403: MODERN ISLAMIC MOVEMENTS – II

1. Faraizi and Wahabi movement
2. Tariqa-e-Muhammadiya Movement

Suggested Readings:

1. Julius Germanus, *Modern Movements In Islam*, V.B. Research Publication
2. Barbara Daly Metcalf, *Islamic Revivalism*, Oxford University Press
3. Qiyamuddin Ahmed, *The Wahabi Movement in India*, Calcutta, 1968
4. Moinuddin Ahmed Khan, *A History of Faraizi Movement in Bengal*, Karachi, 1965
5. Muhammad Iqbal, *Reconstruction of Islamic Religious thought*, Lahore

PAPER - MACOMROP404: RELIGIOUS THOUGHTS OF RABINDRANATH TAGORE – II

Texts:

1. Personality
2. *Dharma* (Bengali) [Rabindra Rachanavali , WB, Vol 12]

PAPER - MACOMROP405: WOMEN AND RELIGION – II

1. The Divine Feminine in Religion
2. Role of Women in world Religions

Suggested Reading:

1. Arvind Sharma (ed.). *Women in World Religions*, Albany: Suny Press, 1987
2. June McDaniel. *Offering Flowers, Feeding Skulls: Popular Goddess Worship in West Bengal*, Oxford University Press, 2004 (Chapters: Introduction, The great Bhakti Goddesses of West Bengal: Durga & Kali)

PAPER - MACOMROP406: SCRIPTURE AS LITERATURE – II

1. Bible as Literature: Literary Forms and Strategies – Formation of Canon – Use and Interpretation
2. Mythistory in Judaism
3. Theology of *Japu* and *Asa di Var* and the Milieu
4. Interpreting Gita in the Nationalist Context: *Nishkama Karma* and *Svadharm*
5. Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation

Texts:

1. John B. Cabel, Charles B. Wheeler and Anthony D. York, *The Bible as Literature – An Introduction*, Oxford University Press, New York and Oxford, 1996.
2. Shlomo Sand, *The Invention of the Jewish People*, Verso, London and New York, 2010.
3. J.S. Grewal, *Four Centuries of Sikh Tradition – History, Literature and Identity*, Oxford University Press, New Delhi, 2013.
4. Nagappa Gowda, *The Bhagavadgita in the Nationalist Discourse*, Oxford University Press, New Delhi, 2011.
5. Paula Richman, *Many Ramayanas*, University of California Press, 1992.

**DEPARTMENT OF PHILOSOPHY & COMPARATIVE RELIGION
VISVA-BHARATI
SANTINIKETAN**

SYLLABUS FOR B.A. (HONS.) PROGRAMME / CURRICULUM IN PHILOSOPHY (2017)

SCHEME FOR CHOICE BASED CREDIT SYSTEM

Each course has 50 marks including internal assessment of 10 marks. Credit: As stipulated by the University Administration.

Semester	Core Course (14) Each Course involves 6 Credits	Ability / Skill Enhancement Course (4) Each Course involves 2 Credits	Discipline Specific Elective DSE (4) Each Course involves 6 Credits	Generic Elective GE (4) Each Course involves 6 Credits
SEM-I	C-01: OUTLINES OF INDIAN PHILOSOPHY (Part-I)	Compulsory Course		GE-01: NATURE OF PHILOSOPHICAL THINKING
	C-02: HISTORY OF WESTERN PHILOSOPHY (Part-I)			
SEM-II	C-03: OUTLINES OF INDIAN PHILOSOPHY (Part-II)	Compulsory Course		GE-02: EXISTENTIALISM
	C-04: HISTORY OF WESTERN PHILOSOPHY (Part-II)			
SEM-III	C-05: WESTERN LOGIC [PART – I]	SEC-03: INDIAN ETHICS		GE-03: INDUCTIVE LOGIC AND PHILOSOPHY OF SCIENCE
	C-06: TEXTUAL STUDY: VEDANTA PHILOSOPHY			
	C-07: TEXTUAL STUDY (WESTERN) [PART-I]			
SEM-IV	C-08: WESTERN LOGIC [PART – II]	SEC-04: WESTERN ETHICS		GE-04: PHILOSOPHY AND SOCIAL LIFE
	C-09: TEXTUAL STUDY: NYAYA EPISTEMOLOGY			
	C-10: TEXTUAL STUDY (WESTERN) [PART-II]			
SEM-V	C-11: MIMAMSA EPISTEMOLOGY		DSE-01 & 02	
	C-12: WESTERN EPISTEMOLOGY			
SEM-VI	C-13: TEXTUAL STUDY: NYAYA-VAISESIKA METAPHYSICS		DSE-03 & 04	
	C-14: WESTERN METAPHYSICS			

2. Truth, validity and soundness
3. Laws of thought
4. Boolean interpretation of propositions, Venn diagram technique of testing the validity of syllogism
5. Set Theory: Sets, operations on sets
6. Elementary probability calculus

TEXTS:

1. I.M. Copi – *Introduction to Logic* (Chapters I, II, III, IV & VI)
2. P. Suppes – *Introduction to Logic* (Chapters IX and X)

C-06: TEXTUAL STUDY: VEDANTA PHILOSOPHY

TEXT:

Vedāntasāra – Sadananda Jogindra

C-07: TEXTUAL STUDY (WESTERN) [PART – I]

TEXT:

An Enquiry Concerning Human Understanding – David Hume

SEC-03: INDIAN ETHICS

TOPICS:

1. Introduction: concerns and presuppositions; theory of *karma*.
2. *Dharma*: its meaning, definition, classification, *vidhi*, *niṣedha*, *arthavāda*.
3. *Niṣkama karma*, *Brāhmī Sthiti / Sthita prajña*.
4. *Puruṣarthas* and their inter-relations; *puruṣartha sādhanā*.
5. Buddhist ethics: the Four Noble Truths and the Eight Fold Path, *Brahma Vihāra*.
6. Jaina Ethics: *anuvratas* and *mahāvratas*.

TEXTS:

1. *Gītā*
2. *Dhammapada*
3. *Tattvarthādhigamasūtra*: Umaswami
4. *Arthasaṁgraha*

SUGGESTED READINGS:

- | | |
|-------------------|---------------------------------------------------|
| 1. S.K. Maitra | : <i>The Ethics of the Hindus</i> |
| 2. S. Dasgupta | : <i>Development of Moral Philosophy in India</i> |
| 3. M. Hiriyana | : <i>The Indian Conception of Values</i> |
| 4. P.V. Kane | : <i>The History of Dharmasastras</i> (Vol. I) |
| 5. D. Bhargava | : <i>Jaina Ethics</i> (Part – I) |
| 6. G.S.P. Misra | : <i>The Development of Buddhist Ethics</i> |
| 7. S.S. Barlingay | : <i>A Modern Introduction to Buddhist Ethics</i> |

GE-03: INDUCTIVE LOGIC AND PHILOSOPHY OF SCIENCE

1. The ideas of cause and effect
2. Causal laws and uniformity of nature
3. Induction by simple enumeration
4. Mill's methods of discovering causal relations
5. The problem of induction and limitations of inductive methods
6. Scientific explanation
7. Evaluation of scientific explanation
8. Different stages of scientific investigations
9. Completion and confirmation of hypothesis
10. Classification as hypothesis

SUGGESTED READINGS:

- | | |
|------------------|--------------------------------------------------------------------------|
| 1. I.M. Copi | : <i>Introduction to Logic</i> |
| 2. K.A. Appiah | : <i>Thinking It Through: An Introduction to Contemporary Philosophy</i> |
| 3. Cohen & Nagel | : <i>An Introduction to Logic and Scientific Method</i> |

SEMESTER-IV**C-08: WESTERN LOGIC [PART – II]**

TOPICS:

1. Truth functions: negations, conjunctions, disjunction, implication, equivalence, interdefinability of truth functions
2. Arguments and argument forms; decision procedure; truth tables; *reductio ad absurdum*
3. Jeffery's tree method for Propositional Logic
4. Techniques of symbolization; proof construction; indirect and conditional proofs
5. Quantification Theory: singular and singly general propositions; rules of quantification; proofs of validity and invalidity

TEXTS:

1. I.M. Copi – *Symbolic Logic* (Chapters I, II, III & IV, upto the end of singly quantified predicate calculus)

R. Jeffery – *Formal Logic: Its Scope and Limits* for the topic no. 3

C-09: TEXTUAL STUDY: NYAYA-VAISESIKA EPISTEMOLOGY

TEXT:

Tarkasamgraha with *Dīpikā Tika* (Pramāṇa Khaṇḍa) – Translated and elucidated by Gopinath Bhattacharya

C-10: TEXTUAL STUDY (WESTERN) [PART – II]

TEXT:

The Problems of Philosophy – Bertrand Russell

SEC-04: WESTERN ETHICS

TOPICS:

1. Introduction: Concerns and presuppositions; free will
2. Moral dilemmas
3. Teleological Ethics: egoism; hedonism; utilitarianism
4. Deontological Ethics: Kant
5. Intuitionism

SUGGESTED READINGS:

1. W. Frankena : *Ethics*
2. Victor Grassian : *Moral Reasoning*
3. Fred Feldman : *Introductory Ethics*
4. Peter Singer (Ed.) : *A Companion to Ethics*

GE-04: PHILOSOPHY AND SOCIAL LIFE

TEXT:

Julian Baggini : *Making Sense: Philosophy behind the Headlines*

SEMESTER-V**C-11: MIMAMSA EPISTEMOLOGY**

TEXT:

Mānameyodaya (Pramāṇa Khaṇḍa)

C-12: WESTERN EPISTEMOLOGY

TOPICS:

1. Philosophical skepticism and the possibility of knowledge claim.
2. Perception and memory as sources of knowledge
3. Our knowledge of the external world: Rationalism, empiricism, phenomenalism
4. Our knowledge of other minds
5. Self-Knowledge

Curriculum of Masters of Communication and Journalism
Centre for Journalism and Mass Communication
Visva-Bharati
2018
(For five batches of masters' from 2018)

Name of the Course: Masters in Communication & Journalism

Bhavana: VidyaBhavana, Visva-Bharati

Centre: Centre for Journalism & Mass Communication

Duration: 2 years

Number of Semesters: 4

Total Marks: 2400 Marks

Marks Per Semester: 600 Marks

First Three semesters: 6 Papers Per Semester/ 100 marks each/ 4 credits each

Pass marks per paper of 100 marks: 40 marks (Composite Course structure)[Theory, internal assessment and practical together]

Last Semester: 4 papers (3 in major specialization & 1 in minor specialization) 150 marks each/6 credits each

Pass Marks per paper of 150marks: 60 marks (Composite Course Structure)[Theory and internal assessment together in Theory paper, Practical/internship report/dissertation assessment in other major specialisation papers, Term paper assessment in minor specialisation]

Course character: Taught & self-learnt.

Credit pattern: @weekly theory class 1 hour for course duration= 1 credit

@weekly tutorial 1 hour for course duration= 1 credit

@weekly practical 2 hours for course duration= 1 credit

@weekly guided field work 2 hours for course duration= 1 credit

The Nature of Credit Transfer: This credit system gives a student of CJMC a chance to undertake a specialization major and minor in fourth semester from either within CJMC or from Kalabhavana/ SilpaSadana/Department of Rural Studies/any other Bhavana/ any faculty if offered by the respective Bhavana/Department. This curriculum would also offer the possibility of credit transfer between Visva-Bharati and any masters' degree programme in India and abroad. That credit transfer would be for an entire semester, but not more than two semesters in a full 4-semester programme. For CJMC students, 1st semester and second semester won't be open for credit transfer from any other university as first two semesters aim at developing core competence in communication and journalism through Visva-Bharati experience.

Vision

The Centre for Journalism and Mass Communication (CJMC) was established by Visva-Bharati, a central university and an Institute of National Importance in India in April 29, 2000, with a PG Diploma Course in Journalism and Mass Communication. In 2017, Executive Council of the University has taken decision to upgrade CJMC as Department of Communication and Journalism after obtaining consent of the Visitor of the university.

This unit of Visva-Bharati is to fulfill the objectives of the university (section 5A of Visva-Bharati Act 1951) “to study the mind of man in its realization of different aspects of truth from diverse points of view;” and “to seek to realize in a common fellowship of study the meeting of the East and the West and thus ultimately to strengthen the fundamental condition of world peace through the establishment of free communication of ideas between the two hemispheres”. These objectives were among the objects for which Gurudev Rabindranath Tagore founded Visva-Bharati at Santiniketan in 1921.

Mission

In 2003-04, the landmark year of the Centre, a full-fledged two-year MA course was introduced, which was intended to keep up with the then present global trends in the art, social science and science of communication discipline in making. However, in keeping up with the changing times, the syllabus is now getting restructured to incorporate a lot of new aspects. The salient traits of the curriculum are:-

- Training for young minds in harnessing the trans-disciplinary phenomenon of communication
- A to and fro movement among field experience, practical and theoretical learning
- A to-and-fro movement between holistic and reductionist pedagogy to realize the interdependence and connectedness among various constituent vocations and avocations informed by communication and media field.
- Skill and integrated personality building exercises
- Developing a society responsive and industry improving inertia among learners.
- Preparing for working towards “establishment of free communication of ideas between the two hemispheres” as desired from Visva-Bharati by Her founder.

Semester IV

Major Paper I: Specialization Theory

(End semester written 100+ internal assessment-50)

Major Paper II: Theory/ Project in Major Specialization

(End semester reporting and interview/Theory exam-100 + internal assessment-50)

Major Paper III: Dissertation/ Project (Live/industry) in Major Specialization

(End semester evaluation of dissertation by guide & one external expert for 150 marks)

Minor Paper: Self-initiated (Organizational Engagement/ Field Project/ Term Paper) (150 marks)

(A) Communication Design
Paper I - Theory – 150
Written: 100
Continuous Assessment: 50

Pedagogy: The study of the creative design process is integral to effective communication. The paper on communication design seeks to introduce the students to graphic techniques of visual communication expression and presentations and the aesthetics and design principles of communication.

Unit I: Introduction

Communication and design; Visual communication design versus graphic design; Creativity and communication; Visual communication design tools: signs, symbols, diagrams, maps, tables, charts, pie charts etc.

Unit II: Design Principles and Functions

Visual communication design principles: perception, signification, meaning, interpretation, contexts; Functions of graphic design: information, persuasion, decoration, metalinguistic and phatic functions; Creativity and problem-solving

Unit III: Typographic Design

Evolution, principles, functions, specimens (Serif/Sans Serif); Macrotypography and Microtypography; Typesetting Factors: Space and Spacing, Alignments and Paragraphs, Hierarchy, Aesthetic Tailoring; Impact of new media on the art of typography

Unit IV: New Media Communication Design Praxis

Principles of web designing; Principles of social media profile making; The science of emojis: History, evolution, contemporary usage and relevance

Recommended Readings:

- Communication Design: Principles, Methods and Practice by Jorge Frascara (Allworth Press)
- Graphic Design as Communication by Malcolm Barnard (Routledge)
- Typographic Design: Form and Communication by Rob Carter, Philip B. Meggs, Ben Day, Sandra Maxa, Mark Sanders (Wiley)
- Design Elements, Typography Fundamentals: A Graphic Style Manual for Understanding How Typography Affects Design by Kristin Cullen (Rockport Publishers)
- Visual Communication: Understanding Maps, Charts, Diagrams, and Schematics by Ned Racine (LearningExpress, LLC)
- Web Site Design Is Communication Design by Thea Van Der Geest (John Benjamins Publishing Company)
- The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet by Marcel Danesi (Bloomsbury)

Paper II–Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: This paper will introduce the students to the fundamentals of communication design from the Indian perspective.

Unit I: Introduction

Visual communication (painting, sculpture) in ancient India: Bhimbetka rock art, Ajanta and Ellora paintings and sculptures; Visual communication (painting, sculpture) in medieval India: Tanjore paintings; Folk and tribal art forms in modern India: Madhubani paintings, Patachitra, Rangoli

Unit II: The Saḍangā Canons

Six aspects of visual depiction in Yasodhara’s commentary on Vatsyayana’s Kamasutra: Rūpabheda, Pramāṇa, Bhāva, Lāvanyayojana, Sādṛśya, Varnikā-bhaṅga

Unit III: Illustration-Making (Citrakarma)

Eight aspects given in Bhoja’s Samarāṅgaṇasūtradhāra: vartikā, bhūmibandhanam, lekhyam/lekhā, rekhākarmāṇi, varṇakarma, vartanā-krama, lekhakaraṇam, dyutikarma

Unit IV: Application

Contemporary relevance and application of the principles of *saḍangā* and *citrakarma* in communication design in sync with modern advances in graphics making technology

Recommended Readings:

- Saḍangā or The Six Limbs of Painting by Abanindranath Tagore (The Visva-Bharati Quarterly, Vol. VIII, Parts I & II, May-October, 1942)
- On the Sadanga Canons of Painting By Prithvi Kumar Agrawala (PrithiviPrakashan)
- The Theory of Citrasutras in Indian Painting: A Critical Re-Evaluation of their Uses and Interpretations by Isabella Nardi (Routledge)

(I) Communication and Media Aesthetics

Paper I - Theory – 150
Written: 100
Continuous Assessment: 50

Pedagogy: The knowledge of communication and media aesthetics is critical to effective communication and media application in sync with the individual and socio-cultural needs and expectations. The paper on communication and media aesthetics seeks to introduce the students to aesthetic aspects associated with the expression of communication and media content in the desirable manner in the public realm.

Unit I: Overview of Aesthetics

Defining “Art” and “Aesthetics”; Aspects of Aesthetics: Subject, Object, Communication, Experience, Beauty and Art: Indian and Western Perspectives; Imagination, Conceptualization and Interpretation; Imitation and Representation: Ancient Indian and Greek View

Unit II: Communication and Applied Media Aesthetics

Communication and Aesthetics; Art and applied Media Aesthetics; Audio and Visual Aesthetics; Essential Elements of Applied Media Aesthetics: Light, Colour, Two-Dimensional Space, Three-Dimensional Space, Time, Motion and Sound

Unit III: Sound Aesthetics

The Science of Vocal Aesthetics: Pitch, Timbre, Rhythm, Tempo etc.; Importance of Audio Aesthetics; Aspects of Vocal Aesthetics: Recording, Processing, Mixing, Noise Reduction; Aspects of Verbal Communication Aesthetics: Form, Content and Expression

Unit IV: Visual Aesthetics

Aesthetics of visual representations (Photography, Paintings, Graphics etc.): Form, Content and Expression; Aesthetics of calligraphy and typography: Font, Size, Colour, Alignment etc.

Recommended Readings:

- Introducing Aesthetics by David E. Fenner (Praeger)
- Sight, Sound, Motion: Applied Media Aesthetics by Herbert Zettl (Wadsworth Cengage Learning)
- Shaping Sound in the Studio and Beyond: Audio Aesthetics and Technology by Gary Gottlieb (Thomson Course Technology)
- Experience and Nature by John Dewey (Oxford Book Company)
- Aesthetics and Painting (Continuum Aesthetics) by Jason Gaiger (Continuum)
- Picture Theory: Essays on Verbal and Visual Representation by W. J. T. Mitchell

Paper II–Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: This paper will introduce the students to the fundamentals of communication and media aesthetics from the Indian perspective.

Unit I: Overview of Indian Aesthetics

History and Brief Overview of Indian Aesthetics; Seven Fundamental Elements of Indian Aesthetics: Characteristic (Lakṣaṇa), Embellishment (Alaṅkāra), Quality (Guṇa), Defect (Doṣa), Style (Riti), Suggestion (Dhvani), Aesthetic Configuration (Rasa)

Unit II: The Aesthetics of Verbal Communication in Bharata Muni’s Natyasastra

The Thirty-Six Fundamental Characteristic Marks/ Indicators (Lakṣaṇa); The Four Figures of Speech (Alaṅkāra); The Ten Faults/ Defects (Doṣa); The Ten Merits/ Qualities (Guṇa); Seven Characteristics of a Message Fit for Presentation (Yogyatā)

Unit III: The Aesthetics of Paralinguistics in Bharata Muni’s Natyasastra

Utility of the Three Voice-Registers in the Human Body: Chest/ Breast, Throat and Head in Communication Aesthetics vis-à-vis Degrees of Timbre and Application; Eight Types of ‘Resonance’; Six Categories of Sound/ Voice Based on their Intensity/ Degree of Loudness; Three-Degree Scale for Tempo; The Five Pitch Levels; The Four Pitch Accents; Intonation Based on Intended Effect and Speed of Addressing; Five Faults of Voice etc.

Unit IV: Rabindranath Tagore on Art and Aesthetics

Principal Object of Art: The Expression of Personality; Art as the Response of Man's Creative Soul to the Call of the Real; The Six Fundamental Principles/Concepts of Aesthetics: Beauty, Truth, Goodness, Joy, Expression and Art; Inter-relation of the Six Principles;

Recommended Readings:

- Comparative Aesthetics: Volume I (Indian Aesthetics) by Kanti Chandra Pandey (Chowkhamba Sanskrit Series Office)
- The Natya Shastra (English Translation) Volume I (Chapters I-XXVII) by Manomohan Ghosh (The Asiatic Society)
- The Nātya Shastra Ascribed to Bharata Muni (English Translation) Volume II (Chapters XXVIII-XXXVI) by Manomohan Ghosh (The Asiatic Society)
- Rabindranath Tagore on Art & Aesthetics: A Selection of Lectures, Essays and Letters by Prithwish Neogy/Inter-National Cultural Centre (Orient Longmans)
- Studies in Comparative Aesthetics by Pravasjivan Chaudhury (Visva-Bharati)

(C) Rural Communication
Paper I-Theory – 150
Written: 120
Continuous Assessment: 30

Pedagogy: Communicating for development in the rural settings continues to be a challenge for the communication and development professionals in the modern age. Therefore, the paper on rural communication seeks to guide the students on meeting the practical challenges of successful rural communication.

Unit I: Introduction

Rural Community and Infrastructure, Urban-Rural Communication and Development Dichotomy, Role of Communication in Rural Development; Communication Spectrum of Rural Settings: Interpersonal Communication, Group Communication, Mass Media and New Media Penetration, Informal Communication Channels

Unit II: Approaches and Perspectives

Approaches to Rural Communication: Rapid Rural Appraisal (RRA), Participatory Rural Appraisal/ Participatory Rural Communication Appraisal (PRA/PRCA); Perspectives: The Gandhian Perspective of Rural Development, Tagore's Views on Rural Reconstruction, Paulo Freire's Views on Participatory Development

Unit III: Communication Research for Rural Communication

Participatory Action Research (PAR), Ethnographic Action Research (EAR), Key Informant Interview (KII), Focus Group Discussion (FGD), Most Significant Change (MSC) etc.

Unit IV: Case Study

Significant Rural Communication Experiences from India and the World

Recommended Readings:

- Communication for Rural Development Sourcebook by Mario Acunzo, Marzia Pafumi, Cleofe Torres and Maria Stella Tirol (FAO)
- Framework on Effective Rural Communication for Development by R. D. Castello & P.M. Braun (FAO)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)
- e-Governance for Development: A Focus on Rural India by Shirin Madon (Palgrave Macmillan)
- Rabindranath Tagore on Rural Reconstruction by Sudhir Sen (Visva-Bharati)

Paper II-Practical-150

Practical Assignments: 5 x 30=150

Module 1: Project on Rural Reporting/Communication through Print Media

- Content analysis of rural news, articles, features etc. in dailies/periodicals

Module 2: Project on Rural Reporting/Communication through Radio

- Preparation of spoken work program on rural issues

Module 3: Project on Audio-Visual Rural Reporting/Communication

- Scripting and compiling program/preparing short film any rural issue

Module 4: Project on Rural Reporting/Communication through Folk Media

- Identification of folk forms suitable to rural communication and preparation of suitable content

Module 5: Project on Rural Organizations/ Communication Professionals

- Submission of a project report after visiting a rural institution/interviewing a rural communication professional

Recommended Readings:

- Reporting on Rural Issues: A Media Guide by Rosalind Yarde, Loretta de Luca, Vittorio Longhi, Léa Breton, Paola Victoria (International Labour Organization)
- Rural Reporting in India by K. Ramachandra Murthy (Prajasaki Book House)
- Management of Rural Reporting Network in India: A Study with Special Reference to Four Selected Newspapers (A Thesis Submitted to Sri Krishnadevaraya University Anantapur for the award of the degree of Doctor of Philosophy in Management) by K. Ramachandra Murthy
- Radio Broadcasting Serves Rural Development (Reports and Papers on Mass Communication: No. 48) by B. P. Bhatt, P. V. Krishnamoorthy, R. Marathey & M. Bourgeois (UNESCO)
- The Role of Film in Development (Reports and Papers on Mass Communication: No. 64) by Peter Hopkinson (UNESCO)

(D) Gender and Media

Paper I - Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: The paper seeks to introduce the students to the evolutionary praxis of gender and media relations in the public sphere.

Unit I: Understanding Patriarchy

Public and Private Patriarchy; Social Construction of Femininity and Masculinity

Unit II: Sex and Gender

Approaches to conceptualising gender; Gender as constrained choice; Gender roles; Gender identity; Gender relations; Gender as performance (embodied gender)

Unit III: Gender and Empowerment

Measuring Empowerment; Factors Influencing Economic Empowerment of Women

Unit IV: Feminist Theory and Media

Media and Gender Studies: The Beginning; Feminist intervention in communication theory; Feminist Theory Perspectives and development;

Recommended Readings:

- Gendered Lives: Communication, Gender, and Culture by Julia T. Wood (Wadsworth Publishing)
- Sociology of Gender: The Challenge of Feminist Sociological Knowledge by Sharmila Rege (Ed.) (Sage Publications)
- Towards a Theory of Patriarchy in The Polity Reader in Gender Studies by Sylvia Walby (Polity Press)
- The Gender and Media Reader by Mary Celeste Kearney (Ed.) (Routledge)

Paper II–Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: This paper will delve into the area of media representation of gender identity and the role and impact of media in promoting gender stereotypes.

Unit I: Gender Stereotypes

Cultural Stereotypes; Gendered Media - its influence in society; Gender portrayal in films and in mass media

Unit II: Gendered media

Contemporary Social Issues- Masculinity and Sexuality and Media - Gendered Verbal & Nonverbal Communication

Unit III: The Third Gender

Issues in representation; challenges and perspectives

Unit IV: Media Monitoring on Gender Issues

Discussion on Media Monitoring - Project on Coverage of Gender Representation in Media (Print/Audio-Visual/New Media/Social Media/Film); Gender perspectives in Print, Visual and New Media

Recommended Readings:

- The Gender Communication Connection by Teri Kwal Gamble and Michael W. Gamble (Routledge)
- Media, Gender, and Popular Culture in India: Tracking Change and Continuity by Sanjukta Dasgupta, Dipankar Sinha and Sudeshna Chakravarti (SAGE Publications India Pvt Ltd)
- Media, Gender and Identity: An Introduction by David Gauntlett (Routledge)
- Heroes, Heroines, and Everything in Between: Challenging Gender and Sexuality Stereotypes in Children's Entertainment Media by CarrieLynn D. Reinhard; Christopher J. Olson (Eds.) (Lexington Books)

(E) Indian Communication Thought & Practice

Paper I - Theory – 150

Written: 120

Continuous Assessment: 30

Pedagogy: This course aims to introduce the students to the indigenous concepts of communication theory and practice from the Indian sub-continent.

Unit I: Ancient Indian Communication Thought

Definition and scope; Key concepts in Ancient Indian Communication Thought; Key thinkers of Ancient Indian Communication Thought

Unit II: Medieval Indian Communication Thought

Definition and scope; Key concepts in Medieval Indian Communication Thought; Key thinkers of Medieval Indian Communication Thought

Unit III: Modern Indian Communication Thought

Definition and scope; Key concepts in Modern Indian Communication Thought; Key thinkers of Modern Indian Communication Thought

Unit IV: Communication in the Indian Philosophical and Aesthetic Traditions

Understanding the Hindu view of communication (Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā and Vedānta) ; Understanding the Buddhist view of communication; Understanding the Jaina view of communication; Further exploration of Indian perspectives of communication from ancient Indian texts, viz., Nāṭyaśāstra, Vākyapadīya

Recommended Readings:

- Culture and Communication in Ancient India and China by Robert T. Oliver (Syracuse University Press)
- In Quest of Alternative Views on Theories of Communication: Excavating Thoughts of Sufism by M. Bolouri (Lambert Academic Publishing)
- Social Communication in Religious Traditions of Asia by Eilers, F. J. (Ed.). (Logos Publications)
- The Gesture Language of the Hindu Dance by Hughes, R. M. (Pseud. La Meri) (Columbia University Press)
- The Word and the World: India's Contribution to the Study of Language by B. K. Matilal (Oxford University Press)
- Intercultural Communication: The Indian Context by R. N. Rao & A. Thombre (Sage Publications India Pvt Ltd.)

Paper II – Theory – 150

Written: 120

Continuous Assessment: 30

Unit I: Contemporary Concepts from Ancient Indian Communication Thought

Rasas and advertising appeals; Sadharanikaran and science communication; Contemporary relevance of Bharata Muni's AICA communication strategy in impersonal communications

Unit II: Field Work Studies Utilizing Indian Communication Thought

Assam University Rural Communication Project (AURCP); Behaviour Change Communication (BCC) Strategy for (National Rural Health Mission) NRHM in Uttar Pradesh; SaloniSwasthKishoriYojna (SSKY) Adolescent Health Program

Unit III: Models from Indian Communication Thought

The Gandhian Model of Non-Violent Communication; TheSadharanikaran Model of Communication (SMC); The Bhatta-Mimamsa Model of Communication (BMC) Conflict resolution and peace-making through Indian communication thought

Unit IV: Mindful Communication Insights from Indian Communication Thought

Communication Ethics and Mindfulness: The Buddhist and Other Perspectives; New-Age Mindful Communication Order.

Recommended Readings:

- Clothing for Liberation: A Communication Analysis of Gandhi'sSwadeshi Revolution by P. Gonsalves (Sage Publications India Pvt Ltd.)
- Folk Arts and Social Communication by D. D. Mukhopadhyay (Publications Division, Ministry of Information & Broadcasting, GoI)
- Mindful Journalism and News Ethics in the Digital Era: A Buddhist Approach by S. A. Gunaratne, M. Pearson, & S. Senarath, (Eds.). (Routledge)
- The Rhetoric of Non-Violence: A Critical Analysis of Selected Speeches by M. K. Gandhi by S. Yamabhai (The Ohio State University)
- Theory and Practice of Communication: Bharata Muni (Indian Tradition of Communication-Vol. 1) by N. M. Adhikary (MakhanlalChaturvedi National University of Journalism and Communication)
- Who Needs Folklore? The Relevance of Oral Traditions to South Asian Studies by A. K. Ramanujan (The Center for South Asian Studies, University of Hawaii)

(F) Advance Media Organization Management

Paper I - Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: This paper will introduce the students to the practical aspects of media organization management to prepare them for the industry challenges in sync with the ground reality.

Unit I: Introduction

Media organisation structure and strategy: owner-employee relations; The POSDCORB strategy: planning, organizing, staffing, directing, co-ordinating, reporting and budgeting; Five core media organization management aspects: production management, human resource/ personnel management, financial management, engineering management, public relations management

Unit II: Production Management

Print media content production management, radio programme production management, television programme production management, folk media content production management, new media content production management

Unit III: Human Resource/ Personnel and Financial Management

Staff recruitment management: selection, hiring, grooming and retention, Financial management: sales management, advertising management, event management etc.

Unit IV: Engineering and Public Relations Management

Engineering management: print media operations management, radio station management, television studio management, folk media logistics management, new media platform management; Public relations management: employee relations management, consumer/target audience relations management etc.

Recommended Readings:

- Managing Media Work by Mark Deuze(Sage Publications Ltd)
- Strategic Management in the Media: Theory to Practice by Lucy Küng (Sage Publications Ltd)

Paper II-Practical-150

Practical Assignments: 5 x 30=150

Module 1: Assignment on media organisation(Print Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the print media

Module 2: Assignment on media organisation(Radio)

- Practical assignment on any one of the five core media organization management aspects with respect to the radio media

Module 3: Assignment on media organisation(Television)

- Practical assignment on any one of the five core media organization management aspects with respect to the television media

Module 4: Assignment on media organisation (Folk Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the folk media

Module 5: Assignment on media organisation (New Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the new media

(G) Film Appreciation

Pedagogy: This is a survey course designed to introduce you to the broad range of theoretical, formal, and historiographical issues specific to cinema.

Paper I - Theory – 150
Written: 120
Continuous Assessment: 30

Unit I:

History of Film Making

Unit II:

Evolution Of Film Styles; Film Styles of silent movies – Styles of Tamil Films, South Indian Films – Indian Films – Foreign Films – Art Films – Commercial Films, Animation Films;

Unit III:

Film Experience and Major Issues - Power, poverty and conflicts; New Wave; Science Fiction

Unit IV:

Cinephilia and the Future of Film

Recommended Readings:

- Ideology and the image: social representation in the cinema and other media by Bill Nichols (Indiana University Press)
- Film and Literature: An Introduction and Reader by Timothy Corrigan (Prentice Hall)
- Traditions in World Cinema by Linda Badley, R. Barton Palmer & Steven Jay (Eds.) (Edinburgh University Press)

Paper II - Theory – 150

Written: 120

Continuous Assessment: 30

Unit I:

Ideological Movements-Existentialism; Neo-Realism; Nihilism; Surrealism; German Expressionism, Kino Pravda, Montage, Marxism; Cinematic Realism; Formalism; Structuralism; Auteur Theory; Third Cinema;

Unit II:

Other Film Movements – Cinema Novo; New queer cinema; Poetic realism; Free cinema;

Unit III:

Filmic elements of a film to be considered - mise-en-scène, montage etc.

Unit IV:

Screening based practical

Film Review & Analysis - The students will have to view the films relevant to Film Appreciation and write their reviews and analysis of each film.

Recommended Readings:

- Inside the Gaze: The Fiction Film and Its Spectator by Francesco Casetti (trans. by Nell Andrew) (Indiana University Press)
- Theories of Cinema, 1945- 1995 by Francesco Casetti; (trans. by Francesca Chiostrì and Elizabeth GardBartolini) (University of Texas Press)
- The Film Spectator: From Mind to Sign by Warren Buckland (ed.) (Amsterdam University Press)
- The Indian Film Theory: Flames of Sholay, Notes and Beyond by G. Roberge (Sampark)

(H)Health Communication

Paper I - Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: This paper will be taught in a combination of health institution involvement, health campaign participation and strategy analysis.

Unit I: Introduction

Overview of Health Communication: Concept, history, contemporary relevance, ethics, challenges, barriers; Characteristics of effective health communication: accuracy, clarity, consistency, credibility, relevance, correct tone/appeal

Unit II:Health Communication Strategizing

Communication strategizing in normal situations: media campaign for health promotion and ill-health prevention;Communication strategizing in crisis situations: WHO Outbreak Communication Guidelines: principles and planning steps

Unit III: Health Journalism/Reporting

Identifying the right media outlets and delivering messages effectively;Health beat reporting; Reporting for health awareness and promotion; reporting for policy-making,reporting for persuasion; reporting for crisis management

Unit IV: Case Study

Significant Health Communication Experiences from India and the World

Recommended Readings:

- The Routledge Handbook of Health Communication by Teresa L. Thompson, Alicia Dorsey, Katherine Miller, Roxanne Parrott (Routledge)
- Effective Media Communication during Public Health Emergencies. A WHO Field Guide by V.T. Covello, R.N. Hyer (World Health Organization)
- Essentials of Public Health Communication by Claudia Parvanta, David E. Nelson, Sarah A. Parvanta, Richard N. Harner (Jones & Bartlett Learning)
- Health Communication by Richard K. Thomas (Springer)
- Public Health Communication: Evidence for Behavior Change (Lea's Communication Series) by Robert Hornik (Lawrence Erlbaum Associates, Publishers)
- WHO Outbreak Communication Planning Guide (World Health Organization)
- An Empirical Test of the Sadharanikaran Theory of Communication to Defecation Hygiene Behaviour: An Evaluation of a Child-To-Community Intervention in Maharashtra, India (Doctoral Dissertation, PhD Thesis) by N. Kapadia-Kundu (Johns Hopkins School of Hygiene and Public Health)

Paper II-Practical-150

Practical Assignments: 5 x 30=150

Module 1: Project on Health Reporting/Communication through Print Media

- Content analysis of health news, articles, features etc. in dailies/periodicals

Module 2: Project on Health Reporting/Communication through Radio

- Preparation of spoken work program on health issues

Module 3: Project on Audio-Visual Health Reporting/Communication

- Scripting and compiling program/preparing short film any health issue

Module 4: Project on Health Reporting/Communication through Folk Media

- Identification of folk forms suitable to health communication and preparation of suitable content

Module 5: Project on Health Organizations/Communication Professionals

- Submission of a project report after visiting a health institution/ interviewing a health communication professional

(I) Science Communication

Paper I-Theory – 150

Written: 120

Continuous Assessment: 30

Pedagogy: Communicating science to the common masses has always been a challenge for communication practitioners and science specialists alike. Considering the pressing need for effective science communication in the public domain, the paper on science communication aims to impart the basics of science communication to the students that may be applied by them in practical communication situations.

Unit I: Introduction

Science Communication: What, Why and How; History of Science Communication; Science Journalism and its Contemporary Relevance; Science Communication in and for Sustainable Development

Unit II: Science Communication Models

Models of Science Communication: Dissemination/ Deficit Model, Contextual Model, Lay-Expertise Model, Dialogue Model, Public Participation/Engagement Model

Unit III: Science Communication Skills

Fundamental Science Communication Skills, Storytelling as an Effective Means of Science Communication; Necessary Interpersonal Communication Skills; Necessary Mass Media Skills; Necessary New Media Skills; Necessary Folk Media Skills

Unit IV: Case Study

Significant Science Communication Experiences from India and the World

Recommended Readings:

- Communicating Science to the Public: Opportunities and Challenges for the Asia-Pacific Region by Leo Tan Wee Hin, R. Subramaniam (eds.) (Springer)
- Communicating Science: A Scientist's Survival Kit by Giovanni Carrada (European Commission)

Paper II-Practical-150

Practical Assignments: 5 x 30=150

Module 1: Project on Science Reporting/Communication through Print Media

- Content analysis of science news, articles, features etc. in dailies/periodicals

Module 2: Project on Science Reporting/Communication through Radio

- Preparation of spoken work program on science issues

Module 3: Project on Audio-Visual Science Reporting/Communication

- Scripting and compiling science program/preparing short film any science issue

Module 4: Project on Science Reporting/Communication through Folk Media

- Identification of folk forms suitable to science communication and preparation of suitable content

Module 5: Project on Science Organizations/Scientists

- Submission of a project report after visiting a science institution/interviewing a scientist

(J) Advanced Audio-Visual Production

Pedagogy: This is a major specialization paper focusing on the language and usage of audio visual formats. It is divided into one full theory paper and one full practical paper.

Paper I: Theory – 150
Written: 100
Continuous Assessment: 50

Unit I

The role and purpose of audio visual communication; Evolution of audio visual communication; Space & Time; Technology of Depth; Concept of Shot, Scene and Sequence; Montage;

Unit II

Audio Visual Formats – Feature Films; Animation Films; Different types of documentary and short films; programming and scheduling; planning and broadcasting; Audio formats

Unit III

Screen Theory;
Script, Special Effects, Editing, Sound Design, Music, Direction, and Audience Care.
Modes of listening; Sound theory;

Unit IV

Visualization: Composition –Aesthetics in visual composition; Subject - camera relationship;

Recommended Readings:

- Image Journeys: Audio-Visual Media and Cultural Change in India by C. Brosius& M. Butcher (Sage Publications)
- Theorizing the moving image by Noël Carroll (Cambridge University Press)
- A Fly in the Curry: Independent Documentary Film in India by K. P. Jayasankar& A. Monteiro (Sage Publications India)
- Single Camera Video Production by Robert B. Musberger, & Michael R. Ogden (Focal Press)
- Video Production Handbook by J. Owens (Focal Press)
- Our Films, Their Films by Satyajit Ray (Orient Black Swan)

Paper II: Practical

Full Marks - 150

Practical Project and Viva: 100

Continuous Assessment: 50

Unit I

Practical Project - Making Radio PSA/Jingle/Other short formats

Unit II

Practical Project - Making podcast series/radio drama (Fiction/Non-Fiction)

Unit III

Practical Project - Making TV/Web Series (Fiction/Non-Fiction)

Unit IV

Practical Project - Making short film (Fiction/Non-Fiction) for Electronic Media/Web Media

Recommended Readings:

- How to Read a Film by J. Monaco (Oxford University Press)
- The Five C's of Cinematography: Motion Picture Filming Techniques by Joseph V. Mascelli (Silman-James Press)
- Handbook of Television Production by H. Zettl (Wadsworth)
- Digital Compositing for Film and Video by Steve Wright (Focal Press)

(K) Advance Cyber Communication and Journalism
Paper I - Theory – 150
Written: 100
Continuous Assessment: 50

Pedagogy: With the advent of new media, cyber communication and journalism has become the buzzword in the world of professional communication practices. This paper will introduce the students to the fundamental concepts of cyber communication and journalism and their application in the new media professional communication environment.

Unit I: Introduction to Key Concepts

Cyberspace, Information Superhighway, Media Convergence, Blogging, Podcasting, Live Streaming, Microblogging, Web Designing, Web Advertising, Web Content Marketing, Online Interviewing, Open Source Reporting, Distributed Reporting, Search Engine Optimization, Crowdsourcing etc.

Unit II:

Cyberjournalism: Advantages and Disadvantages, Basics of Cyber Reporting and Editing: Print, Audio, Audio-Visual; Characteristics of Cyber Journalism: Interactivity, Ubiquity, Hypertextuality, Multimedia etc.; Citizen Journalism and Audience-Generated Content

Unit III: Cyber Content Management

Web Writing: Best Practices; Web Aesthetics: Images, Graphics, Multimedia Content; Web Publishing: Design Concerns and Software Applications; Web Content Visibility and Credibility Issues and Concerns

Unit IV: Cyber Journalism Laws and Ethics

Article 19(1)(a): Freedom of Speech and Expression; Article 19(2): Reasonable Restrictions upon Freedom of Speech and Expression; Right to Information vs. Right to Privacy; Copyright Act and Plagiarism Concerns; Online Communication Ethics and Mindful Communication

Recommended Readings:

- Journalism Online by Mike Ward (Focal Press)
- Online Newsgathering: Research and Reporting for Journalism by Stephen Quinn, Stephen Lambie (Focal Press)
- Online News Journalism and the Internet by Stuart Allan (Open University)
- Participatory Journalism: Guarding Open Gates at Online Newspapers by Jane B. Singer, David Domingo, Ari Heinonen, Alfred Hermida, Steve Paulussen, Thorsten Quandt, Zvi Reich, Marina Vujnovic (Wiley-Blackwell)
- The Handbook of Global Online Journalism by Eugenia Siapera, Andreas Veglis (Wiley-Blackwell)
- Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound by Lynda Felder (New Riders)
- Laws of the Press by D.D. Basu (Prentice Hall)

Paper II-Practical-150

Practical Assignments: 5 x 30=150

- **Module 1: Practicalassignment on webpage content creation and publishing**
- **Module 2: Practicalassignment on website designing**
- **Module 3: Practicalassignment on web advertising**
- **Module 4: Practicalassignment on blogging (theme-based)**
- **Module 5: Term paper on cyber journalism laws and ethics**

1.1.3 Courses with Employability/skill development/entrepreneurship

CONTENT LIST

VINAYA BHAVANA
Child's Growth and Development
Education in Emerging Indian Society
School Organisation and Management
Education for Sustainable Development
Educational Technology & ICT
Work Education-I
Music, Drama and Art in Education
Learning and Teaching
Assessment for Learning
Pedagogical Knowledge of School Subjects-I
Pedagogical Knowledge of School Subjects-II
Pedagogical Practice of School Subject
Work Education-II
Internship Pedagogy-I
Internship Pedagogy-II
School Experiences
Action Research and Case Study
Work Education-III
Personality & Leadership Development
Education in Contemporary India
Curriculum Development
Gender, School and Society
Inclusive Education
Yoga and Health Education
Yoga and Health Education: Practicum
Psychological Tests and Experiments
Optional (Any One of the following Nine Papers)
Peace and Values Education
Guidance and Counselling
Distance and Open Schooling
Development of Indian Education
Physical Education
Human Rights Education
Adult & Population Education
Environmental Education

Introduction to Educational Education Studies
Philosophical Perspective on Education
Psychological Perspective on Education
Methodology of Educational Research
Communication for Self Development
Yoga for Health Seminar
Sociological Perspective on Education Curriculum Studies
Techniques of Analysis in Educational Research Teacher Education
Internship in Teacher Education Dissertation-I (Review and Proposal)
Curriculum, Pedagogy and Assessment Planning and Management of School Education
Inclusive Education Education for Sustainable Development
Human Rights,Peace and Values Education School Internship
Dissertation-II (Report Writing and Viva-Voce) Educational Technology and ICT
Economics of Education Guidance and Counseling
Yoga Education and Personality Development Computer Applications in Educational Research
Community Engagement and Social Responsibility Academic Writing in Teacher Education
Innovative Teaching Learning Materials History, Principles and foundation of Physical Education
Anatomy and Physiology Health Education and Environmental Studies
Olympic Movement/Officiating and Coaching (Elective)
Track and Field (Running Events)
Swimming/Gymnastics/Shooting
Indigenous Sports: Kabaddi/ Malkhambh/ Iezim / March past (Any of one out of these

Mass Demonstration Activities: Kho-Kho / dumbbells / tipri / wands / hoop / umbrella (Any one out of these)
Yoga Education
Educational Technology and Methods of Teaching in Physical Education
Organization and Administration
Contemporary issues in physical education, fitness and wellness/ Sports Nutrition and Weight Management (Elective)
Track and Field (Jumping Events)
Yoga/Aerobics / Swimming / Gymnastics (Any of the two out of these)
Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis (Any of the two out of these)
Teaching Practice (Classroom and outdoor)
Sports Training
Computer Applications in Physical Education
Sports Psychology and Sociology
Sports Medicine, Physiotherapy and Rehabilitation/Curriculum Design (Elective)
Track and Field (Throwing Events)
Combative Sports : Martial Art, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling (Any two out of these)
Team Games: Baseball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball (Any two of these)
Teaching Practice (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports)
Measurement and Evaluation in Physical Education
Kinesiology and Biomechanics
Research and Statistics in Physical Education
Theory of sports and games(Specifically sports and games specialization)/Sports Management (Elective)
Track and Field/Swimming /Gymnastics (Any of one out of these)

Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any of one out of these)
Sports Specialization: Coaching lessons Plans Track and Field/Swimming /Gymnastics (Any of one out of these)
Game specialization Coaching lessons: Kabaddi/ KhoKho/ Baseball/ Cricket/Football/Hockey /Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any of one out of these)
Yoga Practicum-I
Yoga Practicum-II
Yoga Practicum-III
Yoga Practicum-IV
Yoga Practicum-V
Yoga Practicum-VI
Yoga Practicum-VII
Yoga Practicum VIII-Case Study
Yoga Practicum IX-Case Study Report
Yoga Practicum-I
Yoga Practicum-II
Yoga Practicum III
Yoga Practicum IV

TWO-YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

B.Ed: 111: CHILD'S GROWTH AND DEVELOPMENT

Full marks-100

OBJECTIVES:

On completion of the course the students will be able to-

- Know about the concept, characteristics, nature and principles of growth and development. Factors influencing growth and various types of development.
- Understand physical, motor, cognitive, language, emotional, moral, social and personality developments and their educational implications.
- Understand role of the home, school and community in the growth and development of the child.

UNIT-I: CONCEPT, STAGES & TYPES OF GROWTH AND DEVELOPMENT

- Concept of Growth and Development: Meaning, characteristics and nature of Growth and Development. Comparison between growth and development. Principles of Development. Educational implications of the study on growth and development.
- Stages of development: Characteristics of Infancy, early childhood, late childhood, puberty and adolescence. Nature of the problems of the adolescents.
- Physical Development: Development of height, weight, organs, structure and proportion of the body from infancy to adolescence. Factors influencing physical development of the child.
- Motor Development: Principles and sequence of motor development. Development of muscle dexterity and co-ordination, gross and fine motor skills, handedness and leg skills.

UNIT-II: LANGUAGE AND SOCIAL DEVELOPMENT

- Language Development: Behaviourist perspective- B.F. Skinner's Theory of Language Acquisition. Nativist perspective- Noam Chomsky's Theory of Language Acquisition. Educational Implications of the theories.
- Language and the brain: Language areas in the brain. Role of the teachers in developing language and communication skills in children, with special emphasis on the children with visual impairment, hearing impairment and speech difficulty.
- Social Development: Pattern of social development during childhood, puberty and adolescence. Erik Erikson's theory of psychosocial development and its educational implications. Role of home, school and community in social development and adjustment.

UNIT-III: EMOTIONAL, MORAL, AND PERSONALITY DEVELOPMENT

- Emotional Development: Characteristics and conditions of emotional development, especially the Socio-cultural influences in emotional development. Role of family, school and community in the developing the emotions.
- Moral Development: Jean Piaget's theory of Moral development and Lawrence Kohlberg's theory of Moral Development Educational implication of the theories. Social and cultural influences in moral development. Role of family and teachers in moral development.
- Development of Personality: Meaning of personality. Social, cultural and economical influences in the development of personality. Sigmund Freud's Psychoanalytical theory of personality development and it's educational implications. Role of home, school and community in the all-round development of the personality of the child.

UNIT-IV: COGNITIVE DEVELOPMENT AND CREATIVITY

- Cognitive Development: Jean Piaget's Theory of Cognitive Development-it's educational significance. The role of the teachers and school in enhancing the cognitive development of the children.
- Cognitive Development: Lev Vygotsky's Socio-cultural Theory of Cognitive Development- it's educational significance. Role of family, school and community in the cognitive development of the child.
- Meaning and nature of Intelligence and Creativity, Nurturing creativity among children, role of teacher in promoting creativity among the children.
- Tagorian Perspectives on self development of the child.

PRACTICUM / FIELD ENGAGEMENT: (ANY ONE)

- 1) Make a comparative report of Piaget's Cognitive Development Theory and Piaget's Moral Development theory.
- 2) To visit a school for the students with special needs, observe and prepare a report on their communication techniques.
- 3) Submission of at least one assignment .

SUGGESTED READINGS:

1. Beckett, C. and Taylor, H. (2010). *Human Growth and Development*. Great Britain: Sage.
2. Bee, H. (1985). *The Developing Child*. USA: Harper and Row.
3. Berk, L.E. (2011). *Child Development*. New Delhi: PHI Learning Pvt. Ltd.
4. Geldard, K. and Geldard, D. (2011). *Counselling Children: A Practical Introduction*. Great Britain: Sage.
5. Hilgard, E.R., Atkinson, R.C. and Atkinson, R.L. (1975). *Introduction to Psychology*. New Delhi: Oxford and IBH Publishing Co.
6. Hurlock, E.B. (1997). *Child Development*. New Delhi: Tata McGraw Hill.
7. Keenan, T. and Evans, S. (2010). *An Introduction to Child Development*. Great Britain: Sage.
8. Kundu, C.L. (1989): *Personality Development*. New Delhi: Sterling publishers Pvt. Ltd.
9. Mangal, S.K. (2000). *Advanced Educational Psychology*. New Delhi: PHI Pvt Ltd.
10. Ormrod, J.E. (1995). *Educational Psychology: Principles and Applications*. USA: Prentice-Hall.
11. Santrock: J.W. (2007). *Child Development*. New Delhi: Tata McGraw Hill.
12. Smart, M.S. and Russell, C.S.(1973). *Children: Development and Relationships*.USA: Macmillan.
13. Wilmshurst, L. (2011). *Child and Adolescent Psychopathology: A Casebook*. USA: Sage.
14. Wood, E.R.G. and Wood, S.E. (1993). *The World of Psychology*. USA: Allyn and Bacon.
15. Woolfolk, A. (2012). *Educational Psychology*. Singapore: Pearson.
16. Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
17. Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
18. Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.ED. 112: EDUCATION IN EMERGING INDIAN SOCIETY

Full Marks-50

OBJECTIVES:

Student trainees will be able to:

- Understand the concept of education in emerging Indian society.
- Understand the relationship between education and society.
- Understand the role of education in the context of National Development.
- Understand the professional role of teachers.
- Understand the role of education for national and international understanding.

Unit I: EVOLUTION OF THE CONCEPT OF EDUCATION:

- Meaning, Nature and Objectives of Education in Indian and Western Perspectives
- Agencies of Education –Formal, Informal & Non-formal
- Evolution of Educational Concepts: Teacher, Learner, Curriculum, Teaching-Learning Process, and Discipline with reference to Idealism, Naturalism and Pragmatism

Unit II: THINKERS ON EDUCATION:

- Indian Thinkers : Rabindra Nath Tagore, Mahatma Gandhi, Swami Vivekananda, J. Krishnamurti, Sri Aurobindo.
- Western Thinkers : John Dewey, Froebel, Rousseau

UNIT III: TEACHER AS A PROFESSIONAL IN THE SOCIETY

- Position of Teacher in the contemporary Indian Society.
- Qualities of a good teacher, Professional ethics of a teacher.
- Teacher as an agent of social change and continuity.
- Tagore’s perspectives on role of teacher in the society.

UNIT IV: EDUCATION AND SOCIAL CHANGE:

- Meaning of Social Change and factors influencing it;
- Nature of Social change in India -Tradition and Modernity; Role of Education in promoting desired Social Change.

PRACTICUM: (Any one)

1. Visit to Santiniketan Ashram/ Sriniketan and prepare a report on the reflections of Tagore’s Educational Ideas in Teaching and Learning Process.
2. Prepare a code of conduct for teaching profession.
3. Submission of at least one assignment.

SUGGESTED READINGS:

1. Bhatia, K., and Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Dobaba House.
2. Bhattacharya, S. (2006). *Sociological Foundation of Education*: Atlantic Publishers. New Delhi
3. Dhankar, N. (2010). *Education in Emerging Indian Society*. New Delhi: APH Publishing Corporation.
4. Fagerling, I., and Saha, L. J.O. (1989). *Education and National Development (2nd Ed.)*. England: Pergamon Press.
5. Kakkar, S. B. (1995). *Changing Perspectives in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Mehta D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiyana: Tondan Publications, Books Market.
7. Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication, Books Market.
8. Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
9. Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
10. Rao, D. B. (1996). *Globals Perception on Peace Education, Vol. I, II & III*. New Delhi: Discovery Publishing House.
11. Rassekh, S., and Vaideanu, G. (1987). *The contents of education*. UNESCO, Paris; Richard Clay Ltd., Bungay, Suffolk, England.

12. Schultz, T. W. (1972). *Investment in Education*. London: The University of Chicago Press Ltd.
13. Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. New Delhi: APH Publishing Corporation, APM Publication Corporation.
14. Singh, Y. K. (2005). *Education in Emerging Indian Society*. New Delhi: APH Publishing.
15. Thakur, A. S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.
16. Toffler, A. (1971). *Future Shock*. London: Hazell Watron and Viney Ltd.
17. Tagore, Rabindranath. (1931)*The Religion of Man*, New York: The MacMillan Company
18. Tagore, Rabindranath. *Our School*. Kolkata: Granthan Bibhaga, Visva-Bharati.
19. Tagore, Rabindranath. *Parrot's Training*. Kolkata: Granthan Bibhaga, Visva-Bharati.
20. Tagore, Rabindranath. *Siksha*. Kolkata: Granthan Bibhaga, Visva-Bharati.
21. Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
22. Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
23. Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.ED-113: SCHOOL ORGANISATION AND MANAGEMENT

Full Marks-50

OBJECTIVES:

On completion of the Course, the student-teachers will be able to:

1. Understand the concept of school organization and management
2. Understand about the classroom organization and Tagorian perspectives on classroom organization.
3. Understand and apply the process of management and managerial skills in the relevant field.
4. Understand about the various components of classroom management and role of teachers in this regard.

UNIT: I SCHOOL AS AN ORGANISATION:

- Concept of management and administration.
- Organization; Meaning, purpose and characteristics.
- Physical facilities in school.
- Tagore's perspective on school organization, school in open air- Path Bhavana as a role model.

UNIT: II CLASSROOM ORGANISATION:

- Meaning of Classroom Organization – Purposes , Concept of a SMART classroom
- Display area and chalk board – other facilities such as OHP/LCD and use of Multimedia.
- Characteristics of school climate-conducive, learner friendly, inclusive, vibrant.
- Tagore's perspectives on classroom and its organizations- classroom organization in Path Bhavana.

UNIT: III CLASSROOM MANAGEMENT:

- Meaning, concept and objectives of classroom management
- Dimensions of classroom management: Time, Material and Human resources .
- Principles and techniques of classroom management: Verbal and Non verbal.
- Role of a teacher in classroom management

UNIT: IV

. MANAGEMENT OF SCHOOL EDUCATION:

- Management process: Planning, organizing, directing, controlling.
- Managerial skills, technical skills, conceptual skills, human skills.
- Key responsibilities areas of principals and teachers.
- Leadership style in school management
- Decision making process – Concept of decision of making, Factors influencing decision making, participation of staff and pupils in decision making.
- Supervision in school management
- Local participation and community engagement in school management- PTA, VEC etc.

PRACTICUM: (any one)

- Visiting any nearby school and observe the organisation and management aspects On the basis of observation schedules develop a PPT and present it in the classroom.
- Visit of privately managed and government aided schools and preparation of comparative report on the administration and management aspects.
- Case studies of indiscipline problem .

- Using creative approaches in classroom management like Brain-storming, Role play etc.
- Preparation and submission of an assignment relating school management.
- Submission of at least one assignment .

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1. Allen, Louis A (1975) : Professional Management. Tata Mc Graw-Hill.
2. Argyris, V. (1971): Management and organizational development, Mcraw-Hill.
3. Beck L.G. & Murphy (1994): Ethics in educational leadership programme, Crown Pres.
4. Bhatnagar R.P. & V. Agarwal: Educational administration, supervision, planning and finance.
5. Chatterjee, S.K. (1996): Development Administration, Sunjeet Publication, Delhi.
6. Chatterjee, S.K.(1997) : Development Administration, Surjeet Publishing.
7. Douglas, Mc Gregor (1967): The professional manager, tata Mc Graw-Hill.
8. Drucker P.F. (1973) : Management: Tasks, responsibilities and practices, Harper & Row. New York.
9. Fred, E. Fiedler, (1967) : A theory of leadership effectiveness, New York, McGra Hill.
10. Jaygopal, R. (1997): Human Resource Development: Conceptual analysis and strategies, Sterling Publishing Pvt. Ltd.
11. Mathur, S.S. (1999): Educational Administration and Management, The associated publishers, Ambala Cant – 1.
12. Mukherjee, S.S. : Theory and practice of Management Education in India: Today and Tomorrow.
13. Murphy, J. & Lynn, (1995) : School based management as school reform, G. Book own press or SAGE.
14. Premila, C. S. (1997): Educational planning & Management, Sterling Publishers Pvt. Ltd..
15. Sharma, S.C. : Quantitative techniques of managerial decisions.
16. Mukherjee, H.B. (2013) Education for Fullness , Routledge
17. Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
18. Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.Ed. 114: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Full Marks-50

OBJECTIVES:

On completion of the course the student-teacher will be able to-

1. Understand and appreciate the concept of Sustainable Development in wider perspective.
2. Understand the relationship between Education and Individual and its role in SD
3. Understand the nature and diversified role of schools in contemporary Indian Society for Sustainable Development
4. Explores the dimensions of Human & Child Rights in School and Social context
5. Understand the relevance of Education in Socio-Cultural context and influence of Education on quality of Life.
6. Understand the need and importance of education for peace and the national and international efforts for ensuring peace.
7. Examine the changing emphasis on Education in the context of Globalization, Liberalization and Privatization.

UNIT I: MEANING AND DIMENSIONS OF SUSTAINABLE DEVELOPMENT:

- *Sustainable Development*: Meaning, Need and Components of SD, Brundtland Commission-1987 & UNESCO, Agenda (Capacity)21, Human Development, HDI
- *Issues in Sustainable Development*: Health, Nutrition and Water, Environmental Protection, Natural Resources, Bio-diversity and Ecosystem, Education, Ethics.

UNIT II: EDUCATION FOR SUSTAINABLE DEVELOPMENT:

- *Role of Education in Sustainable Development*: National and International Measures, UN Decade of ESD (2005-2014), Millennium Development Goals (MDG)
- *ESD in Socio-Cultural Context*: Education as instrument of Social change, Influence of Social Media, Changing Cinema, Television Network and Life Styles.

UNIT III: SUSTAINABLE DEVELOPMENT IN INDIAN CONTEXT:

- *Sustainable Development*: Reflections in Indian Culture and Civilization throughout literature and practices, Rabindranath Tagore's ideas, Policies
- *ICTs and sustainable Development*: Potential of ICTs in various fields in India as Health, Education, e-governance, PURA, Knowledge Society

UNIT IV: TOWARDS SUSTAINABLE DEVELOPMENT:

- *Issues in Schools*- Education for Peace, Dangers to Social Security, terrorism, war, and impact on quality of life, Students Unrest, Mental Peace and conflict, Moral and Ethical Aspects, Education of Heart, Gender Issues, Communal Harmony
- *Good Practices*: Sustainable Development Practices at Schools and Universities, Sustaining Four Hs (Head, Heart, Hand and Health), Three Es (Environment, Economy and Education) and controlling Three Ps (Population, Pollution and Poverty). Working for Community Development and enhancing Life Skills Training Programmes in Schools

PRACTICUM: (Any One)

- Conducting a Survey in surrounding areas and Preparation of a PPT on a topic relevant to SD
- Developing a Programme for students on how they can enhance Sustainable Development in any field and upload it on social media.
- Preparing a poem, poster, animation or cartoon on any thought provoking theme related to SD and promote it online and in campus.

- Design a programme for Life Skills Training /peace education/environmental conservation/Educational Awareness as a part of community development.
- Submission of at least one assignment.

SUGGESTED READINGS:

1. Abdul Kalam, A.P.J.(2005) *Ignited Minds*, New Delhi: Penguin
2. Beg, M.A. (2014).*Inclusive Growth*, New Delhi: A.K.Publishers
3. Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal
4. GOI (1964) '*Education Commission "Kothari Commission"*'. Ministry of Education
5. GOI (1986) *National Policy on Education*, Ministry of Human Resource Development
6. GOI (1992) *Programme of Action (NPE)*. Ministry of Human Resource Development
7. NCF (2006). *Gender Issues in Education (2005) Position Paper*. New Delhi: NCERT
8. Report of Brundtland Commission (1987) on Sustainable Development
9. Salamatullah, (1979). *Education in Social context*, New Delhi: NCERT.
- 10.Siddiqui, M.S. (2014) '*Corporal Punishment and RTE Act, 2009: Longing for Life with Dignity in the Classroom*' in '*Education for All*', ed. Jayanta Mete, New Delhi: APH Publishing Corporation
- 11.Tagore, R.N. (1961). *Crescent Moon*, Santiniketan: Visva-Bharati Press
- 12.Tewari, D.N. (2009). *Sustainability Crisis*, New Delhi: Ocean Books
- 13.UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- 14.Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private*
- 15.Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
- 16.Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- 17.Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.Ed. 115: EDUCATIONAL TECHNOLOGY & ICT

Full Marks-50

OBJECTIVES:

After completing the course the students will be able to:

- explain the meaning, nature and scope of ET and its importance in Educational field
- state and explain components and factors of communication.
- explain different modalities of teaching and designing instructional system.
- apply Educational Technology in formal, non-formal, informal including open and distance education system.
- define and explain models of teaching and its application.
- suggest modification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction analysis.
- develop instructional systems and design instructional strategies by different methods.
- outline different emerging trends in Educational Technology and their use.

UNIT I: MEANING, NATURE & SCOPE OF EDUCATIONAL TECHNOLOGY (ET):

- Meaning, nature and scope, Technology in Education and Technology of Education;
- Approaches of educational technology: Hardware, Software and systems approach, ET as systems approach to education
- Communication: Concept, nature, process and types of communication

- Components of Classroom communication (interactive, verbal and non-verbal) and Factors affecting classroom communication

UNIT II: MODALITIES AND MODELS OF TEACHING & MODIFICATION OF TEACHING BEHAVIOURS:

- Difference between teaching and instruction, conditioning and training, Constructivism-concept and nature
- Meaning, functions, phases and levels of teaching,
- Basic Teaching Models: Meaning, nature, functions and types
- Modification of teaching behaviors: Micro Teaching, Simulation and Classroom Verbal interaction analysis (Flanders' Interaction Analysis)

UNIT III: DESIGNING INSTRUCTIONAL SYSTEMS:

- Formulation of instructional objectives, Blooms Taxonomy
- Designing instructional strategies-Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games.
- Programmed Learning-Origin and Types (Linear, Branching and Mathematics)
- Audio-visual media – meaning, importance and various forms.

UNIT IV : ICT IN EDUCATIONAL TECHNOLOGY :

- ICT: Nature and scope of a communication system- sender, receiver, message and the medium
- Projected and Non-projected Teaching aids
- Use of ICT in Formal, Non-formal and Informal education, Open, Distance and inclusive learning systems
- Recent trends of ICT in education: Radio Vision, Teleconferencing, CCTV, ETV and EDUSAT, NME through ICT

PRACTICUM: (any one)

- Critical analysis of an Inclusive classroom teaching
- Compare the traditional teaching and constructivist teaching approach
- Preparation of a report of classroom verbal interaction analysis (Flander's)
- Prepare a report on any ETV programme for elementary/secondary school children.
- Submission of at least one assignment .

SUGGESTED READINGS:

1. Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka.
2. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shipra Publication.
3. Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling.
4. Dececco. J.P. (1964). Educational Technology, New York: HRW.
5. Heinich, Robert, Molenda, Michael, Russell, James D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.
6. Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.
7. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook.
8. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
9. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.

- 10.Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
- 11.Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon.
- 12.Pachauri, Suresh Chandra (2011). Educational technology. New Delhi: Aph Publishing.
- 13.Rao. V. (1991). Educational Technology. Delhi: Himalayan Publishing House.
- 14.Sampath, K Etal (1990). Educational Technology. New Delhi : Sterling.
- 15.Sethi, Deepa (2010). Essentials of educational technology and management. New Delhi: Jagdamba Publishing Company.
- 16.Sharma, A.R. (2001). Educational technology. Agra: Vinod.
- 17.Sharma. R.A. (1983). Technology of Teaching. Meerut: International.
- 18.Singh, C.P. (2011). Advanced educational technology. New Delhi: Lotus Press.
- 19.Mukherjee, H.B. (2013) Education for Fullness , Routledge
- 20.Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- 21.Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.Ed. 116: WORK EDUCATION-I

Full Marks-50

OBJECTIVES:

On completion of the Course, the student-teachers will be able:

- To understand the meaning, nature, scope and objectives teaching work Education.
- To be acquainted with the Work Education Programmes and activities.
- To understand the principles of organizing work Education programme
- To be able to make selection of work Education projects for different classes.
- To be acquainted with various tools and techniques of Evaluation of work education programme.

UNIT-I : NATURE OF WORK EDUCATION & METHODOLOGY IN WORK EDUCATION:

- Meaning, nature, objective of work education.
- Work education as an activity based education, vocational education, work experience and SUPW.
- Correlation of work education with other subjects.
- Method: Doing, occupational exploration and work study
- Participation in community work, maintenance of tools, use of audio-visual aids.
- Making of soap, Phenyl, candle, chalk and Blackboard
- Card Board, Thermool work and Doormat making (with coir).

UNIT-II : WORK EDUCATION PROGRAMMES

- Classification and stages of work education programme
- Organization of work education programmes: Principles and considerations, selection of work(s)/Project(s) for different classes of secondary school.
- Role of school Head, and work education teacher for developing mutual respect among the students.
- Discipline and joy in the work education class.
- Evaluation in work education: Criteria, tools and techniques of evaluation in work education; student diary, work book, teacher's records.

UNIT-III : WORK EDUCATION BASED ON RABINDRANATH TAGORE AND RATHINDRANATH TAGORE'S VISION: ARTISTIC HANDICRAFTS & WEAVING

Basic knowledge about materials and equipment's required as well as usefulness of the products in the following:

Artistic Handicrafts

- Aim and objectives, principles and method of teaching Artistic Handicrafts
-
- Fabric work(with fabric paint), Batik work and Tie and Dye
- Painting, Pat Painting, Design , Woodcut print

Weaving

- Aims, Objectives and principles of Weaving
- Tailoring, embroidery, weaving and knitting.

UNIT-IV : WORK EDUCATION BASED ON RABINDRANATH TAGORE AND RATHINDRANATH TAGORE'S VISION: HORTICULTURE & WOOD WORK

Horticulture

- Aims, Objectives and principles of horticulture
- Cultivation of cereals (Paddy, Wheat) and Jute.
- Propagation of Horticultural Crops
- Vegetable, flower gardening
- Kitchen garden

Wood Work

- Aims, Objectives and principles of Wood Work
- Wood Work as one of the oldest art and craft.
- Values of wood work as an educational craft

PRACTICUM: (ANY ONE)

- **Horticulture:** Preparation of a project on seasonal plants/ a flower garden for any secondary school, and preparation of a herbarium sheet of different plant leaves.
- **Artistic Handicrafts:** Preparation of a project on handicrafts for any secondary school class, participation in a classroom workshop and submission of its report, make a project for participation in an exhibition.
- **Weaving:** Preparation of a project on handicrafts for any secondary school class, participation in a classroom workshop and submission of a report, make a project for participation in an exhibition.
- **Wood Work:** Card Preparation of a project on handicrafts for any secondary school class, participation in a classroom workshop and submission of a report, make a project for participation in an exhibition.

SUGGESTED READINGS:

1. *Daogo Surer Disksha*— Prof Nikhil Chakraborti
2. *Batik-O-Tex- Print*— Manindra Kumar Chakraborti & Lalita Chatterjee
3. *Kanther Kaj (wood work)*— Laxmiswar Sinha
4. *Madhyasikshar Rupantor-Karma Siksha*— S.P.Chttopadhyay
5. *On the Edges of Time*— Rathindranath Tagore
6. *Sadharan Sikshar Karmasiksha* – H.B.Majumder and N.P.Banerjee

7. *Sangeet o Shikshaneeti* by Prof. Nikhil Chakraborty
8. *Tant -O-Rong—* T. Basu
9. *The Meaning of Arts* - By Rabindranath Tagore
10. *Work Education— What, Why and How* (in Bengali)- S.P.Chakraborty
11. *Work-oriented General Education* –Eugene Staley

B.Ed. 121: LEARNING AND TEACHING

Full marks-50

OBJECTIVES:

To enable students:

- To understand the process of Learning and their Utility in the Teaching Learning Process.
- To recognize & describe the major theoretical approaches to learning as well as understand the implications of these approaches for teaching-learning process.
- Learn the factors affecting learner’s environment.
- To understand the Concept and Process of teaching.
- Conceptualise a framework for understanding teaching-learning situation as well as the method of analysing and reflecting upon learning episodes.

UNIT I- UNDERSTANDING THE PROCESS OF LEARNING

- Meaning and concept of learning, Characteristics of learning.
- Approaches to Learning: Behaviourism, Constructivism, Social Constructivism and implications of these approaches for classroom teaching-learning process.
- Factors influencing learning & teaching process (Learner, teacher and method or process related; Motivation; Attention and Memory etc)

UNIT II- LEARNING ENVIRONMENT

- The physical environment and Inclusive environment in the classroom for all learners.
- Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community.
- Learning paths and learning styles.

UNIT III- TEACHING

- Concept and nature of teaching
- Reflective teaching: concept and strategies for making teachers reflective practitioners
- Different Theories and Models of Teaching: Concept Attainment; Inquiry Training; Advance Organiser model, inductive teaching model.

UNIT IV- TEACHING TECHNOLOGY

- Concept of pedagogy and andragogy.
- Simulated and Microteaching.
- Approaches to student teaching.

PRACTICUM (Any one):

The students may undertake any one of the following activities and present the report: [Back to Main Page](#)

- 1) Engaging Learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- 2) Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- 3) Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- 4) Submission of at least one assignment .

SUGGESTED READINGS

- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
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- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press
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- NCTE (1998): Perspectives in Teacher Education.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
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B.Ed. 122: PSYCHOLOGICAL TESTS AND EXPERIMENTS

Full Marks-50

OBJECTIVES:

- To orient the students and provide them exposure of various psychological tests and experiments.
- To develop essential skills among the students for the administration or use of various psychological tests.

UNIT-I Psychological Experiment (Any Three)

- a) Learning
- b) Memory
- c) Division Attention
- d) Imagination
- e) Effect of Frustration in Performance
- f) Transfer of Learning
- h) Reaction Time
- i) Association
- j) Motivation
- k) Perception
- l) Fatigue
- m) Concept formation

Unit-II Psychological Test (Any Three)

- a) Attitude tests
- b) Aptitude tests
- c) Interest Tests / inventories
- d) Intelligence Tests
- e) Personality Tests
- f) Creativity Tests
- g) Adjustments
- h) Motivation
- i) Aspirations

Evaluation Scheme: **Internal-15**
External-35

Sl. No	Activity	Marks
1	Experiments (Any One)	10
2	Tests(Any One)	10
3	Viva-Voce	15

REFERENCES:

1. Rajamanikam, M. (2004): Experimental Psychology with advanced Experiments, Concept publications , New Delhi
2. McGuinness: Experimental Psychology, New Delhi, Prentice Hall of India, 1990.
3. Parameswaran: Experimental Psychology, Bombay, Allied Publishers, 1984.

B.Ed. 123: ASSESSMENT FOR LEARNING

Full marks-100

OBJECTIVES:

To enable the students to

- Understand the nature Meaning of Measurement and Evaluation
- Acquaint with the Approaches and techniques
- Formulate research-worthy problem
- Construct of an Achievement Test
- develop skill to write and evaluate research report
- develop the concept of Statistical Measurement

UNIT I: CONCEPT OF EVALUATION AND ASSESSMENT:

- Meaning of Test, measurement, Assessment and Evaluation
- Distinguish among measurement, Assessment and Evaluation
- Nature and purpose of Evaluation
- Tagore’s perspectives in student’s assessment in academic field.

UNIT –II: APPROACHES AND TECHNIQUES OF EVALUATION AND CRITERIA OF ASSESSMENT PROCEDURE:

- Approaches-Formative and Summative; NRT and CRT
- Techniques- observational, self-reporting, Psychological and Educational tests
- Validity- Meaning, Types and Measurement
- Reliability - Meaning, Types and Measurement
- Norm and Usability

UNIT-III: PSYCHOLOGICAL TEST:

- Meaning and concept
- Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality
- Achievement test- meaning, characteristics, steps for construction and uses
- Diagnostic and prognostic test

UNIT-IV: STATISTICAL TECHNIQUES:

- Different Types of Scales:- Nominal, Ordinal, Interval and Ratio
- Organisation and Graphical Representation of Data:- Frequency distribution table, histogram, Polygon and ogive
- Measures of Central Tendency :- Mean, Median and Mode
- Variability:-Range, mean deviation, Quartile Deviation and Standard Deviation
- Derived Scores:- Z-scores, Standard Scores and T-Scores

PRACTICUM: (Any One)

- Planning of an achievement test and development and procurement of certain achievement test items.
- Data processing and interpretation of any achievement test of school students.
- School visits followed by presentation on examination and evaluation practices in schools.
- Survey of students' interest in academic and co-academic activities.
- Presentation of papers on issues and concerns/trends in examination, assessment and evaluation policies.
- Preparation of an assignment.

SUGGESTED READINGS:

- Bransford, J., Brown, A. L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington. DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria. VA: Association for Supervision and Curriculum Development.
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- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Harper (Jr.), A.E. & Harper, E.S. (1990). Preparing Objective Examination: A Handbook for Teachers students and Examiners. New Delhi: Prentice-Hall India Pvt. Ltd.
- Natrajan V. and Kulshreshta S.P. (1983). Assessing non-Scholastic Aspects-Learners Behaviour. New Dlehi: Association of Indian Universities.
- NCERT (1985). Curriculum and Evaluation. New Delhi: NCERT.

- NCERT (2000). Grading in Schools. New Delhi: NCERT.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation. Kogan Page Ltd.
- Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF BENGALI

Full Marks-50

OBJECTIVES:

- To understand method of teaching different contents in Bengali as methodology of teaching.
- To understand various approaches for successful planning of teaching and learning Bengali.
- To understand the nature, characteristics, aims and objectives of Bengali.

UNIT-I:

- Language as mother tongue: Definition, language and place of Mother tongue in life and education.
- Language Teacher: The professional Ethics accountability and characteristics of language teacher.
- Need and significance of phonetics symptoms and morphology in teaching language.

UNIT-II:

- Aims and objectives of language teaching: Objectives in the context of the present needs at different levels in the school curriculum.
- Rabindranath Tagore and language teaching: Tagorean Model and principles of teaching language: Tagorean view of teaching Mother tongue and other languages.

UNIT-III:

- Skills development: listening, speaking, reading, writing, spelling and pronunciation importance, characteristics and procedure physical and psychological factors in activities.

UNIT-IV:

- Lesson and Unit planning: Lesson plan, Unit plan and teaching aids preparation, Blue print and Questionnaire preparation, Unit test, Evaluation (Prose, Poetry etc).

PRACTICUM: (Any one)

1. Arrangement and publishing a journal for language and literature.
2. Literary conference and competeting.
3. Debates, reciting
4. Acting and exhibition.
5. Viva and book or syllabus review.

SUGGESTED READING:

1. Banglabhasa porichoy- Rabindranath Tagore
2. Shabdo Tattwa- - Rabindranath Tagore

3. Siksha- - Rabindranath Tagore
4. Santiniketan bramhacharyasram
5. Sishu
6. Adhyapaka
7. Mastermashai
8. Lok sahitya
9. Adhunik sahitya
- 10.Santiniketan
- 11.Sahityer pathe
- 12.Chhanda
- 13.Nirob kabi o Asikhita kabi
- 14.Bastugata o Bhabgato kabita
- 15.Bangla Siksha Paddhati- dr. S.Misra
- 16.Bangla Paranor Riti-S.G. Misra
- 17.Bangla Sikshar Padhati- K.Chattopadhyay
- 18.Bharate Bangla Sikshar Biswakosh- S.R. Sharma

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF ENGLISH

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teachers will be able to:

- Know the historical evolution, importance and nature of English language.
- Formulate specific objectives in behavioural terms for classroom teaching.
- Understand the problems of teaching English as second language in India.
- Learn various methods and Techniques of teaching English

UNIT I: NATURE OF ENGLISH. OBJECTIVES AND ITS TEACHING

- English Language : Features, Morphology and Syntax, Aims & Objectives at different levels of teaching English
- Objectives in behavioral terms, Blooms Taxonomy-General and Specific Aims, Problems of Teaching English in Indian Schools

UNIT II: DEVELOPMENT OF SKILLS AND CONTENT:

- Content Analysis: Book content from secondary school text-book (NCERT, WBBSE etc.) and analyse it from pedagogical, socio-cultural and psychological perspectives
- Developing Four Skills: understanding four skills-listening, speaking, reading and writing (LSRW)

UNIT III: STRATEGIES FOR TEACHING ENGLISH:

- Methods of Teaching English- Principles and Maxims of Teaching English, Teaching Different forms as prose, poetry, grammar, drama, composition.
- Innovative Strategies: Story-reading and shared reading, Role Playing, Projects, Reading Cards (CIEFL), Talking Books, constructivism, cooperative learning, Computer Assisted Learning and Instruction (CAL/CAI), Language games – PMSTEL (Progressive Mastery of Skills of Teaching English Language), Multi-Media Approach, Video Clippings (Movie, U-Tube)

UNIT IV: PLANNING OF TEACHING:

- Instruction Planning: Need and importance of Unit and Lesson Planning, Various approaches, Writing a Lesson Plan
- Training: Measures for Professional development of the Teacher, qualities of an English Teacher, Training Components

PRACTICUM: (ANY ONE)

1. Pedagogical analysis of any part from secondary school English Syllabus.
2. Conducting a survey in nearby schools on the problems of teaching and learning English and prepare a report.

SUGGESTED READINGS:

1. Carol Evans (2012) Teaching English. London: SAGE
2. Chaudhury, M. (2012). *Methodology of Teaching English*. New Delhi: Pearson
3. Harmer, J. ((1985): *The Practice of English Language Teaching*, London: Longman.
4. Richards & Rogers (1983): *Approaches and Methods in Language Teaching*, London:
5. Sweetking, M. (1964). *Teaching Poetry in the High School*. Macmillan: New York.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF HINDI

Full Marks-50

OBJECTIVES:

- Understand the aspects of linguistic behavior in Hindi language.
- Understand the position and content of Hindi language taught at secondary level.
- Understand the constitutional provisions and historical preview of Hindi language.
- Understand the role of Hindi in India; in nation and in International arena.
- Understanding multilingualism and its implication in classroom situation.
- Understand and develop linguistic systems and other language skills of Hindi language used in classroom teaching.
- Understand the use of different strategies used in Hindi teaching.

UNIT I: ASPECTS OF LINGUISTIC BEHAVIOUR IN HINDI TEACHING:

- Verbal and non-verbal communication, Human and non-human communication, defining features of human system of communication, language and mind, language and society, language as rule governed behaviour, speech and writing.
- Origin and development of Hindi language: pre-independence to modern times (language of media).
- Multilingualism and language teaching; using multilingual recourse in language classroom, Tagore's views in teaching Language.

UNIT II LINGUISTIC SYSTEMS IN HINDI:

- Organization of sounds: basic concepts in phonology.
- Nature and construction of words, its meaning and changes (with respect to use, history and geographical effects)
- Nature and structure of Sentences, its meaning and changes (with respect to use, history and geographical effects)

UNIT III TRANSACTIONAL STRATEGIES IN TEACHING HINDI:

- Developing language Skills: Receptive skills and productive skills.
- Lesson planning and its importance in classroom teaching, Instructional objectives (with respect to Bloom's Taxonomy), Unit and Lesson planning in Hindi: Concept, construction and administration, Advantages and limitations of lesson planning.
- Preparation of lesson planning in Prose, Poetry, Grammar, Drama and Composition.

UNIT IV NATURE OF HINDI TEACHING IN INDIA:

- Aims and objectives of teaching Hindi as First language and second language.
- Role of mother tongue in teaching Hindi at secondary level, problems of teaching Hindi for both Hindi and non-Hindi speaking learners.
- Role of Hindi in India: as National Language and Contact Language; International language, and School Curriculum.
- Policies and recommendations in propagation of Hindi Language (1949, Article 343), Three language system.

PRACTICUM (ANY ONE):

- Exercises in improving vocabulary in Hindi of Secondary students.
- Exercises to find out the effects of Globalization/ media on Hindi language.
- Exercises to find out linguistic problems in teaching tribal students of nearby places.
- Rabindranath Tagore's naturalistic view in reference to language learning.
- Studying the Patriarchal approach of writing Hindi textbooks in secondary level.

- Critical analysis of both Corporate and Government level Schools in reference to language learning.

SUGGESTED READINGS:

- Agarwal, V. (1996). Hindi Bhasha atit se aaj tak. New Delhi: Rastrapati Estate
- Hooper, R (Ed.). (1971). The Curriculum: Context, Design and Development. Edinberg: The Open University.
- Kumar, V.V. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
- Mathur, S.S. (2005). Shikshan Kala. Agra: Vinod Pustak Mandir
- Narang, B. (1995). Adhunik Shikshan Vidhiyan. Ludhiyana: Prakash Brothers Publishing
- Prashad, V. (2007). Adhunik Hindi Vyakaran aur Rachana. New Delhi: Bharti Bhawan
- Tiwari, B. (2005). Bhasha Vigyan. New Delhi: Kitab Mahal Distributers
- Tiwari, B. (2006). Rajbhasha Hindi. New Delhi: Prabhat Publications

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF SANSKRIT

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teachers will be able to:

1. Understand the nature, and impotence of Sanskrit as classical language.
2. Understand the place of Sanskrit in school curriculum.
3. Understand the aims, objectives & principles Sanskrit teaching
4. Understand various educational inputs of becoming a good Sanskrit teacher
5. Acquaint with the innovations in Sanskrit teaching and use them during internship in teaching
6. Understand and develop skills for assessing learning in Sanskrit.

UNIT-I: NATURE OF SANSKRIT LANGUAGE:

- Meaning Needs and scope of Sanskrit. Development of Sanskrit Language and literature. Sanskrit as medium of instruction.
- Historical; Background: The Position of Sanskrit in India & its cultural, practical, literary, linguistic & scientific values. Position of Sanskrit language in Three Language Formula , Recommendations of Sanskrit Commission (1956),
- Sanskrit in Schools: Place of Sanskrit language in School curriculum (State Policies & Central Policy) in the light of Sanskrit language. Tagore's thoughts and practices in teaching Sanskrit. Relation of Sanskrit language with regional languages of India.

UNIT-II: INSTRUCTIONAL OBJECTIVES:

- Aims and Objectives of Sanskrit Teaching: Objectives of Sanskrit language & Objectives of teaching Sanskrit. Objectives of teaching Sanskrit at different levels Primary, Secondary & Higher (Traditional & Modern). Instructional objective of teaching Sanskrit (Bloom's Taxonomy).
- Four Skills Development: Development of four language skills: Listening, Speaking, Reading & Writing, . Fundamental language principles of teaching Sanskrit.
- Teaching Different Components: Objectives & Principles of teaching Sanskrit: Prose, Poetry & Grammar. . Concept & different approaches of lesson plan: Prose, Poetry & Grammar & Unit plan .Creative writing in Sanskrit language. Requisites of a good Sanskrit teacher.

UNIT-III: STRATEGIES FOR TEACHING SANSKRIT LANGUAGE:

- Activity Based Learning: Activity Based Teaching and Learning in Sanskrit language & Constructivist Approach in teaching Sanskrit.. Co-operative Learning Programmed learning, Virtual classroom teaching in Sanskrit language.
- Methods & Techniques: Teaching Sanskrit at different stages: Traditional, Translation, Direct, Bhandarakar, Text Book, Play-way, Project, Vyasa, Khandanvaya, Dandanvaya.
- Inductive, Deductive, Lecture, Shivira, Group work, Oral approach & Structural approach. Teaching of Translation in Sanskrit language & Translation of Sanskrit into Roman script.
- Learning Resources: Resources for Ancient period for teaching Sanskrit language. Meaning, importance, principles, types and preparation of learning resources in Sanskrit language.

UNIT-IV: LEARNING RESOURCES:

- Different Types of Resources: Print Resources,, Audio Resources , Visual Resources, Audio-Visual Resources ,None projected Resources , projected Resources & Open Access Resource. Using of Library, Language laboratory, Language Club &, Excursion. Teaching of Sanskrit in Jnana Darshana & Sanskrit language outside the classroom.
- CCE in Schools: Continuous & Comprehensive Evaluation System & Grading System in Sanskrit language .Construction of unit tests: Design and blue print; item construction; marking scheme; question-wise analysis.

PRACTICUM: (Any One):

- Analysis of a unit/ chapter in Sanskrit test book to identify the concepts, principles & processes.
- Preparation of Model Lesson Plan,
- Preparation of Model Unit Plan,
- Construction of an achievement test in Sanskrit language,
- A Critical Study of the High School Syllabus in Sanskrit.
- Seminar Presentation

SUGGESTED READINGS:

- Aggarwal, J. C. (2006) Essentials of Educational Techology: Teaching Learning, New Delhi : Vikas Publishing House Pvt. Ltd.
- Chattarajee, Pampa (2009) Sanskrit Shikshana, Kolkata: Rita Publication
- Devanathan R & Upadhyaya B (1991) Method of Teaching Sanskrit Grammar, Baranasi: Bharatiya Vidya Sansthan,
- Devanathan, R. (1997) Three Language Formula and Sanskrit , Thiruvendipuram: Daya Prakashana
- Laxminarayana, C. & Singh, F. (1994)Sanskrita Shikshanam, Jayapur:Shree Prakashana
- Nalachakravathy, K (1996)Sanskrita Adhyapanam, Tirupati: Shree Vekatatamba Publication
- NCERT (2005) NCF-2005, New Delhi: NCERT
- Safaya, R. (1997) Teaching of Sanskrit , Chandigarh: Haryana Sahitya Academy
- Srisundara, G. S. (1992) Sanskrit Shikshaner Ruparekha,Kolkata
- Tagore, Rabindranath (2009) Patha Sankalana, Kolkata: Granthanabibhaga, Visva-Bharati.
- Tyagi & Pathaka (1994) Shafala Shikshanakala , Agra: Vinod Pustaka Mandir

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF ECONOMICS

Full Marks-50

OBJECTIVES:

On completion of the course the student-teachers will be able to:

- Know the historical evolution, importance and nature of Economics.
- Formulate specific objectives in behavioral terms for classroom teaching.
- Understand various methods to teach Economics in secondary schools.
- Prepare lesson plan and teaching-aids to teach course material.
- Assess the learners and understand continuous evaluation system.
- Apply innovative approaches to develop interest, various skills and attitudes.

UNIT I: NATURE OF ECONOMICS AND CORRELATION OF ECONOMICS AND QUALITIES OF A TEACHER IN TEACHING ECONOMICS:

- Economics as Discipline: Origin, Nature and development of Economics as a Discipline, The language of Economics and special terms, aims and Objectives of Teaching Economics at secondary school level. Importance of Economics in the curriculum.,
- Correlation: Meaning of correlation, Need of correlation, Relationships of Economics with other disciplines.
- Qualities: Discuss the qualities of an Effective teacher in Economics

UNIT II: AIMS AND OBJECTIVES AND INSTRUCTION PLANNING IN ECONOMICS TEACHING:

- Content Analysis: Book content from secondary school text-book and analyze it from pedagogical, socio-Economic and psychological perspectives, Making Units for teaching and selecting teaching aids for a given content.
- Aims & Objectives: General and specific aims and objectives of teaching Economics, objectives in behavioral terms, Blooms Taxonomy
- Instruction Planning: Need and importance, Making Unit and Lesson Planning Rabindranath Tagore's vision for teaching Social Sciences

UNIT III: STRATEGIES FOR TEACHING ECONOMICS:

- Principals of Teaching: Principals and Maxims of Teaching Economics, Methods of Teaching Economics-Inductive-deductive, Problem Method, Project Method
- Innovative Strategies: Story-telling on economic events, Problem-Solving, Community Resources, Field Trips, Survey, Cooperative Societies
- *Technology*: Computer Assisted Learning and Instruction (CAL/CAI), Multi-Media Approach, Internet and Audio-Visual Aids.

UNIT IV: ASSESSMENT FOR ECONOMICS LEARNING:

- Evaluation: Meaning and purpose, Continuous and Comprehensive Evaluation (CCE), Formative and Summative and Diagnostic Assessments in Economics
- Techniques of Evaluation: Different Types of Tests, Preparation of Diagnostic and Achievement Tests
- Unit Test: Preparation of Unit Test Question Paper, Design and blue print, item construction, marking scheme, question-wise analysis.

PRACTICUM: (Any One)

- Pedagogical analysis of any part from secondary school Economics Syllabus.
- Preparation of a multimedia presentation on a topic from Text Book content
- Developing teaching aids on a topic from secondary school Economics Book.
- Conducting a survey in nearby area on any economic issue and prepare a report.
- Preparing a Economics Terminology Note-Book

SUGGESTED READINGS:

- Aggarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. New Delhi: Vikas Pub. House

- Benjamin, S.B. et. Al(1971). Handbook on Formative and Summative Assessment of Student Learning. Bombay: McGrawHills
- Bining, A.C. & Bining, D.H. (1992). Teaching Social Studies in Secondary Schools. Bombay: Tata McGrawHills
- Kochhar, S.K. (1990). Teaching of Social Studies. New Delhi: New Delhi
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- NCERT (2011) New Delhi: Media Studies for Class XI-XII.
- Singh. S. (2007) Modern Methods of Teaching Economics, New Delhi: Srishti Book Depot.
- Tagore, Rabindranath . Dhanavijnana. Kolkata: Granthanabibhaga, Visva-Bharati.
- Tagore, Rabindranath .Samabvaya Tattva, Kolkata: Granthanabibhaga, Visva-Bharati.
- Telugu Academy. (2003). B.Ed. Social Studies-Teaching Methods. Hyderabad

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF EDUCATION

Full Marks-50

OBJECTIVES:

On completion of the course, the student teachers will be able to:

- Understand education in historical, contemporary and futuristic perspectives.
- Acquire knowledge about aims and general objectives of teaching education.
- Develop ability to identify difficulties in learning concepts and generalization and provide suitable remedial instruction.
- Understand the methods of teaching with regard to various dimensions of Education.
- Understand various educational inputs of becoming a good teacher.

UNIT 1: NATURE OF EDUCATION:

- Meaning of Education: Eastern and Western concepts.
- Tagore's views on aims of education and his approach to curriculum.
- Delors' four pillars of education: (learning to know, to do, to live together and to be).

UNIT 2: OBJECTIVES AND INSTRUCTIONAL PLANNING IN EDUCATION:

- Concept of instructional and behavioral objectives with respect to cognitive, affective and psychomotor domains.
- Lesson plan: Concept, composition and criteria of a good lesson plan, principles and steps of developing a lesson plan, specimen of a model lesson plan.
- Unit plan: Concept, composition and criteria of a good unit plan, principles and steps of developing a unit plan, specimen of a model unit plan.

UNIT 3: STRATEGIES FOR TEACHING VARIOUS CONTENTS IN EDUCATION:

- Teaching method: Lecture, dialogue, demonstration, discussion, Project, field study.
- Brain storming, problem solving method of teaching, cooperative and collaborative strategies of learning.
- Teaching aids: Types and its optimal utilization of teaching aids in terms of timing, focus, thrust, clarity, appeal & potency.

UNIT 4: LEARNING RESOURCES IN EDUCATION:

- Learning resources in Education: Print Resources: such as text book and work book.
- Audio Resources such as educational radio broadcast and audio programmes – an analysis of their formats, strengths and limitations.
- Visual Resources such as Projected and Non-projected visual Resources such as-graph, map, chart, poster, models, material,.
- Computer Assisted Instruction, personalized system of instruction, and self-paced activity.

PRACTICUM: (Any One)

1. Stating instructional objectives for a lesson in education and identifying learning outcomes
2. Identification of learning difficulties experienced by students in a lesson and evaluation of the remedial strategies adopted by the teacher
3. Construction of test items to assess learning outcomes/a unit test/ a diagnostic test/an achievement test in education
4. Preparation and presentation of a report on structural and functional aspect of a school system in Patha–Bhavana / Siksha–Satra of Visva-Bharati, Ramkrishan Mission school, Saraswati Sishu Mondir, DAV school, Satya Sai Baba School, Krishnamurthy foundation school, Christian missionary school, Central school, State–run school, Public school (DPS).

SUGGESTED READINGS:

- Bhaya, H. (2012) Tagore on Education. Kolkata: DEYS.
- Brown, F.G (1976).Principles of Educational and Psychological Testing. N.Y: Holt. Rinehart and Winston
- Delors, J. (1996).Learning: The Treasure Within. Paris: UNESCO Publishing.
- Govt. of India (1991).Towards an Enlightened and Humane Society – NPE 1986: A Review. New Delhi: Government of India.
- Mookerjee. R. K. (2003). Ancient Indian Education. Delhi: Motilal Banarasi Dass Publishers Pvt. Ltd.
- Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London: Routledge.
- Mukherjee, H. B. (2013) Education for Fullness. New Delhi: Routledge.
- NCTE. (2003). Conceptual Inputs for Secondary Teacher Education Instructional Role. New Delhi: NCTE.
- NCTE. (1998). Policy Perspectives in Teacher Education critique and Documentation. NCTE, New Delhi.
- NCERT. (2000). National Curriculum Framework 2000.New Delhi: NCERT.
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- Pandey, R. S. (2005). Major Philosophies of Education. Agra: Vinod Pustak Mandir.
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- Radhakrishnan, S. (2006) .The Foundation of Civilization – Ideas and Ideals. Delhi: Orient Paperbacks.
- Srivastava , H.S. & Shoarie J. P. (1989). Instructional objectives of school subjects. New Delhi: NCERT.
- Stanley, J. C. & Hopkins, K.D. (1972).Educational and Psychological Measurement & Evaluation. New Delhi: Prentice Hall of India.
- Wiersma, W & Stephen G. J. (1985). Educational Measurement and Testing. Boston: Allyn and Bacon INC.
- Tagore, R. (). Siksha. Kolkata: Granthan Bibhaga, Visva-Bharati.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF GEOGRAPHY

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teacher will be able to understand:

- The nature, characteristics and historical review of Geography as a discipline.
- The role, importance, status, objectives and problems of teaching Geography in Secondary School.
- The preparation of lesson plans and teaching-aids for classroom teaching.
- The appropriate use of various methods and techniques of teaching Geography.
- The knowledge and skills of preparing question paper, unit plan, lesson plan and plans of evaluation of students' progress in Geography.

UNIT-I: NATURE OF GEOGRAPHY AND GEOGRAPHY EDUCATION

- Modern concepts of geography. Nature of Geography: Interdisciplinary nature: Physical and Human Geography, Economic – Social- Cultural Geography, Man-environment relationship , Correlation of Geography with other school subjects
- Geography Education: Concept, aims and objectives.

UNIT-II: OBJECTIVES, INSTRUCTIONAL PLANNING AND ASSESSMENT IN TEACHING GEOGRAPHY

- Objectives of teaching Geography: Taxonomy of Objectives such as Cognitive Domain (Bloom's Taxonomy and Revised Bloom's Taxonomy), Affective Domain and Psychomotor Domain; Writing instructional objectives in behavioural terms.
- Principles of teaching Geography at school level and its place in secondary school curriculum.
- Meaning of syllabus and curriculum: Principles for construction of Geography curriculum.

UNIT-III STRATEGIES FOR TEACHING GEOGRAPHY

- Concept of unit plan and lesson plan
- Method of teaching Geography: i) Inductive and Deductive, ii) Observation, iii) Excursion/ Field trip/ Exploration, iv) Project, v) Regional and Comparative, vi) Laboratory, vii) Study of local Geography, viii) Constructivist Approach.

Teaching Technology of Geography:

- Understanding of important teaching skills (planning and practice): Micro Teaching, and Simulated Teaching,

Learning Resources in Geography

- Concept of teaching aid, its characteristics and types
- Geography laboratory: concept, need, space allocation
- Teaching Geography by using statistics and graphs.
- Place of practical work in Geography.

UNIT -IV ASSESSMENT FOR GEOGRAPHY LEARNING

- Concept of evaluation Grading system
- Concept of continuous and comprehensive evaluation.
- Preparation of test items, tools of measurement and evaluation: essay type. Objective type test and framing questionnaire in Geography.
- Preparation of achievement test, diagnostic test, remedial measures.

PRACTICUM: (Any One)

1. A critical study of higher school syllabus and text books of WBBSE or WBCHSE.
2. Preparing question paper on the basis of prescribed text-book of secondary school standard.

3. Preparation of Power Point Slides on a given topic for presentation.
4. Preparation of evaluation tests and teaching aids.
5. Action research on different problems of teaching and learning Geography in nearby schools.

SUGGESTED READINGS

- Bining, A.C. and Bining, D.H. (1952), *Teaching the Social Studies in Secondary School*, N.Y.: McGraw Hill Book Company
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- Mofatt, M.R. (1955), *Social Studies Instruction*, New York: Prentice Hall.
- Mouley, D.S. Rajput Sarla & Verma, P.S. (1990) NCERT (1968), *Nagrik Shastra Shikshan, National Curriculum for Primary & Secondary Education: A Frame Work*, Revised Version, New Delhi: NCERT.
- Quillen, I.J. & Hanna, L. A. (1943), *Education for Social Competence, Curriculum Sc Instruction in Secondary School Social Study*. Chicago: Scott, Foreman & Co.
- Rao, M.S.,(2006), *Teaching of Geography*, Anmol Publishing (P) Ltd., New Delhi.
- Ruhela, S. P. & Khan, R.S., *Samajik Vigyan Shikshan*, Kota Open University, BE-5.
- UNESCO (1981), *Handbook for Teaching of Social Studies*, Paris: UNESCO.
- Slev, E.B. (1950), *Teaching Social Studies in High School*, Boston: DC., Heath & Co.
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- Zaidi, S.N.(2004), *Modern Teaching of Geography*, Anmol Publishing (P) Ltd., New Delhi.
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B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF HISTORY

Full Marks-50

COURSE OBJECTIVES:

After completion of this course the student-teachers will be able to:

- Justify the importance of teaching History at the secondary level.
- Examine critically the major Concepts, Natures and Objectives of teaching History.
- Outline the Values of teaching History for National Integration and International Understanding.
- Acquire the ability to develop Instructional Support Materials for effective teaching.
- Develop understanding of various Skills and Methods of teaching History and utilize by integrating these understandings in Lesson Planning for effective teaching.
- Describe the role of History teacher in the emerging National and International Context.
- Understand controversial Issues in the light of History and handle them effectively.

UNIT I: FOUNDATIONS OF HISTORY

- Define History, Explain Historiography and its role, Nature and Scope of History, Modern Concept of History.
- Aims and Objectives of teaching History at Secondary Stage.
- Values of teaching History: Disciplinary, Informative, Educational, Ethical, Cultural, Political, Intellectual, National and International.
- Importance of Local, Regional, National and World History for National Integration and International Understanding.
- Co-relation of History with other subjects: Literature, Geography, Political Science, Economics, Science, Music etc.

UNIT II: HISTORY CURRICULUM: ISSUES AND PRINCIPLES

- Place of History in school Curriculum, Criteria of a good History text book.
- Principles of selecting History Curriculum with special reference to NCF and organizing the subject matter of History.
- Review and Evaluation of History syllabus, Text-books at Secondary and Senior Secondary stages.
- Controversial Issues as part of History, types of Controversies, identifying some major Controversial Issues in Indian and World History, Selection of Controversial Topics, teaching Controversial Issues.

UNIT III: METHODS AND TEACHING-LEARNING STRATEGIES

- General Principles and Maxims of Teaching History
- Methods of Teaching History: Textbook Method, Lecture Method, Story-telling Method, Discussion Method, Biographical Method, Play Method, Dramatization, source method, Field Trip, Project Method, Excursion and Field Work, Museum.
- Concept, Needs, Principles and Steps of Lesson Planning, Blooms Taxonomy and writing of a Lesson Plan.
- Concept, Needs and Principles of Unit Planning, Steps in Unit Planning, writing of Unit Plan, Differences between Lesson Planning and Unit Planning.

UNIT IV: LEARNING RESOURCES

- Importance of Teaching Aids, types of Teaching Aids, some important Teaching Aids for History, History room, History Museum.
- Use of Computers for generating Multi-Media presentations for teaching History, preparation of Power Point presentations and Slides for projection through Computers.
- Importance of Time and Chronology in History, Teaching Chronology and development of Time-Sense in History, Time Lines, Time Chart, Maps, Chronological, Genealogical Tables.
- Continuous and Comprehensive Evaluation (CCE) in History.
- Tagorian perspectives on pedagogy.

PRACTICUM (ANY ONE):

- Production of at least two Power Point presentations and Slides.
- Content analysis of a History textbook to identify points that can be utilized for developing the feeling of National integration and International understanding.
- Visit to any historical place and preparation of a report.
- A small project based on the study of a historical event in the locality, personalities, monuments, buildings or institutions.
- Collections of news paper cuttings related to Controversial Issues and give your suggestions to handle them effectively in the light of History.

SUGGESTED READINGS:

- Agrawal, J.C. (2010). Teaching of History, New Delhi: Vikas Publishing House.
- Bhakta, B.B. (2010). Abhinab Itihas Shikshan Paddhati, Kolkata: Rita Book Agency.
- Burton, W.H. (1972). Principles of History Teaching, London: Methuen.
- Carr, E.H. (1961). What is History, New York: Macmillan.
- Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT.
- Colling Wood, R.G. (1961). The Idea of History, London: Oxford University Press.
- Dhaniya, Neelam (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Ghate, V.D. (1962). The Teaching of History, Bombay: Oxford University Press.
- Gunning, Dennis (1978). The Teaching of History, London: Goom Helm Ltd.
- Johnson, H. (1962). Teaching of History, New York: Macmillan.
- Khan S.U. (1998). History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
- Kochar, S. K. (1972). The Teaching of History, Delhi: Sterling Publishers.
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- Tagore, Rabindranath. Itihash Parichaya. Kolkata: Granthan Bibhaga, Visva-Bharati.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF LIFE SCIENCE

Full Marks-50

OBJECTIVES:-

- Recognize the important of teaching life sciences in school education.
- Better understanding Life science through content and methodological enrichment.
- Acquire qualities and responsibilities, required for teaching life science.
- Develop appropriate skill-set to present Life-Science teaching in tune with learners' learning style.
- Acquire competencies for planning Life-Science instruction.
- Acquire competencies for developing tools and techniques for evaluating Life-Science Education, conducting pedagogical analysis and planning action research.
- Acquire competencies for developing balanced curriculum of Life-Science at school level.

UNIT 1: NATURE AND SCOPE OF LIFE SCIENCE:

- Nature of Life science.
- Scope and importance of Life science.
- Place of Life science in Today's school curriculum.
- Usefulness of Life science in Daily life.
- Intellectual improvement.
- Cultural and moral significance.
- Vocational importance
- Correlation of science.
- Correlation among the principle branches of science.
- Correlation of science with other Disciplines.
- Correlation of science with society.
- Correlation of science with Environment.
- Correlation of science with different functions and festivals of Santiniketan and Sriniketan.

UNIT II: AIMS AND OBJECTIVES OF TEACHING LIFE SCIENCE:

- Goal, aims and objectives.
- Bloom's Taxonomy of educational objectives.
- Cognitive Domain and its classification.
- Affective domain and its classification.
- Psychomotor domain and its classification.
- Revised Bloom's Taxonomy: A Taxonomy for Learning, Teaching, Assessing.
- Significance of Bloom's Taxonomy.
- General aims and objectives of Teaching Life science
- Cognitive Aims and objectives.
- Affective Aims and objectives.
- Psychomotor Aims and objectives.
- Difference between General and Specific objectives.
- Concept of instructional objectives.
- Formulation of instructional objectives or Writing specific objectives in Behavioural Terms.
- Recommendation of some committees about objectives of Teaching Life science-
- Taradevi Report
- Kothari commission(1964-66)
- The Patel committee(1977)
- Recommendation of N.C.E.R.T and N.C.T.E.
- Tagore's concept of Science Teaching.

UNIT III: METHODS OF TEACHING LIFE SCIENCE:

- Teaching Learning Approaches.
- Inductive Approaches.
- Deductive Approaches.
- Inductive-deductive Approaches.
- Lecture Method
- Lecture Demonstration Methods.
- Problem solving Methods or scientific Method
- Project Method.
- Laboratory Method
- Heuristic or Discovery Method.
- Assignment Method.
- Discussion Method
- Some innovative Method.
- Tagorian Nature Study Method.

UNIT IV: UNIT PLANNING AND LESSON PLANNING:

- Pre-requisite for a good planning.
- Unit planning
- Characteristic Features of a Good Unit.
- Steps Involved in unit planning.
- Unit plan format Model.
- Lesson planning
- Advantages of lesson planning.
- Criteria or qualities of a good lesson plan.
- Major steps involved in lesson planning
- Format of lesson plan.

PRACTICUM: (Any one)

1. Developing scientific models, static and live, in Life Science.
2. Standardization of test on Life Science
3. Preparation and demonstration of slide
4. Review of research papers from standard journals on methodology of teaching Life-

Sciences

5. Dissection display along with video clippings not less than 5 minutes duration/ still display of ten sequential plates.

SUGGESTED READINGS:

- Agarwal D.D (2001). Modern Methods of Teaching Biology. New Delhi: Sarup & Sons,
- Ahmad J. (2011). Teaching of Biological Sciences. New Delhi: PHI Learning Pvt. Ltd.
- Bhaskara Rao, D (2000). Teaching of Biology. Gunter: Nagarjuna Publishers.
- Bloom, Benjamin, S., Ed. (1958). Taxonomy of Educational Objectives, Handbook I- Cognitive Domain. New York: Harcourt Brace & World Inc.
- Chikara, M.S. and S.Sarma(1985). Teaching of Biology. Ludhiana: Prakash brothers. Clark
- Julia V(1996). Redirecting Science Education. California: Corwin Press inc.
- Ediger, Marlow and D.B.Rao(2000). Teaching Science Successfully. New Delhi :Discovery Publishing House.
- Gupta S.K. (1983). Technology of Science Education. Delhi: Vikas Publishing House.
- Hassard J. (2000). Science as Inquiry. New Jersey: Good Year Books.
- Krathwohl, David R., Ed.(1964). Taxonomy of Educational Objectives, Handbook II Affective Domain. New York: David Mckay.
- Mohan .R (2004). Innovative Science Teaching – for Physical Science Teachers. New Delhi: Prentice Hall India Limited.
- New UNESCO Source Book for Science Teaching (1978). New Delhi: Oxford & IBH.
- Tagore, Rathindranath. *Prana Tattva*. Kolkata: Granthan Bibhaga, Visva-Bharati.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF MATHEMATICS

Full Marks-50

OBJECTIVES:

On completion of course the student-teachers will be able to:

- Get a clear perspective of the nature of mathematics and its historical development with special emphasis on contributions of Indian mathematicians.
- Acquire skills in teaching mathematics.
- Recognize mathematics outside the classroom.
- Acquire competencies of selecting and structuring instructional strategies.
- Understanding on Gurudeva's perspective for effective teaching & learning.
- Have skill of transacting the different kinds of mathematical knowledge.
- Acquire skills in preparation and use of support materials for teaching specific topics in mathematics.
- Get competencies for planning mathematics instruction, developing tools for evaluating mathematical learning, conducting pedagogical analysis, and planning action research.

UNIT I: NATURE OF MATHEMATICS:

- Nature of Mathematics- Axiomatic, Mathematical Propositions, Scientific, Intuition & Logic in mathematical thinking, Language of mathematics
- Historical development of mathematics with special reference to Indian mathematics and Indian mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya)
- Contribution of Mathematicians (Euclid, Pythagoras)
- Mathematics Curriculum at School Level, Enrichment Content and recreational mathematics

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN MATHEMATICS:

- Formulation of objectives in specific Behavioral Terms; Need and Importance of Planning Instruction
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format; Gurudeva's perspective for planning a effective lesson
- Textbooks, workbooks, reference books, and teacher guides; Learning by Exposition, Learning by Discovery
- Project and Problem solving Approach of learning; Psychology of Mathematics learning- Vygotskyan perspectives, Zone of proximal development; Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT III: LEARNING RESOURCES IN MATHEMATICS:

- Mathematics laboratory – concept and need, space and equipment for setting up a mathematics laboratory
- Utilization of learning resources in Mathematics: Charts and pictures, weighing and measuring instruments, drawing instruments, models, concrete materials, surveying instruments
- Bulletin boards, Mathematics club, field trips and visits.
- Mathematical kit, Calculators, Computers, Smart boards, Multimedia presentations; Mathematics outside the classroom

UNIT IV: ASSESSMENT FOR MATHEMATICS LEARNING:

- Evaluation – meaning and purpose
- Comprehensive and continuous evaluation in Mathematics
- Error analysis, Diagnostic tests, Identification of hard spots and remedial measures.
- Tools and Techniques for Formative and Summative Assessments of learner achievement in Mathematics.

PRACTICUM: (ANY ONE)

- Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus.
- Preparation of a multimedia presentation on a topic from enrichment content
- Developing few constructivist lesson plan on a topic of secondary school mathematics along with teaching aids.
- Analyzing errors committed by secondary school children in mathematics and preparing a remedial plan.
- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics.

SUGGESTED READINGS:

- A John, Van de walle, Karen S.Karp, Jennifer M. Bay (2012), Elementary and Middle School Mathematics: Teaching Developmentally, Amazon Books, Canada, ISBN-13: 978-0132612265
- Carey L.M. (1988), Measuring and Evaluating School Learning, Allyn and Bacon, Boston.
- Chambers Paul(2010), Teaching Mathematics, Sage Publication South Asia, ISBN: 9788132105268
- Chapman L.R. (1970), The Process of Learning Mathematics, Pergamum Press, New York.
- David H., Maggie M. and Louann H. Lovin (2007) , Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners , Amazon Books, Canada, ISBN-13: 978-1557668660

- David Wood (1988), *How Children Think and Learn*, Blackwell, Publishers Ltd., New York.
- Intel (2003), *Intel Innovation in Education, Intel teach to the Future – Student’s Work Book*.
- James, A. (2005). *Teaching of Mathematics*, Neelkamal Publication, New Delhi.
- *Keeley Page and Tobey Rose Cheryl (2011), Mathematics Formative Assessment, Sage Publications, Canada, ISBN: 9781412968126*
- Kumar, S. (2009), *Teaching of Mathematics*, Anmol Publications, New Delhi.
- Mangal S.K. (1993), *Teaching of Mathematics*, Arya Book Depot, New Delhi
- NCERT, *Content cum Methodology of Teaching Mathematics for B.Ed.*, New Delhi.
- NCERT (2005), *National curriculum framework for teacher education*, New Delhi
- NCTE (2009), *National curriculum for teacher Education*, New Delhi
- *Schiro stefen Michael, Oral Storytelling and Teaching Mathematics, Sage Publications, , Canada, ISBN: 9780761930105*
- Sumner, W.L., *Teaching of arithmetic & elementary mathematics*, Oxford publications, New Delhi.
- W. Servais and T. Varga (1971), *Teaching School Mathematics: A UNESCO Source book*, Penguin Books, UNESCO
- IGNOU (2000), *Teaching of Mathematics (ES-342) Blocks 1-4*, IGNOU, New Delhi.
- N.C.E.R.T (2006), *Text Books of Mathematics for class-VI to X NCERT*, New Delhi.
- Shankaran and H.N. Gupta (1984), *Content-cum-Methodology of teaching Mathematics*, NCERT, New Delhi.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, Sterling Publishers, New Delhi.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF MUSIC

Full Marks-50

OBJECTIVES:

On successful completion of the course the student-teacher will able to:

- Understand the nature, importance and historical review of music.
- Understand the aims and objectives of teaching music.
- Acquaint themselves with the various methods and approaches of teaching music.
- Understand the place of music in school curriculum.
- Understand and develop skills in the process of evaluation in music.
- Acquaint themselves with the innovations in teaching music.

UNIT I: NATURE OF MUSIC:

- Nature of Music- Classical, semi-classical and folklore. Language of music.
- Historical development of Indian music.
- Music as or creative expression of man, Tagore’s musical creativity in a nutshell.
- Educational value of music with special reference of its inclusion in secondary school curriculum.

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN MUSIC:

- Aims and objectives of teaching music at secondary level.
- Formulation of objectives in specific Behavioural Terms.
- Need and importance of Planning Instruction with special reference to Change in behaviour-pattern in the form of concentration (manan), practice, creation, presentation and popularity.
- Synthesize music with other school subjects.
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format

- Process of preparing lesson plan in Rabindra Sangeet, Droot Khayal and traditional Baul song.
- Observation of teaching steps.

UNIT III: STRATEGIES FOR TEACHING MUSIC:

- Methods and techniques of teaching music at different stages of learning.
- Development of communication skills through music.
- Introducing Rabindra sangeet, Folk song, Kirtan, Ragas (Considering the difficulty Value), Rhythmic patterns and various notation systems (Akar matrik & Bhatkhande System).
- Practice of Alankars and Tans for voice training.

UNIT IV: LEARNING RESOURCES AND EVALUATION:

(A) Learning Resources in Music

- Teaching aids in music and its use. Preparation of appropriate teaching aids.
- Visual aids-still motion pictures, scrap books, chart, notation books.
- Audio aids-tape recorder, recorder, radio, tuning fork and sonometer.
- Audio visual aids-television, film and other modern aids.
- Method of using accompaniments (tabla, tanpura and other instruments) in supporting music.

(B) Evaluation for Music Learning

- Evaluation-meaning and purpose, comprehensive and continuous evaluation in music, diagnostic tests and remedial measures.
- Development of the blueprint of test items-objective type, short answers type and essay type, marking scheme.

PRACTICUM: (ANY ONE)

- Critical review and evaluate the present syllabus of music for secondary school.
- Perform two songs of Rabindranath Tagore's in his characteristic style (one from Prakriti Paryaya or Swadesh Paryaya and one Rabindra Sangeet of Classical pattern).
- Perform other Bengali songs (at least two songs from the following composers)—Dwijendralal Roy, Atul Prasad Sen, Rajanikanta Sen & Najrul Islam.
- Construction and analysis of an achievement test for measuring specific outcomes both cognitive and psychomotor.
- Develop an action research proposal for a problem related to teaching and learning of music.

SUGGESTED READINGS:

- *Dao go Surer Diksha* -By Prof. Nikhil Chakraborty (Published by Anima Prakashani).
- *Gitabitaner Jagat*- By Suvash Chooudhury (Published by Papyrus Publisher).
- *Rabindranather Gitinatya O Nrityanaty*- By Pronoy Kundu (Published by Oriental Book Company)
- *Ragraginir Elakaye Rabindrasangeet*- By Prafullyo Chackraborty (Published by Paschimbanga Raga Sangeet Academy).
- *Sangeet Chinta*- By Rabindranath Tagore (Published by Visva-Bharati Prakashani).
- *Sangeet O Sikshanity*- By Prof. Nikhil Chakraborty (Published by Manan Publisher.)

OBJECTIVES:

On completion of the course, the student-teachers will be able to have:

- Clear perspective of the nature of philosophy and its historical development with special emphasis on contributions of Indian and Western philosophy.
- Better understanding of Philosophy through content enrichment.
- Understanding of the important place of philosophy in school curriculum.
- Understanding on Gurudeva's perspective for effective teaching & learning.
- Competencies of selecting and structuring instructional strategies and support materials for teaching specific topics in philosophy.
- Competencies for planning philosophical instruction, developing tools for evaluating philosophical learning, conducting pedagogical analysis and planning action research.

UNIT I: NATURE OF PHILOSOPHY:

- Meaning, Nature and Scope of Philosophy,
- Historical Development of Philosophy with special reference to Indian and Western perspective,
- Need and Importance of Philosophy in Higher Secondary School Curriculum
- Significance of Philosophy Teaching

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN PHILOSOPHY:

- Formulation of objectives in specific Behavioral Terms; Need and Importance of Planning Instruction
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format; Gurudeva's perspective for planning a effective lesson
- Different types of Philosophical Methods and Analysis;
- Psychology of learning- Vygotskyan perspectives, Zone of proximal development; Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT III: LEARNING RESOURCES IN PHILOSOPHY:

- Uses, Significance and Preparation of Teaching Aids viz. Audio, Visual, Audio-Visual with reference to Dale
- Excursion, Journals, Periodicals
- Websites of Philosophy, INFLIBNET, Virtual Libraries, field trips and visits, Multimedia presentations,
- Philosophy outside the classroom

UNIT IV: ASSESSMENT FOR PHILOSOPHY LEARNING:

- Evaluation – meaning and purpose; Comprehensive and continuous evaluation in Philosophy
- Tools and Techniques for Formative and Summative Assessments of learner achievement in Philosophy
 - Diagnostic tests and Remedial measures,
- Development of test items- Objective type, Short answer type and essay type, Construction and Analysis of Achievement Test,

PRACTICUM: (ANY ONE)

1. Pedagogical analysis of a unit of content from secondary school philosophy syllabus

2. Preparation of a multimedia presentation on any topic
3. Construction of a question paper based on current CBSE format, preparing its scoring key and marking scheme
4. Construction of achievement test in philosophy
5. Execution of action research and writing report

SUGGESTED READINGS:

- Victor, P. George (2002), *Teaching Philosophy in the Twenty First Century*, D. K. Print world (P) Ltd., New Delhi, ISBN-81-246-0205-0.
- Scheffler, Israel (1956), *Philosophical Models of Teaching*, Harvard Educational Review.
- Ortman, E.J. (1962). *Philosophy of Teaching*, New York: Philosophical Library, Inc.
- Fletcher, B.A. (1961). *A Philosophy for the Teacher*, New York: Oxford University Press.
- Passmore, J. (1980). *The Philosophy of Teaching*, London, Gerald Duckworth & Co. Ltd.
- Scheffler, Israel, (1973). *Reason and Teaching*, London
- Pandey, R.S. (2012). *Philosophizing Education*. Kanishka Publishers, Distributers, New Delhi
- Brookfield, S. (1990). *The skillful teacher*. San Francisco: Jossey-Bass. Chism, N. V. N. (1998). Developing a philosophy of teaching statement.
- Goodyear, G. E. & Allchin, D. (1998). Statement of Teaching Philosophy. *To Improve the Academy 17*, 103- 22. Stillwater, OK: New Forums Press.
- Grasha, A. F. (1996). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Pittsburgh, PA: Alliance Publishers.
- Haugen, Lee (1998). *Writing a Teaching Philosophy Statement*. Center for Teaching Excellence, Iowa State University
- Montell, Gabriela (2003). *What's Your Philosophy on Teaching, and Does it Matter?* The Chronicle of Higher Education (Chronicle Careers), March 27, 2003.
- Broudy, H.S. (1954). *Building a Philosophy of Education*, Prentice Hall, Inc, New York.
- Gutek, G.L., (1988). *Philosophical and Indio-logical perspective on Education*, Prentice Hall, New Jersey.

B.Ed. 124: PEDAGOGICAL KNOWLEDGE OF PHYSICAL SCIENCES

Full Marks-50

OBJECTIVES:

On successful completion of the course, the student-teachers will be able to:

- Understand clear perspective of the nature of Physical Science and its historical development.
- Understand the aims and objectives of teaching physical science and its relationship with other branches of science.
- Appreciate the role of science in day life and its relevance to modern society.
- Develop adequate skills to select and use different methods of teaching the content of physical science.
- Develop abilities and competencies for planning for teaching physical sciences, organizing laboratory facilities and equipment and designing pupil centered teaching learning experiences.
- Develop skills to design and use various evaluation tools to measure learning achievement in physical sciences.

UNIT I: NATURE OF PHYSICAL SCIENCE:

- Nature and scope of physical science
- Science and modern Indian society: Relationship of science and society.
- Impact of physical science with special reference to issues related with environment, industrialization and disarmament
- Physical Science as a process and as a body of knowledge, Science-technology-society interfaces.
- Physical Science Curriculum at School Level, Enrichment Content and recreational Physical Science.

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN PHYSICAL SCIENCE:

- Aims and objectives of teaching Physical Science of the secondary level
- Formulation of objectives in specific behavioural terms.
- Need and Importance of Planning Instruction
- Pedagogical analysis of a unit of content of secondary school Physical Science Text Book.
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format
- Gurudeva's perspective for planning a effective lesson.

Unit III: Strategies for teaching Physical Science

- Textbooks, workbooks, reference books, and teacher guides
- Learning by Exposition- Concept Attainment Model & Advance Organizer Model
- Project and Problem solving Approach of learning
- Computer Assisted Instruction (CAI)
- Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT IV: LEARNING RESOURCES IN PHYSICAL SCIENCE:

- Physical Science laboratory, Utilization of learning resources in Physical Science: Charts and pictures, drawing instruments, models, concrete materials
- Equipments for Physical Science
- Bulletin boards, Physical Science club, field trips and visits.

- Calculators, Computers, Smart boards, Multimedia presentations.
- Physical Science outside the classroom.

PRACTICUM: (ANY ONE)

- Pedagogical analysis of a unit of content from secondary school Physical Science Syllabus.
- Planning a Physical Science project for Secondary school children
- Constructing work cards for the preparation of an improvised apparatus
- Construction of achievement test Physical Science unit
- Preparation of self-study material on one unit.

SUGGESTED READINGS:

- Fensham P.J. (1994) The content of Science : A constructive Approach to its Teaching and Learning, The Falmer Press, Washington, D.C
- Leckstein, John Murrey (1988) Basic Skills – Science, John Murrey Boston
- Mangal S.K. (2004) Teaching of Physical Science, Arya Book Depot, Delhi.
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (1987) Example or Material on (VI-X), some Curricular Areas, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- Ralph, E. Martin & Others (1994) Teaching Science for all Children, Allyn and Bacon
- Sharma, R.C (2005) Modern Science Teaching, Dhanpat Rai & Sons, Delhi.
- Siddiqui N.N & Siddiqui M.N (1994) Teaching of Science Today & Tomorrow, Dooba House, Delhi
- Sundarajan, S. (1995) Teaching Science in Middle School : A Resource Book, Orient Longman, Hyderabad
- Tripathi Sahil (2004) Teaching of Physical Science, Dominant Publications, Delhi.
- Vaidya Narendra (2003) Science Teaching in Schools, Deep & Deep, New Delhi.
- Vanaja M. (2006) Teaching of Physical Science, Neelkamal Publications, Hyderabad.
- Tagore, Rabindranath. *Visva Parichaya – Atomic Structure*. Kolkata: Granthan Bibhaga, Visva-Bharati.

B.ED. 124: PEDAGOGICAL KNOWLEDGE OF STATISTICS

Full Marks-50

OBJECTIVES:

On completion of course the student-teachers will be able to:

- Clear perspective of the nature of statistics and its historical development.
- Acquire skills in teaching statistics.
- Acquire competencies of selecting and structuring instructional strategies.
- Understanding on Gurudeva’s perspective for effective teaching & learning.
- Get skill of transacting the different kinds of statistical knowledge.
- Acquire skills in preparation and use of support materials for teaching specific topics in statistics.
- Have competencies for planning statistics instruction, developing tools for evaluating statistical learning, and conducting pedagogical analysis.

UNIT I: NATURE OF STATISTICS:

- Nature of Statistics, Historical development of Statistics, Contribution of Statisticians (Laplace, Karl Pearson, Spearman, Gauss, R A Fisher),
- Perspectives on psychology of teaching and learning of statistics-constructivism and enactivism
- Psychological of Statistics learning- Vygotskyan perspectives, Zone of proximal development.
- Statistics Curriculum at School Level, Enrichment Content and recreational statistics

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN STATISTICS:

- Aims and objectives of teaching statistics of the secondary level
- Formulation of objectives in specific Behavioral Terms.
- Need and Importance of Planning Instruction
- Pedagogical analysis of a unit of content of secondary school statistics of at least one: Central Tendency, Variability, Correlation, Regression & Prediction, Normal Probability Curve.
- Unit Planning and Lesson Planning : guiding principles and suggested format
- Gurudeva's perspective for planning a effective lesson

UNIT III: STRATEGIES FOR TEACHING STATISTICS:

- Textbooks, workbooks, reference books, and teacher guides
- Learning by Exposition, Learning by Discovery
- Project and Problem solving Approach of learning
- Computer Assisted Instruction (CAI)
- Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT IV: LEARNING RESOURCES IN STATISTICS:

- Statistics laboratory, Utilization of learning resources in Statistics: Charts and pictures, drawing instruments, models, concrete materials, surveying instruments
- Bulletin boards, Statistics club, field trips and visits.
- Calculators, Computers, Smart boards, Multimedia presentations.
- Statistics outside the classroom

PRACTICUM: (ANY ONE)

- Pedagogical analysis of a unit of content from secondary school Statistics Syllabus.
- Preparation of a multimedia presentation on a topic from enrichment content
- Developing few constructivist lesson plan on a topic of secondary school statistics along with teaching aids.
- Analyzing errors committed by secondary school children in statistics and preparing a remedial plan.
- Developing an Action Research proposal for a problem related to teaching and learning of Statistics.

SUGGESTED READINGS:

- Carey L.M. (1988), Measuring and Evaluating School Learning, Allyn and Bacon, Boston.
- Chapman L.R. (1970), The Process of Learning Mathematics, Pergamon Press, New York.
- David Wood(1988), How Children Think and Learn, Blackwell, Publishers Ltd., New York.

- NCERT(2005),National curriculum framework for teacher education, New Delhi
- NCTE (2009),National curriculum for teacher Education, New Delhi
- Aggarwal, Y.P. (1988), *Statistical Methods: Applications and Computation*, New Delhi: Sterling
- Garrett, H.E. (1967), *Statistics in Psychology and Education*, Simons Pvt. Ltd., Bombay.
- Asthana, Bipin (2005), *Measurement and Evaluation in Psychology and Education (Eighth Edition)*, Vinod Pustak Mandir, Agra.
- Langley, R. (1973), *Practical Statistics for Non Mathematical People*, David & Charles, New York.
- Tagore, Rabindranath. *Dhana Vijnana*. Kolkata: Granthan Bibhaga, Visva-Bharati.
- Tagore, Rabindranath. *Chayanika*. Kolkata: Granthan Bibhaga, Visva-Bharati.

B.Ed. 125: CURRICULUM DEVELOPMENT

Full Marks-50

OBJECTIVES:

To students are expected to:

- Develop understanding of underlying principles of curriculum development
- Develop understanding for different types of model of curriculum development
- Develop understanding of underlying principles of instructional strategies
- Develop understanding of underlying principles of evaluation
- Develop understanding for teaching competences and skills
- Develop understanding for instructional media

UNIT I: INTRODUCTION TO CURRICULUM:

- Curriculum: The Concept; Bases of Curriculum
- The Curriculum Process and its Stages
- Major Approaches to Curriculum
- Role of Curriculum in Teaching and Learning
- Tagore's views on School Curriculum.

UNIT II: CURRICULUM PLANNING:

- Nature of Discipline and Curriculum Planning
- Basic Considerations in Curriculum Planning
 - Developmental
 - Social
 - Economic
 - Environmental
 - Teacher Related
- Philosophical & Psychological Foundation of Curriculum
- Trends in Curriculum

UNIT III: CONSTRUCTION & DEVELOPMENT OF CURRICULUM:

- Approach to Curriculum Development
- Models of Curriculum Development
 - Tyler's, Taba's, Saylor's & Alexander's, Miller and Seller's
- Process of Curriculum Development
- Role of Teacher in Curriculum Development

UNIT IV: CURRICULUM EVALUATION:

- Concept, Need & Importance of Curriculum Evaluation; Sources of Curriculum Evaluation
- Norm Referenced Testing & Criterion Referenced Testing; Formative & Summative Evaluation
- Evaluation during Curriculum Development; Evaluation during Curriculum Implementation; Interpretation of Evaluation Result
- Restructuring Curriculum

PRACTICUM: (Any One)

- Visit an educational institution of your choice, observe and list the functions of curriculum team.
- Prepare some curricular activities in your subject area for: (i) elementary students (ii) secondary students (iii) higher secondary students-other than that prescribed in text-book.
- Develop criteria for developing a curricular material of your choice (Text book, Work book, Journal, Manual, Reference Book etc.)
- List the aspects you would consider for evaluating a curricular material.
- Develop a few activities to integrate into curriculum at school level.
- Submission of at least one assignment .

Suggested Reading

- Arora, G.L. (1988). *Curriculum and Quality in Education*, NCERT, New Delhi.
- Goodson, I.F. (1994). *Studying Curriculum: Cases & Methods*, Open University Press, Buckingham.
- Gwynn, J.M. (1960). *Curriculum Principles and Social Trends*, The Macmillan Company, New York.
- NCERT (2005). *National Curriculum- A Framework*, NCERT, New Delhi.
- Popham, W.J. (1993). *Educational Evaluation*, Allyn & Bacon, New York.
- Pratt, David (1995). *Curriculum Development*, Open University Press.
- Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B. Ed. 126: WORK EDUCATION II

Full Marks-50

OBJECTIVES:

After completion of the course the students' teachers will be able-

- To understand the importance and relevance of Practices in work education
- To be acquainted with different kinds practical activities relating work education.
- To understand the techniques and methodologies involved in Artistic handicraft, Horticulture, Weaving and Woodwork.
- To understand the relationship between world of Work and world of learning.
- To develop specific skills of production.
- To be acquainted with methods of evaluation of practical work .

WORK EDUCATION EXPERIENCES:

A student-teacher is required to choose any one out of the following four areas of Work Education: 1. Horticulture, 2. Artistic Handicrafts, 3. Wood work, 4. Weaving .

AREA ONE: ARTISTIC HANDICRAFTS

Orientation on Artistic Handicrafts

- Aim and objectives, principle and method of teaching Artistic Handicrafts
- Place of Artistic Handicrafts in life and country' economy
- Value of Artistic Handicraft as an educational craft
- Management of artistic handicrafts class: freedom, discipline and order in classroom
- Maintenance of records, workbook, year's planning
- Tools, technique and criteria for evaluating artistic handicraft
- Knowledge about drawing and designing and their uses
- Properties and uses of types of dyes and chemicals uses in artistic handicrafts
- Selection and method of preparation for batik and bandhni works
- Selection and preparation process for clay modelling, clay terracotta work and pot painting
- Equipping artistic handicraft's classroom and its up-keep

Hands-on experience

- Designing: Study of designs from nature, Alpana designs, Pot painting.
- Modelling: Clay and plaster Paris modeling
- Printing: wood-cut, lino-cut
- Use of Scrap Materials: Making of doll and puppet
- Paper work: Masks, Collage, Card Board Work.
- Batik and Bandhni
- Visiting a production centre in Artistic Handicrafts and submitting a report on it
- Maintenance of workbook.

AREA TWO : HORTICULTURE

Orientation on Horticulture

- Aim and objectives of undertaking different project under horticulture at secondary school level and scope of horticulture
- Preservation and processing of fruits and vegetables (Jam, Jelly, Sauce, Ketchup, Squash, Pickle)
- Plant: External parts and function of a plant
- Tillage: Objectives, importance and uses of tillage
- Weed: Garden weed and control of weed
- Cultivation of fruits (Mango, Guava, Banana, Litchi, Coconut)

- Manure and Fertilizer: Essential elements for plant nutrition, effects of major elements on plant growth, methods for preparation of compost green manure
- Cultivation of commercial flowers (Race, Dahlia, Chrysanthemum)
- Medical Plants
- Bonsai
- Irrigation and Drainage: Different methods of irrigation and drainage
- Plant Protection: Protection of flowers, fruit and kitchen garden

Hands-on experience

- Planning and layout of flower and kitchen gardens.
- Cultivation of common seasonal flowers and vegetables.
- Plantation of ornamental and seasonal plants in pot
- Visiting a nursery and horticulture farm and submitting a report on it
- Maintenance of workbook.

AREA THREE: WEAVING

Orientation on Weaving

- Aim and objectives, principle and method of teaching weaving as a craft
- Place of weaving in life and country's economy
- Weaving as one of the oldest art and craft
- Values of weaving as an educational craft
- Weaving and Textile Technology: properties and classification of textile fibers
- Acquaintance with the terms in weaving and different machineries, tool and equipments and their uses
- Classification of loom
- Basic knowledge about different types of yarns, common fabrics , textile processes, methods of cloth preparation, types of textile designs
- Equipping a weaving classroom and its up-keep

Hands-on experience

- Weaving: Muffler (Woolen / Cotton), Side Bag with Cloth and Handle
- Steaching: Table cloth, Pillow cover, and Ashan.
- Appliques.
- Tapastry
- Visiting a production centre in weaving and submitting a report on it
- Maintenance of work Book

AREA FOUR: WOOD WORK

Orientation on Wood Work

- Aim and Objectives, Principle and method of teaching wood work as a craft
- Place of weaving in life and country's economy.
- Wood Work as one of the oldest art and craft and its value as an educational craft
- Timber: Growth, and identification of different kind of timbers,
- Wood: Defects and enemies of wood , seasoning and preservation of wood
- Acquaintance with wood work machineries ,tools and equipments and their uses
- Equipping a wood work classroom and its up-keep

Hands-on experience

- Preparation of measuring scale of one and half feet
- Preparation of Duster and Pointer to be used in classroom teaching
- Preparation of shoe pieces
- Inlay work in wood
- Use of Scrap wood: toys, show piece
- Planning a Wood work Project/job-drawing the diagram, selection of appropriate type of tool and wood for the job
- Execution of at least six jobs of different types and of graded difficulties (as decided of the beginning of a particular session).
- Visiting a production centre in weaving and submitting a report on it
- Maintenance of workbook

B.ED. 131: MUSIC, DRAMA AND ARTS IN EDUCATION

Full marks-50

OBJECTIVES:

- To understand the importance of Music, Drama and Arts in Education
- To understand the relevance of Music, Drama and Arts in life / Society
- To be acquainted with practical aspects / knowledge of Music, Drama and Arts
- To acquire / develop skills with regard to Music, Drama and Arts
- To be able to perform / produce events/ programmes / products with regard to Music, Drama and Arts.
- To be able to organize events/ programmes relating Music, Drama and Arts

Sl no.	Activities
1	Visit to place of Music/Drama/Art exhibition with critical appreciation of the same such as-Sangeet Bhavana and Kala Bhavana
2	Performance in Music- Vocal & Instrumental – Solo/Group Role play/ Mono act/ one act play
3	Fine arts for creative and aesthetic appreciation
4	Innovative creations of various performing and visual arts/Creative writings and communicative skills
3	Viva-voce

B.ED-132: PEDAGOGICAL KNOWLEDGE OF SCHOOL SUBJECTS-B**Full Mark-50**

In this paper the student teachers will perform the following activities. The performance of the student teachers will be evaluated internally.

SI No.	Activities
1	Simulated teaching
2	Micro Teaching
3	Unit Plan
4	Peer Group Observation during simulated teaching & Micro teaching

B.Ed. 133: SCHOOL INTERNSHIP**Full Marks-300****A. PRACTICE TEACHING****Full marks-100**

A student teacher is required to deliver 50 numbers of lessons in the Teaching Subject. He / She is also required to maintain a Record of Practice Teaching Lesson in the teaching subject.

B. SCHOOL-BASED EXPERIENCES**Full marks-200**

SI No.	Activities
1	Preparation of teaching aids (At least two)
2	Preparation of rollup Blackboard/ Duster/ Pointer/ scale etc. (Any Two)
3	School Visit observation report (whole days report)
4	Preparation of students progress report
5	Statistical interpretation of students' group -performance in specific school subject(s)
6	Peer group observation during practice teaching
7	Lesson plan submission
8	Assembly Reading
9	Village Camp/ Community engagement
10	Occupational Exploration
11	Game/Sports
12	Construction of Achievement Test
	School Experience Viva

B.Ed. 141: CONTEMPORARY INDIA AND EDUCATION

Full marks-100

OBJECTIVES:

After completion of the course the students' teachers will be able to-

- Understand about the concept of national development and its different indicators.
- Understand about the various programmes related to universalisation elementary education and its implementation.
- Understand about the various programmes related to secondary education and its implementation
- Understand about the various contemporary issues in education.

UNIT I: EDUCATION FOR NATIONAL DEVELOPMENT

- Indicators of National Development: Concept, Human Development Index, Education as development indicator
- Educational Development in India- A Review since Independence.
- Role of Education in National Development: As reflected in NCF-2005
- Tagore's perspectives on education its' role in National development.

UNIT II: ELEMENTARY EDUCATION

- Constitutional provision of education
- Recommendations of various commissions and committees related to elementary education since independence.
- Universalization of Elementary Education- issues and concerns, Role of SSA.
- Right to Education Act 2009

UNIT III: SECONDARY EDUCATION

- Concept, aims and problems of Secondary Education
- Secondary Education Commission 1952-53, Education Commission 1964-66 -their recommendations on secondary education
- Universalization of secondary Education – Role of RMSA
- Salient features of NPE 1986 and Revised Policy 1992 and National Knowledge Commission (NKC) with reference to School Education.

UNIT IV: CONTEMPORARY ISSUES IN EDUCATION

- Equality of Educational Opportunity Constitutional Provisions,
- Minorities and Weaker sections, Promotional Strategies for Educational uplift.
- Human and Child Rights: Corporal Punishment and Life with dignity in Classroom,
- Tagore's Child in 'Crescent Moon', Role of NCPDR.

PRACTICUM: (Any one)

- Prepare an assignment on the topic given by the course teacher.
- Analysis of different reports of various Educational commissions and committees' like- SSA, RMSA, NPE 1986, RTE, NKC etc.
- Prepare a report based on observation on any topic chosen by the course teacher.

SUGGESTED READINGS:

- Abdul Kalam, A.P.J.(2005) *Ignited Minds*, New Delhi: Penguin
- Anand, C.L. et.al. (1983) *Teacher and Education in Emerging Indian Society*, NCERT
- Beg, M.A. (2014). *Inclusive Growth*, New Delhi: A.K.Publishers
- Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal
- GOI (1964) '*Education Commission "Kothari Commission"*'. Ministry of Education
- GOI (1986) *National Policy on Education*, Ministry of Human Resource Development

- GOI (1992) *Programme of Action (NPE)*. Ministry of Human Resource Development
- Ministry of Law and Justice (2009) Right to Education. Govt of India
- Mohanty, J., (1986) *School Education in Emerging Society*, New Delhi: MacMillan
- NCERT (1993) *Teacher and Education in Emerging Indian Society*, New Delhi
- NCF (2006). *Gender Issues in Education (2005) Position Paper*. New Delhi: NCERT
- Ozial, A.O. '*Hand Book of School Administration and Management*', London: Macmillan.
- Tagore, R.N. (1961). *Crescent Moon*, Santiniketan: Visva-Bharati Press.
- Mukherjee, H.B. (2013) *Education for Fullness*, Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.Ed: 142: GENDER SOCIETY AND EDUCATION

Full Marks-50

COURSE OBJECTIVES:

- To enable the student teachers to know the historical development and present scenario of Indian women education.
- To enable the student teachers to realize the need women education for social sustainability.
- To orient the student teachers with the various aspect women empowerment.
- To acquaint the student teachers with approaches to overcome gender gap.

UNIT I: PERSPECTIVES OF WOMEN EDUCATION

- Concept, Nature, objectives and importance of women education.
- Development of women Education in Ancient, medieval India.
- Development of women education in pre-independent period.
- Tagore's view about the emancipation of women through education and Women in Ashram life of Santiniketan.

UNIT II: WOMEN AND EDUCATION IN CONTEMPORARY INDIA

- Status of Indian women education in the 21st Century.
- Problems in the way of women education.
- Provisions of women education in various educational commissions after her independence.
- Provisions of women education in Indian Constitution and in various five year plan period.

UNIT III: GENDER, EDUCATION AND EMPOWERMENT

- Need of education for women empowerment
- Agencies of women education (Both Govt & NGOs)
- Establishment of Women's Study Centre (WSC)
- Women education and social change

UNIT: IV APPROACHES OF WOMEN EDUCATION

- Role teacher and as a human being to overcome gender gap at Secondary level as well as in society.
- Teaching strategies for Women Education at Secondary level
- Women and Mass Media
- Researches in Women Education

Practicum: (Any One)

1. Organizing village camp to promote gender equality and preparation of report.
2. Preparing a syllabus on any one of the following-

- A. Women Education
 - B. Gender and Society
 - C. Women and Equality
 - D. Empowerment of women
3. Collection of basic relevant information about the status of women in the adjoining localities (at least two localities) and preparation of report.

SUGGESTED READINGS:

- Agarwal, S.P. (2001) Women's Education in India. Guwahati. Eastern Book House.
- Athreya, Venkatesh B. and Rani, S.C. (1996) Literacy and Empowerment. Sage, New Delhi.
- Bhattacharya, Sabyasachi, J. Bera, C.R. Yagati and B.M. Sankhdher (2001) The Development of Women's Education in India 1850-1920. Kaniskha Publisher, New Delhi.
- Dutt, S. (2000) Women and Education. Anmol Pub. New Delhi.
- Menon, L. (1998): Women Empowerment and Challenges of Change. Kaniskha Publisher, New Delhi.
- National Human Develop Report.
- UNO, (1999) World Survey Report on the Role of Women in Development: Globalisation, Gender and work, New York.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.Ed. 143: INCLUSIVE EDUCATION

Full Marks-50

OBJECTIVES:

- To acquire the concept, Importance and Objectives of inclusive education.
- To explain the Concept, Characteristics, Causes, Prevention and Remedies for Various Disabilities.
- To acquire basic knowledge on Teaching Learning Strategies, Vocational Training and Curriculum Adjustment for Disabled.
- To understand the policy perspectives, Schemes and role of the National Institutes and Other agencies for rehabilitation of Disabled.
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- To realize the causes of educational backwardness of socially disadvantaged sections.
- To know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections.

UNIT-I: AN INTRODUCTION TO INCLUSIVE EDUCATION

- Inclusive Education: Meaning, Concept, Objectives and Scope
- Concept of Special Education, Historical Perspective (In India and the World)
- Concept of Impairment, Disability and Handicap
- Various disabilities: Types, Concepts, Characteristics and causes
- Prevention and Remedies for Various Disabilities

UNIT-II: TEACHING LEARNING STRATEGIES FOR DISABLED

- Need and process of early identification
- Special, Integrated and Inclusive Education
- Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, Assistive devices, Barrier free Environment and Teaching Strategies

- Vocational Training, **Employment** and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction
- Use of Information and Communication Technologies, Multi-Sensory Approach

UNIT-III: POLICY PERSPECTIVE AND LEGAL FRAMEWORK

- International Declarations, Salamanca Statement, UNESCAP Decade for Person with Disabilities and other Declarations
- Provisions of Indian Constitution, NPE, 1986; Mental Health Act, 1987; RCI Act, 1992; PWD, Act, 1995; National Trust Act, 1999; National Policy on Disabilities, 2006
- Schemes for Education of Disabled: Integrated Education for the Disabled Children, Sarva Siksha Abhiyan, Inclusive Education for Child and Youth with Disabilities, District Primary Education Programme, Project Integrated Education for Disabled
- Concessions: Transport, Age Concession, Reservation, Exemption from Examination Fee, Family Pension
- National Institutes and National Handicap Finance and Development Corporation

UNIT-IV: EDUCATIONAL EMPOWERMENT OF DISADVANTAGED SECTIONS

- Empowerment of Minorities: Educational Problems, Present Status, National and State Commissions, Recommendations of various Commissions, Schemes and Programmes for Educational Empowerment.
- Empowerment of Weaker Sections (SCs, STs, OBCs): Reasons of Educational backwardness, Present Status, Indian Constitution and Weaker Sections, National Commission for Weaker Sections, Schemes and Programmes for Educational Empowerment.
- Empowerment of Women: Women: Historical background, Problems of Women Education, Present Status, Recommendations of various committees and commissions, NPEW, National Mission, Schemes and Programmes for Educational Empowerment.
- Child Rights and Education: Child Labour, Recommendations of various committees and commissions, Schemes and Programmes for Educational Empowerment.

PRACTICUM (Any One):

1. Visit any one Institution for Children with Visually Impaired, Hearing Impairment, Mental Retardation or Orthopaedically Handicapped and make a report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services.
2. Critical review of policies programmes and schemes for Children with Disability/ Deprived Sections of the society.
3. Case Study of any two Children with Disability and make an Individualized Education Programme.
4. Conduct surveys of various schools to identify various forms of inequality with reference to Disadvantaged Sections of the society and submit a report.
5. Prepare an assignment.

SUGGESTED READINGS:

- Agrawal, R. (2011). Education for Disabled Children, New Delhi: Shipra Publications.
- Ainscow, M., Booth. T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools, Bristol: Centre for Studies in Inclusive Education.
- Baine, D. (1988). Handicapped children in developing countries: Assessment curriculum and instruction, Alberta: University of Alberta.

- Baver. A. M. & Shea, M. (1989). Teaching exceptional students in your classroom, Boston: Allyn and Bacon.
- Beg, M.A. (2014). Inclusive Growth, New Delhi: A.K.Publishers.
- Chatterjee S.K. (2000). Educational Development of scheduled castes.
- Chauhan, S. S. (1989). Education of Exceptional Children, New Delhi: Indus Publishing Company.
- Cowels, M. (1969). Perspectives in the education of Disadvantaged children.
- Dash, N. (2006). Inclusive Education, New Delhi: Atlantic Publication.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Mani, M.N.G. (2000). Inclusive Education-In Indian Context, Coimbatore: IHRDC, Sri Ramkrishna Mission Vidyalaya.
- NCERT (2006). National focus group report on education of SCs and STs. New Delhi: NCERT.
- NCF (2006). Gender Issues in Education (2005) Position Paper, New Delhi: NCERT.
- Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication.
- Pandey. R.S. and Advani, Lal (1995). Perspective in Disability and Rehabilitation, New Delhi: Vikas Publishing House.
- RCI, (2008). Status of Disability in India-2008, New Delhi: Rehabilitation Council of India.
- Sharma, P.L. (1990). Teachers handbook on IED-Helping children with special needs, New Delhi: NCERT.
- Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore
- Salamatullah, (1979). Education in Social context, New Delhi: NCERT.
- UNESCO. (2004). *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.
- UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris
- Wehman, P & Melaughlin P. T. (1981). Programme Development in Special Education, New Delhi: Paul McGraw hill Publishers.
- Yadav, S.K. (1986). Education Schemes for scheduled castes.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

Online Resources:

<http://en.unesco.org/>
<http://www.mhrd.gov.in>
<http://www.nuepa.org/depa.html>
<http://www.pib.nic.in/newsite/mainpage.aspx>
<http://www.rehabcouncil.nic.in>
<http://www.socialjustice.nic.in>
<http://www.ncsc.nic.in>
<http://www.ncst.nic.in/index.asp?langid=1>
<http://www.ncbc.nic.in/Home.aspx?ReturnUrl=%2f>
<http://ncw.nic.in>
<http://ncm.nic.in>

B.Ed. 144: YOGA AND HEALTH EDUCATION

Full Marks-50

COURSE OBJECTIVES:

- To help understand the meaning, Definition and the various types of yoga.
- To understand different types of Asanas , Pranayams and their effect to promote a sound physical and mental health.
- To practice different types of Asanas and Pranayams.
- To make students aware regarding various types of communicable diseases , their prevention and first aid.
- To help understand the importance of Health Education.

UNIT I: CONCEPTULIZATION OF YOGA

- The meaning and Concept of Yoga; Scope , Need and Objective of Yoga History of Yoga,.
- Types of Yoga : Jnana Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga, Hatha Yoga and Kundalini Yoga
- Metaphysical basis of Yoga : Twenty five Principles of Yoga

UNIT-II: EIGHT LIMBS OF YOGA AND CURRICULUM

- Eight limbs of yoga : The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) and its methods; Dhyana (meditation) and its kinds; Samadhi and its various types
- Surya Namaskar,Pranayam and Different Asans and their effects to promote a sound physical and mental health
- Place of Yoga in school Curriculum and International Day of Yoga.

UNIT III:

- Health Education Definition, Scope, areas, aims and objectives.
- Communicable diseases- transmission of disease, Prevention and confront.
- First aid knowledge- Measures to be adopted of wounds, Burns, Bites, Eclectic, Injuries, Drowning, Artificial respiration and external massage of the heart.

UNIT IV:

- Mental and Emotional health,
- Factors of healthful Institution Environment, communicable diseases transmission of diseases, Prevention and control.
- Factors on which mental and emotional health depends, measures to be adopted to secure the mental health of the pupil.

PRACTICUM:

A.Assessment on conducting practical (15 marks) on

- i. first aids,
- ii. Asanas / Surya Namaskar.
- iii. Status survey of Health Awareness of neighborhood village/ school

B. Practices of Yoga (50 Marks)

For technicalities and Practices of Yoga, weekly Demonstration classes will be taken by the Yoga Instructor which will be followed by personal practices. Selected asanas and pranayam will be demonstrated and practiced Semester wise.

SUGGESTED READINGS:

- Yoga Asanas in theory and Practice Monghur, Bihar School of Yoga.
- Sachitra Yoga-Vayam, Nilmoni Das, Ironman Publishing House, Kol- 700009
- Teaching of Physical Education and Health Education, B.D. Bhat
- Accident First Aid, Yudenich, V.V
- Health and Physical Education- S.C Roy

B.ED. 145: ACTION RESEARCH AND CASE STUDY

Full Marks-50

Instruction:

Two classes in each will be conducted to orient the teacher trainees regarding the process and reporting of Action research and case study.

SI no.	Activities
1	Teacher Trainees will undertake one action research under the supervision of the faculty member.
2	Teacher Trainees will prepare one case study report under the supervision of the faculty member.
3	Viva-voce on above mentioned reports

B.ED 146.1: PEACE AND VALUE EDUCATION

Full Marks-50

Objectives:

On completion of the course the student teachers will be able to

1. Understand the concept and types of values in life and relevance of peace.
2. Get an insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies and sources of values in life.
4. Develop skills and techniques needed to teach value and peace education.
5. Work for active role of the teacher in maintaining peace and values.
6. Get motivation by the work of renowned Philosophers, Sufis & Saints and noble laureate people in the field of peace and maintaining values in society.

Unit: 1- Introduction and Sources of Values

1. Values and Types: Concept, Nature and significance, Meaning and importance of value education. Different types of values-Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
2. Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
3. Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.
4. Sources of value education- Religion, Life of Historical and Spiritual Personalities, Spiritual Traditions, Political and Social System Indian Constitution, UNO.

Unit: 2-Approaches and Strategies to Value Education

1. Role of Social Agencies: Family, Educational Institutions, Communities, Mass Media (Print & Electronic), Social Media, Social Organizations.
2. Activities and Strategies: reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Skit, Poetry, Music, interreligious studies, moral education, anecdotes, Teachings and practices of Sufis and Saints.
3. Role of teachers in value education

Unit: 3- Understanding Peace Education

1. Awareness of Peace: Meaning, Relevance, foundations of peace values, inner and outer peace. Need of Peace Education
2. Threats and Challenges to peace: increasing stresses, conflicts, feelings of insecurity, domestic violence and economic factors resulting in poor quality of life. Communal violence, Fanaticism, Terrorism, Regionalism, increasing crimes, Wars.
3. Peace and Conflict: Internal and External factors, Poverty, Economic Disparities, Political and Social factors. Cultural, ethnographic and Environmental conditions

Unit: 4: Approaches to Peace Education

1. Philosophies of Peace: Mahatma Gandhi, Krishnamurthy, Rabindra Nath Tagore, Martin Luther King and Dalai Lama
2. Efforts for Peace Building by Nobel Peace Laureates: Kailash Satyarthi, Ang Sang Su Ki, Nelson Mandela, Malala Yusufzai.
3. Global Concerns: Role of National and International Agencies, Human Rights, Quality of Life, Security, Educational Uplift, Sustainable Economic Development.
4. Maintaining Peace: Life Skills Education, constructivist approaches in teaching, removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level

Practicum/Activity:(Any One)

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
 - a. Cultural Heritage,
 - b. National Integration
 - c. Secularism
 - d. Role of Family
 - e. Values in Different Religion

Suggested Readings:

- Abdul Kalam, A.P.J. (2013) *My Journey*. New Delhi: Rupa Publications
- Abdul Kalam, A.P.J. (2013) *You Are Unique*. Bangalore: Punya Publications
- Aurora, G. L. (1995). *Child Centred Education-for Learning without Burden*, Gurgaon: Krishna Publishing Co.
- Bagchi, et. al. (2008). *Value Education*, Jaipur; University Book House (P) Ltd.
- Dholakia R. P. (2001). *Eternal Human Values and World Religions*. New Delhi: NCERT.
- Gandhi, M. K. (2011) *All Men Are Brothers: Life and Thoughts of Mahatma Gandhi in his Own Words*. Delhi: Rajpal & Sons.
- Gupta N. L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Khan, A.U. (1995) *Pearls of Wisdom-Sayings of the Great Sufis*. New Delhi: Kitab Bhavana
- Khera, Shiv. (2012) *You Can Win*. New Delhi: MacMillan
- Sen, Amartya. (2011) *Identity and Violence*. Delhi: Rajpal & Sons
- Singh Y. K., Ruchika, N. (2005). *Value Education*, Delhi: APH Publishing Co.

B.Ed.146.2: GUIDANCE AND COUNSELING

Full Marks-50

OBJECTIVES:

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

- Understand the meaning, characteristics, types, nature, scope and ethical issues of guidance and counseling.
- Acquire knowledge about guidance and counseling services, techniques of data collection and skills & qualities required to be a counselor.
- Identify the children and adolescents who require guidance and counseling.
- Collect data and Organize guidance and counseling services in their educational institution.
- To develop an understanding of adjustment, mental health with special reference to adolescent stage.

Unit- 1 CONCEPT OF GUIDANCE

- Meaning, characteristics, principles nature, scope and need of Guidance.
- Types of guidance- educational, vocational and personal.
- Mode of guidance service- individual and group
- Relationship, Comparison and ethical issues in guidance and counselling.

Unit- 2 COMPONENTS AND ORGANISATION OF GUIDANCE SERVICES

- Techniques and tools for collecting data for guidance: Cumulative records, Rating scales, Interview and Psychological tests and online testing services, career information, and Resource sharing.
- Organizing Guidance Service at different levels of education (elementary, secondary and higher).
- Types of guidance service- Orientation, Information, Individual Inventory, Counseling, Preparation, Placement, Follow-up, and Research & Evaluation.
- Role of home, school and community in providing guidance service (all three types of guidance).

Unit- 3 THEORETICAL FOUNDATION OF COUNSELLING

- Meaning, characteristics, principles, nature, scope and need of Counseling.
- Types of counseling- individual and group & Approaches of counseling- Directive, Non-directive and Eclectic
- Techniques in counselling: Testing and Non Testing techniques.
- Techniques of counseling- psychoanalytic, behaviouristic and humanistic and Counseling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview: preparation, process, interpretation, recording, and termination.

Unit- 4: MENTAL HEALTH AND ADJUSTMENT

- Meaning, Concept of mental health, Factors affecting mental health, criteria of good mental health and Role of guidance personnel in promoting positive mental health at school

- Meaning and process of adjustment, adjustment mechanisms.
- Techniques of stress management, conflict resolution and mediation and violence prevention programs and models.

PRACTICUM:

Undertake any one of the following activities:

1. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a counsellor and prepare a brief report.
2. Plan a minimum guidance programme for a school at the secondary stage.
3. Prepare a detailed outline of a class talk and career talk for secondary school students on identified themes or especially on the 'Need for guidance services in schools'.
4. Interact with the counsellor with regard to the process of counselling, nature of problems of the students/clients and write a report on this.
5. Administer a test of Intelligence on a group of high school students and prepare a report.

SUGGESTED READINGS:

0. Aggarwal, R. (2006) Educational Vocational Guidance and counseling, New Delhi: Shipra Publication.
1. Aggarwal, R. (2010) Elementary Guidance and counseling, New Delhi: Shipra Publication.
2. Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
3. Bala Rajni (2007) Guidance and Counseling: modern review, New Delhi: Alfa Publication.
4. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-I, New Delhi: Vikas Publishing.
5. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-II, New Delhi: Vikas Publishing.
6. Chauhan, S.S. (2007). Principle and Techniques of Guidance. New Delhi: Vikas Publishing House.
7. Gibson & Mitchell, M. (2008). Introduction to Counseling and Guidance. New Delhi: PHI Learning.
8. Gibson, R. L. & Marianne M. H. (2008)., Introduction to Counseling and Guidance. New Delhi: Prentice Hall.
9. Kochhar, S. K. (2006). Educational and vocational guidance in secondary education. New Delhi: Sterling Publications
10. Madhukumar, I. (2007). Guidance and Counselling. New Delhi: Authors Press.
11. Mathur, S S (2007) Fundamentals of Guidance & Counseling, 2nd Edition. Agra: Aggarwal Publication.
12. Naik, D. (2007) Fundamentals of Guidance and counselling. New Delhi: Adhyayan publishers.
13. Pandey, V.C. (2006) Educational Guidance & Counseling. New Delhi: Isha Books.
14. Rao, S. N. & Hari, H. S. (2004) Guidance and counselling. New Delhi: Discovery pub.
15. Rao, S. N. (2006) Counselling and guidance. New Delhi: McGraw hill.
16. Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. NCERT: New Delhi.
17. Saxena, A. (2006). Organization of Guidance service. New Delhi: Rajat Publications.
18. Saxena, A. (2007). Introduction to Educational & Vocational Guidance. New Delhi: Rajat Publications.
19. Sharma, R. A. (2006) Fundamentals of Guidance and Counselling. Meerut: R Lal Book Depot.

- 20.Sharma, S. (2007). Career Guidance & Counseling. New Delhi: Kanishka Publishers.
21.Varky, B. G. & Mukhopadhyay, M.(2006). Guidance and Counselling. New Delhi: Sterling Publications.

B.Ed.146.3: DISTANCE AND OPEN SCHOOLING

Full Marks-50

COURSE OBJECTIVES:

1. To orient students with the nature and need of distance education in the present day Indian society.
2. To expose students to different kinds of information and communication technologies and enable them to be familiar with their use in teaching-learning process.
3. To enable students to understand various modes of Student-support- services and develop in them skills to manage such services for various kinds of programmes through distance education.
4. To enable students to evaluate distance education programmes and to develop in them the ability to enhance the quality and standards of such programmes.

UNIT I: Distance Education: Genesis, concept, need, nature and scope of distance education.

UNIT II: Mode & Methods of Distance Education: Print & non –print Instructional Materials; Counseling and evaluation in distance education.

UNIT III: IGNOU and NOS: Genesis, objectives, programmes and functions of Indira Gandhi National Open University (IGNOU); Genesis, relevance, programmes and functions of National Open School (NOS).

UNIT IV: Learning at a Distance: Student-support-services in distance education and their management; Technical and vocational programmes through distance education; Programmes for women through distance education; Distance education and rural development.

PRACTICUM: (Any one)

- Prepare an assignment on the topic selected by the course teacher
- Seminar Presentation

SUGGESTED READINGS:

1. Aitchison. J. & Aitchison. J. (1907). Text Design in Distance Education: Print & Facilitating Adult Learning;. Pretoria; University of South Africa.
2. Bate, A. W. (ed.) (1984). The Role of Technology in Distance Education. London.
3. Datta, R. (1985). Distance Education in India. New Delhi: Open School.
4. Satyapal. Anand (1979). University Without Walls. Delhi,:Vilas Publishing House Pvt. Ltd.
5. Sharma. R. A. (1994). Distance Education: Theory, Practice & Research. Merrut: loyal Book Depot.

B.Ed. 146.4: DEVELOPMENT OF INDIAN EDUCATION

Full Marks-50

OBJECTIVES:

1. To help students understand the developments of education in ancient India.
2. To enable the students to acquire knowledge about the characteristics features of Vedic Education

3. To enable the students understand about the impact of Heterodox Indian Traditions on education.
4. To acquaint students with cross-border impacts on Indian education.

UNIT – I: VEDIC TRADITION OF EDUCATION:

- Salient features of Education in the four Vedas.
- Salient features of Education in the Upanishads
- Educational Implications of Srimad Bhagabat Gita.

UNIT –II: EDUCATIONAL TRADITION IN SMRITIS AND DARSHANAS

- Salient features of Education in the Smritis
- Advaita Vedanta with special reference to their educational Implications.
- Yoga Darshan (Patanjali Yoga Sutra) with special reference to their educational Implications

UNIT- III: EDUCATION IN HETERODOX INDIAN TRADITIONS

- Charvak Philosophy and its educational implications
- Buddhist Tradition and its educational Implications
- Jain Tradition and its educational Implications

UNIT-IV: CROSS-BORDER IMPACT ON INDIAN EDUCATION

- Islamic educational thought and its impact on Indian system of education
- Colonial impact on Indian education system
- Cross boarder impact on Indian higher education

PRACTICUM:

- Content analysis of the School Curriculum for identifying ancient Indian values.
- Observation of School activities / co-curricular practices reflecting the ideas / practices of Vedic / Islamic/ Buddhist/ Jain tradition
- Observation and reporting of Colonial impact on Indian system of education.
- Seminar Presentation / Group Discussion / Interaction
- Organisation of Debates & dialogues on different developmental issues of education

SUGGESTED READINGS:

1. Altekar, A. S. (1951). Education in Ancient India. Banaras: The India Book House.
2. Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A Historical survey of Educational Documents before & after Independence. New Delhi: Concept Publication.
3. Chatterjee, C. (1957). Vedantic Education. Lucknow: Gauranga Cultural Research Institute.
4. Hiriyana, M. (1983). Outlines of Indian Philosophy. Bombay: Blackie & Son.
5. Hiriyana, M. (1949). The Essentials of Indian Philosophy .London: George Allen & University.

6. J. P. Banerjee (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.
7. Keay, F. E. (1980). Ancient Indian Education: Origins, Development & Ideals. New Delhi: Cosmo Publications.
8. Khan, Md. Shasif (1990). Education, religion & the modern age. New Delhi: Asia Publications House.
9. Mitra, Veda (1964). Education in Ancient India. New Delhi: Arya Book Depot.
10. Mookherjee, R. K. (1960). Ancient Indian Education: Brahminical & Buddhist. Delhi: Motilal Banarasi Das.
11. Nurullah S. S. and Naik J. P. (1951). History of Education in India (1800-1947). Calcutta: Macmillan & Co Ltd.

B.Ed. 146.5: PHYSICAL EDUCATION

Full Marks-50

COURSE OBJECTIVES:

- To help the student teachers to be acquainted with the importance of Physical Education Programme in respect of all-round development of the students and for developing Personality traits.
- To help the student teachers to acquire knowledge of preparing fixture and track marking with provision of staggers.
- To enable the student teachers in planning Physical Education activities to deal with the problems and solutions.

UNIT I: Physical Education-its meaning, aims and objectives, the significance of child's growth and development to Physical Education, Bio-Physical difference in boys and girls and their implications.

UNIT II: Organising Annual Athletic meet including laying out of double bend track with provision of stagger; Preparation of fixture knock-out and league.

UNIT III: Organising physical Education Programme in Educational Institutions; problems and solutions.

UNIT IV: Role of Physical Education in personality development and the role of the teachers in handling with delinquent children.

PRACTICUM (Any One):

Assessment (to be assessed internally):

1. Conducting Annual Athletic Meet.
2. Prepare practical note book on yoga and track marking.

SUGGESTED READINGS:

1. Foundation of Physical Education- Charles A. Bucher
2. Shari Siksha Prosonga- Ganguly Subir Kumar
3. Teaching Physical and Health Education- Bhatt B.D and Sharma S.R
4. Principles and History of Physical Education- Sathyaresam R.C
5. Health and physical Education- Roy S.C

B. Ed: 146.6: Human Rights Education

Full Marks-50

OBJECTIVES:

On completion of the course students will be able to-

1. Develop the idea of Human Rights Education and its historical development in western and Indian perspective
2. Develop an understanding about the emerging issues related to human rights and challenges to its protection.
3. Realize the problems of socially disadvantaged groups and weaker sections
4. Understand the mechanism of the human rights protection in India
5. Realize the need of human rights education and its provision in India.
6. Know about various Acts and Legal provisions for the Protection of various rights in India.
7. Understand the working of various national and international agencies of Human Rights Protection

Unit: 1- Concept of Human Rights and its Historical Development:

1. Human rights – Meaning and Concept (Theories) Generational Classification of human rights
2. Magna Carta (1215) , English Bill of Rights (1689), the Bill of Rights of the Constitution of the United States of America, the French Declaration of the Rights of Man and of Citizen (1789),
3. United Nations (System) and Universal Declaration of Human Rights (UDHR),1948
4. Fundamental Rights in Indian Constitution-their background, overview and contemporary debates, Directive Principles of State Policy and Fundamental Duties as Constitutional Obligations

Unit: 2- Emerging Issues in Human Rights

1. Challenges to Democratic State and Civil Society, Good Governance and State Accountability, Communalism and Terrorism, Corruption and Muscle Power
2. Debates on Big Dams, Displacement and Rehabilitation, Tribal Rights and Forest Protection Environmental Issues and Sustainable Development, Traditions, Culture and Human Rights
3. Human Rights Violations of Weaker Sections-Children, Women, Scheduled Castes and Scheduled Tribes, Backward Classes
4. Human Rights Violations of Marginalized/Disadvantaged Groups- Minorities, Refugees, Aging Persons, Physically and Mentally Challenged, Prisoners, Unorganized Workers and others

Unit: 3- Human Rights Protection Mechanism in India

1. Human Rights Law Enforcement Agencies, Judicial System, Adjudication Process and Judicial Activism
2. Remedies: Writs, Public Interest Litigation (PIL), Judicial Review, Right to Information Act (RTI), Protection of Human Rights Act 1993
3. Institutional Mechanisms-National/State Commissions for Human Rights, Women, Scheduled Castes, Scheduled Tribes, Backward Classes , Minorities, Minority Educational Institutions and others
4. Role of Civil Society Organizations, NGOs and Media

Unit: 4- Promotion of Human Rights Education in India

1. Right to Education and Universalization of Education, National Policy of Education and Human Rights
2. Human Rights Education – India and International, Problems and Prospects
3. Some Acts for Protecting Human Rights-Protection of Civil Rights Act, 1955, SC and the ST (Prevention of Atrocities) Act, 1989, Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Pre-Conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994, Environment (Protection) Act, 1986, Prevention of Domestic Violence Act 2006, RTE-2009

Practicum:

1. Visit to nearby village and contact to the people. Prepare a report on the identification of problems / instances of Human rights violation of the villagers and suggest measures in the light of existing legal provisions.
2. Conduct a survey to any educational institute and contact at least 50students to know their problems and awareness of their rights.
3. Prepare a poster showing diagrammatically the historical development of Human Rights Provisions.

4. Prepare a PPT/documentary/ profile based on survey of any of weaker sections i.e. Women/Child/Minority/Minority Institution etc. regarding their educational and socio-economic status.

Suggested Readings:

- Agrawal, J.C., Education for Values, Environment and Human Rights, Shipra Publications, Delhi
- Bhakry, Savita, (2006)Children in India and their Rights, NHRC, New Delhi
- Darren J. O'Byrne, (2005)Human Rights An Introduction, Pearson Education, Singapore
- Jed. P. K. (2002). Educating Human Rights. Agra: Bhargava Book House.
- Jois, Rama M. (1997). Human Rights and Indian Values. New Delhi: NCTE.
- Kar N. N. (1999). Value Education: A philosophical study. Ambala Kantt: The Associated publisher.
- Karlekar, Malavika (1964). Education in India. In Douglas Ray et al. (eds.), Education for human Rights: *An International Perspective*; Paris: UNESCO International Bureau of Education.
- Kothari, Ashish, et. Al. Environment and Human Rights, New Delhi (2006)
- Kothari, Miloon, et al, (2006)The Human Rights to Adequate Housing and Land,NHRC, New Delhi
- Macwan, Martin, (2006) Dalit Rights, NHRC, New Delhi
- Mani V.S., (1998)Human Rights in India: An Overview, Institute for the World Congress on Human Rights, New Delhi,
- Mehta, P.L. and Neena Verma, (1995) Human Rights under the Indian Constitution, Deep and Deep, New Delhi
- Mohit, Anuradha, et al. (2006)Rights of the Disabled, NHRC, New Delhi
- National Council for Teacher Education, (1996)Human Rights and National Values: Self-Learning Module, Vols. I-III, New Delhi
- Nirmal, C.J., (1999)Human Rights in India, OUP, New Delhi
- Pachauri, S.K., (1995) Children and Human Rights, APH Pub., Delhi
- Pachauri, S.K., (1999)Women and Human RightsAPH Pub., Delhi
- Pal, R.M.(ed.) (1995) Human Rights Education, PUDR, New Delhi

B.ED. 146.7: ADULT AND POPULATION EDUCATION

Full Marks-50

OBJECTIVES:

- To acquaint the student teachers an understanding of the definition concept, need and importance of Population Education and adult education.
- To familiarize with the concept, need and importance of family planning and effect of population growth.
- To know the methodology of integrated curriculum development approach in population education.
- To understands the national policies and programmes of Adult Education in India.

CONTENT:

UNIT I POPULATION EDUCATION

- Meaning, concept, definition, scope and need for population education.
- Development of aims and objectives of population education in India:
- Population education Vs Sex Education and Family Planning Education.

UNIT II FAMILY PLANNING EDUCATION AND PROBLEMS OF POPULATION GROWTH

- Small family norm – planned parenthood – need, importance and measures – Agencies, Institutions, offering services in family planning, alternative strategies and incentives in family planning programmes; family planning programme in India.
- Problems related to population growth: Social, economic, educational and environmental (special reference to India).

UNIT III POPULATION EDUCATION IN SCHOOLS AND TEACHER TRAINING COLLEGES

- Curriculum and Methodology: Integrated specialized approach, Co-curricular activities,
- Role of Teacher in creating awareness and use of mass media: newspaper, radio, T.V etc.

UNIT IV ADULT EDUCATION

- Concept and need for adult education, difference between literacy and functional literacy. Formal, informal and Non-formal education.
- Differences in the traditional and functional literacy programme.
- Adult literacy – its origin, development and growth during 19th and 20th centuries with specific reference to adult literacy in India.
- **Andragogy – Methodology of Teaching Adult**
Characteristics of adult learners – psychology of adult learners, analyzing adult need, motivating adult for education, use of various media for adult education.
- **Adult education at different level**
Adult Education in National Planning – 1978 and NPE – 1986
Adult Education in Government Planning, Role of NGO's and mass media in Adult Education, Role of Educational Institutes in Adult Education, Adult Education and UNESCO.

PRACTICUM: (Any one)

- Chalk out an adult education programme.
- Write a review on Human Development Report.
- Write a report on Indian Census
- Critically analyse contemporary issues in population education and adult education.

SUGGESTED READINGS

- Aggarwal, J.C.& S.P. Aggarwal.(1982) *Role of UNESCO in Adult Education*, Vikas Publication House Pvt. Ltd., New Delhi.
- Aggarwal, S.N.(1977), *India's Population Problems*, Tata Mc Graw Hill Pub. Co. Ltd., III Edition.
- Asha A. Bhende and Tara Kanitkar.(1988), *Principles of Population Studies*, Himalayan Pub. House, Bombay.
- Chandana, R.C(1994), *Geography of Population Education*, Kalyani Publishers, New Delhi.
- Chandra, A. & Shah, A.(1987)., *Non-formal Education for All*, Sterling Publishing Pvt. Ltd. L – 10 Green, Part Extension New Delhi, 1987.
- Cruz L de La.(1980) *Population Education: Its nature and role*, UNESCO (ROEAP), Bangkok,
- Devadas, R.P. (1979). *Planning and programme for Adult Education*, University of Madras.
- Ghosh, B.N (1978). *Population Theories and Demographic analysis*, Meenakshi Prakashan, New Delhi

- Jayagopal, R.(1985), *Adult Learning Psycho – Social Analysis in Indian Context*, Department of Adult and Continuing Education, University of Madras, Chennai.
- Kundu, C.L. (1988). *Adult Education, Research Future Directions*, Kurushetra University, Kurushetra.
- Mahanty, S.B., *Life-Long and Adult Education*, Ashish Publishing House, 8/81, Panjabibagh, New Delhi, 1988.
- Sheshadri, C & J.L. Pandey. (1991). *Population Education: A National Source Book*, ND, NCERT.
- Singh, R.P.(1979). *Non-Formal Education – An Alternative to Formal System*, Bahari Publications Private Limited, New Delhi.

B.ED: 146.8: ENVIRONMENTAL EDUCATION

Full Marks-50

OBJECTIVES:

- To enable the student teachers to know the historical development environmental education in India as well as in abroad.
- To enable the student teachers to realize the need environmental education for sustainable development.
- To orient the student teachers with the various aspects environmental education.
- To acquaint the student teachers with approaches to overcome various environmental issues.

UNIT-1: PERSPECTIVES OF ENVIRONMENTAL EDUCATION:

- Concept, Nature, objectives and importance of women education.
- Development of environmental Education.
- Values and knowledge related with Environmental Education
- Importance of environment in Tagore's education philosophy.

UNIT- II : CONTEMPORARY ISSUES RELATED TO ENVIRONMENT

- Environmental pollution and Ozone layer depletion.
- Depletion of natural resources, population explosion and related Environmental problems and sustainable development.
- Pollution (Air, water, & soil), Green house effect and Global warming.
- Global climatic chance.

UNIT – III: ECOLOGY, ITS IMBALANCE AND VARIOUS LAWS TO PROTECT ECOLOGY

- Concept, Components, classification , factors of ecosystem
- Structure of ecosystem
- Energy flow concept, and laws of energy flow
- Various environment acts and laws at both national and International level related to land, air, water, and wildlife.

UNIT- IV: APPROACHES TO ENVIRONMENTAL EDUCATION:

- Principles of curriculum Formation of environmental education in Secondary level
- Instructional strategies for Environmental Education at Secondary level
- Man-Nature interface.
- Trends of researches in Environmental Education

PRACTICUM: (any one)

4. Organising village camp to promote environmental awareness and preparation of report.
5. Collection of basic relevant information about the status of social and physical environment in the adjoining localities (at least two localities) and preparation of report.

SUGGESTIVE READINGS:

1. Panda. V.C. (2005): Environmental Education. Isha Books. N. Delhi.
2. Odum. E (1971) Fundamentals of Ecology. W.B. Saunders Co. London.
3. Beaumont, J.R., M. Padersen and D.B. Whittaker (1993): Managing Environment. Butterworth-Heinemann Ltd. Oxford Press.
4. Sharma. R.C. (1981): Environmental Education. Metropolitan Books Pvt. Ltd. N. Delhi.
5. Desh. B. & Ramanath. N.L. (1987): Environmental Education for Environmental Education Planning and Conservation, Natraj Publication, Dehradun.

B.Ed. 146.9: INTRODUCTION TO EDUCATIONAL RESEARCH

Full Marks-50

OBJECTIVES:

After attending the course, participants are expected to be able to:

- Comprehending the concept and purpose of educational research
- Identifying the types of research
- Develop research proposal on the specified topic of research
- Carry out minor research study in their work-situation
- Recognizing teachers' potential to carry out research
- Apply statistical techniques to analyze data

UNIT: I

- Meaning and characteristics of research
- Educational research-what and why
- Research: the scientific method of acquiring knowledge
- Educational research: The major steps

UNIT: II

- Educational research: The types
- Identifying problems and framing Hypothesis
- Reviewing Research Literature
- Research Ethics

UNIT: III

- Standardized measurement and assessment in Educational Research
- Research Tools & Techniques
- Sampling and mode of collecting data
- Sampling in Research and error factor

UNIT: IV

- Qualitative data analysis in Educational Research
- Writing Research Report
- Considerations for identifying probable research topics for action research
- Format of a Research Proposal

PRACTICUM:

Students will be engaged in one of the following activity followed by submission of report.

- i) Analyzing a problem related to curriculum following educational research methodology and deduces solution of that problem.
- ii) Analyzing a problem related to pedagogy following educational research methodology and deduces solution of that problem.
- iii) Analyzing a problem related to students behaviour following educational research methodology and deduces solution of that problem.
- iv) Analyzing a problem related to teachers behaviour following educational research methodology and deduces solution of that problem.
- v) Analyzing a problem related to behaviour of the supporting staff following educational research methodology and deduces solution of that problem.

SUGGESTED READINGS:

1. Best, J. W. & Khan, J. V.: Research in Education, PHI, New Delhi, 1990.
2. Carr, E.H. (1964). *Studies in Revolution*, New York: Grossett and Dunlap.
3. Felder, R. M., and Brent, R. (1999). How to Improve Teaching Quality: Quality Management Journal, v. 6, p. 9-21.
4. Garrett, H.E.: Statistics in Psychology and Education; Longman, New York, 1958.
5. Gijlers, H., and Jong, T. D. (2005). The relation between Prior Knowledge and Students' Collaborative Discovery Learning Process: J. of Research in Science Teaching, v. 42, p. 264-282.
6. Gronlund, N.E. & Linn: Measurement & Evaluation in Teaching, Maxwell Macmillan, New York, 1985.
7. Guilford, J.P.: Fundamental Statistics in Psychology and Education, McGraw Hill, New York, 1965.
8. Hewton, E. (1975). Project Work in Universities: Physics Education.
9. Jakobeit, Cord. (1999). 'The World Bank and Human Development', *Development and Cooperation*, No.6 (Nov/Dec): 4 -5.
10. Keeves, J. P. (Ed.): Educational Research, Methodology and Measurement: An International Hand book, Pargamon Press, Oxford, 1997.
11. Koul, L: Methodology of Educational Research; Vikas Publishing House, New Delhi, 2003.
12. Payne, D.A & Mc. Morris, R.S.: Educational and Psychological Measurement,
13. Reynolds, M. C. (ed.): Knowledge Base for the Beginning Teachers, Pargamon Press, Oxford, 1990.
14. Richards, J. (1992). *Poor Image Prevails*, Professional Engineering, January 9, Southampton: Mechanical Engineering Publications.
15. Sen, Amartya. (2000). Development as Freedom: Oxford University Press. New Delhi.
16. Sing, A.: Monograph on Internal Assessment; AIU- Publication Cell, New Delhi,
17. Tilak, J.B.G. (2001): 'Education and Development', *Indian Social Science Review*, 3 (2): pp. 219-266. New Delhi.
18. Van Dalen, D.B.. Understanding Educational Research: An Introduction, McGraw-Hill, New York, 1999.
19. Willam, W& Stephen J.G.: Educational Measurement and Testing, Allyn and Bacon Inc, Boston, 1985.
20. Ziman, J. (1991). *Reliable Knowledge: An exploration of the grounds for belief in science*, Cambridge: Cambridge University Press.

SEMESTER - I

MED-211: EDUCATION STUDIES

Course Objectives:

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

- examine issues related to education as interdisciplinary subject,*
- understand the socio-cultural context of education,*
- reflect on the contexts in which the school and teacher education institutions are working,*
- understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised, and*
- discuss the emerging dimensions of school and teacher education.*

Course Contents:

Unit-I: Historical Context of Education: Education System in Vedic Period, Buddhist Period, Muslim Period and British Period; Glimpses on Development of Education in Post Independent Period.

Unit-II: Education as a Discipline: Education as a System developed by the Society based on Social, Cultural, Political, Economic, and Technological Factors; Critical Analysis of Concepts, Principles, Theories, Assumptions and Contexts related to Issues that are unique to Education as a Discipline.

Unit-III: Education as Interdisciplinary Knowledge: Interdisciplinary Nature of Education; Contribution of Language, Science and Technology to Education and Challenges Ahead; Role of Peace and Other Values in Education; Interrelation between Education and Development; Prioritizing the Aims of Indian Education in the context of a Democratic, Secular, Egalitarian and a Humane Society.

Unit-IV: Support Systems of Education: Principles and Guidelines in Organizing the Support Systems; Functional Relation, Adequacy and Contemporary Issues as Reflects in NCF (2005); Re-Conceptualization of Learning Resources: Textbooks, Supplementary Books, Workbooks, Multimedia and ICT, School Library.

Unit-V: Authorities of Education: Role and Issues related to Control and Autonomy of School Education by Academic Institutes, Department of Public Instruction, Ministry and other Government Agencies; Role of different Stakeholders such as Media, Technology, NGOs, Civil Society Groups, Teacher Organizations, Family and Local Community in School Education

Practicum (Any One):

1. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
2. Visit any school from rural/urban area and find out vision of school on education.

Suggested Readings:

- Alkeker (1957). Ancient Indian Education. Varanasi: Nanda Kishor Brother. Boyd, W. & King, E.(1981). History of western Education.
- Broudy, H.S. (1977). Types of knowledge and purpose of education In R.C. Anderson, R.J. Spiro and W.E Montanaque (eds) schooling and acquisition of knowledge (P.P. Hilldale, N J : Erlbaum)
- Brubacher, T.S. (1955). Modern philosophy of Education. University of Chicago press.
- Bruner, J. S. (1996). The culture of education Cambridge, MA : Harward University Press. Chatterjee, C: Vedantic Education, British Book Depot.
- Curtis, S.J. (1968). Introduction to the philosophy of education. London University, Tutorial Press.
- Dearden, R. F. (1984). Theory and practice in education. United Kingdom: Routledge K. Kegan & Paul
- Dewey, J (1916/1977) Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
- Kabir, H. (1961). Indian philosophy of education. Bombay: Asia publication.
- Kneller, G.F. (1971). Introduction to the philosophy of Education. New York, John Willey & Sons.
- Mukherjee, R. K. (1974). Ancient Indian Education, Motilal Banarasidas
- O’connor, D.J. (1957). An introduction to the philosophy of education London. Routledge Kegan Paul.
- Peters R. S. (1967). The concept of education. United Kingdom: Routledge.
- Peters, R. S. (ed). (1975). The philosophy of education. London: Oxford University press.

MED-212: PHILOSOPHICAL PERSPECTIVE ON EDUCATION

Course Objectives:

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

- understand about the relationship between Philosophy and Education,*
- know the contributions of various Indian schools of philosophy to the field of education,*
- understand about the contributions of great Indian and western thinkers on education, understand about the impact of western philosophy on Indian education,and*
- understand about the contemporary philosophical thoughts and their bearing on education.*

Course Contents:

Unit-I: Conceptualization of Education and Philosophy: Meaning, Nature and Objectives of Education and Philosophy from Indian and Western perspectives; Branches of Philosophy: Metaphysics; Epistemology; Axiology; Interrelationship of Education and Philosophy and Impact of Philosophy on Education; Concept of Educational Philosophy and Philosophy of Education.

Unit-II: Schools of Orthodox Indian Philosophy: Educational Implications of *Upanishad, Bhagavadgita, Advaita Vendata and Nyaya* Philosophy.

Unit-III: Heterodox Philosophy in India: Educational Implications of Jainism, Buddhism, Materialism of Charvak, Islamic Philosophy of Education.

Unit-IV: Western Schools of Educational Philosophy: Idealism, Naturalism, Pragmatism, Realism Humanism, Existentialism, Logical Positivism and their impact on Content and Process of Education.

Unit-V: Great Indian & Western Educators: Indian Educators: Rabindranath Tagore, Mahatma Gandhi; Indian Progressive Thinkers: J. Krishnamurty and A.P.J. Abdul Kalam; Western Progressive Thinkers: Bertrand Russell and Paulo Freire.

Practicum (Any One):

1. Prepare a report on Epistemology of any Indian Schools of Philosophy
2. Prepare a report on Epistemology of any Western Schools of Philosophy
3. Conduct an interview of higher secondary students in any school to know the meaning of education for them.

Suggested Readings:

- Archambault, R.D. Philosophical analysis and Education (1965) London: Routledge and Kegan Paul.
- Bowen, J. and Hobson, P. R. (1974) Theories of Education. London: John Wiley and sons, Australia Pvt. Ltd.
- Breeds, F.S. (1939). Education and the New Realism. New York: The Macmillan Company. Broudy, H.S. (1977). Types of knowledge and purpose of education. In R.C. Anderson, R.J.,
Spiro and W.E. Montanaque (eds) Schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Broudy, H.S.(1954).Building a philosophy of Education. New York:Prentice Hall, Inc. Brubacher, J.S. (1939.) Modern philosophies of Education. New York: Mc-Graw-Hill Book
Company, Inc.
- Butter, J.D. (1950). Four Philosophies. New Jersey: Princeton.

- Edigenu & Rao, D.B.(2003). Philosophy and curriculum. New Delhi:Discovery Publishing House.
- Edward, J.P.(1982). Philosophy of Education: Studies in philosophies, schooling and educational policies. New Jersey: Prentice-Hall Inc.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- Gutek G.L.(1988). Philosophical and Indo-logical perspective on Education New Jersey: Prentice Hall.
- Hott E.B. (Ed.)(1912). The New Realism. Macmillan Co., New York. Illich, I. : Deschooling Society
- Ozmon, H.A. & Carver, S.M.(1990). Philosophical Foundation of Education. Columbus: Merrill Publishing Company.
- Pandey, R.S.(20003). Philosophizing Education. New Delhi: Kaniska Publishers.
- Perry, R.B.(1912). Present Philosophical Tendencies. New York: Longmans, Green & Company. Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
- Peters, R.S. (ed), (1975). Ethics and Education. London: Oxford University Press. Peters, R.S.(ed), (1975). Concept of Education. London: Oxford University Press. Robinson D & Groves J.(2004). Introducing Philosophy. Cambridge: Icon Books.
- Robinson, D & Groves, J. (2002). Introducing Bertrand Russell. Cambridge: Icon Books. Robinson, D & Groves, J.(2002). Introducing Empiricism. Cambridge: Icon Books.
- Rusk, R.R.(1929). The Philosophical Bases of Education. Boston: Houghton Mifflin Company. Russell, B.(1995). The Analysis of Mind. London: Rout ledge.
- Russell, B.(2004). History of Western Philosophy. London: Rout ledge..
- Santayana, G.(1937). Realms of Being. New York: Charles Scibrier's Son.

MED-213: PSYCHOLOGICAL PERSPECTIVE ON EDUCATION

Course Objectives:

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

- develop understanding about psychological basis of education and different perspectives of learning,*
- gain an understanding of various types of development and apply their knowledge of development in improving the teaching-learning process,*
- understand the changing concept of intelligence, emotional intelligence and their applications, and*
- develop the understanding of Indian and Western perspective on personality and effectively adjusting to an ever changing world.*

Course Contents:

Unit-I: Psychological Basis of Learning and Education: Educational Psychology and its Concerns, Principles of Psychology with reference to Teaching and Learning; Concept of Learning and its Perspective, Constructivism and its implications for Education, Guided Learning, Self Learning, Learning Styles; Processes of Metacognition and Metacognitive Strategies.

Unit-II: Development of Individual: Nature of Self-concept and Self Esteem, Pro-social Behaviour (Eisenberg); Concept and Development of Thinking and Problem Solving, Piaget's Theory of Cognitive Development; Language before and after the School, Views of Piaget, Vygotsky, and Chomsky; Development of Attitudes, Interests, and Values.

Unit-III: Intelligence and Emotional Intelligence: Concept and Nature of intelligence, Guilford's SOI Model and Gardner's Multiple Intelligence Theory and their Educational Implications, Individual and Group, Verbal and Non-Verbal, and Performance Intelligence Tests; Concept and Nature of Emotional Intelligence with special reference to Daniel Goleman, Educational Implications of Emotional Intelligence, Measurement of Emotional Intelligence.

Unit-IV: Personality and Adjustment: Concept of Personality from Indian and Western Perspective, Psychoanalytical (Freud) and Humanistic Theory (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Assessment of Personality through Projective Techniques, Different Standardized Tests and Inventories; Concept, Types and Factors involved in Failures of Adjustment, Mechanism of Adjustment, School and Classroom Practices for enhancing Adjustment.

Unit-V: Psychology Practical:

Any Two Psychological Tests: a) Intelligence Tests, b) Achievement Tests, c) Personality Tests, d) Attitude Scales, e) Creativity Tests, f) Aspiration Scales.

Any Two Psychological Experiments: a) Association, b) Memory, c) Attention, d) Perception,

e) Transfer of Learning, f) Concept formation.

Suggested Readings:

Anastasi, A. & Urbina, S. (2010). Psychological testing (7th Edition). New Delhi: PHI Learning Pvt. Ltd.

Aurobindo, S. (1997). Essays on the Gita (Vol.19). Pondicherry: Sri Aurobindo Ashram Publication Department.

Baron, R.A. (2002). Psychology (5th Edition). Singapore: Pearson Education Asia.

Chauhan, S.S. (2009). Advanced Educational Psychology (7th Edition). New Delhi: Vikas Publishing House.

- Cloninger, S. C. (2008). Theories of Personality: Understanding persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Dandapani, S. (2001). Advanced educational psychology (2nd Edition). New Delhi: Anmol Publications Pvt. Ltd.
- Dunlosky, J. & Metcalfe, J. (2008). Metacognition (1st Edition). Sage Publications, Longman. Goleman, D. (1995) Emotional Intelligence. Bantam Books.
- Goleman, D. (1998) 'Working with Emotional Intelligence. Bantam books.
- Hacker, D.J; Dunlosky, J. & Graesser, A.C.(2009). Handbook of metacognition in education. New York: Routledge, Taylor and Francis.
- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Hurlock, E.B.(2010). Child development (6th Edition). New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- Kundu, C.L. (1989). Personality development. New Delhi: Sterling publishers Pvt. Ltd.
- Mangal, S.K. (2011).Essentials of educational psychology. New Delhi: Prentice-Hall of India Pvt. Ltd.
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- Pina Tarricone (2011) The Taxonomy of Metacognition. Britain, Psychology Press.
- Rajamanickam, M.(1925). Experimental psychology with Advanced Experiments. New Delhi: Concept Publishing Company.
- Santrock, J. W. (2006). Educational psychology, classroom update: Preparing for praxis and practice. TATA McGraw-Hill.
- Schunk, D. H. (2007). Learning Theories: An Educational Perspective (5th Edition). New York: Prentice Hall.
- Woolfolk, A. (2008). Educational psychology (9th edition). New Delhi: Pearson Education. Woolfolk, A; Misra, G. & Jha, A.K. (2012). Fundamentals of educational psychology (11th Edition). New Delhi: Pearson.

MED-214: METHODOLOGY OF EDUCATIONAL RESEARCH

Course Objectives:

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

- comprehend the nature and process of undertaking research in education,*
- understand different methods of educational research,*
- know code of ethics in conducting case study and action research,*
- develop skills to select case study and action research problem,*
- develop skills to write case study and action research proposals, and*
- develop skills how to write report of case study and action research*

Course Contents:

Unit-I: Concept of Research in Education: Meaning and purposes of educational research; Basic research, applied research and action research in education; Processes of educational research; Meaning, criteria, identification, objectives, research questions and hypotheses of a research problem in education.

Unit-II: Quantitative and Qualitative Methods of Research: Concept and characteristics of quantitative and qualitative research; Quantitative Methods of Research: Experimental Research, Casual-Comparative Research, Survey Research; Qualitative Methods of Research: Ethnography, Grounded Theory; Meaning, rationale, and steps in conducting a mixed methods study in education.

Unit-III: Case Studies and Action Research: Case Studies: Meaning, characteristics, selection of cases in school setting and community, and process of conducting case study; Action Research: Meaning and characteristics of action research; action research in classroom, school setting and community; process of conducting action research.

Unit-IV: Sampling and Research Tools: Concept of population, sample and sampling; Sampling principles in case studies; Scale, Questionnaire, Interview, Observation and Participant Observation; Triangulation.

Unit-V: Research Proposal, Report and Ethics in Educational Research: Format and style of research proposal; Format and style of report writing;; Citing of sources through Bibliography, References and Annotated References; Code of ethics; Plagiarism.

Practicum (Any One):

1. Identification of areas of action research
2. Development of a Research Proposal on case studies or action research
3. Preparation of a questionnaire, or preparation unstructured Interview Schedule
4. Outline of Observation or Participant Observation technique in a specific case study or action research

Suggested Readings:

Best. J. W. and Kahn. J. V. (2008). Research in education (¹⁰th edition). Delhi: Pearson Education. Christensen, L. (2007). Experimental methodology. Boston: Allyn & Bacon.

Flick, U. (2009). An introduction to qualitative research. Lon Angles: Sage.

Fraenkel, J.R., Wallen, N.E. (1996). How to design and evaluate research in education. New York: McGraw Hill.

Kaul, L.(2008).Methodology of educational research.New Delhi:Viksha Publishing House Pvt.

Ltd.

Lichtman, M.(2010).Understanding and evaluating qualitative educational research.New Delhi: Sage.

Lunenburg, F. C. (2008). Writing a successful thesis. California: Corwin Press. Machi, L. A. (2009).The literature review. California: Corwin Press.

McNiff, J. (2009). Doing and writing action research. Lon Angles: Sage.

Pamela ,M. & Morehouse, R. (1994). Beginning qualitative research- A philosophic and practical guide. London: The Falmer Press.

Patton. M.Q. (2002). Qualitative research and evaluation methods. Thousand Oaks: C.A: Sage. Peterson, R. A. (2000). Construction of effective questionnaires. New Delhi: Sage Publication.

Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.

Sapsford, R. (1999). Survey research. New Delhi: Sage Publication.

Sax, G. (1979). Foundations of educational research. New Jersey: Prentice – Hall Schmuck, R. A. (2006). Practical action research. California: Corwin Press.

Stringer, E. T. (2000).Action research (2nd ed) New Delhi: Sage Publications.

Van, D. & Meyer, W. J. (1979).Understanding educational research. New York: McGraw-Hill Book Company.

Walford, G. (2005). Doing qualitative research. London: Continuum.

Wiersma, W. & Jurs, S.G.(2009).Research methods in education.(9th edition). Delhi: Pearson Education.

MED-215: PRACTICUM

MED-215.1: COMMUNICATION FOR SELF DEVELOPMENT

Course Objectives:

On the completion of the course student-teachers will be able to:

- *build a repertoire of functional vocabulary,*
- *acquaint with words and phrases relevant to the immediate communication tasks,*
- *comprehend the concepts in between dialogues,*
- *enrich students with four basic communication skills: listening, speaking, reading and writing, and*
- *understand management of self and to effectively communicate.*

Course Contents:

Unit-I: Understanding Communication: Types of Communication – Functional, Situational, Verbal and Non-Verbal, Interpersonal, Group, Interactive, Public, Mass Line and Dyadic with illustrations; Fluency Building Skills – Word Match, Reading Aloud, Recognition of Attributes, Parts of Speech in Listening and Reading, Listening-Reading Comprehension; LSRW Skills – Listening [Active Vs Passive (Talk Less, Listen More)], Speaking [Speech Vs Enunciation (Mind Your Tone)], Reading –

(Focus On The Structure Not On The Theme Alone), Writing (Precise, Not Only Précis Writing)

Unit-II: Hands-On-Experience in Communication: Ice-breaking, brainstorming, simulation exercises, thought stopping; Contemporary Films, Video Files and Watching and Analyzing Clippings, Communication Boosters; Debate, Group Discussion, Just a Minute, Writing a Note on Current Affairs, Critical Analysis of a Topic.

Suggested Readings:

Dignen, F. and Sweeney. English 365. Cambridge University Press

Goleman, D. (1998). Working with emotional intelligence. New York: Bantam

Books. Hurlock, E.B. (2006). Personality development, 28th Reprint. New Delhi:

Tata Mc Graw Hill. Jayakaran. (2000). Everyone's guide to effective writing.

Chennai: M Publishing International.

Jones, L. and Alexander, R. (2003). New international business English. Cambridge University Press

Kumar, P. (2005). All about self- motivation. New Delhi: Goodwill

Publishing House. Mile, D.J. (2004). Power of positive thinking. Delhi:

Rohan Book Company.

Mohan, K. and Bannerji, M, (2001). Developing communication skills. Macmillan.

Pease, A. (1998). Body language: How to read others thoughts by their gestures.

New Delhi: Sudha Publications.

Swaminathan. V.D. & Kaliappan. K.V.(2001). Psychology for effective living.

Chennai. The Madras Psychology Society.

V. Syamala. (2002). Effective English Communication for you. Chennai:Emerald

Publishers,

Windshuttle, K. and Elliot, E.(1999). Writing, researching and communicating:

Communication skills for the information age. 3rd Reprint. Australia: Tata McGraw-Hill.

MED-215.2: YOGA FOR HEALTH

Course Contents:

Concept of Yoga, Importance of Yoga for Health; Benefits and Techniques of *Surya Namaskar, Pranayam (Anuloma-viloma, Ujjayi, Sitali, Sheephkari, and Bhamari), and Yoga-sana (Tadsana, Ardhakati, Chakrasana, Trikonasana, Veerabhadrasana, Utkatasana, Brikshasana, Padahastasana, Garudasana, Uttanasana, Ardha-Chandrasana, Padmasana, Vajrasana, Mandukasana, Simhasana, Mayurasana, Paschimothanasana, Gomukhasana, Angustasana, Sarvangasana, Shalabhasanaand Sabasana)*

MED-215.3: SEMINAR

Course Contents:

Seminar (individual and group) will be conducted, preferably, in the areas on issues, trends and good practices in secondary schools and teacher education.

SEMESTER – II

MED-221: SOCIOLOGICAL PERSPECTIVE ON EDUCATION

Course Objectives:

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

- comprehend the social context of education and its operational dimensions as a social sub- system,
- recognize the role of education in a changing social context,
- provide an understanding of certain current problems and issues of education in the social context, and
- recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education'.

Course Contents:

Unit-I: Sociological Perspectives of Education: Relationship of Sociology and Education; Meaning, Nature and Scope of Educational Sociology and Sociology of Education; Education as a social sub-system for progress; Education as a process of socialization: Enculturation, acculturation and impact of technology, Formal, non-formal and informal modes.

Unit-II: Sociological Functions of Education for Social Change: Sociological Functions of Education, Functions of preservation of culture: Transmission of culture, Interpretation of Culture; Concept of social change and impact of: Modernization, Technology, Development; Factors affecting the process of Social Change; Views on process of social change: Structural functionalism, Conflict theories.

Unit-III: Role of Education in Changing Society: Social aspects of Education: Education for Development and modernization, Social purpose of Education, Cultural functions of Education; Educating the masses: The needy and the disadvantaged sections; The Gender Issue : women-education and the transgender-education.

Unit-IV: Education and Social Stratification and Mobility: Role of Education in Social Mobility; Relationship between Education and Social Stratification; Factors affecting Social Mobility and Social Stratification; Importance of Education for Social Mobility and Social Stratification.

Unit-V: Current Issues in the Context of Education and Society in India: Equating educational change and social change; Diffusion, lag, pluralism, hegemony, harmony, action and synthesis; Politicization of education; Need and possibilities of autonomy of education; Education for equality: Education as a potential equalizing social force; Equality of educational opportunities.

Practicum (Any one given by the teacher)

Suggested Readings:

- Berger, P. L. (1966). Invitation to Sociology. London: Penguin Books.
- Berger, P. L., and Luckmann, T. (1967). The Social Construction of Reality. Allene Lane: The Penguin Press (Set Book).
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Breeds, F.S. (1939). Education and the New Realism. The Macmillan Company, New York
Brookoner, W.B., and Gottlieb, D. (1964). A Sociology of Education (2 Ed.).New York: American Book Company.
- Broudy, H.S. (1977). Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Carl H Gross, C. H., Wronski, S. P., and Hanson, J. W. (1962). School & Society. Boston: D.C. Health & Co.
- Chakraborty,S.(2015). The Yellow Rose. Kolkata: Dey’s Publishing House.
- Chitnis, S. (1974). Sociology of Education: A Trend Report in A Survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II, p. 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B.R. (1971). School and Society, Prepared “The School and Society Course Team at the Open University” in School and Society. London: The Open University Press.
- Cox, W. L., and Mercer, B. E. (1961). Education in Democracy. New York: McGraw Hill. Dewey, J (1963) Democracy and Education, Macmillan, New York.
- Dewey, J. (1956) The school and Society, University of Chicago Press. Dewey, J.(2004). Democracy and Education. Aakar Books, Delhi.
- Donald A. H., and Joel, E. G. (1967). On Education – Sociological Perspectives. New York: John Wiley and Sons Inc.
- Dukhiem, E. (1956). Education & Sociology. New York: The Free Press.
- Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.

- Harris, E. S. (1965). *Challenge and Change in American Education*. California: McCutchan Publishing Corporation.
- Hott E.B. (Ed.) (1912). *The New Realism*. Macmillan Co., New York.
- Illich, Ivan : *Deschooling society*
- International Encyclopedia of Education. (1994) 2nd edition. Pergamon Press.
- Kundu, D. (2010). *Advances in Educational Research in India [A survey of Research in Education by ICSSR]*. New Delhi: Yash Publications.
- Levitas, M. (1974). *Marxist perspectives in the sociology of education*. London: Routledge & Kegan Paul.
- Morris, I. (1978). *The Sociology of Education - An introduction*. London: William Clowes Limited.
- Moser, C.A., and Calton, G. (1979). *Survey Methods in Social Investigation (2nd Ed.)* California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P. W. (1970). *Sociology, History and Education-a reader*. London: Methuen & Co. Ltd.
- Nisbet, R. A. (1967). *The Sociological Tradition*. London: Heinemann.
- Ottaway, A. K. C. (1962). *Education in Society: An introduction to sociology of education*. London: Routledge and Kegan Paul Ltd.
- Parsons, P. (1951). *The Social System*. USA: Free Press.
- Peters, R.S.(ed), (1975). *Concept of Education*. Oxford University Press, London.
- Peters, R.S.(ed), (1975). *Ethics and Education*. Oxford University Press, London.
- Pratt, J.B.(1937). *Personal Realism*. Macmillan Inc., New York.
- Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
- Ruhela, S. P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.
- Santayana, G.(1937). *Realms of Being*. Charles Scribner's Sons, New York.
- Schlechty, P. C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shah, B. V. (1965). *Sociology of Education - An attempt at definition and scope*. Sociological Bulletin, XIV (2), p. 65.
- Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi: CIE.
- Sieber, S. D., and Wilder, D. E. (1973). *The School of Society*. New York: The Free Press.
- Sprott, U. (1958). *Human Groups*. UK: Pelican Books.
- Swift, D. F. (1970). *Basic readings in sociology of education*. London: Routledge & Kegan Paul.
- Tagore, R.N.(*). *Siksha*. Kolkata: Granthan Bivaga, Visva-Bharati.
- Tagore, R.N.(*). *Siksha*. Kolkata: Granthan Bivaga, Visva-Bharati.
- Thirtha, T. (1974). *Education and Society*. Bangalore: Centre for Educational Sociology.
- Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuen and Co. Ltd.
- West, E. G. (1965). *Education and the State*. London: The Institute of Economic Affairs Ltd.

MED-222: CURRICULUM STUDIES

Course Objectives:

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

- develop understanding of underlying Principles & Model of curriculum development,*
- develop understanding of underlying principles of instructional strategies,*
- develop understanding of underlying principles of evaluation,*
- develop understanding for instructional media, teaching competencies and skills,*
and
- develop understanding for pedagogical concerns.*

Course Contents:

Unit-I: Curriculum Design & Development: Components and sources of Design, Design-Dimension Considerations, Representative Curriculum Designs; Technical-Scientific Approach- The Tyler Model, The Taba Model, The Task Analysis Model; Non-technical-Nonscientific Model- The Approach in General, The Deliberation Model; Enacting Curriculum Development, Participants in Curriculum Development.

Unit-II: Curriculum Implementation & Evaluation: The Nature of Implementation, Implementation as a Change Process; Curriculum Implementation Models; Nature & Purpose of Evaluation, Approaches to Evaluation; Evaluations Models, Testing.

Unit-III: National Curriculum Concerns: UGC Model Curriculum; National Curriculum Framework of NCERT (NCF-2005); National Curriculum Framework for Teacher Education of NCTE (NCFTE-2009).

Unit-IV: International Curriculum Concerns: International Scenes in Education- Finland, Australia, China, USA; Curriculum Framework Guidelines of UNESCO.

Unit-V: Instructional System & Pedagogical Concerns: Theoretical Paradigm of Instructional Objectives; Teacher Controlled Instruction (TCI); Learner Controlled Instruction (LCI); Group Controlled Instructional (GCI); Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning; Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; Systems Approach; Rabindranath Tagore's concerns on pedagogy.

Practicum (Any One):

1. Preparation of an observation schedule for curriculum implementation in any one-school subject.
2. Observation and identification various methods, media & approaches used in

implementation of curriculum for particular school subject/or course in teacher education

3. Design an instructional plan of a unit in a subject at elementary level Prepare unit test, administer the test, determine gaps in attainment of objectives and plan remedial instructions

Suggested Readings:

Arora, G.L. (1988). *Curriculum and Quality in Education*, NCERT, New Delhi.

Goodson, I.F. (1994). *Studying Curriculum: Cases & Methods*, Open University Press, Buckingham.

Gwynn, J.M. (1960). *Curriculum Principles and Social Trends*, The Macmillan Company, New York.

Mamidi, Malla Reddy and S. Ravishankar (eds.), *Curriculum Development and Educational Technology*, New Delhi: Sterling Publishing Pvt. Ltd.

NCERT (2005). *National Curriculum- A Framework*, NCERT, New Delhi.

Oliva, Peter F. (1988). *Developing the Curriculum* (2nd edition). Scotland Foresman and Company.

Popham, W.J. (1993). *Educational Evaluation*, Allyn & Bacon, New York.

Pratt, David. (1980). *Curriculum Design and Development*. New York, Harcourt Brace Jovanovich Inc.

Pratt, David. (1995). *Curriculum Development*, Open University Press.

Saylor, J. Galen, William M. Alexander and Arthur J. Lewis. (1980). *Curriculum Planning for Better Teaching and Learning* (4th edition). New York: Hold Renhart and Winston

Taba, Hilda. (1962). *Curriculum Development: Theory and Practice*, New York, Harcourt Brace Jovanovich. 18. Tyler Ralph W. (1974) *Basic Principle of Curriculum and Instruction*. Chicago, the University of Chicago Press.

MED-223: TECHNIQUES OF ANALYSIS IN EDUCATIONAL RESEARCH

Course Objectives:

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

- understand the nature of data in educational research,
- present research data graphically
- examine relationship between different variables
- estimate the characteristics of populations,
- formulate and test specific hypotheses, and
- use appropriate analysis techniques to analyse qualitative data.

Course Contents:

Unit-I: Descriptive Analysis: Data Types: Discrete and continuous; Quantitative and Qualitative, Parametric and Non-parametric; Mean, Median, Variance and Standard Deviation; Product Moment, Rank Order, Biserial, Point-Biserial correlations, Partial and Multiple correlations; Characteristics, measures, and applications of Normal Probability Curve.

Unit-II: Basics of Inferential Analysis: Null and alternative hypotheses, level of significance, confidence limits, types of errors, one-tailed test and two-tailed test of significance, degree of freedom; Estimation of a Parameter: Statistic and parameter; sampling distribution, sampling error, and standard error; Significance of mean, standard deviation and percentage.

Unit-III: Parametric Inferential Analysis: Testing of Hypotheses; Significance of the Differences (small and large samples; independent and correlated samples) between means, proportions, and variances; Concept and uses Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA).

Unit-IV: Nonparametric Inferential Analysis: Assumptions of nonparametric analysis; Chi Square Test of Goodness-of-fit test and Independence; Median Test; Mann-Whitney U test; Basic ideas of using of Software for analyzing quantitative data.

UNIT-V: Qualitative Data Analysis: General Approach to Data Analysis: Coding, segmenting, categorization; Specialized Approach: Narrative analysis (interpretive), Discourse analysis (Language), Grounded theory analysis (Grounded theory); Directional Analysis: Inductive approach for conceptualizing the data, Thematic approach for identifying clusters and patterns in data; Basic ideas of using of Software for analyzing qualitative data.

Practicum (Any One):

1. Assessment of using statistical techniques in specific research problems
2. Conversion of raw scores to sigma scores, T-scores or/and percentiles.
3. Presentation of data in histogram, polygon or/and ogive
4. Formulating a situation specific hypothesis and test it
5. Coding and segmenting certain qualitative data

Suggested Readings:

Asthana, H.S. & Bhushan, B. (2007): Statistics for social sciences. New Delhi: Prentice Hall. Conover, W.J. (1971). Practical non-parametric statistics. New York: John Wiley & Sons Inc. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill. Garrett, H.E. (2005): Statistics in education and psychology. New Delhi: Paragon International. Gibbons, J.D. (1971). Non-parametric statistical inference. New York: McGraw Hill.

- Glan, G.V., & Hopkins, K.D. (1996). Statistical methods in education and psychology, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). Fundamental statistics in education and psychology.
Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). Statistical methods for psychology. Belmont, CA: Duxbury Press. Huck, S.W. (2007). Reading statistics and research. Boston: Allyn & Bacon.
- Miles, M.B., & Huberman, A.M. (1994). Qualitative data analysis: An expanded sourcebook.
Thousand Oaks, CA: Sage.
- Popham and Sirohic (1993). Educational statistics: Use and interpretation, new york: harper and row.
- Siegel, S. (1956). Non-parametric statistics for behavioural science, new york: mcgraw hill.

MED-224: TEACHER EDUCATION

Course Objectives:

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

- *understand the concept and nature of Teacher Education and its development in India,*
- *acquaint the students with the roles and functions of different agencies of Teacher Education in India,*
- *know and understand the policies governing Teacher Education;*
- *acquaint with various the management aspects of Teacher Education, and*
- *enable the students to understand the problems and issues of Teacher-Education*

Course Contents:

Unit-I: Development of Teacher Education: Concept, Nature, Objective and Scope of Teacher Education; Changing context of Teacher Education in Indian and Global Scenario; Development of Teacher Education in Pre-independence and Post-independence India; Roles and Functions of NCTE, NCERT, and UNESCO.

Unit-II: Policy Perspectives: NPE 1986 (Modification 1992), Justice Verma Commission 2013, and Draft NPE 2016; RMSA; Curriculum Perspective: NCF 2005, NCFTE 2009, Curriculum Guidelines, Norms and Standards of NCTE 2014; Recognition of Teacher Education Institutions by NCTE; Assessment and Accreditation of University Departments and Teacher Education Institutions by NAAC & Quality Council of India.

Unit-III: Management of Teacher Education: Structure of Teacher Education System in India; Systemic Factors influencing the Quality of Teacher Education; Admission Policies and Procedures for Intern-Teachers; Management of Private Teacher Education Institutions; Planning, Organizing & Evaluating Pre-service, In-service and Integrated Teacher Education Programme.

Unit-IV: Problems and Issues: Teacher's commitment, performance, and competence; working culture, working environment in present context at all levels; Transaction of different components of Teacher Education Curriculum; Value Oriented Teacher Education.

Unit-V: Professionalism in Teacher Education: Professional Development, Professional Ethics; Appraisal of Teachers and Teacher Educators; Preparation of teachers for Art, Craft, Music, Physical Education and Special Education.

Practicum (Any One):

1. Study of Annual Report of NCTE/ NCERT/ RIEs/ SCERTs/IASEs to identify the various programmes for professional development of teachers
2. Critical study of an in-service teacher education programme in terms of their need, relevance, duration, planning, organization and outcome
3. Conducting a survey relating to any problems and issues Teacher Education

Suggested Readings:

Aggarwal, J. C. (2009). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing house Pvt. Ltd,

Anand, C. L. (1988). *Aspects of Teacher Education*. New Delhi: Chand and Co.

Articles: Teachers –made not born? –John F. Fulton; Teaching student-teachers to reflect-

K. Zeichner and D. Liston; Teacher Professionalism in New Times- G. Whitty; The theory- practice relationship in teacher training- Paul Hirst; Rival conceptions of practice and teaching- David Carr; Constructivism Examined- R. Fox

Dewey, J. (1948). *Experience and Education*. New York: The Mac Millan Company. Giroux, H. (1988). *Teachers as Intellectuals*. USA: Bergin & Garvey Publishers Inc.

Giroux, H. (2012). *Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values*. New York: Peter Lang Publication.

Hartley, D. and Whitehead, M. (Eds.) (2006). *Teacher Education: Major Themes in Education*.

London: Routledge.

Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.

Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.

- MHRD. (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- MHRD. (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi: Govt. of India. Volume 1 & 3.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCERT. (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCERT. (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.
- NCTE (1996). NCTE Curriculum framework for Quality Teacher Education. NCTE: New Delhi. NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Educational Research and Training
- NCTE (2013) Justice Verma Committee Report
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi. Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Sharma S. P. (2003). *Teacher Education: Principle Theories and Practices, Aspects of Teacher Education*. New Delhi: Kanishka Publishers.
- Singh, L. C. (1990). *Teacher Education in India: A Resource Book*. New Delhi: NCERT. UNESCO (2006): *Teachers and Educational Quality*. UNESCO Institute for Statistics

MED-225: INTERNSHIP IN TEACHER EDUCATION

Internship Objectives:

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

- *provide field experience to the students to develop competencies and skills required for becoming teachers, action researcher and teacher educator,*
- *comprehend the functioning of Teacher Education Institutions or Education Research Institutes, and*
- *carry out action research in concerned areas.*

Internship Contents:

1. Interns will be attached with their respective method teachers to take classes in B.Ed. programme
2. Visit of Teacher Education Institutions or Education Research Institutes followed by preparation of a report
3. Curriculum Analysis of B.Ed. Programme followed by preparation of a report
4. Conducting an Action Research followed by preparation of a report

SEMESTER- III

MED-231: DISSERTATION-I (REVIEW AND PROPOSAL)

Students are required to review studies in their respective interest area of research and present a proposal of a research problem in education.

MED-232: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Objectives:

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

- acquaint the students with the policy perspective on curriculum, identify and develop courses, and develop curriculum materials,*
- understand varying needs of learners to plan for their instruction,*
- understand assessment, its procedures and its tools and techniques, and*
- construct items of assessment devices and analyse pupils' performances from various perspectives.*

Course Contents:

Unit I: Policy Perspective on Curriculum: Curriculum for equality; Concept of Uniformity & Flexibility in Curriculum; Text Book and National Standards in Curriculum; Curriculum, Textbook and Syllabus; Four Pillars of Education (UNESCO's Report on 'Learning: the Treasure Within') and their implications for Curriculum.

Unit II: Curriculum as the Foundation of Pedagogy: Basic Considerations; Derivation and Statement of Objectives; CAP Classification of Educational Objectives, Identification of the Courses of the Study; Developing Curriculum for Different Courses; Developing Curriculum Materials; Developing Evaluation Procedures and Materials; Curriculum Implementation and Curriculum Evaluation.

Unit III: Pedagogy: Concept of Pedagogy, Andragogy and Heutagogy; Types of Pedagogy; Understanding Classroom Contexts; Creating Child Friendly Learning Environment; Reflective Teacher and Teaching, Some Conventional and Unconventional Approaches of Teaching, Individualized Instruction; Group Controlled Instruction and Teacher Controlled Instruction.

Unit IV: Assessment for Teaching: Concept of Testing, Measurement, Assessment and Evaluation; Assessment as a Process; General Principles of Assessment; Assessment Procedures in Teaching; Teacher-made Tests, Teacher-made Diagnostic Tests; Observation Techniques, Performance Rating Scales as tools and techniques of Assessment.

Unit V: Assessment of Pupils' Performance: Transformation of General Educational Objectives to Instructional Objectives; Specific Principles of Writing Essay and Objective Types of Items; Continuous Assessment of Pupil's Academic and Coacademic Performances; Transformation of Raw Scores to Percentiles, Sigma Scores, Z-scores, Stanines, T-scores; Method of Grading Pupil's Performance.

Practicum (Any one given by Teacher):

Suggested Readings:

Taba, H. Curriculum Development P: theory and Practice, Brace and World, New York, 1962. Taylor, R: Basic Principles of Curriculum, Chicago University Press, Chicago.

Nisbet, Stanley: Purpose in the Curriculum, University of London, 1977. Kelley, A. V: Curriculum Theory and Practice, Harper and Row London, 1977. Kurg, E. A: Curriculum Theory and Practice, Harper and Row, London.

Breut, A: Philosophical Foundations for the Curriculum, Allen and Union, Boston, 1978. Oerr, J.F. Ed,: Changing the Curriculum, University of London Press, London, 1968.

Ragan, W.B: Modern Elementary Curriculum, Holt Rinchard and Winston INC., U.S.A.

Sais, R.S: Curriculum Principles and Foundation, Thomas Y. Crowdl Company, New York, 1976. NCERT: School Curriculum Some Problems and Issues, NCERT, New Delhi, 1980.

Biswas, N.B (1999). Curriculum Studies: A model for SAARC Countries, Delhi:,Indian Publishers Distributors,

MED-233: PLANNING AND MANAGEMENT OF SCHOOL EDUCATION

Course Objectives:

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

- understand the meaning and approaches of educational planning, and structure of existing educational administration,*
- understand how to improve the quality of school education and the policy measures relating to school education*
- know and understand management of different schools, human resources in schools and classroom, and*
- develop the skills of leadership, to resolve conflicts, of decision-making and of supervision.*

Course Contents:

Unit I: Structure of School Education: Structure of school education at the Centre and the State; Types of schools; Agencies of educational administration at Centre and States: NCTE, NCERT, SCERT, CBSE, ICSE, State Boards, and Panchayats.

Unit II: Educational Planning: Meaning and importance of educational planning; Approaches to planning in education: Social demand approach, Rate of return approach, Manpower requirement approach; School Development Plan; Institutional planning; Five Year Plans relating to school education.

Unit III: Educational Management: Meaning, Elements, Components and Principles of Educational Management; Techniques of Management: MBO, PPBS, and PERT; Management of Quality in School Education; Policy Measures relating to Management of School Education in India: NPE- 1986, Revised NPE 1986 (1992), UEE (SSA), USE (RMSA), RTE-2009, Draft NPE -2016.

Unit IV: Management of Schools and Classroom: Management of Schools: Public and Private Schools, Schools for Minorities, Ashram Schools, KVs, NVs, Sainik Schools, Kasturba Gandhi Balika Vidyalyayas, Schools Under Visva-Bharati, School Under Banasthali Vidyapeeth and Schools Under Jamia Milia Islamia; School Management Committee and PTA; Management of Human Resource in Schools; Principles and Techniques of Classroom Management: Teacher as Facilitator in Teaching and Learning Process.

Unit V: Leadership and Supervision: Concept of Leadership, Qualities of a Good Leader, Role of a Teacher and Headmaster/Headmistress as Leader in School; Management Techniques of Intra-Personal and Inter-Personal Conflicts in Schools; Concept of Decision of Making, Factors Influencing Decision Making in School System, Participation of Staff and Pupils in Making Decision in Schools; Objectives, Principles, Techniques and Methods of School Supervision.

Practicum (Any one given by Teacher):

Suggested Readings:

Allen, L. A. (1975). Professional Management. Tata Mc Graw-Hill.

Beck, L.G. & Murphy, J. (1994). Ethics in educational leadership programme. Crown Pres. Bhatnagar, R.P. & Agarwal, V.: Educational administration, supervision, planning and fin Chatterjee, S.K. (1996). Development Administration. Delhi: Surjeet Publication.

Desai, A. R. (2005). *Management and Educational Policy*. New Delhi: NCERT

Drucker, P.F. (1973). Management: Tasks, responsibilities and practices. New York: Harper & Row.

Fred, E. F. (1967). A theory of leadership effectiveness. New York, McGraw-Hill.

Jaygopal, R. (1997). Human Resource Development : Conceptual analysis and strategies. New Delhi: Sterling Publishing Pvt. Ltd.

Mathur, S.S.: Educational Administration and Management, The associated publishers, Ambala Cant – 1, 1999.

Middlewood, D. (1999). Human Resource Management in schools & Colleges. Lumbey Paul Chapman (SAGE, India).

Mohanty, J. (2005). *Educational Administration, Supervision and School Management*. New Delhi: Deep & Deep publications Private Limited.

Mukherjee, S.S. (No Date). Theory and practice of Management Education in India : Today and Tomorrow.

Prasad, J. (2003). *School Organisation and Management*. New Delhi: Kaniska Publishers. Premila, C. S. (1997). Educational planning & management. New Delhi: Sterling Publishers Pvt.

Ltd.

Sharma, R.N. (2007). *Educational Administration, Management and Organization*. Delhi: Surjitct Publications

Singh, A. (Ed.) (2001). *Classroom Management*. New Delhi: Kaniska Publishers

MED-234: ELECTIVE (ANY ONE)

MED-234.1: INCLUSIVE EDUCATION

Course Objectives:

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

- explain the Concept, Characteristics, Causes, Prevention and Remedies for Various Disabilities,
- analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice,
- acquire basic knowledge on Teaching Learning Strategies, Vocational Training and Curriculum Adjustment for Disabled ,
- realize the causes of educational backwardness of socially disadvantaged sections, and
- know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections

Course Contents:

Unit I: An Introduction to Inclusive Education: Inclusive Education: Meaning, Concept and Objectives; Historical Perspective of Inclusive Education (In India and the Abroad); Various disabilities: Types, Concepts, Characteristics, causes.

Unit II: Teaching Strategies for Disabled: Concept of Impairment, Disability and Handicap; Special, Integrated and Inclusive Education; Need of Early identification and Assessment; Curriculum adaptation, Classroom Management, Individualized Education Programme.

Unit III: Policy Perspective and Legal Framework: Provisions of Indian Constitution,

(1992), PWD Act (1995), National Trust Act (1999), National Institutes for disabled, National Handicap Finance and Development Corporation.

Unit IV: Educational Empowerment of Disadvantaged Sections: Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Minorities; Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Weaker Sections (SCs, STs, OBCs).

Unit V: Educational Empowerment of Marginalized Genders: Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Women; Third Gender: Concept, Equalize acceptance, Social Equality; Equal Rights and Opportunities; Human Rights issues.

Practicum (Any One):

1. Visit any one special school to identify infrastructural facilities for Children with special needs.
2. Visit any one special school to identify instructional facilities for Children with special needs.
3. Case Study of any one Child with Disability and make an Individualized Education Programme.
4. Conduct a survey of various schools to identify Children with Disability.

Suggested Readings:

- Pandey. R.S. and Advani, Lal (1995) Perspective in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
- UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.
- NCERT (2006) National focus group report on education of SCs and STs. New Delhi.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication.
- Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore
- Yadav, S.K. (1986) Education Schemes for scheduled castes.
- NCERT (2005) National Curriculum Framework, New Delhi.
- Chatterjee S.K(2000): Educational Development of Scheduled Castes.
- Cowels Milly (1969):Perspectives in the education of Disadvantaged children. Beg, M.A. (2014).Inclusive Growth, New Delhi: A.K.Publishers
- Ministry of Law and Justice (2009) Right to Education. Govt of India

- NCF (2006). Gender Issues in Education (2005) Position Paper. New Delhi: NCERT
 NCERT Salamatullah, (1979). Education in Social context, New Delhi: NCERT.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report.
 Paris.
- Chauhan, S. S. (1989). Education of Exceptional Children, New Delhi: Indus Publishing Company.
- Wehman, P & Melaughlin P. T. (1981). Programme Development in Special Education New Delhi: Paul McGraw hill Publishers.
- Dash, N. (2006). Inclusive Education. New Delhi: Atlantic Publication.
- Baine, D. (1988). Handicapped children in developing countries: Assessment curriculum and instruction. Alberta: University of Alberta.
- Baver. A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon.
- Agrawal, R. (2011). Education for Disabled Children. New Delhi: Shipra Publications.
- Dash, N. (2006). Inclusive Education. New Delhi: Atlantic Publication.
- Hallahan, D.P. & Kauffman, J.M. (2010). Exceptional Learners Introduction to Special Education. Oxford: Oxford University Press.
- Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education.
 Delhi: PHI Learning Private Limited.
- Mani, M.N.G. (2000). Inclusive Education in Indian Context. Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya.
- Martha, L. T., James, E. Y. & Algozzine, B. (1999). Critical Issues in Special Education. Vol. I & II. Massachusetts: Houghton Mifflin Harcourt (HMH).
- National focus group report on education of SCs and STs-2006, New Delhi; NCERT.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publication.
- Punani, B. & Rawal, N.S. (2000). Visual Impairment Hand Book. Ahmedabad: Blind People's Association.
- Punani, B. & Rawal, N.S. (2004). Manual Community Based Rehabilitation. Ahmedabad: Blind People's Association.
- Sharma, P.L. (2003). Planning Inclusive Education in Small Schools. Mysore: RIE Mysore
- UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report.
 Paris.

MED-234.2: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Objectives:

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

- *understand concepts, components and dimensions of sustainable development,*
- *account for discourses on sustainable development in relation to roadmaps and objectives,*
- *identify and discuss didactic opportunities and challenges in relation to education for sustainable development,*
- *discuss innovative ideas and practices, policies and programmes in education for sustainable development, and*
- *to understand the concerns of sustainable development in Santiniketan since its genesis.*

Course Contents:

UNIT I: Genesis and Dimensions of Sustainable Development: Meaning, Components, Dimensions and Need of Sustainable Development; Paradigm shift from Environmental Education to Sustainable Development; Declaration of Culture as Fourth Pillar of Sustainable Development by UNESCO; Sustainable Development Goals (SDGs) and NITI Ayog.

UNIT II: Sustainable Development in Indian Context: Historical reflections of Socio-cultural and Religious Practices in ancient India for Sustainable Development; Kalam's Vision 2020 and PURA, Sen's Capability Approach, *Swachh Bharat Abhiyan*, Corporate Social Responsibility (CSR), and Community Colleges as reflections of Innovative Ideas, Policies, and Programmes of Sustainable Development.

UNIT III: Role of Education in Sustainable Development: Characteristics and interdisciplinary nature of ESD; UN Decade of ESD (2005-2014) and Report on the DESD (2015); UNESCO Objectives of and Roadmap to ESD; Role of Teacher for Conservation, Preservation and Protection of Rich Environmental, Social and Cultural Heritage.

UNIT IV: Pedagogical Approaches in ESD: Traditional lecture, Systemic thinking and analysis, Participatory and collaborative learning, Creative thinking and Training workshops as Pedagogical Approaches in ESD

Unit V: ESD and Good Practices in Santiniketan Ashram: Tagore's concerns of sustainability with social, environmental and economic arenas; Rural Reconstruction and Community Centres, Ideas in 'A Poet's School', *Chalantika*, 'Brati Dal'; Activities and Festivals like *Gandhi Punyaha*, *Mandir*, *Dol Utsava*, *Halakarshan*, *Poush Mela*, *Magh Mela*, *Ananda Bazar*

Practicum (Any One):

1. Conduct a study and prepare a report on Environment friendly behaviour among prospective secondary teachers.
2. Prepare a project on contemporary issues and Good practices in different Educational Institutions regarding sustainable development.
3. Make a presentation on the role of Social Media and Changing Cinema in

- transforming Life styles and Society towards sustainable Development.
4. Make a Draft and Presentation on Tagore's concerns of Sustainable Development as reflected in his ideas and practices in Santiniketan.

Suggested Readings:

- Dubey, S.C. (1990). *Indian Society*, New Delhi: National Book Trust
Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal Kalam, A.P.J. (2002). *Ignited Minds*, London: Penguin Books
- Kalam, A.P.J. (2011). *Target Three Billions-A Journey Through Challenges*, London: Penguin Books
- Kalam, A.P.J. (2012). *Turning Points*, London: Harper Collins
- Karat, B. (2012). *Food Matters- Law, Policy and Hunger*, Hyderabad: Prajashakti Book House
Mukherjee, H.B. (2013). *Education for Fullness*. London: Routledge
- NCERT. (2004). *Environmental Education in Schools*. New Delhi: NCERT Publication
Ramakrishnan, P.S. (2001). *Ecology and Sustainable Development*. New Delhi: National Book Trust
- Report of Brundtland Commission (1987) on Sustainable Development. Paris: UNESCO
Salamatullah. (1979). *Education in Social context*. New Delhi: NCERT.
- Sen, A. (2005). *The Argumentative Indians*. London: Penguin Books
- Sen, A. (2006). *Identity & Violence-The Illusion of Destiny, History and Identity*, London: Penguin
Sen, A. (1999). *Development as Freedom*. New York: K. Knopf
- Sen, S.(1980). *Tagore's Rural Reconstructions*. Santiniketan: Granthjan Vibhag
Tagore, R.N. (1931). *The Religion of Man*, Santiniketan: Granthjan Vibhag, Visva-Bharati Tagore, R.N. (1921). *A Poet's School*. Santiniketan: Granthjan Vibhag
- Tagore, R.N. (1980). *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
Tewari, D.N. (2009). *Sustainability Crisis*. New Delhi: Ocean Books
- UNESCO. (2014). *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*. Paris, France: UNESCO Publication
- UNESCO. (2012). *Education for Sustainable Development Source Book*. Paris: United Nations Educational, Scientific and Cultural Organization Publication

MED-234.3: HUMAN RIGHTS, PEACE AND VALUES EDUCATION

Course Objectives:

It is expected that on completion of the course the students will be able to:

- recognize the importance of peace, values, child rights and human rights in the context of Indian culture,
- comprehend the concept of values, values education, peace, and peace education and
- develop capacity to act rightly on moral values, democratic values and human

- values in and outside the classroom through various values activities, and*
- *perform their roles in safeguarding Child Rights and Human Rights.*

Course Contents:

Unit I: The Socio-Cultural Context: Historical Perspective of Values Education; Need and Importance of Education for Peace, Values and Human Rights in the Socio-Cultural Context of Contemporary Indian Society.

Unit II: Values Education: Concept and Types of Values; Concept, Need and Importance of Values Education; Moral Values; Democratic Values as reflected in the Constitution of India; Universal Human Values; Characteristics of Values-Governed Teachers and Learners.

Unit III: Peace Education: Concept of Peace; Peace Attitude, Peace Knowledge and Core Values of Peace,; Concept, Need and Importance of Peace Education; Characteristics of Peace Loving Teachers and Learners.

Unit IV: Education In Values: Inculcation and Imbibing of Moral Values (Honesty, Compassion, Forgiveness, Punctuality and Cleanliness), Democratic Values (Equality, Justice, Liberty, Fraternity and Individual Dignity), and Human Values (Righteous Conduct, Truth, Peace, Love and Nonviolence) through Values Activities.

Unit V: Child Rights and Human Rights: Concept, Types of Human Rights and Child Rights; Human Rights as reflected in the Preamble, Fundamental Rights and Directive Principle of the State Policy in India; Roles of Teachers in safeguarding Child Rights and Human Rights.

Practicum (Any one given by Teacher):

Suggested Readings:

Chilana & Dewan, M. I. (1989). The human values: A task for all. New Delhi: Concept Publishing Company.

Dhokalia, R. P. (2001). Eternal human values and world religions. New Delhi: NCERT. Gandhi, M. K. (1927). An autobiography. Ahmedabad: Navajivar publishing House.

Gupta, N. L. (2000). Human values in education. New Delhi: Concept Publishing Company. Harsh, R. H., Miller, J. P., & Fielding, G. D. (1980). Models of moral education: An appraisal. New

York: Longmen Inc.

Jed, P. K. (2002). Educating human rights. Agra: Bhargava Book House. Jois, R. M. (1997). Human rights and Indian values. New Delhi: NCTE.

- Kar, N. N. (1999). Value education: A philosophical study. Ambala Cantt: The Associated publisher.
- Karlekar, M. (1964). Education in India. In Douglas, R. et al. (Eds.), Education for human Rights: An international perspective. Paris: UNESCO International Bureau of Education.
- Mahanty, S. B. (1999). Education for human rights. University News, Vol-37, No. 49, pp. 14 – 19.
- Paiget, J. (1932). The moral judgment of the child. Chicago: The Free Press.
- Radhakrishna, S. (1979). An idealist view of life. Bombay: Blackie & Son Ltd.
- Raths, L. E., Harmin, M. & Simon, S. B. (1978). Values and teachings. London: Charles & Merrill.
- Rokeach, M. (1973). The nature of human values. New York: The Free press.
- Saraswati, S. A. (2001). Cultivating virtues and cultivating minds. Ahmedabad: Ahmedabad Management Association.
- Saroja, N. (1994). Gender issues in education. Progressive Education Herald, 8 (4), 26 – 28.
- Seshadri, C., Khader, M. A. & Adhya, G. L. (1992). Education in values: A source book. New Delhi: NCERT.
- UNESCO. (1996). Learning the treasure within. Paris: UNESCO publishing.

MED-235: SCHOOL INTERNSHIP

School Internship Objectives:

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

- *know and understand about the recent development in the method subject specific content and school curriculum,*
- *develop competencies of conducting micro and simulated teaching and developing and delivering demonstration lessons,*
- *make critical observation of the competencies and deficiencies of intern-teachers of B.Ed. programme, and*
- *know children with disabilities and make a plan for their education.*

Hands-On Experience:

1. Analysis of Curriculum and Content Analysis of a Textbook of one's own method subject of any specific board of Secondary Education. It will be followed by presentation and submission of the assignment.
2. Conduction of Micro and Simulated Teaching sessions of and Preparation of two Model Demonstration Lessons in one's method subject and Delivery them (out of which one through PPT) to intern-teachers of B.Ed. (Semester-III) under the guidance of concerned method Teacher Educator.
3. Observations of 20 practice teaching classes (urban schools, rural schools, government schools and private schools) of intern-teachers of B.Ed. (Semester-

III). It will be followed by preparation of a report reflecting content, pedagogy, assessment, and classroom environment and its presentation, and submission.

4. A case study of any one child with disability from secondary school and outline an individualized educational plan for him/her followed by preparation of a report

SEMESTER-IV

MED-241: DISSERTATION-II (REPORT WRITING AND VIVA-VOCE)

Students are required to write and submit a research report on their respective research problem in education and appear before a Viva-Voce Examination.

MED-242: EDUCATIONAL TECHNOLOGY AND ICT

Course Objectives:

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

- understand the concept and various forms of educational technology,*
- design instruction in various systems of education,*
- know the instructional design and modes of development of self learning material,*
- understand the scope of ICT and its applications in teaching learning , and*
- know the recent innovations and future perspectives of Education Technology.*

Course Contents:

Unit I: Introduction to Educational Technology: Educational technology-concept, Type & Form of educational technology; Instructional Strategies and Media for Instruction; Mass Media & Multimedia Approach in Education; Personalized System of Instruction.

Unit II: Systems Approach and Communication: Systems Approach and its Components; Systems Approach to Education; Communication- Concept, Nature, Process, Modes and Barriers of Communication; Effective Classroom Communication & Role of Teacher. Classroom Interaction- Meaning, Flanders Interaction Analysis system.

Unit III: Information & Communication Technology in Classroom: Basics of ICT, NME-ICT, Concept of e-learning & e-learning tools, OER (Open Educational Resources), ICT in Classroom: Uses & Feasibility; National Policy on ICT in School Education; ICT and SMART Classrooms, Virtual Reality.

Unit IV: Recent trends in Educational Technology: Applications of ET in formal, non formal (Open and Distance Learning) informal and inclusive education systems; Evaluation and Educational Technology; New Technologies – Videotapes, Radio vision, Teleconferencing, CCTV, INSAT, EDUSAT, Internet, Broadband; Resource Centre for ET: CIET & EMRCs.

Unit V: Applications of ICT in Teacher Education: ICT Recourses; ICTs in Teaching Learning, Importance & utility of Internet in Education, Applications of ICTs in and outside the Classroom, Institutions and Professional Development of teachers, Computer Assisted instruction (CAI), Computer Managed Learning (CML) Computer Aided Evaluation (CAE).

Practicum (Any One):

1. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
2. Visit to local TV/Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
3. Preparation of a report on interventions of educational technology in the current practices of teacher training programmes in India.

Suggested Readings:

Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.

Bhatia, K.K. (2001). Foundation of teaching learning process. Ludhiana: Tandon Publishers. Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi:

Kanishka.

Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shipra Publication.

Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling. Dececco. J.P. (1964). Educational Technolgy, New York: HRW.

Heinich, Robert, Molenda, Michael, Russell, James D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.

Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.

Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook.

Jain, Purabi. (2004). Educational technology. New Delhi:

Dominant. Joyce, Bruce (2009). Models of teaching. New Delhi:

Phi Learning. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.

Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiana: Tandon.

Pachauri, Suresh Chandra (2011). Educational technology. New Delhi: Aph Publishing. Rao. V. (1991). Educational Technology. Delhi: Himalayan Publishing House.

Sampath, K Etal (1990). Educational Technology. New Delhi : Sterling.

Sethi, Deepa (2010). Essentials of educational technology and management. New Delhi: Jagdamba Publishing Company.

Sharma, A.R. (2001). Educational technology. Agra: Vinod.

Sharma. R.A. (1983). Technology of Teaching. Meerut: International.

Singh, C.P. (2011). Advanced educational technology. New Delhi: Lotus Press.

Verma, M. (2006). Online Teaching-Tools and Methods. New Delhi: Murari Lal & Sons. Yadav, D. S. and Shastri, K.N.(2009). Educational technology: Delhi.

MED-243: ECONOMICS OF EDUCATION

Course Objectives:

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

- to make the students understand the concepts of economics of education, economic development human capital, and human resource development,*
- to understand the extent various types and levels of education contribute to economic development,*
- to know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in education, and*
- to comprehend the processes of generating and utilizing sources and resources of finances for education*

Course Objectives:

Unit-I: Education and Economics: Concept and Scope of Economics of Education; The relationship between education and the economic system; Education as consumption and Education as investment; Recent Trends in Economics of Education; Economic Growth and Economic Development; Education as a Prerequisite to Economic Development; Rabindranath Tagore's concerns on Education from Economics point of view

Unit-II: Education and Human Capital: Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; Process of Human Capital Formation; Human Capital Theory; Quality of Life And Economic Growth; Investment Criteria on Education; Rate of Return;

Unit-III: Education and Manpower Planning: Concepts of Human Development Index (HDI); Millennium Development Goals (MDG); The 'relevance' of man power planning in education; screening models and education; Forecasting on manpower requirement; The Economics of brain drain.

Unit-IV: Financing of Education: Educational Financing; Criteria for Financing in Education; institutional Budget; Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Public Finance in Education; Financing of general and vocational education.

Unit-V: Cost-Benefit Analysis in Education: : Cost analysis in education (Social & Private, Opportunity Cost, Unit Cost); Concept of Cost Consciousness in Education; External and Internal Efficiency of Education; Difference between Cost-Benefit and Cost-Effectiveness Analysis; Input-Process-Output Model of Educational Production System.

Practicum (Any One):

1. Survey of School and prepare a report on economic input & output.
2. Website survey of few good university and prepare a report on their approach towards 'Economics of Education'
3. Interview of few selected School Principal on 'Economics of Education' and analyze their understanding.

Suggested Readings:

Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.

Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.

Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd. Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.

Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH.

Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.

Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.

Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT

Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth.

New Delhi: NIEPA.

Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.

Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press. Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi:

Kanishka Publication.

Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications. Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.

Vaizey John. (1962). Economics of Education. London: Faber & Faber.

MED-244: ELECTIVE (ANY ONE)

MED-244.1: GUIDANCE AND COUNSELING

Course Objectives:

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

- understand the meaning, characteristics, types, nature, scope and issues of guidance and counselling,*
- acquire knowledge about guidance and counselling services, techniques of data collection and qualities required to be a counselor,*
- identify the children and adolescents who need guidance and counseling, and*
- promote mental health of and how to counsel of children and adolescents at school for etter adjustment.*

Course Contents:

Unit I: Concept of Guidance and Counselling: Meaning, Characteristics, Principles, Nature, Scope and Need of Guidance and Counselling; Educational, Vocational and Personal Guidance; Individual and Group Counselling; Relationship Between Guidance and Counselling; Ethical Issues in Guidance and Counselling.

Unit II: Organization of Guidance Services: Individual and Group Guidance Services; Organization of Guidance Service at Different Levels of Education; Cumulative Records, Rating Scales, Interview, Psychological Tests, and Online Testing as Techniques and Tools for Collecting Data for Guidance., Role of Home, School and Community in Providing Guidance Service.

Unit III: Counselling Services: Directive, Non-Directive and Eclectic Approaches of Counselling; Psychoanalytic, Behaviouristic and Humanistic Methods of Counselling; Testing and Non- Testing Techniques of Counselling; Steps of Counselling: Listening, Attending, Establishing Rapport, Building Trust: Demonstrating Empathy, Observing, Interviewing, Recording, Interpretation, and Termination; Qualities of an Effective Counsellor

Unit IV: Mental Health: Role of Guidance Personnel in Promoting Positive Mental Health of Students at School; Maladjusted Pattern of Behaviour in Childhood and Adolescence and Counselling of Personal Problems of Children and Adolescents; How to counsel for Attention, Deficit, Hyperactivity, Sleeping Disorder, Anxiety, Phobia, Conduct Disorder, Disrupt Behaviour Disorder, role of parents and educational institution in promoting mental health.

Unit V: Adjustment and Maladjustment: Concept of adjustment- adjustment and adaptability, homeostasis, Psychodynamic concept of adjustment, socio-cultural concept: Criteria of good adjustment; Maladjustment- meaning of maladjustment-

Conflict and frustration, Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours, General causes of maladjustment- Biological and Environmental

Practicum (Any One):

1. Identification of problems and educational needs of children and adolescents at schools and prepare a brief report.
2. Identification of maladjustment of children and adolescents at schools and prepare a brief report.
3. Undertaking survey about guidance and counselling services in different schools under various Boards at state and central level.
4. Preparation of Cumulative Record Card.

Suggested Readings:

Aggarwal, R. (2006). *Educational, Vocational Guidance and Counselling*. New Delhi: Shipra Publication.

Aggarwal, R. (2010). *Elementary Guidance and Counselling*. New Delhi: Shipra Publication. Bhatnagar, A. and Gupta, N. (Eds.) (1999). *Guidance and Counselling: A Theoretical Perspective-*

Volume-I. New Delhi: Vikas Publishing.

Edwards, D. (2014). *Art Therapy*. Great Britain: Sage.

Feltham, C. and Horton, I. (Ed.) (2012). *The Sage Handbook of Counselling and Psychotherapy*.

Great Britain: Sage.

Geldard, K. and Geldard, D. (2009). *Counselling Adolescents: The Proactive Approach for Young People*. Great Britain: Sage.

Geldard, K. and Geldard, D. (2011). *Counselling Children: A Practical Introduction*. Great Britain: Sage.

Gibson, R. L. & Marianne M. H. (2008). *Introduction to Counselling and Guidance*. New Delhi: Prentice Hall.

Houser, R.A. and Thoma, S. (2013). *Ethics in Counselling and Therapy*. USA: Sage. Howard, S. (2011). *Psychodynamic Counselling in a Nutshell*. Great Britain: Sage. Jones, R. N. (2012). *Theory and Practice of Counselling and Therapy*. UK: Sage.

Knox, R. and Cooper, M. (2015). *The Therapeutic Relationship in Counselling & Psychotherapy*. Great Britain: Sage.

Kochhar, S. K. (2006). *Educational and Vocational Guidance in Secondary Education*. New Delhi: Sterling Publications.

Lapworth, P. and Sills, C. (2009). *Integration in Counselling and Psychotherapy: Developing a Personal Approach*. Great Britain: Sage.

- Mathur, S S (2007). *Fundamentals of Guidance & Counselling, (2nd Edition)*. Agra: Aggarwal Publication..
- Mearns, D., Thorne, B and McLeod, J. (2013). *Person-Centred Counselling in Action*. Great Britain: Sage.
- Nayar, U. S. (Ed.) (2012). *Child and Adolescent Mental Health*. Mumbai: Sage.
- Proctor, G. (2014). *Values and Ethics in Counselling and Psychotherapy*. Great Britain: Sage.
- Robson, M., Pattison, S. and Beynon, A. (Eds.) (2015). *The Handbook of Counselling Children and Young People*. Great Britain: Sage.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counselors*. NCERT: New Delhi. Saxena, A. (2006). *Organization of Guidance Service*. New Delhi: Rajat Publications.
- Sharma, S. (2007). *Career Guidance and Counseling*. New Delhi: Kanishka Publishers. Tantam, D. (2014). *Emotional Well-Being and Mental Health*. Great Britain: Sage.
- Varky, B. G. and Mukhopadhyay, M. (2006). *Guidance and Counselling*. New Delhi: Sterling Publications.
- Wilmshurst, L. (2011). *Child and Adolescent Psychopathology: A Casebook*. USA: Sage

MED-244.2: YOGA EDUCATION AND PERSONALITY DEVELOPMENT

Course Objectives:

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

- comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahtat) and Ahamkar,*
- understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration,*
- understand the socio-psychological basis leading to a dynamic transformation of personality, and*
- understand the scientific basis and therapeutic values of yoga.*

Course Contents:

Unit I: Conceptualization of Yoga Education: The meaning and definitions of Yoga; Scope and Needs of Yoga; History of Yoga; Principles of Yoga, Types of Yoga : Hatha Yoga, Kundalini Yoga, Integral Yoga; Jnana Yoga, Karma Yoga, Bhakti Yoga, and Raja Yoga, Yoga as a way to socio-moral upliftment of man; Yoga as way to spiritual enlightenment; Yoga Thinkers : Maharshi Patanjali, Gurudev , Swami Vivekananda , Baba Ramdev, Lyengar.

Unit II: : Metaphysical Bases of Yoga Education: Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality; Concept of

Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual; Concept of Mana (The Mind), Karmendris, Jnanendris , Tanmatras (The Suksham Sharer); Five Mahabhutas and Isvara.

Unit III: Limbs of Yoga : The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) ; Dhyana (meditation) Samadhi(Liberation) and Their Educational Implications.

Unit IV: Scientific bases of Yoga& Yoga Thinkers : Therapeutic Advantages of Surya Namaskar; Asanas and Pranayamas;; : Importance of International Day of Yoga , Role and Functions of Ayush, Place of Yoga in Curriculum. Yoga Thinkers: Maharshi Patanjali, B K S Lyengar, Baba Ramdev and Sri Sri Ravishankar.

Unit V: Development of Personality: East and West Concept of Personality, Meaning Definitions of Personality, Aspects of Personality, Characteristics of Personality; Traits of Personality, Types of Personality, Meaning of Personality Development, Factors of Personality Development, Factors Influencing Growth of Personality; Personality : Upanishadic View, Yogic View, Darshanic View of Triguna Concept , Ayurvedic View, Measurement of Personality; Rabindranath Tagore's concern on Yoga Education.

Practicum (Any One given by Teacher):

Suggested Readings:

Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.

Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana. Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California:

Freeperson press.

Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.

Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.

Ravishankar N. S.(2006).Yoga for Health,Pustak Mahal, Delhi

Devananda G.K. (2007). Teaching of Yoga,A P H Publishing Corporation,Delhi Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.

Dynamics of Yoga (1989). Monghur : Bihar School of Yoga.

Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints. Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd. The Science of Yoga (1988). Monghur: Bihar School of Yoga.

Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga. Yoga for health and peace (2001). Mumbai: Yoga Vidyaniketan.

MED-244.3: COMPUTER APPLICATIONS IN EDUCATIONAL RESEARCH

Course Objectives:

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

- develop awareness about uses of computer applications in Educational Research,*
- develop understanding about the various aspects of data analysis software,*
- understand the process of locating the research studies on Internet and use of online journals and online books, and*
- analyze their own data through different computer software like SPSS.*

Course Contents:

Unit I: Internet & Web Resources: Internet Components e-mail, file transfer, web pages, web sites for accessing information; Search engines and method of online searching of books, journals, dissertations, thesis, surveys of educational research, Open access resources for research

Unit II: MS-Excel for Data analysis: Creating a database file in Database software (Spread sheet and other equivalent in Open Office), Editing of database file; Formatting, Data filtering, Input range and output range, data filtering; Data analysis using logical commands for recoding, ranking etc., descriptive statistics and inferential statistics; Creating graphs and charts, Creating a table by using wizard.

Unit III: SPSS for Data analysis: Introduction to SPSS, Creating a database file in SPSS; Editing of data, insert variable, insert cases, merge a file with same variables and other variables; Importing and exporting data file, working with output; Creating graphs and interactive graphs; Creating tables, Creating Cross tables, Analysis of descriptive statistics and Correlation and Regression, Analysis of Parametric & Non-parametric tests.

Unit IV: Report Writing: Use of Word processors in preparing a report. Various formats of a research report; International standards for writing, citing and reporting in research; Editing text; Google Translate, Compilation of report using appropriate software packages.

Unit V: Applications of New Technologies in Educational Researches: Manage Qualitative & Mixed data with MAXQDA, HyperRESEARCH & NVivo, Concept of Plagiarism & use of online free Anti-Plagiarism softwares like Urkund, Duplichecker, Copyleaks, Reference manager softwares-EndNote, Mendeley & Zotero.

Practicum (Any One)

1. Critical analysis of database software including open sources
2. Analysis of the different research reports based on data analysis and interpretation
3. Preparation of critical analysis of the different research reports based on data analysis and interpretation
4. Preparation and presentation of research report based on empirical data

Suggested Readings:

- Abbott, Martin Lee (2014). Understanding Educational Statistics Using Microsoft Excel and SPSS, New Delhi: Wiley.
- Adam, D.M. (1985). Computers and Teacher Training: A Practical guide. New York: The Haworth Pren, Inc.
- Ajai S Gaur, Sanjaya S Gaur (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS, New Delhi: Sage Publications.
- Carlberg, Conrad (2014) Statistical Analysis: Microsoft Excel 2013, USA: Pearson Education, Desmode W.E.,(1985). Computers and their Uses, New Delhi: Prentice Hall.
- Fielding, Nigel G.G., Lee, Nigel Fielding Raymond M. (1998). Computer Analysis and Qualitative Research, New Delhi: SAGE Publications.
- Jeremy J Foster (2001). Data Analysis Using SPSS for Windows Versions 8 - 10: A Beginner's Guide, New Delhi: Response -Sage Publications.
- Joseph M. Ryan, Melvyn N. Freed, Robert K. Hess (1991). Handbook of statistical procedures and their computer applications to education and the behavioral sciences, Washington DC: American Council on Education.
- Lee, William W; Diana L Owens (2001) Multimedia-Based Instructional Design: Computer- Based Training. New Delhi: Jessey-Bass.
- Leon (2000). Internet for Everyone. New Delhi: Vikas Publications.
- Rajaraman, V., (1999). Fundamentals of Computer, New Delhi: Prentice Hall.
- Rejeseakaran S. (2007). Computer Education and Educational Computing, New Delhi: NeelKamal Publishing Pvt. Ltd.
- Sanders, D.H., (1999). Computers Today, New Delhi: McGraw Hill International Edition. Stephen, M.A. and Stanely, R. (1985). Computer Based Instruction: Methods and Development, NJ: Prentice Hall.

MED-245: PRACTICUM

MED- 245.1: COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY

Course Objectives:

On the completion of the course students will be able:

- to develop understanding about social responsibility in a community, and
- to carry out field based activities for delivering social responsibility in community

Course Contents:

Unit I: Conceptualization Innovative Ideas: Concept of Community Engagement and Social Responsibility; Conceptualizing Innovative Ideas and Programmes/Activities to promote the social responsibility towards the community.

Unit II: Hands-On Experience and Report Preparation: Organization of Awareness of Programme of Clean Air (Environment), Clean Drinking Water (Health) and Clean Streets (Sanitation); Organization of Blood Donation Camp, Tree Plantation, Cleanliness/Sanitation; Teaching Children In Village/Slums Or Forestation Program, And Prepare A Report On It.

MED-245.2: ACADEMIC WRITING IN TEACHER EDUCATION

Course Objectives:

On the completion of the activities outlined in the course students will be able to:

- aware and understand any emerging ideas in Teacher Education, and*
- develop competence of preparing abstract and reviewing books, articles and theses.*

Course Contents:

Unit I: Hands-On Experience of Review and Abstract: Review of any Referenced Book in Teacher Education; Review of any Review Article/Ph. D. Thesis in Teacher Education; Preparation of Abstract of a published Research Paper in Teacher Education

Suggested Readings:

Dunkin, M. J. (1996).Types of errors I syntensing research in education.Review of Educational research, 66, 87-97.

LeCompte, M. D.(Ed.).(2003).Review of educational research, 73 washington, DC: American educational Research Association.

Slade, C. (2000). Form and style: Research papers, reports, and thesis (11th ed.). Chicago: University of Chicago.

MED- 245.3: INNOVATIVE TEACHING-LEARNING MATERIALS

Course Objectives:

On the completion of the course student-teachers will be able to:

- conceptualizing TLM and understanding them from pedagogic and socio-cultural perspective,*

- familiarizing oneself with the range of possibilities in developing and utilizing TLM,*
- Identifying the characteristics that make TLM good or bad,*
- Identifying the issues relating to preparation, analysis, production and dissemination of TLM, and*
- enriching classroom teaching with innovative TLM.*

Course contents

Unit I: Understanding Teaching-Learning Materials: Textbook Resource Materials: Activities in textbook and workbook, Re-imagining textbook, Reconstructing children’s ideas, Talking picture, Storytelling and Visual images; **Domain Specific Resource Materials:** Bilingual material for language class, EVS materials (*khushi khushi* books developed by Eklavya), Science textbooks (*bal vaigyanik* book developed by Hosangabad project), Low cost equipments, Low cost science kits, Materials for Geography and History (knowing about Digantar NGO); **Joy and Fun (Beyond Textbook) Producing Resource Materials:** Children’s literature in classroom, Radio, Drama, Play, Television Programmes, Animated Movies, Contemporary Movies, Cartoon Series, Pictures and Story Books.; **Resource Materials for Disabled Children**

Unit II: Hands-On Experience of Teaching-Learning Materials (manual activities): Preparation of **ANY TWO** resource materials: textbook, domain specific, joy and fun (beyond textbook). and for disabled children.

Suggested Readings:

- Alam, S. (2010) Recent trends in school Geography in India. Journal of Geography. 109; 243- 50.
- Batra, P. (Ed.). (2010) Social Science Learning in Schools: Perspectives and Challenges. New Delhi: Sage Publications.
- National Curriculum Framework (2005). New Delhi: National Council of Educational Research And Training.
- Nawani, D. (Ed.). (2016) Teaching Learning Resources for School Education. New Delhi: Sage Publications.
- Sarangpani, P.M. (1993) Learning to Learn Mathematics: Stages Through an Exploring Experiences. Developing Perspective in Children.
- Tomlinson, B. (2003) Developing Materials for Language Teaching. London: Bloomsbury Academic.

TWO-YEAR BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) PROGRAMME

Part – A

Theory Courses

Semester – I

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

The Learning Outcomes of this subject are:-

- ▲ Understand and appreciate the relationship of Physical Education to the total educational process.
- ▲ To develop the behavioral and historical perspectives of Physical Education among the students.
- ▲ Define Physical Education and its importance.
- ▲ Understand aims and objectives of physical education.
- ▲ Develop basic knowledge about development of different components of personality.
- ▲ Design a physical education program.

Unit – 1: Introduction

- Meaning, Definition and Scope of Physical Education
- Aims and Objective of Physical Education
- Importance of Physical Education in present era.
- Misconceptions about Physical Education.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

Unit- 2 – Historical Development of Physical Education in India

- Indus Valley Civilization Period. (3250 BC – 2500 BC)
- Vedic Period (2500 BC – 600 BC)
- Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- Medieval Period (1000 AD – 1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Contribution of Akhadas and Vyayamshals
- Y.M.C.A. and its contributions.

Unit- 3- Foundation of Physical Education

- Philosophical foundation:
- Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.
- Fitness and wellness movement in the contemporary perspectives
- Sports for all and its role in the maintenance and promotion of fitness.

Unit-4- Principles of Physical Education

- Biological
 - Growth and development
 - Age and gender characteristics
 - Body Types
 - Anthropometric differences
- Psychological
 - Learning types, learning curve
 - Laws and principles of learning
 - Attitude, interest, cognition, emotions and sentiments
- Sociological
 - Society and culture
 - Social acceptance and recognition
 - Leadership
 - Social integration and cohesiveness

References:

Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of

Physical education.

Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia:

W.B. Saunders Co.

Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher. Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co. William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.

CC-102 ANATOMY AND PHYSIOLOGY

The Learning Outcomes of this subject are:-

- ▲ To gain the knowledge of Organization of the human body and its regulation.
- ▲ To understand the support and movement of systems of the body.
- ▲ To understand and analyze the structural aspect of systems of the body.
- ▲ To understand the concept of fundamental of human body organs.
- ▲ To understand and analyze the functional aspects of Human body.
- ▲ To have an ample knowledge of anatomy and physiology so that the sport trainer can improve the performance of his player by knowing the effects of exercises on the various bodily parts of his player.
- ▲ Able to evaluate the performance of his player and to get best results out of his player.
- ▲ Not only sport trainer but a player also can have knowledge of anatomy and physiology and can improve his sporting skill according to the sport/event by knowing the capability of his body.

UNIT-I

- Brief Introduction of Anatomy and physiology in the field of Physical Education.
- Introduction of Cell and Tissue.
- The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types
- Gender differences in the skeleton.
- Types of muscles.

UNIT-II

- **Blood and circulatory system:** Constituents of blood and their function – Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.
- **The Respiratory system:** The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- **The Digestive system:** structure and functions of the digestive system, Digestive organs, Metabolism,
- **The Excretory system:** Structure and functions of the kidneys and the skin.
- **The Endocrine glands:** Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- **Nervous systems:** Function of the Autonomic nervous system and Central nervous system. Reflex Action,
- **Sense organs:** A brief account of the structure and functions of the Eye and Ear.

UNIT-III

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Composition, Properties and functions of skeletal muscles.
- Nerve control of muscular activity:

- Neuromuscular junction
- Transmission of nerve impulse across it.
- Fuel for muscular activity
- Role of oxygen- physical training, oxygen debt, second wind, vital capacity.

UNIT-IV

- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system
- Physiological concept of physical fitness, warming up, conditioning and fatigue.
- Basic concept of balanced diet – Diet before, during and after competition.

References:

Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.

Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press. Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B.

Saunders.

Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B.

Saunders Co. Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.

Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.

Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V.

Mosby Co. Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.

Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.

Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

The Learning Outcomes of this subject are:-

- ▲ Understand the concept, aim, objectives and importance of health education.
- ▲ Develop right concept about health and factors influencing health.
- ▲ Identify his/her role and responsibilities in the total school health programme.
- ▲ Justify the need of physical education programme, and contribution of physical education towards the holistic development of students.
- ▲ Understand the significance of play for school children.
- ▲ Designs play activities for different groups of students.
- ▲ Organizing and conducting of sports competitions in school.
- ▲ Acquire knowledge of recreational activities and be able to design recreational programme for school children.
- ▲ Identify various methods and strategies for realizing the objectives of health education.
- ▲ Establish the relationship of man with environment.
- ▲ Appreciate the role of various agencies working in the area of environment conservation.
- ▲ Understand possible environmental hazards and their negative effects.

Unit – I Health Education

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Health Service and guidance instruction in personal hygiene

Unit – II Health Problems in India

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,

- Personal and Environmental Hygiene for schools
- Objective of school health service, Role of health education in schools
- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – III Environmental Science

- Definition, Scope, Need and Importance of environmental studies.
- Concept of environmental education, Historical background of environmental education,
- Celebration of various days in relation with environment.
- Plastic recycling & probation of plastic bag / cover.
- Role of school in environmental conservation and sustainable development.

Unit – IV Natural Resources and related environmental issues:

- Water resources, food resources and Land resources
- Definition, effects and control measures of:
- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- Management of environment and Govt. policies , Role of pollution control board.

References:

- Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
- Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
- Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

EC-101 OLYMPIC MOVEMENT (ELECTIVE)

The Learning Outcomes of this subject are:–

- ▲ To develop social aim to be realized through systematic analysis and understanding of Olympic participation
- ▲ To develop interest and competence of life time participation in games and sports.
- ▲ To develop interest for games and sports as a cultural heritage
- ▲ To develop social qualities such as cooperation sympathy team spirit, helpfulness, tolerance, patience and sportsmanship.

Unit – I Origin of Olympic Movement

- Philosophy of Olympic movement
- The early history of the Olympic movement
- The significant stages in the development of the modern Olympic movement
- Educational and cultural values of Olympic movement

Unit – II Modern Olympic Games

- Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- Olympic Protocol for member countries
- Olympic Code of Ethics
- Olympism in action
- Sports for All

Unit – III Different Olympic Games

- Para Olympic Games
- Summer Olympics
- Winter Olympics
- Youth Olympic Games

Unit – IV Committees of Olympic Games

- International Olympic Committee - Structure and Functions
- National Olympic committees and their role in Olympic movement

- Olympic commission and their functions
- Olympic medal winners of India

Reference:

Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics.* New York: Random House Books for Young Readers.

Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the impact of mega-events on local politics:* Lynne Rienner.

EC-102 OFFICIATING AND COACHING (Elective)

The Learning Outcomes of this subject are:-

- ▲ To train Physical Education Teacher for conducting games/sports tournaments in well organized manner and impart knowledge of Coaching and Officiating of different games/sports.
- ▲ To understand basic concepts & principles of officiating and coaching of different sports.
- ▲ To enable the students to understand the rules, regulations and of different sports.
- ▲ To acquaint the students with the duties and responsibilities of officials and coaches.
- ▲ To acquaint with the roles and responsibilities of coaches and officials.

Unit- I: Introduction of Officiating and coaching

- Concept of officiating and coaching
- Importance and principles of officiating
- Relation of official and coach with management, players and spectators
- Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

- Duties of coach in general, pre, during and post game.
- Philosophy of coaching
- Responsibilities of a coach on and off the field
- Psychology of competition and coaching

Unit- III: Duties of Official

- Duties of official in general, pre, during and post game.
- Philosophy of officiating
- Mechanics of officiating – position, singles and movement etc.
- Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official

- Qualities and qualification of coach and official
- General rules of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA,

DA bills

- Integrity and values of sports

Reference Books:

Bunn, J. W. (1968). *The art of officiating sports.* Englewood cliffs N.J. Prentice Hall. Bunn, J. W. (1972). *Scientific principles of coaching.* Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). *The mechanics of athletics.* London: University of London Press Ltd. Dyson, G. H. (1963). *The mechanics of*

Athletics. London: University of London Press Ltd. Lawther, J.D. (1965).
Psychology of coaching. New York: Pre. Hall.
Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

Semester-II Theory Courses

CC-201 YOGA EDUCATION

The Learning Outcomes of this subject are:-

- ▲ To understand and to be equipped with the Concepts of Yogic practices and Asana.
- ▲ To be equipped with the knowledge of Upanisadas and its importance in one's life.
- ▲ To be equipped with the knowledge of Yoga sutra, Astang Yoga and Hatayoga.
- ▲ To become familiar with the Yogic practices and Asanas, their values and apply the same to the society.
- ▲ To develop perception an understanding and realizing the value of life.

Unit – I: Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

- The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxtive, meditative posture on various system of the body
- Types of Bandhas and mudras
- Type of kriyas

Unit – IV Yoga Education

- Basic, applied and action research in Yoga
- Difference between yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasanas

References:

Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.
Rajjan, S. M. (1985). *Yoga strenthening ofrelexation for sports man*. New Delhi:Allied Publishers.
Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers. Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

CC-202 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING PHYSICAL EDUCATION

The Learning Outcomes of this subject are:-

- ▲ To understand the role of Educational Technology in modern Physical educational practices.
- ▲ To be acquainted with the approaches and components of Educational Technology.
- ▲ To understand the stages, levels and maxims of teaching.
- ▲ To keep abreast with different innovations in Educational Technology and try them out for improving teaching learning.
- ▲ To deliver the lessons of physical education skillfully and successfully.
- ▲ To understand the importance and types of teaching methods and techniques with its devices to teach various aspects of Physical Education skillfully.
- ▲ To equip with the skills of advanced Teaching Aids for conduct of physical education program effectively.
- ▲ To be proficient in construction of Lesson Plans for various Physical Education activities.
- ▲ To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons.
- ▲ To understand the principles of class management and factors affecting class management.

Unit – I Introduction

- Education and Education Technology- Meaning and Definitions
- Types of Education- Formal, Informal and Non- Formal education.
- Educative Process
- Importance of Devices and Methods of Teaching.

Unit – II Teaching Technique

- Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- Presentation Technique – Personal and technical preparation
- Command- Meaning, Types and its uses in different situations.

Unit – III Teaching Aids

- Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc
- Team Teaching – Meaning, Principles and advantage of team teaching.
- Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

- Lesson Planning – Meaning, Type and principles of lesson plan.
- General and specific lesson plan.
- Micro Teaching – Meaning, Types and steps of micro teaching.
- Simulation Teaching - Meaning, Types and steps of simulation teaching.

Reference:

- Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons. Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House. Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers

CC-203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Learning objectives of this course -

- ▲ To understand the concept of educational management, organization and administration at the school level.
- ▲ To acquaint with the basic principles of school management
- ▲ To develop skills for optimum utilization of resource available
- ▲ To identify factors conducive to the effective implementation of various school activities.
- ▲ To understand the concept and to equip with the essential skills of sports management.
- ▲ To understand the qualities and to equip with competencies required for the sports manager.
- ▲ To gain the knowledge of the basic concept of planning.
- ▲ To understand the Organization and Administration of Sports Programs.
- ▲ To be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- ▲ To be equipped with the skill of Organization, designing and evaluating the sports events.

Unit – I: Organization and administration

- Meaning and importance of Organization and Administration in physical education
- Qualification and Responsibilities of Physical Education teacher and pupil leader
- Planning and their basic principles,
- Program planning: Meaning, Importance, Principles of program planning in physical education.
- Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit- II: Office Management, Record, Register & Budget

- Office Management: Meaning, definition, functions and kinds of office management
- Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.
- Budget: Meaning, Importance of Budget making,
- Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management

- Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

- Importance of Tournament,
- Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- Organization structure of Athletic Meet
- Sports Event Intramurals & Extramural Tournament planning

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.

Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London:

W.B. Saunders Co.

Pandy, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depo.

Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati:

Shakti Publication.

Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.

Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.

Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.

EC-201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)

The Learning Outcomes of this subject are:-

- ▲ Understand the modern concept of Fitness and Wellness.
- ▲ Employ the knowledge about concept of holistic health through fitness and wellness
- ▲ Orient students toward the approach of positive life style.
- ▲ Develop competencies for profile development, exercise guidelines adherence.
- ▲ Apply the holistic concept of health and wellness.
- ▲ Realize and apply the fitness and wellness management techniques.
- ▲ Design different fitness training program for different age group.
- ▲ Explain common injuries and their management

Unit – I Concept of Physical Education and Fitness

- Definition, Aims and Objectives of Physical Education, fitness and Wellness
- Importance and Scope of fitness and wellness
- Modern concept of Physical fitness and Wellness
- Physical Education and its Relevance in Inter Disciplinary Context.

Unit – II Fitness, Wellness and Lifestyle

- Fitness – Types of Fitness and Components of Fitness
- Understanding of Wellness
- Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management
- Physical Activity and Health Benefits

Unit – III Principles of Exercise Program

- Means of Fitness development – aerobic and anaerobic exercises
- Exercises and Heart rate Zones for various aerobic exercise intensities
- Concept of free weight Vs Machine, Sets and Repetition etc
- Concept of designing different fitness training program for different age group.

Unit – IV Safety Education and Fitness Promotion

- Health and Safety in Daily Life
- First Aid and Emergency Care
- Common Injuries and their Management
- Modern Life Style and Hypo-kinetic Disease –Prevention and Management

References:

Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.

Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B

Brown. Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

EC-202 SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)

The Learning Outcomes of this subject are:-

- ▲ Foster the science of Healthy living and dietary habits.
- ▲ Orient students toward the approach of positive life style.
- ▲ Guide the students about the ill-effects of lifestyle disorders and follow-up consequences in later stages of life.
- ▲ Give an insight on body-weight management and nutrition throughout the life.

Unit – I Introduction to Sports Nutrition

- Meaning and Definition of Sports Nutrition
- Basic Nutrition guidelines
- Role of nutrition in sports
- Factor to consider for developing nutrition plan

Unit – II Nutrients: Ingestion to energy metabolism

- Carbohydrates, Protein, Fat – Meaning, classification and its function
- Role of carbohydrates, Fat and protein during exercise
- Vitamins, Minerals, Water – Meaning, classification and its function
- Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

Unit – III Nutrition and Weight Management

- Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management
- Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction,

Dieting versus exercise for weight control, Common Myths about Weight Loss

- Obesity – Definition, meaning and types of obesity,
- Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

Unit – IV Steps of planning of Weight Management

- Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
 - Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
 - Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss
- References:**

Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.*93(6), 2027-2034.

Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091-3096.

Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.

DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.

Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323. [Back to Main Page](#)

Semester-III Theory Courses

CC-301 SPORTS TRAINING

The Learning Outcomes of this subject are:-

- ▲ To understand the concept, principles and different forms of sports training.
- ▲ To develop and understand various methods of training.
- ▲ To know technical and Tactical methods to develop training process.
- ▲ To be able to chalk out a training session for all levels of fitness and tournaments.
- ▲ To identify factors Influencing Training Programme

Unit – I Introduction to Sports Training

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training – Basic Performance, Good Performance and High Performance Training

Unit – II Training Components

- Strength – Mean and Methods of Strength Development
- Speed – Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination – Mean and Methods of coordination Development
- Flexibility – Mean and Methods of Flexibility Development

Unit – III Training Process

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training – Meaning and Methods of Technique Training
- Tactical Training – Meaning and Methods of Tactical Training

Unit – IV Training programming and planning

- Periodization – Meaning and types of Periodization
- Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- Planning – Training session
- Talent Identification and Development

Reference:

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books. Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
- Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
- Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers. Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
- Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

CC-302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

The Learning Outcomes of this subject are:-

- ▲ To understand the need and importance of Communication Technology (ICT) .
- ▲ To gain knowledge of the application of Computer in Physical Education
- ▲ To acquaint the learner with basic level operation of Computer in order to effectively use it as a teaching aid.
- ▲ To understand Application of Software used in Physical Education and sports.

Unit – I: Introduction to Computer

- Meaning, need and importance of information and communication technology (ICT).

Application of Computers in Physical Education

- Components of computer, input and output device
- Application software used in Physical Education and sports

Unit – II: MS Word

- Introduction to MS Word
- Creating, saving and opening a document
- Formatting Editing features Drawing table ,
- page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

Unit – III: MS Excel

- Introduction to MS Excel
- Creating, saving and opening spreadsheet
- creating formulas
- Format and editing features adjusting columns width and row height understanding charts.

Unit – IV: MS Power Point

- Introduction to MS Power Point
- Creating, saving and opening a ppt. file
- format and editing features slide show , design , inserting slide number
- picture ,graph ,table
- Preparation of Power point presentations

Referances:

- Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.
- Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.
- Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.
- Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

CC-303 SPORTS PSYCHOLOGY AND SOCIOLOGY

The Learning Outcomes of this subject are:-

- ▲ To develop an understanding of the nature and scope of psychology of education, physical education & sports.
- ▲ To understand the nature, steps and factors facilitating and obstructing learning.
- ▲ To develop an understanding of the intelligence, creativity & the role of the teacher in fostering them.
- ▲ To make an understanding on the effect of social and cultural entities on the concept of individual difference and its importance in education, physical education and sports.
- ▲ To develop an understanding of the concept of personality, factors affecting personality development and the role of teacher in promoting mental health of students.

Unit -I: introduction

- Meaning, Importance and scope of Educational and Sports Psychology
- General characteristics of Various Stages of growth and development

- Types and nature of individual differences; Factors responsible
-Heredity And environment
- Psycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II: Sports Psychology

- Nature of learning, theories of learning, Laws of learning,
- Plateau in Learning; & transfer of training
- Meaning and definition of personality, characteristics of personality,
- Dimension of personality, Personality and Sports performance
- Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

Unit-III: Relation between Social Science and Physical Education.

- Orthodoxy, customs, Tradition and Physical Education.
- Festivals and Physical Education.
- Socialization through Physical Education.
- Social Group life, Social conglomeration and Social group, Primary group and Remote group.

Unit-4 Culture : Meaning and Importance.

- Features of culture,
- Importance of culture.
- Effects of culture on people life style.
- Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

References:

Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.

Blair, J.& Simpson, R.(1962). *Educational psychology*, New York:McMillan Co. Cratty, B. J.(1968). *Psychology and physical activity*. Eaglewood Cliffs.

Prentice Hall.

Kamlesh, M.L. (1998). *Psychology inphysical education and sport*. New Delhi:Metropolitan Book Co.

Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.

Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea &Febiger.

Mathur, S.S., (1962). *Educational psychology*.

Agra.VinodPustakMandir. Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.

William, F. O.&Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)

The Learning Outcomes of this subject are:-

- ▲ To give an insight on sports injuries and first aid.
- ▲ To provide knowledge about the causes of injuries.
- ▲ To provide therapeutic treatment means for sports injuries and for rehabilitation of post injuries.

- ▲ To provide knowledge about the preventive measures of sports injuries and its causes.
- ▲ To aware the sports person and athlete about the different kinds of injury in respect of different games.

Unit-I: - Sports Medicine:

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Need and Importance of the study of sports injuries in the field of Physical Education
- Prevention of injuries in sports – Common sports injuries – Diagnosis –
- First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

Unit-II: Physiotherapy

- Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

Unit-III: Hydrotherapy:

- Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

Unit-IV: Therapeutic Exercise:

- Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints
- Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

References:

Christine, M. D., (1999). *Physiology of sports and exercise*.USA: Human Kinetics.

Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.

David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.

Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.

Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.

Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi:Lucky Enterprises.

Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*.

Philadelphia:W.B. Saunders Co.

Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P.

Brothers Pub. Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

EC-302 CURRICULUM DESIGN (Elective)

The Learning Outcomes of this subject are:–

- ▲ To understand Under Graduate Level of Professional preparation in Physical Education and Sports

- ▲ To develop an understanding of the Profession and Curriculum Design of physical education.
- ▲ To understand the role of teachers in curriculum development.
- ▲ To develop an understanding of the intelligence, creativity & the role of the teacher in fostering curriculum in physical education and sports..

UNIT-I Modern concept of the curriculum

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- National and Professional policies, Research finding

UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).

- Focalization
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.

UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning.

- Basic principles of curriculum construction.
- Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- Principles of Curriculum design according to the needs of the students and state and national level policies.
- Role of Teachers

UNIT-IV Under-graduate preparation of professional preparation.

- Areas of Health education, Physical education and Recreation.
- Curriculum design-Experience of Education, Field and Laboratory.
- Teaching practice.
- Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

Reference:

- Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
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- Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
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Semester-IV Theory Courses

CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

The Learning Outcomes of this subject are:-

- ▲ To understand the concept of Measurement, Evaluation and Assessment Procedure in Physical Education.
- ▲ To understand different tests in Physical Education.
- ▲ To acquire the knowledge of various tests regarding Physical fitness, Motor and Health related fitness.
- ▲ To understand various sports skill tests.
- ▲ To understand and utilize various statistical procedures for evaluation of human performance.

Unit- I Introduction to Test & Measurement & Evaluation

- Meaning of Test & Measurement & Evaluation in Physical Education
- Need & Importance of Test & Measurement & Evaluation in Physical Education
- Principles of Evaluation

Unit- II Criteria; Classification and Administration of test

- Criteria of good Test
- Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- Type and classification of Test
- Administration of test, advance preparation – Duties during testing – Duties after testing.

Unit- III Physical Fitness Tests

- AAHPER youth fitness test
- National physical Fitness Test
- Indiana Motor Fitness Test
- JCR test
- U.S Army Physical Fitness Test

Unit- IV Sports Skill Tests

- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonald soccer test
- S.A.I volleyball test
- S.A.I Hockey test

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CC-402 KINESIOLOGY AND BIOMECHANICS

The Learning Outcomes of this subject are:-

- ▲ To value the correct movement techniques whether in performing sports skills or our activities in day-to-day lives.
- ▲ To understand the nature and scope of Kinesiology in Physical Education & Sports.
- ▲ To understand the importance and techniques of movement analysis.
- ▲ To understand the knowledge regarding antagonistic and agonistic muscles involve in the movements.
- ▲ To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.
- ▲ To understand basic mathematical problems related to motion, force and levers.

Unit – I Introduction to Kinesiology and Sports Biomechanics

- Meaning and Definition of Kinesiology and Sports Biomechanics
- Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- Terminology of Fundamental Movements
- Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

Unit – II Fundamental Concept of Anatomy and Physiology

- Classification of Joints and Muscles
- Types of Muscle Contractions
- Posture – Meaning, Types and Importance of good posture.
- Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

Unit – III Mechanical Concepts

- Force - Meaning, definition, types and its application to sports activities
- Lever - Meaning, definition, types and its application to human body.
- Newton's Laws of Motion – Meaning, definition and its application to sports activities.
- Projectile – Factors influencing projectile trajectory.

Unit – IV Kinematics and Kinetics of Human Movement

- Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
- Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- Linear Kinetics – Inertia, Mass, Momentum, Friction.
- Angular Kinetics – Moment of inertia ,Couple, Stability.

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CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

The Learning Outcomes of this subject are:-

- ▲ To lay the foundation of high level studies and researches that can be carried out in the field of physical education so as to develop scientific evidences to the previously existed theories and to find out new ones.
- ▲ To understand need and Importance of Research in Physical Education and sports.
- ▲ To understand the nature and scope of Research and Statistics in Physical Education and Sports.
- ▲ To understand Survey of Related Literature and Research Reports.
- ▲ To understand basics of Statistical Analysis.
- ▲ To prepare Statistical Models in Physical Education and Sports

Unit-I Introduction to Research

- Definition of Research
- Need and importance of Research in Physical Education and Sports.
- Scope of Research in Physical Education & Sports.
- Classification of Research
- Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature

- Need for surveying related literature.
- Literature Sources, Library Reading
- Research Proposal, Meaning and Significance of Research Proposal.
- Preparation of Research proposal / project.
- Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

Unit-III Basics of Statistical Analysis

- Statistics: Meaning, Definition, Nature and Importance
- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
- Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

Unit- IV Statistical Models in Physical Education and Sports

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- Measures of Variability: Meaning, importance, computing from group and ungroup data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

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EC-401 THEORY OF SPORTS AND GAMES (ELECTIVE)

The Learning Outcomes of this subject are:-

- ▲ Thorough understanding of the rules and regulations, dimensions and prerequisite fitness components.
- ▲ To be able to teach basic and fundamental skills and techniques in various games and sports so as to enhance their interests for higher level of participation later on.

UNIT-I INTRODUCTION

General Introduction of specialized games and sports-

- Athletics,
- Badminton,
- Basketball,
- Cricket,
- Football,
- Gymnastic,
- Hockey,
- Handball,
- Kabaddi,
- Kho-Kho,
- Tennis,
- Volleyball and
- Yoga.

Each game or sports to be dealt under the following heads

- History and development of the Game and Sports
- Ground preparation, dimensions and marking
- Standard equipment and their specifications
- Ethics of sports and sportsmanship

UNIT-II Scientific Principles of coaching: (particular sports and game specific)

- Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.
- Force – Friction, Centripetal and Centrifugal force, Principles of force.
- Equilibrium and its types
- Lever and its types
- Sports Training – Aims, Principles and characteristics.
- Training load – Components, Principles of load, Over Load (causes and symptoms).

UNIT-III Physical fitness components: (particular sports and game specific)

- Speed and its types

- Strength and its types
- Endurance and its types
- Flexibility and its types
- Coordinative ability and its types
- Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training)

UNIT-IV Conditioning exercises and warming up.

- Concept of Conditioning and warming up.
- Role of weight training in games and sports.
- Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- Recreational and Lead up games
- Strategy – Offence and defense, Principles of offence and defense.

References:

Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd. Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
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EC-402 SPORTS MANAGEMENT

The Learning Outcomes of this subject are:–

- ▲ To understand the concept and to equip with the essential skills of sports management.
- ▲ To understand the qualities and to equip with competencies required for the sports manager.
- ▲ To gain the knowledge of the basic concept of planning.
- ▲ To gain the knowledge of the concept of leadership and it's known forms.
- ▲ To understand the Organization and Administration of Sports Programs.
- ▲ To be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- ▲ To be equipped with the skill of Organization, designing and evaluating the sports events.

Unit-I

- Nature and Concept of Sports Management.
- Progressive concept of Sports management.
- The purpose and scope of Sports Management.
- Essential skills of Sports Management.
- Qualities and competencies required for the Sports Manager.
- Event Management in physical education and sports.

Unit-II

- Meaning and Definition of leadership
- Leadership style and method.
- Elements of leadership.
- Forms of Leadership.
 - Autocratic
 - Laissez-faire
 - Democratic
 - Benevolent Dictator
- Qualities of administrative leader.
- Preparation of administrative leader.

- Leadership and Organizational performance.

Unit-III

- Sports Management in Schools, colleges and Universities.
- Factors affecting planning
- Planning a school or college sports programme.
- Directing of school or college sports programme.
- Controlling a school, college and university sports programme.
 - Developing performance standard
 - Establishing a reporting system
 - Evaluation
 - The reward/punishment system

Unit-IV

- Financial management in Physical Education & sports in schools, Colleges and Universities.
- Budget – Importance, Criteria of good budget,
- Steps of Budget making
- Principles of budgeting

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Part – B

Practical Courses

Semester – I

PC – 101: TRACK AND FIELD:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, ground markings and dimensions, rules in the games and duties of officials of the event of hurdles and relays.
- ◆ To develop a knowledge about the historical development of this game.

Running Event

- Starting techniques: Standing start, Crouch start and its variations, Proper use of

blocks.

- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles:
 - Fundamental Skills- Starting, Clearance and Landing Techniques.
 - Types of Hurdles
 - Ground Marking and Officiating.

Relays: Fundamental Skills

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.

PC 102: GYMNASTICS:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, exercises, rules of the games and duties of officials in the event of Gymnastics.
- ◆ To develop a knowledge about the historical development of this game.

Floor Exercise

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.
- Vaulting Horse
- Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

PC – 102:SWIMMING:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, pool markings and dimensions, rules of the games and duties of officials in the event of swimming.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.

- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

PC – 102: SHOOTING

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, rules of the games and duties of officials in the event of shooting.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Basic stance, grip, Holding rifle/ Pistol, aiming target
- Safety issues related to rifle shooting
- Rules and their interpretations and duties of officials

(Any one out of three)

PC – 103 INDIGENOUS SPORTS:

Kabaddi:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills of raiding and defending, techniques, stance, rules of the games and duties of officials in the event of kabaddi.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Variations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

PC – 103: MALKHAMBH AND LIGHT APPARATUS

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, field dimensions, rules of the games and duties of officials in the event of malkhamb and light apparatus.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- Mass P.T. Exercises-Two count, four count and eight count exercises.
- Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- Drill and Marching
- Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

PC – 104: KHO KHO

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills of running and chasing, techniques, sitting positions, field dimensions, rules of the games and duties of officials in the event of kho-kho.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

PC – 104: DUMBELLS/ WANDS/ HOOP/ UMBRELLA/ TIPRI:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of handling apparatus, techniques, exercises of different counts, stance, in the Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri.
- ◆ To develop a knowledge about the historical development of this game.

Fundamentals skills

- Apparatus/ Light apparatus Grip
- Attention with apparatus/ Light apparatus
- Stand – at – ease with apparatus/ light apparatus
- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Semester – II

PC – 201: TRACK AND FIELD

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, ground markings and dimensions, rules and duties of officials, etc. in the individual events of jumping.
- ◆ To develop a knowledge about the historical development of this game.

Athletics: Jumping Events

- High Jump (Straddle Roll)
- Approach Run,
- Take off
- Clearance over the bar.
- Landing

PC – 202: GYMNASTICS:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, apparatus used, rules and duties of officials, etc. in the individual events of gymnastics.
- ◆ To develop a knowledge about the historical development of this game.

Fundamentals skills

- Parallel Bar:
- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Front on back vault to the side(dismount)
- Horizontal /Single Bar:
- Grip
- Swings
- Fundamental Elements
- Dismount
- Uneven Parallal Bar:
- Grip
- Swings
- Fundamental Elements
- Dismount

PC – 202: YOGA:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of performing various asanas, techniques, rules and duties of officials, etc. in the event of Yoga.
- ◆ To develop a knowledge about the historical development of yoga.
 - Surya Namaskara,
 - Pranayams
 - Corrective Asanas
 - Kriyas
 - Asanas
 - Sitting
 - Standing
 - Laying Prone Position,
 - Laying Spine Position

PC – 202: SWIMMING:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, pool markings and maintenance, rules and duties of officials, etc. in the individual events of water polo and diving.
- ◆ To develop a knowledge about the historical development of this game.

Introduction of water polo game

- Fundamental skills
- Swimm with the ball
- Passing
- Catching
- Shooting

- Goal keeping
- Rules of the games and responsibility of officials

Introduction of Diving sports.

- Basic Diving Skills from spring boards
- Basic Diving Skills from platform

PC – 202: AEROBICS:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, types and variations, in the individual event of aerobics.
- ◆ To develop a knowledge about the historical development of this game.

Introduction of Aerobics

- Rhythmic Aerobics - dance
- Low impact aerobics
- High impact aerobics
- Aerobics kick boxing
- Postures – Warm up and cool down
- THR Zone – Being successful in exercise and adaptation to aerobic workout.

PC – 203: BADMINTON:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, rules and their interpretation and duties of officials in the event of badminton.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Racket parts, Racket grips, Shuttle Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

PC – 203: TABLE TENNIS:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, court dimensions, stance, rules and their interpretation and duties of officials in the event of table tennis.
- ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- The Grip-The Tennis Grip, Pen Holder Grip.

- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shit, Loop Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

PC – 203: SQUASH:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, court dimensions, stance, rules and their interpretation and duties of officials in the event of squash.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

PC – 203: TENNIS:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, court dimensions, stance, rules and their interpretation and duties of officials in the event of tennis.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

TP – 201 TEACHING PRACTICES:

The Learning Outcomes of this Teaching Practice are:-

- ◆ To create the classroom like situations and outdoor activities so as to familiarize the student teachers to the real like situations in order to deliver better physical education classes.

10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.

Semester – III

PC – 301: TRACK AND FIELDS

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, equipments used, ground markings and dimensions, rules and duties of officials, etc. in the event of throwing.
 - ◆ To develop a knowledge about the historical development of this game.

(Throwing Events)

- Discus Throw, Javelin, Hammer throw, shot-put
- Basic Skills and techniques of the Throwing events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating.
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

PC – 302: BOXING:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, apparatus used, court markings and dimensions, rules and duties of officials, etc. in the individual event of boxing.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Player stance
- Stance - Right hand stance, left hand stance.
- Footwork – Attack, defense.
- Punches – Jab, cross, hook, upper cut, combinations.

- Defense slip – bob and weave, parry/block, cover up, clinch, counter attack
- Tactics – Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials.

PC – 302: MARTIAL ARTS/KARATE:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Martial Arts/Karate.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch.
(Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

PC – 302: TAEKWONDO:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Taekwondo.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang,

Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)

- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

PC – 302: JUDO:

Learning outcomes of this course:

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Judo.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental skills

- Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).
- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Ioinm), SeoiNage (Shoulder throw).
- Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

PC – 302: WRESTLING:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules, scoring and duties of officials and their positioning, etc. in the event of Wrestling.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Referees positions.

PC – 302: FENCING:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Fencing.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skill

- Basic Stance - on-guard position (feet and legs)
- Footwork – advance, retire, lunge, Step-lunge
- Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position.
- Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
- Semi circular parries – octave and septime
- Understand the layout of a piste.
- Compound or successive parries.
- Lateral parry and direct riposte
- Fence a bout – judges etc. salutes and handshakes
- Rules and their interpretations and duties of officials.

PC 303 : Team Games:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of various team games. [Back to Main Page](#)

- ◆ To develop a knowledge about the historical development of this game.

PC 303: BASEBALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Baseball.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Grip – standard grip, choke grip,
- Batting – swing and bunt.
- Pitching –Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
- Softball: windmill, sling shot,
- Starting position: wind up, set.
- Fielding –
 - Catching: basics to catch fly hits, rolling hits,
 - Throwing: over arm, side arm.
- Base running –
 - Base running: single, double, triple, home run,
 - Sliding: bent leg slide, hook slide, head first slide.
- Rules and their interpretations and duties of officials.

PC 303: NETBALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Netball.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).

- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

PC – 303: CRICKET:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, rules and duties of officials, etc. in the event of Cricket.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Batting-Forward and backward defensive stroke
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

PC 303: FOOTBALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Football.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

PC 303: HOCKEY:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, ground marking, rules and duties of officials, etc. in the event of Hockey.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Player stance & Grip
- Rolling the ball
- Dribbling

- Push
- Stopping
- Hit
- Flick
- Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit
- Dodging
- Goal keeping – Hand defense, foot defense
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

PC – 303: SOFTBALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Softball.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

PC 303: VOLLEYBALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Volleyball.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Players Stance-Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig (Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service

- Rules and their interpretations and duties of officials.

PC – 303: HAND BALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Handball.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

PC – 303: BASKET BALL:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of basketball.
 - ◆ To develop a knowledge about the historical development of this game.

Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

TP – 301 TEACHING PRACTICES:

Learning outcomes of this Teaching Practice are:

- ◆ To train the student teachers to conduct classes and lesson plans on Racket Sports/Team Games/Indigenous Sports both in the department classes as well as in the schools of their internship program.

10 teaching lesson plans for Racket Sport/ Team Games/ Indigeneous Sports out of which 5 lessons internal and 5 lessons external at school.

TP – 401 SPORTS SPECIALIZATION: TRACK AND FIELD / GYMNASTICS / SWIMMING

Learning outcomes of this Coaching lesson are:

- ◆ To train the student teachers to equip with sports specialization of any discipline mentioned above so as to enhance their teaching ability.
 - ◆ To develop a knowledge about the historical development of this game.

(4 internal lessons at Prcticing School and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above)

TP- 402: GAMES SPECIALIZATION: KABADDI, KHO-KHO, BASE BALL, CRICKET, FOOTBALL, HOCKEY, SOFTBALL VOLLEYBALL, HANDBALL, BASKETBALL, NETBALL, BADMINTON, TABLE TENNIS, SQUASH, TENNIS

Learning outcomes of this Coaching Lesson are:

- ◆ To train the student teachers to equip with game specialization of any discipline mentioned above so as to enhance their teaching ability and proficiency in handling practical classes.
- ◆ To develop a knowledge about the historical development of this game.

(4 internal lessons at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above)

BACHELOR OF SCIENCE IN YOGA - BSc (Yoga)

I. Aim of the Programme

The aim of the programme is to produce **"Yoga therapists for a clinical set up"**

II. Objectives of the programme

- ◆ To introduce Yoga therapy, its principles and practices of Yoga to people with various lifestyle disorders.

- ✚ To make the people aware of the therapeutic and preventive value of Yoga.
- ✚ To bring peace and harmony in the society at large by introducing the Yogic way of life.
- ✚ To create therapists of high calibre to make the society free free from stress and lifestyle related diseases.

BS-CP106 Yoga Practicum-I

Following the completion of this course, students shall be able to

- Make the students recite the Vedic hymns skillfully.
- Understand the concept and principles of Shatkarmas.
- Know and understand about breathing practice.

Total Number of Hours: 120		Theory	Tutorial	Practical
Credits		0	0	4
Hours/ week		0	0	8
SCHEME OF				
Total Marks: 100				
Theory :			Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)		Final Exam (SEE)	Internal Assessment
70	30			

Unit-1: Recitation of hymns & hasta mudra [30 Hrs.]

Recitation of Pratah-smaran and Shanti Mantras; Recitation of Pranava Japa and Soham Japa; Recitation of Hymns from Upanishad & Yoga Texts; Hasta Mudra: Chin, Jnana, Hridaya, Bhairav, Yoni

Unit-2: Shatkarma [30 Hrs.]

Dhauti (Kunjla, Vamana Dhauti, Vastra Dhauti); Neti (Jalneti, Sutraneeti); Kapalbhata and its variants; Agnisara

Unit-3: Breathing practices [30 Hrs.]

Breathing practices: Hands in and out, Hands stretch, Ankle stretch, Rabbit, Dog, Tiger, Straight leg raising breathing; Breath Awareness: Shwas-prashwas samyama; Abdomen,

Thoracic & Clavicular Breathing, Abdomen+Thoracic Breathing, Abdomen + Thoracic + Clavicular Breathing; Yogic Breathing: Pause Breathing (Viloma Pranayama), Spinal Passage Breathing (Sushumna Breathing); Practice of Puraka, Rechaka & Kumbhaka (Antar & Bahya Kumbhaka)

Unit-4: Continuous evaluation by the Teachers

[30

Hrs.] TEXT BOOKS

1. Sri Ananda : The Complete book of Yoga, Orient Course Backs, Delhi, 2003.
2. Basavaraddi, I.V. & others : SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009
3. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi, 2009
4. Dr. Nagendra H R : Pranayama, The Art & Science, Swami Vivekananda Yoga Prakashan, Bangalore, 2005

BOOKS FOR REFERENCES

1. Basavaraddi, I.V. & others : SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009
2. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi, 2009
3. Swami Kuvalyananda : Pranayama, Kaivalyadhama, Lonavla, 2010
4. Swami Rama: Science of Breath, A Practical Guide, The Himalayan International Institute, Pennselvenia, 1998
5. Swami Niranjananand Saraswati: Prana, Pranayama & Pranvidya, Yoga Publications Trust, Munger, Bihar, 2005.

BS-CP 107: Yoga Practicum-II

Following the completion of the course, students shall be able to

- Understand the concept and principles of Sukshma and Sthula vyayma.
- Explain and demonstrate the above mentioned practices skillfully.
- Have a indepth understanding anout Surya namskara and Yogasanas.

Total Number of Hours: 60		Theory	Tutorial	Practical
Credits		0	0	2
Hours/ week		0	0	4
SCHEME OF				
Total Marks: 50				
Theory :		Practical :		
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment	
70	30			

Unit-1: Yogic suksma and sthula vyayama**[20 Hrs.]****Yogic suksma vyayama**

Uccharana-sthala tatha Vishudha-chakra-shuddhi (for throat and voice); Prarthana (Prayer) Buddhi-tatha-dhriti shakti-vikasaka (for developing will power); Smarana shakti- vikasaka (for improving the memory); Medha shakti-vikasaka (for improving the intellect and memory); Netra shakti-vikasaka (for the eyes); Kapola shakti-varadhaka (for the cheeks); Karna shakti-varadhaka (for the ears); Griva shakti-vikasaka (for the Neck) (i), (ii) and (iii), Skandha-tatha-bahu-mula shakti-vikasaka (for the shoulders), Bhuja-bandha shakti-vikasaka, Kohini shakti-vikasaka, Bhuja-valli shakti-vikasaka, Purna-bhuja shakti- vikasaka (for the arms), Mani-bandha shakti-vikasaka, Kara-prstha shakti-vikasaka, Kara- tala shakti-vikasaka, Anguli-mula shakti-vikasaka (for the fingers), Anguli- shakti-vikasaka (for the fingers), Vaksa-sthala shakti-vikasaka (for the chest) (1), Vaksa-sthala shakti- vikasaka (for the chest) (2), Udara shakti-vikasaka (for the abdomen) (i) to (x); Kati shakti- vikasaka (for the waist) (i) to (v), Muladhara-chakra-suddhi (for the rectum), Upastha tatha-svadhithana-chakra-suddhi (for the genital organs), Kundalini shakti-vikasaka (for the kundalini), Jangha shakti-vikasaka (for the thighs) (i) & (ii), Jangha shakti-vikasaka (for the thighs) (ii) , Janu shakti-vikasaka (for the knees), Pindali shakti-vikasaka (for the calves), Pada-mula shakti-vikasaka, Gulpha-pada-pristha-pada-tala-shakti-vikasaka (for the ankles and the feet), Padanguli shakti-vikasaka (for the toes)

Yogic sthula vyayama**[10 Hrs.]**

Rekha-gati (Walking in a Straight line), Hrid-gati (Injanadaur – the Locomotive Exercise), Utkurdana (Jumping Exercise), Urdhva-gati (Upward Movement), Sarvanga-pusti (Developing the Entire body)

Unit- 2: Surya namaskara**[10 Hrs.]****Unit-3: Yogasana (Standing Postures and body alignment)****[15**

Hrs. Tadasana, Vrikshasana, Urdhva-Hastottanasana, Kati Chakrasana, Ardha Chakrasana, Paada Hastasana, Trikonasana, Parshva Konasana, Veerabhadrasana and its variations

Unit-4: Continuous evaluation by the Teachers**[15****Hrs] TEXT BOOKS**

1. Swami Dharendra Bhramhachari: Yogic Sukshma Vyayama, Dharendra Yoga Publications, New Delhi, 1980
2. Swami Dharendra Bhramhachari: Yogasana Vijnana, Dharendra Yoga

Publications, New Delhi, 1966

BOOKS FOR REFERENCES

1. Swami Kuvalyananda : Asana, Kaivalyadhama, Lonavla, 1993
2. Swami Satyananda Saraswati : Asana, Pranayama, Bandha, Mudra, Bihar School of Yoga, Munger, 2006
3. Basavaraddi, I.V. & others: YOGASANA: A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
4. Basavaraddi, I.V. & others : Yogic Sukshma Evam Sthula Vyayama, MDNIY, New Delhi, 2011.

BS-CP206: Yoga Practicum-III

Following the completion of this course, students shall be able to

- Understand the principle and practice of Yogic practices.
- Have an understanding about the practices that help practitioners to lead to meditation.

Total Number of Hours: 60		Theory	Tutorial	Practical
Credits		0	0	2
Hours/ week		0	0	4
SCHEME OF				
Total Marks: 100				
Theory :		Practical :		
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment	
70	30			

Unit-1: Shatkarma

[15 Hrs.]

Dhauti, Neti, Nauli Madhyama, Vama, Dakshina and Nauli Chalana, Trataka (Jatru and Jyoti)

Unit-2: Pranayama

[15 Hrs.]

Nadi Shodhana (Technique 1: Same Nostril Breathing), Nadi Shodhana (Technique 2: Alternate Nostril Breathing), Nadi Shodhana (Technique 3: Alternate Nostril Breathing + Antar kumbhak); Nadi Shodhana (Puraka + Antar Kumbhak + Rechaka + Bahya Kumbhak) (1:4:2:2); Bhramari Pranayama

Unit-3: Practices leading to meditation**[15 Hrs.]**

Pranav and Soham Japa; Yoga Nidra (1,2,3); Antarmauna; Ajapa Dharana (Stage 1, 2, 3); Mind sound resonance technique (MSRT)

Unit- 4: Continuous evaluation by the Teachers**[15 Hrs.]****TEXT BOOKS**

1. Swami Niranjanananda Saraswati: Asana Pranayama Mudra Bandha; Bihar school of yoga publications; Munger, 2001
2. Swami Niranjanananda Saraswati: Dharana Darshan; ; Bihar school of yoga publications; Munger, 2001

BOOKS FOR REFERENCES

1. Basavaraddi I. V. & Others : Teachers Manual for School Teachers, MDNIY, New Delhi, 2010
2. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi.
3. Swami Kuvalyananda : Pranayama, Kaivalyadhama, Lonavla, 2009
4. Iyengar, B.K.S.: Light on Pranayama, Harper Collins, Swami Vivekanand Yoga Prakashan, 2012
5. Nagendra, H.R: The Art and Science of Pranayama, Swami Vivekanand Yoga Prakashan, 2005, Bangaore.
6. Nagendra, H.R: Mind sound resonance technique, Swami Vivekanand Yoga Prakashan, 2002, Bangaore.

BS-CP 306 Yoga Practicum-IV

Following the completion of this course, students shall be able to

- Understand the principle and practice of each practice.
- Demonstrate each practice skillfully.
- Explain the procedure, precaution, benefits and limitations of each practice.

Total Number of Hours: 120	Theory	Tutorial	Practical
Credits	0	0	4
Hours/ week	0	0	8
SCHEME OF			
Total Marks: 100			

Theory :		Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment
		70	30

Unit-1: Yogasana (Sitting Postures)

Dandasana, Swastikasana, Padmasana, Vajrasana, Supta Vajrasana; Kagasana, Utkatasana, Gomukhasana, Ushtrasana, Shashankasana; Janusirasana, Paschimottanasana, Mandukasana, Utthana Mandukasana; Vakrasana, Ardha Matsyendrasana, Marichayasana, Simhasana

Unit-2: Yogasana (Supine lying Postures)

Pavanamuktasana; Utthana-padasana, Ardha Halasana, Halasana, Setubandhasana, Sarvangasana, Matsyasana, Chakrasana, Shavasana

Unit-3: Yogasana (Prone line Postures)

Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Kapotasana, Raja Kapotasana

Unit-4: Continuous evaluation by the Teachers

TEXT BOOKS

1. Swami Dharendra Bhrahmachari : Yogasana Vijnana, Dharendra Yoga Publications, New Delhi.
2. Swami Kuvalyananda: Asana Kaivalyadhama, Lonavla
3. Swami Satyananda Saraswati: Asana, Pranayama, Bandha, Mudra Bihar School of Yoga, Munger

BOOKS FOR REFERENCES

1. Basavaraddi, I.V. & others : Yogasana: A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
 2. Iyengar, B.K.S. : Light on Yoga, Harper Collins Publishers.
 3. Tiwari, O.P. : Asana Why and How? Kaivalyadhama, Lonavla.
 4. Jayadev, Yogendra : Cyclopaedia Yoga (Vol. I-IV), The Yoga Institute, Santacruz, Mumbai.
- Saraswati, Swami Satyanand : Asana, Pranayama, Bandha, Mudra Bihar School of Yoga, Munger.

BS-CP307 Yoga Practicum-V

Following the completion of this course, students shall be able to

- Understand the principle and practice of each practice.
- Demonstrate each practice skillfully.
- Explain the procedure, precaution, benefits and limitations of each practice.

Total Number of Hours: 64		Theory	Tutorial	Practical
Credits		0	0	2
Hours/ week		0	0	4
SCHEME OF				
Total Marks: 50				
Theory :		Practical :		
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment	
		35	15	

Unit-1: Bandha

Jivha Bandha, Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha, Tri Bandha

Unit-2: Pranayama (with Antar & Bahya Kumbhaka)

Surya-bheda and Chandra-bheda Pranayama, Ujjayi Pranayama, Sheetal Pranayama, Shitkari Pranayama, Bhastrika Pranayama

Unit-3: Practices leading to Meditation

Ajapa Dharana (Stage 4,5,6), Yoga Nidra (4,5), Practices leading to Breath Meditation, Practices leading to Om Meditation, Practices leading to Vipassana Meditation, Practices leading to Preksha Meditation

Unit-4: Continuous evaluation by the

Teachers TEXT BOOKS

1. Basavaraddi, I.V. & others : Pranayama; MDNIY New Delhi, 2012
2. Saraswati, Swami Satyanand: Asana, Pranayama, Bandha, Mudra, Bihar School of Yoga, Munger, 2009
3. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi, 2009.

BOOKS FOR REFERENCES

1. Swami Kuvalyananda: Pranayama, Kaivalyadhama, Lonavla, 2005

2. Nagendra, H.R : The art and Science of Pranayama, Swami Vivekananda Yoga Prakashan, 2005, Bangaore
3. Lajpat, Dr. R.: Discovering Human Potential Energy, Abhinav Rai Publication, Gurgaon, 1996
4. Lajpat, Rai & others: Meditation, Anbhava Rai Publications, Gurgaon
5. Saraswati, Swami Satya Nand: Meditation from Tantras, Yoga Publication Trust, Munger, 2004
6. Sarswati, Swami Niranjananand: Dharana Darshan, Yoga Publication Trust, Munger, 2003
7. Krishnamacharya, T.: Dhyanamalika, KYM, Chennai, 2005
8. Swami Satyananda: Yoganidra, Yoga Publication Trust, Munger, 1998

BS-CP 406 Yoga Practicum-VI

Objectives

Following the completion of this course, students shall be able to

- Understand the principle and practice of each practice.
- Demonstrate each practice skillfully.
- Explain the procedure, precaution, benefits and limitations of each practice.

Total Number of Hours: 120		Theory	Tutorial	Practical
Credits		0	0	4
Hours/ week		0	0	8
SCHEME OF				
Total Marks: 100				
Theory :			Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment	
		70	30	

Unit-1: Shatkarmas

[20 Hrs.]

Vastra Dhauti, Sutra Neti, Kapalbhati, Nauli Chalana, Jyoti Trataka, Agnisara

Unit-2: Yogasanas -I

[50 Hrs.]

Tadasana, Vrikshasana, Urdhva-Hastottanasana, Kati Chakrasana ; Ardha Chakrasana, Paada Hastasana; Trikonasana, Parshva Konasana; Veerabhadrasana; Bhunamanasana, Hanumanasana; Dandasana, Swastikasana, Sidhasana, Bhadrasana, Padmasana, Vajrasana; Kagasana, Utkatasana, Gomukhasana, Ushtrasana, Shashankasana, Kurmasana, Navasana, Baddha Padmasana, Uttitha Padmasana; Janusirasana, Paschimottanasana, Supta

Vajrasana; Mandukasana, Utthana Mandukasana; Vakrasana, Ardha Matsyendrasana , Marichayasana, Simhasana

Unit-3: Yogasanas -I

[30 Hrs.]

Pavanamuktasana, Utthana-padasana, Ardha Halasana, Setubandhasana, Halasana, Karna Peedasana, Sarvangasana, Matsyasana , Chakrasana, Shavasana, Makarasana, Bhujangasana , Shalabhasana, Dhanurasana, Kapotasana , Raja Kapotasana, Bakasana, Kukkutasana, Garbhasana, Matsyendrasana, Marjariasana, Padangusthasana, Hastapadangusthasana, Garudasana, Vatayanasana, Natarajasana, Mayurasana, Sirshasana; Ekapada and Dwipada Kandasana

Unit-4: Teacher's evaluation

[20 Hrs.]

Teacher must ensure that all practices are being done efficiently and skillfully. Minimum duration of the practice should be at least 1 minute and maximum can be 5 minutes.

TEXT BOOKS

1. Swami Dharendra Bhrmhachari :Yogic Sukshma Vyayama, Dharendra Yoga Publications, New Delhi, 1980
2. Swami Dharendra Bhrmhachari:Yogasana Vijnana,Dharendra Yoga Publications, New Delhi, 1966
3. Swami Kuvalyananda:Asana, Kaivalyadhama, Lonavla, 1983
4. Swami Satyananda Saraswati:Asana, Pranayama, Bandha, Mudra,Bihar School of Yoga, Munger, 2005-06

BOOKS FOR REFERENCES

1. Basavaraddi, I.V. & others:Yogasana: A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
 2. Basavaraddi, I.V. & others:Yogic Sukshma Evam Sthula Vyayama, mDNIY, New Delhi, 2011.
 3. Iyengar, B.K.S.:Light on Yoga,Harper Collins Publishers, 2009
 4. Sen Gupta Ranjana:B.K.S. Iyengar Yoga, A Dorling Kindersley Limited, 2001
 5. Saraswati, Swami Satyananda:Surya Namaskar, Yoga Publication Trust, Munger, 2004
- Tiwari, O.P.:Asana Why and How? Kaivalyadhama, Lonavla, 2011

BS-CP407 Yoga Practicum-VII

Objectives

Following the completion of this course, students shall be able to

- Understand the principle and practice of each practice.
- Demonstrate each practice skillfully.
- Explain the procedure, precaution, benefits and limitations of each practice.

Total Number of Hours: 60	Theory	Tutorial	Practical
Credits	0	0	2
Hours/ week	0	0	4
SCHEME OF			
Total Marks: 50			
Theory :		Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment
		35	15

Unit-1: Bandha and Mudras

Jivha Bandha, Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha, Tri Bandha Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Shambhavi Mudra, Kaki Mudra, Tadagi Mudra, Vipareet Karni Mudra, Simha Mudra

Unit-2: Pranayama

Nadi Shodhana pranayama, Bhramari Pranayama, Suryabhedana and Chandrabhedana Pranayama , Ujjayi Pranayama, Sheetal Pranayama, Shitkari Pranayama, Bhastrika Pranayama,

Unit-3: Practice leading to meditation

Pranava and Soham Japa, Antar mouna, Dharana, Practice of Dhyana, Breath Meditation, Om Meditation Vipassana Meditation , Preksha Meditation

Unit-4: Continuous evaluation by the Teachers

TEXT BOOKS

1. Swami Kuvalyananda:Asana, Kaivalyadhama, Lonavla, 1983
2. Swami Satyananda Saraswati:Asana, Pranayama, Bandha, Mudra,Bihar School of Yoga, Munger, 2005-06

REFERENCE BOOKS

1. Iyengar, B.K.S.:Light on Yoga,Harper Collins Publishers, 2009
2. Sen Gupta Ranjana:B.K.S. Iyengar Yoga, A Dorling Kindersley Limited, 2001
3. Saraswati, Swami Satyananda:Surya Namaskar, Yoga Publication Trust, Munger, 2004
4. Tiwari, O.P.:Asana Why and How? Kaivalyadhama, Lonavla, 2011

BS-CP506 Yoga Practicum VIII-Case Study

Objectives:

1. Objective of this course is to make the students to record the data everyday in a clinical set up and analyze the same for the presentation of the cases.

Total Number of Hours: 120	Theory	Tutorial	Practical
Credits	0	0	4
Hours/ week	0	0	8
SCHEME OF			
Total Marks: 100			
Theory :		Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment
		70	30

Unit-1: Case taking-I

Students shall be permitted to take four cases and supervise the practice for fifteen days and common parameters will be recorded everyday.

Unit-2: Case taking-II

Students shall be permitted to take remaining four cases and parameters will be recorded.

Unit-3: Preparation of the cases

Candidate shall write a report of a most improved and least improved case.

Unit-4: Presentation

Following the presentation, candidate will present the case to the examiners and the same will be examined.

BS-CP606 Yoga Practicum IX-Case Study Report

Total Number of Hours: 120	Theory	Tutorial	Practical
Credits	0	0	4
Hours/ week	0	0	8
SCHEME OF			
Total Marks: 100			
Theory :		Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment
		70	30

Unit-1: Case taking-I

[30 Hrs.]

Students shall be permitted to take four cases and supervise the practice for fifteen days and common parameters will be recorded everyday.

Unit-2: Case taking-II

[30 Hrs.]

Students shall be permitted to take remaining four cases and parameters will be recorded.

Unit-3: Preparation of the cases

[30 Hrs.]

Candidate shall write a report of a most improved and least improved case.

Unit-4: Presentation

[30 Hrs.]

Following the presentation, candidate will present the case to the examiners and the same will be examined.

POST-GRADUATION DIPLOMA IN YOGA

PGDY-CP105 Yoga Practicum-I

Objectives:

- i. To introduce a regular and rigorous practice (sadhana) of yoga practices

Total Number of Hours: 120	Theory	Tutorial	Practical
Credits	0	0	4
Hours/ week	0	0	8
SCHEME OF			
Total Marks: 100			
Theory :		Practical :	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment (CT+TA/PR)
NA	NA	70	30

Unit- 1. SHAT KARMAS

[30 Hrs.]

Vastra Dhauti, Sutra Neti, Kapalbhathi, Nauli Chalan, Jyoti Trataka, Agnisara

Unit-2. YOGASANAS

[90 Hrs.]

Tadasana, Vrikshasana, Urdhva-Hastottanasana, Kati Chakrasana, Ardha Chakrasana, Pada Hastasana, Trikonasana, Parshva Konasana, Veerabhadrasana, Bhunamanasana, Hanumanasana, Dandasana, Swastikasana, Sidhasana, Bhadrasana, Padmasana, Vajrasana, Utkatasana, Gomukhasana, Ushtrasana, Shashankasana, Kurmasana, Navasana, Baddha Padmasana, Janusirasana, Paschimottanasana, Supta Vajrasana, Mandukasana, Utthana Mandukasana, Vakrasana, Ardha Matsyendrasana, Simhasana, Pavanamuktasana, Utthana-padasana, Ardha Halasana, Setubandha Sarvangasana, Halasana, Sarvangasana, Matsyasana, Chakrasana, Shavasana, Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Kapotasana, Bakasana, Kukkutasana, Matsyendrasana, Padangusthasana, Hastapadangusthasana, Garudasana, Natarajasana, Mayurasana, Sirshasana.

TEXT BOOKS

REFERENCE BOOKS

1. Reddy, M. Venkata and Others: Yogic Therapy, Sri M.S.R. Memorial Yoga series, Arthamuru A.P.2005
2. Dr R Nagarathna, Dr H R Nagendra: Yoga for Asthma by Published by SVYP, Bangalore, 1998
3. Dr R Nagarathna, Dr H R Nagendra: Yoga Practices for Anxiety & Depression, Published by SVYP, Bangalore, Bangalore, 2001
4. Yoga for Back Pain by Dr H R Nagendra, Dr R Nagarathna, Published by SVYP, Bangalore,, Bangalore, 2001
5. Yoga for Cancer by Dr H R Nagendra, Dr R Nagarathna, Published by SVYP, Bangalore,, Bangalore, 2006
6. New Perspectives in Stress Management, by Dr. H. R. Nagendra, Dr. R.

- Nagarathna, Published by SVYP, Bangalore,, Bangalore, 2000
7. Dr R Nagarathna, Dr H R Nagendra, Yoga for Arthritis, Published by SVYP, Bangalore, 2001
 8. Dr Shamantakamani Narendran, Dr R Nagarathna and Dr H R Nagendra: Yoga for Pregnancy, Published by SVYP, Bangalore, 2008
 9. Dr. R. Nagarathna and Dr. H. R. Nagendra: Yoga for Obesity, Published by SVYP, Bangalore, 2014
 10. Dr R Nagarathna, Dr H R Nagendra: Yoga for Diabetes, Published by SVYP, Bangalore 2003
 11. Dr R Nagarathna, Dr H R Nagendra: Yoga for Promotion of Positive Health, Published by SVYP, Bangalore, 2004

PGDY-CP106 Yoga Practicum-II

Objectives:

- i. To help establish a regular and rigorous practice (sadhana) of yoga practices

Total Number of Hours: 60		Theory	Tutorial	Practical
Credits		0	0	2
Hours/ week		0	0	4
SCHEME OF				
Total Marks: 100				
Theory :		Practical :		
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment (CT+TA/PR)	
NA	NA	70	30	

Unit- 1: PRANAYAMA

[15 Hrs.]

Nadi Shodhana (Technique 1: Same Nostril Breathing), Nadi Shodhana (Technique 2: Alternate Nostril Breathing), Nadi Shodhana (Technique 3: Alternate Nostril Breathing + Antar Kumbhak), Surya-bhedi and Chandra-bhedi Pranayama, Ujjayi Pranayama, Sheetal Pranayama, Shitkari Pranayama, Bhramari Pranayama, Pranayama (with Antar & Bahya Kumbhaka)

Unit- 2: PRACTICES LEADING TO MEDITATION

[30 Hrs.]

Pranav and Soham Japa, Yoga Nidra (1,2,3), Antarmauna, Ajapa Dharana (Stage 1,2,3), Practices leading to Breath Meditation, Practices leading to Om Meditation, Practices leading to Vipassana Meditation, Practices leading to Preksha Meditation

Unit- 3: BANDHA AND MUDRAS

[15 Hrs]

Jivha Bandha, Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha, Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Tadagi Mudra, Vipareet Karni Mudra

TEXT BOOKS

REFERENCE BOOKS

1. Reddy, M. Venkata and Others: Yogic Therapy, Sri M.S.R. Memorial Yoga series, Arthamuru A.P.2005
2. Dr R Nagarathna, Dr H R Nagendra: Yoga for Asthma by Published by SVYP, Bangalore, 1998
3. Dr R Nagarathna, Dr H R Nagendra: Yoga Practices for Anxiety & Depression, Published by SVYP, Bangalore, Bangalore, 2001
4. Yoga for Back Pain by Dr H R Nagendra, Dr R Nagarathna, Published by SVYP, Bangalore,, Bangalore, 2001
5. Yoga for Cancer by Dr H R Nagendra, Dr R Nagarathna, Published by SVYP, Bangalore, Bangalore, 2006
6. New Perspectives in Stress Management, by Dr. H. R. Nagendra, Dr. R. Nagarathna, Published by SVYP, Bangalore,, Bangalore, 2000
7. Dr R Nagarathna, Dr H R Nagendra, Yoga for Arthritis, Published by SVYP, Bangalore, 2001
8. Dr Shamantakamani Narendran, Dr R Nagarathna and Dr H R Nagendra: Yoga for Pregnancy, Published by SVYP, Bangalore, 2008
9. Dr. R. Nagarathna and Dr. H. R. Nagendra: Yoga for Obesity, Published by SVYP, Bangalore, 2014
10. Dr R Nagarathna, Dr H R Nagendra: Yoga for Diabetes, Published by SVYP, Bangalore 2003
11. Dr R Nagarathna, Dr H R Nagendra: Yoga for Promotion of Positive Health, Published by SVYP, Bangalore, 2004

PGDY -CP205 Yoga Practicum III

Objectives:

- i. To help maintain the yoga practise or Sadhana
- ii. To teach yoga modules specific to Physical Stamina, Voice Culture,

Eye sight, Memory, Concentration, Creativity, IQ, Anger Management

Total Number of Hours:		Theory	Tutorial	Practical
Credits		0	0	4
Hours/ week		0	0	8
SCHEME OF				
Total Marks: 100				
Theory :			Practical	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment (CT+TA/PR)	
		70	30	

Unit 1: PRACTICES FOR PHYSICAL STAMINA, VOICE CULTURE AND EYE SIGHT [15 Hrs]

Characteristics of physical development: Flexibility, stamina, endurance, longevity; loosening the joints, stretching-relaxation of muscles, improve strength and stamina; physical revitalisation; Need for control on breath; special exercises for voice culture; Cleansing practices, eye muscle strengthening practices

Unit 2: PRACTICES FOR MEMORY AND CONCENTRATION [15 Hrs]

Short-term, long-term memory, stages of memory foundation and maintenance; yoga modules to improve memory; Barriers to concentration; concentration according to modern psychology; concentration according to eastern psychology; dharana as per Patanjali – binding to a particular; practices to improve concentration.

Unit 3: PRACTICES FOR CREATIVITY AND IQ [15 Hrs]

Physiology and creativity; creativity eastern concept, silence and creativity; yogic approach to creativity; yogic practices for creativity development; Facets of intelligence; concept of intelligence according to yoga; yoga module of IQ development;

Unit 4: PRACTICES FOR ANGER MANAGEMENT AND STRESS MANAGEMENT [15 Hrs]

What is anger? Expression of anger, outcome of anger, yogic management of anger; Concept of Stress; Solutions through Mandukya karika - Relaxation and stimulation combined as the core for stress management; Practice of Stimulation and relaxation

TEXT BOOKS

Dr H R Nagendra, Dr R Nagarathna: Yoga for Personality Development Series,
Published by SVYP, 2013

PGDY - CP206 Yoga Practicum IV

Objectives:

1. To get the practical experience and training to teach Advance Yoga techniques

Total Number of Hours:	Theory	Tutorial	Practical
Credits	0	0	2
Hours/ week	0	0	8
SCHEME OF EXAMINATION			
Total Marks: 100			
Theory :		Practical	
Final Exam (SEE)	Internal Assessment (CT+TA)	Final Exam (SEE)	Internal Assessment (CT+TA/PR)
		70	30

Unit-I: HEALING AT THE PHYSICAL LEVEL

[15 Hrs]

Cyclic Meditation (S-VYASA); Mindfulness based Stress Reduction Technique (Kabatzin)

Unit-II: HEALING AT THE PRANA LEVEL

[15 Hrs]

Vipasana Meditation; Preksha Meditation

Unit-III: HEALING AT THE MENTAL LEVEL

Mind Sound Resonance Technique (S-VYASA) ; Raja Yoga Meditation (Brahmakumaris) Transcendental Meditation (Mahesh Yogi); ZEN Buddhist Meditation

Unit-IV: HEALING AT THE CONSCIOUS LEVEL

Yoga Nidra (BSY)

TEXT BOOK:

1. Lajpat, Rai & others: Meditation, Anubhava Rai Publications, Gurgaon, 1999

2. Dr H R Nagendra, Dr R Nagarathna, Advance Yoga Techniques series, Published by SVYP, 1998

REFERENCE BOOKS:

1. Swami Niranjanananda Saraswati : Dharana Darshan, Yoga Publications Trust, Munger, Bihar, India, 1996
2. Lajpat, Rai : Discovering Human Potential Energy, Anubhava Rai Publications, Gurgaon, 1999.

1.1.3 Courses on Employability/Entrepreneurship

PALLI SAMGATHANA VIBHAGA (Institute of Rural Reconstruction)	
Programs	Department
Bachelor of Vocation in Pottery & Ceramic (BVOC)	Silpa-Sadana
Master of Design	Silpa-Sadana
PhD in Design	Silpa-Sadana
MA in Rural Management	Life-long Learning & Extension (REC)
Bachelor of Social Work	Social Work
Master of Social Work	Social Work
PhD in Social Work	Social Work
Bachelor of Rural Studies	Rural Studies (PCK)
Master of Rural Studies	Rural Studies (PCK)

Syllabus
Bachelor in Design (B.Des) (Foundation)
 Silpa-Sadana, Visva-Bharati, Sriniketan

Total Semester: 04

Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-01	F-I/01	Tagore Studies	Foundation	4	50	10	40
Sem-01	F-I/02	English Language	Theory	0			
Sem-01	F-I/03	Applied Science-I (Mathematics & Statistics)	Practical	5	100	50	50
Sem-01	F-I/04	Computer Basic	Practical	3	100	50	50
Sem-01	F-I/05	Exposure to Materials-I*	Practical	7	200	100	100
Sem-01	F-I/06	Freehand Drawing	Practical	4	100	50	50
Sem-01	F-I/07	Visual & Cultural Studies	Practical	5	100	50	50
					600		300
Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-02	F-II/01	Tagore Studies	Foundation	4	50	10	40
Sem-02	F-II/02	English Language (Communicative)	Theory	0			
Sem-02	F-II/03	Applied Science-II	Practical	4	100	50	50
Sem-02	F-II/04	Drawing & Rendering	Practical	4	100	50	50
Sem-02	F-II/05	Exposure to Materials-II	Practical	7	200	100	100
Sem-02	F-II/06	Material Science	Practical	4	100	50	50
Sem-02	F-II/07	Technical Drawing	Practical	5	100	50	50
					600		300
Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-03	F-III/01	Environmental Studies	Foundation	4	50	10	40
Sem-03	F-III/02	Aesthetic Skills	Practical	5	100	50	50
Sem-03	F-III/03	Design Process	Practical	6	150	75	75
Sem-03	F-III/04	Exposure to CAD	Practical	3	100	50	50
Sem-03	F-III/05	Exposure to Materials-III	Practical	7	200	100	100
Sem-03	F-III/06	Rural Studies	Practical	3	100	50	50
					700		365
Semester	Course Code	Course Name	Course Type	Credit	Full Marks	Int. Assessment	End Sem
Sem-04	F-IV/01	Environmental Studies	Foundation	4	50	10	40
Sem-04	F-IV/02	Design & Environment	Practical	2	50	25	25
Sem-04	F-IV/03	Design Project (Mixed Materials)	Practical	8	200	100	100
Sem-04	F-IV/04	Exposure to Manufacturing Techniques & Processes	Practical	8	200	100	100
Sem-04	F-IV/05	Representation Techniques	Practical	6	150	75	75

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Semester- I

[F-I/01]- Tagore Study (as per University system.)

Credits: 4

[F-I/02] – English Language

Non-Credit

Relevance: This course would provide to develop effective communication skill to the students. This would be very relevant in their professional carrier.

Course objective: The course intends to enhance both written and spoken communication skill in English.

Course Contents:

Module-1 (To Focus on Written Communication)

- Grammar: Change of Voice, Changing the Tense, Direct and Indirect speech, Simple and Complex sentences.
- Formal Written Communication: Letter Writing (Official and Business correspondence), E-mailing, Drafting Applications and Resume.

Module-2 (To Focus on Basic Verbal Communication)

- Formal Greeting & Talking: How to greet people when meeting them, how to take leave, how to apologize, how to talk to a stranger, and the ways of responding to messages, telephone, responding in class.
- Self-introduction: Introducing oneself to somebody, to talk about one's own country, town/village, family, education, etc. This exercise intends to make oneself more familiar with the language and to facilitate his/ her comfort level with the language.

Methodology: Lectures, Demonstrations and creating different Mock Situations (like mock interviews, group discussions and others) and asking students to take part in these.

Materials, Tools and Facilities: Equipments concerned with Board Work; necessary arrangements to circulate to the student are relevant reading materials and handouts.

Evaluation Criteria: Internal Examinations (Written and Viva Voce)

[F-I/03] - Applied Science-I

Credit: 5

Relevance:

The course has been introduced to make the students equipped with mathematical understandings to develop design skill.

Should acquire mathematical knowledge in the area of procurement, production, costing, quality evaluation, process & product optimization etc. related to run an entrepreneur

Objectives:

To develop problem solving, reasoning, and analytical skills

Course Contents:

Practical problem-oriented inputs should mainly cover the following topics:

- Ratio & Proportion
- Profit, Loss & Interest
- Mensuration: Cylinder, Pyramid, spheroids cuboids, measurement of area and volume of two and three dimensional spaces, organic forms etc.

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- Trigonometry: Review of Pre-Matric knowledge on Trigonometry, Compound angle, Application of Trigonometry to solve practical problems.
- Co-ordinate Geometry: concept, Polar & Cartesian, Area of triangle, quadrant, equation of circle & Straight line.
- A.P & G.P.
- Statistics: Measurement of central tendency: Mean, Median, Mode, Variance, Standard deviation and Co-efficient of variation

Methodology:

Classroom lectures, Audio Visual Media, Practical Assignments, Books and Demonstration

Materials, Tools and Facilities:

In-house departmental infrastructure

Evaluation Criteria:

Internal Class Test and assignments

[F-I/04]- Computer Basics

Credit: 3

Relevance:

This course is important for students to gain elementary knowledge of application of computers. To familiarize the students with the basics of computer applications as a prerequisite to the course in Computer Aided Design

Objectives:

This course familiarizes the students with the basics of computer applications. Help them to use computer as a tool to develop their documentation presentation and make them informative. This will be a prerequisite to the course in Computer Aided Design

Course content:

- History and generation classification of computers, Theory of computers, about RAM ROM, Mother board etc.
- Binary and allied number system representation of sign & unsigned number. BCD, ASCH. Binary arithmetic.
- Software concepts and terminology, Operating Systems concept. File attribute
- Fundamentals of data communication, Computer network concepts and emerging trends, Management of computer security, Virus, Firewalls
- Introduction to GUI, Manage system in Windows XP, File & Folders, Program and accessories, Multimedia in Windows XP
- Application basics and various Office automation suites like MS Word, MS Excel, MS PowerPoint
- Internet overview: E-mail, DNS, FTP, Client/ Server, Browser, Search Engines, Visiting useful websites.
- Basic concept of manipulating graphics and of creating design /Drawing through Corel Draw, Photoshop or abatable appropriate software tools.

Methodology:

- Demonstrations
- Assignments

Evaluation criteria:

Internal Class Test and assignments

[F-I/05]- Exposure to Material-I**Credits: 7**

(Any two subjects to be allotted from i) Paper, ii) Clay, iii) Textile, iv) Leather, v) Wood and vi) Metal)

Relevance:

An overall understanding of this course would provide basic understanding of the concerned material and related processes; it will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Objectives:

To develop behavioral understanding of a few natural & manmade materials through

First-hand practical knowledge and explore their possibilities in making objects

The inputs will consist of direct exposure to inherent qualities of materials including its working properties.

Course Contents:

Introduction to the relevant materials viz. Paper, Clay, Textile, Leather, Wood and Metal

Develop basic understanding on:

- Behavioral understanding of materials & processes.
- Physical and chemical properties of materials through lectures and practice
- Structural formations & relevant characteristics.
- Various interfaces of materials with tool & equipments.
- Exploration through different conventional & unconventional techniques
- Understanding of its limitations through practical explorations
- Identification of the uniqueness of the material

Paper

- Basic information on Hand Made Paper industry and their importance.
- Different types of raw materials & techniques used in HMP industries.
- Specification of different type of Hand Made Paper.
- Different types of paper-pulp and their use.
- Digestion process and Preparation of Waste Paper-Pulp for making Paper-Pulp toys.
- Playing with Waste Paper-Pulp, exploration & making of Toys & utility articles.
- Colouring & finishing of the prepared articles

Clay

- Basic information on pottery & ceramic Formation and their importance.
- Different types of raw materials & techniques used in Pottery & Ceramic.
- Types & specifications of Ceramic.
- Digestion process and Preparation of toys and other small articles by hand builds technique.
- Playing with clay and their processes and exploration & making of Toys & utility articles.
- Decorating in plastic stage and colour slips & finishing and firing of the prepared articles

Wood

- Different Type of woods and their uses
- Behavioral understanding of different processes for use in woodwork
- Understand the different type of wood and their structure (Specification of wood)
- Exploration of physical and mechanical property of wood.
- Understanding of its limitation through exploration
- Finishing and different treatment of wood
- Playing with wood and their processes and exploration & Making of Toys & Utility Articles.

Metal

- Behavioral understanding of different metal and their process for use in woodwork
- Exploration of physical property of different metal through working process.
- Understanding of different types of metals and their characteristics.

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- Exploring the uniqueness and limitation of various metals.
- Exploring surface finishes and coloring techniques.
- Playing with the metals and processes and develop Toys and Utility Articles.

Textile

- Basic information on Textile Materials
- Different types of Raw materials and their characteristics
- Identification of different materials and their uses
- Exploring different material for making utility articles
- Exploring the material according to their esthetic sense and colour combination
- Preparation of different material before weaving.

Leather

- Understanding the behavioral quality of leather as a raw material
- Understanding the different processes of raw materials and tools, equipments and machineries
- Exploring the different techniques of surface treatment and decoration
- Exploring the different method of fabrication and their uniqueness
- Making small toys and utility articles

Methodology:

- Practical assignments of different process
- Exploring the physical & chemical properties in general
- Exploring finishing techniques to add more value to a product
- Finished products with indigenous inspiration
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities: According to available departmental workshop facilities.

Ceramic- Red Clay Prepare, Roller pin, Wooden Stripe, Cloths or canvas, coloring oxide, covering sheet, bending wheels, etc

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

[F-I/06]-Freehand Drawing

Credit : 4

Relevance:

The importance of Visual Learning has tremendous relevance for a product based professional course like B.Des. A designer usually is more dependent on visual mode of communication made through pencil sketches drawn in freehand for communicating his/her ideas. Developing freehand drawing skill through rigorous practice is a basic requirement to learn and practice design.

Course Objective:

To introduce Drawing as a visual language for effective design related communication.

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Course Contents:

1. General instructions on freehand drawing & lettering
 - Introduction of “Drawing” as a visual language
 - Basic information on Drawing materials & tools: - Drawing board, Drawing paper, Pencils, Eraser, Cello tape, etc.
 - Different types of Drawing sheets, & their use.
 - Gradation of Pencil & their use; Tonal gradation of lines
 - Freehand Lettering: - Style in lettering- Vertical & Italics; Single stroke Architectural style; Upper case & Lower case
 - Study of Compositions of lettering; Borderlines & Nameplate.
2. Straight Lines, Angles and Curve Lines
3. Color theory
 - Basic information on, Colouring materials: - Colour mixing Pallet, Brushes and Colour (Water colour, colour pencil, crayon, poster, pastel etc).
 - Colour Science & Basic information on use of colour
4. Freehand Composition with set of lines & marks in pencil & color.
 - Aesthetic organization:

Methodology:

Lectures, Demonstration, Practical class assignments and continuous evaluation

Materials, Tools and Facilities:

Drawing board, drawing paper, Different types of soft Pencils (HB, B, 2B & 6B) Soft eraser, cello tape, Colour mixing Pallet, Seibel hair brushes, Colour (Water colour, colour pencil, crayon, poster, pastel etc).

Evaluation criterion:

1. Explorations, Neatness of work, Quality of skill & workmanship, Quantity of work done, Involvement & gradual improvement;
2. General attitude, Sincerity and timely submission of class assignments; and
3. Class attendance & Punctuality.

[F-I/07] -Visual & Cultural Studies**Credit: 5****Relevance:**

This will help develop taste and understanding of various art and cultural practices. This will help understanding the importance of craft & culture in context to the fabric and development of society and relationship the socio-economical environment which influences the design.

The course also acts as a preamble to design method and takes an overview of learning areas directly related to the design process typical for industrial design problems.

Objectives:

- Introduce students to various art forms and cultural practices.
- Study would include creative areas such as architecture, food, music, dance, art & craft forms from various part of the world.
- Help student understand how to take design ideas from different art forms.
- develop research skills
- Introduction to “Design is a team work”.

Course content:

To be able to contextualize the contents, historical facts, ideologies, beliefs this together comprises our culture

Methodology:

- Videos of different art forms are shown in the class.
- Students would select an art from every week and do the research in groups.

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- Submit a report while making presentation.

Evaluation criteria:

- Quality of work
- Quantity of work
- Consistency
- Time punctuality
- Neatness
- Presentation Skills

Semester - II

[F-II/01] - Tagore Study (as per university system.)

Credits: 4

[F-II/03] - Applied Science –II

Credits: 4

Relevance:

Knowledge on basic science should certainly help to develop product design to be viable and sustainable. Scientific understanding should lead to develop production process environmentally friendly and economically viable.

Objectives:

To develop basic scientific reasoning for product designing

Course Contents:

- Concept of particles, molecules, atoms and ions; their structures – idea of electron, proton and neutron; reason of radioactivity.
- Oxidation and Reduction phenomena with simple examples.
- Acid, alkali and their salts – concept of weak and strong acids and alkalis with practical examples.
- Brief ideas on valency, Different bonding systems and their common examples.
- Organic and Inorganic compounds with practical examples.
- Idea about pH, indicator and their applications.
- An introductory idea on periodic table along with relevant properties of different elements.
- Matter- its different state and transformation, element, metal, non-metal, compound, mixture, solution. Gravity, Mass, Volume, Density, Weight. Buoyancy, Surface tension and Viscosity. Stress, Strain, Modulus, Work of Rupture, Elasticity and Plasticity etc.
- Moments, Couples and Centre of Gravity
- Heat and temperature, Light, Colour: Contrast and Matching, Magnetism, Electricity: Static & Current, X-Ray and Sound.
- Gases & its behavior, toxic and non-toxic substances.
- Brief ideas on the common chemicals viz. spirit, wax, paraffin, resin etc. used.

Methodology:

Classroom lectures, Audio Visual Media, Practical Assignments, Books and Demonstration

Materials, Tools and Facilities

In-house departmental infrastructure

Evaluation Criteria:

Internal Class Test and assignments

[F-II/04] -Drawing and Rendering

Credits: 4

Relevance:

Scientific observation & studying visual elements of product (object) & interior space and ability to draw perspective view in still-life situation (in black & white and colour) is a very important skill to be acquired by any would be designer. In such profession one should be able to draw, represent and communicate one's creative ideas & concepts in visual form using various representation techniques. Learning such representation technique would help in visual communication of a design concept to a client. This would - i) help one to make 3- D sketches of any existing product & interior, ii) enhance one's visualizing and

conceptualizing capacity in designing a product or an interior space, iii) Equip one with the requisite skill for preparing a realistic presentation drawing.

Course objective:

To equipped one with the 3-D language of visual communication. Drawing as a visual language for effective design related communication.

Course content:

1. Nature, Man-made object & Space:
 - Study of Natural & manmade Form & Environment.
 - Analytical Drawing of natural & manmade form: i) Simple object, ii) Complex object
2. Principles of perspective drawing:
3. Freehand perspective of natural & man-made environment:
 - Still-life Drawing
 - Drawing from memory.
 - Effect of Light & shade effect on manmade object:
 - Visual effects of perspective in black & white & in colour.

Methodology:

Lectures, Demonstration and Practical assignments

Materials, tools and facilities: Drawing board, paper, Different types of soft Pencils, eraser, cello-tape, Colour mixing Pallet, brushes, Colour (pencil, crayon, poster, pastel etc).

Evaluation criteria:

i) Learning ability, Neatness of work, Quality of skill, & workmanship, Quantity of work done, Involvement & gradual improvement; ii) General attitude, Sincerity and timely submission of class assignments & continuous evaluation; and iii) Class attendance & punctuality

[F-II/05] -Exposure to Material-II

Credits: 7

(Any two subjects to be allotted from i) Paper, ii) Clay, iii) Textile, iv) Leather, v) Wood and vi) Metal)

Relevance:

An overall understanding of this course would provide basic understanding of the concerned material and related processes; it will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Objectives:

To develop behavioral understanding of a few natural & manmade materials through

First-hand practical knowledge and explore their possibilities in making objects

The inputs will consist of direct exposure to inherent qualities of materials including its working properties.

Course Contents:

Introduction to the relevant materials Paper, Clay, Textile, Leather, Wood and Metal

Develop basic understanding on:

- Behavioral understanding of materials & processes.
- Physical and chemical properties of materials through lectures and practice
- Structural formations & relevant characteristics.
- Various interfaces of materials with tool & equipments.
- Exploration through different conventional & unconventional techniques
- Understanding of its limitations through practical explorations
- Identification of the uniqueness of the material

Paper

- Basic information on Hand Made Paper industry and their importance.
- Different types of raw materials & techniques used in HMP industries.
- Specification of different type of Hand Made Paper.
- Different types of paper-pulp and their use.
- Digestion process and Preparation of Waste Paper-Pulp for making Paper-Pulp toys.
- Playing with Waste Paper-Pulp, exploration & making of Toys & utility articles.
- Colouring & finishing of the prepared articles

Clay

- Basic information on pottery & ceramic Formation and their importance.
- Different types of raw materials & techniques used in Pottery & Ceramic.
- Types & specifications of Ceramic.
- Digestion process and Preparation of toys and other small articles by hand builds technique.
- Playing with clay and their processes and exploration & making of Toys & utility articles.
- Decorating in plastic stage and colour slips & finishing and firing of the prepared articles

Wood

- Different Type of woods and there uses
- Behavioral understanding of different processes for use in woodwork
- Understand the different type of wood and their structure (Specification of wood)
- Exploration of physical and mechanical property of wood.
- Understanding of its limitation through exploration
- Finishing and different treatment of wood
- Playing with wood and their processes and exploration & making of toys & utility articles.

Metal

- Behavioral understanding of different metal and their process for use in woodwork
- Exploration of physical property of different metal through working process.
- Understanding of different types of metals and their characteristics.
- Exploring the uniqueness and limitation of various metals.
- Exploring surface finishes and coloring techniques.
- Playing with the metals and processes and develop Toys and Utility Articles.

Textile

- Basic information on Textile Materials (Yarns only)
- Different types of Raw materials and their characteristics
- Identification of different materials and their uses
- Exploring different material for making utility articles
- Identification of yarn numbers and their uses
- Exploring the material according to their esthetic sense and colour combination
- Preparation of different material before weaving.

Leather

- Understanding the behavioral quality of leather as a raw material
- Understanding the different processes of raw materials and tools, equipment's and machineries
- Exploring the different techniques of surface treatment and decoration
- Exploring the different method of fabrication and their uniqueness
- Making small toys and utility articles

Methodology:

- Practical assignments of different process
- Exploring the physical & chemical properties in general
- Exploring finishing techniques to add more value to a product

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- Finished products with indigenous inspiration
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities:

According to available departmental workshop facilities

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

[F-II/06] - Material Science

Credit: 4

Relevance:

A designer needs to have knowledge and information on different types of materials and their properties. This would help them in understand limitation of different materials.

Objectives:

To provide scientific & Technical information on different raw materials used in productive purpose.

Course contents:

- Versatility of wood as a material; Physical, chemical and structural properties, Wood constituents; Moisture content of wood; Wood drying; Wood anatomy; Wood mechanics.
- A brief introduction of ceramic materials & processes, Shrinkage, Hardness, Abrasion, Flexural strength, Diffusion, Solid-state reaction, Specific heat, Thermal expansion, Thermal conductivity, Thermal stress, Sintering and Melting phenomenon, Phase equilibria and phase diagrams; Concept of heat capacity, Gibb's phase rule and its interpretation, One component system, Binary phase diagrams.
- A brief introduction on textile materials - fibres, its classification and application. Different types of yarns and its use to create textile products, Different types of fabrics like woven, knitted, non-woven, etc. and its utilities for product designing; Structural property of Yarn and Fabrics.
- Definitions of common terms related to metal and alloys; General properties of commonly use metals and alloys; Extraction and melting of different metals and alloys.
- Basic information on Paper industry and their importance & use; Difference between Hand Made Paper and Mill Made Paper; Classification, characteristics, Physical & Chemical properties; Different types of raw materials used in HMP industries; Chemicals used in Hand Made Paper Making; Manufacturing process for high grade Hand Made Papers.
- Nature of Different types of Leather and their behavioral aspects & use; Processing of raw Leather; Technical properties & processes involved in making Leather product; Tools & equipments.

Methodology:

Classroom lectures, Audio Visual presentation, Practical assignment, Books.

Evaluation criteria:

Internal class test

Materials & Tools and facilities:

In-house departmental infrastructure

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Relevance:

This subject is introduced as the course being a productive based technical course. Technical drawing is a universal visual language used by any technical person for carrying out any productive work. Technical persons communicate amongst themselves through such drawing.

Objective:

To equipped the student with the knowledge & skill on how to make a technical drawing of an object for designing and making purpose. Technical Drawing creates a bridge between the designer & maker.

Course content:

1. General instructions on Technical drawing and basic information on drawing materials & drawing tools & their use
2. Useful information & exercises:
 - Units of measurement: - FPS and Metric systems.
 - Scale: - Different types of scale and their application
 - Different types of line
 - Descriptive geometry
 - Construction of 2-D geometrical shapes & figures
3. Representation of three-dimensional objects on pain surface
 - Orthographic Drawing: - Orthographic projection methods including first angle and third angle; Plan, Elevation, Side Elevation, Sectional drawing with methods of dimensioning.
 - Orthographic Drawing of 3-D geometrical forms and object.
 - Different types of 3-D Technical drawing: - Axonometric, Isometric etc.
 - Different types of Technical Drawing
4. Layout & Surface development

Methodology:

Lectures, Demonstration, Class assignments and sessional work

Materials, tools and facilities:

Drawing board, drawing paper T-square, set square, divider, Compass, Steel scale, measuring tape, Eraser, Erasing shield, Pencil (0.5 mm, HB, 2B etc), card board scale, cello tape etc.

Evaluation Criterion:

- Explorations, Neatness of work, Quality of skill & workmanship, Quantity of work done, Involvement & gradual improvement;
- General attitude, Sincerity and timely submission of class assignments & Sessionals; and
- Class attendance & Punctuality.

Semester - III

[F-III/02]- Aesthetic Skills

Credits: 5

Course objective:

This subject is introduced to develop & enhance aesthetics acumen and skill amongst the student that is fundamental to any creative man-made activity and product-oriented design course.

Course Contents:

A General information on appearance & aesthetics – Indian Design Principles in creative fields (Silpa-Sastra); Nava-Rasa. B. Sense, Sensibility, perception & Gestalt psychology – Geometrical organization: order, Graph, Grid Symmetry & Asymmetry; Reflection, Rotation & Translation with examples – Elements of Drawing: – Point, Line, Shape, Form, Colour, Texture and Pattern – Principles of Design – Balance, Proportion, Mass, Harmony & Diversity, Center of Interest, Repetition, Gradation – Expression of Form (Natural & Manmade) Optical illusion – C. Form & Space: Shape & Form (Geometrical & Organic), 3-D Form generation; Form transition; Radii manipulation (positive & negative), Form integration (2-D & 3-D) – D. Useful exercises on Aesthetics, Principles of design & Design fundamentals

Methodology:

Lectures, Demonstration, Class assignments and sessional work

Materials, tools and facilities:

- Lecture facilities for 30 to 36 students.
- Group discussion spaces for at least 6 groups
- Space (Hall) for group presentations and discussions
- Overhead projector, Slide projector for case studies, Computer based presentation materials on methodology, Video tape recorder/player.
- Students are required to get their own stationary and large sheets for group assignments.
- Paper size A3 (minimum)
- Use of ink or felt pen etc
- Use of color only when asked for

Evaluation criteria:

- Internal Class Test and assignments
- Observation & Perception: Attentive to subtle variations in the environment and ability to apprehend it.
- Curiosity: An ability to probe further into available clues & make relevant connections.
- Application: Ability to relate theoretical concepts to practice.
- Sensitivity: Response to distinctive and subtle features, details and variations of material, tools and medium.
- Group Skills: Ability to work in a group, share responsibilities
- Self-Management: Honesty to oneself & group, ability to organize & regulate one's own activities.

[F-III/03] - Design Process

Credits: 6

Relevance:

The course introduces the student to the various stages of problem solving in design from insight of the problem through broad-based investigation, analysis, synthesis and communication. Different methodologies in each stage of the process is introduced and applied. The course include introduction to the systematic approach of the problem-solving process, methodologies and strategies related to various stages of the design process,

includes economic, environmental and political issues and their effect on design, case studies to illustrate the process and assignments to generate understanding of the methodologies

Course objective:

The course would synthesize students to the stages in problem solving from perception of the problem through broad based investigation, analysis, synthesis and communication. Different methodologies each stages of the process would be introduced and applied. This course acquaints students to inter-disciplinary and multidimensional nature of design. This will consist of several small tightly defined assignments to introduce students to various design and related technological concepts which they will be required to learn and use later in depth. These are not solution-oriented assignments but to understand the role of a particular subject area in further studies.

- Adequate with the morphology of the problem-solving process
- Ample to methodologies and strategies related to various stages of the design process
- Case studies to illustrate the process
- Assignments to generate understanding of methodologies
- Individual Crash Design Project

Course content:

This course consists of several small tightly defined assignments to introduce students to various design and related technological concepts which they will be required to learn later in depth. These are not only solution-oriented assignments but to understand the role of a particular subject area in design learning.

It also introduces them to the fact that a designer's work area is interdisciplinary and will be characterized with his constant pre-occupation of co-relating disciplines, some of which might not seem to be directly related and others even opposite in nature. These are the sources from which design constraints would eventually emerge.

The course also acts as a preface to design method and takes an overview of learning areas directly related to the design process typical for craft design problems.

Methodology:

- The course would be conducted at basically deferent levels. These would include lectures on the various aspects of the problem-solving process in design. These lectures would be interspaced with time bound assignments related to each topic. These lectures and assignments are the preparatory phase, while the individual design projects that follow this course should be used, to generate a deeper understanding of the application of the various methodologies and strategies introduced in the course. These would be group discussions at several stages clarifying ideas.
- Each subject area is introduced in form of a short, tightly defined assignment.
- Students are given minimum guidance because what is asked for is not a solution but the process of solving.
- The teacher will be specifically concerned about how the problem is perceived and attempted.
- The most important feature of the course is the requirement for the student to develop alternative concepts.
- It is set aside for critique-in-round. This method helps students to learn through critical discussions with teachers and peers.
- The student must make sure that each assignment is properly recorded in form preliminary sketches with details and explanation. The missing detail can be added even after the critique.

Materials, tools and facilities:

- Lecture facilities for 30 to 36 students.
- Group discussion spaces for at least 6 groups
- Space (Hall) for group presentations and discussions
- Overhead projector, Slide projector for case studies, Computer based presentation materials on methodology, Video tape recorder/player.
- Students are required to get their own stationary and large sheets for group assignments.
- Paper size A3 (minimum)
- Use of ink or felt pen
- Use of color only when asked for

Evaluation criterion:

- Observation, Knowledge & Comprehension, Communication, Analysis & Synthesis
- Sensitivity, Exploration,
- Originality/Innovation, Imagination, Form, Functionality, content/Meaning
- Motivation, Commitment, Punctuality, Attentiveness, Interaction

[F-III/04] - Exposure to CAD**Credits: 3****Relevance:**

Because of the growth of technology in this day and age, it is necessary to have the ability to work with digital media. In this class module we will introduction to the basics of 2D and introduction to 3D software. Digital media knowledge benefits such as lower product development costs and a greatly shortened design cycle. CAD enables designers to layout and develops work on screen, print it out, by this saving time on the drawings and visualization. The importance of 3D design software is to reduce costs and thus increase competitiveness - both for Designers as well as client.

2D Software is one of the important tools for graphics programs in the world. It has been used by many designers to carry out a variety of projects, from photo editing and retouching to web page design. Students should familiar to creating an ambiance or to present their work to client or to upload in web its need to know 2D software where they can give the actual picture of the product.

Objectives:

There are several different types of CAD. Each of these different types of CAD systems requires the operator to think differently about how students will use them and they must design their virtual components in a different manner for each.

3D is basically an extension of 2D drafting. The final product has no mass properties associated with it and cannot have features directly added to it, such as spheres, cubes, cuboids etc the software selection will be on the, presently availability and requirement according to type of product development.

Course Contents:

In this CAD module, is a short introduction into 2D construction techniques. Consequently, methodologically sound software should visualize points for example as prominent squares or circles, to facilitate input and identification of points. Moreover, a good beginner's software has to support snapping of elements in such a way, that the user can easily recognize that he does snap or not. Other important requirements of a beginner's software are

- ✓ 3D viewing techniques
- ✓ Working with simple and composite solids
- ✓ Creating complex solids and surfaces
- ✓ Creating 2D drawings from 3D models
- ✓ Working with the User Coordinate System.

Upon completion of this course students will be:

- Familiar with the software environment.
- Understand and use the software Toolbox tools.
- Use options with each tool with the Option Bar.
- Use the various work area Palettes.
- Create images using Layers.

Methodology:

- Demonstrations
- Assignments

Evaluation criteria:

- Internal Class Test and assignments
- Observation & Perception: Attentive to subtle variations in the environment and ability to apprehend it.
- Curiosity: An ability to probe further into available clues & make relevant connections.
- Application: Ability to relate theoretical concepts to practice.
- Sensitivity: Response to distinctive and subtle features, details and variations of material, tools and medium.
- Group Skills: Ability to work in a group, share responsibilities
- Self-Management: Honesty to oneself & group, ability to organize & regulate one's own activities.

[F-III/05] - Exposure to Material-III**Credits: 7**

(Any two subjects to be allotted from i) Paper, ii) Clay, iii) Textile, iv) Leather, v) Wood and vi) Metal)

Relevance:

An overall understanding of this course would provide basic understanding of the concerned material and related processes; it will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Objectives:

To develop behavioral understanding of a few natural & manmade materials through

First-hand practical knowledge and explore their possibilities in making objects

The inputs will consist of direct exposure to inherent qualities of materials including its working properties.

Course Contents:

Introduction to the relevant materials Paper, Clay, Textile, Leather, Wood and Metal

Develop basic understanding on:

- Behavioral understanding of materials & processes.
- Physical and chemical properties of materials through lectures and practice
- Structural formations & relevant characteristics.
- Various interfaces of materials with tool & equipment's.
- Exploration through different conventional & unconventional techniques
- Understanding of its limitations through practical explorations
- Identification of the uniqueness of the material

Paper

- Basic information on Hand Made Paper industry and their importance.
- Different types of raw materials & techniques used in HMP industries.
- Specification of different type of Hand Made Paper.
- Different types of paper-pulp and their use.
- Digestion process and Preparation of Waste Paper-Pulp for making Paper-Pulp toys.
- Playing with Waste Paper-Pulp, exploration & making of Toys & utility articles.
- Colouring & finishing of the prepared articles

Clay

- Basic information on pottery & ceramic Formation and their importance.
- Different types of raw materials & techniques used in Pottery & Ceramic.
- Types & specifications of Ceramic.
- Digestion process and Preparation of toys and other small articles by hand builds technique.
- Playing with clay and there processes and exploration & making of Toys & utility articles.
- Decorating in plastic stage and colour slips & finishing and firing of the prepared articles

Wood

- Different Type of woods and their uses
- Behavioral understanding of different processes for use in woodwork
- Understand the different type of wood and their structure (Specification of wood)
- Exploration of physical and mechanical property of wood.
- Understanding of its limitation through exploration
- Finishing and different treatment of wood
- Playing with wood and their processes and exploration & Making of Toys & Utility Articles.

Metal

- Behavioral understanding of different metal and their process for use in woodwork
- Exploration of physical property of different metal through working process.
- Understanding of different types of metals and their characteristics.
- Exploring the uniqueness and limitation of various metals.
- Exploring surface finishes and coloring techniques.
- Playing with the metals and processes and develop Toys and Utility Articles.

Textile

- Basic information on Textile Materials
- Different types of Raw materials and their characteristics
- Identification of different materials and their uses
- Exploring different material for making utility articles
- Exploring the material according to their esthetic sense and colour combination
- Preparation of different material before weaving.

Leather

- Understanding the behavioral quality of leather as a raw material
- Understanding the different processes of raw materials and tools, equipments and machineries
- Exploring the different techniques of surface treatment and decoration
- Exploring the different method of fabrication and their uniqueness
- Making small toys and utility articles

Methodology:

- Practical assignments of different process
- Exploring the physical & chemical properties in general
- Exploring finishing techniques to add more value to a product
- Finished products with indigenous inspiration
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities: According to available departmental workshop facilities.

Ceramic- Red Clay Prepare, Roller pin, Wooden Stripe, Cloths or canvas, coloring oxide, covering sheet, bending wheels, etc

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

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Relevance:

It would help sensitizing the student to observe and understand the social, cultural, economic and physical environment where the indigenous designs are created and used. Students shall have a direct exposure on how society functions in grass root level and the environment in which his/her design has to operate, so that it will be meaningful or relevance to the people of the place.

Course objective:

- To widen one's perception about Indian village environment in terms of interrelationships and interdependence of its physical components.
- To develop ability to approach and mix with the people in the rural environment; interact and share their experience and learn directly from the situation.
- Learn to collect, analyze and represent macro to micro level information in the form of an illustrated document.

Course content:

- Introduction to fieldwork and methodology: socio-cultural structure of Indian society, preparatory work for the survey.
- Field studies of the chosen environment, interaction with and its inhabitant its understanding through maps, sketches and write-ups.
- Depict its main catachrestic with the help of sketches, writing, chart & maps.
- Observe and depict the changes that take place in the same subject and area at different times of the day.

Methodology:

- Lectures, field study, discussions and critiques.
- Mapping, sketching and illustrated journal.
- Interviews and interaction.
- Group activities.

Assignments:

1. Mapping and Articulation:
 - Village mapping and articulation in context to the particular village.
 - Their living area architectural structure along and its features & articulation
2. Socio Culture Religion:
 - Festival, Social, Religions and Communal harmony
 - Arts, Culture, Crafts and other livelihood activity and relevance
 - Other activities like Sports & games, Community Affairs.
3. Employment:
 - Business and Economic activities (Business of men/women)
 - Public administration and socio hierarchy
 - Agricultural and socio-economic condition and intra-family job distribution in families along with children.
4. Resources and Facilities:
 - The water resources and needs in different session.
 - Women's position in the society and responsibility

Materials, tools and facilities:

- Through Lectures
- Through discussions with the teacher and groups based on survey and Analysis of information
- Analyze the data of information in the required format.
- Presentations with sketches, drawing, computer etc
- Compilation of project in the form of documentation/report

Evaluation criterion:

- Observation & Perception: Attentive to subtle variations in the environment and ability to apprehend it.
- Critical Thinking: Understanding of issues, ability to think critically and reflect.
- Communication & Articulation: Fluency in verbal/ written/ visual presentation.
- Analysis & Synthesis: Analysis and synthesis of issues, observation & logical reasoning.
- Curiosity: An ability to probe further into available clues & make relevant connections.
- Group Skills: Ability to work in a group, share responsibilities.
- Initiative & Leadership: Self initiative and ability to take lead.
- Self-Management: Honesty to oneself & group, ability to organize & regulate one's own activities.

Semester - IV

[F-IV/02]- Design & Environment

Credits: 2

Relevance: Education would remain incomplete without proper knowledge and understanding of design and impact of the design on our environment. The course will help students also to know how and why the design profession came, and how design is related to our immediate & overall environment.

Objective: To develop a clear-cut understanding of design and impact of materials & processes on our environment.

Course Content:

A.

- Historical development of Design
- Various design related historical movements
- Visual pollution and appropriate environmental design
- To acquaint students with a broad framework of design history, which recognizes that design is the material embodiment of social, cultural and economic values.
- Environmental Design
- Contemporary Design profession and its present state of affairs.
- Understanding of design in context of our environment and design considerations for keeping a sustainable eco-friendly environment as well as enhancing quality of life for human beings.

B.

- Classification of environmental pollution;
- Major air and water pollutants related to different materials & processes;
- Effects of air and water pollution on human beings, animals and plants;
- Control of pollution, Green house effect, Ozone layer and its role, Acid rain, Waste water treatment, treatment and disposal of solid wastes;
- Carbon cycle, ISO Standard in relation to environment, Carbon credit, carbon footprint and Keyota protocol.

Methodology: Classroom lectures, Audio Visual presentation, Field visit (if needed).

Evaluation criteria: Internal test, class attendance

Materials & Tools and facilities: In-house departmental infrastructure

[F-IV/03] - Design Project (Mixed Materials)

Credits: 8

Relevance:

Using all the inputs of semester 1st, 2nd, 3rd & 4th in making a product which can substantiate the basic property of material by means of local motifs and which can be made using uncomplicated production process. To relate the learning of design process, material science, production process, ergonomics inputs to solve design problem keeping in mind needs of user.

Students are encouraged to develop sensitivity to the material, in order to design functional product for everyday use in the contemporary context. Very simple scientific principle involved in its function. Minimum involvement of complexity of machines but can be produced in mass. This project lays emphasis on form, detailing and finishing

Course objective:

The objective of the course is to realize the of Design process. Also to reflect the understanding of Material science, Production process, ergonomic inputs to solve design problem, keeping in mind needs of the user.

- Understand the language of design in different material and according to the material property.

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- Use the appropriate material from giving more dimensions to the product.
- Incorporate the Elective input and combine the material.

Course content:

- To understand and analyze available information
- Define a problem statement.
- Develop concept keeping user's need in view
- Developing alternative solutions
- To make prototype with design drawing
- To realize products with market situation

Methodology:

- The designer would give a scenario like home furnishings for the students to work upon
- Each one will identify his/her scope of products within the scenario.
- The student will entail to think how he/she will use two or more diverse materials to build the range of products.
- They will carry out a market and user survey
- Students will then generate concepts according to the findings of their survey.
- Lectures in ergonomics will be imparted to the students according to their concepts for the product
- Refinement of the concept will follow the ergonomic modification
- Mock up model will have to be prepared
- Final product will be made for testing and final modification.
- Final refined product will then be made in multiple numbers using simple production method (wheel or hand tools)

Evaluation Criterion:

- Understanding of material behavior and processes
- Level of understanding of the problem solving process in design and its components
- Quality of concepts & alternatives
- Originality of approach and solutions
- Quality of skill for making model

[F-IV/04] - Exposure to Manufacturing Techniques & Processes

Credits - 8

Relevance:

Craft being a multidisciplinary activity, there needs expose the students to various Craft Techniques and Processes. This course would provide exposure to the versatile richness of Indian craft. Basic approach for this course is multi disciplinary in nature at multi-material level so that one would develop understanding about various crafts like Dogra, Filigari, Batik, Can & Bamboo, etc. This expose will help them in generating concepts while designing any product and for fusion of different crafts to cope with the contemporary trends. It will also provide insights into the various possibilities and limitations of different materials and their processes.

Objectives:

The inputs will comprise of exploring some classical craft making processes. This will give them a fairly high degree of understanding each material according to its individual characteristics. This will be helpful to analyze different raw materials and their appropriate use and proper utilization of available resources. This would also provide enhanced understanding towards the complexity of working with different materials and subsequently convert the leanings in making appropriate products. .

Course content and methodology:

This course will be conducted more like in workshop mode. Craft experts from different areas shall be invited to conduct these workshops. Student should participate in these workshops in groups and would get a

direct exposure to work with a master craftsman in exploring technical complexity of each material and its processes. Students would be asked to learn and apply these techniques in developing simple products.

The types of workshop will be decided well in advance as per available experts.

The details of the workshops will be intimated to the students after consulting the concerned expert.

Methodology:

- Practical assignments of different process
- Exploring finishing techniques to add more value to a product
- Finished products
- Exploring different types of techniques (according to the respective material)

Through Lectures, Practical demonstrations & explorations, Individual & Group Assignments, Field-visit, etc

Materials & Tools and Facilities:

According to the requirements

Evaluation criteria:

- Learning Ability (observation and demonstration of skill)
- Skill exploration (Analyses the process and explore. Neatness of work Quality of skill acquired & workmanship)
- General Attitude (attendance, punctuality, involvement, sincerity and timely submission of class assignments and attentiveness)

[F-IV/05] – Representation Techniques

Credits: 6

Relevance:

The aim of this course is to develop the ability to express and enhance the representation of concepts of 3D in a 2D format using orthographic, isometric and perspective etc including competence in rendering in a variety of media. Through freehand object drawing, students also learn to visualize 3D forms.

Course objective:

Objective of this course is to learn the abilities to express and visualize the image of an object in three dimensional freehand drawings. The selected object should have size, perspective volume and combination of materials.

- To understand and analyze the proportion of Visualize object by orthographic view using free hand drawing.
- To learn the methods of free hand construction line drawing to understand the geometry and proportion of an object.
- To learn the abilities for free hand three dimensional drawing/sketching and rendering.
- To learn the use of drawing instruments for drawing.
- To learn the abilities to express the object's form, surface and details through free hand drawing.

Course content:

- Free hand orthographic drawing of an object.
- Free hand construction line drawing of an object.
- Free hand line drawing / sketch of an object.
- Free hand exploded view drawing of an object.
- Rendering of the objective in different materials
- Different light effects.
- Use different number pencils
- Creating effects by use different medium (like acrylic, pestle, pencil, water, charcoal colour etc.)

Methodology:

- ✓ Lectures
- ✓ Demonstration
- ✓ Practical Assignment

Evaluation Criterion:

- ✓ Observation, Communication, Synthesis
- ✓ Sensitivity, Exploration,
- ✓ Originality/Innovation, Imagination, Form,
- ✓ Motivation, Commitment, Punctuality, Attentiveness, Interaction

Specializations (Total Semester: 4)

Furniture & Interior (FI)

Ceramics & Glass (CG)

Textiles (TC)

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*Syllabus for Bachelor in Design Specialization in
Ceramic & Glass Silpa-Sadana, (PSV) Visva-
Bharati, Sriniketan*

"To nurture the potential using our enormous talent and resources and to make this potential a marketable invention which, can raise the standards of the entire Ceramic, Glass and Lifestyle product industry & Craft Sector for the Indian as well as international market. The primary focus is on understanding the needs of the people who are going to use the products"

Syllabus for Bachelor in Design Specialization in Ceramic & Glass

Silpa-Sadana, Visva-Bharati, Sriniketan

India has a huge potential in ceramic and glass ranging from craft sector to studio workshops, Micro and small to mass-produce large sector industry in the field of Ceramics and Glass. Every sector has its own distinctive issues to deal with in its own exceptional way and approach. The Ceramic & Glass designer must be able to work with materials and tools of each of these industries with equal effortlessness. The designer must also have the ability to design a diverse range of products and product systems for these sectors. In doing so the student should keep in mind mainly the needs of the people who are going to use the products and the industries producing them.

A graduate of Ceramic & Glass design is equipped to address to the design requirements of Ceramic and Glass related lifestyle product industries. There are also ample of opportunities to work in the craft and NGO sectors, as well as to become entrepreneurs with independent batch production studios. Graduates also tend to work as a bridge between industrial manufacturers, craft agencies, NGO, architects, design studios, life style stores and sometimes directly address to the consumer.

Ceramic

India has nearly one million potters, more than any other country on earth; clay techniques have been handed down for generations. Craft pottery has been a part of the fabric of India for thousands of years; even today it is used for domestic ware and votive pieces as well as architecture. Craft pottery continues to be an intrinsic part of everyday life even today. We cannot deny the importance of craft sector for the sustainability of our economy as we all know that in India the crafts sector is an important in employment generation. The commercial purpose of crafts in modern markets is showing immense potential as craft and craft based industries are turning out to be India's highest export earners.

At the same time studio pottery movement in India has given birth to a lot of potters working in various aspects of clay. A popular path to studio pottery is functional ceramics. Contemporary studio potters work in earthenware, stoneware, and porcelain, building by hand or working on the potter's wheel, firing in wood, gas, oil and electric kilns.

On the other hand with an abundance of natural raw materials, technical skills, and infrastructure facilities the industrial ceramics is also coming of age in India. With globalization in place and having a footing on technologies India has started its activity for global presence.

Glass

You can see through it, drink from it, make bottles from it or play marbles with it. Glass is a man-made substance, which has been employed for nearly 3,500 years to create a wide range of objects for both domestic and industrial purposes.

Indian glass industry caters to the daily needs of the consumer responsible for making of a vast range of articles such as beverage ware, dining table articles, bottles, stylish beads, bangles, paperweights, different glass decorative articles etc., thus the

present day glass making small-scale industry in India revolves around items like, bottles, bangles, beads etc. The material offers tremendous creative as well as functional possibilities in the domain of life style products and giftware articles; there is a visible dearth of indigenously designed and developed good quality glass products.

Course Structure

The student enters the Ceramic Design discipline after a 4 semester foundation program. The next 3 semesters are arranged to enable students to acquire the skills in ceramic & Glass design. They are introduced to Ceramic & Glass materials and processes through theory courses and workshop practice. These include Ceramic & Glass technology and knowledge of various types of raw materials, glazes, bodies, colors and production processes. They learn modeling and mould-making methods and finally prototype building and testing. Through various exercises they acquire a sensitive understanding of form and color.

Further they undertake design projects where they gain experience in the problem-solving process and apply their acquired skills and knowledge to various project-based situations. During this period the student is also exposed to professional situations through the design unit where the student would acquire professional attitudes and skills. In addition to this the student is required to work in the ceramic in the ceramic industry in order to understand the problem of the industrial situation and to learn to cope with them.

In 5th semester is expected to give students an overall understanding towards the ceramic as a material and its design aspects and constrain and the advantage area of specialization. Here the student would be provided with clarity towards design philosophy, ethics, process and skills. This semester helps in getting the students come in a common platform for further specialized inputs. Main focus of the 5th semester is to equipped students work mainly with low temperature ceramic ware which use by micro or cottage industry. Terracotta is amongst the oldest and most widespread form of handicrafts. Historical records of prehistoric era have been found in the remains of pottery. The raw material for this craft is ordinary clay, derived from the beds of water bodies like river, lakes and ponds. The terracotta products are graded according to their color, strength and water absorption capacity. Terracotta, a functional medium, is the first creative expression of civilization. From the common earthen pot that stores drinking water to Student can explore the possibility according to the modern lifestyle.

6th Semester is to demonstrate the understanding acquired towards design methodology through the project. Inputs relating to evolving different high temperature clay bodies vitreous or semi-vitreous ceramic ware made primarily from non-refractory fire clay and glazes, their chemistry and physical requirements are established. High temperature products are designed with considerable input from technology to customers about what they expectation in modern environment. High temperature ceramic ware solutions are open and flexible, supporting to all kind of uses. High temperature ceramic ware products are designed to benefit to modern lifestyle. Advantage of fired at a high temperature to form hard ceramic ware that can be used in cooking. The material is heavier and darker than terra-cotta cookware. The unique combination of a nonporous surface and the ability to withstand high

temperatures makes stoneware baking pans or other kitchen products ideal for cooking and serving or use as an architect or building material. In this semester and introduction processes in the kiln forming to glass would be covered. Some courses will develop the understanding about innovating complex functional ware and its form development.

In 7th Semester students would be develop the understanding towards complicity of design methodology through the project. Inputs relating to evolving industrial production process, their physical requirements and introduction towards costing managing the production line. In this semester and introduction processes in the kiln casting glass would be covered. Few more courses featuring, relationships of functional and esthetic aspects are also looked into to enhance design skills

8th semester is the last Semester of the B.Des course. During this Semester the student will focus or on self study and equipped them for forth coming real life challenges. In the last semester student is exposed to professional situations through the design unit/ industrial setup where the student would acquire professional attitudes and skills. In addition to this the student is required to work for the ceramic or ceramic craft in the ceramic industry/ or a craft sector it's like a real life situation in order to understand the design problem of the industries/craft sector and to learn to handle with them. This semester a student undertakes a major project based on the general guidelines set by the project faculty or guide. Which is prepares by student to become an emerging designers to choose their area of interest to fulfill their professional interest. This semester will give more emphasis towards to develop an individual as a designer and responsibility towards the society and analytical approach to solve the problem areas. In this semester one should give more emphasis to self-study and a self dissension maker about their own project this will help them to become an entrepreneur and self critical and develop analytical thoughts.

Semester V

Subject Code	Subject Name	Credit
CG-V/01	History of Design*	2
CG-V/02	Materials & Processes – I (Terracotta, Earthenware,Raku etc)	4
CG-V/03	Material & Product Technology-I	4
CG-V/04	Workshop Practice– I	6
CG-V/05	Product Design– I	6
CG-V/06	Ergonomics**	2
Total Credits		24

Semester VI

Subject Code	Subject Name	Credit
CG-VI/01	History of Pottery-Ceramics	2
CG-VI/02	Materials & Processes – II (Stoneware, Porcelain Bone China & Glass etc)	4
CG-VI/03	Material & Product Technology-II	4
CG-VI/04	Workshop Practice– II	6
CG-VI/05	Product Design– II	6
CG-VI/06	Computer aided Design & Drawing**	2
Total Credits		24

Semester VII

Subject Code	Subject Name	Credit
CG-VII/01	Quality Assurance, Accountancy & Costing*	2
CG-VII/02	Materials & Processes – III (Industrial production)	4
CG-VII/03	Material & Product Technology-III	4
CG-VII/04	Workshop Practice– III	6
CG-VII/05	Product Design– III	6
CG-VII/06	Finishing Materials & Techniques (Surface Decoration)	2
Total Credits		24

Semester VIII

Subject Code	Subject Name	Credit
CG-V/01	Entrepreneurship, Business Management & Marketing*	2
CG-V/02	Craft documentation*	4
CG-V/03	Professional Exposure*	2
CG-V/04	Elective Paper (any one): - (Inter-disciplinary product(s)	4
CG-V/05	Preparatory Project Work	2
CG-V/05	Major Project	10
Total Credits		24

*Courses are common for all discipline

**Courses are common with Furniture & Interior Design Discipline

Semester - V

[CG-V/01]-History of Design*

Credit: 2

Relevance:

History is the prerequisite of deeper understanding of a discipline and making opening up one's vision. It is also study of the past heritage for deciding and establishing future direction of the discipline. It also draws upon most elements of human past experience and synthesizes gainful knowledge.

With the help of this study we learn about our historical past, share history the transitional ideas and events that have created the present societies and cultures. It's also helps to widen our conceptual understanding within historical framework amongst which one can develop an understanding of issues.

Course objective: On satisfactory completion of the course, the students will have a comprehensive understanding on the world history of design on different Design related fields since classical period. They shall also go through different school of thought in contemporary design since Industrial Revolution till the beginning of 21st century including design in India.

Course content:

- **Design & Environment:**
- **Classical Style of the West:**
 - i. Egyptian Style – Belief in life after death – Abundant labour leading to monumental scale – Design Study.
 - ii. Classical European Style – Greek – Abundance of high quality limestone & marble – Scarcity of hardwood – Human scale – Extrovert space – Orders: Doric, Ionic, Corinthian – Study.
 - iii. Roman – Introduction of different quality of stone, Fired bricks, improved mortar, stucco & marble veneering; Knowledge of arch, barrel vaults etc leading to arcaded architecture, Grandeur & monumental scale – Introvert space – Orders added: Tuscan and Composite or Roman – Study.
 - iv. Gothic – Mystic interior – Pointed Arches & Vaults – Flying buttress etc.
 - v. Renaissance Style: Reformation movement – Revival of classical learning resulting in symbolism, plain forms with uncluttered interiors – Increasing refinement – Baroque movement – Freedom of detail.
- **Classical Style of the East & Far East:** i) Buddhist Style ii) Japanese Style, iii) Chinese Style, iv) Hindu Style, v) Islamic Style – Indo-sarasanic style.
- **Industrial revolution era;**
 - i. Industrial revolution: Impact; New social outlook; Victorian attitude; New need, new material and new methods of production.
 - ii. Art & Craft movement that took place in England in late 19th century for reviving handicrafts and reforming architecture by using traditional building crafts & local materials.

- iii. Art Nouveau: Decorative movement that took place in Europe - Flowing & sinuous naturalistic ornaments – Avoidance of historical traits - Study of the style.
- **Modern Movement:**
 - i. Chicago School - Form follows function.
 - ii. Prairie School: Organic Style – Frank Lloyd Wright - Local material & local characteristics – Technology in the service of humanity - Modern style with a human face – Study.
 - iii. Bauhaus School: Functionalist in approach leading to rational simplicity – Anti-ornament ethics: absolute plainness of blocks – Study.
 - iv. International Style: Coined by Philip Johnson in 1932; Global uniformity – Standardization of elements and components – Asymmetrical compositions - Study.
- **Counter Movements to Modernism:**
 - i. Expressionism – Tired of plain surfaces – Closure to sculpture.
 - ii. ii) Art Deco: Decorative and Industrial Art in 1925 – Use of motifs from the past – Study.
 - iii. Local heritage - Santiniketan Style (Art Deco)
 - iv. Ulm
 - Brutalism: Exposed concrete – Roughness – Over emphasis of chunky members.
 - v. Tensile structure, Shell, Domes, Space frame etc.
- **Post Modernism:** Robert Venturi, Memphis – Ettore Sottsass – Less is Bore – Attacks modernist orthodoxy to come in terms with popular culture – Study.

Methodology:

- Class room lecture
- Audio-Visual presentation
- Library studies
- Interactive sessions

Evaluation Criterion:

- Interest & understanding ability,
- Punctuality, attendance & Attentiveness,
- Continuous Internal assessment.

[CG-V/02]-Materials & Processes – I (Terracotta, Earthenware, Raku etc) Credit: 4

Relevance:

Being a material specific discipline this course module would provide basic understanding of the concerned material and related processes. Strengthen understanding about Material, understanding which helpful to analyze raw materials and its use in appropriate way, better use of available resources, and

detail study of how to make better quality material. Develop understanding coloring elements (basic understanding of coloring oxides) Introducing different terracotta firing and basic glazing (Glass & Borax) techniques, their effects and possibility of firing.

Course objective:

Objective of this course is to develop First-hand practical knowledge and explore their possibilities in making objects by low temperature Clay bodies. The inputs will consist of direct exposure to inherent qualities of materials including its working properties. Students should be acquainted with skills by using of different hand-builds forming techniques of. Students learn throwing, finishing and hand forming alteration techniques in Low temperature clay.

Course content:

- To learn how to prepare Low temperature clay bodies by available materials
- To learn the methods of throwing on potter's wheel
- To learn the various methods of forming such as coiling, slab & slab casting, throwing and other hand build technique etc.
- To learn how to prepare clay & plaster for different prepuces
- Acquire skills in plaster to build up 3-dimensional forms (at least a cube, cylinder, sphere and cone.).
- To learn casting slab casting in plaster mold
- To explore various treatment on clay
- Different low temperature firing techniques.

Methodology:

Lectures and practical demonstrations visit to appropriate industry Film/Video A team of faculty will take lectures on various topics self study and presentation of notes.

Note: *Input will not involve any workshop practice exercise by the students.*

Materials, tools and facilities:

Conmen and other Clay according to the requirements of low temperature bodies , Throwing wheels, Roller pin, Wooden Stripe, Cloths or canvas, coloring oxide, covering sheet, bending wheels, etc

Evaluation Criterion:

- Learning Ability (observation and application of material in appropriate manner)
- Material exploration (Analyses the process and explore. Logical thinking and adaption, knowledge acquired & implementation)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

Relevance:

The aim of the course is to learn the basic principles and functions of ceramic machinery, materials and firing techniques. To develop the understanding of various types of ceramic bodies & different type of ceramic products and there production processes.

Course objective:

The course is introduces students to the fundamentals of most commonly used ceramic materials, and ceramic chemistry and material behavior under different thermal conditions. This course also sensitizes towards basic chemistry of raw materials and processes, Basic understanding of coloring oxides, which are use in terracotta or low temperature making and decoration, it will offer more dimensions to their work. They will be introducing to the basic glazing (Glass & borax base). They are familiarized with the batch and mass production processes used in manufacturing of different kind of terracotta products. Students should experimentation for different type of terracotta bodies for different function. Experimentation for porosity, shrinkage and other properties of clay bodies

Course content:

- Prepare and testing Low temperature clay bodies by available materials.
- To explore various treatment on clay by different firing technique
- To learn about principle Ceramic Raw materials
- To understand Heat effect on raw materials
- To learn about loss of ignition, porosity and shrinkage of ceramic materials and mixtures.
- To understand & experiment with raw material to be used for clay body preparation.

Methodology:

Lectures, assignments supported by practical work and continuous evaluation.

Materials, tools and facilities:

Clay, Raw materials such as Quartz, Silica, Oxides, Talc etc. which constitute clay bodies, Weighing machine, heater, container to heat water, Kilns etc

Evaluation Criterion:

- Cognitive Skills: Knowledge & Comprehension, Analysis & Synthesis, Perception, Application
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-V/04]-Workshop Practice-I (Terracotta, Earthenware, Raku etc) Credit:6

Relevance:

As a continuation to the previous module this semester course Ceramic Technology – I and Materials & Processes – I gives an insight towards important. Form manipulation and refinement 2D and 3D. This is an advanced sensitization to form integration and manipulation. Develop competence in evaluating form, developing and manipulation of concepts and realizing these in aesthetically superior forms. Delta issues related to product form through their meaning, expression and relation. The evolution of a physical form may be seen in terms of visual perception, the overall character, and the surfaces to highlights through colors and textures. This course introduces students to complex forming techniques of clay. After finishing their fundamentals in workshop Practice– I, they are expected to exploit their skills to much more complexity, in terms of form, technique and also skills.

Course objective:

This course introduces to fundamentals of design in second and third dimension while working with material, understanding the principles of composition, form generation using visual elements and to refine perceptual and aesthetic sensibility. Inputs include the laws of form perception and organization. This will enable to understand and apply some basic principles of form generation and to verbally articulate form ideas. This involves working with planes and solids, exploring the third dimension of space through geometric relations, form and radii manipulation, integration, textures and the notion of positive and negative forms. Skill of throwing to be developed for terracotta bodies as well. Products complex in form & function, should be attempted. To understand how to evolve of different form from 2D to 3D and form emerges one face to other. This course will develop understanding towards the aesthetic of form and their uses. This course will develop understand and uses different types of Glazes, Engobe & colored slips in appropriate scheme. Workshop skills will develop their understanding towards fundamentals of form as well as their skill development.

Course content:

The assignments in form manipulation and analysis would sensitive towards perception, appreciation and articulation of form ideas. This would provide some fundamental tools to creatively influence and generate a form to a desirable expression. In the main assignment the students will be trying to study the effect of saturation and how product forms adapt themselves to let various forms of medium to penetrate through them. The expression will work as the guiding factors to evolve the nature of the flow of the medium; the forms could be either enclosed positive or both.

Methodology:

Different kinds of assignment will give to develop understanding towards form and functionality.

Materials, tools and facilities:

Clay, Plaster, Wooden tools to work on clay, Plaster working tools, Potter's Wheel, Workshop tables for clay work, Kilns for firing etc.

Evaluation Criterion:

- Cognitive Skills: Communication through material, Perception, Application
- Studio Skills: Sensitivity, Dexterity, Proficiency, Precision, handling Tools/Material/Medium
- Design & Creativity: Imagination, Form innovation
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-V/05]- Product Design– I (Terracotta Product)**Credit: 6****Relevance:**

Terracotta products are part of Indian culture & craft tradition technique. Students are encouraged to develop sensitivity towards material & technique, in order to design functional products for everyday use in the contemporary context. The project aims to create an understanding of relationship of a product with user at elementary level. Minimum involvement operation and production technique is the key requirement of this project. The functional aspects of the inherent characteristics of the material are to be looked into. Inputs in Design process, Material Science, Production processes and technical skill etc. is nurture appropriately .

Course objective:

This project lays emphasis on form, detailing and finishing. The objective of the course is to realize the learning of Design process. Also to reflect the understanding of Material science, Production process, ergonomic inputs to solve design problem, keeping in mind needs of the user. This project provides a platform to understand the relationship of a product with potters and users at various level of complexity. Student would also get acquainted to work under constraints where minimum involvement of complexity of machines is required, to develop product for better functioning and achieve over all form with aesthetic appeal. Student is expected to understand principles of machines, kilns and property of material and also to relate the product to the user by way of achieving better function of the product through detailing and refinement through finishes.

Course content:

1. Define a problem statement.
2. To understand and analyze available information
3. To study the material characteristic and processes at a particular form of the detailing
4. To study the study the principles to achieve better function
5. Study existing product and analyze the function of the product/component in relation with either whole product or component functions
6. Develop concept keeping user's need in view
7. Developing alternative solutions
8. Develop appropriate technique to reproduction a number of identical produce.
9. Presentation through sketches, illustrations, drawing
10. To make prototype with design drawing
11. To realize products with market situation

Methodology:

- Through Lectures, interactive discussions, group discussions, user study, market research, presentation in different forms(sketch, drawing, illustrations PPT etc)
- Compilation of project in the form of documentation/report

Evaluation Criterion:

- Analysis & Synthesis,
- Studio Skills:
- Creativity: Imagination, Form. Innovative & Articulation capability
- General Attitudes:
- visualization capability

[CG-V/06]-Ergonomics**Credit: 2****Relevance:**

Ergonomics is the scientific discipline concerned with the interactions between the different components of man-machine-environment system. Derived from the Greek ergon (work) and nomos (laws) to denote the science of work, ergonomics is a systems-oriented discipline, which now applies to all aspects of human activity. Ergonomics use information about people – their height, weight, ability to handle information and make decisions, ability to see and hear and also their ability to work in extremes of temperatures, to make the work as well as the workplace safer, more comfortable, and more productive.

Course objective:

It is a multidisciplinary subject and the different disciplines which form the basic frame work of ergonomics include - work physiology, work psychology, some aspects of anatomy and physical anthropology, engineering sciences, biotechnology, biomechanics and biostatistics.

An understanding of human factors is fundamental to the design of user-sensitive products and systems. Pragmatic skills of application of ergonomics in the design process to be developed through class room assignments based on real-life situations.

Ergonomics has the great potentialities in the utilisation of valuable human resources and in designing better tools, machines, equipment, workspace, work methods, working conditions, etc to improve efficiency, productivity, safety and occupational health of the users.

The course aims at familiarizing the students with the basic concepts in ergonomics and its application in design processes.

Course content:

Introduction to Ergonomics: definition, aims, application, etc

- Anthropometry: static and dynamic, percentile value and its application
- Physiology and Work Physiology
- Posture
- Effect of Environment on Work Performance
- Psychological Issues
- Occupational Health and Safety
- Accident analysis, Prevention and Injury Control
- Information Processing
- Application in Design Process
- Methodology in Ergonomics

Methodology:

The course content mention above will be dealt with by way of giving theoretical as well as practical inputs to the students. This will comprise lectures, discussions on case studies, distribution of handouts in required areas, etc.

The course will be imparted through some crash assignments on small projects. The students will have to evaluate the given problem area from the viewpoints of ergonomics, assess it and give ergonomic recommendations.

They will have to follow the ergonomic research methodology and presentation procedure in their project documents.

Assignment

Students have to select one daily-use object or any hand held product, evaluate it from viewpoint of ergonomics highlighting problem areas and recommend to solve those problems.

- First Presentation on 'Identification of Ergonomic Issues' by using charts, drawings, photographs, write up, etc.
- Second Presentation on "Recommendations to solve the identified problems" by using charts, drawings, write up and model (if possible).
- Modify charts, drawings, write up, etc., according to the feedback received from the teacher(s) and submit final document.

Semester - VI

[CG-VI/01]-History of Pottery-Ceramics

Credit: 2

Relevance:

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesizing to the discipline students and draws upon most elements of knowledge and human experience. Students learn about their historical past, their collective history and the people, ideas and events that have created present societies and cultures.

Course objective:

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

Course content:

The study is made up of six units. Each unit deals with specific content (Prehistoric, Early Civilizations, Middle East, European, Chinese and Far Eastern & Indian Ceramic & Glass) and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and knowhow of different skills. This study is designed to enable students to:

- Develop an understanding of changes, continuity, causation and evidence;
- Acquire a knowledge of how people in different times and cultures have interacted and organised
- Their past societies and evolve the art, design and since of ceramic and given meaning to their worlds;
- Develop the knowledge, concepts and skills to analyse the ways in which the ceramic, pottery & glass past has been
- Represented visually, orally and in written form;
- Develop ability in responding to historical evidence creatively and critically to make meaning of the past;
- Acquire a broad historical knowledge, including an historical map within which different stage and type of ceramic & glass to locate their detailed studies.

Methodology:

Lectures, Audio Video presentation, assignments for data collection, and self study

Materials, tools and facilities:

Class room with white board & Audio Video presentation facilities

[CG-VI/02]-Materials & Processes-II (Stoneware, Porcelain, Bone China & Glass etc) Credit: 4**Relevance:**

It will provide insights into the various possibilities and limitations of the high temperature ceramic like Stoneware, Porcelain, Bone China and an introduction of Glass as a material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

There has been a remarkable resurgence of interest in Glass internationally and much of the development is largely due to the educational institutions developing skills, material knowledge and design studies in Glass.

Course objective:

The course deals with understanding of characteristics of the material and also how the material forms in a particular design construction. The objective of this course is to introduce advance levels of skills and technology related to the Stoneware, Porcelain, Bone China and Glass as materials. Along with the advance throwing skills students are also introduce various possibilities of decoration techniques in this material.

Plaster is one of the most important materials other than clay in ceramic industry. It is primarily used for production purpose. To understand its character, skills and its position in the production processes for ceramic material.

Introduce Glass as material and its potential use in the artistic and Functional contexts. Student is expected to learn and develop skills and techniques to accomplish the basic of Kiln Form Glass.

Course content:

In this course students will introduce various possibilities of shape making and uses of high temperature bodies different and decoration techniques.

This course introduces plaster as a material for production processes, using hand tools and turning wheels. It introduces plaster modeling and mould making to them. They get into the processes of mould making and it being used for casting and jollying methods, reproduction of moulds and profiles for jollying. In the process they are expected to make a prototype of a complex object such as kettle.

- To learn about characteristic of Ceramic Raw materials
- To understand Heat effect on raw materials
- To learn and understand of production processes for tableware, sanitary ware and pressed ware.

- To understand & experiment with raw material to be used for clay body preparation.
- Mainly Students will work on the area of Kiln Formed Glass (Fusing, Slumping, Casting, and Pat de Verre) and uses Glass in Architectural Structure.

Methodology:

Lectures and practical demonstrations visit to appropriate industry Film/Video
A team of faculty will take lectures on various topics self study and presentation of notes.

Materials, tools and facilities:

Clay, Raw materials such as Quartz, Silica, Oxides, Talc etc. which constitute clay bodies as well as Glaze bodies, Wooden tools to work on clay, Potter's Wheel, Glaze grinding machine, Weighing machine, Workshop tables for clay work, Kilns etc. Glass, Tools used for glass cutting and other purposes, coloring oxides, Plaster moulds, clay moulds, Kiln etc

Evaluation Criterion:

- Learning Ability (observation and application of material in appropriate manner)
- Material exploration (Analyses the process and explore. Logical thinking and adaption, knowledge acquired & implementation)
- General Attitude (attendance, punctuality. Involvement. Sincerity and timely submission of class assignments and attentiveness)

[CG-VI/03]- Material & Product Technology-II

Credit: 4

Relevance:

Being material specific discipline this course would provide basic understanding of the concerned material Stoneware, Porcelain Bone China etc and related processes. It will also provide insights into the various possibilities and limitations of the material. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products. This course introduces the chemistry and behavior and heat effect of basic ceramic materials such as Ball clay, China clay, quart, Feldspar etc. It is also study and behavior of different types of ceramic bodies such as stoneware, porcelain and bone china etc.

Course objective:

The aim of the course is to learn the basic principles and functions of ceramic machinery and firing technique. To develop various types of High Temperature Ceramic bodies for different type of ceramic products

Course content:

Ceramic Part –A)

- To learn about fundamentals to develop various type of high temperature ceramic bodies
- To understand and develop porcelain bodies.

- To learn and develop Bone China bodies
- To understand production process for Bone Chinaware
- To learn about firing technique for porcelain and Bone Chinaware
- To know about various types of furnaces used in ceramic industries
- To understand about various types of fuels
- To understand and develop stoneware Porcelain Bone China bodies for different products
- To learn about loss of ignition, porosity and shrinkage of ceramic materials and mixtures.
- To know about basic principles of high temperature firing for different type of kilns
- Experimentation for stoneware Porcelain Bone China bodies
- Experimentation for porosity, shrinkage and other properties of stoneware Porcelain Bone China bodies
- They get into the processes of mould making and it being used for casting and jollying methods.

Glass (Part –B)

- Know the basic understanding of glass and glass raw materials
- Different firing temperature of kiln form glass
- Introduction to Glass
- Composition of some important Glass
- Raw materials used in Glass making

Methodology:

Lectures, Demonstration, Slide shows, Practical Assignment, Books, Field visit

Materials, tools and facilities:

Different type of glass Clay, Raw materials such as Quartz, Silica, Oxides, Talc etc. which constitute clay bodies, Weighing machine, heater, container to heat water, Kilns etc

Evaluation Criterion:

- Cognitive Skills: Knowledge & Comprehension, Analysis & Synthesis, Perception, Application
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VI/04]- Workshop Practice– II (Stoneware, Porcelain Bone China, Glass etc) **Credit: 6**

Relevance:

Being material specific discipline this course would provide basic understanding of the concerned material and related skills. It will also provide insights into the various possibilities and limitations of the material at forming aspect. This

understanding will reflect on the concepts while one is visualizing and conceptualizing the products.

Course objective:

As a continuation to the previous module this course gives an insight towards important issues related to product form through their meaning, expression and relation. The evolution of a physical form may be seen in terms of visual perception, the overall character, and the surfaces to edges to highlights through light, colors and textures. To acquire skill on clay, plaster and glass to realize basic concept in clay plaster and Glass to build up 3-dimensional products.

Course content:

The form transition exercises in the first module will be taken forward to the third dimension. The course begins with simple linear form transition between two basic shapes applying geometric relationship, form manipulation, radii manipulation further by integrating two or three shapes in the three dimensions within the constraints of one volume. The objectives of the exercises deal with understanding and applying attributes and character to a given form. All the exercises employ drawing and model making and are also meant to enhance the visualization and representation skills.

The assignments in form manipulation and analysis would sensitive towards perception, appreciation and articulation of form ideas. This would provide some fundamental tools to creatively influence and generate a form to a desirable expression. In the main assignment the students will be trying to study the effect of penetration and how product forms adapt themselves to let various forms of medium to penetrate through them. The expression will work as the guiding factors to evolve the nature of the flow of the medium; the forms could be either enclosed positive or both. This course introduces students to complex forming techniques of wheel plaster and other shape making processes. After finishing their fundamentals in workshop , they are expected to exploit their skills to much more complexity, in terms of form, technique and also skills.

- Form exploration in the context of products. Expressions in form like soft, hard, warm, cold, precise, gross, delicate, strong, fragile, rugged etc.
- Study of product expressions by analyzing in terms of Elements like form, proportion, colour, texture etc.
- Introduction to abstraction in form. Study of 3D Abstraction in art and sculpture. Exploration of industrial Material and processes as elements of design through 3D Abstraction of entities in Nature.
- Students will explore the range (Family) of forms and their relations and interaction.

Methodology:

Different kinds of assignment will give to develop understanding towards more complex form & form transaction, functionality and their relation with form.

Materials, tools and facilities:

Clay, Plaster, Wooden tools to work on clay, Plaster working tools, Potter's Wheel, Workshop tables for clay work, Kilns for firing etc.

Evaluation Criterion:

- Cognitive Skills: Communication through material, Perception, Application
- Studio Skills: Sensitivity, Dexterity, Proficiency, Precision, handling Tools/Material/Medium
- Design & Creativity: Imagination, Form innovation
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VI/05]-Product Design-II (Technique and Aesthetically Complex Project) Credit: 6**Relevance:**

Complexity level of the project will be at all the levels i.e. material, processes, users need, functional and operational aspects, marketing. Interaction of overall form, Structure, junction and ergonomically relationship with the user are main considerations. This project demonstrates problem solving using specific design process and its application.

Students should use inputs of design process, Input in Material & Possess, Ceramic Technology, Workshop Practice Technical specific of materials and inputs from ergonomics etc. The level of inputs should match with the nature of complexity of the project.

Course objective:

Through this project, the student will experience a typical problem solving process by selecting an individual object in hollow and/or flatware. Here the emphasis will be on industrial mass production. This will provide the student an opportunity in practicing skills and knowledge already acquired. Presentation will be in the form of hollow models in plaster and prototypes in actual materials using production processes supported by production drawings renderings and documentation.

Application of learning skills and application of science to the project work are considerations. Work on specific areas of specialization with the application of basic, design skills, and methodology are main concern. To know more about specialization by proper selection of project for repetitive production processes. Also student needs to demonstrate performance on a problem solving process through providing creative alternatives

This project demonstrates problem solving using specific design process and its application. It also provides a platform to the students to understand and to deal with complexity at all the levels i.e. material, process, users need, functional and operational aspects and marketing. Interaction of overall form, Structure, junction and ergonomic relationship with the user is predominant considerations

Course content:

Defining the specific area and selection of a product or products in the same area
Collect the relevant information on product/area i.e. functional aspect, structure, material form and ergonomic relationship. Collect information on similar projects, which exist and historical information on similar products those designed in the past. Analyze the information to arrive at a synthesis and redefine the problem areas and develop a problem statement laying down constraints.

Evolve alternative concepts and derive solutions. Visualize the concept through sketches, illustrations, drawings and prototype. Test the solution in real material and get user's/ market feedback. Compile the project work in the form of Prototype/Mockup model and proper document of each phase with all process and metaphors.

Methodology:

- Through lectures
- Through group discussion along with the class and faculties
- Discussion with users and manufactures
- Analyze the data and discuss the analysis with teacher, incorporate feedback.
- Develop the concept and derive solutions.
- Visualize concept through Sketches, Illustration, Drawings and Mockup Model/Prototype.
- Presentation of project work on each Phase according to design process to teacher and group
- Compilation of project in the form of documentation/report (Minimum 50-75 Pages)

Evaluation Criterion:

- Cognitive Skills: Comprehension, Communication, Conceptual Exploration, Problem-solving
- Studio Skills: Sensitivity, Internalization of skills, Skills Exploration, Dexterity
- Design & Creativity: Originality & Innovation, Imagination, Visualization, Form
- General Attitudes: Teamwork, Punctuality, Motivation, Cleanliness

[CG-VI/06]- Computer aided Design & Drawing****Credit: 2****Relevance:**

New technology has had a profound effect on the three-dimensional design professions. Processes, such as rendering, prototyping, or basic stress analysis, can now be completed by an individual designer without the support of a variety of specialists. An experienced designer can now be informed on the implications of any design decision with greater speed. The optimization of the design process has clear advantages in an industrial and commercial context. Development time and costs can be reduced while retaining quality and reliability. Finite element analysis enables an accurate prediction of performance

prior to production. Prototypes can then be constructed by rapid prototyping or CNC machining in appropriate materials to allow performance testing.

Course objective:

To provide students with a practical experience and a theoretical understanding of a variety of three dimensional computers aided industrial design and digital media. Through this Course module students will know to appreciation of the ways in which these different media can assist effective, dynamic for design representation. To enable students to plan appropriate strategies to build effective digital models to represent design contexts. The 3D Design course is intended to offer students an introduction to the world of computer generated 3-D modeling. As an introductory course, it provides a basic understanding of the skills and techniques employed by 3-D designers in a wide range of applications. Project based learning will enable you to gain an understanding of approaches to sustainable and eco-oriented design. Learn modelling skills evolve, this will learn about textures, rendering, lighting and settings, camera views, camera shots, optics and different media formats. You will gain a sound understanding of the various 3D object formats and output options necessary for different industry purposes.

Course content:

The module is designed to introduce students to three dimensional computer aided design and digital image manipulation. The intention is to provide students with knowledge, insight and skills in the use of digital tools and produce a creative and strategic approach to the effective application of this media within the design process.

It is intended to consolidate skills in design visualization and solid modelling. The course encourages a critical and evaluative approach to 3D modelling to be developed to allow students to select the most appropriate for the task at hand. Through set task(s) the students engage in a focused 3D CAD modelling exercise(s) that sees surface and solid modelling critically evaluated in terms of overall appropriateness in the replication of a given artefact. In this course students will explore basic mesh modeling, applying textures and materials to 3-D objects, lighting, and rendering. This course introduces you to 3D-modelling. It focuses on the basic elements of the 3D-modeling process and how to model complex 3D objects using industry standard software. At all times, students work in the context of the design and development of 3D products and such, in which both external form and internal components are designed and developed. In addition students will have developed enhanced presentation skills.

The module is a Computer lab based practical exercise using IT and multimedia resources for teaching, learning and assessment. The module consists of:

- Introduction to CAD principles.
- Introduction to and experience of appropriate three-dimensional software.
- Build complex 3D solid models any object.
- Understand top-down modular assembly design and large assembly management
- Utilize freeform surfacing to produce complex geometry parts

- Development of two-dimensional CAD software experience for presentation.
- Introduction to and experimentation of three-dimensional surface modelling software.
- Create sequences to fit in any format of computer modeling.
- Post Process 3D-CAD data and transfer it to 3D modeling format.
- Obtaining traditional orthographic projection drawings from 3D assembly and piece-part models.
- Organization of 3D methods. Model names, model splitting, layers and issue levels.
- Concentrating on the visually spectacular such as meshes and photo-realistic renderings.

Methodology:

An explanatory introduction to techniques with demonstrations in the computer lab is followed by 'hands-on' experience through supervised assignments. The intention is that students begin to plan and apply techniques as a fully integrated working practice within the design process.

Materials, tools and facilities:

- Handouts of course abstract and reading list.
- Classroom for 20 to 25 students with computer projection facilities, Overhead projector and White board.
- Set of selected software.
- Computer lab facilities –appropriate computer version
- 250 A4 size paper for laser prints of final student work.
- Laser writer cartridge from computer studio.

Evaluation Criterion:

- Cognitive Skills:
- Studio Skills:
- Design & Creativity:
- General Attitudes:

Semester- VII

[CG-VII/01]-Quality Assurance & Costing

Credit: 2

Relevance:

Suitable Quality is determined by product users, clients or customers, not by society in general. It is not related to cost and adjectives or descriptors such "High" and "Poor" are not applicable. Quality, a source of competitive advantage, should remain a hallmark of Company products and services. High quality is not an added value; it is an essential basic requirement. Quality does not only relate solely to the end products and services

The terms 'costing' is many times used interchangeably. However, the scope of cost accounting is broader than that of costing. Following functional activities are included in the scope of cost accounting

Course objective:

Quality assurance is the process of using systems and methodologies that ensure that the manufactured products meet the required quality standards consistently. The aim of QA is to produce goods right at the first time, without any rework.

Product costing is the process of assigning costs to inventory and production based on the expenses that go into producing or buying inventory. It is an especially important process for manufacturers, and there are several potential costing methods that businesses choose for their simplicity, accuracy or other factors. If a business contracts out accounting services, the accounting firm may offer in-depth product costing analysis as part of its service. There are several benefits to such customized costing.

Course content:

- Definition of quality, Quality control, Quality assurance, TQM, Quality circle; Importance of quality control activities in an organization, Quality loop in an organization, Stages of quality control activities in an organization, Type of quality characteristics, Advantages & disadvantages of different quality characteristics. Statistical Process Control: Definition, Chance causes, Assignable causes, Difference between two causes.
- ISO - 9000 / Quality System » Introduction, Definition of ISO, Its development, Series of ISO - 9000 standards, Selection of standards, Classes of ISO - 9000 quality system, Benefits of ISO - 9000 quality system
- Chemical testing of ceramic raw materials; Testing of physical properties; Plasticity index, Atterberg number, water of plasticity; Dry behavior, dry shrinkage and Dry strength; Firing behavior and firing shrinkage; Testing of fired properties and fired wares; Mechanical strength; Abrasion resistance (hardness); Thermal shock resistance; Tests based on Indian Standard specifications; Working conditions simulating tests; Testing of clays; Raw China clay testing; Clay washing test.
- Estimation and costing; Costing principle, costing patterns for different process flows, worked out examples, Rudimentary knowledge about different tax systems, VAT, MODVAT, and basic concepts on trade licence, company laws, etc.

Methodology:

Lectures, Demonstration, Slide shows, Practical Assignment, Books, Field visit

[CG-VII/02]- Materials & Processes – III (Industrial production) Credit: 4**Relevance:**

Properties and usage of different ceramic material in large scale production processes there has been a remarkable resurgence of interest in Glass internationally and much of the development is largely due to the educational institutions developing skills, material knowledge and design studies in Glass.

- Process of selection and appropriate applications for consumer products, design limitations and specific advantages of mass production processes.
- Assembly and Decorative techniques for ceramic product, manufacturing processes and assembly techniques.
- Concepts of structure and costing. Significance of form in structural strength of products, Influence of materials and processes on product aesthetics.
- Industrial finishes for ceramic & Glass.
- Properties and use of ceramics and glass, and their use at craft and industrial levels

Course objective:

This course introduces and develops skills in plaster workshop for prototype making. Thus it includes developing skills in plasterwork to make models and moulds for batch and mass production. Introduction to Porcelain and Bone China bodies & Ceramic Colors and Stains along with different firing techniques and kilns is imparted to the students. Students are also expected to explore complex throwing and building techniques.

The course expects the students to explore their skills further in clay and develop more understanding into applying Glazes and Colors. Exploring the possibility of throwing a set of ceramic ware, such as tea set or fruit bowl set etc.

Through this module students will develop understanding concept of reproduction and production process. To learn to make simple plaster model, moulds and case moulds for casting, jollying-jiggering & press moulds. They learn how to make use of these moulds in making final ceramic products. Once the final ceramic ware or a drawing of a product is selected for the production purpose, the student would require(keeping volume as reference) to get all its technical details ready, height, width etc. in orthography drawing format for reference.

Having the technical drawing ready, student should make the model and the mould of the product, in reference to the shrinkage values of the clay available. Thus the student would need to indulge in, to understand and develop mould for casting process, to understand and develop mould for jollying method, to understand the technique of mother mould for reproduction of moulds, to learn hollow modeling technique, to learn about profile making

Course content:

- To understand various types of glazes and their materials
- To learn and develop low temperature glazes
- To learn about metallic oxides and their mixtures for developing stains
- To understand production method for ceramic stains
- To develop ceramic stains for low temperature glazes
- To understand and learn about application of glazes.
- Students would also be imparted with skills related to Glass casting (Kiln) process.
- They are required to concentrate on Kiln casting process- along with a simple and complex mould product.
- They should also be introduced to various techniques of adding color to the glass while Kiln castings process the form.

Methodology:

Lectures and practical demonstrations visit to appropriate industry Film/Video
A team of faculty will take lectures on various topics self study and presentation of notes.

[CG-VII/03]- Material & Product Technology-III**Credit: 4****Relevance:**

Being material specific discipline this course would provide in-depth understanding of the concerned material and related mass production processes of Ceramic & Kiln form Glass Casting. It will also provide insights into the various possibilities and limitations of the material and there effects. This understanding will reflect on the concepts while one is visualizing and conceptualizing the products

Course objective:

The aim of the course is to learn the basic principles and functions of ceramic machinery and firing technique. Develop understanding towards various types of ceramic bodies for different type of ceramic products. This advance course will introduce Ceramic stains to the students along with porcelain and bone china bodies and their mass production process techniques. Exploration of ceramic stains and colouring oxide along with their application into body and different glazes like transparent, opaque and matt glaze. To explore the material to realize coherent nature(of plaster of paris) and how this material behavior is utilized in various ways and very aptly in ceramic field, making models and moulds for production purpose.

Explore possibilities in developing porcelain as well as bone china bodies. Know how about prepare raw and fritted glaze. Know how about glaze defects and their remedies.

Knowhow to the principles of kiln construction, Kiln construction and its principles would also be worked upon.

Course content:**Group A**

- To know and learn about functions of various types of machines used in production processes.
- To know about basic principles of firing for different type of kilns
- To learn about Glaze Calculations
- To understand and develop high temperature glazes
- To understand about fritted glazes
- To learn about special glazes
- To develop ceramic stains by using metallic oxides
- To know about glaze and stain defects and their remedies

Group B

- To understand and develop different temperature and their effect on Glass Casting
- To develop Glass colouring by using glass stains and metallic oxides
- Process of Pat de Vera and Solid casting
- Mould preparation for glass casting

Methodology:

Lectures, Demonstration, Practical Assignment, Experimentation, Books, Field visit.

Evaluation Criterion:

- Cognitive Skills: Knowledge & Comprehension, Analysis & Synthesis, Perception, Application
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VII/04]- Workshop Practice– III**Credit: 6****Relevance:**

The Product Designer's approach to design is one of holistic nature in designing her/his considers all the various aspects influencing design criteria. The being user's view point, and from manufacturing, ergonomics. production process Etc. one could get assistance in gathering this information through specialists in their respective area. But there is one area where he/she needs to contribute individually that is in form giving through which he would need to communicate. It is therefore necessary to study various aspects influencing form in respective material. These being from transition, differentiation and interaction between two forms are important.

Course objective:

The study of natural forms inculcates an understanding of form and function as integral phenomena. Students analyses a selected natural form in order to understand the interrelationships between structures, form and function in the

context of its specific natural environment. This understanding is further enhanced through the creation of a three-dimensional abstract form.

This course introduces and develops skills in plaster workshop for prototype making. Thus it includes developing skills in plasterwork to make models and moulds for batch production.

Glass

This course would introduce an intense skill development inputs in Glass Blowing and Cutting along with inputs in studio technology, Glass furnace Design etc. Decorating glass surface through the processes of Etching, Painting, Polishing, and Sandblasting is also explored in this course.

Course content:

- To analyze and understand factors controlling our perception of forms
- To understand the attributes of form
- To understand the relationships of form
- To understand the relationships between the elements which go into the making of a form.

Different kinds of assignment will give to develop understanding towards more complex form & form transaction, functionality and their relation with form.

Materials, tools and facilities:

Clay, Plaster, Wooden tools to work on clay, Plaster working tools, Potter's Wheel, Workshop tables for clay work, Kilns for firing etc.

Evaluation Criterion:

- Cognitive Skills: Communication through material, Perception, Application
- Studio Skills: Sensitivity, Dexterity, Proficiency, Precision, handling Tools/Material/Medium
- Design & Creativity: Imagination, Form innovation
- General Attitudes: Motivation, Commitment, Punctuality, Interaction, Attentiveness

[CG-VII/05]-Product Design– III

Credit: 6

Relevance:

This project involves the application of the disciplined approach towards a design problem. Theme-based projects are undertaken, relating to either form-based system such as furniture and consumer products; function – based systems such as lighting or sanitation systems; public utility systems which can cover a wide range of problem areas. The emphasis is on the understanding of interrelating elements that make a coherent whole

This course is a design project in which emphasis is on 'arrangement approach'. This means that while designing, the inter-relationships are matter of consideration. The concept of modularity, part-interchangeability, family hood, replace ability etc would be part of this course.

The system project could be as direct as designing a set of table-ware or a group of inter-related furniture. While on the other hand there could be a project where the inter relationship are between product to environment and to the socio-cultural background.

Course objective:

This Project will help students to achieving either a single function or multiple functions which relates to form of a system. The project selection depends on chosen area of specialization. This may be consumer products from any sector form Industrial base to craft base. The complexity is more in the functional alternatives and inter-Relationship of product elements.

To understand behavior of a system as a whole

This help to develop understand the relationship criteria for a group of products and product elements in a system. This will develop understanding of modularity in elements and enable one to other form of product system.

Course content:

This project involves the application of the systems approach towards a design problem. Theme-based projects are undertaken, relating to either form-based system such as furniture and consumer products; function – based systems such as lighting or sanitation systems; public utility systems which can cover a wide range of problem areas. The emphasis is on the understanding of interrelating elements that make a coherent whole. This project is also an extension of the learning in the Decoration techniques. The relationship between surface decoration and needs of the market is explored in the design project

- To understand systems and the group synergy of a range of product and its criteria and its application
- To work out basic elements of products to form a system in the exacting ambiance
- To detail inter-relationship between product and its group details of form, elements and linkages of materials and processes.
- To prepare models prototype for better understanding of inter- relationship and its validity.
- To prepare supporting documents for better communication of a product system.

Methodology:

- A theoretical input on what constitutes a system and what are different types of 'Product System' and how system approach is practiced by designer.
- Through group discussion and feedback Discussion with user's and products
- Analyze the data, incorporate feedback and evolve concept.
- Evolve alternative solutions.
- Visualize concept through sketches, illustration drawing, and models
- Presentation through documentation

[CG-VII/06]-Finishing Materials & Techniques (Surface Decoration) Credit: 2

Relevance:

The aim of the course is to learn and apply various decoration techniques used for decoration of ceramic products both by industry and craft sector. Decorations on ceramic products during wet, leather hard, dry, under and over glaze stages are also introduced. The quality of decoration and visual satisfaction relate the simplicity and decoration details. Surface decoration on products has a direct relationship for marketing. Relationship of decorated product with user at all levels. Very simple scientific principle involved in processes. Relate to the learning of Design process, color and composition, material science and processes etc. Input to solve design problem. To relate users need with product decoration. To relate product for marketing and achieve over all form with aesthetic appeal.

Course objective:

This course encourages students to explore various decoration techniques for ceramic ware, applicable for both craft and large-scale industry. Relate to the learning of color and composition, material science and workshop practice etc. Input to create new surface development and decoration for different piece. To relate users need with product decoration. To relate product for marketing and achieve over all form with aesthetic appeal.

Course content:

- To understand and analyses product for decoration
- To understand materials and production processes
- Develop design concept keeping user/s need and relationship with marketing.
- Test designs on various products.
- To learn about type of decoration relevant to ceramic industry and craft sector
- To learn and understand industrial process of Decoration
- To experiment with ceramic stains and medium used for decoration
- To understand decoration by the use of under glaze and over glaze colors
- To explore various possibilities of decoration on ceramic ware such as Banding, hand painting, weaving, stenciling, tiling, spraying etc.
- To learn about ceramic transfer making and its applications

Assignments:

- Develop understanding to implement the different elements and create different motifs and parents
- Take the inspiration or understand the attributes and develop decoration accordingly
- Experimentations for on-glaze, over-glaze and underglaze decoration
- Experiments of colour bodies
- Experiments on tiles, flat and cylindrical surfaces

Evaluation criterion:

- Regularity of attendance and punctuality
- Depth and range of exploration
- Originality – courageous to think without predetermination
- Understanding and clarity about the concepts
- Active participations in group discussions and Interaction
- Quality of sketches, artwork, models, presentation and exploration
- Ability to work in a team
- Finishing in time!

Semester - VIII

[CG-VIII/01]- Entrepreneurship, Business Management & Marketing* Credit: 2

Relevance:

Students receive guidance in forming comprehensive, professional representation of their work. The class is conducted on informal basis, allowing individual presentations to vary according to the particular design product. Presentation techniques such as illustration, photography and typography and layout are considered within the constraints of portfolio intent, syntax and problem definition. The work portfolio should be presented to the pre-diploma jury, representative of the work done during his career at the institute

Course objective:

Exposure is provided through 3 stages, the first stage is an introduction about how to value a product, costing the products and the marketing, with emphasis on marketing management and the demonstration of design as a marketing function.

The second stage informs the student about basic professional procedures in the practice of design. The course contents give an insight into the professional aspects which are common to all fields of Design.

The final stage concentrates entrepreneurial skills essential to professionals who choose to establish their own enterprise. The management concerns covered here are particularly crucial to the independent practitioner. These skills and aptitudes are also part of the reality of everyday decision-making within corporate structures and in all enterprises, large or small.

Course content:

- Designer attributes. Setting up a design office. Finding clients.
- Business correspondence. Brief and briefing. Letter of contract.
- Professionalism and ethics. Costing design and fee estimation.
- Management of design Process, Human factor in managing design / team work.
- Design as a Management tool, Design evaluation. Patent and design registration laws / procedure.

[CG-VIII/02]- Craft documentation* Credit: 4

Relevance:

Handicrafts are products or services provided by artisans, working primarily with their hands. The artisan very often uses traditional knowledge and her/his direct manual contribution forms a substantial or distinctive part of the end product or service. Usually there are minimal or limited inputs from machines.

The distinctive nature of handicraft comes from the fact that these goods or services can be identified with certain traditions or geographies. An artisan is a

person with special hand skills, often handed down traditionally across generations, and often linked to a complex traditional knowledge system encompassing the material, technology and / or design aspects. We cannot deny the importance of craft sector for the sustainability of our economy as we all know that in India the crafts sector comes second in employment generation. The commercial purpose of crafts in modern markets is showing immense potential as craft and craft based industries are turning out to be India's highest export earners.

Course objective:

The course is to provide an overview of the various aspects such as the local technology, the traditional methods of designing and production, the product-craftsmen-community relationship and the socio-economical environment which influences the design and production.

The course provides students a first-hand exposure to craft industry with an idea to create an urge for deeper understanding of the craft sector and the possibilities it may offer for future design inputs. This will explore how to create a template for your process documentation guide. A template makes the process of documentation processes.

The purpose of this course is to expose students to craft design activity and whereby help them acquire a definite understanding of this area of design activity. The exposure is provided in the field through the documentation methodologies and processes related to the particular product development. Inputs in research methods and documentation techniques are given prior to fieldwork. Diagnostic Study: Gathering dispersed knowledge through a participatory study is essential to learn not only about the potentials and constraints faced by a particular craft but also about the strength of linkages and support mechanisms. The participatory process helps build trust with the local craftsman and secure their positive involvement in the cluster or design development program.

Course content:

Documentation methods did not focus on conveying skills as living heritage. This paper sets out from the idea that safeguarding of traditional crafts must involve the transmitting of craft skills through learning in action. Market demands and educational system used to assure this communication but today, maintenance and development of traditional crafts need involvement from heritage establishment.

In order to support employment to a sector incorporation of traditional knowledge, heritages are in need. This is a methodology that corresponding upcoming designers to the inheriting of intangible cultural heritage of the country. This paper deals with the documentation of traditional crafts concerning built environment toward own identity and Geographical-Indication. More specifically, it discusses the problem of exploitation of unspoken craft knowledge for the sake of educating experts, developing research and market. The goal is to find ways to minimize the loss of meaning and content in the process of externalization and re-practicing from cultural knowledge and demonstration. It

should presents and reflects upon how heritage association can set up and perform of identification in globalization era. The results involve interpretations of aesthetical and indigenous concepts of crafting knowledge, setting out from a craftsperson's methodological perception.

This course will sensitize students towards:

- Understanding of crafts as an activity
- Evolution of traditions
- Craft products, environment and material resources
- The variety of crafts, materials, techniques and skills
- Problems and potentials in design and marketing of crafts

Thus, during the field work, the following Performa may be taken as the guideline;

PART I-Social Involvement

- Introduction of craft
- Diagnostic Survey and formulation of Project Plan
- Geographical location of craft activities in detail
- The study of climate condition
- History and Origin
- Distribution According to Caste or Community
- Socio-Economical aspects

PART II-Process & Technological Involvement

- To study work environment and their living space
- Technique of Production
- Tools and Implement
- Products and Process of Manufacture
- Development and supply of improved modern tools
- Design and Technical Development Workshops
- Training of artisans
- Technological status and need based study and research provision.

PART III-Marketing Intervention

- Product survey-weight, volume, shape, size and finish, cost price
- Organizing Exhibitions
- Package and transportation
- Marketing and supply network
- Publicity through printing and electronic mode and brand building campaign
- Setting up of Handicrafts cooperative
- Market assessment, product assessment
- Establishment Common work shed
- Entrepreneurship Development Programme
- Design and development
- Changes taking place

PART IV-Financial & other Government Intervention

- Fulltime/Margin Money support
- Wage compensation to craftsman
- Engagement of expert/ consultants/ institutions etc., for providing need based assistance including guiding and monitoring.
- Material procurement & monitory transaction

PART V-Craft Specific Observation and Conclusion

- General observation
- Case Study
- Future of craft
- Role of the Designer in respective craft

The documentation should have a focus on a technical and design aspects. It should have adequate information on the background and the socio-economical environment. Sketches and prototypes should be extensively used

Methodology:

The study documentation is mainly field work based. Student would select a specific craft and study it in as much detail as possible in the given time period and record their information, observation and findings. Student should be able to discuss their information collected with teacher and other fellow students. After the field work is done a preliminary presentation is to be made to the faculty. After this the final document is to be prepared and submitted to the teacher.

Materials, tools and facilities:

Material, tools and equipments & Computer Lab required for documentation purpose.

Evaluation Criterion:

- Cognitive Skills: Communication, Perception
- Documentation Skills: Research Methodology & Data Collection
- Design & Creativity: Originality/Innovation, Content/Mapping
- General Attitudes: Motivation, Commitment, Interaction, Attentiveness

[CG-VIII/03]- Professional Exposure*

Credit: 2

Relevance:

It would give the student an exposure to the industrial situation. It gives him/her a chance to work in industry. Making him aware of what the industrial scene is helping him to evolve as a professional capable of handling the industrial or market conditions.

Course objective:

The student should understand the design application in the particular industry or sector. She/he could undertake a short project evolving a design solution and

seeing it undergo production. This process would make him/her aware of the process required for product undergoing production. Interaction with the production line, study of material and production process costing and floor management. Study of product, evolvment of new concepts developing selected one to enable production.

[CG-VIII/04]- Elective Paper (Inter-disciplinary product(s))

Credit: 4

Relevance:

Electives are interdepartmental/ multi disciplinary inputs, preferably with little to none prerequisites. These are aimed to allow students to work in areas outside their chosen/ majority fields. The course offered under this category complement the overall individual growth of the student. The electives are a dynamic one being updated every starting of the semester to bring in the emerging and relevant areas of knowledge constantly.

[CG-VIII/05]- Preparatory Project Work

Credit: 2

Relevance:

However, designers solve problems by utilizing overly narrow, comfortable, and quick reductionist approaches that inadequately deal with today's complex, dynamic and diverse problems. Reductionist problem solving methods focus on collecting data to improve system components and assume the overall system will improve as a result. However, that strategy often misses important interactions between system components and emergent, "big picture" system-level effects. As a result, reductionist approaches often perform inadequately when applied to problems of high complexity.

This will introduce students to fundamental concepts of learning, problem solving, decision-making and thinking patterns, with a focus on systems thinking. Students will learn to approach problems holistically, looks for patterns and balance interrelationships between system components to achieve creative and effective solutions. Emphasis is placed on systems thinking fundamentals: defining problem situations from a systems perspective, describing and modeling problem situations, and designing and improving upon system solutions. Upon completion of the course, students will have a framework of concepts, methods, and tools that have been successfully applied to develop complex systems across a variety of industries including aerospace, energy, transportation, health care, and security.

Course objective:

The System approach describes the system requirements, operating environment, system and subsystem is very important for the designing, files and database design, input formats, output layouts, human-machine interfaces, detailed design, processing logic, and external interfaces. This course describes

the constraints in the designing (reference any transaction analyses conducted such, as resource use against productivity, or conflicts with other systems) and includes any statement made by the designer in developing the new innovation of design. On completion of all the mandatory courses-including minor projects, field experience and self study-students are required to make a formal presentation of the entire body of their work for a comprehensive review. A Jury evaluates the student's overall development, her/his approach to design as problem solving process and innovating new option without unsettling the system. Most importantly to develop ability to independently undertake a complex design project for his/her final/major in the chosen area of specialization.

The systems approach distinguishes itself from the more traditional analytic approach by emphasizing the interactions and connectedness of the different components of a system. Although the systems approach in principle considers all types of systems, it in practices focuses on the more

This is an introductory course in research methods. The contents of this module include design research methods- study in detail, ways of understanding the society's and environment system working and around , gathering data and information, research for design, research preparation and planning- piloting, mockups, data logging sheets, justifying research approaches, time management, research writing skills and idea generation techniques, design theory, current research interests, contemporary practices- design methods, tools and techniques, concurrent engineering etc. This also covers researching craft- validity, reliability, ethics and role of researcher.

Course content:

The course involves student researching in an area related to design and is expected to produce an insightful report or a paper on the topic. Students need to choose a topic suggested by a faculty member and work under faculty guidance. The work may involve primary and secondary research, creative exploration out alternatives, experimental set-ups and methodical documentation. Students are encouraged to explore new fields, materials and media, with a focus on analysis. The student is required to present a seminar on the topic at the end of the semester.

This will in a written statement by each student, defining the student's individual concept of design, which may be related to her/ his specialization in design or another design related subject such as, design education, design philosophy.

On completion of all the requisite courses-including projects, field experience and self study-students are required to make a formal presentation of the entire body of their work for a comprehensive review. A pre-project evaluates the student's overall development, her/his approach to design as a problem solving process and most importantly the ability to independently undertake a complex design project- the final Major Project- in the chosen area of specialization.

The System Design Document describes the system requirements, operating environment, system and subsystem architecture, files and database design, input formats, output layouts, human-machine interfaces, detailed design,

processing logic, and external interfaces. What is Systems Thinking and How Does It Relate to Sustainability?

- Introduction to Systems Thinking
- Static/Structural Complexity
 - a) Static complexity. associated with problems of complex structure
 - b) Dynamic complexity. associated with problems of complex behavior
 - c) Analytical complexity. associated with problems that are difficult to evaluate
- Dynamic/Behavioral Complexity
- Analytical/Evaluation Complexity
- System Dynamics Modeling
- This course is to expose the students to different thoughts and perspectives on design.
- The course will present different concerns and issues in the context of design.
- The course will also expose the students to emerging areas of design.
- Relevance of design in the context of India.
- Importance of sustainable design practices.
- Preserving traditional practices.
- Designing for the underserved communities.
- Provide an overview on cognitive psychology aspects of learning and thinking (concept formation problem solving, and decision making)
- Understand the history and evolution of systems thinking
- Get a perspective on complexity and chaos and on reflecting on those type of problems
- Establish a basic understanding of various systems thinking methodologies (hard, soft, meta) and processes.
- Examine systems on designing methods
- Identify various tools to facilitate forming concepts, solving problems and making decisions
- Evaluate when it is appropriate to apply analysis thinking methods, i.e. reductionist methods (ex. data collection, scientific method, etc.) as opposed to applying systems thinking methods (ex. Systems, Breakthrough Thinking/Smart Questions, etc.)
- Describe and model solutions that will allow system thinking (ex. mind maps, feedback & causal loops, behavior over time diagrams, etc.)
- Study the different phases to various problems. (Socio - technical, supply chain, value chain / incline, etc.)

Translate system thinking objectives into a problem statement that can be solved by any design disciplines At least there should be three proposals for the Major Project should be presented for the pre-project evaluation. Based on the recommendation of the jury the Major Project area is decided in consultation with the Faculty and the coordinator of the particular discipline.

Methodology:

Inputs will be given through lectures Audio Video presentation and case studies. Students will ask for real-life assignments to collect data and be given for developing skills in Systems frame-work and modeling.

Sl. No	Topic	Assignment
1	Thinking Concepts and Systems Thinking Terminology	Class
2	What and Why Systems Thinking: A View from the Past to Present	Class & Exercise 1
3	Dealing with Complexity and Chaos	Class & Exercise 2
4	Processes & Methods I: Types of Systems Thinking	Class & Exercise 3
5	Processes & Methods II: Systems Design & problem solving	Exercise 4
6	Processes & Methods III: System Dynamics	Exercise 5
7	Smart Questions Case Study I: Describing and Understanding the Problem	Project Part I: Problem Statement
8	Smart Questions Case Study III: Living Solution for Today and Tomorrow	Project Part III: Living Solution
9	Systems Implementation	Project Part IV: Implementation
10	Class Project: Presentations	

[CG-VIII/05]- Major Project**Credit: 10****Relevance:**

The main objective of this project is to understand the behavior of a system as a whole. It also helps to understand the inter-relationship between a group of products and its elements, develop modularity if needed, to form a product system. The students are required to prepare design drawings, models and prototypes for better understanding of inter-relationships and validate design. The two & half month Major Project is the final design project a student undertakes in order to graduate as a professional. It is a demonstration of a student's competence to render independent client-service within the constraints of the design brief, time, finance and resources.

Detail Syllabus for B. Des. Specialization in Furniture & Interior (FI)
Silpa-Sadana, Visva-Bharati; Sriniketan

Semester – V

Subject Code	Subject Name	Nature of course	Marks			Credit	Outcome of the Course
			internal	external	full		
FI-V/01	History of Design*	practical	25	25	50	2	To improve the students idea about world design to develop a better product
FI-V/02	Ergonomics	practical	25	25	50	2	The course imparts the knowledge of anthropometry which supports students in designing product
FI-V/03	Material and processes- I	theory	10	40	50	4	To improve the students knowledge about the material as a whole so that a student can put the material into use more judiciously
FI-V/04	Materials and Product technology-I	theory	10	40	50	4	To improve the students knowledge about the material and its production (industrial or indigenous). It helps students to work in industries in better way.
FI-V/05	Workshop Practice– I	practical	75	75	150	6	To improve the practical skill related to the material by following certain steps
FI-V/06	Product Design-I	practical	45	75	150	6	It enables student to improve their creativity in designing small products
Total					500	24	

Subject name: History of design

Course objective & content: On satisfactory completion of the course, the students will have a comprehensive understanding on the world history of design on different Design related fields since classical period. They shall also go through different school of thought in contemporary design since Industrial Revolution till the beginning of 21st century including design in India.

Classical Style of the West: i) Egyptian Style – Belief in life after death – Abundant labour leading to monumental scale – Design Study. ii) Classical European Style – Greek – Abundance of high quality limestone & marble – Scarcity of hardwood – Human scale – Extrovert space – Orders: Doric, Ionic, Corinthian – Study.

iii) Roman – Introduction of different quality of stone, Fired bricks, improved mortar, stucco & marble veneering; Knowledge of arch, barrel vaults etc leading to arcaded architecture, Grandeur & monumental scale – Introvert space – Orders added: Tuscan and Composite or Roman – Study. iv) Gothic – Mystic interior – Pointed Arches & Vaults – Flying buttress etc.

v) Renaissance Style: Reformation movement – Revival of classical learning resulting in symbolism, plain forms with uncluttered interiors – Increasing refinement – Baroque movement – Freedom of detail.

Classical Style of the East & Far-east: i) Buddhist Style ii) Japanese Style, iii) Chinese Style, iv) Hindu Style, v) Islamic Style – Indo-sarasanic style.

Industrial revolution era; i) Industrial revolution: Impact; New social outlook; Victorian attitude; New need, new material and new methods of production.

ii) Art & Craft movement that took place in England in late 19th century for reviving handicrafts and reforming architecture by using traditional building crafts & local materials.

iii) Art Nouveau: Decorative movement that took place in Europe - Flowing & sinuous naturalistic ornaments – Avoidance of historical traits - Study of the style.

Modern Movement: i) Chicago School - Form follows function.

ii) Prairie School: Organic Style – Frank Lloyd Right - Local material & local characteristics – Technology in the service of humanity - Modern style with a human face – Study.

iii) Bauhaus School: Functionalist in approach leading to rational simplicity – Anti-ornament ethics: absolute plainness of blocks – Study.

iv) International Style: Coined by Philip Johnson in 1932; Global uniformity – Standardization of elements and components – Asymmetrical compositions - Study.

Counter Movements to Modernism: i) Expressionism – Tired of plain surfaces – Closure to sculpture.

ii) Art Deco: Decorative and Industrial Art in 1925 – Use of motifs from the past – Study.

iii) Local heritage - Santiniketan Style (Art Deco)

iv) Ulm

v) Brutalism: Exposed concrete – Roughness – Over emphasis of chunky members.

vi) Tensile structure, Shell, Domes, Space frame etc.

- **Post Modernism:** Robert Venturi, Memphis – Ettore Sotsus – Less is Bore – Attacks modernist orthodoxy to come in terms with popular culture – Study.

Subject name: Ergonomics

Course objective & content:

Effective and optimum utilization of human energy and resources while designing & using manmade product and systems is of utmost importance to a designer. Knowledge on

Ergonomics would provide us scientific information on how to device “better and user friendly design for the people”. It is an important area of studies in a design discipline.

To develop awareness on incorporating Anthropometric data’s while designing and introduce the principles of Ergonomics with reference to Human interface with products, & systems, capabilities and Limitations.

- Principles of Ergonomics; Elementary Anatomy and Physiology of Human Body and its Structure:- The Skeletal system, Distribution of bone in a skeleton and vertebral column.
- Classification of Human body: and their characteristics.
- Anthropometry:- its importance; Anthropometric dimensions; Static & Dynamic Anthropometry. Applied Anthropometry; Application of anthropometric data in design.
- Product design guidelines and related social behavior:- User-Product interface and work relations;
- Posture and its importance – Science of sitting, Principle of seat, back & hand rest design with respect to spinal column and vertebra, weight distribution.
- Varied work surface, preferred height for seated and standing postures, Functional arm reach, and horizontal work Zones.
- Ergonomic factors to be considered while planning & designing interior / work stations.

Subject name: Materials & Processes-I

Course objective & content:

In modern era, human taste and demands are changing faster. Along with technological advancement, the uses of solid wood have become confined, so we need to have knowledge on wood as well as substitutes of wood & other natural materials that are in high demand and used as principle material in furniture & Interior work. After learning this course student would learn to use the material judiciously.

To impart necessary technical knowledge, information & understanding on Wood, its growth, structure, function, different species, availability, their properties, limitation and use. Due to the scarcity of solid wood, which we are facing and likely to face in near future, the student would also learn about wood by-products like plywood along with MDF, particle board and other factory made industrial board, their manufacturing process, properties, limitations and application. Student would also learn about some indigenous traditional materials like cane, bamboo and grass their properties and limitations.

- Introduction of Wood, Its importance as renewal natural resource- Source, Procurement.
- Anatomy of wood (Cell structure, annual rings, heart and sap wood, cambium, medullar rays etc.)
- Properties of wood: Grain, Texture, rate of growth, specific gravity, moisture contains, shrinkage, special Characteristics, fire resistance, electrical, thermal & acoustical properties; Defect of timber- knots, checks, shakes, destructive agencies & decay preservation, Seasoning of timber;
- Wood By-Product & composite- Ply Wood, Block Board, Hard Board, Chip Board, Massonite Board, MDF, Laminates & Laminated board etc.
- Adhesive (Chemical adhesive, Animal glue, Epoxy resin etc.)
- Indigenous Natural Material- i). Cane & Bamboo and human relation.
- Bamboo- Cell formation, anatomy, Types and properties.

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- Different types of grass fiber
- Finishing materials such as sand paper, water paper, emery paper, etc.
- Polishing, Lacquering & Varnishing materials

Subject name: Material and Product Technology-I

Course objective & content:

A student of Furniture & Interior Design must develop an understanding of Hand tools, Power Tools & Equipments along with different types of fixtures, hardware and fittings and other tools used in the trade.

An introduction to the operation and technique of different hand tools and power tools, fittings and fixtures associated with wood product. Student would learn to use these tools in a systematic way and precaution measures to be followed using these tools and would develop overall understanding of different types of production techniques used in furniture making.

- Terminology used in furniture constructions.
- Different types of Joints, its importance and application in Furniture Technology; Methods of employing in furniture construction - their merits & demerits.
- Strength of furniture / materials in various similar and combination of joints.
- Structural sections, proportion, size and structural composition of frame, partitions, and in furniture construction.
- Wood working hand and machine tools, tools for allied materials - their applications in different production techniques.
- Power operated portable tools and their operation-Classification, system, use
- Hardware, Fixture & Fittings and accessories including Nail, screw, Hinges, Lock, knob, Nut & bolts, fastener, hinge, locks, latch, ball-catch, bracket, caster wheel, sliding channel etc.
- Workshop technology of furniture & cabinet making & methods of full size layout by showing all constructional details of the products to be executed in workshop practice.
- Doors – terminology, types of doors – timber paneled, ply / block boards flush doors, timber battened door; Constructional details.
- Window – Glazed, paneled timber windows.

Subject name: Workshop Practice -I

Course objective content:

Behavioral understanding of wood, wood by- product and other natural materials could only be obtained through workshop practice by application of tools & equipments on them and executing related functional products.

To develop hands on skill with wood, wood-byproduct and other natural materials and to gain practical knowledge of executing and finishing of various furniture and artifacts made of (Wood & Natural materials).

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- Basic exercises: Marking, Planning, Sawing, Chiseling, Filing etc.; Applications of different types of joints through execution of simple furniture like- rack, bookstand, shelf, stool etc.
- Use of different types of hand tools & machine tools, portable power tools
- Scope and limitation of a machine process as well as hand process in relation with the material and article to be executed.
- Practice in wood turning & Patternmaking
- Exploration of existing Cane & Bamboo joineries & their application in furniture making.
- Execution of different types of Products & Artifacts as per given sample (s) including turning, inlay, mosaic, curving etc.
- Application of French polish, Wax polishes, Varnishing and Lacquer coating.

Subject name: Product Design-I

Course objective & content:

This course would provide opportunity for students to develop understanding of the relationship between different courses learnt in the previous semesters and apply the same in designing and making useful furniture and artifacts. Student will expand their understanding of applied and theoretical inputs, principles and processes involved in creating design solutions.

The basic objective would be to ignite the potential of student's creative ability by enabling them to design / redesign / improve and develop furniture and artifacts made of (Wood & Natural materials) that has a social relevance. It also should provide a test of real life problem that a student may encounter in the near future. This would also provide professional experience on designing & making products & artifacts.

- Furniture Design process & Methods
- Designing of Furniture & Artifacts with the help of basic material wood and wooden by-product and other natural material / indigenous material following design process with the help of study of existing product(s), market survey, information collection, user survey & feedback on existing products, related field work after due consideration of form, function & utility, ergonomics, aesthetics, economy & availability of raw material and preparation of presentation materials like i) Final design brief, ii) Concept drawing, iii) Final design drawing / Perspective / Model / Prototype / Working model, Report etc as per given assignments.

Semester – VI

Subject Code	Subject Name	Nature of course	Marks			Credit	Outcome of the Course
			internal	external	full		
FI-VI/01	History of Furniture-Interior & Artifacts	theory	5	20	25	2	To improve the students knowledge in history of furniture along with interior so that they can put this knowledge into-understanding an existing product and subsequently transfer its essence in creating a new product
FI-VI/02	Computer Aided Design & Drawing	practical	25	25	50	2	The course imparts the knowledge of Auto CAD to students to develop their skill in computer aided 3D drawings and layouts
FI-VI/03	Materials & Processes – II	theory	10	40	50	4	To improve the students knowledge about the material as a whole so that a student can put the material into use more judiciously
FI-VI/04	Material and product Technology-II	theory	10	40	50	4	To improve the students knowledge about the material and its production (industrial or indigenous). It helps students to work in industries in better way.
FI-VI/05	Workshop Practice– II	practical	75	75	150	6	To improve the practical skill related to the material by following certain steps
FI-VI/06	Product Design – II	practical	75	75	150	6	It enables student to improve their creativity in designing small products or range of products
Total					475	24	

Subject name: History of Furniture-Interior & artifact

Course objective & content:

With the change of time, space and culture, new design evolve in the society, which is a spontaneous process interlinked with human behavior, availability of material, techniques, skill and capability with passage of time. It is needless to mention that history plays a significant role in developing and formulating future direction of a creative endeavor like designing Furniture-Interior & artifact.

On satisfactory completion of the course, the students will have a comprehensive understanding on historical development of furniture-interior and other related fields from early Egyptian to contemporary European, American, Indian & Far eastern countries and about different period style, their specialty and work of eminent designer. They shall also study different school of thought in design since Industrial Revolution up to the beginning of 21st century including design in India.

1. Europe (Till 1800 AD)
 - Gothic
 - Italian Renaissance & Baroque
 - French Renaissance – Baroque – Regency and Rococo
 - English Renaissance – Restoration - William Mary and Queen Anne
 - Colonial Period - England—Jacobean – Georgian and Victorian; France—Louis XIV (Rococo) & XV; Early American.
 - Federal Period - American— Hitchcock & Empire, Louis XVI (Neoclassical), Chippendale, Adam Brothers, Tudor, Jacobean, Regency, Sheraton
2. Indian—Buddhist Furniture—(Vaharut, Sanchi and Golden age of Furniture & Interior),
 - Far East--China, Japan-
 - Islamic style.
3. 19th century: French Empire, English Regency, Revivalism & Biedermeier; Windsor Chair.
4. Modern Period -(20th century):
 - Art Nouveau and Arts & Crafts Movements (New Constructions & Material), Industrial Revolution, Mass-produced domestic furniture (Modern society & culture; Social & psychological context; General changes in the structure of the industry, technology & culture), Deutscher Werkbund (Start of Industrial Design). Shaker Furniture & Thonet's Bentwood Furniture.
 - The Bauhaus, Craft revival etc. Study of Mies Vander Rohe, Le Corbusier, Frank Lloyd Wright,
 - Scandinavian movement: Alver Alto, Arne Jacobsen, Kjaerholm Poul, Klint Karre
 - Minimalism & High-tech (Eero Saarinen, Charles Eames)
 - Post-modern Style - Ettore Sottsass
 - Rathindranath Tagore & Santiniketan style (Art Deco) of Furniture, interior and Artifacts.

Subject name: Computer Aided Drawing and Design

Course objective & content:

New technology has had a profound effect on the three-dimensional design professions. Processes, such as rendering, prototyping, or basic stress analysis, can now be completed by an individual designer without the support of a variety of specialists. An experienced designer can now be informed on the implications of any design decision with greater speed. The optimization of the design process has clear advantages in an industrial and commercial context. Development time and costs can be reduced while retaining quality and reliability. Finite element analysis enables an accurate prediction of performance prior to production. Prototypes can then be constructed by rapid prototyping or CNC machining in appropriate materials to allow performance testing.

To provide students with a practical experience and a theoretical understanding of a variety of three dimensional computers aided industrial design and digital media. Through this Course module students will know to appreciation of the ways in which these different media can assist effective, dynamic for design representation. To enable students to plan appropriate strategies to build effective digital models to represent design contexts. The 3D Design course is intended to offer students an introduction to the world of computer generated 3-D modeling. As an introductory course, it provides a basic understanding of the skills and techniques employed by 3-D designers in a wide range of applications.

Project based learning will enable you to gain an understanding of approaches to sustainable and eco-oriented design. Learn modeling skills evolve, this will learn about textures, rendering, lighting and settings, camera views, camera shots, optics and different media formats. You will gain a sound understanding of the various 3D object formats and output options necessary for different industry purposes.

The module is designed to introduce students to three dimensional computer aided design and digital image manipulation. The intention is to provide students with knowledge, insight and skills in the use of digital tools and produce a creative and strategic approach to the effective application of this media within the design process.

It is intended to consolidate skills in design visualization and solid modeling. The course encourages a critical and evaluative approach to 3D modeling to be developed to allow students to select the most appropriate for the task at hand. Through set task(s) the students engage in a focused 3D CAD modeling exercise(s) that sees surface and solid modeling critically evaluated in terms of overall appropriateness in the replication of a given artifact. In this course students will explore basic mesh modeling, applying textures and materials to 3-D objects, lighting, and rendering. This course introduces you to 3D-modelling. It focuses on the basic elements of the 3D-modeling process and how to model complex 3D objects using industry standard software. At all times, students work in the context of the design and development of 3D products and such, in which both external form and internal components are designed and developed. In addition students will have developed enhanced presentation skills.

The module is a Computer lab based practical exercise using IT and multimedia resources for teaching, learning and assessment. The module consists of:

- Introduction to CAD principles.
- Introduction to and experience of appropriate three-dimensional software.
- Build complex 3D solid models any object.
- Understand top-down modular assembly design and large assembly management
- Utilize freeform surfacing to produce complex geometry parts
- Development of two-dimensional CAD software experience for presentation.

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- Introduction to and experimentation of three-dimensional surface modelling software.
- Create sequences to fit in any format of computer modeling.
- Post Process 3D-CAD data and transfer it to 3D modeling format.
- Obtaining traditional orthographic projection drawings from 3D assembly and piece-part models.
- Organization of 3D methods. Model names, model splitting, layers and issue levels.
- Concentrating on the visually spectacular such as meshes and photo-realistic renderings.

Subject name: Materials & Processes-II

Course objective & content:

Our taste and demands are changing faster. Metals & Alloys have been playing a significant role in furniture making industry since Industrial revolution. Various innovative maintenance-proof finishing techniques have also been evolved and used on such furniture & system. Along with technological advancement, the uses of metal and its alloy, glass, acrylic and glass fiber is spreading and has become a way of our life. After learning this course student would learn to use the material judiciously

To know the metal and its alloy, glass, acrylic and glass fiber, its occurrence in detail their properties and limitation.

Metal is most contemporary material in economic, availability

- Different types of Metal-Steel and alloy and their availability. Aluminium, Copper, Brass-Casting, Bending, Welding, Soldering etc.
- Glass, Acrylic & Glass fiber:
- Finishing of Furniture: Different types of and other finishing techniques for Wood & Metals (Putty, primer, Fillers, base, Paints & pigments, lacquering, enameling, Electroplating) etc.

Subject name: Material and Product Technology-II

Course objective & content:

An introduction to the operation and technique of machines associated with manufacture of wood product. Student would learn to use these machines in a systematic way and precaution measures to be followed using these machines. Further they would learn about bonding agent both synthetic and natural.

After learning this course student would develop an understanding of different machines and adhesives and so that they can apply them in their product manufacture judiciously.

- Machine tools-Turning, Band Saw, Drill, planner, Zig saw, Sander, Angle Grinder etc-Operation System.
- Different types of adhesive-Natural, Synthetic adhesive.
- Advance hardware for Modular, Portable, Knock-down, folding and Multi-use/purpose,

Subject name: Workshop Practice-II

Course objective & content:

To develop manufacturing skill of student with available contemporary material and technical know-how.

Course relevance: developing the self confidence among students to carry out individual and team performance.

- Execution of product- Related to material &Product technology.
- Furniture designing on plank, cabinet work, frame structure in beveled angle product.
- Turning, Inlay, Carving work etc.

Subject name: Product Design –II

Course objective & content:

Student will investigate; analyze historical, contemporary and future design issues, ideologies and approach. Student will explore and connect ideological concept with their own design application.

Course relevance:

To develop creativity among students. This course will also teach leadership quality by which students can assimilate material, technology and manpower for betterment of design.

- Designing of product basic material wood, wooden by product, Metal &Glass-Full size/ Model.
- Technique: Inlaying, Carving, Eachaing, Casting and different types of surface development, pipe bending, welding, bar, channel

Semester – VII

Subject Code	Subject Name	Nature of course	Marks			Credit	Outcome of the Course
			internal	external	full		
FI-VII/01	Quality Assurance & Costing	theory	10	40	50	4	It enables students with the knowledge of costing of a product that helps them in pricing their own designed product and valuation of existing product in market
FI-VII/02	Finishing Materials & Techniques	theory	5	20	25	2	It imparts the knowledge of surface decoration or surface finishing in terms of traditional and industrial process. It will help them while working in market.
FI-VII/03	Materials & Processes – III	theory	10	40	50	4	To improve the students knowledge about the material as a whole so that a student can put the material into use more judiciously
FI-VII/04	Materials and Product Technology-III	theory	10	40	50	4	To improve the students knowledge about the material and its production (industrial or indigenous). It helps students to work in industries in better way.
FI-VII/05	Studio Practice-III	Practical	50	50	100	4	To improve the practical skill related to the material by following certain steps
FI-VII/06	Product Design-III	practical	75	75	150	6	It enables student to improve their creativity in designing small products OR range of products OR theme based products
Total Credits					425	24	

Subject name: Quality Assurance and Costing

Course objective & content:

A definition of quality- ISO- quality assurance, quality control; standardization- levels and advantages; quality specification- specification limits, specification quality loop- ISO standards- ISO 9000 family; market research; marketing; manufacturing engineering- product development. Estimation process and costing in interior design, how to quantify various items of work- different types of estimation we need to prepare – the factors in deciding rate of particular item of work; abstract of estimate- types of costing- various components of product manufacturing cost.

Costing pattern followed in Silpa-Sadana in deciding selling price; job cost summary card- the different way of working out pricing of a product.

Professional practice and scope of work in interior design- role of an interior designer- designers responsibilities to a client- clients responsibilities- terms and conditions with guidelines on accepting a professional design project- methods of charging design fees.

Subject name: Finishing Materials & Techniques

Course objective & content:

Paints and varnishes- introduction to interior and exterior paints, primer for wood and metal surfaces and their application (oil, enamel, acrylic washable distemper, plastic emulsion, cement, aluminium and Bituminous)- putty, fillers and its preparation- types of stain- varnishing- lacquering- laminating etc.

Walls and ceiling- white wash, color wash, surface preparation, priming, wall putty, plaster of paris, distempering, painting- façade; stone finish, pebbled etc – application of wall paper, natural and indigenous material.

Flooring- selection of flooring, natural stone, granolithic flooring, parquet flooring, rubber flooring, timber flooring

Textile materials and accessories- furnishing fabrics, upholstery, drapery/ curtain and their fixing- types of venetian blinds- floor covering materials, carpets, durries- cotton/ jute based carpet, coir mat, chatai etc

Finishing work on metal surface- metal plating- enameling, brushed and buff polish- powder coating, hot blackening, galvanizing, sand blasting, anodizing.

Aesthetical aspects- visual effects, psychological aspects- color scheme planning- pattern and texture planning- market survey- decorative work; mural, wall hangings, partition screen, moldings, stained glass- methods.

Subject name: Material and Processes-III

Course objective & content:

Natural stones- source- geological and chemical classification- use of stone as construction materials- characteristics- granite, ballast, limestone- kota, cuddappa, marble, slate, selection of stones for interior and architectural work.

Artificial stone- cast stone, mosaic tiles, terrazzo work- advantages

Building materials- cement- different types and uses- mortar- cement, concrete, aggregate, classification and grading- standard mix of concrete- lime classification of lime- uses of lime-surki, fly ash brick and comparative analysis with clay brick.

Stone masonry- selection of stone for stone masonry, tools used in stone masonry- general principles in the stone masonry construction- types of stone masonry- rubble and ashlar

masonry.

Bricks- classification and grade of bricks, first class, second class and third class bricks and their properties- guidelines for checking the quality of bricks, different form of bricks- special types of bricks.

Brick masonry- general principles- classification of bond- stretcher bond- English bond- header bond and Flemish bond.

Plastics- characteristics and uses of plastics- types, thermoplastics and thermosetting plastics, various plastic products, pipes, tapes, tubes and basins, door and windows, water tank, partitions- specification and their uses- advantages of plastics

Glass- constituents, classification, plain and frosted glass, textured and patterned, toughened and bullet proof tinted, smoke and decorative glass- use and specification and optical properties of glass (insulated glazing, anti reflective coating, mirror).

Ceramic materials and products- earthenware, stoneware, porcelain, terracotta, glazing tiles, types of tiles, thermal care of tiles, glazed tiles, fully vitrified tiles, roof tiles, special requirements for floor, wall and roof tiles, sanitary application.

Metals- types of metals used in construction- cast iron, steel, aluminium, G I stainless steel, market forms of steel, steel for reinforced concrete.

Composite materials- reinforced cement concrete, acoustic materials, FRP

Subject name: Materials and Product Technology-III

Course objective & content:

Concept of structure used for construction of building/ furniture- different types of construction work- various form of services rendered by an interior designer- types of building structure- load bearing and framed structure

Civil and Architecture- terminology used in building construction

Building construction work and methods- foundation work for load bearing wall, strip footing, simple footing, stepped footing, plinth beam and plinth protection- combined footing, raft or mat foundation, mud mat, PCC/RCC flooring in ground floor, floor finish, skirting- dado, external wall, internal wall- door and window opening window sill- corbels- formwork, shuttering and reinforcement cover for RCC work, plastering and pointing

Stair and staircase- arches and lintels, different types of arches, vault and dome- construction details and terminology, curtain wall, false ceiling, railings, gates and grill- interior services- water supply sanitation and plumbing system- house, plumbing materials. Thermal insulation- electrical survives and lighting- electrical layout plan, graphic representation of various electrical points.

Subject name: Studio Practice-III

Course objective & content:

Studio practice: building drawing and basic knowledge of architecture including staircase, toilet and kitchen, plans and elevations and sections of different types of door, windows and ventilators; framed and paneled (single leaf and double leaf), ledged shutter, ledged and braced shutter- glazed flush louvered, collapsible, rolling shutter and sliding doors- windows- types casement, glazed, corner- pivoted, mosquito proof, ventilator combined with windows/ doors- metal door and windows- rolling shutter.

Furniture layout drawing- construction detail of partition, false ceiling- 2D and 3d drawing.

Making of scale down models and ply board plastic etc, finishing of model, execution of chair, sofa, table, cabinets with board plank and framed structure

Subject name: Product Design-III

Course objective & content:

Principles used for designing contemporary interior; flexibility, minimalistic, simplicity, subdued look- planning, designing/ selection furniture and accessories- layout design (formal and informal)- hanging of paintings- use of natural, eco friendly indigenous material, built in storage facility

Research based interior design process: introduction, preliminary investigation, site analysis and identification of problem- interactive sessions, information collection, planning designing, layout- lighting design; natural light sources- day, north and light reflector, artificial lighting device- incandescent, fluorescent, high intensity discharge (mercury vapour), gas discharge (sodium vapor light), combustion type, other CFL,LED, solid state, plasma, light fixtures- glare

Semester – VIII

Subject Code	Subject Name	Nature of course	marks			Credit	Outcome of the Course
			internal	external	full		
FI-VIII/01	Entrepreneurship, Business management and marketing	practical	5	20	25	2	It imparts guidelines for start ups.
FI-VIII/02	Craft documentation	practical	50	50	100	4	Students are guided to document certain crafts through their eyes. It improves their ability to visualize a whole process through interviewing, photography, videography, literature review and research etc. which students finds suitable at their end to document a process.
FI-VIII/03	Professional Exposure	practical	0	50	50	2	It exposes a student to a industry or an organization that grooms them professionally; imparts other pros and cons in industries and helps in securing a job.
FI-VIII/04	Elective Paper (inter disciplinary products)	practical	50	50	100	4	It exposes a student to other subsidiary discipline in Silpa Sadana itself through learning and practicing a particular process floated by that discipline in the said academic session. It helps students to transfer this technologies and skills in their mother discipline which dispenses the skill of developing an innovative product.

FI-VIII/05	Preparatory Project work	practical	50	0	50	2	It enables the students to undergo many small researches, about various topics they are interested to take for final project. It helps them in discovering their own field of interest and skill. It also helps them in writing a short report about their research and establishes its importance.
FI-VIII/06	Major Project	practical	125	125	250	10	It is the final performance of student. It displays their skill in developing his final project stepwise. A final project is the reflection of her/his understanding about designing.
Total Credits					575	24	

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Syllabus

Bachelor in Design (Specialization in Textiles) Department of Silpa-Sadana, PSV

Semester V

Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks	Course Objective/ Outcome
TC-V/01	History of Design	Common for all three specialization	2	Practical	50 (25+25)	Ability enhancement
TC-V/02	Quality Assurance, Accountancy and Costing	Quality control, accountancy, knowledge about different tax systems, costing etc.	2	Theory	25 (5+20)	Employability and entrepreneurship
TC-V/03	Materials & Processes - I	Natural fibres, yarn and preparatory to weaving	4	Theory	50 (10+40)	Enrichment of domain knowledge and employability & entrepreneurship
TC-V/04	Textile Technology - I	Weaving mechanism, Fabric Structure and Calculation – I (Group A)	2	Theory	25 (5+20)	Enrichment of domain knowledge and employability & entrepreneurship
		Preparatory and allied chemical processing (Group B)	2		25 (5+20)	
			4		50 (10+40)	
TC-V/05	Workshop Practice - I	Weaving Practice -I	4	Practical	100 (50+50)	Skill development
		Workshop practice on preparatory and allied chemical processing	2		50 (25+25)	
			6		150 (75+75)	
TC-V/06	Product Design - I	Weaving	6	Practical	150 (75+75)	Employability and entrepreneurship
Total Credit			24			

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/02	Quality Assurance, Accountancy and Costing	Quality control, accountancy, knowledge about different tax systems, costing etc	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Concept of quality, need for quality assurance. Prevention, appraisal and failure aspects of quality. • Quality control: Statistical quality control. Management of quality: data collection, analysis and reporting. • National and International Standardization. • Introduction to accountancy, its need in industry. Maintenance of accountancy in an organisation, Worked out examples. Acquaintance with commonly used accountancy software. • Estimation and costing. Costing principles, costing patterns for different process flows, worked out examples. Rudimentary knowledge about different tax systems, VAT, MODVAT, and basic concepts on trade licence, company laws etc. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/03	Materials & Processes - I	Natural fibres, yarn and preparatory to weaving	4	Theory	50 (10+40)
<ul style="list-style-type: none"> • Introduction to Textile fibres • Classification of fibres • Physical and chemical properties of Natural fibres (Cotton, Jute, Silk, Wool, Linen etc.) • Types of yarns • yarn properties • Introduction to spinning • Basic principle of opening, cleaning, blow-room, carding, combing, drawing, roving and ring spinning • <i>Introduction to preparatory to weaving</i> • Weaving preparatory processes ——— their utility. • Different preparatory processes like Winding, Warping, Sizing ——— their objectives, basic principle of operation. • Different types of devices or machines employed for preparatory processes. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/04	Textile Technology - I	Weaving mechanism, Fabric Structure and Calculation – I (Group A)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Evolution of handloom. • Descriptive study of different handlooms. • Study of different parts and accessories of handloom ——— their functions. • Motions of loom ——— their functions. • Fabric structure ——— Concept of weave, repeat, weaving plan. Methods of weave representation, different types of drafts. • Fundamental weaves namely plain, twill, satin/sateen and their derivatives. • Numbering systems of yarn. • Conversion of yarn count. • Calculation of resultant count and average count. • Reed count and calculations. • Heald count and calculations. • Warp, weft and cloth calculations. 					
TC-V/04	Textile Technology - I	Preparatory and allied chemical Processing (Group B)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> ➤ Water hardness: Nature of hardness and their reasons, effect of hardness in textile processing, different methods of hardness removal in brief. ➤ Dry preparatory processes: Mending, Stamping, Shearing and Cropping, Singeing etc. ➤ Chemistry and technology of removing natural and added impurities from natural fibres, viz. Cotton, Jute, Silk, Wool and others. ➤ Chemistry and Technology of bleaching cotton, silk, wool, jute and others employing different bleaching agents like hydrogen peroxide, hypochlorite etc. ➤ Stabilized bleaching, Woolenisation and chemical dehairing of jute. ➤ Preparatory process sequence of common blends like Polyester/cotton, Polyester/Viscose etc. ➤ Optical brightening agent and bluing agents for textiles: principles and their application process. ➤ Environment friendly preparatory process and recent developments. ➤ Mercerization of cotton substrates: principles and process parameters ➤ Different machineries used for batch, continuous and semi-continuous preparatory processing of textiles. ➤ Evaluation of desizing, scouring, bleaching and mercerization efficiencies. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/05	Workshop Practice - I	Weaving practice - I	4	Practical	100 (50+50)
<ul style="list-style-type: none"> • Preparatory processes before weaving ——— bobbin and pirn winding by Charkha and other imported appliances. • Preparation of warp, ball warp, drawing-in, denting, gaiting up of warp. • Weaving practice on frame loom/hobby loom. • Weaving cloth samples using fundamental weaves and their derivatives. 					
TC-V/05	Workshop Practice - I	Preparatory and allied chemical Processing workshop	2	Practical	50 (25+25)
<ul style="list-style-type: none"> ➤ Estimation of water hardness ➤ Desizing of cotton fabric ➤ Scouring of cotton yarn/fabric ➤ Bleaching of cotton yarn/fabric with a) hydrogen peroxide and b) Hypochlorite ➤ Degumming and bleaching of silk ➤ Scouring and bleaching of wool fibre ➤ Scouring and bleaching of jute ➤ Stabilized bleaching of jute ➤ Application of optical brightening agent on cotton, silk etc. ➤ Evaluation of desized, scoured and bleached textiles ➤ Eco-friendly scouring and bleaching and as well as enzymatic degumming of silk ➤ Determination of dimensional stability of textile fabric 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-V/06	Product Design - I	Weaving	6	Practical	150 (75+75)

Introduction

This course is an extension of earlier inputs given to the students in area of woven textiles. The student will continue to explore basic woven structures through product design. There is greater emphasis on the development on concepts, visual problem solving from paper to finished woven pieces and personal statement for the end user. Students will develop skills with colour and weave effects to control colour and patterns. There is an emphasis on application of design process with selection of appropriate materials for sampling as a reference for finished work.

Aim

To produce a collection of a product for home furnishings/apparel using basic weaves and their derivatives.

Objectives

- To understand colour and weave effect
- Selection of material and woven structure with product development as per design brief
- Make illustrations of design ideas
- Learn to make specification sheet of samples for production process
- To make a collection of a product in different colour ways

Semester VI

Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)	Course Objective/ Outcome
TC-VI/01	History of Indian Textiles & Accessories	History of Indian textile and clothing	2	Theory	25 (5+20)	Ability enhancement
TC-VI/02	Textile Testing Methodology	Identification of textile fibres and dyes, Mechanical Testing, Colourfastness to different agencies, etc	2	Practical	50 (25+25)	Skill development and employability
TC-VI/03	Materials & Processes - II	Manmade fibres and yarns including decorative/fancy yarns	4	Theory	50 (10+40)	Domain knowledge enrichment and employability & entrepreneurship
TC-VI/04	Textile Technology - II	Weaving Mechanism, Fabric Structure and Calculation – II Dyeing of textile substrates	2	Theory	25 (5+20)	Domain knowledge enrichment and employability & entrepreneurship
			2		25 (5+20)	
			4		50 (10+40)	
TC-VI/05	Workshop Practice - II	Weaving Practice – II	4	Practical	100 (50+50)	Skill development
		Textile Dyeing workshop	2		50 (25+25)	
			6		150 (75 +75)	
TC-VI/06	Product Design - II	Creative and unconventional Surface ornamentation techniques	6	Practical	150 (75+75)	Employability and entrepreneurship
Total Credit			24			

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/01	History of Indian Textiles & Accessories	Brief history of Indian textile and clothing	2	Theory	25 (5+20)
<p>Section-A</p> <ul style="list-style-type: none"> • Indian heritage: brief study of Indian textiles. Different varieties of manufactured handloom textiles from north-eastern, eastern, western and southern region in India. • Study of Traditional textiles of different states of India with reference to its historical significance, technique, color & motifs, construction of the famous woven crafts like; Jamdani, Benarasi, Brocade, Paithani, Chanderii, Himru, Masru, Maheshwari , Baluchari saree etc. • Study of dyed & printed textiles with reference to historical significances, dyeing technique, color & motif of Patola, Ikat, Teliya Rumal, Batik, Bandhani, Sanganeri, block printing, kalamkari, mud printing (Bagru), etc <p>Section-B</p> <ul style="list-style-type: none"> ➤ Study of embroideries with reference to color, motif, stitches & fabric of the crafts like Kantha, Phulkari, Chickankari, Chamba rumal, Sujani bihari, Kasuti, etc. ➤ Study of traditional clothing of different states of India 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/02	Textile Testing Methodology	Identification of textile fibres and dyes, Mechanical Testing, Colourfastness to different agencies, etc	2	Practical	50 (25+25)
<p>❖ Introduction to textile testing</p> <p>Physical testing</p> <ul style="list-style-type: none"> ❖ Identification of fibres (Physical & Chemical method) ❖ Fibre testing: length, fineness, maturity of cotton, moisture in fibres, foreign matter content, tensile testing. ❖ Yarn testing: Yarn numbering, Twist, Tensile properties, uniformity etc. ❖ Fabric testing: Thread density, cover factor, crimp, strength (tensile, tear, bursting), Comfort properties (handle, drape, thermal, air permeability etc.), Durability (Abrasion, pilling resistance, etc) <p>Chemical testing</p> <ul style="list-style-type: none"> ❖ Assessment of colour fastness to different agencies viz. light, washing, rubbing etc. ❖ Identification of commonly used dyestuffs on textile substrates <p>Computerized colour measurements i.e. K/S, Whiteness and yellowness index, Brightness index, Colour value, Hue, Chroma etc.</p>					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/03	Materials & Processes - II	Manmade fibres and yarns including decorative/fancy yarns	4	Theory	50 (10+40)
<ul style="list-style-type: none"> • Introduction to Man-made Textile fibers • Classification of Man-made textile fibers • Requirements of man-made fibres • Introduction to synthetic fibers manufacturing (Viscose, Nylon, Polyester, Acrylic, Polypropylene etc.) • Physical and chemical properties of man-made fibres. • Types of decorative yarns and principles of formation • Texturised yarn • Introduction to Doubling. • Different Yarn packages used in textiles 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/04	Textile Technology - II	Weaving Mechanism, Fabric Structure and Calculation – II (Group – A)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Different types of heald Tie-ups and Heald Reversing Motions used for handloom. • Types of shedding and devices used for shedding ——— their merits and demerits. • Classification of looms according to shedding devices used. • Dobby shedding devices ——— Classification; Principle of operation of single and double lift doobby; their merits and demerits. • Concept of combined weaves. • Weaving plan and features of Honeycomb, Brighton honeycomb, Huck-a-back, Mockleno, Corck screw, Crepe, Sponge, Diamond, Diaper/Dice, and other fancy weaves. • Warp, weft and cloth calculations. ▪ Crimp, take-up, fractional cover and cover factor. 					
TC-VI/04	Textile Technology - II	Dyeing of textile substrates (Group B)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> ➤ Colour chemistry, classification and brief introduction on dyes, pigments. Different dye-fibre interactions ➤ Theory and technology of application of different classes of dyes (Direct, Reactive, Vat, Sulphur, Acid & Metal-Complex, Basic etc. on different natural fibres such as cotton, silk, wool, jute etc. ➤ Theory and technology of application of different classes of dyes (Disperse, Basic, Acid etc) on different synthetic fibres such as polyester, nylon, acrylic etc. ➤ Dyeing of common blended fabrics. ➤ Natural Dyes: Source, extraction and its application technology on textile substrates. ➤ Dyeing machineries: Batch, continuous and semi-continuous machineries involved in dyeing. ➤ Colour Science: Fundamentals of instrumental measurement of colour parameters, whiteness, yellowness, metamerism index etc. ➤ Manual and computerized colour matching systems: advantages and drawback ➤ Recent developments in dyestuffs and dyeing 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/05	Workshop Practice - II	Weaving Practice – II	4	Practical	100 (50+50)
<ul style="list-style-type: none"> • Preparatory processes before weaving such as bobbin and pirn winding by Charkha and other improved appliances. • Preparation of warp, ball warp, drawing-in, denting, gaiting-up of warp. • Weaving samples using twill weaves and their derivatives, honeycomb, huck-a-back, mockleno, diamond and other fancy weaves and their combinations. • Extra weft figuring. 					
TC-VI/05	Workshop Practice - II	Textile Dyeing Workshop	2	Practical	50 (25+25)
<ul style="list-style-type: none"> ➤ Dyeing of cotton yarn/fabric with Direct Dyes, Different classes of Reactive dyes, Sulphur Dyes, Vat Dyes, Solubilised Vat Dyes, Azoic Colour ➤ Dyeing of wool and silk with: Acid & Metal Complex Dyes, ii) Basic Dyes ➤ Dyeing of Acrylic with Basic Dyes ➤ Dyeing of Polyester with Disperse Dyes ➤ Dyeing of cotton and Silk with Natural Dyes ➤ Instrumental measurement of colour parameters, metamerism index etc of the dyed textile substrates. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VI/06	Product Design - II	Creative and unconventional Surface ornamentation techniques	6	Practical	150 (75+75)

Introduction:

Weaving, printing and dyeing are conventional methods of surface ornamentation. However, there are number of unconventional techniques by which surface ornamentation can be done. This course is designed to encourage students to explore various unconventional creative techniques and to apply these techniques to produce a product i.e. clothing/furnishing. Students will learn to design folios where they will record their research, problem solving and manufacturing process and evaluate their work through presentation.

Aim:

To produce collection of a product for home furnishings/apparel using unconventional surface ornamentation technique.

Objectives:

- To understand and explore verity of surface ornamentation techniques including one used in hand-made paper making, patchwork, quilting, pleating, marbling, stitching, felting, burning, washing etc.
- Selection of a suitable technique for a given material and product development as per design brief.
- Make illustrations of design ideas
- To make collection of a product in different colour ways

Semester VII

Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)	Course Objective/ Outcome
TC-VII/01	Computer Aided Design	Textile CAD etc.	2	Practical	50 (25+25)	Skill development and employability
TC-VII/02	Finishing of Textile Materials	Mechanical and Chemical finishing, Packaging etc	2	Practical	50 (25+25)	Skill development
TC-VII/03	Materials & Processes - III	Introduction to Clothing	4	Practical	100 (50+50)	Skill Development
TC-VII/04	Textile Technology - IIII	Weaving Mechanism, Fabric Structure and Calculation - III	2	Theory	25 (5+20)	Domain knowledge enrichment and employability & entrepreneurship
		Printing of Textile Substrates	2		25 (5+20)	
			4		50 (10+40)	
TC-VII/05	Workshop Practice - III	Weaving Practice - III	3	Practical	75 (37.5+37.5)	Skill development
		Workshop on textile printing	3		75 (37.5+37.5)	
			6		150 (75+75)	
TC-VII/06	Product Design - III	Print Design	6	Practical	150 (75+75)	Employability and entrepreneurship
Total Credit 24						

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/01	Computer Aided Design	Textile CAD etc.	2	Practical	50 (25+25)
<ul style="list-style-type: none"> • Classification of textile designs • Various software for creation of textile designs • Design creation and editing using Photo Shop (both raster and vector based images) • Design creation and editing using Corel Draw • Advantages of using Textile CAD/CAM systems • Some common commercially available Textile CAD/CAM software systems • Designing using Dobby Module of textile software <ul style="list-style-type: none"> • Creation of fundamental and combined weaves and their derivatives along with weaving plan (drafting, lifting, denting etc.) • Stripe and check designing • Extra weft and extra weft figuring • Elements and principle of operation of Jacquard shedding device • Various steps of manual figuring for Jacquard • Tracing and developing Jacquard designing • Fabric simulation and simulation colour ways • Designing for screen printing using Textile Software <ul style="list-style-type: none"> • Artwork development and colour reduction • Repeat creation • Colour separation • Application of 3D Texture Mapping 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/02	Finishing of Textile Materials	Mechanical and Chemical finishing, Packaging etc	2	Practical	50 (25+25)
<ul style="list-style-type: none"> ➤ Introduction to general textile finishing and packaging, Classification of textile finishing ➤ Different softening and stiffening agents and other temporary finishes. ➤ Mercerization of cotton yarn and fabric ➤ Woolenisation of jute ➤ Scroop finish on silk fabric ➤ Common chemical finishes for cellulosic textiles such as anti-crease, water proof and Water repellent, Flame retardant etc. ➤ Some specialty finishes and recent developments in textile finishing. ➤ Folding and packaging of textile/garments etc. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/03	Materials & Processes - III	Introduction to Clothing	4	Practical	100 (50+50)
<ul style="list-style-type: none"> ❖ Need and selection of clothing, Origin of clothing. ❖ Brief ideas on Clothing comfort & objective assessment of fabric handle characteristics ❖ Pattern making <ul style="list-style-type: none"> ● Important terminologies ● Types: <ul style="list-style-type: none"> ○ Baby frock, Kameez, Salwar, Punjabi, Pajama, Sleeve, Skirt, Basic block (female), Shirt etc. ○ Different kinds of Pockets, Collar, Neckline, etc. ● Techniques ● Variations, Drafting & Draping, Contouring ❖ Spreading, Marker planning, Marker efficiency, Lay planning ❖ Dart and Dart manipulation ❖ Cutting, Cutting machines, Different types of cutting ❖ Lining and interlining and other support materials ❖ Various types of dummies and mannequins ❖ Types of sewing machine and its important parts; sewing faults etc. ❖ Organizational structure of an apparel industry. ❖ Raw materials used in readymade garment (RMG) industry, Types of samples & samples approval, Quality management Systems: ISO, TQM, 6-Sigma, kaizen etc., Grading systems (4-point and 10 point) ❖ Fabric and Accessories inspection in RMG industry. ❖ Restricted substances in apparel & global regulatory requirements, ❖ Care labeling, productivity and work study and assessment of SAM value ❖ Different types of clothing ❖ Different styles of garment construction and machineries used ❖ Basic Garments Analysis ❖ Different types of Seam & Stitches ❖ Brief ideas on: Gather, Frill, Smocking, Pleat, Dart, Tucks, etc. ❖ Introduction to Merchandising: Merchandiser & Merchandising, Difference between marketing and merchandising, Fashion Cycle ❖ Quality Checking and packaging. Home textiles – Fibres and Fabrics used; eco-friendly aspects, labeling issues. 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/04	Textile Technology - III	Weaving Mechanism, Fabric Structure and Calculation - III (Group – A)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> • Jacquard shedding devices ———— classification. • Construction and principle of operation of single lift and double lift jacquards. • Study of different parts of jacquard and accessories. • Power looms ———— overview, basic concept, detailed classifications. • Basic operating principles of different power looms. • Fabric defects and their remedies. • Concept of extra weft figuring, double cloth, Bedford cord, pique. • Concept of Jacquard figuring. • Warp, weft and cloth calculations. 					
TC-VII/04	Textile Technology - III	Printing of Textile Substrates (Group B)	2	Theory	25 (5+20)
<ul style="list-style-type: none"> ➤ Styles and methods of printing, Ingredients used in printing paste and their function ➤ Thickener: Classification, source, properties and selection of thickener ➤ Printing of cotton and other cellulosic fabrics/blends with important dyestuffs and pigment colour. ➤ Printing of silk fabric with different classes of dyes such as acid, solubilised vat etc. ➤ Printing of silk and cotton fabric with natural colour ➤ Discharge and resist style of printing ➤ Printing of polyester fabric ➤ Printing machineries and faults in printing and their remedies. ➤ Hand screen development by photochemical methods ➤ Recent developments in printing of different textile fabrics containing natural fibres 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/05	Workshop Practice - III	Weaving Practice – III	3	Practical	75 (37.5+37.5)
<ul style="list-style-type: none"> • Weaving samples using twills, their derivatives, and other fancy weaves. • Textile designing for jacquard figuring. • Preparation of harness building and tie-up for jacquards. • Weaving cloth samples by jacquard/dobby. 					
TC-VII/05	Workshop Practice - III	Textile Printing Workshop	3	Practical	75 (37.5+37.5)
<ul style="list-style-type: none"> ➤ Printing of cotton fabrics with important dyestuffs and pigment colour. ➤ Printing of silk fabric with different classes of dyes such as acid, solubilised vat etc. ➤ Printing of silk and cotton fabric with natural colour ➤ Discharge and resist style of printing ➤ Printing of jute fabric with pigment colour ➤ Preparation of hand screen by photochemical methods 					

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Subject Code	Subject	Broad area (s) to be covered	Credit	Mode of teaching	Marks (Internal + External)
TC-VII/06	Product Design - III	Print Design	6	Practical	150 (75+75)
<p>Course objective: To innovate a product design collection through various theme or concept and by applying different printing and painting techniques along with a proper documentation and costing.</p> <ul style="list-style-type: none"> ➤ To identify the product according to the client requirement ➤ To prepare a theme and mood board ➤ To prepare different concept from the mood board ➤ Selection of final concept and design layout ➤ Identification of product development ideology and methodologies ➤ Sample and final product development layout along with photography ➤ Cost analysis and final documentation 					

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Semester VIII

Subject Code	Subject	Credit	Mode of teaching	Marks (Internal + External)	Course Objective/ Outcome
TC-VIII/01	Entrepreneurship, Business Management & Marketing	2	Practical	50 (25+25)	Entrepreneurship
TC-VIII/02	Craft Documentation	4	Practical	100 (50 +50)	Enrichment of domain knowledge and skill development
TC-VIII/03	Professional Exposure	2	Practical	50 (0+50)	Employability and entrepreneurship
TC-VIII/04	Elective Paper: Inter-disciplinary area(s)	4	Practical	100 (50+50)	Skill Development
TC-VIII/05	Preparatory Project Work	2	Practical	50 (50+0)	Employability and entrepreneurship
TC-VIII/06	Major Project	10	Practical	250 (125+125)	Employability and entrepreneurship
Total Credit = 24					

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Master of Design

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Syllabus

Master of Design - Ceramic & Glass

Semester - I

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-I/01	Aesthetic – I	<p>Aesthetical aspects of India</p> <ul style="list-style-type: none"> • What is Aesthetic? Why do we mean or say something is beautiful? Express how aesthetics were understood by different theory. • History of Indian Aesthetics: Bharata's Natya Shastra, in terms of Music & dance, Painting, Sculpture and folk art. • Eight primary Rasas, Bhava & Rasas, Riti and Guna, Guna and Dosha, Laksanas etc. • Shadanga or Six Limbs of Indian Art (Rupabheda. Pramanam, Bhava, Lavanya, Yojanam, Sadrisyam, Varnikabhanga) • Vernacular Indian Art † (Mouryan, Sunga, Kushana, Gupta Period Arts, Miniature Paintings, Bengal Painting, etc) • Different Iconographies in Indian Art (Buddhist Iconography, Jain Iconography, Saiva Iconography, Vaisnava Iconography, Sakti Iconography, Other Iconography) • Gestures And Postures in Sculptures • Concept of Bengal Painting in context of Santiniketan Schooling 	Develop the aesthetical skill, as well as enhance intellectual ability	Theory	100	20	80	4

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MCG-I/02	Ergonomics	<p>Gross human anatomy, Anthropometry, static and dynamic, and work physiology, Static and dynamic work including maximum capacity Bio-mechanics. Environmental condition Biological transducers and nervous system including their limitation. Controls and display Psycho physiological aspects of design. Research techniques in Ergonomic and General data generation, interpretation and application of statistical methods. Case analysis. Project work involving Ergonomic design research for product system.</p>	Skill development	Theory	100	20	80	4
MCG-I/03	Method & Material – I	<p>Theoretical Knowledge of Specialize Subject.</p> <ul style="list-style-type: none"> ◆ Bauxite, Diaspore, Pyrophilite, Olivine, Chromite, Talc, Wollastonite, Zircon, Rutile, Fluospar, Graphite, Mica, Baryte, Gypsum and Plaster of Paris. ◆ Effect of heat on clay and other ceramic materials. ◆ Introduction to glaze Definitions, composition of glaze, classification of different types of glazes, engobe, frit preparation, fritting rules, compounding of lead and leadless glazes, alkaline glazes, calcarius glazes and feldspatic glazes. ◆ Raw materials and Processing Glaze raw materials, effect of individual materials, opacifiers, colouring agents, stains, mixed colours, metallic lustures, unit operations and processes, glaze 	Develop the aesthetical skill, as well as intellectual ability	Theory	100	20	80	4

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properties, grain size, specific gravity, viscosity glaze control, additives, glaze suitability, fired properties of glazes.

- ◆ Properties and defects
Glaze body reactions, interface layers, thermal characteristics, mechanical, optical and chemical properties of glazes, glaze defects and remedies, crazing, peeling, crawling, rolling, blisters, pinholes, dunting.
- ◆ Colours
Definition of ceramic colours, Various type of ceramic colours — Under glaze colour, In glaze colour, Over glaze colour, Enamel colour; Preparation of stain — body stain, glaze stain; Cobalt colours, Copper colours, Iron colours, Preparation of red oxide, Manganese colours, Uranium colours, Chromium colours, Coral reds, Chrome pinks, Influence of raw materials on the pink colour, Antimony colour, Cadmium colour, Gold colour, Ruby red, Platinum colour, Mixed colours, Metallic lusture, Mixed lustures, Liquid Gold, Preparation of gold glaze, Preparation of stain fluxes and use, Defects.
- ◆ Decoration
Classification of decoration methods, advantages, different decorating techniques, painting, spraying, stenciling, stamping, printing, lithographic transferring, silk screen printing, dusting, engobing, liquid gold decoration and decoration techniques.

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MCG-I/04	Studio Practice- I	Designing, Concept, Exploration, Prototyping, Visualization (Properties and usage of Specialize Materials Selection and use for consumer products. Design limitations and specific advantages of a particular processes and materials. Properties of ceramics and glass, various processes and assembling techniques. Concepts of structure and costing. Significance of form in structural strength of products. Influence of materials and processes on product aesthetics.)	Skill Development	Practical	150	75	75	6
MCG-I/05	Design Research and Synthesis	Course is focused on design research as it applies in a human-cantered design context for user. Through readings, presentations, and discussions students learn to distinguish and articulate different research strategies, review methods and ways of making sense of data collected. Making sense of complexity by doing and devising actions based on adductive thinking produce meaningful argument that support decision making and iterative design development. Special emphasis is placed on ethnography, communication theory, and interventions in organizational systems and cultures.	Skill Development and enhance entrepreneurship skill	Practical	150	75	75	6
					600	210	390	24

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Semester - II

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-II/01	Aesthetic - II	<p>Aesthetical aspects of Asian and Islamic</p> <ul style="list-style-type: none"> • The Six principles of Chinese painting (Xie He's) (Spirit Resonance, Bone Method, Correspondence to the Object, Suitability to Type, Division and Planning, Transmission by Copying,) • China's major philosophies, significantly including Confucianism, Buddhism, and Daoism. • Brief Definition and Meaning, Main Elements of Islamic Art. Influence of the Religion of Islam on Islamic Art. The Infinite Pattern in Islamic Art • The major Islamic philosophers produced on works dedicated to aesthetics, (Beauty, Rhetoric and poetics, Imitation and imagination) • Aspects of Divine and Human Creation. The Treatment of Language Arts in Islamic Philosophy. A "Pragmatic" Aesthetic Critical Theory • Islamic Decorative Arts, Geometric Design, Islamic Calligraphy, Architecture and It's affect/ influence on other Arts rest of the world 	Develop the aesthetical skill, as well as enhance intellectual ability	Theory	100	20	80	4

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MCG-II/02	Product Design - I	<p>Understanding of the factors that directly or indirectly influence the context and the products.</p> <p>Understanding of problem areas and the limitations. Familiarisation studies and synthesis for detailed investigation of context. Developing questionnaires, interviewing users and selecting suitable techniques to study use behaviour and reactions, interviewing and observing user and photographic studies of products in use.</p> <p>Understanding market demands and manufacturing constraints. Documenting and interpreting data and formulating conclusions. Role of creativity in understanding of latent needs.</p> <p>Comparative analytical studies in other creative fields. Product in product design.</p>	Enhance entrepreneurship skill	Practical	200	100	100	8
MCG-II/03	Method & Material-II	<p>Theoretical Knowledge of Specialize Subject.</p> <p>Glass: Glass: knowledge about utilise a range of glass for kiln casting processes and cold working techniques in response to set tasks.</p> <p>The Glass Transition</p> <p>Thermal properties of glass, Kiln formed glass is controlling the temperature of the glass.</p> <p>Annealing thickness and calculation.</p> <p>Kiln formation and specification for the Kiln form Glass.</p> <p>Capably utilise a range of specialised glass blowing and finishing technique,.</p> <p>Different tools processes and equipment for the manual and Automatic glass blowing.</p>	Develop the aesthetical skill, as well as intellectual ability	Theory	100	20	80	4

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		Different Glasses their detail property and utilization Detail Furnace structural and their specification. Fuel utilisation and necessary equipment.						
MCG-II/04	Studio Practice-II	Designing, Concept, Exploration, Prototyping, Visualization (Detailing in products, while using processes like throwing, moulding, casting etc. Detailing for fabricated products with other materials like metal, plastic, wood, bamboo etc, detailing while using fabric materials, form and other cushions, leather and cloth in combination with ceramic or glass materials like.)	Develop the aesthetical skill, as well as Enhance entrepreneurship skill	Practical	100	50	50	4
MCG-II/05	Colloquium - I (Art, Design & Society)	Lectures from faculty about their research and paper presentation (The concept of Ceramic & Glass Design starting from the time of the early civilisation Great Exhibition leading to the Bauhaus and after, work of Bauhaus, history of design profession in Europe and America. A survey of major developments of 20th Century painting, sculpture and architecture. Changing cultural pattern and its influence on the above mention medium. Influence of television on films. Urbanization and understanding contemporary urban forms.)	Develop the writing skill, as well as Enhance intellectual ability	Practical	100	50	50	4
					600	240	360	24

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Semester - III

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-III/01	Aesthetic - III	<p>Aesthetical aspects of western Aesthetics and the philosophy of Western Art. Art in terms of an aesthetic spectrum in different periods.</p> <p>The elements of a classical composition. The Greeks, especially in the context of Sixth Century Athens (Socrates, Plato and Aristotle etc on Aesthetics & Beauty)</p> <p>What is the role of "imitation" in the arts, what exactly does art "imitate"</p> <p>Conceptions of beauty in the European Renaissance: The rise of Humanism and its implications for aesthetic theory by philosophers.</p> <p>The European "Enlightenment" origin of a "Science" of Aesthetics.</p> <p>European Romanticism and the definition of the artist</p> <p>Iconography and Colour in western art history, for religious painting in Eastern Christianity.</p> <p>African Art: General characteristics of African Art, Artistic creativity or Expressive individualism, Visual abstraction, Style, tribe, and ethnic identity</p>	Develop the aesthetical skill, as well as enhance intellectual ability	Theory	100	20	80	4

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MCG-III/02	Industrial Exposure	This advanced seminar explores contemporary topics in Integrative Design with an emphasis on how integrative designers define their practice in relation to traditional design fields. It also considers future design scenarios. [(8 weeks)+ 2 week Document)]	Develop the job opportunity	Practical	250	125	125	10
MCG-III/03	Project Abstract / Synopsis	A lecture providing the opportunity for individual candidates to develop and present their thesis in a manner that directly reflects their product as well as career objectives. The thesis project and document must exhibit an in-depth exploration of an approved topic, which addresses an area of importance to the Ceramic & Glass Design field and contributes to the body of knowledge pertaining to that area and detail study about the product sustainability. It may be carried out under industry sponsorship, as a part of a research project, or be independently based.	Develop the proposal writing skill, as well as Enhance entrepreneurship skill	Practical	100	50	50	4
MCG-III/04	Colloquium - II (Historical aspects of product)	Lectures from faculty about their research and paper presentation (Chronological Evolution of Design in particular product)	Develop the writing skill, as well as Enhance intellectual ability	Practical	150	75	75	6
					600	270	330	24

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Semester - IV

Subject Code	Subject	Abstract	Outcome	Nature of Course	Full Marks	Internal Marks	External marks	Credit
MCG-IV/01	Major Project	Major Project is the academic frame guiding the student towards excellence. In the framework of the project, the students will be required to incorporate the knowledge and creative processes acquired in the program while making a personal statement and taking a personal stand. The project will deal with a topic that the student chooses in the III rd Semester Project Abstract / Synopsis to develop and will be accompanied by individual instructional meetings with a personal advisor instructional and enrichment meetings with the project coordinators and sponsored agency or organisation . In the structure of the enrichment meetings the topics of research, criticism, design and management are discussed. There are also Instructional and critical convention with the project guide and sponsor agency. In the course of his/ her studies, every student must submit one final project report in a prescribe format.	Develop the job opportunity	Practical	450	225	225	18
MCG-IV/02	Dissertation	To develop complete ceramic product	Develop the writing skill, as well as Enhance intellectual ability	Theory Presentation	150	75	75	6
					600	300	300	24

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Syllabus

Master of Design - Textiles
Department of Silpa-Sadana, PSV

Semester - I

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-I/01	Aesthetic Skill	4	Practical	100	50	50	Skill development
MTD-I/02	Design Overview	4	Practical	100	50	50	Skill development
MTD-I/03	Textile Technology	4	Theory	100	20	80	Domain knowledge enrichment and employability
MTD-I/04	Design Project – I (Surface Ornamentation)	12	Practical	300	150	150	Employability and entrepreneurship
Total Credits		24		600	270	330	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/01	Aesthetic Skill	4	Practical	100	50	50
<ul style="list-style-type: none"> • History of Design and Art • The theory of aesthetic activities • Morphology of aesthetic and artistic communication • The essence and diversity of aesthetics • The psychology of aesthetic creation • The impact of aesthetics on the artist, designer and end user. 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/02	Design Overview	4	Practical	100	50	50
<p>Contemporary design is grounded in a history of art and design. This course demonstrates the ways in which design has travelled and draws on, and breaks with, visual and cultural traditions of the past and their classification. The course investigates how contemporary design is situated within a broader history by examining various significant creative art forms, art and design movements, concepts and themes which have shaped the way that we use and interpreted images and other creative forms. The course also considers differing approaches to visual representation in the context of wider social, political and historical environments.</p>						

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/03	Textile Technology	4	Theory	100	20	80
<p>Group – A (Marks: 10+40)</p> <ul style="list-style-type: none"> • Brief introduction on textile fibres • Classification of fibres • Physical and chemical properties of textile fibres • Types of yarns • Principles of yarn formation • Properties of yarns and their specifications • Types of decorative yarns and principles of formation • Yarn numbering systems, • Evaluation of yarn quality parameters <p>Group – B (Marks: 10+40)</p> <ul style="list-style-type: none"> • Principles of fabric structures • Concept of fundamental & combined weaves and their derivatives • Simple & compound fabric structures • Principles of weaving mechanism (including overview of power looms) • Weaving calculations • Evaluation of fabric properties • Cloth analysis 						

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-I/04	Design Project – I (Surface Ornamentation)	12	Practical	300	150	150
<ul style="list-style-type: none"> To develop a collection on the given textile surface through various surface ornamentation techniques such as embellishment, different stitches, pleating, smocking, folding etc. 						

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Semester - II

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-II/01	Design Project – II (Woven)	12	Practical	300	150	150	Employability and entrepreneurship
MTD-II/02	Design Project – III (Dyed and Printed)	10	Practical	250	125	125	Employability and entrepreneurship
MTD-II/03	Technology of Dyeing and Printing	2	Theory	50	10	40	Enrichment of domain knowledge and employability
Total Credit		24		600	285	315	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-II/01	Design Project – II (Woven)	12	Practical	300	150	150
<p>Advanced woven textiles (Dobby / Jacquard)</p> <ul style="list-style-type: none"> To develop a collection of woven products (using Dobby/Jacquard) 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-II/02	Design Project – III (Dyed and Printed)	10	Practical	250	125	125
<p>Advanced Dyed and Printed Textiles</p> <ul style="list-style-type: none"> To develop a collection of dyed and printed textiles 						

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-II/03	Technology of Dyeing and Printing	2	Theory	50	10	40
<p>Dyeing</p> <ul style="list-style-type: none"> • Theory of Dyeing and Colour Science • Fundamentals of measuring colour parameters, Viz. Hue, Chroma, Total Colour Difference, whiteness, yellowness, metamerism index etc. • Manual and computerized colour matching systems: merits and demerits • Recent developments in dyestuffs and dyeing • Brief introduction on dyes & pigments. Different dye-fibre interactions • Theory and technology of application of different classes of dyes • Dyeing of common blended fabrics. • Natural Dyes and its application. <p>Printing</p> <ul style="list-style-type: none"> • Introduction on textile Printing • Styles and methods of printing. Ingredients used in printing paste and their functions • Recent developments in printing of different textile fabrics containing natural fibres • Hand screen development by photochemical methods • Printing of textiles with pigment and other classes of dyestuffs. 						

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Semester - III

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-III/01	Design Project – IV (Choice Based)	20	Practical	500	250	250	Employability and entrepreneurship
MTD-III/02	CAD for Textiles	4	Practical	100	50	50	Skill development and employability
Total Credit		24		600	300	300	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-III/01	Design Project – IV (Choice based)	20	Practical	500	250	250
<p>Student has to select any one Module from the following:</p> <ul style="list-style-type: none"> • Module 1 - Woven textiles • Module 2 - Dyed and Printed textiles • Module 3 - Surface ornamentation 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-III/02	CAD for Textiles	4	Practical	100	50	50
<ul style="list-style-type: none"> • Use of Textile CAD software and other CAD tools for developing motifs and designs suitable for <ul style="list-style-type: none"> i) Weaving, and ii) Printing 						

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Semester - IV

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External	Course Objective/ Outcome
MTD-IV/01	Internship	4	Practical	100	-----	100	Skill development and employability
MTD-IV/02	Major Project (Choice Based)	16	Practical	400	200	200	Employability and entrepreneurship
MTD-IV/03	Dissertation (Choice Based)	4	Practical	100	50	50	Enrichment of presentation and project proposal writing skill
Total Credit		24		600	250	350	

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Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-IV/01	Internship	4	Practical	100	-----	100

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-IV/02	Major Project (Choice Based)	16	Practical	400	200	200
<ul style="list-style-type: none"> To develop a collection on apparel or home furnishing textiles 						

Subject Code	Subject	Credit	Mode of teaching	Marks	Internal	External
MTD-IV/03	Dissertation (Choice Based)	4	Practical	100	50	50

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Syllabus
Master of Design- Furniture and Interior

Semester I								Outcome of the Course
CODE	SUBJECT NAME	SYLLABUS	NATURE OF SUBJECT	CREDIT	MARKS ALLOCATED			
					internal	external	full	
MFI-I/01	Aesthetics	<ul style="list-style-type: none"> • History of international design movement. Historical development of artifacts. • Various school of thought (Indian, China etc) being traditional to contemporary • Art and craft (folk and tribal) Design and Interior	theory	4	20	80	100	It enhances the sense of aesthetic and beauty with utility into a student before designing.
MFI-I/02	Design Fundamental	<ul style="list-style-type: none"> • Design orientation • Environment of interior • Thermal comfort of user in relation to interior (natural and artificial) • Lighting arrangement (natural and artificial) • Acoustics 	practical	4	50	50	100	It imparts the knowledge of various factors associated with design and interior; like environment, lighting etc. It is aimed to improve the “add on” of interiors.
MFI-I/03	Material & Process	<ul style="list-style-type: none"> • Analysis, properties and use of natural and artificial hygroscopic and isotropic materials. • Application of veneers, lamination, surface treatment. • Introduction to WPC 	theory	4	20	80	100	To improve the student’s knowledge about the material as a whole so that a student can put the material into use more judiciously

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MFI-I/04	Furniture Technology and Interior-I	<ul style="list-style-type: none"> Physical, behavioral and visual properties of furniture and interior Construction and specification- furniture and interior related space, detailed joineries, surface finishing Study of material application. Their form and properties 	theory	4	20	80	100	To improve the student's knowledge about the Furniture and its production (industrial or indigenous). It also imparts knowledge about basics of interior. It helps students to work in industries in better way.
MFI-I/05	Studio and Workshop-I	<ul style="list-style-type: none"> Preparation of technical drawing of proposed furniture Full size layout including the process of the construction Construction and fabrication work of a model or prototype 	Practical	4	50	50	100	To improve the practical skill related to the material by following certain steps.
MFI-I/06	: Design Project	<ul style="list-style-type: none"> Identification of thrust area and making of an abstract of project Project description Challenge of design involved Project duration, location, uniqueness Specification 	practical	4	50	50	100	It enables student to improve their creativity in designing products OR range of products along with interior of the provided space. It helps students to understand the necessities of a mock client.
total				24			600	

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Semester II								
MFI-II/01	Design Methods	<ul style="list-style-type: none"> • Design principle • Design consideration • Study & observation • Site configuration • Topographic consideration • Documentation and innovative details. 	practical	4	50	50	100	It improves the skill of analyzing a situation and a space in respect to site or theme-based work. It allows the detailed study of the space about form, color, texture and material.
MFI-II/02	Advance Materials and Manufacturing	<ul style="list-style-type: none"> • Physical, behavioral and visual properties of contemporary materials and their applications in related field • Materials used in structures/ornamentation/finishing <p>Techniques involved in manufacturing of the product</p>	theory	2	10	40	50	To improve the student's knowledge about the advanced and diversified material so that they can use the material more judiciously in their range of products OR interior.
MFI-II/03	Applied Ergonomics	<ul style="list-style-type: none"> • Somatometric, Osteometric and Craniometric Measurement • Elemental activities • Furniture size • Room dimension and circulation • Functional relationship 	practical	2	25	25	50	The course imparts the advanced knowledge of anthropometry in relation to the dimension of the work space or work site. The imparted knowledge would support a student in designing a range of products installed in a given space.
MFI-II/04	: Furniture Technology and Interior-II	<ul style="list-style-type: none"> • Survey, analysis, estimating office proposal • Selection, structural and furnishing consideration of furniture and interior 	practical	4	50	50	100	To improve the student's knowledge about the Furniture and its production (industrial or indigenious). It also imparts knowledge about basics of interior. It helps

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		<ul style="list-style-type: none"> • Arrangement of furniture that expresses the character of that particular interior • Engineering drawing 						students to work in industries in better way.
MFI-II/05	Computer Aided Design & Drawing-I	<ul style="list-style-type: none"> • 3D modeling computer program • Wide range drawing application • Color, rendering, light effect 	practical	2	25	25	50	The course imparts the knowledge of Auto CAD and other software to students to develop their skill in computer aided 3D drawings and layouts
MFI-II/06	Studio & Workshop-II	<ul style="list-style-type: none"> • Restoration work (furniture & Interior) • Elements of restoration • Furniture restoration (periodic & modern) <ul style="list-style-type: none"> i) Cabinet making ii) wood turning iii) upholstery iv) finishing work v) veneering vi) inlaying 	practical	4	50	50	100	To improve the practical skill related to the material by following certain steps. This course also develops the skill of a student in viewing the design elements of a vintage furniture and restore them, keeping the original as much as possible.
MFI-II/07	Design Project-II	<ul style="list-style-type: none"> • Land planning and building arrangement • Community facilities • Section of building and interior space • Furnishing with detailing and circulation 	practical	6	75	75	150	It enables student to improve their creativity in designing products OR range of products along with interior of the provided space. It helps students to understand the necessities of a mock client.
total				24			600	
Summer internship to be continued into III rd Sem (field study)								

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Semester- III								
MFI-III/01	Research Methodology	<p>: Introduction to the nature and purpose of research</p> <ul style="list-style-type: none"> • Its role in problem solving • Theory in the process of design • Discussion of various principle and approaches to research. 	practical	4	50	50	100	It imparts the knowledge of reasoning, problem solving, analyzing the data obtained from different sources or research.
MFI-III/02	Computer Aided Design & Drawing-II	<ul style="list-style-type: none"> • Computer application for animation & imagery in 3D • Graphic design • Documentation and presentation 	practical	2	25	25	50	The course imparts the knowledge of Auto CAD and other software to students to develop their skill in computer aided 3D drawings and layouts. It imparts the knowledge of engineered drawing that would be beneficial in industry and related organizations.
MFI-III/03	Colloquium	<p>Presentation of existing and proposed project</p> <ul style="list-style-type: none"> • Historical • Art • Design • Material 	practical	6	75	75	150	It helps students to prepare their presentation on various academic research and projects. It enables them to discuss their topic in forum with teachers that develops their ability of reasoning and presentation.
MFI-III/04	Design Project-III	<ul style="list-style-type: none"> • Designing for special cases like natural calamities • Customized furniture design • Furniture and interior for differently abled community • Fire safety and security considerations 	practical	6	75	75	150	It enables student to improve their creativity in designing products OR range of products along with interior of the provided space. It helps students to understand the necessities of a mock client.

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MFI-III/05	Internship (Sem II and Sem III)	Field study	practical	6	75	75	150	It exposes a student to an industry or an organization that grooms them professionally; imparts other pros and cons in industries and helps in securing a job.
total				24			600	
Semester- IV								
MFI-IV/01	Final Project (Dissertation)	<ul style="list-style-type: none"> According to UGC guideline 	practical	24	300	300	600	It is the final performance of student. It displays their skill in developing his final project stepwise. A final project is the reflection of her/ his understanding about designing.
GRAND TOTAL				96			2400	

Evaluation Process

- *All the theory papers will be conducted as per University rules*
- *All the practical papers/ modules will be assessed through a "Jury System"*

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Bachelor of Vocation Pottery & Ceramics

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Bachelor of Vocation in Pottery & Ceramic
Course Curriculum based on employability/ entrepreneurship/ skill development

Semester-I

Paper No.	Subject	Credit	Contact Hrs/ Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-I/01	Communication skill in English	2	32	10	40	-	-	50	Theory	On completion of this course students verbal communication skill in English will be enhanced
BVoc-I/02	History of ceramics	2	32	10	40	-	-	50	Theory	This course will enhance the ability of a students to know about the historical development of ceramics
BVoc-I/03	Ceramic raw materials	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different types of materials used in ceramic manufacturing and their behavior.
BVoc-I/04	Applied science-I	4	64	20	80	-	-	100	Theory	This course will enhance the ability of a students to know about the basic science of ceramic materials
BVoc-I/05	Workshop Practice-I	10	160	-	-	150	150	300	Practical	On completion of this course students skill to develop table ware ceramic bodies will be enhance
BVoc-I/06	Surface Decoration	8	128	-	-	100	100	200	Practical	This course will help students to enhance their skill to decorate tableware bodies
Total		30	480	60	240	250	250	800		

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Semester-II

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-II/01	Communication skill in Hindi	2	32	10	40	-	-	50	Theory	On completion of this course students verbal communication skill in Hindi will be enhanced
BVoc-II/02	Ceramic technology-I	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-II/03	Applied Science-II	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about the basic applied mathematics
BVoc-II/04	Computer Basic	4	64	-	-	20	80	100	Practical	This course familiarizes the students with the basics of computer applications. Help them to use computer as a tool to develop their documentation presentation and make them informative.
BVoc-II/05	Screen printing technique	6	96	-	-	75	75	150	Practical	This course will enhance skill of students to decorate ceramic bodies by Screen printing and helps in entrepreneurship

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BVoc-II/06	Industrial Exposure-I	10	Two months	-	-	150	150	300	Practical	This course will create job opportunity and helps in entrepreneurship
Total		30	320	50	200	245	305	800		

Semester-III

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-III/01	Environmental studies	2	32	10	40	-	-	50	Theory	Ability Enhancement
BVoc-III/02	Ceramic machineries	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different machineries used in ceramic manufacturing and their operating system and also creates job opportunity
BVoc-III/03	Ceramic technology-II	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-III/04	Technical drawing	4	64	-	-	20	80	100	Practical	Develops technical drawing skills
BVoc-III/05	Workshop Practice-II	10	160	-	-	150	150	300	Practical	On completion of this course students skill to develop ceramic tiles will be enhance
BVoc-III/06	Ceramic testing-I	6	96	-	-	75	75	150	Practical	This course will enhance the ability of students understanding about

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										different ceramic testing methods followed by Indian industries
Total		30	480	50	200	245	305	800		

Semester-IV

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-IV/01	Industrial Economics	2	32	10	40	-	-	50	Theory	This course will enhance the ability of students understanding about industrials economics followed by Indian industries and also helps in entrepreneurship
BVoc-IV/02	Computer Aided Design (CAD)	4	64	-	-	20	80	100	Practical	This course will enhance the skill of students to design different ceramic forms
BVoc-IV/03	Ceramic technology-III	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-IV/04	Ceramic Testing-II	4	64	-	-	20	80	100	Practical	This course will enhance the ability of students understanding about different ceramic testing methods followed by Indian industries
BVoc-IV/05	Workshop Practice-III	6	96	-	-	75	75	150	Practical	On completion of this course students skill

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										to develop ceramic tiles will be enhance
BVoc-IV/06	Industrial Exposure-II	10	Two months	-	-	150	150	300	Practical	This course will create job opportunity and helps in entrepreneurship
Total		30	320	30	120	265	385	800		

Semester-V

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-V/01	Industrial Management and Entrepreneurship	2	32	10	40	-	-	50	Theory	This course will help in entrepreneurship
BVoc-V/02	Quality Management	4	64	20	80	-	-	100	Theory	This course will help in entrepreneurship
BVoc-V/03	Fuel & Furnace	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different type of fuel and furnaces used in ceramic manufacturing and also creates job opportunity
BVoc-V/04	Ceramic technology-IV	4	64	20	80	-	-	100	Theory	This course will enhance the ability of students understanding about different techniques used in ceramic manufacturing and also creates job opportunity
BVoc-V/05	Ceramic Design	6	96	-	-	75	75	150	Practical	This course will help in entrepreneurship
BVoc-V/06	Workshop Practice-IV	10	160	-	-	150	150	300	Practical	On completion of this course students skill to develop sanitary

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										ware and ceramic insulator will be enhance
Total		30	480	70	280	225	225	800		

Semester-VI

Paper No.	Subject	Credit	Contact Hrs/Sem	Max. marks for each paper				Total marks	Nature	Outcome
				Theory		Practical				
				Internal	Annual	Internal	Annual			
BVoc-VI/01	Project Work	16	320	-	-	200	200	400	Practical	This course will create job opportunity and helps in entrepreneurship
BVoc-VI/02	Comprehensive Viva-Voce	4	-	-	-	-	100	100	Practical	This course will enhance the ability of students understanding about different white ware bodies, their manufacturing characteristics etc.
BVoc-VI/03	Industrial Exposure-III	10	Two months	-	-	150	150	300	Practical	This course will create job opportunity and helps in entrepreneurship
Total		30	320	-	-	350	450	800		

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Syllabus

Bachelor of Vocation in Pottery & Ceramic

Semester-I

[BVoc-I/01]- Communication skill in English

- ◆ Listening Comprehension
- ◆ Reading Comprehension
- ◆ Spoken English
- ◆ Communication
- ◆ Vocabulary
- ◆ Grammar; etc.

[BVoc-I/02]- History of ceramics

- ◆ Introduction to the historical development and practice of pottery ceramic wares in various civilization leading to studio pottery and industrial pottery ceramic products.
- ◆ Study of pottery from various places, their style specialty and critical awareness (Indian, Asian, European, etc.).
- ◆ Emphasis on relationship between cultural, Traditional and industrial products.

[BVoc-I/03]- Ceramic raw materials

□ **Plastic Raw materials:**

- ◆ *Clay type:* Primary, Secondary, Group kaolin, Montmorillonite, Illite, Vermiculite.
- ◆ *Classification:* China clay, Ball clay, Fire clay, Building clay, Bentonite, Impurity in clay and role thereof.
- ◆ Structural features of clay minerals
- ◆ Occurrence, Availability, Physical and Chemical properties.
- ◆ Beneficiation.

□ **Non-plastic Raw materials:**

- ◆ *Silica:* Source – Quartz, Sand, Sandstone, Quartzite, Flint and polymorphic transformation of quartz.
- ◆ *Sillimanite Group:* Sillimanite, Kyanite, Andalusite, and Conversion to Mullite.
- ◆ *Carbonates:* Limestone, Calcite, Magnesite, and Dolomite.
- ◆ *Fluxes:* Feldspar – Orthoclase – Plagioclase series, Felspathoids – Nepheline, Sodalite, Leucite.
- ◆ *Miscellaneous:* Bauxite, Diaspore, Pyrophyllite, Olivine, Chromite, Talc, Wollastonite, Zircon, Rutile, Fluospar, Graphite, Mica, Baryte, Gypsum and Plaster of Paris.
- ◆ Effect of heat on clay and other ceramic materials.

[BVoc-I/04]- Applied Science-I

- Physics
 - ◆ Units and dimensions
 - ◆ Newtons laws of motion and friction
 - ◆ Kinematics
 - ◆ Heat
 - ◆ Optics, etc.
- Chemistry
 - ◆ Periodic table
 - ◆ Chemical Bonding
 - ◆ Structure and properties of solid materials
 - ◆ Corrosion and Phase diagram of basic ceramic materials
 - ◆ Air & water pollution
 - ◆ Disposal of industrial waste

[BVoc-I/05]- Workshop Practice-I

- ◆ Simple exercise in surface texture, Pattern and design: Exercises in various 2-D & 3-D Visualization techniques, Concept drawing, Designing of concept and colour rendering of pottery ceramic products.
- ◆ Making of Plaster of Paris Mould
- ◆ Preparation of simple pottery by Throwing & Turning, Slip casting, etc.

[BVoc-I/06]- Surface Decoration

- ◆ Freehand drawing – nature & object.
- ◆ Analytical drawing of manmade and natural objects, Depicting concepts through conscious analysis using strip form, Plain form and 3-D form.
- ◆ Concept formation.
- ◆ Decoration treatment on raw clay, Beating, Identity, Embossing, Modelling, etc.

Semester-II

[BVoc-II/01]- Communication skill in Hindi

- ◆ Hindi as link language, national language, official language, Hindi in administration law and business, Hindi and mass communication.
- ◆ Correspondence in, Technical terminology.
- ◆ Communicative skills in different spheres of life, interviews
- ◆ Conversation as a communication technique.

[BVoc-II/02] - Ceramic Technology-I

- Introduction
- ◆ History, definition, whiteware, heavy clayware, classification, rawmaterials, batch calculation, mixing, forming, drying, firing, glazing, decoration.
- Body formulations
- ◆ Body composition – earthenware, Stoneware, bone china, hotel china, terracotta, majolica, etc.
- Whiteware products
- ◆ Manufacturing process & properties, whitewares at home – tableware, kitchenware, flame resistant ware, art ware, containers.
- Properties & testing
- ◆ Strength – tensile, flexural, Impact – absorption & porosity – moisture expansion – thermal expansion – thermal shock resistance – chemical durability

[BVoc-II/03]- Applied Science-II

- Algebra
 - ◆ Determinants
 - ◆ Matrices
- Trigonometry
 - ◆ Properties of trigonometric functions
 - ◆ Trigonometric equations
 - ◆ Properties and solutions of triangle
 - ◆ Inverse trigonometric functions
- Analytical geometry
 - ◆ Elements of conics
- Calculus
 - ◆ Functions and limits
 - ◆ Methods of differentiation-I
 - ◆ Methods of differentiations-II
 - ◆ Application of differentiation
 - ◆ Integration
 - ◆ Definite integrals and applications
 - ◆ Differential equations

[BVoc-II/04] - Computer Basic

- ◆ History and generation classification of computers, Theory of computers, about RAM ROM, Mother board etc.
- ◆ Binary and allied number system representation of sign & unsigned number. BCD, ASCH. Binary arithmetic.
- ◆ Software concepts and terminology, Operating Systems concept. File attribute Fundamentals of data communication, Computer network concepts and emerging trends, Management of computer security, Virus, Firewalls
- ◆ Introduction to GUI, Manage system in Windows XP, File & Folders, Program and accessories, Multimedia in Windows XP
- ◆ Application basics and various Office automation suites like MS Word, MS Excel, MS Power Point
- ◆ Internet overview: Email, DNS, FTP, Client/ Server, Browser, Search Engines, Visiting useful websites.

[BVoc-II/05]- Screen printing technique

- ◆ Screen preparation techniques
- ◆ Preparation of colour paste
- ◆ Printing on flat and round surface

[BVoc-II/06] - Industrial Exposure-I

- ◆ All the students have to undergo practical industrial training of eight week duration in recognized establishments. At the end of which they have to submit a report. The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

Semester-III

[BVoc-III/01]- Environmental studies

- ◆ Classification of environmental pollution
- ◆ Composition and structure of atmosphere
- ◆ Major air and water pollutants, Effects of air and water pollution on human beings, animals and plants
- ◆ Control of pollution
- ◆ Green house effect, Ozone layer and its role, Acid rain
- ◆ Waste water treatment, treatment and disposal of solid wastes and their effective utilization, Carbon cycle
- ◆ ISO Standard in relation to environment
- ◆ Visual pollution and appropriate environmental design
- ◆ Carbon credit, carbon footprint and Keyota protocol
- ◆ Energy management.

[BVoc-III/02]- Ceramic Machineries

- ◆ Power driven potter's wheel and its constructional details, Jaw crusher, Roller mill, Edge runner, Pot mill, Ball mill, Blunger, Filter press, De-airing pug mill, Diaphragm pump, Agitator, Jigger Jolly, Slip house equipments, etc.
- ◆ Different types of dryers: Chamber dryer, Vertical dryer, Spray dryer, etc.

[BVoc-III/03]-Ceramic Technology-II

- ◆ Ceramic raw materials for tiles: China clay, Ball clay, Red clay, Quartz, Flint, Silica Sand, Feldspar, Nephline syanite, Talc, Wollastonite, allied materials and their functions. etc.
- ◆ Manufacturing processes of tiles: Slip house, Powder preparation and shaping, Drying, Glazing and decoration, Firing, Sorting norms, Quality control in various stages of operation, Visual inspection and identification defects, etc.
- ◆ Unit operation related to ceramic practice: Mass transfer, Heat transfer, etc.

[BVoc-III/04] - Technical drawing

- ◆ Importance of technical drawing
- ◆ Technical drawing instruments
- ◆ Free hand lettering & numbering
- ◆ Dimensioning practice
- ◆ Geometrical Construction
- ◆ Orthographic projection
- ◆ Sectional view
- ◆ Auxiliary view
- ◆ Pictorial drawing
- ◆ Development of surfaces
- ◆ Equipment design, Plant design and calculations.

[BVoc-III/05] - Workshop Practice-III

- ◆ Fabrication of different tile body: Raw material collection, Milling, Powder preparation, Pressing, Glazing, Decoration, Firing, Polishing, sorting, packaging, Testing of tiles, etc.

[BVoc-III/06]- Ceramic testing-I

- ◆ Chemical Analysis of Important Raw Materials: Different compositional oxides present in the following raw materials – Different type of clays, Quartz, Feldspar, Talc, Pyrophyllite, Wollastonite, Dolomite, Calcite, etc. by gravimetric, volumetric and complexometric methods.

Semester-IV

[BVoc-IV/01]- Industrial Economics

- Principles of production management and organization
- ◆ Planning, organization, staffing, coordination, directing, controlling, communicating, organization as a process and a structure, types of organizations, Method study, work measurement techniques, basic procedure, motion study, motion economy, principles of time study, elements of production control, forecasting, planning, routing, scheduling, dispatching, costs and costs control, inventory and inventory control.
- Engineering economics for process engineers – Interest, Investment cost and Cost estimation
- ◆ Time Value of money, capital costs and depreciation, estimation of capital cost, manufacturing costs and working capital, invested capital and profitability.
- Profit ability, Investment alternative and replacement
- ◆ Estimation of project profitability, sensitivity analysis; investment alternatives; replacement policy forecasting sales; inflation and its impact.
- Annual reports and analysis of performance
- ◆ Principles of accounting; balance sheet; income statement; financial ratios; analysis of performance and growth.
- Economic balance and quality and quality control
- ◆ Essentials of economic balance – Economic balance approach, economic balance for insulation, evaporation, heat transfer.
- ◆ Elements of quality control, role of control charts in production and quality control.

[BVoc-IV/02] - Computer Aided Design (CAD)

- Introduction to CAD, Benefits of CAD, Stages of CAD, CAD input output devices, CAD display devices, Types of CAD systems, Types of CAD soft ware, Features of different CAD software, Computer communications, Types of computer communications networks

[BVoc-IV/03]- Ceramic Technology-III

- Introduction to glaze
Definitions, composition of glaze, classification of different types of glazes, engobe, frit preparation, fritting rules, compounding of lead and leadless glazes, alkaline glazes, calcarious glazes and feldspatic glazes.
- Raw materials and Processing
Glaze raw materials, effect of individual materials, opacifiers, colouring agents, stains, mixed colours, metallic lustures, unit operations and processes, glaze properties, grain size, specific gravity, viscosity glaze control, additives, glaze suitability, fired properties of glazes.
- Glazing techniques and special glazes
Glazing techniques, dipping, pouring, spraying, brushing, dusting and other techniques
Special glazes: matt glazes, snake skin glazes, crackled glazes, salt glazes and other glazes.
- Properties and defects
Glaze body reactions, interface layers, thermal characteristics, mechanical, optical and chemical properties of glazes, glaze defects and remedies, crazing, peeling, crawling, rolling, blisters, pin holes, dunting.
- Colours

Definition of ceramic colours, Various type of ceramic colours – Under glaze colour, In glaze colour, Over glaze colour, Enamel colour; Preparation of stain – body stain, glaze stain; Cobalt colours, Copper colours, Iron colours, Preparation of red oxide, Manganese colours, Uranium colours, Chromium colours, Coral reds, Chrome pinks, Influence of raw materials on the pink colour, Antimony colour, Cadmium colour, Gold colour, Ruby red, Platinum colour, Mixed colours, Metallic lusture, Mixed lustures, Liquid Gold, Preparation of gold glance, Preparation of stain fluxes and use, Defects.

□ Decoration

Classification of decoration methods, advantages, different decorating techniques, painting, spraying, stenciling, stamping, printing, lithographic transferring, silk screen printing, dusting, engobing, liquid gold decoration and decoration techniques.

[BVoc-IV/04] - Ceramic Testing-II

□ Testing for raw materials

- ◆ Sampling methods – coning and quatering
- ◆ Measurement of moisture content by IR moisture balance, speedy moisture test
- ◆ Particle size analysis – sieve test, sedimentation method
- ◆ Determination of surface area by permeametry, adsorption.
- ◆ Determination of Specific gravity, Viscosity

□ Testing of physical properties

- ◆ Plasticity – Pfefferkorn test, Atterberg test, Casting
- ◆ Control of casting slips- fluidity, thixotropy, specific gravity,
- ◆ Shrinkage – wet to dry, dry to fired, wet to fired,
- ◆ Modulus of rupture, vitrification, density, porosity, water absorption.

□ Testing for glaze

- ◆ Measuring coherence parameter – pick up
- ◆ Testing of viscosity of glazes at low temperatures and high temperatures
- ◆ Test for the solubility of lead frits
- ◆ Glaze fit, hardness testing, glaze thickness, autoclave and crazing, thermal shock measurement.

[BVoc-IV/05] - Workshop Practice-IV

- ◆ Preparation of Glaze Slip, Fusion Studies, Particle Size and Particle Size Distribution of Glaze, Determination of Viscosity of Glaze Slip, Determination of Flow Properties of Glaze Slip, Preparation of Coloured Glazes, Application of Glazes, Glost Firing, Decoration, Measurement of Thickness of Glaze, Determination of Scratch Resistance, Crazing Analysis, Determination of Acid Resistance by boiling acid, Determination of Alkali Resistance by boiling alkali, Determination of Thermal Expansion of Glaze using Dilatometer. Skid resistance

[BVoc-IV/06] - Industrial Exposure-II

- ◆ All the students have to undergo practical industrial training of eight week duration in recognized establishments. At the end of which they have to submit a report. The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

Semester-V

[BVoc-V/01]- Industrial Management and Entrepreneurship

- ❑ Principles and functions of management
- ◆ Role of Industry, types of ownership – sole proprietorship, partnership, private limited, public limited company, industrial co-operatives, functions of management.
- ❑ Role of entrepreneur
- ◆ Role of small industry – self employment schemes, characteristics of entrepreneur.
- ❑ Entrepreneurial Development
- ◆ Product selection, site selection, plant layout, profile and requirement, need for a planned and coordinator effort, follow up, industrial support needed, financial assistance programmes, premarket survey.
- ❑ Organisation behavior
- ◆ Job analysis, selection, achievement motivation, satisfaction, performance, reward system, quality of work life, leadership in organization, decision making, communication, group management.
- ❑ Production management
- ◆ Production planning and control, relation with other departments, need for planning and advantages, routing, scheduling dispatching.
- ❑ Materials management
- ◆ Materials in industry, inventory control model, ABC analysis, safety stocks, reorder level, economic ordering quantity, stores layout, stores equipment, stores record, purchasing procedures, purchase records, Bin Card, Cardex, materials handling, manual lifting, hoist, cranes, conveyors, trucks, fork tucks.
- ❑ Financial management
- ◆ Importance, ledger, journal, profit and loss accounts, balance sheet, interpretation of statements, project appraisal, product costing.
- ❑ Marketing and sales
- ◆ Marketing, sales, market conditions, monopoly, oligarchy, perfect competition, cost, elements of cost, contribution, Break even analysis, budgets, pricing policies.
- ◆ Various licenses required for selling up an industry and the licensing authority.
- ◆ Shop floor - handling & practices, shop floor management (personnel management) understanding appraisal norms & practices.
- ◆ Facing the interviews.
- ❑ Feasibility study
- ◆ Market survey, product and production analysis, materials input, manpower, location economic and technical evaluation of feasibility study reports – different products.
- ❑ Industrial safety
- ◆ Importance of safety in work places, factories and provisions, safety education, hazards, causes, accidents, electrical hazards, fire extinguishers, Indian electricity rules.
- ❑ Industrial legislation
- ◆ Trade union, collective bargaining, welfare activities, rights and responsibilities of employers and employees. Salient features of (i) Indian Factories Act, (ii) Minimum wages Act, (iii) Industrial Disputes Act, (iv) Workmen’s Compensation Act, (v) ESI Act

[BVoc-V/02]- Quality Management

- ◆ Concepts of standardization:
Historical development of standards, aims, techniques, management, formulation, implementation of company standards, economic benefits of standardization.
- ◆ Indian standards for ceramic materials:
IS Specification, Specification for different raw materials, test procedures, products-tiles, sanitary ware, insulators, chemical resistant wares, structural ceramic materials, refractories.

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- ◆ Concepts of quality:
Quality engineering, planning for quality and reliability, quality standards, specification of inspection methods, setting of standard quality levels, introduction to ISO 9000, design of quality experiments using statistics, analysis of variance.
- ◆ Statistical quality control:
Introduction to taguchi methods and 6 sigma concepts, objectives of statistical quality control, inspection and its importance, difference between inspection and quality control, basic statistical methods- techniques of quality control, control charts for attributed, control charts for variables.
- ◆ Decoration:
Definition of reliability, factors affecting reliability, MTTF, MTBF, evaluation of reliability, quality management, organizing for quality, economy of quality, techniques of ABC analysis, quality management education, zero defects concept.

[BVoc-V/03] - Fuels & Furnaces

- Fuels
 - ◆ Definition.
 - ◆ Solid fuels – wood, coal, agro based fuels and its qualities.
 - ◆ Liquid fuels – liquid petroleum products, synthetic liquid fuels, bio fuels.
 - ◆ Gaseous fuels – LPG, producer gas, water gas, other gaseous fuels
 - ◆ Characterization of coal, coal washing, blending, carbonization of coal, manufacture of coke and recovery by products, pulverized coal.
- Burners and combustion
 - ◆ Burner - classification, atomization, low pressure burner for gaseous fuel, high pressure burner for liquid fuels, advantage & disadvantage of different burners.
 - ◆ Combustion - Air requirement, combustion processes of solid, liquid, gaseous fuels, control of combustion process, combustion stoichiometry.
 - ◆ Flames - nature of flames, laminar & turbulent, premixed & diffusion, burning velocity.
- Furnaces
 - Introduction, definition, various parts of furnaces, Basic knowledge of refractories generally used for ceramic kilns and furnaces, classification and description of different types of furnaces, metal heating furnaces, reheating furnace, continuous furnace, sintering furnace, crucible furnaces, electric furnace, unit melters and smelters, muffle furnace, glass tank furnace, chamber furnace, blast furnace, coke oven batteries. Renewable energy, prevention of energy losses in furnace, waste heat recovery and various areas of uses, Co-gen system.
- Kilns
 - Introduction, definition, classification – draught kiln, chamber kiln, tunnel kiln, roller kiln, rotary kiln, continuous kiln, shuttle kiln, top hat kiln, muffle kiln, Hoffman’s kiln – principle, materials used in foundation and construction, working.
- Pyrometry
 - Introduction and thermometry, thermocouples, optical & radiation pyrometers, low temperature measurement, temperature control, heat work recorders – Segar cone, Holdcroft’s bar, Bullerrings, Watkin recorders

[BVoc-V/04]- Ceramic technology-V

- ◆ Scope of sanitarywares and porcelains in India & their classification and uses.□□
- ◆ Details of various types of raw materials including synthetic materials.□□
- ◆ Body preparation including all the unit operations and fabrication processes - Transport, Storage, Batching, Body compositions, Crushing, Grinding, Screening, Magnetic separation, Agitators, Aging, Slip treatment, Filter pressing, De-airing pug milling, Slip casting, Throwing & turning. □□
- ◆ Drying - Types of water present, Factors affecting drying (internal & external factors), Convection, Radiation, High frequency heating, Type of dryers.
- ◆ Glazing - Purpose & advantages of glazing, Raw glazes, Fritted glazes, Special glazes, Fusibility of glazes, Opacity & opacifiers, Stains, Colloidal colours, Different colouring oxides, Empirical formula of glazes, Glaze defects, Glazing techniques, Testing of glazes.□ □
- ◆ Firing - Factors determining firing schedule, Effect of heat on whiteware bodies, Formation of different phases at different temperatures, Final phases of porcelain bodies, Analysis of microstructure. Brief description about various types of kiln, Kiln furniture & Loading.
- ◆ Properties & testing
Strength - tensile, flexural, Impact - absorption & porosity - moisture expansion - thermal expansion - thermal shock resistance - heat conductivity - abrasion resistance - chipping resistance - chemical durability - electrical properties - dielectric strength, dielectric constant, power & loss factor, volume resistivity

[BVoc-V/05] - Ceramic Design

- ◆ Design for manufacturing and product development-Design definition and design spectrum , Estimation of Manufacturing cost, Reducing the component costs and assembly costs, Minimize system complexity, Prototype basics, Principles of prototyping, Planning for prototypes, Economic Analysis, Understanding and representing tasks, Baseline project planning, Accelerating the project, Project execution, Aesthetic values and user's comfort side

[BVoc-V/06]- Workshop Practice-V

- ◆ Fabrication of sanitaryware body: Mould making, Raw material collection, Milling, Slip characterization, Slip casting, Glazing, Drying, Firing, Testing of sanitaryware, etc.
- ◆ Fabrication of different types of porcelain body: Mould making, Raw material collection, Milling, Filter pressing, De-airing pug milling, Throwing & turning, Glazing, Drying, Firing, Testing of properties, etc.

Semester - VI

[BVoc-VI/01] - Project Work

- ◆ The objective of the project is to make use of the knowledge gained by the student at various stages of the degree course. Each student will choose problem related to research or industrial problem that has been difficult for them to “solve”.
- ◆ Each student is required to submit a report on the project assigned to him/her by the department for evaluation. The report should be based on the literature collected from the many sources and the actual analysis done by the student on the given project.
- ◆ The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

[BVoc-VI/02] - Comprehensive Viva-Voce

- This course will enhance the ability of students understanding about different white ware bodies, their manufacturing characteristics etc.

[BVoc-VI/03] - Industrial Exposure-III

- ◆ All the students have to undergo practical industrial training of eight week duration in recognized establishments. At the end of which they have to submit a report. The internal assessment will be based on the report and presentation and the examination marks be based on viva voce examination.

Syllabus

Two Year Certificate Course

All the certificate courses are professional in nature and mainly focused on entrepreneurship and skill development through training and production activity. The course is also meant for the rural artisans.

Handloom Weaving (CRT-Handloom Weaving)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

- Evolution of handloom.
- Descriptive study of different handlooms.
- Study of different parts and accessories of handloom ——— their functions
- Fundamental weaves namely plain, twill, satin/sateen and their derivatives.
- Numbering systems of yarn.
- Conversion of yarn count.
- Preparatory processes before weaving ——— bobbin and pirn winding by Charkha and other imported appliances
- Weaving practice on frame loom/hobby loom.
- Weaving cloth samples using fundamental weaves and their derivatives.
- Weaving samples using twill weaves and their derivatives, honeycomb, huck-a-back, mockleno, diamond and other fancy weaves and their combinations.
- Extra weft figuring.
- Basic operation of Jacquard loom

2nd Year

Marks: 100

Production activities

12 Months

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1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

Tooling Work, Batik Work on Leather, Impression through Block, Appliqué and Stencil Work, Spray technique,

Identification of different types of Leather and its use

Various types of tools, equipments and machineries used in artistic leather work i.e. Revolving punch, scissor, button setter, hammer, eyelet setter, *Khurpi*, steel scale, leather sewing machine, divider.

Brief ideas on different types of adhesives used in leather

Exploration of design idea and colour

Brief introduction of vegetable tanned leather

Different types of raw materials used in leather work

Identification and remedies of common defects in leather

2nd Year

Marks: 100

Production activities

12 Months

Batik Work (CRT-Batik Work)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

Batik has now become an established and popular art. Creating coloured patterns on the cloth by wax resist technique is popularly known as 'Batik'. It is an exciting craft and can be performed by the artisans very easily without involving any costly infrastructural facilities.

1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

Components	Descriptions	Duration (Months)
Design Development	To develop the design/ornamentals/study/sketch/ proper art work for appropriate product along with design as per the market study.	4
Dyeing Technique (Colour & Chemistry)	Basic idea on dyes and dyeing Suitability of dyes for Batik Dyeing process on the textile fabrics according to design	2
Design Development/ Product design development	As per the design development prototype sampling of the final product with a proper costing and packaging (as per market demand)	6

2nd Year

Marks: 100

Production activities

12 Months

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Wood Work (CRT- Wood Work)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

1st Year

Marks: Internal – 200, Practical & Viva- 100

Training Activities

12 Months

Practical Paper including theoretical input of i) tree and timbers, ii) free hand and technical drawing, ii) hand and power operated tools, iv) estimation and costing, v) basics of computer application.

Workshop Practice

i) Cabinet making, ii) Furniture making, iii) Inlay work, carving, engraving, ornamental wood work, iv) Toy and jewellery making, v) Model making etc, vi) Partition, Wall panelling, shelving, false ceiling, flooring, etc.

2nd Year

Marks: 100

Production activities

12 Months

Pottery (CRT – Pottery)

Visva-Bharati, Department of Silpa Sadana, Sriniketan

For students wishing to pursue a career in Pottery, Silpa-Sadana offer the two years (one year training one year practice in production) Professional Certificate Course in Pottery. This intense one-year programme provides an end-to end understanding and practical knowledge of pottery, beginning right at the basic level, and one year hand to hand production practice. By the end of the course, students will be equipped with the knowledge to set up their own studio or production unit to take up pottery as a career.

1st Year

Training Activities

12 Months

Practical: (Marks: Internal – 200, Practical & Viva- 100)

This class is not just for beginners; it will also help those who have experience with clay. It's like doing improve skill so that one can be confident with clay building. First six months they learn pinch, coil and slab construction and introduce to wheel work. The course is to give students an overview to the medium while picking up the basics of Pottery & ceramics:

First Six Months

- Hand building techniques of working with clay
- Introduction to the potter's wheel (known as Throwing like Paperweight, Bowls, cups, mugs)
- Surface decoration techniques with geometrical pattern with the help of different engobes
- Techniques of glaze application
- Basic level of theoretical lectures so that one can understand the materials that they are using

Next Six Months

- Advance Hand building techniques (Lamp shade, Planters and hand build tiles etc.)
- Practice on the potter's wheel (known as Throwing Tea Set, Lemon Set, and Diner Set etc.)
- Surface decoration techniques with natural pattern and application of different engobes.
- Techniques of glaze application and glaze firing
- Basic level of theoretical lectures on firing and glazing so that one can understand the processes of ceramic firing

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2nd Year

Practice in Production: (Marks: 100)

12 Months

This is the year where the students are engage with the production processes to produce the different kinds of pottery products like tea set, lemon set, dinner set, and different life style accessories.

Note:

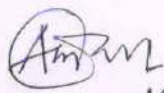
Apart from the day to day academic affair students should take part of different co-curricular activities of Department as well as University's annual programs. Evaluation done as per performance and it is reflects on their final result.

PhD in Design (Course Work)

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PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
1	Research Methodology and Techniques	4	Theory + Practical	100 (70:30)	Theory: 20	80 Theory: 50 Practical: 30
2	Elective Course * (Choice Based) Candidate has to select one course among the followings: a) Mechanical Processing of Textiles b) Chemical Processing of Textiles c) Textile Design and Craft d) Ceramic Design e) Elements of Ceramics f) Furniture Design g) Furniture – Materials and Manufacturing Techniques	4	Theory	100	20	80
3	Reviewing of published research work in the relevant field of research	4	Practical	100	20	80
		12		300	60	240


 19/12/2016
 Head
 Silpa-Sadana
 Visva-Bharati

Course No.	Subject	Credit	Mode of Teaching	Marks	Internal	External
01	Research Methodology and Techniques	4	Theory + Practical	70 + 30	20	50 + 30

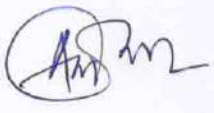
- Type of research methods
- Tools of Research
- Mechanics of Proposal Writing, Writing Scientific Articles
- Research Ethics
- Protection of Intellectual Property Rights
- Data Collection, Organization & Representation of numerical data.
- Frequency Distribution
- Measures of Central Tendency
- Measures of Dispersion
- Normal Distribution
- Correlation & Regression
- Significance Testing
- ANOVA
- Design of Experiment: Orthogonal design, Box & Behnken Model
- Multi-Criteria Decision Making (MCDM)
- Soft Computing tools and their applications
- Use of appropriate software for statistical analysis/decision making/DOE/soft computing.
- Design Fundamentals — theories, studies, advancements.

Am

*Ashis Mitra
(Dr. ASHIS MITRA)*

Pankaj Kumar Choudhary

Course No.	Subject	Credit	Mode of Teaching	Marks	Internal	External
02 [Elective Course (Choice based)]	Mechanical Processing of Textiles	4	Theory	100	20	80
<ul style="list-style-type: none"> • Different Fibres— Characteristics, their role in Textiles • Conventional & advanced yarn manufacturing techniques • Yarns in designing fabrics • Characterisation of fibres & yarns through testing • Different fabric making technologies/processes • Fundamentals of Fabric Structure — Weave, repeat, weave representation, weaving plan. • Common weaves — Features, end-uses, manufacturing techniques. • Simple numerical calculations for yarn & fabric manufacturing • Concept of yarn count, crimp, fabric cover, GSM, Counting systems of Heald & Reed. • Different functional characteristics of fabrics • Fabric comfort — Various factors at play • Objective evaluation of Fabric Handle. 						



 Ashis Mitra
 (DR. ASHIS MITRA)

Pankaj Kumar Choudhary

PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
2 Elective Course (Choice Based)	Elective Course Chemical Processing of Textiles	4	Theory	100	20	80
<p>➤ Chemistry and technology of removing natural and added impurities from natural and synthetic fibres</p> <p>➤ Eco-friendly processing of textiles.</p> <p>Dyeing</p> <ul style="list-style-type: none"> • Theory of dyeing and different types of dye-fibre interaction • Application of different classes of dyestuffs on natural and synthetic fibres. • Natural Dyes: Source, extraction and its application technology on textile substrates. • Colour science and fundamentals of measuring colour parameters, viz. Hue, Chroma, Total Colour Difference, whiteness, yellowness, metamerism index etc. • Concept of Computer Colour Matching (CCM), working principle of CCM, advantages and limitations of CCM, applications of CCM. <p>Printing</p> <ul style="list-style-type: none"> • Styles and methods of printing • Ingredients used in printing paste and their functions • Printing of cotton and other cellulosic fabrics/blends with important dyestuffs and pigment colour. • Printing of silk fabric with different classes of dyes such as acid, solubilised vat etc. • Printing of silk and cotton fabric with natural colour <p>Finishing</p> <ul style="list-style-type: none"> • Introduction to general textile finishing, Classification of textile finishing • Different softening and stiffening agents and other temporary finishes. • Common chemical finishes for cellulosic and synthetic textiles such as anti-crease, water proof, Soil release, Water repellent, Flame retardant etc. • Some specialty finishes and recent developments in textile finishing. • Applications of enzymes in textile processing and finishing <p>Testing and Characterisation</p> <p>➤ Methods of assessing different colour fastness properties.</p> <p>➤ Characterizations of different properties of fibrous materials through instrumental evaluation</p>						

S. Sankar Roy Maudia
(Dr. Sankar Roy Maudia)

ASm

PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
2 Elective Course (Choice Based)	Elective Course Textile Design and Craft	4	Theory	100	20	80

- Introduction to the Textile Crafts of India
- Major Categories of Textile Crafts in India
- Geographical Locations of Important Indian Textile Crafts
- Relation between Textile Design and Textile Craft
- Selection of a Textile Craft for Study
- Ethnographical Study of the Crafts Community
- Conducting a field study of the chosen Textile Craft of India

Padmini Balaram

Dr. Padmini Balaram
Professor of Design, Silpa-Sadana, Visva-Bharati

Am

PhD Course Work
Department of Silpa-Sadana, PSV

Course Number	Subject	Credit	Mode of teaching	Marks	Internal	External
2 Elective Course (Choice Based)	Elective Course Furniture – Materials and Manufacturing Techniques	4	Theory	100	20	80

- Requirement of properties of raw materials used in Furniture
- Different raw materials used in Furniture manufacturing with limitations
 - Quality characteristics
 - Quality evaluation
- Timber (natural)
 - Macro structure & Micro structure
 - Converted, Rough and Standing timber
 - Processing of timber
 - Conversion, Preservation, Abrasion, and Mechanical Properties, Working ability, Upgradation of timber
- Industrial Timber
 - Veneer, Ply wood, Fibre Board, Block Board, Lamin Board, Hard Board, Particle Board, Manufacturing techniques, Processing
 - Advantages & Exploration
 - Usage in discipline
 - Working condition, weathering effect, weight, treatment, finishing
- Contemporary material
 - Ferrous
 - Non-ferrous
 - Polymer
- Role of different materials in interior designing
 - Requirements
 - Exploration
- Anthropometric considerations
 - Important parameters under consideration
 - Application in Furniture design
 - Application in Interior design



[MA in Rural Management](#)

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M.A. IN RURAL MANAGEMENT COURSE



Department of Lifelong Learning and Extension

Rural Extension Centre

Visva-Bharati, Sriniketan

1. Objective of the Course

Rural Development and Management has emerged as a distinct profession now a day. In the beginning of new millennium both the Governments, Civil Societies and Corporate houses are taking rural development as one of their prime organizational goal. With the changing scenario of world economy the idea of rural development has also being changed. It is no more an isolated philanthropic activity carried on by some charismatic individuals. It became more scientific and integrated as practice. The rural development is now become a multidisciplinary and multidimensional concept. As a separate discipline it encompasses all the knowledge of human activity related to social sciences, economics and natural science. The present course is aiming at the following objectives:

- Develop highly skilled and knowledgeable management professional who can deal with various areas and aspects of rural development.
- Develop analytical and research ability of management professional to be more efficient and innovative in practice.
- Develop rural management professionals with sincere and deep commitment towards the cause of the rural community, free from duplicity, superiority, racialism, with a strong determination to be always and consistently on the side of the rural community and their development.

2. General

- 2.1 The course of study leading to the M.A. Degree in Rural Management of Visva-Bharati shall be conducted by the Department of Lifelong Learning and Extension (Rural Extension Centre), Visva-Bharati, Sriniketan.
- 2.2 Visva-Bharati shall lay down from time to time such rules of admission, courses of study and the methods of examination etc. as may be deemed necessary for the maintenance of adequate standards of University education.

3. Duration of the Course

- 3.1. Two academic years including field work, project work, dissertation, industrial placement/internship.
- 3.2 The classes may be held both in Morning and day session depending on the availability of infrastructure and other resources of the institution.

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4. Student Intake

Total student intake is 30 (Reservation is as per Government rules).

5. Admission

- 5.1 The minimum qualification for admission to the course is any Honours Graduate from any University recognized by the Association of Indian Universities.
- 5.2 The applicants for the admission to the M.A. in Rural Management course shall be required to undergo a Written Test, Group Discussion and Personal Interview.
- 4.3 Students who will appear their final examinations (Graduation) by June may also apply. On selection, they are to submit their qualifying mark-sheets by 30th of September or any other date prescribed by the University.
- 4.4 Selection process can be divided into three parts [A] VBMAT (Visva-Bharati Management Admission Test) [B] Group Discussion & [C] Personal Interview. Minimum requirement of 50% aggregate marks in Bachelor's Degree.

6. Academic Calendar

6.1 Academic session will start from July.

6.2 First and Third Semester

- Class Begins : July
- Semester Examination (Internal Assessment) : December

Second and Fourth Semester

- Class Begins : January
- Semester Examination (Internal Assessment) : June
- Placement/Internship : June - July

7. Examination

7.1 Attendance

75% attendance is compulsory for appearing in the examination of each semester.

7.2 Evaluation

- Student evaluation system comprises of both continuous and semester assessments. The components of evaluation of each course should include the following:

a)	(i) Class Test/ Assignments (Except	:	Weightage 10 Marks for
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	Field Study, Dissertation Work and Placement/Internship)		Each Group (Internal Assessment)
b)	Semester Exam (Except Field Study, Dissertation Work and Placement/Internship)	:	40 Marks Each Group (Internal Assessment)
b)	Field Study, Dissertation Work and Placement/Internship and Viva-Voce in 2 nd , 3 rd and 4 th Semester respectively	:	50 Marks Each (Internal Evaluation) (Board to be duly approved by the University)

7.3 Grading System

- (i) A Seven Point grading system on a base of 10 shall be followed in the University Categorization of these grads and their correlation shall be as under:

Qualification	Grade	Score on 100 Percentage points	Points
Outstanding	‘O’	100 to 90	10
Excellent	‘E’	89 to 80	9
Very Good	‘A’	79 to 70	8
Good	‘B’	69 to 60	7
Fair	‘C’	59 to 50	6
Below Average	‘D’	49 to 40	5
Failed	‘F’	Below 40	2

- (ii) A transitory letter grade I (carrying points 2) shall be introduced for cases where the candidate fails to appear in End Semester Examination(s) and where the results are incomplete. This grade shall automatically be converted into appropriate Grade(s) as and when the results are complete.
- (iii) No student shall be allowed to receive/complete the final degree with any I or F grade.
- (iv) There shall be no class/division awarded to a student either at semester or degree level.
- (v) A students’ level of competence shall be categorized by a GRADE POINT AVERAGE to be specified as :

SGPA - Semester Grade Point Average

YGPA - Yearly Grade Point Average

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DGPA - Degree Grade Point Average

- (vi) The overall performance of a successful candidate for the award of M.A. in Rural Management degree shall be based on the combined results of all the examinations of all the four semesters.
- (vii) Definition of Terms :
- (a) POINT – Integer(s) qualifying each letter grade(s) in the seven point system earned in each item in a Semester by a candidate – viz A is 8, D is 5 etc.
 - (b) CREDIT – Integer signifying the relative emphasis of individual course item(s) in a semester as indicated by the Course structure and syllabus – viz., Semester I, Paper I, Group A is 3.
 - (c) CREDIT POINT – (b) × (a) for each course item.
 - (d) CREDIT INDEX – Σ CREDIT POINT of course items in a Semester.
 - (e) GRADE POINT AVERAGE, in general terms, is defined as

CREDIT INDEX

$\frac{\text{CREDIT INDEX}}{\Sigma \text{ CREDITS}}$

But it is always qualified by the specified period reference, as detailed below.

SEMESTER GRADE POINT AVERAGE (SGPA)

$$= \frac{\text{CREDIT INDEX}}{\Sigma \text{ CREDITS}} \text{ for a semester}$$

YEARLY GRADE POINT AVERAGE (YGPA)

$$= \frac{\text{CREDIT INDEX of First Sem.} + \text{CREDIT INDEX of Second Sem.}}{\Sigma \text{ CREDITS of First Sem.} + \Sigma \text{ CREDITS of Second Sem.}}$$

for an academic year.

(f) DEGREE GRADE POINT AVERAGE (DGPA)

$$\text{DGPA} = \frac{\Sigma \text{ YGPA}}{2}$$

8. Conduct of Examination

8.1 (a) Board of Studies will finalise the dates of examinations (as per academic calendar), paper setters, moderators and examiners for each semester examination. The same will be duly approved by the Vice-Chancellor for appointments.

(b) The Examination Section of Visva-Bharati will publish the dates of semester examination after the meeting of the Board of Studies and appoint the paper setters, moderators, examiners and conduct the examinations.

8.2 Supplementary Examination

(a) Supplementary Examination may be conducted for the students of M.A. Rural Management course, who have failed in not more than 2 courses in the semester, with 12 weeks of the publication of the result.

(b) A candidate who has failed in more than 2 courses may be called as a Repeat candidate, who will be allowed to clear his/her, backlog courses in the appropriate semester examination/s.

(c) A candidate without passing the previous semester examination(s) in full may be allowed to attend the next semester classes. But such a candidate will not be allowed to appear in any semester examination if he/she has backlogs in more than four courses in each preceding semester examination/s.

A candidate will not be given more than three chances to appear in any paper (including the Supplementary Examination). The registration of such candidate will be cancelled automatically.

8.3 Internship: Each student will undergo four weeks Internship Training in any government/ non-government/ industrial/ rural organization. After the training the students will have to submit their Project Reports.

8.4 Publication of Result

(a) The University shall publish a list of all successful candidates of each of the semester examination within a reasonable time from the date of the last examination.

(b) Each successful candidate shall receive his/her M.A. in Rural Management Degree certificate and mark sheets from the University.

9. M.A. in RM CURRICULUM

9.1 NORM:

- Total credits in Master's Programme = 130
- Courses: 4 Papers with two groups in each Semester. Total 24 Paper and 48 Groups Carrying 50 Marks each.
- 1 credit = 10 contact hours.

9.2 Course Content of Two Years (Four Semesters) M.A. in Rural Management

First Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Development Concepts and Theories	3	50
	Group B: Rural Development in India and Rural Development Approaches in other selected Counties	3	50
Paper II	Group A: Rural Society in India	3	50
	Group B: Demographic Dynamics and Population Science	3	50
Paper III	Group A: Basic Managerial Micro Economics	3	50
	Group B: Quantitative Technique for Rural Management - I (Basic Statistics)	3	50
Paper IV	Group A: Financial Accounting	3	50
	Group B: Principles of Management	3	50
Total Credits		24	400

Second Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Macro Economics for rural management	4	50
	Group B: Quantitative Technique for Rural Management - II	3	50
Paper II	Group A: Rural Administration, PRIs and Decentralization	4	50
	Group B: Environment, Climate Change and Disaster management	4	50
Paper III	Group A: Agriculture and Farm Management and Agri-business Management	4	50
	Group B: Rural Livelihood, Rural Non-farm sector and Entrepreneurship development and Management	4	50
Paper IV	Group A: Research Methodology	4	50
	Group B: Field Exposure, Survey, Report Writing, Presentation and Viva-Voce	6	50
Total Credits		33	400

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Third Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Public Health and Education Management	6	50
	Group B: Rural Women & Child Development and management	3	50
Paper II	Group A: Production and Operation Management	3	50
	Group B: Forestry, Natural Resource and Watershed Management	5	50
Paper III	Group A: Computer Application, Management Information System (MIS) and Knowledge management (Theory and Practical)	4	50
	Group B: Human Resource Management	4	50
Paper IV	Group A: Project Management (Planning and Operation)	5	50
	Group B: Dissertation Work and Project Proposal Submission, Presentation and Viva-Voce	10	50
Total Credits		40	400

Forth Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Financial Service	3	50
	Group B: Rural Marketing Management	4	50
Paper II	Group A: NGO Management and Corporate Social Responsibility	4	50
	Group B: Social Justice, Human Rights and Marginalized community	3	50
Paper III	Group A: Forest and Tribal Livelihood Management	4	50
	Group B: Micro Insurance and Risk Management	3	50
Paper IV	Group A: Business Ethics, Organizational Development and Management	4	50
	Group B: Placement/Internship, Institutional Visit (Practical and Presentation) and Viva-Voce	8	50
Total Credits		33	400

Semester Wise Course Design

Semester	No. of Group	Credits	Hours	Marks
1	8	24	240	400
2	8	33	330	400
3	8	40	400	400
4	8	33	330	400
Total	32	130	1300	1600

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Proposed Syllabus for Two Years (Four Semesters)
M.A. in Rural Management Course
Visva Bharati, Sriniketan

Course Content of Two Years (Four Semesters) M.A. in Rural Management Course
First Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Development Concepts and Theories	3	50
	Group B: Rural Development in India and Rural Development Approaches in other selected Counties	3	50
Paper II	Group A: Rural Society in India	3	50
	Group B: Demographic Dynamics and Population Science	3	50
Paper III	Group A: Basic Managerial Micro Economics	3	50
	Group B: Quantitative Technique for Rural Management - I (Basic Statistics)	3	50
Paper IV	Group A: Financial Accounting	3	50
	Group B: Principles of Management	3	50
Total Credits		24	400

Second Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Macro Economics for rural management	4	50
	Group B: Quantitative Technique for Rural Management – II	3	50
Paper II	Group A: Rural Administration, PRIs and Decentralization	4	50
	Group B: Environment, Climate Change and Disaster management	4	50
Paper III	Group A: Agriculture and Farm Management and Agri-business Management	4	50
	Group B: Rural Livelihood, Rural Non-farm sector and Entrepreneurship development and Management	4	50
Paper IV	Group A: Research Methodology	4	50
	Group B: Field Exposure, Survey, Report Writing, Presentation and Viva-Voce	6	50
Total Credits		33	400

Third Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Public Health and Education Management	6	50
	Group B: Rural Women & Child Development and	3	50

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	management		
Paper II	Group A: Production and Operation Management	3	50
	Group B: Forestry, Natural Resource and Watershed Management	5	50
Paper III	Group A: Computer Application, Management Information System (MIS) and Knowledge management (Theory and Practical)	4	50
	Group B: Human Resource Management	4	50
Paper IV	Group A: Project Management (Planning and Operation)	5	50
	Group B: Dissertation Work and Project Proposal Submission, Presentation and Viva-Voce	10	50
Total Credits		40	400

Forth Semester

Paper	Group and Module Name	Credits	Marks
Paper I	Group A: Rural Financial Service	3	50
	Group B: Rural Marketing Management	4	50
Paper II	Group A: NGO Management and Corporate Social Responsibility	4	50
	Group B: Social Justice, Human Rights and Marginalized Community	3	50
Paper III	Group A: Forest and Tribal Livelihood Management	4	50
	Group B: Micro Insurance and Risk Management	3	50
Paper IV	Group A: Business Ethics, Organizational Development and Management	4	50
	Group B: Placement/Internship, Institutional Visit (Practical and Presentation) and Viva-Voce	8	50
Total Credits		33	400

Semester Wise Course Design

Semester	No. of Group	Credits	Hours	Marks
1	8	24	240	400
2	8	33	330	400
3	8	40	400	400
4	8	33	330	400
Total	32	130	1300	1600

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Semester I

Paper I

Group A: Rural Development Concepts and Development Theories (3 Credits)

Course Content

1. Concept of Development
2. Rural Development: Conceptual framework, Nature, Scope, Objectives and Determinant, Approaches and Strategies
3. Indicators of Development and their Measurements.
4. Integrated Rural Development and Management
5. Modernization Theory of Development
6. Dependency Theory of Development
7. Marxian Theory of Development
8. Neo Marxian Theory of Development
9. Development Ideology of India: Mixed Economy, Liberalization, Privatization, Globalization, Economic Recession
10. Concept of Sustainable Development and Alternative Development

Class Allotment

Course Content	No. of Classes	Hours
1. Concept of Development	4	4
2. Rural Development: Conceptual framework, Nature, Scope, Objectives and Determinant, Approaches and Strategies	6	6
3. Indicators of Development and their Measurements.	4	4
4. Integrated Rural Development and Management	2	2
5. Modernization Theory of Development	1	1
6. Dependency Theory of Development	1	1
7. Marxian Theory of Development	1	1
8. Neo Marxian Theory of Development	1	1
9. Development Ideology of India: Mixed Economy, Liberalization, Privatization, Globalization, Economic Recession	6	6
10. Concept of Sustainable Development and Alternative Development	4	4
Total Classes/Hours	30	30

Group B: Rural Development in India and Rural Development Approaches in other selected Counties (3 Credits)

Course Content

1. Rural Development Approaches in Pre-Independence Phase: Martandam Experiment, Sriniketan Experiment, Gurgaon experiment, Gandhian Experiment,
2. R. N. Tagore Philosophy of Rural Reconstruction
3. Gandhian Philosophy of Gram Swaraj
4. Post Independent Approaches for Rural Development in India
5. Rural Development and Five Year Plan
6. Rural Development Policies, Programmes and Schemes in India and Their critical evaluation
7. Present Day Rural Development Programmes and Schemes in India
8. Millennium Development Goal and India
9. International Experiences from Developing Countries like Asian Countries (China/Japan/Sri Lanka); Latin American Countries (Brazil/Mexico); African Countries (Ethiopia); East European Countries (Poland/Russia)
10. Status of Rural Development in SAARC Countries

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Development Approaches in Pre-Independence Phase: Martandam Experiment, Sriniketan Experiment, Gurgaon experiment, Gandhian Experiment, Etawa Project, Firka Experiment, Nilokhari Experiment	5	5
2. R. N. Tagore Philosophy of Rural Reconstruction	2	2
3. Gandhian Philosophy of Gram Swaraj	1	1
4. Post Independent Approaches for Rural Development in India	3	3
5. Rural Development and Five Year Plan	2	2
6. Rural Development Policies, Programmes and Schemes in India and Their critical evaluation	5	5
7. Present Day Rural Development Programmes and Schemes in India	2	2
8. Millennium Development Goal and India	2	2
9. International Experiences from Developing Countries like Asian Countries (China/Japan/Sri Lanka); Latin American Countries (Brazil/Mexico); African Countries (Ethiopia); East European Countries (Poland/Russia)	5	5
10. Status of Rural Development in SAARC Countries	3	3
Total Classes/Hours	30	30

Paper II:**Group A: Rural Society in India (Theory and Practical) – 3 Credits****Course Content**

1. Rural Society: Concept, Difference between Rural and Urban Societies
2. Rural Social Structure
3. Social Institutions: Family, Marriage, Religion,
4. Social Stratification: Class and Caste, Minority Group, Scheduled Caste, Scheduled Tribe, Other Backward Communities, Weaker Sections.
5. Concept of Rural Leadership: Changing Power Structure, Types and Characteristics of Leadership, Role of rural Leaders in social change
6. Rural Economic Problems: Population, Poverty, Illiteracy, Unemployment, Intoxicant Consumption
7. Rural Social Problem: Gender Disparity, Child Labour, Child Marriage, Juvenile Delinquency, Unsociability, Violence
8. Field Visit in a local village and Students in groups will prepare a summary of the field visit and give a presentation

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Society: Concept, Difference between Rural and Urban Societies	2	2
2. Rural Social Structure	2	2
3. Social Institutions: Family, Marriage, Religion,	3	3
4. Social Stratification: Class and Caste, Minority Group, Scheduled Caste, Scheduled Tribe, Other Backward Communities, Weaker Sections.	4	4
5. Concept of Rural Leadership: Changing Power Structure, Types and Characteristics of Leadership, Role of rural Leaders in social change	3	3
6. Rural Economic Problems: Population, Poverty, Illiteracy, Unemployment, Intoxicant Consumption	3	3
7. Rural Social Problem: Gender Disparity, Child Labour, Child Marriage, Juvenile Delinquency, Unsociability, Violence	3	3
8. Field Visit in a local village and Students in groups will prepare a summary of the field visit and give a presentation	10	10
Total Classes/Hours	30	30

Group B: Demographic Dynamics and Population Science – 3 Credits**Course Content**

1. Rural Demography and Its characteristics
2. Concept of Demographic Dynamics
3. Vital Statistics, Rates and Ratios in Demographic Analysis
4. Population Statistics: Sources, Defects, Data Availability

5. Pre-Census Population Data, Sample Survey Data, Civil Registration, Sample Registration, Indian Census
6. Population Comparison in India, NSSO
7. Population Theory of Malthus and Marx,
8. Theory of Optimal Population
9. Theory of Demographic Transition – Indian Case Study
10. Population Policies in India

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Demography and Its characteristics	4	4
2. Concept of Demographic Dynamics	4	4
3. Vital Statistics, Rates and Ratios in Demographic Analysis	5	5
4. Population Statistics: Sources, Defects, Data Availability	3	3
5. Pre-Census Population Data, Sample Survey Data, Civil Registration, Sample Registration, Indian Census	3	3
6. Population Comparison in India, NSSO	2	2
7. Population Theory of Malthus and Marx,	2	2
8. Theory of Optimal Population	2	2
9. Theory of Demographic Transition – Indian Case Study	2	2
10. Population Policies in India	3	3
Total Classes/Hours	30	30

Paper III:

Group A: Basic Managerial Micro Economics – 3 Credits

Course Content

1. Supply and Demand Analysis: Demand Curve, Demand Shifts, Elasticity of Demand, Supply Curve, Shifts in Supply, Equilibrium of Supply and Demand
2. Consumer Analysis: Utility, Law of diminishing marginal utility, Indifference curve analysis, Indifference curve, budget line, equilibrium condition
3. Production Analysis: Production function, Total product, average product, marginal product, Law of diminishing returns, Return to scale, Least cost factor combination for a given output
4. Cost Analysis: Cost Concept, Link between production and cost, Total cost, average cost, marginal cost
5. Market Structure: Types of market, Perfect competition, Monopoly
6. Measuring National Income: Different concepts, Problems, Price indices
7. Determination of National Income: Aggregate demand, aggregate supply curve, Concept of multiplier
8. Introduction to Government Budget Revenues, Expenditures, Deficits
9. Inflation Meaning: Causes, Effects, Remedial measures
10. Economic Planning and Rural Development

Class Allotment

Course Content	No. of Classes	Hours
1. Supply and Demand Analysis: Demand Curve, Demand Shifts, Elasticity of Demand, Supply Curve, Shifts in Supply, Equilibrium of Supply and Demand	4	4
2. Consumer Analysis: Utility, Law of diminishing marginal utility, Indifference curve analysis, Indifference curve, budget line, equilibrium condition	4	4
3. Production Analysis: Production function, Total product, average product, marginal product, Law of diminishing returns, Return to scale, Least cost factor combination for a given output	4	4
4. Cost Analysis: Cost Concept, Link between production and cost, Total cost, average cost, marginal cost	4	4
5. Market Structure: Types of market, Perfect competition, Monopoly	3	3
6. Measuring National Income: Different concepts, Problems, Price indices	3	3
7. Determination of National Income: Aggregate demand, aggregate supply curve, Concept of multiplier	2	2
8. Introduction to Government Budget Revenues, Expenditures, Deficits	2	2
9. Inflation Meaning: Causes, Effects, Remedial measures	2	2
10. Economic Planning and Rural Development	2	2
Total Classes/Hours	30	30

Group B: Quantitative Technique for Rural Management - I (Basic Statistics) – 3 Credits

Course Content

1. Basic Concept of Statistics: Concept, Historical Note, Limitation, Statistics and Research
2. Summarization of Statistical data: Types of Data, Collection of Data, Tabulation of data
3. Frequency Distribution, Diagrammatic Representation of data – Tabular, Graphical, Pictorial
4. Measurement of Central Tendency: Mathematical Average (Mean) and Positional Average (Median, Mode and Quartile).
5. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Quartile Deviation,
6. Gini's Mean Difference, Gini's Coefficient, Coefficient of Variance
7. Correlation
8. Regression (Bivariate Data)

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9. Index Number: Laspyers, Paasche's and Fisher's ideal Index Number
10. Cost of Living Index Number, Price Index Number

Class Allotment

Course Content	No. of Classes	Hours
1. Basic Concept of Statistics: Concept, Historical Note, Limitation, Statistics and Research	2	2
2. Summarization of Statistical data: Types of Data, Collection of Data, Tabulation of data	3	3
3. Frequency Distribution, Diagrammatic Representation of data – Tabular, Graphical, Pictorial	3	3
4. Measurement of Central Tendency: Mathematical Average (Mean) and Positional Average (Median, Mode and Quartile).	3	3
5. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Quartile Deviation,	5	5
6. Gini's Mean Difference, Gini's Coefficient, Coefficient of Variance	3	3
7. Correlation	3	3
8. Regression (Bivariate Data)	3	3
9. Index Number: Laspyers, Paasche's and Fisher's ideal Index Number	3	3
10. Cost of Living Index Number, Price Index Number	2	2
Total Classes/Hours	30	30

Paper IV:

Group A: Financial Accounting – 3 Credits

Course Content

1. Concept of Accounting: Meaning of Book Keeping and Accounting,
2. Accounting and Accountancy, Branches and Objective of Book Keeping
3. Accounting Equations, Procedures and Principles of Accounting, Double Entry System of Book Keeping
4. The Accounting Cycle: Journal, Cash Book, General Ledger, Trial Balance
5. Recognition and Measurement of Assets and Liabilities
6. Financial Statement: Meaning, Objective and Preparation of Trading,
7. Profit, Loss Account, Balance Sheet, Final Account with Adjustment, Financial Statement Analysis
8. Fund Flow and Cash Flow Statement
9. Accounting Policy
10. Accounting System of Non-Governmental Organization: Receipt and Payment Accounts, Income and Expenditure Account and Balance Sheet

Class Allotment

Course Content	No. of Classes	Hours
1. Concept of Accounting: Meaning of Book Keeping and Accounting	4	4

2. Accounting and Accountancy, Branches and Objective of Book Keeping	2	2
3. Accounting Equations, Procedures and Principles of Accounting, Double Entry System of Book Keeping	4	4
4. The Accounting Cycle: Journal, Cash Book, General Ledger, Trial Balance	4	4
5. Recognition and Measurement of Assets and Liabilities	2	2
6. Financial Statement: Meaning, Objective and Preparation of Trading	2	2
7. Profit, Loss Account, Balance Sheet, Final Account with Adjustment, Financial Statement Analysis	2	2
8. Fund Flow and Cash Flow Statement	2	2
9. Accounting Policy	2	2
10. Accounting System of Non-Governmental Organization: Receipt and Payment Accounts, Income and Expenditure Account and Balance Sheet	6	6
Total Classes/Hours	30	30

Group B: Principles of Management – 3 Credits

Course Content

1. Management: Concept, relevance in development work and organizations, Management as a process and Challenges of Management
2. Managerial roles , functions and Skills
3. Historical Background of Management, Principles of Management
4. Organization: Mission, Goal, Types, Features and Structure, Importance of sound organization, Organization Theories
5. Organizational Structure: Mechanistic vs Organic System, Functional Design, Place Design, Product Design, Matrix Design
6. Organizational Culture: Concept and Characteristics, Types of Corporate Culture, Western and Oriental Culture, Indian Organizational Culture, Cultural Change
7. Leadership Style: Leadership Theories, Direction and Supervision, Skill of a Supervisor, Leadership, Motivation and Communication, Authority, Power and Delegation
8. Controlling: Concept and Importance of control, types of Control methods, Effective Control system, Sources and Types of Conflict, Conflict Resolution
9. Participative Management: Concept, Role of Manager in Participative Management, Traditional vs Participative Management
10. Organizational Change and Development: Organizational Change Process, OD Models, OD Interventions, Resistance to Change

Class Allotment

Course Content	No. of Classes	Hours
1. Management: Concept, relevance in development work and organizations, Management as a process and	4	4

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Challenges of Management		
2. Managerial roles , functions and Skills	3	3
3. Historical Background of Management, Principles of Management	3	3
4. Organization: Mission, Goal, Types, Features and Structure, Importance of sound organization, Organization Theories	3	3
5. Organizational Structure: Mechanistic vs Organic System, Functional Design, Place Deign, Product Design, Matrix Design	3	3
6. Organizational Culture: Concept and Characteristics, Types of Corporate Culture, Western and Oriental Culture, Indian Organizational Culture, Cultural Change	3	3
7. Leadership Style: Leadership Theories, Direction and Supervision, Skill of a Supervisor, Leadership, Motivation and Communication, Authority, Power and Delegation	3	3
8. Controlling: Concept and Importance of control, types of Control methods, Effective Control system, Sources and Types of Conflict, Conflict Resolution	2	2
9. Participative Management: Concept, Role of Manager in Participative Management, Traditional vs Participative Management	3	3
10. Organizational Change and Development: Organizational Change Process, OD Models, OD Interventions, Resistance to Change	3	3
Total Classes/Hours	30	30

Second Semester

Paper I

Course Content

Group A: Macro Economics for rural management – 4 Credits

1. Underdevelopment: Meaning, Characteristics, Major Issues of Economic Development, Determinants of Economic Development
2. Obstacles of Economic Growth: Economic, Social and Political Factors
3. Economic Transition in India: Indian Economy in Pre-Independent and Post-Independent Periods
4. Occupational Structure and Economic Development: Occupational Distribution, Workforce Participation, Occupational Pattern in India
5. Poverty, Inequity and Unemployment: Poverty Concept, Vicious Cycle of Poverty, Poverty Measurement and Eradication Programmes, Inequity – Concept and Measurement, Unemployment – Nature, Trends and Structure
6. Rural Finance Structure and Condition: Need, Sources and Features; Cooperative Credit Societies, Land Development Banks, Regional Rural Banks, Commercial

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- Banks, NABARD, Agriculture Review Committee, Microfinance, Self Help Groups (SHGs)
7. Money: Definition, Function, Demand for Money and Supply of Money
 8. Trade Cycle: Types and Phase with special reference of Rural Products
 9. Inflation and Deflation
 10. Regulatory Economic Policies: Fiscal Policy – Public Expenditure and Public Revenue, Monetary Policy

Class Allotment

Course Content	No. of Classes	Hours
1. Underdevelopment: Meaning, Characteristics, Major Issues of Economic Development, Determinants of Economic Development	4	4
2. Obstacles of Economic Growth: Economic, Social and Political Factors	4	4
3. Economic Transition in India: Indian Economy in Pre-Independent and Post-Independent Periods	4	4
4. Occupational Structure and Economic Development: Occupational Distribution, Workforce Participation, Occupational Pattern in India	4	4
5. Poverty, Inequity and Unemployment: Poverty Concept, Vicious Cycle of Poverty, Poverty Measurement and Eradication Programmes, Inequity – Concept and Measurement, Unemployment – Nature, Trends and Structure	4	4
6. Rural Finance Structure and Condition: Need, Sources and Features; Cooperative Credit Societies, Land Development Banks, Regional Rural Banks, Commercial Banks, NABARD, Agriculture Review Committee, Microfinance, Self Help Groups (SHGs)	6	6
7. Money: Definition, Function, Demand for Money and Supply of Money	4	4
8. Trade Cycle: Types and Phase with special reference of Rural Products	4	4
9. Inflation and Deflation	2	2
10. Regulatory Economic Policies: Fiscal Policy – Public Expenditure and Public Revenue, Monetary Policy	4	4
Total Classes/Hours	40	40

Group B: Quantitative Technique for Rural Management – 3 Credits

Course Content

1. Probability Theory: Classical Definition of Probability (Priori and empirical), Properties of Probability, Theorems of Total Probabilities and its Generalization, Theorem of Compound Probability, Bayes Theorem, Random Variables, Probability distribution and Mathematical Expectation,
2. Skewed and Symmetric distribution

3. Normal Distribution
4. Sampling Method: Theory of Sampling, Sample Survey and Complete Enumeration, Biases and Errors in Sample Survey,
5. Random Sampling Method, Subjective and Objective Sampling, Probabilistic, Non-probabilistic and Mixed Sampling, Simple Random Sampling with and without replacement, Stratified Random Sampling, Systematic Sampling, Quota Sampling, Multistage Sampling, Purposive Sampling
6. Test of Hypothesis: Concept, Simple and Composite Hypothesis, Null and Alternative Hypothesis, Test Statistics, Critical Region, Level of Significance, Type I and Type II Error
7. Small and Large Sample Test: Z Test, Chi Square Test, t Test, F Test, Frequency Chi Square Test
8. Multiple Correlation
9. Multiple Regression
10. Association Test: Logit and Odd Ratio

Class Allotment

Course Content	No. of Classes	Hours
1. Probability Theory: Classical Definition of Probability (Priori and empirical), Properties of Probability, Theorems of Total Probabilities and its Generalization, Theorem of Compound Probability, Bayes Theorem, Random Variables, Probability distribution and Mathematical Expectation,	5	5
2. Skewed and Symmetric distribution	1	1
3. Normal Distribution	1	1
4. Sampling Method: Theory of Sampling, Sample Survey and Complete Enumeration, Biases and Errors in Sample Survey,	2	2
5. Random Sampling Method, Subjective and Objective Sampling, Probabilistic, Non-probabilistic and Mixed Sampling, Simple Random Sampling with and without replacement, Stratified Random Sampling, Systematic Sampling, Quota Sampling, Multistage Sampling, Purposive Sampling	3	3
6. Test of Hypothesis: Concept, Simple and Composite Hypothesis, Null and Alternative Hypothesis, Test Statistics, Critical Region, Level of Significance, Type I and Type II Error	3	3
7. Small and Large Sample Test: Z Test, Chi Square Test, t Test, F Test, Frequency Chi Square Test	6	6
8. Multiple Correlation	3	3
9. Multiple Regression	3	3
10. Association Test: Logit and Odd Ratio	3	3
Total Classes/Hours	30	30

Paper II:**Group A: Development Administration, Rural Planning, PRIs and Decentralization – 4 Credits****Course Content**

1. Basic of Public Administration and Development Administration, Evolution, Principle, Characteristics and Inter-relationship
2. The Constitution of India: Preambles, Fundamental Rights, Directive Principles, Fundamental Duties, Governance Structure, The Union and State Level
3. Rural Planning: Concept, Role, Importance and Scope for Rural Development,
4. Centralized and Decentralized Planning, Top-Down and Bottom-Up Planning
5. Multi-level Planning: Different levels of Planning, Situation Analysis at different levels, data requirement and Sources, data interpretation, Problem Identification, Setting up goals and objectives, priority, strategy, mobilization, Capacity Building, Integration, implementation and Evaluation
6. Decentralization: Concept, Theory, Evolution of Decentralized planning in India, 73rd and 74th Constitutional Amendment Acts,
7. Panchayati Raj Institution: Evolution, Concept, Structure of PRI,
8. Role and Responsibility of PRI, Funding Pattern
9. Participatory Decentralized Planning: Concept, role and importance, Method of Participatory Planning
10. Development Programmes: Economic and Social Sector

Class Allotment

Course Content	No. of Classes	Hours
1. Basic of Public Administration and Development Administration, Evolution, Principle, Characteristics and Inter-relationship	5	5
2. The Constitution of India: Preambles, Fundamental Rights, Directive Principles, Fundamental Duties, Governance Structure, The Union and State Level	5	5
3. Rural Planning: Concept, Role, Importance and Scope for Rural Development	2	2
4. Centralized and Decentralized Planning, Top-Down and Bottom-Up Planning		
5. Multi-level Planning: Different levels of Planning, Situation Analysis at different levels, data requirement and Sources, data interpretation, Problem Identification, Setting up goals and objectives, priority, strategy, mobilization, Capacity Building, Integration, implementation and Evaluation	4	4
6. Decentralization: Concept, Theory, Types of Decentralization, Evolution of Decentralized planning in India, 73 rd and 74 th Constitutional Amendment Acts,	6	6
7. Panchayati Raj Institution: Evolution, Concept, Structure of PRI	4	4
8. Role and Responsibility of PRI, Funding Pattern	2	2

9. Participatory Decentralized Planning: Concept, role and importance, Method of Participatory Planning	4	4
10. Development Programmes: Economic and Social Sector	6	6
Total Classes/Hours	40	40

Group B: Environment, Climate Change and Disaster management – 4 Credits

Course Content

1. Environment & Ecology: Concept of environment and ecology, Resources vis-a-vis environment, Continuum, depletion, destruction, scarcity and abundance, Nature and Scope of Resource study, Man, Nature, and Cultural interaction in Resource Development, Environment and Resource utilization
2. Bio-diversity and its Management: Biodiversity and its Values, World zones, Richness in India's biodiversity, Hotspots of Bio-diversity National Biodiversity Act, Threats in biodiversity, IPR, Role of Bio-diversity management in sustainable development
3. Environment-Conservation Awareness & Education Need, Role of Government, role of NGOs; Environmental audit and accounting, Environmental Impact Analysis, Environmental Ethics, Need to develop a shared vision of a sustainable earth, Environmental and Regional Conflicts (Political, Technical and Economic), Different movements on environmental issues in India
4. Natural Disaster Management: Definition of Vulnerability, Hazards and Disaster and their inter relationships, vulnerable groups; Types of Disaster, Global Disaster Scenario, Indian Disaster scenario, West Bengal Overview; Risk & vulnerability assessment
5. Understanding Scientific Issues: Atmospheric Gas Composition, Natural Hazards, GHG/Trace Gases, Global Warming, Deforestation, Climate Change and its Impact
6. Case Studies on various recent disasters in India: Land Slides, Cyclone, Tsunami, Snow Avalanche, Flood, Fire, Drought, Industrial Accident, Chemical Emergency, Avian Influenza
7. Response System, Continuum of Disaster management, SAR, VCA matrix, Disaster Preparedness, Mitigation
8. Disaster Preparedness (DP): Definition, Role of different stake holders including community, Various modules of DP and present laws, policy code, Act, Early warning system & its utilization
9. Community Based Disaster Preparedness (CBDP): Steps - Awareness generation, PLA, Taskforce formation, TF activation, Mock drill, Disaster Mitigation - role of different stakeholders
10. Energy Resource Management: Energy and Environment, Energy as Resource, different Sources, Conventional and Non conventional Energy, Energy and Fuel, Future of use of energy, Brief about Technologies of Non-conventional energy use

Class Allotment

Course Content	No. of Classes	Hours
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1. Environment & Ecology: Concept of environment and ecology, Resources vis-a-vis environment, Continuum, depletion, destruction, scarcity and abundance, Nature and Scope of Resource study, Man, Nature, and Cultural interaction in Resource Development, Environment and Resource utilization	4	4
2. Bio-diversity and its Management: Biodiversity and its Values, World zones, Richness in India's biodiversity, Hotspots of Bio-diversity National Biodiversity Act, Threats in biodiversity, IPR, Role of Bio-diversity management in sustainable development	4	4
3. Environment-Conservation Awareness & Education Need, Role of Government, role of NGOs; Environmental audit and accounting, Environmental Impact Analysis, Environmental Ethics, Need to develop a shared vision of a sustainable earth, Environmental and Regional Conflicts (Political, Technical and Economic), Different movements on environmental issues in India	5	5
4. Natural Disaster Management: Definition of Vulnerability, Hazards and Disaster and their inter relationships, vulnerable groups; Types of Disaster, Global Disaster Scenario, Indian Disaster scenario, West Bengal Overview; Risk & vulnerability assessment	5	5
5. Understanding Scientific Issues: Atmospheric Gas Composition, Natural Hazards, GHG/Trace Gases, Global Warming, Deforestation, Climate Change and its Impact	3	3
6. Case Studies on various recent disasters in India: Land Slides, Cyclone, Tsunami, Snow Avalanche, Flood, Fire, Drought, Industrial Accident, Chemical Emergency, Avian Influenza	3	3
7. Response System, Continuum of Disaster management, SAR, VCA matrix, Disaster Preparedness, Mitigation	4	4
8. Disaster Preparedness (DP): Definition, Role of different stake holders including community, Various modules of DP and present laws, policy code, Act, Early warning system & its utilization	4	4
9. Community Based Disaster Preparedness (CBDP): Steps - Awareness generation, PLA, Taskforce formation, TF activation, Mock drill, Disaster Mitigation - role of different stakeholders	4	4
10. Energy Resource Management: Energy and Environment, Energy as Resource, different Sources,	4	4

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Conventional and Non conventional Energy, Energy and Fuel, Future of use of energy, Brief about Technologies of Non-conventional energy use		
Total Classes/Hours	40	40

Paper III:

Group A: Agriculture and Farm Management and Agri-business Management – 4 Credits

Course Content

1. Understanding Agriculture Markets, Components and Dimensions of Agriculture Market and Marketing
2. Farm Management: Concept, Scope and relation with other sciences, Farm Management Decisions (strategic, operational and administrative), Organization of resources, Farm Labour Management, Machinery Management
3. Agri-Business Plan: Concept of Business plan, types of business firms, types of plan, writing the agri-business plan
4. Cash Management: Introduction, problems of cash management; cash planning; cash budget
5. Marketing Management for Agri - Business: Concept, agricultural marketing, need to study marketing, marketing criteria, Marketing concept vs. selling concept, Marketing environment, Market segmentation, target markets, Marketing mix (The 6 P's of marketing)
6. Rural Markets: concept, types, channels and distribution, agents, price spread - marketing margins and efficiency, Traditional Marketing system in Rural Areas, Modern marketing systems in rural areas – its characteristics, agencies involved including corporate sector, problems of rural marketing; Producer' surplus - meaning, types of producer's surplus, marketed and marketable surplus. Factors affecting marketable surplus
7. Procurement: Importance, Procurement and marketing, Difference between industrial raw materials and agricultural raw materials, Scope of agriculture, Procurement management environment, Procurement function, Types of purchasing, Procurement objective, right quality/ right source of supply/ right price/ right time/ right quantity, Transportation, Receiving and storage, Planning technique for procurement, General procedure for a typical purchase, Ethics in purchasing
8. Supply Chain Management (SCM): Introduction, Key issues, evolution, importance, logistics, Difference Between Supply Chain and Value Chain
9. Futures Exchange and Risk Management: Price risk, Causes of price risk, Methods of tackling price risks, Evaluation of methods for their efficiency and limitation, Hedging- advantages, principles, types, hedge ratio
10. Warehouse Receipts and Collateral Management: Introduction, function, classification; warehouse receipt, Collateral management and its functions, Issues related to warehouse receipts- negotiability; warehousing (Development and Regulation) Bill, 2005

Class Allotment

Course Content	No. of Classes	Hours
1. Understanding Agriculture Markets, Components and Dimensions of Agriculture Market and Marketing	3	3
2. Farm Management: Concept, Scope and relation with other sciences, Farm Management Decisions (strategic, operational and administrative), Organization of resources, Farm Labour Management, Machinery Management	4	4
3. Agri-Business Plan: Concept of Business plan, types of business firms, types of plan, writing the agri-business plan	4	4
4. Cash Management: Introduction, problems of cash management; cash planning; cash budget	3	3
5. Marketing Management for Agri – Business: Concept, agricultural marketing, need to study marketing, marketing criteria; Marketing concept vs. selling concept, Marketing environment, Market segmentation, target markets, Marketing mix (The 6 P's of marketing)	4	4
6. Rural Markets: concept, types, channels and distribution, agents, price spread - marketing margins and efficiency, Traditional Marketing system in Rural Areas, Modern marketing systems in rural areas – its characteristics, agencies involved including corporate sector, problems of rural marketing; Producer' surplus - meaning, types of producer's surplus, marketed and marketable surplus. Factors affecting marketable surplus	5	5
7. Procurement: Importance, Procurement and marketing, Difference between industrial raw materials and agricultural raw materials, Scope of agriculture, Procurement management environment, Procurement function, Types of purchasing, Procurement objective, right quality/ right source of supply/ right price/ right time/ right quantity, Transportation, Receiving and storage, Planning technique for procurement, General procedure for a typical purchase, Ethics in purchasing	5	5
8. Supply Chain Management (SCM): Introduction, Key issues, evolution, importance, logistics, Difference Between Supply Chain and Value Chain	4	4
9. Futures Exchange and Risk Management: Price risk, Causes of price risk, Methods of tackling price risks, Evaluation of methods for their efficiency and limitation, Hedging- advantages, principles, types, hedge ratio	4	4

10. Warehouse Receipts and Collateral Management: Introduction, function, classification; warehouse receipt, Collateral management and its functions, Issues related to warehouse receipts- negotiability; warehousing (Development and Regulation) Bill, 2005	4	4
Total Classes/Hours	40	40

Group B: Rural Livelihood, Rural Non-farm sector and Entrepreneurship Development and Management – 4 Credits

Course Content

1. Rural Livelihood: Concept, Indicators of Rural Livelihood, Levels of Living
2. Framework for Rural Livelihood Analysis (Sustainable Livelihood Framework), Livelihood Strategies
3. Non-farm Sector: Concept, Importance and Difference between Non-farm and farm sector, Non-farm Employment Scenario in India, Programmes and Policies for Non-Farm Sector, Cottage and Small Scale Industries, Agro-Industries
4. Value Chain Analysis: Concept, Types of Value Chain, Importance, Method of Value Chain Analysis, Gender Sensitive Value Chain Analysis, Stakeholder Analysis, Identification of livelihood Intervention opportunities and case study
5. Concept of SHGs and Their Formulation, Gradation, Inter-loaning System, and Role in Livelihood Generation, SGSY and NRLM
6. Entrepreneurship: Concept, Entrepreneurial traits, Capabilities of Entrepreneurs, Development of Women Entrepreneurs, Role and Importance of Entrepreneur in economic growth. Factors affecting Entrepreneurial Growth and Management
7. Social Entrepreneurship: Concept, Genesis and Importance, Case Studies
8. Establishing Entrepreneurial system: Business Idea Generation, processing, Idea selection, Input Requirement, Feasibility Analysis
9. Financial Institutions for Rural Enterprise Development: Scope, Objective and Functions
10. Licensing and Registration of SSIs: Need and Procedures, Factory Act 1948, Sale of Goods Act, Indian Partnership Act

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Livelihood: Concept, Indicators of Rural Livelihood, Levels of Living,	3	3
2. Framework for Rural Livelihood Analysis (Sustainable Livelihood Framework), Livelihood Strategies	2	2
3. Non-farm Sector: Concept, Importance and Difference between Non-farm and farm sector, Non-farm Employment Scenario in India, Programmes and Policies for Non-Farm Sector, Cottage and Small Scale Industries, Agro-Industries	5	5
4. Value Chain Analysis: Concept, Types of Value Chain, Importance, Method of Value Chain Analysis,	6	6

Gender Sensitive Value Chain Analysis, Stakeholder		
5. Analysis, Identification of livelihood Intervention opportunities and case study		
6. Concept of SHGs and Their Formulation, Gradation, Inter-loaning System, and Role in Livelihood Generation, SGSY and NRLM	4	4
7. Entrepreneurship: Concept, Entrepreneurial traits, Capabilities of Entrepreneurs, Development of Women Entrepreneurs, Role and Importance of Entrepreneur in economic growth. Factors affecting Entrepreneurial Growth and Management	4	4
8. Social Entrepreneurship: Concept, Genesis and Importance, Case Studies	4	4
9. Establishing Entrepreneurial system: Business Idea Generation, processing, Idea selection, Input Requirement, Feasibility Analysis	4	4
10. Financial Institutions for Rural Enterprise Development: Scope, Objective and Functions	4	4
11. Licensing and Registration of SSIs: Need and Procedures, Factory Act 1948, Sale of Goods Act, Indian Partnership Act	4	4
Total Classes/Hours	40	40

Paper IV:

Group A: Research Methodology – 4 Credits

Course Content

1. Research Methodology: An Introduction, Origin of Social Research, Purpose, Types, Scientific Research Vs Social Research
2. Research Methodologies in Rural Development (Concept & Applicability): Social Survey, Community Survey, Diagnostic Study, Prognostic Research, Evaluative Research, Case Study, Comparative Studies - Synchronic and Diachronic, Participatory Research, Action Research, Field Research, Lay-out of experiments
3. Research Design: Definition, Nature, Scope and Classification, Objectives, General Rule and Functions, Research Process - Major Steps of Research - Selection of Research Problem, Formulation of Research Problem
4. Hypothesis-Definitions, Types, Sources, Utility, and Characteristics of good hypothesis
5. Tools of Data Collection: Skills and techniques; Participant and Non- participant, Observation, Interview, Questionnaire Administration
6. Interview: Group interview, Panel interview, Focused interview, Repetitive interview, Focus Group Discussion, Questionnaire – Open ended and Close ended questions - Mailed Questionnaire
7. Participatory methods of data collection: RRA, PRA, PLA etc, Different tools of PRA

8. Measurements: Types and problems of measurement, Scaling techniques - Thurstone's Equal Appearing Interval Scale, Likert's Summated rating Scale
9. Analysis and interpretation of data: Data - Definition, types (Qualitative vs. Quantitative), Coding vs. Scoring
10. Literature Review: Purpose, Procedure, Citation, Method of Preparing Bibliography, Research Report Writing - Purpose, Formats, Techniques, Language

Class Allotment

Course Content	No. of Classes	Hours
1. Research Methodology: An Introduction, Origin of Social Research, Purpose, Types, Scientific Research Vs Social Research	3	3
2. Research Methodologies in Rural Development (Concept & Applicability): Social Survey, Community Survey, Diagnostic Study, Prognostic Research, Evaluative Research, Case Study, Comparative Studies - Synchronic and Diachronic, Participatory Research, Action Research, Field Research, Lay-out of experiments	5	5
3. Research Design: Definition, Nature, Scope and Classification, Objectives, General Rule and Functions, Research Process - Major Steps of Research - Selection of Research Problem, Formulation of Research Problem	4	4
4. Hypothesis-Definitions, Types, Sources, Utility, and Characteristics of good hypothesis	2	2
5. Tools of Data Collection: Skills and techniques; Participant and Non- participant, Observation, Interview, Questionnaire Administration	4	4
6. Interview: Group interview, Panel interview, Focused interview, Repetitive interview, Focus Group Discussion, Questionnaire – Open ended and Close ended questions - Mailed Questionnaire	6	6
7. Participatory methods of data collection: RRA, PRA, PLA etc, Different tools of PRA	6	6
8. Measurements: Types and problems of measurement, Scaling techniques - Thurstone's Equal Appearing Interval Scale, Likert's Summated rating Scale	4	4
9. Analysis and interpretation of data: Data - Definition, types (Qualitative vs. Quantitative), Coding vs. Scoring	2	2
10. Literature Review: Purpose, Procedure, Citation, Method of Preparing Bibliography, Research Report Writing: Purpose, Formats, Techniques, Language	4	4
Total Classes/Hours	40	40

Group B: Field Exposure, Survey, Report Writing, Presentation and Viva-Voce – 6 Credits

1. Field Visit: Introduction, Rapport Building, Observation, Field Note
2. Participatory Research, Action Research, Sampling of a village population for a specific study
3. Collection of data through - Personal Interview, Group interview, Schedule, Attitude measurement and Scales, Practice of different tools of PRA- Resource Mapping, Transect Diagram, Seasonality Diagram, Time line, Livelihood Analysis, Matrix Ranking, Venn Diagram etc
4. Data entry; Data Presentation and Analysis using descriptive statistics, graphs & charts
5. Report Writing
6. Presentation

Class Allotment

Course Content	No. of Classes	Hours
1. Field Visit: Introduction, Rapport Building, Observation, Field Note	5	5
2. Participatory Research, Action Research, Sampling of a village population for a specific study	5	5
3. Collection of data through - Personal Interview, Group interview, Schedule, Attitude measurement and Scales, Practice of different tools of PRA- Resource Mapping, Transect Diagram, Seasonality Diagram, Time line, Livelihood Analysis, Matrix Ranking, Venn Diagram etc	20	20
4. Data entry; Data Presentation and Analysis using descriptive statistics, graphs & charts	10	10
5. Report Writing	10	10
6. Presentation	10	10
Total Classes/Hours	60	60

Third Semester

Paper I

Group A: Rural Public Health and Education Management – 6 Credits

Course Content

1. Public Health: Concept of Health and Disease, Health Situation in India, Health Care Delivery System, Challenges and Opportunities in Public Health
2. Determinants of Health: Factor associated with health and Diseases – Communicable and Non-communicable diseases, Social Determinants of Health
3. Reproduction and child health (RCH), Health Policy - Health Policy Process, National health Policy, Population Policy and other Policies
4. Management of National Public Health Programmes: National Health Programmes of India, National Health Mission (NHM), Health Care Service - Health services organizations at the central and state levels, delivery of Healthcare

- Services in the rural areas vis-à-vis urban areas, concept of Health Centre, PPP Models, Health Information System - Health Statistics and Health Indicators, Data Sources, Collection, Analysis
5. Health and Nutrition: Functions, Availability, Deficiency syndrome, recommended Daily Allowance, Food Security, Public Distribution System
 6. Safe Drinking Water: Concept, quality aspects, source, Drinking Water policy of Government, Concept of water - borne diseases and preventive measures
 7. Sanitation: concept, need, approach, Eco-sanitation – Concept, methods, drainage system, Sewerage system, Rural sanitation Programmes - Sanitary Mart Concept and Government Policy, Case Study – Sulabh International
 8. Concept, Objective and need of Education for rural community, Tagore’s Thought on education and Development, Forms of Education
 9. Concept, objectives and Needs of Non-formal and Continuing Education, Emerging trends of Continuing Education and Alternative Education, Open System of Learning, Adult Learning Theory and Approaches
 10. Educational Programmes in India: National Education Policy, Universal Elementary Education, Serva Siksha Abhiyan, NLM, Total Literacy Campaign, Right to Education Act

Class Allotment

Course Content	No. of Classes	Hours
1. Public Health: Concept of Health and Disease, Health Situation in India, Health Care Delivery System, Challenges and Opportunities in Public Health	4	4
2. Determinants of Health: Factor associated with health and Diseases – Communicable and Non-communicable diseases, Social Determinants of Health	4	4
3. Reproduction and child health (RCH), Health Policy - Health Policy Process, National health Policy, Population Policy and other Policies	5	5
4. Management of National Public Health Programmes: National Health Programmes of India, National Health Mission (NHM), Health Care Service - Health services organizations at the central and state levels, delivery of Healthcare Services in the rural areas vis-à-vis urban areas, concept of Health Centre, PPP Models, Health Information System - Health Statistics and Health Indicators, Data Sources, Collection, Analysis	8	8
5. Health and Nutrition: Functions, Availability, Deficiency syndrome, recommended Daily Allowance, Food Security, Public Distribution System	4	4
6. Safe Drinking Water: Concept, quality aspects, source, Drinking Water policy of Government, Concept of water - borne diseases and preventive measures	4	4
7. Sanitation: concept, need, approach, Eco-sanitation – Concept, methods, drainage system, Sewerage system,	6	6

Rural sanitation Programmes - Sanitary Mart Concept and Government Policy, Case Study – Sulabh International		
8. Concept, Objective and need of Education for rural community, Tagore’s Thought on education and Development, Forms of Education	4	4
9. Concept, objectives and Needs of Non-formal and Continuing Education, Emerging trends of Continuing Education and Alternative Education, Open System of Learning, Adult Learning Theory and Approaches	5	5
10. Educational Programmes in India: National Education Policy, Universal Elementary Education, Serva Siksha Abhiyan, NLM, Total Literacy Campaign, Right to Education Act	6	6
Total Classes/Hours	50	50

Group B: Rural Women Child Development and Management– 3 Credits

Course Content

1. Child Development: Concept and aspects especially Emotional and Social Development
2. Status of Children in India in term of Demography and Literacy
3. Social Issues like Child Labour, Child Abuse, Child Trafficking, Child Marriage, Gender Discrimination, Female Infanticide and other case
4. Child Protection and Child Rights: National Approaches (Acts, Policies, Programmes), Sarba Siksha Avijan, Right To Education (RTE) Act, Child Labour Act , Juvenile Justice Care & Protection Act etc
5. Juvenile Delinquency: Concept and Causes; Pre-delinquency stages - Truancy and Vagrancy, U.N. Standard Minimum Rules for Juvenile Justice (Beijing Rules), Main Features of Juvenile Justice Act, Institutional Services, Observation Homes, Juvenile Homes, Special Homes, and ‘fit’ Institutions, Juvenile Aftercare Services
6. Women and Women Development in India: A Historical Background
7. Status of Women with reference to Demography, Education, Health, Position in Society, Economic, Politics and Religion
8. Violence Against Women: Dowry, Honour Killing, Witchcraft, Prostitution, Acid Attack, Trafficking, Sexual Harassment, Harassment at Work Place and other Cases,
9. National Approaches for Protection of women (Acts, Policies and Programmes)
10. International and National Organizations working specifically for Women and Child

Class Allotment

Course Content	No. of Classes	Hours
1. Child Development: Concept and aspects especially Emotional and Social Development	2	2
2. Status of Children in India in term of Demography and	2	2

Literacy		
3. Social Issues like Child Labour, Child Abuse, Child Trafficking, Child Marriage, Gender Discrimination, Female Infanticide and other case	6	6
4. Child Protection and Child Rights: National Approaches (Acts, Policies, Programmes), Sarba Siksha Avijan, Right To Education (RTE) Act, Child Labour Act , Juvenile Justice Care & Protection Act etc	3	3
5. Juvenile Delinquency: Concept and Causes; Pre-delinquency stages - Truancy and Vagrancy, U.N. Standard Minimum Rules for Juvenile Justice (Beijing Rules), Main Features of Juvenile Justice Act, Institutional Services, Observation Homes, Juvenile Homes, Special Homes, and 'fit' Institutions, Juvenile Aftercare Services	4	4
6. Women and Women Development in India: A Historical Background	2	2
7. Status of Women with reference to Demography, Education, Health, Position in Society, Economic, Politics and Religion	4	4
8. Violence Against Women: Dowry, Honour Killing, Witchcraft, Prostitution, Acid Attack, Trafficking, Sexual Harassment, Harassment at Work Place and other Cases	3	3
9. National Approaches for Protection of Women (Acts, Policies and Programmes)	2	2
10. International and National Organizations working specifically for Women and Child	2	2
Total Classes/Hours	30	30

Paper II:

Group A: Production and Operation Management – 3 Credits

Course Content

1. Nature and Scope of Production and Operations management
2. Types of Manufacturing System,
3. Operation Decisions, Mass Production, Batch/ Job Order Manufacturing, Facility Location Problem, Layout Planning Analysis
4. Capacity Planning: Models, Process Planning, Aggregate Planning, Scheduling
5. Work Study, Method Study,
6. Work Management, Work Sampling, Work Environment
7. Material Management: An overview of Material Management, Material Planning and Inventory Control, JIT,
8. Materials Planning Budgeting, Material Requirement Planning
9. Quality Assurance: Acceptance Sampling, Statistical Process Control, Total Quality Management,

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10. Maintenance Management

Class Allotment

Course Content	No. of Classes	Hours
1. Nature and Scope of Production and Operations management	3	3
2. Types of Manufacturing System	2	2
3. Operation Decisions, Mass Production, Batch/ Job Order Manufacturing, Facility Location Problem, Layout Planning Analysis	3	3
4. Capacity Planning: Models, Process Planning, Aggregate Planning, Scheduling	3	3
5. Work Study, Method Study,	2	2
6. Work Management, Work Sampling, Work Environment	3	3
7. Material Management: An overview of Material Management, Material Planning and Inventory Control, JIT,	4	4
8. Materials Planning Budgeting, Material Requirement Planning	3	3
9. Quality Assurance: Acceptance Sampling, Statistical Process Control, Total Quality Management,	5	5
10. Maintenance Management	2	2
Total Classes/Hours	30	30

Group B: Natural Resource and Watershed Management – 5 Credits

Course Content

1. Resource: Definition, Meaning, Nature and Scope of Resource Study, Man, Nature and Cultural Interaction in Resource Development
2. Land Resource: Type of Land and Use, Land Use Dynamics and Decision, Land Degradation Problem and Strategies of Development
3. Soil Resource: Soil Forming Process and Characteristics, Soil Erosion and Impoverishment, Soil Conservation, Sound Method of Farming and Management
4. Water Resource: Water Use – Surface, Ground and Sharing, Water Resources in India, Water Pollution, Conservation and Management
5. Forest Resource: Factors of Forest Growth, Indian Forest Type, Social Forestry, Forest Conservation, Management and Practices, Wildlife Resource - Conservation and Use of Wildlife Resources with special reference to India
6. Energy Resource: Conventional and Non-conventional Sources Energy, Energy and Environment
7. Philosophy and concept of watershed, Land capability, classification and topography survey, PRA in watershed programme and community mobilization and participatory institution building, Erosion control measures on Agricultural

- land and mechanical erosion control measures for non agricultural land, Greenland (Grassland) Management, Horticulture and Agro-forestry system
8. Ground water Management in Watershed-4, Common property Resource Management in Watershed areas, Social aspects, Community organization, SHGs, Equity issues, empowerment of women in watershed
 9. Financial Management and Accounting Procedures, Monitoring and evaluation in watershed Development
 10. Environmental Management and Environmental Management System: Environmental Management - Definition, scope, characteristics and goals, Environmental Management System (EMS) - Definition, need, core elements and benefits, different environmental management systems, concepts of adaptive management and participatory environmental management

Class Allotment

Course Content	No. of Classes	Hours
1. Resource: Definition, Meaning, Nature and Scope of Resource Study, Man, Nature and Cultural Interaction in Resource Development	4	4
2. Land Resource: Type of Land and Use, Land Use Dynamics and Decision, Land Degradation Problem and Strategies of Development	3	3
3. Soil Resource: Soil Forming Process and Characteristics, Soil Erosion and Impoverishment, Soil Conservation, Sound Method of Farming and Management	4	4
4. Water Resource: Water Use – Surface, Ground and Sharing, Water Resources in India, Water Pollution, Conservation and Management	4	4
5. Forest Resource: Factors of Forest Growth, Indian Forest Type, Social Forestry, Forest Conservation, Management and Practices, Wildlife Resource - Conservation and Use of Wildlife Resources with special reference to India	6	6
6. Energy Resource: Conventional and Non-conventional Sources Energy, Energy and Environment	3	3
7. Philosophy and concept of watershed, Land capability, classification and topography survey, PRA in watershed programme and community mobilization and participatory institution building, Erosion control measures on Agricultural land and mechanical erosion control measures for non agricultural land, Greenland (Grassland) Management, Horticulture and Agro-forestry system	6	6
8. Ground water Management in Watershed-4, Common property Resource Management in Watershed areas, Social aspects, Community organization, SHGs,	8	8

Equity issues, empowerment of women in watershed		
9. Financial Management and Accounting Procedures, Monitoring and evaluation in watershed Development	4	4
10. Environmental Management and Environmental Management System: Environmental Management - Definition, scope, characteristics and goals, Environmental Management System (EMS) - Definition, need, core elements and benefits, different environmental management systems, concepts of adaptive management and participatory environmental management	8	8
Total Classes/Hours	50	50

Paper III:

Group A: Computer Application, Management Information System (MIS) and Knowledge management – 4 Credits

Course Content

1. Word Processing Using MS-WORD, Spreadsheet using MS-EXCEL, Presentation Using MS-POWERPOINT, Data Base Management System (ACCESS) – Practical
2. Internet Fundamentals – Practical
3. Management Information System: Concept of Data, Information, System, Information System, MIS, RDIS, System Analysis and Design
4. Information and Information System: Characteristics, Components – Functional components, Hardware, Software, Netware
5. Organizational Information System: TPS, MIS, DSS, GDSS
6. Decision Making: Process, Simon’s Model, Decision Making Method – PERT-CPM, Decision Theory
7. IS Planning: Planning Process, Factors influencing
8. Monitoring, Evaluation and Learning System: Concept of Impact, Outcome, Output, Activity, Target, Achievement,
9. Result Chain, Indicators and Logical Framework Analysis (LFA)
10. Major RDIS initiatives in India

Class Allotment

Course Content	No. of Classes	Hours
1. Word Processing Using MS-WORD, Spreadsheet using MS-EXCEL, Presentation Using MS-POWERPOINT, Data Base Management System (ACCESS) – Practical	6	6
2. Internet Fundamentals – Practical	2	2
3. Management Information System: Concept of Data, Information, System, Information System, MIS, RDIS, System Analysis and Design	5	5
4. Information and Information System: Characteristics, Components – Functional components, Hardware,	4	4

Software, Netware		
5. Organizational Information System: TPS, MIS, DSS, GDSS	5	5
6. Decision Making: Process, Simon's Model, Decision Making Method – PERT- CPM, Decision Theory	6	6
7. IS Planning: Planning Process, Factors influencing	4	4
8. Monitoring, Evaluation and Learning System: Concept of Impact, Outcome, Output, Activity, Target, Achievement,	3	3
9. Result Chain, Indicators and Logical Framework Analysis (LFA)	3	3
10. Major RDIS initiatives in India	2	2
Total Classes/Hours	40	40

Group B: Human Resource Management – 4 Credits

Course Content

1. Human Resource management: Scope and Coverage, Principles of Human Resource Management and its Importance, Structure and Functions of HR Department, Role of HR Manager
2. Human Resource Planning: Supply and Demand forecasting methods, Manpower Inventory, Career Planning, Succession Planning, Personnel Policy
3. Recruitment and Selection: Process, Sources, Method of Selection, Interviewing Method, Skills and Errors
4. Human Resource Development: Policy and Programme, Assessment of HRD needs, HRD methods – Training and Non-Training
5. Performance Appraisal System: Purpose, Method, Appraisal Instruments, Appraisal Interview
6. Compensation Management: Concept of Wages, Component of Wage, System of Wage Payment, Fixation of Wage, Regulation of Wage, Fringe benefits, Retirement Benefits
7. Worker's Participation in Management: Concept, Practices and Prospects in India
8. Discipline Management: Misconduct, Disciplinary Action, Domestic Equity, Grievance Handling
9. Organizational development: Meaning and assumption of organizational development, Value system concept, structure and design, value-based organizational development, Management of extension Organizations – concept, Decision-making in organization, Organizational effectiveness, organizational climate, organizational behaviour, organizational development, Management by Objective (MBO)
10. Human Resource Management and Corporate Social Responsibility: Role of Human Resource in CSR, Integrating HR in CSR

Class Allotment

Course Content	No. of Classes	Hours
1. Human Resource management: Scope and Coverage, Principles of Human Resource Management and its Importance, Structure and Functions of HR	4	4

Department, Role of HR Manager		
2. Human Resource Planning: Supply and Demand forecasting methods, Manpower Inventory, Career Planning, Succession Planning, Personnel Policy	4	4
3. Recruitment and Selection: Process, Sources, Method of Selection, Interviewing Method, Skills and Errors	4	4
4. Human Resource Development: Policy and Programme, Assessment of HRD needs, HRD methods – Training and Non-Training	5	5
5. Performance Appraisal System: Purpose, Method, Appraisal Instruments, Appraisal Interview	4	4
6. Compensation Management: Concept of Wages, Component of Wage, System of Wage Payment, Fixation of Wage, Regulation of Wage, Fringe benefits, Retirement Benefits	4	4
7. Worker's Participation in Management: Concept, Practices and Prospects in India	3	3
8. Discipline Management: Misconduct, Disciplinary Action, Domestic Equity, Grievance Handling	3	3
9. Organizational development: Meaning and assumption of organizational development, Value system concept, structure and design, value-based organizational development, Management of extension Organizations – concept, Decision-making in organization, Organizational effectiveness, organizational climate, organizational behaviour, organizational development, Management by Objective (MBO)	5	5
10. Human Resource Management and Corporate Social Responsibility: Role of Human Resource in CSR, Integrating HR in CSR	3	3
Total Classes/Hours	40	40

Paper IV:

Group A: Project Management (Planning and Operation) – 5 Credits

1. Project Management: Concept, History of Project Management, Project Environment, Project Management in Development Sector
2. System Model of Project Management and Project Management Cycle, Project Life Cycle, Concept of Present Value and Future Value, Sustainable Livelihood Framework and Sectoral Project
3. Project Formulation and Design, Project/Need Identification, Problem Analysis, Objective and Goal Setting, Implementation Plan, Budget Estimation
4. Decision Criteria: Pay Back Period, Net Present Value (NPV), Internal Rate of Return (IRR), Cost Benefit Ratio, Return on Investment, Annual Cost Method
5. Feasibility and Pre-feasibility Study, Sensitivity Analysis - Private and Social Costs and Benefits of A Project, Externalities of Project, Social Discount Rate
6. Project Planning: Concept, Micro Planning, Participatory Planning

7. Management Tools: Network Analysis, Scheduling, Controlling, PERT and CPM Methods, SWOT Analysis
8. Project Contract Management: Development of Contract Document, Procurement Management (goods and Services), Conflicts and Negotiations
9. Project Risk Management: Methods, Principles, Process, Risk Analysis, Risk Options, Mitigation Plan
10. Monitoring and Evaluation: Concept, Design and Practice Models, Difference Between Monitoring and Evaluation, Project Evaluation considering before and after situations, Participatory Evaluation, Performance Indicators, Operational Efficiency Measures, Evaluation for Project Replication

Class Allotment

Course Content	No. of Classes	Hours
1. Project Management: Concept, History of Project Management, Project Environment, Project Management in Development Sector	4	4
2. System Model of Project Management and Project Management Cycle, Project Life Cycle, Concept of Present Value and Future Value, Sustainable Livelihood Framework and Sectorial Project	7	7
3. Project Formulation and Design, Project/Need Identification, Problem Analysis, Objective and Goal Setting, Implementation Plan, Budget Estimation	5	5
4. Decision Criteria: Pay Back Period, Net Present Value (NPV), Internal Rate of Return (IRR), Cost Benefit Ratio, Return on Investment, Annual Cost Method	6	6
5. Feasibility and Pre-feasibility Study, Sensitivity Analysis - Private and Social Costs and Benefits of A Project, Externalities of Project, Social Discount Rate	7	7
6. Project Planning: Concept, Micro Planning, Participatory Planning	4	4
7. Management Tools: Network Analysis, Scheduling, Controlling, PERT and CPM Methods, SWOT Analysis	5	5
8. Project Contract Management: Development of Contract Document, Procurement Management (goods and Services), Conflicts and Negotiations	3	3
9. Project Risk Management: Methods, Principles, Process, Risk Analysis, Risk Options, Mitigation Plan	3	3
10. Monitoring and Evaluation: Concept, Design and Practice Models, Difference Between Monitoring and Evaluation, Project Evaluation considering before and after situations, Participatory Evaluation, Performance Indicators, Operational Efficiency Measures,	6	6

Evaluation for Project Replication		
Total Classes/Hours	50	50

Group B: Dissertation Work and Project Proposal Submission, Presentation and Viva-Voce – 10 Credits

Course Content

Forth Semester

Paper I

Group A: Rural Financial Service – 3 Credits

Course Content

1. Rural Credit System, Role of Rural Credit in Rural Development
2. Evolution and Growth of Rural Credit System in India
3. Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects
4. Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs
5. Present trend of Rural Financing towards Small scale and Cottage Industries
6. Concept of Micro Finance/ Micro-Credit, Evolution and Growth
7. Micro- Finance and Social Security, Micro-Finance and Livelihood approach
8. Different models of Micro-Finance (NABARD, Grameen Bank, BRAC, BASIX, and BANDHAN etc.),
9. Success Stories, Problems and Prospects of Micro- Financing in Rural India
10. Risk Diffusion in Micro Finance

Class Allotment

Course Content	No. of Classes	Hours
1. Rural Credit System, Role of Rural Credit in Rural Development	2	2
2. Evolution and Growth of Rural Credit System in India	2	2
3. Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects	4	4
4. Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs	3	3
5. Present trend of Rural Financing towards Small scale and Cottage Industries	3	3
6. Concept of Micro Finance/ Micro-Credit, Evolution and Growth	4	4
7. Micro- Finance and Social Security, Micro-Finance and Livelihood approach	4	4
8. Different models of Micro-Finance (NABARD, Grameen Bank, BRAC, BASIX, and BANDHAN etc.),	4	4
9. Success Stories, Problems and Prospects of Micro-Financing in Rural India	2	2
10. Risk Diffusion in Micro Finance	2	2

Total Classes/Hours	30	30
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Group B: Rural Marketing Management – 4 Credits

Course Content

1. Market: Definition and Scope, Market Concept, Types of Market, Kinds of Goods, Services and ideas
2. Conceptual framework of Rural Marketing – development and diversifications
3. Rural consumers: Pattern, behavior, decision making and entrepreneurial abilities
4. Marketing Management: Concept, Evolution of Marketing, Modern Definition, The System Approach, Marketing Management Process, Marketing Organizations
5. Marketing Strategy and Planning,
6. Market Mix, Marketing Environment, Steps in Marketing Planning,
7. Segmentation Process, Product Planning, Product Life Cycle, Product Related Strategies – Budget, Quality, Performance, Credit, Brand Building, Packaging, Labeling, Service Facility
8. Price Variable: Concept and Importance of Pricing, Price Determination Process and Policies
9. Advertisement: Concept and Importance, Features, Goal, Media Types and features, Advertisement Management
10. Physical Distribution: Distribution Function, Activity Components, Cost of Distribution, Elements of Physical Distribution, Transportation, Warehouse System

Class Allotment

Course Content	No. of Classes	Hours
1. Market: Definition and Scope, Market Concept, Types of Market, Kinds of Goods, Services and ideas	6	6
2. Conceptual framework of Rural Marketing – development and diversifications	4	4
3. Rural consumers: Pattern, behaviour, decision making and entrepreneurial abilities	4	4
4. Marketing Management: Concept, Evolution of Marketing, Modern Definition, The System Approach, Marketing Management Process, Marketing Organizations	4	4
5. Marketing Strategy and Planning	2	2
6. Market Mix, Marketing Environment, Steps in Marketing Planning,	4	4
7. Segmentation Process, Product Planning, Product Life Cycle, Product Related Strategies – Budget, Quality, Performance, Credit, Brand Building, Packaging, Labeling, Service Facility	4	4
8. Price Variable: Concept and Importance of Pricing, Price Determination Process and Policies	4	4
9. Advertisement: Concept and Importance, Features, Goal, Media Types and features, Advertisement	4	4

Management		
10. Physical Distribution: Distribution Function, Activity Components, Cost of Distribution, Elements of Physical Distribution, Transportation, Warehouse System	4	4
Total Classes/Hours	40	40

Paper II:

Course Content

Group A: NGO Management and Corporate Social Responsibility – 4 Credits

1. Understanding Civil Societies, Role of Civil Societies, classification of Civil Societies
2. NGOs: Concept, Features, Classification, Strength and Weakness, Role of NGO in Rural Development
3. Legal Framework: Societies Registration Act 1860 (XXIV), Cooperative Societies Act 1904 (CCS Act), Indian Trust Act 1882, Indian Company Act U/S 25, 1956, Foreign Contribution Regulation Act 1992 (FCRA), Income Tax Act 1976
4. Human Resource Planning for Development Organization, HR Management and HR Development
5. Recruitment: Job Position description, Source for recruitment, Selection Process, Assessment, Performance Appraisal, Informal and Formal Promotion and Demotion
6. Fund Mobilization and Management: Resource Pooling Technique, Funding Agencies, Financial Management, Auditing
7. CSR: Concept, Definition and Genesis, Relevance in the Global and Indian Context, Corporate Investment Fund (CIF)
8. CSR: Models – Davis Model, Pyramid Model, Committee for Economic Development Model, CSR Guidelines, CSR and MDG and SDG
9. Business Ethics and CSR, Environmental Accounting in CSR, Corporate Obligations to Civil Societies
10. Policy and CSR Governance: The National Policy on CSR, New Dimensions in Business Ethics, Social Audit of CSR, ILO Tripartite Declarations, OECD Guideline for Multinational Enterprises, UN Global Compact etc., Practicing CSR in India: Case Studies

Class Allotment

Course Content	No. of Classes	Hours
1. Understanding Civil Societies, Role of Civil Societies, classification of Civil Societies	2	2
2. NGOs: Concept, Features, Classification, Strength and Weakness, Role of NGO in Rural Development	4	4
3. Legal Framework: Societies Registration Act 1860 (XXIV), Cooperative Societies Act 1904 (CCS Act), Indian Trust Act 1882, Indian Company Act U/S 25, 1956, Foreign Contribution Regulation Act 1992	4	4

(FCRA), Income Tax Act 1976		
4. Human Resource Planning for Development Organization, HR Management and HR Development	3	3
5. Recruitment: Job Position description, Source for recruitment, Selection Process, Assessment, Performance Appraisal, Informal and Formal Promotion and Demotion	3	3
6. Fund Mobilization and Management: Resource Pooling Technique, Funding Agencies, Financial Management, Auditing	4	4
7. CSR: Concept, Definition and Genesis, Relevance in the Global and Indian Context, Corporate Investment Fund (CIF)	4	4
8. CSR: Models – Davis Model, Pyramid Model, Committee for Economic Development Model, CSR Guidelines, CSR and MDG and SDG	4	4
9. Business Ethics and CSR, Environmental Accounting in CSR, Corporate Obligations to Civil Societies	4	4
10. Policy and CSR Governance: The National Policy on CSR, New Dimensions in Business Ethics, Social Audit of CSR, ILO Tripartite Declarations, OECD Guideline for Multinational Enterprises, UN Global Compact etc., Practicing CSR in India: Case Studies	8	8
Total Classes/Hours	40	40

Group B: Social Justice, Human Rights and Marginalized Community – 3 Credits
Course Content

1. Concept of Justice
2. Social Justice: Liberal and Radical Views
3. Rights: Meaning, Components of Rights, Types of Rights, Evolution of Present System of Rights
4. Universal Declaration of Human Rights (UDHR): Article in Brief, Nature of UDHR and Its Effectiveness
5. Human Rights in India
6. National Human Rights Commission
7. UN Global Compact: Principles, Objectives, Mechanism, UNGC Governance Structure
8. Labour Laws in India
9. Consumer Protection Act in India
10. Some organization working for Social Justice and Human Rights in India

Class Allotment

Course Content	No. of Classes	Hours
1. Concept of Justice	2	2
2. Social Justice: Liberal and Radical Views	2	2
3. Rights: Meaning, Components of Rights, Types of	6	6

Rights, Evolution of Present System of Rights, Constitutions of India		
4. Universal Declaration of Human Rights (UDHR): Article in Brief, Nature of UDHR and Its Effectiveness	4	4
5. Human Rights in India	2	2
6. National Human Rights Commission	2	2
7. UN Global Compact: Principles, Objectives, Mechanism, UNGC Governance Structure	4	4
8. Labour Laws in India	2	2
9. Consumer Protection Act in India	2	2
10. Some organization working for Social Justice and Human Rights in India	4	4
Total Classes/Hours	30	30

Paper III:

Group A: Forest and Tribal Livelihood Management – 4 Credits

Course Content

1. Forestry: Definition and Classification, Definition of Forest – General, Ecological and Legal Classification, Indian Forest Types, Importance of Forest in Ecology and Rural Livelihood Development
2. Forest Nursery: Important, Type, Selection of Site, Layout, Seed beds, Soil Preparation, Sowing Seeds in Beds, weeding, planting, transplantation, Maintenance
3. Tribe: Constitutional definition, Concept, Characteristic features of tribe and tribal society, Tribal distribution in India with special reference to West Bengal,
4. Comparison of tribal society with Contemporary society, Social organization and material culture of Toda, Khasi, Santal, Andamanese, etc
5. Forest and Tribes: Interrelations between Forests and Forest fringe dwellers, Forest resources and Forest based Tribal Livelihood Opportunities, Lac Cultivation, Tasar Cultivation, NTFP Collection etc., Jhum Cultivation, Slash and Burn Cultivation, Animal Husbandry, Forest based cottage industries –Sal Leaf Plate making, bamboo works, cane works, Rope making, Bidi making, Oil making etc
6. Problems of tribal society: social, cultural, economical etc., Impact of Industrialization and Modernization on Tribal Society, problems of tribal women, Ethnicity and Tribalism: Tribal Elites
7. Tribal Movements
8. Deforestation: Its extent, causes, Impact on livelihood and Environment, Necessity and procedure of Forest Protection and Afforestation
9. Forest Policy, Forest and Tribal Policy, Forestry and Biodiversity, Constitutional safe guards for the forests and tribal livelihood
10. Joint Forest Management (JFM): Concept, History, Forest Protection Committee, Methodology of JFM, Impact of JFM on livelihood and ecology, Present status and trend of JFM, Factors in relation to JFM affecting the Livelihood systems of the Forest Fringe Dwellers –Social, Cultural, Political and other Changes

Class Allotment

Course Content	No. of Classes	Hours
1. Forestry: Definition and Classification, Definition of Forest – General, Ecological and Legal Classification, Indian Forest Types, Importance of Forest in Ecology and Rural Livelihood Development	5	5
2. Forest Nursery: Important, Type, Selection of Site, Layout, Seed beds, Soil Preparation, Sowing Seeds in Beds, weeding, planting, transplantation, Maintenance	4	4
3. Tribe: Constitutional definition, Concept, Characteristic features of tribe and tribal society, Tribal distribution in India with special reference to West Bengal	3	3
4. Comparison of tribal society with Contemporary society, Social organization and material culture of Toda, Khasi, Santal, Andamanese, etc	2	2
5. Forest and Tribes: Interrelations between Forests and Forest fringe dwellers, Forest resources and Forest based Tribal Livelihood Opportunities, Lac Cultivation, Tasar Cultivation, NTFP Collection etc., Jhum Cultivation, Slash and Burn Cultivation, Animal Husbandry, Forest based cottage industries –Sal Leaf Plate making, bamboo works, cane works, Rope making, Bidi making, Oil making etc	6	6
6. Problems of tribal society: social, cultural, economical etc., Impact of Industrialization and Modernization on Tribal Society, problems of tribal women, Ethnicity and Tribalism: Tribal Elites	4	4
7. Tribal Movements	2	2
8. Deforestation: Its extent, causes, Impact on livelihood and Environment, Necessity and procedure of Forest Protection and Afforestation	4	4
9. Forest Policy, Forest and Tribal Policy, Forestry and Biodiversity, Constitutional safeguards for the forests and tribal livelihood	4	4
10. Joint Forest Management (JFM): Concept, History, Forest Protection Committee, Methodology of JFM, Impact of JFM on livelihood and ecology, Present status and trend of JFM, Factors in relation to JFM affecting the Livelihood systems of the Forest Fringe Dwellers –Social, Cultural, Political and other Changes	6	6
Total Classes/Hours	40	40

Group B: Micro Insurance and Risk Management – 3 Credits

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Course Content

1. Risk: Definition, Types of Risk associated with Rural poor
2. Risk Management Process and Strategy
3. Micro-Insurance: Concept, Principles and Practices,
4. Demands and prospects for Micro-insurance, Micro insurance as social and economic protection
5. Micro-insurance Products and Services: Agricultural, Health, Life Insurance, Livestock, Assets
6. Micro-insurance Operations: Terms and Payment, Premium collection, Claim processing and Settlements
7. Micro-insurance product delivery models
8. Micro-insurance Institutes in India
9. Micro-insurance Marketing
10. Risk in Micro-insurance operation

Class Allotment

Course Content	No. of Classes	Hours
1. Risk: Definition, Types of Risk associated with Rural poor	4	4
2. Risk Management Process and Strategy	4	4
3. Micro-Insurance: Concept, Principles and Practices	2	2
4. Demands and prospects for Micro-insurance, Micro insurance as social and economic protection	2	2
5. Micro-insurance Products and Services: Agricultural, Health, Life Insurance, Livestock, Assets	5	5
6. Micro-insurance Operations: Terms and Payment, Premium collection, Claim processing and Settlements	5	5
7. Micro-insurance product delivery models	2	2
8. Micro-insurance Institutes in India	2	2
9. Micro-insurance Marketing	2	2
10. Risk in Micro-insurance operation	2	2
Total Classes/Hours	30	30

Paper IV:

Group A: Business Ethics, Organizational Development and Management – 4 Credits

Course Content

1. Business/Corporate Ethics: Meaning, Nature, Features and Need, Ethical Practice in Management, Approaches to Ethical Decision Making: Teleology, Deontology, Justice, Relativism, Individual Ethical Decision Making
2. Social Responsibilities of Ethics: Environmental Protection, Fair Trade Practice, Fulfilling all National Obligation under various Law, Safeguarding Health and Well Beings of the Customer
3. Ethics and Corporate Excellence: Why Corporate Ethics Matter, Code of Ethics in Business Houses, Strategies of Organizational Culture Building, Total Quality,

- Customer Care, Care of Employee as per statutes, Objective and Optimistic Approaches
4. Organization: Mission, Vision, Goal, Types and Characteristics
 5. Organization Theory: Classical Theory,(Scientific Management, Administrative Principles, Theory of Bureaucracy), Human Relation Approach, Modern Theories (System Approach, Behavioural approach, Contingency Approach)
 6. Organization Structure: Concept, Functional Design, Place Design, Product Design, Matrix Design
 7. Organizational Culture: Culture and its Characteristics, Types of Corporate Culture, Indian Organizational Culture, Cultural Change
 8. Organizational Behaviour: Theory of Motivation, Need Hierarchy theory, Two Factor Theory, Group Dynamic, Theory of Group Formation, Group Decision Making, Transactional Analysis, Emotional Intelligence
 9. Leadership: Concept of Leadership Style, Leadership Theory, Skills and Influence, Leadership and Power
 10. Conflict: Sources of Conflict, Types of Conflict, Conflict Process, Conflict Resolution

Class Allotment

Course Content	No. of Classes	Hours
1. Business/Corporate Ethics: Meaning, Nature, Features and Need, Ethical Practice in Management, Approaches to Ethical Decision Making: Teleology, Deontology, Justice, Relativism, Individual Ethical Decision Making	4	4
2. Social Responsibilities of Ethics: Environmental Protection, Fair Trade Practice, Fulfilling all National Obligation under various Law, Safeguarding Health and Well Beings of the Customer	4	4
3. Ethics and Corporate Excellence: Why Corporate Ethics Matter, Code of Ethics in Business Houses, Strategies of Organizational Culture Building, Total Quality, Customer Care, Care of Employee as per statutes, Objective and Optimistic Approaches	4	4
4. Organization: Mission, Vision, Goal, Types and Characteristics	4	4
5. Organization Theory: Classical Theory,(Scientific Management, Administrative Principles, Theory of Bureaucracy), Human Relation Approach, Modern Theories (System Approach, Behavioural approach, Contingency Approach)	5	5
6. Organization Structure: Concept, Functional Design, Place Design, Product Design, Matrix Design	4	4
7. Organizational Culture: Culture and its Characteristics, Types of Corporate Culture, Indian Organizational Culture, Cultural Change	4	4

8. Organizational Behaviour: Theory of Motivation, Need Hierarchy theory, Two Factor Theory, Group Dynamic, Theory of Group Formation, Group Decision Making, Transactional Analysis, Emotional Intelligence	4	4
9. Leadership: Concept of Leadership Style, Leadership Theory, Skills and Influence, Leadership and Power	4	4
10. Conflict: Sources of Conflict, Types of Conflict, Conflict Process, Conflict Resolution	3	3
Total Classes/Hours	40	40

Group B: Placement/Internship, Institutional Visit (Practical and Presentation) and Viva-Voce – 10 Credits

One month Institutional Placement: Total 8 Credits

Bachelor of Social Work

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**B.S.W (HONS.) : SEMESTER I
PAPER - LC 1**

ENGLISH –I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES :

- Helping the students to gain a working knowledge of the English Language to help in their professional field.
- Drafting of reports, field work reports, applications
- Developing analytical skills to understand long reports perceptively.

COURSE CONTENT :

<u>Unit No</u>	<u>Title</u>	<u>Content</u>
I	Composition	2-3 short paragraphs on a given topic generally related to subject
II	Letter writing	Both official and personal letters
III	Field report	Related to subject
IV	Comprehension	Passage generally related to social issues or psychology- Questions from passage
V	Précis	From the comprehension passage
VI	Grammar	Make sentences- Synonyms- Antonyms- Fill in the blanks (From comprehension)

SUGGESTED READINGS :

1. *Leaves from English Prose, Orient Longman, Mumbai, 1954*
2. *Modern Essays, Studying Language through Literature, Orient Longman, Calcutta, 1987*
3. *Ian Gordon: Practical Letter Writing, Kalyan Publishers, New Delhi*
4. *Rao Shante Rameswar (ed): Perceptions, Orient Longman, New Delhi, 1988.*

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**B.S.W (HONS.) : SEMESTER II
PAPER - LC 2**

ENGLISH - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVE

- Equip the student to write correct and analytical passages in English.
- Introduce concepts of poetry, prose, Indian writing in English.
- Introduce basic concepts of genre.
- Enabling the student to draft independently essays and reports.

COURSE CONTENT

Unit No	Unit Title	Content
I	Poetry	W.Wardsworth- Upon West Minister Bridge. T.Hardy- In Time of Breaking Nations Nissim Ezikiel- Night of the Scorpion R. Broshe- The Soldier R. Tagore- Gitanjali (poem)
II	Poetry Prose	Oscar Wilde- The Happy Prince J. Nehru- Selections from Letters from a Father to his Daughter
III	Précis	Passage related to social issues
IV	Composition	Passage related to social issues

SUGGESTED READINGS

1. *Gupta, Nilanjana (ed), 1999 : English for All, Macmillan, New Delhi*
2. *Salumke, Vilas et.al, 1999 : The Mystic Drum, Orient Longman, New Delhi*
3. *Rao, Shante Rameswar (ed), 1988 : Perceptions, Orient Longman, New Delhi, 1988*

**B.S.W (HONS.) : SEMESTER I
PAPER - SWC 1**

HUMAN GROWTH AND SOCIAL ENVIRONMENT – I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

This paper focuses on theoretical perceptions in psychology, social psychology and particular concepts in sociology to understand individuals' behaviour in a social setting. Important concepts relating to personality, socialization and social motivation are studied in details to enable their application to field situations.

Objectives :

- To develop interest, awareness and understanding of persons in relation to oneself and each other.
- To perceive human beings as individuals possessing characteristics, potential, inclination that function largely within a social setting.
- To develop a theoretical orientation in Psychology and its various branches so that the knowledge could be applied in field and situations of employment.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Introduction to Psychology and Social Psychology	A brief introduction to what is Psychology. Social Psychology as a branch of Psychology; nature, definition, methods and scope of Social Psychology. Relation with other social sciences and social work.
II	Foundation of Human Behaviour	Foundations of human behaviour – biological, psychological and social
III	Personality	Definition, nature, shaping, pattern of personality. Types of personality disorders; their relation with behaviour problems.
IV	Socialization	Content and process of socialization with emphasis on process in social work; role of culture, society and family in reciprocal interaction with personality from the point of view of culture personality studies.
V	Motivation	Concept of motivation; social motives; the transformation of primary motives into complex secondary motives. Frustration and its effect on behaviour.
VI	Life skills for adjustment in different settings	Training and intervention in life skills for enhanced adjustment, socializations in various settings – orphanages, foster homes, adoption, SOS villages.

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SUGGESTED READINGS

1. *Baran, Robert A and Byrne, Donna, 1991 : Social Psychology, Understanding Human Interaction*
2. *Bcoket Chris, 2002 : Human Growth and Development : A Psycho-social Introduction, Saga, London.*
3. *Blum, L 1965, Harper International Edition, Harper and Row, London*
4. *Dowling, Marion, 2005 : Young Children's personal, Social and Emotional Development, 2nd Edition, Saga, London.*
5. *Hestherington, E. Mavis and Park, Ross D., 1986 : Child Psychology : A Contemporary Viewpoint, Mcgraw Hill.*
6. *Isacron, Robert L., Hutt, Mase L., Bhem, Milton L., 1965 : Psychology, the Science of Behaviour, Harper International Edition, London*
7. *Mavis Hestherington. E and Park, Ross. D, 1986 : Child Psychology : A contemporary viewpoint, McGraw Hill International.*
8. *Merrill Roff, S. Sells. B. and Golden. Mary N. 1972 : Social Adjustment and Personality Development in Children, The University of Minnesota Press, USA*
9. *Morgan and King, 1965 : Introduction to Psychology, McGraw Hill*
10. *Porter, Luise, 2003 : Young Children's Behaviour : Practical, Approaches for Caregivers and Teachers Saga, London*
11. *Robert Baran A. and Byrn Donna, 1991 : Social Psychology : Understanding Human Interaction*

**B.S.W (HONS.) : SEMESTER I
PAPER - SWC 2**

SOCIOLOGY FOR SOCIAL WORKERS-I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- To know the scope and nature of sociology and its use in social work
- To understand the basic elements of human societies.
- To understand and analyze the nature of rural and urban life of Indian society.
- To know about the major institutions in India and their role in Indian Society.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Sociology and its relationship with other disciplines	Sociology, meaning, scope and significance. - relationship with other social science disciplines, including social work
II	Society	Nature of human social life, Functional requirements of society, Types of societies, Nature and characteristics of different types of societies, e.g., hunting and gathering, pastoral, agricultural, and industrial
III	Culture	Culture: definition and meaning, components of culture, culture and human behaviour
IV	Elements of Society	Community and Groups, Social Institutions and association .Definition, meaning and types.
V	Institutions and association	Basic social institutions and their characteristics: family, marriage, economic, political and religious institutions
VI	Indian Society	India and its diversities. Urban and rural life, Hierarchy and Discrimination in Indian society.

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SUGGESTED READINGS

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*
2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*
3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*
4. *Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi. 1991*
5. *Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968*
6. *Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977*
7. *Giddens, Anthony: Sociology, Polity Press, London. 1993*
8. *Leonard,P.: Sociology and Social Work, London, 1971*
9. *Marriot, M (ed.): Village India, University of Chicago Press, Chicago, 1955*
10. *Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi, 1991*
11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*

**B.S.W (HONS.) : SEMESTER I
PAPER - SWC 3**

HISTORY AND PHILOSOPHY OF SOCIAL WORK –I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper introduces the meaning, concept and principles of scientific social work. It also gives an idea about the social work tradition in India, including the British period, highlighting important social reform movements. The paper also includes a historical perspective of social work in Great Britain and United States of America.

OBJECTIVES:

- Help students develop the concept of social work as a profession.
- Develop an understanding of the emergence and the historical perspectives of the social work profession.
- Develop a critical understanding of the role played by various social institutions in Indian tradition with respect to social welfare.

COURSE CONTENT :

UNIT NO	UNIT TITLE	CONTENTS
I	Social Work Profession	Meaning and concept of scientific social work- Principles of social work- Need for education in social work.
II	Social work tradition in India	Organization of services for the needy in ancient and medieval India- Role of joint family, caste and panchayat in providing services for the needy in Indian society in the past- Inter-relationships of state, individual and society in making provision for services for the needy
III	Social reform movements and social work philosophy	Role of social reform movements of the nineteenth century and early twentieth century in India: Brahmo Samaj, Arya Samaj, Theosophical Society.
IV	Social work in India during the British Period and early Twentieth Century	Role of Christian Missions in the development of social services in India. Indian philanthropic Institutions: Ramkrishna Mission, Social services by religious groups – Christian, Muslims, Parsees and Sikhs.

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UNIT NO	UNIT TITLE	CONTENTS
V	Development of Social Work in Great Britain and USA	History of development of social work in Great Britain and USA - Elizabethan Poor Law-Charity Organization Society, UK and Charity Organization Society, USA. Evolution of Social Work Practice in different settings, beginning of scientific social work and social work education.
VI	Social welfare in the post-Independence period	Social welfare programmes of the State during post-Independence period – Programmes under Five Year Plans and role of voluntary organizations in the development of social services and development programmes.

SUGGESTED READINGS :

1. Banerjee G.R, 1967.: *Social Work in Ancient India, Indian Journal of Social Work, Vol.28, No. 2*
2. Desai, M, 2002: *Ideologies and Social Work : Historical and contemporary Analysis, Jaipur, Rawat Publications.*
3. Diwakar, V.D. (ed,) 1991 : *Social Reform Movements in India- A Historical Perspective, Popular Prakashan, Bombay.*
4. Friedlander, W.A., 1958 : *Concepts and Methods of Social Work, Prentice Hall, Englewood Cliffs.*
5. Gore, M.S., 1965 : *Social Work and Social Work Education, Asia Publishing House, Bombay.*
6. Reamer, F. G, 2001 : *Ethics Education in Social Work, Alexandria, Virginia : Council on Social Work Education*
7. Sen, Sudhir, 1991 : *Rabindranath Tagore on Rural Reconstruction, Visva-Bharati.*
8. Shastri, R.R.: *Social Work Tradition in India, Welfare Forum and Research Organization, Varanasi*
9. Wadia, A.R., 1961 : *History and Philosophy of Social Work, Allied Publishers, Bombay.*
10. Woodrofe, K., 1962 : *From Charity to Social Work, Routledge and Kegan Paul, London.*
11. Younghusband, E, 1967: *Social Work and Social Values, George Allen and Unwin, London.*

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B.S.W (HONS.) : SEMESTER - II
PAPER - SWC 5

WORKING WITH INDIVIDUALS AND FAMILIES

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

COURSE CONTENT :

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to social case work.	Concept, definition, objectives, historical ambience, principles and techniques of social case work. Interviewing as an important tool for case work practice.
II	Nature of professional relationship and its importance in social work.	The nature and formation of professional relationship in social work practice. Client case worker relationship.
III	Rudimentary knowledge about human behaviour theory.	System and Role theory, Psychoanalytic theory, Person-centered approach, Cognitive and Rational Emotive therapy.
IV	Integrated approach to social work practice.	Needs and significance of integrated approach. Contexts for use of integrated approach-planning and process of work.
V	Records.	Process of recording; types and use of records as a tool of learning.
VI	Problem solving process.	Phases of intervention. Approaches to problem solving process. Assessment, contracts, termination and evaluation.

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SUGGESTED READINGS :

1. *Joshi, S. C., 2004 : Handbook of Social Work; Publishing House, New Delhi.*
2. *Carel, B. Germain, 1989 : Social Work Practice – People and Environment : Columbia University Press, New York.*
3. *Allan, June; Pease, Bob and Briskhan, Linda, 2003 : Critical Social Work – An Introduction to Theory and Practice, Rawat Publications, Jaipur and New Delhi.*
4. *Perlman, Helen, Harris, 1970 : Social Case Work – A Problem Solving Process; University of Chicago Press.*
5. *Greene, R. Robert and Ephross, H. Pau, 2005l : Human Behaviour Theory and Social Work Practice, Aldine De Gruyter, New York.*
6. *Cheetham, Juliet and Kazi. A. F., 1998 : The Working of Social Work, Jessica Kingsley Publishers, London*
7. *Mathew Grace, 1992 : An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay*
8. *Bailey, Royand Lee, 1982 : Theory and Practice in Social Work, Oxford Press, London*
9. *Jehu, Dereu, 2004 : Learning Theory and Social Work, 2004, Routledge and Kegan Paul, London*
10. *Timms, N., 1964 : Social Case Work : Principles and Practices : Routledge and Kegan Paul, London*

B.S.W (HONS.) : SEMESTER II
PAPER - SWC 6

WORKING WITH GROUPS

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- To develop an understanding of group work as a method of social work
- To develop an understanding of the reciprocal influence of groups on individuals
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENT

Unit No	Unit Title	Content
I	Types and Role of Groups	Definition and types of groups-role of groups in society, neighbourhood, family and community. Group as an agent of social change, caste and class factors
II	Values and Principles of Group work	Definition of group work, objectives, values and principles of group work. Significance of group work in meeting the needs of individual, family and community
III	Intervention through Group Work and Role of Worker	Educational, preventive, promotive and therapeutic aspects of social group work. Different roles of the group worker.
IV	Group Process and Group dynamics	Group process, Elements of group dynamics, Promotion of healthy interaction in achieving the group, problem solving skills
V	Skills and Techniques	Programme and programme planning in social group work, and the principles. Leadership-Leadership development and Recording, uses, types and its importance
VI	Group Work Practice settings	Social group work and integrated social work practice, Social group work in different settings

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SUGGESTED READINGS

- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,*
Douglas, Tom: Group Work Practice, Tavistok, London, 1976
Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981
Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.
Nicoloson, Paula and Rowan Bayne: "Social Group Work Skills", in Applied Psychology for Social Workers, MacMillan, New York, 1993,
Trecker, Harbigh B.: Social Group Work Principles and Practice, Associated Press, New York 1970.

**B.S.W (HONS.) : SEMESTER - II
PAPER - SWC 7**

CITIZENSHIP AND GOVERNANCE

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper develops an understanding of the composition, structure and functioning of governance of Panchayati Raj institutions along with the evolution and development of the Panchayati Raj system in India. The Election and Reservation policies and the question of accountability, power and authority are also focused at. The paper aims to develop macro-intervention strategies involving the Panchayats highlighting the role of social workers. The paper also includes constitutional provisions of the urban local self-government, composition and functioning of the corporation and the power, authority and role of the Municipality.

OBJECTIVE

- To understand the concept of citizenship and governance at the local, national and international level
- Develop an understanding of the structure, composition and functions of democratic institutions at the grass-root level of rural and urban society of India.
- Acquaint learners with the process of planning and execution of programmes through participatory democracy of local Self-Government.
- Develop an ability to identify areas of work, service delivery system and bureaucracy in the institutions of grass-root democracy.
- Develop insight into social-work perspective in the functioning of the democratic institutions at the grass-root level.

COURSE CONTENT

Unit No	Unit Title	Content
I	Concept of citizenship and participation	Definition of citizenship, origin of citizenship, duties and obligations, relevance to Indian Society
II	Governance in India	Institutions of governance at different levels, center, state and local levels, Importance of people's participation in governance. Democratic decentralization Civil society.
III	Composition and function of PRIs	Composition, structure and function of Panchayati Raj institution: The constitution (73rd) Amendment Act, 1992. Gram Panchayat, Panchayat Samiti, Zila Parishad. Importance of Gram Sansad and Gram Sabha. Statutory and institutional powers and authority of Panchayati Raj Institution

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Unit No	Unit Title	Content
IV	Constitutional provisions of urban local self-government	The concept for urban local Self- Government. The constitution (74) Amendment Act, 1992. Concept of statutory urban development board: its importance and functions. Importance of urban development authority and its function. Classification, composition of Nagar Panchayat and Municipality. Duties and responsibilities of municipal authorities and its functions- Administrative linkage and its relationship with state and Union Government.
V	Power, and authority of Local self governments	Administrative and judicial power and authority of rural and urban local self-government. Audit and accounts in LSGs The State Finance Commission and accountability. Power and authority to impose tax, rates, fees, cess, tolls, and acquisition of land or property- Power of judiciary and social justice.
VI	Role of Local self governments	Role of local self-government for poverty alleviation, women's development and social welfare. Problems and future prospects.

SUGGESTED READINGS

1. Bandyopadhyay D and Mukherjee A, 2004 : *Task Force on Panchayati Raj, New Issues in Panchayati Raj., Rajib Gandhi Foundation Concept Publishing Company, New Delhi.*
2. Bandyopadhyay. D and Mukherjee N, 1993 : *New Horizons for West-Bengal Panchayat-A Report for the Government of West Bengal, Ministry of R.D. (W.B).*
3. Datta L. N., 2006 : *The West Bengal Municipal Act (Amended upto date), Tax's Law, Kolkata*
4. Datta L. N., 2006 : *The West Bengal Panchayat Act (Amended upto date), Tax's Law, Kolkata*
5. Datta, Nikeenjalata, 1989 : *Village Panchayat in India, Mittal Publication, New Delhi*
6. Gangrade K.D, 1992 : 'Power to Powerless-A Silent Revolution through Panchayati Raj System', *Journal of Rural Development, Vol-16 (4)*
7. Ghosh R and Pramanik A, 2002: *Panchayat System in India – Historical Constitution and Financial Analysis, Konishka Publicaters, Distributors, New Delhi*
8. Kashyap Anirban, 1998 : *Panchayati Raj: Views of the Founding Fathers and Recommendation of different Committees, Report of the Ministry of R.D., Govt. Of India, New Delhi*
9. Malashwari K and Malashwari I (ed), 1998 : *The Calcutta Municipal Corporation Act, 1980; Intellectual Law Publishers, Calcutta*

10. Mathew, George, 1995 : 'Will Reservation Ensure Participation', *Social Welfare*, Vol.42, No.5-6
11. Misra S.N, 1981 : *Rural Development and Panchayati Raj*, Concept Publishing Co., New Delhi
12. Mukeshwari K & Mukeshwari I, 1998 : *The Calcutta Municipal Corporation Act (Amended 1998)*, Intellectual Law Publishers, Kolkata
13. Mukherjee N, 1996 : 'Decentralization Below State Level- Need for a New System of Government', in Mathur Kuldeep (ed): *Development Policy and Administration*, Sage, New Delhi
14. Paul Chowdhury D, 1994: 'Panchayat and NGO', *Social Welfare*, Vol.41, No.-2, May
15. Saha A. N., 1999 : *Handbook of the West Bengal Municipal Act (Amended 1999)*, Distributors, Kolkata
16. Saha A.N, 1999 : *The West Bengal Municipal (Amendment) Act, 1997*, Venus Book Distributors, Calcutta
17. *Social Action, A Quarterly Review of Social Trends*, Vol – 47, No. I A Social Action Trust publication. (Jan. – March 1997)
18. Webster. Neil, 1992 : *Panchayati Raj and the Decentralization of Development Planning in West-Bengal*, Calcutta
19. *Development Planning in West-Bengal*, Calcutta, 1992.

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 9**

HUMAN GROWTH AND SOCIAL ENVIRONMENT- II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

This paper focuses on theoretical perceptions in psychology, social psychology and particular concepts in sociology to understand individuals' behaviour in a social setting. Important concepts relating to personality, socialization and social motivation are studied in details to enable their application to field situations.

Objectives :

- To develop interest, awareness and understanding of persons in relation to oneself and each other.
- To perceive human beings as individuals possessing characteristics, potential, inclination that function largely within a social setting.
- To develop a theoretical orientation in Psychology and its various branches so that the knowledge could be applied in field and situations of employment.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Group and Group Dynamics	Group nature, definition, properties of small groups. Types of groups (primary-secondary, formal-informal, in group-out group, membership-reference, exclusive-inclusive); group cohesiveness – determinants and consequences.
II	Leadership	Nature, definition, characteristics of leadership, role differentiation into democratic and authoritarian leadership styles.
III	Stages of Development	A brief introduction to child growth and development. The importance of understanding child growth and development in Social Work.
IV	Infancy and Childhood	Physical, emotional, intellectual and social development during these stages.
V	Adolescence	Physical, emotional, cognitive, social development during this life stage with focus on identity formation, change, crisis. Introduction to Erikson's Life Cycle Stages.
VI	Ecological factors and human behaviour	Race, gender, religion, community and sexual orientation; social distance and causes for social tension.

SUGGESTED READINGS

[BACK TO MAIN PAGE](#)

1. *Baran, Robert A and Byrne, Donna, 1991 : Social Psychology, Understanding Human Interaction*
2. *Bcoket Chris, 2002 : Human Growth and Development : A Psycho-social Introduction, Saga, London.*
3. *Blum, L 1965, Harper International Edition, Harper and Row, London*
4. *Dowling, Marion, 2005 : Young Children's personal, Social and Emotional Development, 2nd Edition, Saga, London.*
5. *Hestherington, E. Mavis and Park, Ross D., 1986 : Child Psychology : A Contemporary Viewpoint, Mcgraw Hill.*
6. *Isacron, Robert L., Hutt, Mase L., Bhem, Milton L., 1965 : Psychology, the Science of Behaviour, Harper International Edition, London*
7. *Mavis Hestherington. E and Park, Ross. D, 1986 : Child Psychology : A contemporary viewpoint, McGraw Hill International.*
8. *Merrill Roff, S. Sells. B. and Golden. Mary N. 1972 : Social Adjustment and Personality Development in Children, The University of Minnesota Press, USA*
9. *Morgan and King, 1965 : Introduction to Psychology, McGraw Hill*
10. *Porter, Luise, 2003 : Young Children's Behaviour : Practical, Approaches for Caregivers and Teachers Saga, London*
11. *Robert Baran A. and Byrn Donna, 1991 : Social Psychology : Understanding Human Interaction*

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 10**

SOCIOLOGY FOR SOCIAL WORKERS-II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- To know the basic theoretical foundation in sociology and their use in social work practice
- To understand the role of caste and class in Indian society.
- To understand and analyze the major issues of education and religion in Indian Society
- To understand the role modern organizations in India society

COURSE CONTENT

Unit No	Unit Title	Content
I	Sociological theory-I	Significance of theoretical understanding of society, Nature and types of sociological theories
II	Sociological theory-II	Introduction to Marxism, Structural functional and Symbolic interaction theory. Its use in Social work practice
III	Social stratification in India	Class and caste in India. The role of caste in Indian society and politics, Caste as positive and negative feature of Indian society
IV	Education in India	Educational situation in India. Illiteracy And school dropouts, Compulsory Primary education.
V	Religions in India	Major religions in India- Hinduism, Islam, Sikhism, Christianity, Buddhism and Jainism, Inter-religion relations Secularism and communalism
VI	Organizations in India	Governmental and Non Governmental organization, Characteristics of bureaucracy, Disorganization and Corruption.

SUGGESTED READINGS

[**BACK TO MAIN PAGE**](#)

1. Abraham, M. Francis: *Modern Sociological Theory: An introduction*. OUP, New Delhi, 1982
2. Beals, R. H. Hoijer: *Introduction to Anthropology*, Macmillan, New York, 1971
3. Chitamber, J. B.: *Introduction to Rural Sociology*, New Age Pub. New Delhi, 1997
4. Cohn, A. K.: *Deviance and Social Control*, Prentice Hall, New Delhi. 1991
5. Desai, A. R. (ed): *Rural Sociology*, Asia pub. Bombay. 1968
6. Dube, S. C.: *Understanding Society*, NCERT, New Delhi. 1977
7. Giddens, Anthony: *Sociology*, Polity Press, London. 1993
8. Leonard, P.: *Sociology and Social Work*, London, 1971
9. Marriot, M (ed.): *Village India*, University of Chicago Press, Chicago, 1955
10. Mills, Theodor: *Sociology of Groups*, Prentice Hall, New Delhi, 1991
11. Srinivas, M. N.: *Village India*, Asia Publishing House, Bombay, 1995
12. Ahuja, Ram, *Social Problems in India*, Rawat Publications, New Delhi. 1996
13. Madan, G.R., *Indian Social Problems*, Rawat Publications, New Delhi, 1992
14. PROBE report

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 11**

HISTORY AND PHILOSOPHY OF SOCIAL WORK - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVES

- Sensitize the students about the social philosophy of eminent thinkers and philosophers, which have important bearing on the social work profession.
- Enable the students develop the capacity to understand the change in perception of different social phenomenon and their implications for social work profession.
- Sensitize the students about the ethics and values of the profession and the need for code of ethics for social workers.

COURSE CONTENT

Unit No.	Unit Title	Content
I	Sources of Social Work Philosophy	Social work philosophy within a religiously pluralistic society. Ideology of spiritualism, humanism, liberalism, socialism and democracy.
II	Goals of Social Work	Goals of social work in a changing society; state and social service – changing pattern from charity to welfare to development.
III	Social Philosophers and Social Work Philosophy	Social philosophy of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, B R Ambedkar and their contribution to social work.
IV	Welfare state	Concepts, ideal, welfare state within a market economy
V	Social Movements	Social movements: concept, dalit movements, environmental movements, women's movements & human rights movements.
VI	Professional ethics	Code of ethics for social workers

[**BACK TO MAIN PAGE**](#)

SUGGESTED READINGS

1. *Chatterjee, Pranab: Approaches to the Welfare State, National Association of Social Workers (NASW), Washington D.C., 1996*
2. *George, Vic and Wilding, Paul: Ideology and Social Welfare, Routledge and Kegan Paul, London, 1976*
3. *Ganguly, B.N.: Gandhi's Social Philosophy, Perspectives and Relevance, Vikas Publishing House, Delhi, 1973*
4. *Jatav, D.R.: Social Philosophy of B.R. Ambedkar, Rawat Publications, Jaipur, 1997.*
5. *Machenrie, Norman: Socialism, A short History, Hutchinson University Press, London, 1967*
6. *Sinha, Sasadhar: Social Thinking of Rabindranath Tagore, Asia Publishing House, Calcutta, 1962*
7. *Gadgil, Madhav and Guha, Ramchandra: Ecology and Equity : The Use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995*
8. *Centre for Science and Environment: The State of India's Environment. The Citizens Reports, Vol. I-IV, New Delhi.*
9. *Omdvet, Gail: Violence against Women: New Movements and New Theories in India, Kali for Women, New Delhi, 1990*
10. *Tata Institute of social Sciences: Declaration of Code of Ethics for Professional Social Workers, Bombay, 1997*

**B.S.W (HONS.) : SEMESTER - III
PAPER - SWC 12**

COMMUNITY ORGANIZATION

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper contains an in-depth study of community organization practice. Analyzing communities, conceptualizing communities historically and spatially are issues within the scope of this paper. The paper also provides an insight into the role and skills of an efficient community organizer and an understanding of voluntary organizations and non-governmental organizations.

OBJECTIVES:

- To develop the understanding of community organization as a method of social work.
- To develop ability to analyze the community, its problems and issues with special emphasis on rural communities.
- To provide insight into the various dimensions of organizing a community.
- To enhance the attitudes and skills as a community organizer and for participatory process.

COURSE CONTENT:

Unit No	Unit title	Content
I	Contextualizing community organization practice	Location of community work within social work. Historical development of community organization practice.
II	Analyzing Community	Concept of community, sociological and practitioner's perspectives. Structure and functions. Analyzing communities.
III	Understanding community organization practice.	Concept of community organization. Values and principles. Community organisation and Community development
IV	People's participation	Meaning of people's participation. Importance of people's participation in community organization.
V	Programme planning	Programme planning in community organization- objectives, principles and process.

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Unit No	Unit title	Content
VI	Role of community organiser	Role of organizer-skills of community organization practitioner: problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking and training.

SUGGESTED READINGS

1. Arthur Dunham and Harper E. B, 1959: *Community Organization in Action*, Association Press, New York.
2. Das, Samantak, 2001: *NGO-Story*, in Joseph Sherry (ed): *Social Work in the Third Millennium*, Department of Social Work, Visva Bharati.
3. Eade D (Ed.), 2005 : *Development, NGO's and Civil Society*.
4. Gangrade K. D, 1971: *Community Organization in India*, Popular Prakashan, Bombay
5. Jones, D. and Mayo, M, 1974 : *Community Work*, Routledge and Kegan Paul, London.
6. Kranner, R.M. and Specht, 1983 : *Readings in Community Organization Practice*, 3rd edition, Prentice Hall, Englewood Cliffs.
7. Kothari, Milon : *Development and Social Action*, Rawat Publications.
8. Parrott, 2006 : *Values and Ethics in Social Work*.
9. Rajasekhar D, 2000 : *Non-Governmental Organisations (NGOs) in India- Opportunities and Challenges*, *Journal of Rural Development*, Vol. 19 (2).
10. Ross, Murray G., 1958 : *Case Histories in Community Organization*, Harber and Brothers, New York.
11. Ross, Murray G. 1955 : *Community Organization- Theory and Principles*, Harper and Brothers New York.
12. Rowlands Jo. 2006 : *Development Methods and Approaches Critical Reflection*, Rawat Publications, New Delhi.
13. Siddique, H. Y, 1997 : *Working with Communities- An Introduction to Community Work*, Hira Publication, New Delhi.
14. Siddiqui, H.Y., 2004 : *Social Development in Indian Sub-continent*, New Delhi.
15. Siddiqui, H.Y. (ed), 1984 : *Social Work and Social Action*, Harnam Publisher, New Delhi.

**B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 14**

ECONOMIC POLICES AND SOCIAL DEVELOPMENT - I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on development concepts and perspectives. This paper also critically analyses the various economic policies in different sectors of the Indian economy. The impact of these policies on the social aspects will be an effective knowledge base for the learners of social work

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTECTS

Unit No.	Unit Title	Content
I	Characteristics of a developing economy	Concept of economic growth and development, GDP & GNP, Income Inequality, Occupational pattern.
II	Human Development in India	Concept of Human Development Index, Gender Development Index and Human Poverty Index. National Human Development Report.
III	Small Scale Industries in India	Definition, Significance in a developing economy, Problems and need for policy intervention
IV	Agriculture in India	Role of Agriculture in a developing economy, Problems in agriculture
V	Food Security in India	Problems of Food Security in India, PDS
VI	Poverty in India	Definition, Measurement, Causes for persistence of poverty, Rural Poverty

[**BACK TO MAIN PAGE**](#)

SUGGESTED READING :

1. Ray, D 2003. *Development Economics*, OUP, New Delhi.
2. Meier, G and Rauch, J 2006. *Leading issues in Economic Development*, OUP (Indian Edition)
3. Hayami, Y and Godo, Y 2006. *Development Economics (Third edition)*, OUP (Indian Edition)
4. Thirlwall, A.P. 2005. *Growth and Development*. ELBS
5. Todaro, M. 2005. *Economic Development in the Third World*. Orient Longman, New Delhi.
6. Kolstad, C. 2000. *Environmental Economics*. OUP.
7. Peet, R. 2005. *Theories of Development*. Rawat Publications. New Delhi.
8. Singha Roy, D.K.(ed) 2003. *Social Development and the Empowerment of the Marginalized Groups-Perspectives and Strategies*. Sage. New Delhi.
9. Carley, M.1981. *Social Measurement and Social Indicators*. George Allen and Unwin. London.
10. Bulmer, M.1986. *Social Science and Social Policy*. George Allen and Unwin. London.

**B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 15**

AGRICULTURE AND ANIMAL HUSBANDRY

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

Agriculture: 50 [IA- 10, Exam- 40] Animal Husbandry : 50 [IA- 10, Exam- 40]

This course deals with the scientific approaches and contemporary technologies used in agriculture and animal husbandry. Information content of the course emphasizes on social worker's knowledge base in the area for working with farm community.

OBJECTIVES :

- To acquaint students with the technical aspects of occupation of farm community in villages
- To enable students develop an understanding of the economic aspects of the farmer's occupation.
- To help students develop an understanding of how occupation shapes the life style of farm community

COURSE CONTENT

SECTION – A

AGRICULTURE FARM TRAINING

Classification of crops, weeds and their identification. Soil types, fertility and productivity. Use of manures and fertilizers. Methods of irrigation. Different agricultural farm operation of major crops: seed bed preparation, sowing, manuring, weeding, hoeing, use of pesticides and herbicides. Use of tillage implements. Calculation of fertilizer dose, seed rate and pesticides. Demonstration of different methods of cultivation of field crops. Practical records and herbarium

SECTION – B

ANIMAL HUSBANDRY AND ALLIED MATTER

Role of livestock in Indian Economy and human health. Mixed farming, important breeds of domestic animals and birds, artificial insemination. Classification of feeds, feeding standards, cultivation of fodder, preservation of fodder. Nutrition deficiencies and their management. System of housing and management of livestock and poultry. Farm records. Methods of slaughter of meat animals, meat products and byproducts. Major contagious diseases of animals and birds: etiology, symptoms, treatment and control of major diseases. Principle of immunization and vaccination. Zoo-noses, physico-chemical and nutritional properties of milk. Role of microorganisms in quality of milk and milk products, physiology of milk secretion.

External body parts of cattle and fowl. Methods of identifying animal- dentition and aging of animals: Judging of cattle and poultry. Familiarity with A.I. system- identification of feeds and fodder. Cleaning of cattle-sheds, test for fat in milk

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**B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 16**

COMMUNITY DEVELOPMENT

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper introduces an analysis of the village structure, amenities and the layout of the Indian villages. The different community development programmes implemented in India are analysed. The aspects of health, sanitation, food, nutrition, education including adult and extension education are studied in details in separate sections.

OBJECTIVE :

- Gain knowledge of basic concept of community development and village community.
- Get acquainted with the various community development programmes implemented in India.
- Gain an understanding of the role of social worker in different community development programmes

COURSE CONTENT

Section – A		
VILLAGE STRUCTURE, PHYSICAL AMENITIES AND DEVELOPMENT PROGRAMMES		
Unit No	Unit Title	Content
I	Village structure and Physical Amenities	Characteristics, appearance and layout of Indian villages with regard to housing, roads, water supply, irrigation, electric supply. Programmes for improvement of housing, roads, water supply, irrigation, electric supply in rural areas.
II	Infrastructure Development in Villages	Different programmes of infrastructure development implemented through the Development Block
III	Economic Development	Current Indian Climate for Development Work

Section – B		
VILLAGE HEALTH, SANITATION AND COMMUNITY DEVELOPMENT		
Unit No	Unit Title	Content
VI	Village Health and Sanitation	General characteristics of Indian villages with regard to health and sanitation problems. Common ailments and epidemics-Cholera, filaria, malaria, tuberculosis, leprosy and hepatitis- their prevention and early treatment
V	Food and Nutrition	Meaning of Nutrition, status of nutrition among different age-groups in villages, deficiency in nutrition and its consequences. Various programmes of health under Community Development.

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Section – C		
EDUCATION AND COMMUNITY DEVELOPMENT		
Unit No	Unit Title	Content
VI	Community and Community Development	Definition of community, Characteristics of different types of community: sectarian, territorial and functional- Concept of community development. History of community development. Administration of community development set-up in India
VII	Village Education and Community Development	Basic Education- Adult education – Non-formal education - Extension Education - Continuing education – Role of School and Panchayet in Community Development.
VIII	Development of village economy and current development endeavour	Foundation of village economy in India; issues related to rural economic development, rural development work and its critique.

SUGGESTED READINGS :

1. *Clinard, Marshal B., 1976 : Slums and Community Development, Free Press, New York.*
2. *Dhama, O.P., 1962 : Extension and Rural Welfare, Ramprasad and Sons, Agra.*
3. *Gangrade, K.D., 1971 : Community Organization in India, Popular Prakashani, Bombay.*
4. *Jain, S.C., 1967: Community Development and Panchayati Raj in India, Allied Publishers, New Delhi.*
5. *Mathur, Brijudra M., 2007 : Adult Education and Social Change, The Associated Publishers, Ambala Cantt. 133001*
6. *Mathur, V. S, 2007 : Towards New Education, The Associated Publishers, Ambala Cantt. 133001*
7. *Mukherjee, B., 1960 : Community Development in India, Ministry of Community Development, Govt. of India, New Delhi.*
8. *Pillai, K. S., 2007 : Community Education, The Associated Publishers, Kacha Bazar, Ambala Cantt. 133001*
9. *Reddy, A.Adis., 1971 : Extension Education, Sree Lakshimi Press Bapatla (A.P.).*
10. *Shukla, Sweshchandra and Kaul, Rekha, 1998, Education, Development and Underdevelopment, Sage Publications, New Delhi*
11. *Vaidyanathan, A and Nair, P. R. Gopinathan, 2000, Elementary Education in Rural India, Sage New Delhi*

B.S.W (HONS.) : SEMESTER - IV
PAPER - SWC 17

ADMINISTRATION OF SOCIAL WELFARE ORGANIZATION

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper deals with the concept, principles, methods and techniques of administration of social welfare organisations. The types and characteristics of social welfare organisations are also studied. An idea about the Indian Constitution, the Welfare State, the Five Year Plans, the Central Social Welfare Board and the Societies Registration Act is within the purview of this paper.

OBJECTIVES

- To understand the framework of the Indian Constitution within which social welfare system operates.
- To gain an understanding of the characteristics of the social welfare organizations in different sectors and different levels.
- To develop knowledge of fundamental elements of administration of welfare organization.

COURSE CONTENT

Unit No	Unit Title	Content
I	Social Welfare Administration	Concept of social welfare, social welfare administration. Principles of social welfare administration— methods and techniques
II	Concept of Welfare State	Responsibilities of State for social welfare services-changing role of administration in a Welfare State.
III	Constitution of India	The Preamble, Fundamental Rights and the Directive Principles of State Policy as related to the concept of Welfare State.
IV	Types of Organizations	Types of organizations and their characteristics. Administration of institutional and non-institutional programmes.
V	Administration of Social Welfare Organizations	Introduction to various aspects of administration, organization and structure, policy making, planning programmes. Functions of the executives- supervision and evaluation. Budget, fiscal control and accountability, maintenance of records.

[BACK TO MAIN PAGE](#)

Unit No	Unit Title	Content
VI	Central Social Welfare Board	Administrative set up – objectives and programmes.

SUGGESTED READINGS

1. Dale, Reidar: 2000 : *Organisation and Development Strategies and Process*, Sage, New Delhi.
2. Dantwala, M. L, Sethi, Harshard , Visaria, Pravin, 1998 : *Social Change through Voluntary Action*, Sage, New Delhi.
3. Donnison, D.V. and Chapman Valerie, 1970 : *Social Policy and Administration*, George Allen and Unwin, London.
4. Harper, Malcolm, 2000 : *Public Service through Private Enterprise – Micro privatization for Improved Delivery*
5. Kabra, Kamal Narayan, 1997 : *Development Planning in India : Exploring an Alternative Approach*, Sage New Delhi
6. Lauffer. A., 1977 : *Understanding Your Social Agency*, Sage Publications, London.
7. Maheswari, Sriram, 1995 : *Rural Development in India – A People Policy Approach*, Sage, New Delhi
8. Mathew, P.D, 1994 : *Law on the Registration of Societies*, ISI, New Delhi
9. Patti R., 1983 : *Social Welfare Administration*, Prentice Hall, Englewood Cliff.
10. PRIA, 1989 : *Management of Voluntary Organization*, New Delhi
11. PRIA, 1991 : *Voluntary Development Organizations in India : A Study of History, Roles and Future Challenge and NGO's in India – A Critical Study*, New Delhi
12. Rao, C. H. Hanumantha (ed.) and Linneman, Hans, 1996 : *Economics Reforms and Poverty Alleviation in India*, Sage, New Delhi
13. Sankaran and Rodrigues, 1983 : *Handbook for the Management of Voluntary Organizations*, Alpha Publications, Madras.
14. Siddiqui H. Y., 1983 : *Social Work Administration- Dynamic Management and Human Relationships*, Prentice Hall, New Jersey.
15. Skidamore, 1983 : *Social Work Administration*, Prentice Hall, New Jersey
16. Steiner, R., 1977 : *Managing Human Service Organization- From Survival to Achievement*, Sage Publications, Beverly Hills.
17. Tandon, Rajesh and Mohanty, Ranjita, 2000 : *Civil Society and Governance*.

**B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 19**

ECONOMIC POLICIES AND SOCIAL DEVELOPMENT - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on development concepts and perspectives. This paper also critically analyses the various economic policies in different sectors of the Indian economy. The impact of these policies on the social aspects will be an effective knowledge base for the learners of social work

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTENTS

Unit No	Unit Title	Content
I	Unemployment in India	Definition, Measurement, Analysis of the employment generation programs in India.
II	Rural Credit	Sources of Rural Credit in India, Problems of Rural Credit in India.
III	Trade	GATT and WTO, Implications for the agricultural and pharmaceutical sector.
IV	Statistics of India	Brief Analysis of the Social Sectors in Economic Survey of India
V	Education	Role of Education in development, Problems in Literacy, Elementary education and Higher education
VI	Health	Health and Globalisation, National Health Policy

[**BACK TO MAIN PAGE**](#)

SUGGESTED READINGS :

1. *Datt, R. and Sundharam, K. 2009. Indian Economy. S.Chand and Company Limited. New Delhi.*
2. *Mishra, S.K. and Puri, V.K. 2009. Indian Economy. Himalaya Publishing House. New Delhi.*
3. *Bardhan, P. and Krishnan, T.N. (eds.) 1993. Essays in honour of K.N.Raj. OUP, New Delhi.*
4. *Dantwala, M.L. 1996. Dilemmas of Growth: The Indian Experience. Sage Publications. New Delhi.*
5. *Lucas, R.E.B. and Papanek, G.F. 1998. The Indian Economy – Recent Developments and Future Prospects. OUP.*
6. *Government of India. (Recent years) Economic Survey, Five-Year Plans, Annual Budgets. New Delhi.*
7. *Journals and Magazines to be regularly read- Economic and Political Weekly, Yojana, Frontline.*

B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 20

SOCIAL ISSUES AND PROBLEM - I

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on the development of different groups with special needs for example children, youth, elderly and the physically and mentally challenged people. The needs of these special groups the existing welfare services for them and the scope of social work intervention fall within the scope of this paper.

OBJECTIVES :

- To provide knowledge about development services for different groups of people for example children, youth, disabled in diverse spheres of their life.
- To provide awareness about the changing ideological perspectives of the different welfare and development services in health care and promotion of mental health.
- To identify scope of social work intervention in these diverse fields of welfare services and to development appropriate skills of working with people, groups and community.

COURSE CONTENT :

Unit No.	Unit Title	Content
I	Contextualizing Needs	Meaning and feature of Social Problem spatial circumstantial and life stage contents of human need and human vulnerability. Its implications for social work practice.
II	Child Welfare	Concept, philosophy and evolution of child welfare Demographic characteristics and issues related to children's development. Girl child and their specific problems Programmes and services for children under government and non government sector.
III	Youth Welfare	Demographic profile of youth in India. Needs of youth organization for welfare of youth and national service scheme.
IV	Health Care	III health as a social problem. Health care services .Social worker's role in dealing with social, economic and emotional problems related to illness. Rural and urban health mission.
V	Mental Health and Care	Meaning and concept of mental illness and mental health care. Mental illness and its impact on family and society. Mental health care and services, social worker's role in prevention of mental illness and promotion of mental health.

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Unit No.	Unit Title	Content
VI	Welfare of the Disabled	Concept and meaning of disability Types of disability . Needs and problems of persons with disability. Services for the disabled children and adult, role of social workers in working with disabled.

SUGGESTED READINGS :

1. *Bhangawa Pramilan, 2003 : The Elimination of Child Labour, Whose Responsibility, Sage Publication, New Delhi Thus and Oaks, London*
2. *GOI, 1992 : National Plan of Action, A Commitment on the Child, Department of Women and Child Development, Government of India, New Delhi*
3. *Hazarika Prafulla, 2004 : Child Labour in India , Akansha Publishing House, New Delhi*
4. *Rane Asha, 1986 : Children in Difficult Situations in India : A Review, Tata Institute of Social Science, Bombay*
5. *GOI, : Indian Constitution – Constitutional Provisions for the Scheduled Castes and Scheduled Tribe.*
6. *GOI, 1974 : Report of the Committee on the Status of Women in India – towards Equality.*
7. *GOI, 1988 : National Perspective Plan for Women 1988-2000 AD*
8. *GOI, 1992 : The National Commission for Women*
9. *Doyle, Celia : 2006 : Working with Abused Children (3rd Ed.) Palgrave Macmillan, Basingstik*
10. *Michael, S. N, 1999 : Dalits in Modern India : Vision and Values, Vistar Publication, New Delhi*
11. *Part, S.C, 1986 : Indian Labour Problems, Allahabad Law Agency, Allahabad*
12. *Saxena, R. C, 1986 : Labour Problem and Social Welfare, L. K. Nato and Company, Meerat*
13. *National Institute of Public Cooperation and Child Development, 1994 : Child in India: A Statistical profile, New Delhi*

B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 21

DEVELOPMENT OF WEAKER AND VULNERABLE SECTIONS

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper acquaints the students about social work intervention in the welfare of different disadvantaged groups like women and children under difficult situations; SCs, STs and minorities; and organized and unorganized sector workers. The paper focuses on the contextual and conceptual issues, the constitutional provisions and the areas of intervention for the social workers to facilitate the development of these oppressed groups.

OBJECTIVES

- To acquaint students with the nature of disadvantages suffered by various socially oppressed groups in the society.
- To gain knowledge about the national Endeavour for bringing the socially oppressed groups in the mainstream facilitate their participation in the development Endeavour.
- To sensitize students to the specific needs of these groups and develop skills to work with them.

COURSE CONTENT

Unit No	Unit Title	Content
I	Social Work and Disadvantaged Groups	Social Work's ethical responsibility towards marginalized and Disadvantaged Groups broad policy perspective guiding the welfare programmes and services
II	Women's welfare and development	Changing concept of women's welfare- Gender equality - special needs of women- Programmes and services for women's empowerment and development- Social work intervention in the field of women's welfare.
III	Welfare of the Scheduled Castes (SCs)	Constitutional provision to ensure justice to SCs Progr-ammes and services for SCs Social worker's role in organization and development of SC community
IV	Welfare of the Scheduled Tribes (STs)	Constitutional provision for the welfare and development of STs – ensuring social justice, equity and participation- Programme and services for the STs- Role of social workers in organizing STs and facilitating development work of the group.

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Unit No	Unit Title	Content
V	Children under difficult situations	Child abuse- Different types of abuse: physical, sexual - neglected and oppressed children; child labour: nature; programmes and services for these group of children.
VI	Welfare of the Minorities	Definition of minorities- Concept of national integration vis-à-vis minorities- Role and functions of the National Commission for Minorities and the Commission for Linguistic Minorities- Fifteen Point (15 point) programme for the welfare of minorities

SUGGESTED READINGS

1. *Bhangawa Pramilan, 2003 : The Elimination of Child Labour, Whose Responsibility, Sage Publication, New Delhi Thus and Oaks, London*
2. *GOI, 1992 : National Plan of Action, A Commitment on the Child, Department of Women and Child Development, Government of India, New Delhi*
3. *Hazarika Prafulla, 2004 : Child Labour in India , Akansha Publishing House, New Delhi*
4. *Rane Asha, 1986 : Children in Difficult Situations in India : A Review, Tata Institute of Social Science, Bombay*
5. *GOI, : Indian Constitution – Constitutional Provisions for the Scheduled Castes and Scheduled Tribe.*
6. *GOI, 1974 : Report of the Committee on the Status of Women in India – towards Equality.*
7. *GOI, 1988 : National Perspective Plan for Women 1988-2000 AD*
8. *GOI, 1992 : The National Commission for Women*
9. *Doyle, Celia : 2006 : Working with Abused Children (3rd Ed.) Palgrave Macmillan, Basingstik*
10. *Michael, S. N, 1999 : Dalits in Modern India : Vision and Values, Vistar Publication, New Delhi*
11. *Part, S.C, 1986 : Indian Labour Problems, Allahabad Law Agency, Allahabad*
12. *Saxena, R. C, 1986 : Labour Problem and Social Welfare, L. K. Nato and Company, Meerat*
13. *National Institute of Public Cooperation and Child Development, 1994 : Child in India: A Statistical profile, New Delhi*

**B.S.W (HONS.) : SEMESTER - V
PAPER - SWC 22**

SOCIAL WORK RESEARCH & STATISTICS

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This subjects introduces learners to the fundamentals of social work and social science research methods. The subject deals with both theoretical and practical aspects of research methodology and basic statistical techniques used in these research.

OBJECTIVES

- To orient about the need for scientific approach to human inquiry and promote an understanding of the meaning, nature, scope and importance of social work research;
- To conceptualise social work research projects and introduce the concepts of sample and sampling methods
- To develop an understanding of simple statistical tools and learn to use them.

COURSE CONTENT

Unit No	Unit Title	Content
I	Scientific Enquiry	Scientific approach to human enquiry. Meaning and purpose of research, Social work research: meaning, scope and importance. An overview of the research process: Problem formulation, data collection, data processing, analysis and interpretation, Qualitative and quantitative methods.
II	Universe and sample	Universe and Census- Elements of sampling: meaning, rationale, probability and non-probability sampling techniques, advantages and disadvantages of each type of sampling
III	Data collection and processing	Sources of data- Types of data: primary and secondary. Tools of data collection: interview schedule and questionnaire. Methods of data collection: interviewing and observation. Data processing: coding, editing, classification, tabulation, analysis and interpretation
IV	Use of Statistics-I	Statistics: uses and limitation- Measures of central tendency: Mean, Median and Mode: Computation, use and relative strength and limitations

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Unit No	Unit Title	Content
V	Use of Statistics-II	Measures of Dispersion: Concept of Range, Inter-quartile Range, Quartile Deviation, and Standard Deviation Simple Graphical and tabular presentation of data:
VI	Writing Skills	Research report writing

SUGGESTED READINGS

1. *Alston, M and Bowles, W: Research for Social Workers, An Introduction to Methods, Rawat Publications, 2nd edition, 2003.*
2. *Goode W. J. and Hatt P. K: Methods in Social Research, McGraw Hill, Tokyo, 1952.*
3. *May, T: Social Research-Issues, Methods and Process, 3rd edition, Open University Press, Buckingham.*
4. *Mukherjee, Partha N. (eds): Methodology in Social Research- Dilemma and Perspectives, Sage, New Delhi, 2000.*
5. *Mikkelsen, B: Methods for Development and Research, 2nd ed, Sage Publication, 2005.*
6. *Polansky, A. Norman: Social Work Research, University of Chicago Press, Chichago, 1967.*
7. *PRIA: Participatory Research- An Introduction, Participatory Research Network Series, No. 3, Society for Participatory Research in Asia, New Delhi, 1995.*
8. *Ramachandran, P. and Naik R. D.: 'Research in Social Work', in Encyclopedia of Social Work in India, Vol.2, New Delhi, 1988.*
9. *Ramachandran P: Issues in Social Work Research in India, Institute of Community Organisation Research, Bombay, 1990.*
10. *Thyer A. B. and Wodarshi J. S: Handbook of Empirical Social Work Practice, Vol. 1, John Wiley and Sons Inc., New York 1998.*
11. *Wilkinson and Bandarkar: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay, 1988*

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 24

SOCIAL ISSUES AND PROBLEM - II

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This paper focuses on the concept and implication of disaster management, population problem, human right and legal aid, corruption, national integration and peace initiative. The needs of these special groups the existing welfare services for them and the scope of social work intervention fall within the scope of this paper.

OBJECTIVES:

- To enable students develop an understanding of the problems elderly and their care, disaster management, problem of population human rights corruption and issues related to national integration and peace.
- To provide awareness about the changing ideological perspectives of the different welfare and development services
- To identify scope of social work intervention in these diverse fields of welfare services and to develop appropriate skills of working with people groups and community.

COURSE CONTENT

Unit No	Unit Title	Content
I	Elderly and their Care	Demographic profile of elderly in India. Needs and problems of elderly. Role of social worker in dealing with social, economic physical and emotional problems of elderly.
II	Disaster Management	Meaning and concept of disaster, type of disaster natural and man-made-implications of disaster for rescue, relief and rehabilitation-Role of social workers.
III	Population Problem	Concept, meaning trends of population growth, birth & death rate Programme and policy. Role of social worker dealing with population problem
IV	Human Rights and Legal Aid	Concept, meaning of universal declaration of human rights, legal aid services. Role of social worker dealing with issues related to human right and social justice.
V	Corruption	Concept and meaning of corruption. Causes of corruption. Its effects in socio-political sphere in India. Role of social worker dealing with corrupt practices.
VI	National Integration and Peace Initiative	Meaning and concept of national integration Causes of disintegration. Peace movement and communal

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Unit No	Unit Title	Content
		harmony. Role of social worker dealing with issues related to national integration and peace.

Suggested Readings :

1. A.S. Kohli, 2004, *Human Rights and Social Work*, Kanishka Publishers, Distributor, New Delhi
2. Arvindrai N Desai.1995, *Helping the Handicapped problems and perspects*. Ashish Publications House, New Delhi.
3. B.R. Nanda, 1989, *Gandhi Pan-Islamism, Imperialism and Nationalism in India*. Bombay Oxford University Press, Delhi Oxford, New York.
4. C. Naseema, 2002, *Human Right Education comcptual and pedagogical aspects*, Kanishka Publishers, Distributors, New Delhi.
5. Dandekar Kumudini, 1996. *The Elderly in India*, Sage, New Delhi
6. Dhillon P.K. 1992 *Psycho-socio Aspects of Aging in India*, Concept Publishing Company, New Delhi.
7. GOI, 1992 : *National Plan of Action, A Commitment to the Child Department of Women and Child Development*, Government of India, New Delhi.
8. Gopal Bhargava (ed.) 2001, *Human Rights Concern of the future*, Kalpaz Publications, Delhi
9. Gore M.S. 1977 : *Indian Youth Process of Socilization*, Vishawa Yuva Kendra, New Delhi
10. Harshenson David B and Power Paul W, 1987 : *Mental Health Counselling – Theory and Practice*, Perganmon Press, New York.
11. Hegarty, Seamus and Alur, Mithu : 2002 *Education and Children with Special Needs*, Sage, New Delhi
12. J.P. Yadav (ed.) 2004 *Human Rights and Social Security*, Anmol Publications Pvt.Ltd.New Delhi
13. Janardan Prasad, 1996, *education of Handicapped Children Problems and solutions*, Kanishka Publishers, Distributors, New Delhi
14. Janusz Symonides (ed.) 2003, *New Dimensions and challenges for Human Rights*, Rawat Publications, Jaipur and New Delhi.
15. John V.V., 1974. *Youth and National Goals*, Vishawa Yuva Kendra, new Delhi
16. Justice V.R. Krishna Iyer, 1990, *Human Rights and Inhuman Wrongs*, B.R. Publishing Corporation, Delhi
17. K.C. Panda, 1999, *Disadvantaged Children*, Mittal Publications, New Delhi
18. K.P. Saksena (ed.) 2003, *Human Rights and the Constitutions Vision and the reality*, Gyan Publishing House, New Delhi
19. Kamal Taori, IAS (Vidyarthi), 2005 *Disaster Management. Through Panchayati Raj*.Concept Publication Company, New Delhi-110059.
20. Kanth A and Verma R.M. 1993 *Neglected Child-Changing Perspective*, Prayas Juvenile Aid Centre, New Delhi
21. M.G.Chitkara, 1996 , *Human Rights : Commitment and Betrayal*, Aph. Publishing Corporation, Delhi
22. M.R. Biju, 2005 *Human Rights in a Developing Society* , Mittal Publications, New Delhi

23. Mamta Swain, Mritunjay Swain, Ranju Hasini Sahoo. 2006, *Disaster and Gender*, Serials Publications, New Delhi.
24. Mane P and gandevia K.Y. (ed.) 1993, *Mental Health in India, Issues and Concern*, Tata institute of Social Sciences, Bombay.
25. Manjumohan Mukherjee, 2006, *Problems of Disabled People* the Associate Publishers, B-43, Vita Colony, Post Dhulkot, Ambala City, Haryana.
26. Mary Lou Bertucci, (ed.) 2005, *Eneghopredia of Human Rights*, Taglor and Francis Publishers, USA
27. Metha P (ed.) 1971, *Indian Youth* Somaiya Publication, Bombay
28. Mukhopadhyay A (ed.) 1992, *State of Indian Health*, VHAI, Excellent Printing House, New Delhi.
29. Prachi Kanbai (ed.) 2001. *Child Development and Disability*, Commonwenth. New Delhi
30. Prakash Rai, 1995, *Helping the Disabled Indian Perspective*, Ashish Publishing House, Nnew Delhi
31. Pramod Mishra (ed.) 2000, *Human Rights Global Issues*, Kalpaz Publications.
32. R.K. Sinha, 1998, *Human Rights of the would vol.2*, Indian Publishers Distributors
33. Rane Asha, 1986, *Children in Difficultsituation in India : A Review*, Tata Institute of Social Sciences, Bombay
34. S. Subramanian, 2000, *Human Rights training, Vol.2*. Manas Publications, New Delhi
35. S.L. Goel and Ram Kumar (ed.) 2001, *Disaster Management*, Deep and deep Publications Pvt.Ltd. F – 159, Rapuri Garden, New Delhi-11027
36. S.M. Channa, 2006, *Women and Human rights* Cosmo Publications, New Delhi
37. Shailandra K. Singh, Subhash C. Kundu, Shoba Singh, 1998. *Disaster Management*, Mittal Publications, New Delhi-11059.
38. Subramanian, *Human Rights Training Vol.1*, Manas Publications , New Delhi, 2000
39. Suresh Dutt, 1997, *Eneychopadea of Child Psychology and Development*, Anmol Publication Pvt. Ltd., New Delhi
40. V.V. Devasia, 1999, *Human Rights and Victimology*, Dattsons, Nagpur.
41. Venkatesan, S.2004 *Children with Development Disabilities*, Sage, New Delhi.

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 25

SOCIAL JUSTICE AND SOCIAL LEGISLATION

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

This Paper will acquaint the students about the legislative of framework related to Weaker section of the society so as to enable them to get knowledge and to render services to these sections of the society.

Objectives:

- To help them to gain knowledge about legal frame work related to various weaker and vulnerable section of the society.
- To acquaint them with the various legislative measures so as to help them to cope up with different socio-economic problems and changes in the society.
- To make them aware about the concept of social injustice and social justice.

Course Content:

Unit No	Unit Title	Content
I	Concept of social legislation And social justice	Concept and objective of social legislation, social legislation in a Welfare state, social justice and Its relationship with social legislation
II	Salient features of laws, which Have brought change and doing Women's welfare	Hindu and Muslim Marriage Dowry Prohibition, Right of inheritance of succession Adoption and Maintenance, Immoral Traffic
III	Child Welfare and Juvenile Justice	The JJ act(CP)-2000, The Child Labour(PP)-1976The Pro Bation of Offenders Act-1958
IV	Social Justice with regard to Untouchables and marginalized section of the society.	The PCR Act-1958,Provision of Legal Aid.

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Unit No	Unit Title	Content
V	Backward classes and Minorities	National Policies related to backward classes and minorities, National Commission For Minorities Act-1992, 15 Point prog. for Minorities.
VI	Welfare of unorganized and Organized workers	Meaning of the concept, salient of Factories Act-1948, Mines Act-1951, The Plantation labour Act-1953, The Minimum Wages Act-1948, Role of Labour Welfare officer.

Suggested Readings:

1. *KD Gangrade – 1986, Social Legislation in India, Geetanjali Pub, House, N. Delhi.*
2. *GOI-Constitution of India.*
3. *D. Paul Choudhury-Child Welfare in India-NIPCCD, New Delhi.*
4. *Commentary on Hindu Laws-Allahabad Law Agency, Allahabad.*
5. *Iyer, VRK, 1980 Some Half Hidden aspects of Indian Social Justice, Lucknow: Eastern Book Company.*
6. *Do, 1984-Justice in Words and Justice in Deed for Depressed classes, N Delhi, Indian Social Institute,*
7. *Do, 1981-Law Versus justice: Problems and Solutions, N Delhi: Deep and Deep.*
8. *Khanna, HR 1980 The Judicial System, N Delhi: IIPA.*
9. *Mathew, PD Legal Aid Series, Delhi: Indian Social Institute.*
10. *GR Madan- Social Problems In India, 1980, Manu Pub House, N Delhi,*
11. *Bare acts with commentary*
12. *A M Sarma-1990-Some aspects of Labour welfare and Social Security, TISS, Bombay..*

**B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 26**

SOCIAL WORK PERSONNEL: TRAINING & DEVELOPMENT

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVE

To introduce the student to the importance of training and development.

To introduce the student to the process of training and development.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to training	Concept, definition, objectives and importance of training.
II	Training needs	Organizational level, Occupational level, Individual level- Gaps in knowledge, skills and attitude.
III	Methods of training	On the job training, Rank and File job training, Supervisory and Executive training, different types of training methods.
IV	Training and learning	General education and training-types of learning- training design and evaluation.
V	Introduction to development	Concept, definition, objectives and importance of development- conceptual differences between training and development.
VI	Development needs	Elements of development. Relation between knowledge and development. Roles and skills required for development. Limitations of training and development.

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SUGGESTED READINGS

McFarland, D.E.: *Personnel Management-Theory and Practice*; 1968: Macmillan Company, New York.

Robert. Mathis; *Human Resource Management*, 2000: West Publishing Company, New York.

Yoder, D; *Personnel Management and Industrial Relations*; 1975: Prentice-Hall, New Delhi.

Cascio, W.F.; *Applied Psychology in Personnel Management*, 1999; Reston Publishing Company; Virginia.

Armstrong, Micheal. *Human Resource management Practice*, 1999, Koganpage, London.

Peter, F. Drucker.; *The Practice of Management*; 1967: Harper and Row; New York;

McGregor.; *The Human Side of Enterprise*; 1960; McGraw-Hill, New York.

Reddin, W.J.; *Management Effectiveness*, 1988; McGraw-Hill, New York.

B.S.W (HONS.) : SEMESTER - VI
PAPER - SWC 27

COMMUNICATION: AN INTRODUCTION TO AUDIO-VISUAL MEDIA

Time: Three Hours

Marks— 100 [I A- 20, Exam- 80]

OBJECTIVE

To introduce the basics of audio-visual media used in the social work profession

To know about the communication process, problems and ways to improve the process

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to communication	Concept, meaning and definition of communication. Types of communication. Process and principles. Signs and symbols.
II	Communication barrier	Noise and barriers. Overcoming barriers. Listening skills and importance of communication in social work.
III	Media	Types of media and their tools- Folk, classical, print, photo, film, radio, audio, video. New media, outdoor, presentation media and non-conventional. Traits of different types of media. Multiple media communication strategy.
IV	IEC	Speech Act Theory. Theory of Sadharanikaran- Information, Education and Communication strategy analysis.
V	Audience	Understanding Audience: Socio-economic condition, group behavior, indigenous knowledge, communication practices, people's perception, media availability, convenience of time-leisure-occasion-event-situation,
VI	Communication strategy	Participatory communication for development. NGOs in social marketing- Social marketing communication

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SUGGESTED READINGS

Subir Ghosh, Indian Perspective in Mass Communication, Sahitya Samsad, Kolkata, 2009

Asha Kaul, Business Communication, Prentice-Hall India, 2001

I.P. Tewari, Communication Technology and Development, Publications Division, Delhi, 2001

Biplab Loha Choudhury, Media organization Management, UBI, 2009

D.Dasgupta et al.(ed) Development Communication in Rural Sector, Avijit, Delhi, 2007

Kiran prasad, Development Communication ,BR, Delhi, 2008

Uma Narula, Development Communication Concepts

FIELD WORK MANUAL



DEPARTMENT OF SOCIAL WORK
VISVA-BHARATI
SRINIKETAN
2014

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FIELD WORK PROGRAMME:

The Department of Social Work conducts courses in social work at Bachelors and Masters level. Field work forms an integral part of the curriculum of professional social work education. The goal of field work is to help the students acquire skills of working with people at various levels besides enabling them to integrate theoretical learning in the class room with practical work in the field. In this process, the students are helped in developing a holistic understanding of the issues, the problems, the situations, the causative factors and possible strategies of interventions towards improvement in the state of well being of people. The framework of such learning and practice is based on the ecological perspective. The setting is an open field system in the first two years of the undergraduate course (BSW Sem-I to IV) and one year in the postgraduate course (MSW Sem-I and II). This approach will expose the students in self-discovery of ground situations and to see them in the background of the field situation. It is not so much of problem-solving but understanding of the forces that influence human behaviours and their response repertoire. This perspective is in keeping with the ideals and ideas of rural reconstruction on which Sriniketan was founded by Rabindranath Tagore. His primary approach to rural uplift was to first comprehend the ground realities, reveal the strengths of the people and then train and empower them so that they were able to utilize their strengths and overcome their weaknesses. Change, he believed occurred in an atmosphere of exchange between the giver and the recipient. The two have to come on a platform where there is both mutuality in trust and belief in each other. It has special significance in the work of social workers as majority of their clientele are from disadvantaged sections of the society. The fieldwork curriculum is geared towards the mission of rural reconstruction.

Plan of fieldwork:

Students of the Bsw (Hons.) Semesters I, II, III, & IV and MSW Semesters I & II are placed in villages under the open fieldwork programme. The students of Semesters V & VI of BSW (Hons.) and students of Semesters III & IV of MSW are placed in agencies. At the undergraduate level the agency placement follows concurrent pattern while for the postgraduate level the placement is done in two blocks of four weeks each. At the end of the final examination of MSW Semester IV the students are placed in agencies for a period of 8 weeks and only after successful

completion of the same their results are declared. Attendance at all levels of fieldwork is 80%. (Please see the ordinance for more details).

OBJECTIVES OF OPEN FIELD WORK AT BOTH UNDERGRADUATE AND POSTGRADUATE LEVELS:

The field work programme is designed to achieve the following objectives:

1. To comprehend the ground situation and to develop skills needed for meaningful interaction between people in the villages and the student worker.
2. To recognize the strengths of communities and make the villagers aware of their strengths and help them to use their benefit.
3. To provide training for developing leadership skills of the villagers so that they are able to negotiate with the contemporary arms of the governance –
4. To provide purposeful learning experiences to the students to work in real life situations in which social work interventions/ assistance may be required by individuals, groups and communities;
- 5.
6. To develop attitudes and values in students commensurate with the requirements of the profession.;
7. To develop necessary skills in social work methods to help people in need;
8. To enable students to develop and enhance capacity to relate theory into practice and vice-versa.
9. To develop the professional self of the students for providing leadership in developmental pursuits.

OBJECTIVES OF AGENCY PLACEMENT FOR BOTH UNDERGRADUATE AND POSTGRADUATE COURSES:

1. To understand thoroughly the organizational structure of the agency along with its aims and objectives.
2. To understand the domain of work of the agencies and to learn the relevant policies and plans of the government impacting work.
3. To participate in the activities of the agency.

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4. To learn report writing and presentation skills
5. To learn skills for strengthening the domain of the agency and to suggest means of augmenting the working of the agency.
6. To be able to work on advocacy for availing government interventions and measures.
7. To learn integrative skills so that the student becomes an integral part of the agency with well-defined roles and expectations of work.

FIELD WORK CURRICULUM

The content of field work curriculum is sequentially and progressively placed for each semester of study keeping in mind the learning requirements of students at different levels of education. The field work curriculum of the Department has thus been designed to progress in a phased manner over the three years (six semesters) of Bachelors Degree(BSW) course and the two years (four semesters) of Masters Degree course (MSW).

BACHELOR OF SOCIAL WORK (BSW)

The field work programme of six semesters Bachelor of Social Work [BSW (Hons)] course consists of orientation programmes, concurrent field work in villages, placement in Development Blocks, Placement in youth organizations, placement in hospitals, placement in NGOs, Rural camp, Study Tour, attending different seminars and workshops and seminar presentations.

The sequential and progressive development in the areas of knowledge, skills and attitudes in the three years of BSW programme are placed in a tabular format in annexure-1 .

BSW Semester I & Semester II:

In the BSW course (Sem-I and Sem-II) , the students are placed for field work in villages around the University. Apart from this, the students also undergo practical training in agriculture and animal husbandry, placement in Development Block in the puja vacation in Sem I and participate in Rural,camp(self-financed) in Sem-II. The goal of the first year field work is to acquaint the

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students to the realities of the village life- its economy, institutions, customs, practices, festivals and the livelihood and lifestyle of the people. **Programmes and tasks**

1. Visits to various social development organizations.
2. Home visits and survey of families in the village to study the socio-economic and cultural aspects of their life.
3. Study of different institutions and its influence/impact on the lives of the villagers.
4. Organise children's groups through recreational and socio-cultural activities.
5. Development of Information Education and Communication (IEC) materials like wall-magazines, posters etc to increase the awareness of the people.
6. Organise community cleaning, sports and cultural events, sahitya sabha, exhibitions etc. in the village.
7. Any other programme as per the needs in the field.

BSW Semesters III & IV:

Field work in the second year (Sem-III and Sem IV) of the BSW course consists of concurrent field work in the villages and a placement in the Youth organizations in Sem III for 10 days in the Puja Vacation and participation in study tour or /exposure programme in Sem IV. In addition to the concurrent field work, students are placed in Development Block for ten days during the autumn recess of the University.

Programmes and tasks

1. Visits to various social development organizations.
2. Carry out specific assignments using methods of social work- social case work, social group work and community organization.
3. Organise group discussion sessions on relevant topics like health, economic upliftment, environment, self-help and other issues concerning the community.
4. Organise programmes like health education, environmental sanitation, poultry and cattle vaccination, blood donation, health check-up camps, kitchen garden and folk drama etc.
5. To identify and analyze the various socio-economic and cultural factors having significant bearing on individuals, groups and community.

BSW Semesters V and VI:

Field work in the third year (Sem V and VI) of study includes concurrent field work in an agency set-up, a medical placement of 10 days in puja vacation and a seminar presentation. The students are placed in different social welfare/developmental agencies in the nearby area as well as in the schools. They are also sent to different NGOs for exposure in Sem VI in January. The objective of the programme is to learn about the administrative and executive procedures of the agencies, the service delivery system, the issues concerning needs and services and experiment with alternatives. The students will also learn to mobilise the beneficiaries to utilise the services provided by the agency and also coordinate the work done by the government and NGOs in meeting the needs of the people. Towards the end of the field work session, the students will present their learning through a seminar. This will help in developing the skills of the students and enhance the learning about other agencies through sharing of knowledge.

Programmes and tasks

1. visits to various social development organizations.
2. Critical analysis of the organisational structure, resource utilisation, programmes and activities of the agency.
3. Study the service delivery system of the agency, learn the problems and issues in execution and experimenting with alternatives.
4. Deal with individual cases and/or groups of beneficiaries of the agency.
5. Participate in the Planning, organising and implementation of activities within the agency framework.
6. Network with other agencies in the interest of the beneficiaries.
7. Presentation of the learning experiences in a seminar.

FIELD WORK SCHEDULE

Concurrent field work days for BSW Sem I, to VI are scheduled for Mondays and Fridays. However, the department can declare any other day(s) as field work day(s), if the need arises. The timings of field work for BSW course is as follows*:

Course	Summer (March to Sept)	Winter (November to Feb)
BSW Sem-I and Sem-II	1.00 - 5.00 p.m.	12.30 - 4.30 p.m.
BSW Sem-III and IV	1.00 - 5.00 p.m.	12.30 - 4.30 p.m.
BSW Sem V and VI	10.00 - 5.00 p.m.	9.30 - 4.30 p.m.

(*Or in accordance to the agency timings or assignments)

The BSW (Hons) Sem I to Sem IV students are required to spend 4 hours per day in the field and Sem V and VI students 7 hours per day. In calculating the hours of work, the time taken for travel from place of residence to back is not be included.

MASTER OF SOCIAL WORK (MSW) PROGRAMME

The field work programme of the two years Master of Social Work (MSW) course consists of an orientation programme, concurrent field work, seminar presentations, NGO placements, Study Tour and a Block Placement.

The sequential and progressive development in the areas of knowledge, skills and attitudes in the two years of MSW programme are placed in a tabular format in annexure- II.

MSW Semester I and II:

MSW Sem I students are placed in different villages surrounding the University. They work with people in the rural community and network with agencies within and outside the village to meet the needs of the people and their assignments. The goal of the field work programme in Sem I is to expose the students to the rural life situations and their problems so that they develop sensitivity to human needs and understand the implications of the various phenomena as prevalent in the rural areas.

MSW Sem II: Concurrent field work, study Tour and exposure programme (self finance for 8 days)

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Programmes and Tasks:-

1. Orientation talks and/or visits to various social development organizations.
2. Analysis of the village system - social, political, economic, cultural and environment, that affect the client.
3. Deal with problem situations affecting individuals through case work method.
4. Organise groups of children and women/youth/elderly etc., and conduct group work activities based on their needs and problems.
5. Organise the community for dealing with issues and problems affecting the poor and deprived people and facilitate the visibility and representation of the weaker sections in the society.
6. Initiate social action wherever needed.
7. Undertake capacity building exercises to develop responsible citizenship, democratic leadership and participatory forums for decision making.
8. Participate in NGO placement and Study Tour
9. Attend National and International Seminars

MSW Sem II: Concurrent field work, study Tour and exposure programme (self finance for 8 days)

MSW Semester III and IV:

Field work in the second year of MSW course consists of concurrent field work in an agency for one month in each semester followed by seminar presentations and a block placement. Concurrent field work of Sem-III and IV will be held in two terms of one month duration each. The students will be placed either in a development agency or in industrial/corporate organization. The students will learn about the administrative and executive functions of the agency, propose strategies to further the effectiveness of management, service delivery and experiment with alternatives. After each term of the concurrent field work the students will have to present their experiences in a seminar. The seminar presentation will help in developing the presentation skills of the students and enhance learning about other agencies through sharing of knowledge.

After the final university examination, students will undergo a block placement for one month duration in an agency. The block placement is a pre-employment programme with the aim of sharpening the knowledge and skills of the students regarding the field situation and agency functioning and enabling students work independently taking full responsibility for their own action. It is advisable to do block placement in organisations that work in the areas related to the subjects opted by the students in the Sem-II of the theory course

Programmes and tasks in agencies:

1. Critically reviewing the mission, vision, programmes, activities and strategies of the agency.
2. Understanding Socio-economic status of the beneficiaries catered by the agency.
3. Critical analysis of the policies related to the service of the agency and the service delivery system and suggesting/experimenting with measures/strategies to improve their effectiveness.
4. Participating in the planning, organising and evaluating programs of the agency.
5. Undertaking any specific project in consultation with and in accordance with the needs of the agency.
6. Presentation of the learning experiences in a seminar.

Programmes and tasks in industrial/ corporate organizations:

1. Participate in the Orientation programme to field work at the beginning of the session.
2. Review the mission, vision, programs, activities and strategies of the organisation
3. Study and analyse the policies related to wages, welfare and industrial relations.
4. Analyze the policies and programmes related to personnel and human resource development and suggest/experiment with measures/ strategies to improve the effectiveness.
5. Undertake any specific project (action, research or action-research) in consultation with the organisation.
6. Presentation of the learning experiences in a seminar

FIELD WORK SCHEDULE:

Concurrent field work days for MSW sem-I and II are scheduled for Mondays and Fridays. However, the department can declare any other day(s) as field work day(s), if need arises.

The field work timings of MSW sem-I and II is as follows*:

Course	Summer (March to Sept)	Winter (November to Feb)
MSW	10.00 - 5.00 p.m.	9.30 - 4.30 p.m.

(*Or in accordance to the agency timings or assignments)

The MSW Semester I and II students are required to spend at least 7 hours per day in the field. In calculating the hours of work, the time taken for travel from place of residence to the field and back is not included.

RULES AND REGULATIONS:**ATTENDANCE:**

Attendance for field work is compulsory and students are required to attend all scheduled field work days. The scheduled number of field work is calculated from the date of admission. The minimum attendance required by a student to qualify for evaluation in field work paper is 80 percent of the scheduled field work days. Any student who falls short of the required attendance will not be promoted to the next higher class. They will have to repeat the entire field work programme in the next academic session.

If need be, a student can avail leave for not more that 20 percent of the total scheduled field work days. In such cases, one mark per day of absence will be deducted.

Student who wish to take leave from the field should submit a written leave application to the respective supervisor/Field Work Unit prior to the day of absence from the field as far as possible or later and also inform the agency, if applicable. If situation demands a student may continue his/her field work during vacations or holidays with the knowledge of the supervisor. This attendance will not be taken into account for calculating the actual field work days. However, this work will be credited as additional work done by the student.

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FIELD DIARY:

Every student should maintain a small diary during field work, Individual Conferences (ICs) and Group Conferences (GCs) and note down the significant aspects of work done including supervisory inputs. It is crucial for evaluation of their performance. The diary should clearly indicate the date, the hours devoted and activities of the field work. The student should get the diary checked periodically by the respective supervisor and make it available to other supervisors during field visit supervisions for making their comments/remarks.

WORK SHEET:

The attendance of each day of field work should be submitted in the form of a work sheet to the Field Work Unit on the next day of the field work after getting it signed by the supervisor or by any member of the Field Work Committee. In case of BSW sem V and VI and MSW sem-III and IV students, the agency supervisor should sign the work sheets before getting them counter signed by the supervisor. The format of worksheet is given in Appendix-3.

REPORTS:

Recording provides an opportunity to the student to organise and present information, observations, reflections and actions in a systematic manner. It is useful for reflecting on one's own role and reactions in an interaction, in administration and research.

Students should write a daily process record of the activities performed in the field. Students of BSW semester I and II should write one comprehensive record and students of sem-III and IV should write separate records of case work, group work and community organization activities. BSW Sem V and VI students and MSW Sem III and IV students should write separate or comprehensive daily records depending on the assignments undertaken in the agency.

The professional requirement is to submit the record/s to the respective supervisor the day before the next field work. The supervisor should go through the records, give comments and discuss with the student in the ICs. The students then file the records.

For BSW and MSW students, the records along with worksheets and report should be submitted to the supervisor concerned before the next field work day. Students of MSW (Sem III and IV) and BSW (Sem V and VI) should produce a completion certificate from the agency where they undertook the concurrent field work. It is mandatory for the students to produce a certificate of

successful completion of placement in the organization without which the final results will be withheld.

All the supervisors will submit the records of all students to the Field Work Unit after the final sharing.

All Students must seek prior written approval from concerned supervisor and coordinator before attending conference/seminar onfield work days.

LATE SUBMISSION:

Late submission is a reflection on the learning patterns and work habits of the student. Work sheets submitted later than the next working day and reports submitted on or after the next field work day will be considered as late submission. If there are consecutive holidays in between two concurrent field work days, then work sheet and reports submitted on the next field work day shall not be considered as late submission. Marks will be reduced at the rate of one mark for each late submission of work sheets and reports respectively. For calculating the number of work sheets or reports that have been submitted late, the date on which the supervisor/field work committee member signed the worksheet, is taken into account.

FIELD WORK SUPERVISION:

Field Work supervision is an educational process which involves a learner interaction and relationship, and in which the supervisor judiciously and creatively assumes teaching, helping and administrative responsibilities to provide direction for the learner to promote professional growth and assume responsibilities. Supervision aims at developing core skills in students such as observation, listening and communication, interviewing, building relationship, skills in fact finding, recording, analysis, administrative procedures, planning, organization and implementation. Field work supervisory inputs will be given at different levels; through the remarks made on the daily reports, through Individual and Group Conferences, in the field during supervisory visits and in mid-term sharing.

INDIVIDUAL CONFERENCE:

Aim of an Individual Conference (IC) is to guide and help the student to integrate theory and practice, to express the experiences in theoretical terms, to review the work in accordance with the plan and to monitor our performance. The supervisor focuses on the learning needs of the individual student and directs the course of supervision accordingly. The student should make

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note of the instructions, observations and comments given by the supervisor and should clarify their doubts related to the work with the supervisor. ICs will be held in the Department once in a week for all BSW and MSW sem-I and II students. Attendance in ICs is compulsory and marks will be reduced at the rate of one mark per absence. The Format of IC is given in Annexure-III.

GROUP CONFERENCE:

Group Conferences (GCs) are intended to increase the horizon of knowledge of the student by learning from the experiences of other students..

GCs will be generally held once in a fortnight. Attendance in GCs is compulsory and marks for absence will be reduced at the rate of one mark per absence. The format of GC is given in Annexure-III.

EVALUATION:

As per the Ordinance, at the end of the field work term a final evaluation of field work will be done both internally and externally. The student should submit all reports, filed in the ascending order and the field diary to the respective supervisor after the termination of field work.

Students have to prepare a final self-assessment report as per the guidelines (Appendix-1) and submit it to the respective supervisor. The supervisor also prepares an assessment report on the performance of the student using the same guidelines. In addition, the supervisor will submit Progress Report of students in their fieldwork to fieldwork unit once in 2 months so as to identify the defaulters/students who have been irregular and not responding to supervisor. This progress report format is in Appendix-4. These reports will be shared between the supervisor and the student. In case, the student does not submit all respective reports with files at the time of internal sharing/evaluation with respective supervisor, he/she will be barred from appearing at viva-voce. Even irregular students will be warned by their supervisors concerned in an appropriate time (in advance).

An external examiner will also examine all the above mentioned documents, conduct viva-voce and evaluate the students.

EVALUATION CRITERIA:

The criteria for evaluating the performance of a student in field work are as follows. It is given in Appendix-2.

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BSW SEMESTER I TO IV:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, submitting work sheets and records.

Field Performance: Ability to relate and interact with people- Capacity to mobilise people and organise children's group- Perception, comprehension and conception of the situations

Ethics and Values: Attitudes like cooperation, positive and constructive outlook, sense of responsibility and professional commitment- Motivation and initiative- Respect for social work values.

Quality of records: Presentation of facts - interpretation of facts and drawing of inferences, language and style of recording-

Performance in ICs and GCs: Participation through self preparation, raising pertinent questions and issues and deliberate meaningfully with the supervisor take initiative in making proposals for work and the ability to accept the authority of the supervisor

BSW SEMESTER V AND VI:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, seminar, submission of work sheets and records.

Field Performance: Ability to adjust to the agency set up- Ability to establish professional relationship with the agency personnel and the beneficiaries- Knowledge about the objectives, programmes, activities and resources of the agency- Performance in planning, organising and evaluating specific activities assigned/undertaken in the agency- Perception, comprehension and conception developed

Ethics and Values: Sense of responsibility and professional commitment- Motivation and initiative- Respect for social work values- Team spirit and teamwork

Quality of records: Presentation of facts- Interpretation of facts and drawing of inferences- Language and style of recording

Performance in ICs and GCs: Participation through self preparation, raising pertinent questions, issues and deliberate meaningfully with the supervisor- take initiative in making proposals for work- Ability to accept the authority of the supervisor.

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Seminar: Content, presentation, language, clarity, defense and participation

Report from Agency Supervisor: At the end of each semester, a comprehensive report focusing on few indicators like performance, punctuality, etc. would be sought and this would play an important role in the overall regarding of the student.

MSW SEMESTER I TO II:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, submitting work sheets and records

Field Performance: Establishment of rapport with individuals, groups and community- Skill in assessing situations- ability in treatment/programme planning- carrying out treatment/therapy- dealing with groups and community- networking and resource mobilization and evaluation.

Ethics and Values: - Sense of responsibility and professional commitment- Motivation and initiative-Respect for social work values- Team spirit and team work

Quality of records: Presentation of facts- Interpretation of facts and drawing of inferences- Language and style of recording

Performance in ICs and GCs: Participation through self preparation, raising pertinent questions and issues and deliberate meaningfully with the supervisor- take initiative in making proposals for work- Ability to accept the authority of the supervisor

MSW III AND IV:

Attendance: Regularity and punctuality in attending field work, ICs, GCs, seminar, submitting work sheets and records

Field Performance: Ability to adjust to the agency- Knowledge about the programs, activities and service delivery system of the agency- Perception, comprehension and conception developed- Professional approach to work assigned and assessment of the functioning of the organization- Ability to assess and undertake supervisory roles and responsibilities.

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Ethics and Values: - Sense of responsibility and professional commitment- Initiative and professional commitment- Respect for social work values- Team spirit and team work

Quality of records: Project work report- Presentation of data- Mode of presentation of data, analysis and interpretation of data- Suggestions drawn and its rationale- Language and style of recording

Seminar: Content, presentation, language, clarity, defense and participation

A student is assessed on the performance in the field work and in viva-voce. The maximum marks allotted for field work for each course is as given below:

Courses	Field work	Viva-Voce	Total
BSW Sem I, II, III, IV, V, VI	80	20	100
MSW Sem I, II, III and IV	100	50	150

The weightage that is awarded for the above-mentioned criteria is as follows.

Criteria	BSW I	BSW II	BSW III	BSW IV	BSW V	BSW VI
Attendance	10	10	10	10	10	10
Field Performance	20	20	20	20	20	20
Ethics and Values	10	10	10	10	10	10
Quality of Recording	10	10	10	10	10	10
ICs and GCs	10	10	10	10	10	10
Seminar/Rural Camp/NGO/Youth/Study Tour/Medical placement/Exposure visit (Attendance 5+ performance + file 15)	20	20	20	20	20	20
Field Work Viva	20	20	20	20	20	20
Total	100	100	100	100	100	100

Criteria	MSW I	MSW II	MSW III	MSW IV
Attendance	10	10	10	10
Field Performance	25	25	25	25
Ethics and Values	15	15	15	15
Quality of Recording	10	10	10	10
ICs and GCs	20	20	-	-
Seminar/Study Tour/NGO Placement (Attendance 5+ performance + file 15)	20	20	40	40
Field Work Viva	50	50	50	50
Total	150	150	150	150

DISCIPLINE:

The department expects students to be regular and punctual in all matters related to field work. In case of indiscipline or unprofessional practices, the supervisor may notify in writing to the student concerned. The department will take note of UNAUTHORIZED LEAVE, IRREGULAR ATTENDANCE, MAL-PRACTICES AND ALL OTHER MATTERS RELATED TO DISCIPLINE which will adversely affect the field work evaluation. What disciplinary steps can be taken in such cases need to be spelt out and the university informed through academic council if ordinance change is to be brought in for disciplining the student. The Supervisor concerned should look into the regularity of the students. In case, there is an irregularity or the student is not submitting report on time/not attending IC/GC/absent in field work for some period s/hebe issued warning letter with an intimation to the field coordinator and head of the department.

Students found absent in field, IC/GC for consecutive two weeks or not found submitting reports, will be issued written memo by the supervisor concerned in consonance with prior approval of the field work coordinator.

GRIEVANCE REDRESSAL:

The Field Work Unit takes enough care for creating a good academic environment for the learning of the students. However, the possibilities of dissatisfaction on the part of the students cannot be completely ruled out. Redressal of all grievances related to field work will be done by the concerned supervisor. In case the grievance is not sorted out at this level, the matter should be brought to the notice of the Field Work Coordinator in writing. In case the student concerned

does not feel satisfied with the action taken by the Field Work Coordinator, a representation can be made to the Head of the Department.

COMPOSITION OF FIELD WORK UNIT:

The field work programme of the Department is organised through the Field Work Committee with the help of the field work coordinator, field work organiser, field work supervisor and agency supervisors.

FIELD WORK COMMITTEE:

The Field Work Committee constituted by the Department Committee will look into all matters related to the field work programme. The Field Work Committee will comprise of faculty members and field support staff which includes the Field Work Organiser, Social Worker and the Research Assistant.

FIELD WORK COORDINATOR:

The Field Work Coordinator is nominated by the Head of the Department from the faculty members for a term of three years. The post of Field Work Coordinator will be Rotational.

The responsibilities of the Field Work Coordinator will be:

1. Function as the chairperson of the Field Work Committee.
2. Overall responsibility for planning and monitoring the field work programmes.
3. Dealing with issues/problems in field work related to students, supervisors, and agency.
4. Evaluating and developing new field placements
5. Update field work curriculum, evaluation mechanisms and resources for fieldwork programmes.
6. Scheduling field work days
7. Developing and organizing any other programmes necessary for the students, field work supervisors and agency supervisors.

SEMESTER COORDINATOR: APPOINTED FOR TWO ACADEMIC YEARS

1. Overall responsibility for planning and monitoring the field work programmes.
2. Purposeful distribution of students/ Rural camp/NGO placement of the concerned semester in consultation with Field Work Unit to supervisors.

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3. Dealing with issues/problems in field work related to students, supervisors, and agencies of the concerned semester..
4. Any other important need of the semester concern.
- 5.

FIELD WORK ORGANIZER:

The Field Work Organiser is a full time staff of the Field Work Unit, appointed by the Registrar, Visva Bharati University. The Field Work Organiser will be responsible for all functional aspects of the field work programme

The major responsibilities includes:

1. Identification of communities/agencies for the placement of students.
2. Facilitating the preparation of placement charts of students in different fields by way of matching student-field-supervisor and confirming the final list in consultation with the Field Work Coordinator.
3. Liaison with the Field Work Coordinator in matters related to field work.
4. Liaison with the resource agencies and help the students in organizing programmes in the field.
5. Planning and organizing the orientation programme for the students.
6. Maintenance of all official documents related to field work. Recording of all the minutes of departmental workshops, seminars related to field work and preparing an exhaustive report on them.

FIELD WORK (SCHOOL) SUPERVISOR:

All members of the field work committee will function as field work supervisors. The field work supervisor is the student's primary teacher related to field practicum and bears responsibility for the field based education of the students.

The major responsibilities of a field work supervisor includes:

1. Planning a schedule for receiving field reports, signing work sheets, arranging ICs and GCs with the students. Reading the field reports, correcting them and giving suggestions/ comments/ observations on the reports which may be supportive, appreciative, questioning, interpretive, analytical, critical, reflective and integrative.
2. Function as a catalyst to the education of the student by listening attentively to them, offering reassurance, encouragement and recognition of achievement.

AGENCY SUPERVISOR:

Agency supervisors are field practitioners working in the agencies where the students are placed.

The responsibilities of the agency supervisor include:

1. Communication and interpretation of the structure functioning of the agency to the student.
2. Allocation of sufficient tasks for the student to undertake in consultation with field supervisors;
3. Facilitation of the communication of the student with other agency personnel;
4. Allocation of necessary resources and providing learning opportunities to the student;
5. Monitoring the progress of the student and reporting the same to the school supervisor; and
6. Signing the work sheets of the student.

7. Annexure I:

Levels of learning and development required in three different years of BSW (Hons):

DEVELOPMENT IN AREA OF KNOWLEDGE:

BSW I and II	BSW III and IV	BSW V and VI
Learners gain knowledge about:	Learners gain knowledge about:	Learners gain knowledge and develop an understanding of:
i) The nature of habitation in the village where placed for field work and develop an understanding of the rationale of such type of habitation (according to the people of the area)	(i) Needs and problems of the village, as related to individuals/groups/communities they serve	(i) The agency (where placed for field work) goals to be achieved
ii) The different cultures prevalent in the village. Reference points may be, e.g., caste, religion, ethnicity, class etc.	(ii) Impact of socio-economic factors, such as poverty, unemployment, illiteracy etc. on the need/problem	(ii) Agency's structure and functions
(iii) The class and caste structure in the village	(iii) Opportunities as well as lack of opportunities in the village, neighbouring community and society—how human and material resources relate to the problem(s)/need (s)	(iii) Services and policies, rules and regulations
(iv) Different types of groups in the village—e.g., age wise, culture wise, political affiliation wise, religion wise etc. and the nature of interaction among them	(iv) Family(ies) (undertaken to work with whether in relation to an individual client or the family as such) structure and its impact on the functioning of the members	(iv) Agency's role and its various programmes in relation to the wider system
(v) Population composition of the village	(v) Role performance of different members of the family or person(s) concerned who impinges on the need or the problem;	(v) Organization and coordination of the functions of different units and individuals of the organization
(vi) Nature of geography of the village (physical) including mode of internal communication and with the outside world	(vi) Motivation of the client system, individual client's feelings and attitudes towards the needs/problem	(vi) System of intra-departmental and inter-departmental communication in the agency
(vii) Economic conditions of the people (occupation,	(vii) Psycho-social factors operating in situations in family while dealing	(vii) Agency's networking with other organizations

vocation, levels of income etc). of the village	with individual/or family as a whole ;	
(viii) Types of leaders in the village and the extent of their influence on their constituents	(viii) Various principles of working with individuals, groups and communities	(viii) Agency's clientele—their socio-cultural background; nature of problems/difficulties of the clients agency deals with
(ix) Various formal and informal institutions in the village, their significance to the people of the village and nature of peoples' participation in these institutions.	(ix) Theories of learning, motivation, frustration and understanding their relevance while working with individuals/groups	(ix) Inter-relationship between different socio-economic factors which affect the clients/clientele
	(x) Person-environment---knowledge about their interface and interaction	(x) Various governmental and non-governmental organization and their functions in relation to the needs/problems of people
	(xi) Existing legislations and types of services---impacting an individuals /communities and their implications in practice	(xi) Areas where application of social work methods are made/useful/relevant.
	(xii) Various techniques of working with individuals/groups/communities---their meaning, context of use and assessment of their impact	
	(xiii) Various types of groups---objectives of the groups and group process	
	(xiv) Differential response of group members –how these affect/influence the group process.	

DEVELOPMENT IN THE AREA OF SKILLS:

BSW I and II	BSW III and IV	BSW V and VI
Develop:	Develop the following abilities	Develop the following skills and abilities:
(i) The ability of minute and systematic observation	(i) Identification and assessment of the need/problem with reference to: (a) Individuals and family –impact of socio-economic factors on the need/problem; opportunities	a) Identification and assessment of the need/problem with reference to client/clientele as well as with reference to the

	available/ lack of opportunities; norms and values, beliefs, tradition prevalent and operating at different levels and spheres; structure of the family and its impact on the functioning of members; role performance of the members in the context of the need/problem; observe the impact of individual's feelings and attitudes on the need/problem; understanding the motivation of the individual/individuals in the family.	agency's functioning, e.g. resource constraints and its implications for services provided by the agency etc. (b) Work out tasks around problems of client system, utilize different modes of intervention and assess the impact of such intervention (c) Connect their own tasks to the overall goals and tasks of the organization/agency where placed for field work;
(ii) The art of talking (communication) with the people	(b) Small groups :objectives of the groups (short-term and long term group, open and closed groups), its rationale; observe the group powers and assess the role performance of individual members; needs/problems of the group, members' role with reference to the group goals/needs/problems;	(d) Analyze the functioning of different governmental agencies and non-governmental development agencies in relation to their dealing with clients' needs and problems so that the perspectives of work become clear to the learners;
(iii) The skill of establishing relationship with the people;	(c) Community: understand the dynamics of the community in relation to the need/problem—community's perception and understanding of the need/problem; role of individual members/sub-groups with reference to the need/problem;	(e) Establishment and sustenance of relationship during the process of work with both the client/clientele and agency personnel as well as other persons concern;
(iv) The skill of eliciting information and identifying resources;	(d) To relate to individual/clientele/community; perceive the individual/clientele/community without being biased, prejudice or preconceived ideas;	(f) Confidently makes differential use of various methods and techniques of problem solving;
(v) He skill of interpreting situations/phenomena observed.	(2) Mobilize the environment and its resources to help individual(s) cope with their difficulties.	(g) Identify the appropriate roles to be played according to situations e.g., that of leader, enable, advocate, guide, etc.
(vi) The skill of	(3) Planning treatment;	(h) Planning programmes,

understanding the significance of phenomena (observed) to the person(s) concern.		planning tasks whether dealing with individual clients groups or communities;
	(4) Use of various techniques of working with people;	(i) Ability to carry out planning and implementation of tasks independently and with confidence;
	(5) Assessment of the outcome of social worker's intervention	(j) Grasp of the administration of the agency ---its structure, rules and regulations, policies and services; greater capacity and independence to carry out correspondence, referral notes, maintaining ledgers, registers and various other records by the agency;
	(6) Shows independence in the use of techniques in working with individuals/groups/communities such as: Fact finding; Advice, guidance; Creating awareness so as to provide simple workable solutions such as referral to the hospital for treatment, change in work place etc.; Providing knowledge and information; Environmental modification techniques- e.g., changing teachers towards drop-out child(ren), attitudes of community leaders towards the difficulties poorer sections suffer etc.	(k) Grasp of the service delivery systems of the agency –as a whole as well as under different projects and programmes; (l) Recording and report writing (m) Develop sensitivity about how systems work and what are their implications for average citizens.
	(7) Shows beginning ability to use reflective discussion.	

DEVELOPMENT IN THE AREA OF ATTITUDE:

BSW I and II	BSW III and IV	BSW V and VI
Willingness to:	While the attitudes already specified for B.S.W. (Hons.) need nurturing and reinforcements continuously in the subsequent period of professional education.	Attitudes required of learners during in the field need further reinforcements during the third/final year of study. As the learner is

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	In addition to the above the students need to develop themselves in the following aspects: Develop:	expected to assume greater responsibility and develop the ability to work independently and with confidence, it becomes imperative that the learners develop the following attitudes:
i) Change the attitudes which are not conducive to working with people;	(i) Sensitivity to the situations and feelings of other;	(a) Openness to learn, freedom from bias and preconception about people, institutions and organizations with which interact;
ii) See for herself/himself qualities that are required in working with people—identify those and develop those abilities e.g., tolerance, patience, readiness to face challenges etc.	(ii) Self-confidence ;	(b) Willingness to reach out to people;
(iii) Free oneself of pre-conceived ideas while dealing with people/ (clientele)	(iii) Understanding of the phenomena of authority and use of authority in a proper manner, e.g., with group members, with clients, with communities;	(c) Objectivity in assessment of personality and situation;
(iv) Free oneself of biases of various types like, caste, class, religion, ethnicity etc.	(iv) Self-control e.g., control of temper, greed, undue provocation, frustration etc. that come in the way of functioning;	(d) To gain broader perspectives of tasks undertaken while keeping the focus clear;
(v) Develop positive outlook	(v) Consistency in dealing and work;	(e) Develop positive outlook and constructive endeavor;
	(vi) The willingness to imbibe professional values and ethics;	(f) Adherence to professional ethics.
	(vii) Understanding the reality and accept reality;	
	(viii) Develop positive outlook;	

Annexure II:**Levels of learning and development required in MSW:****DEVELOPMENT IN THE AREA OF KNOWLEDGE:**

MSW Sem I and II	MSW Sem III and IV
i) Gain knowledge about the different societies learners work with—societies’ culture, dynamics and functioning as a system.	i) Gain m\knowledge about the organization as a system and its dynamics, its evolution, philosophy of work and goals.
ii) Learn about the different social and other institutions in the society to which the client/clientele belong.	ii) Study the structure and organization of the agency where placed for field work.
iii) Develop an understanding of the patterns of behaviour, strength and weaknesses in behaviour and pathological behaviour among persons dealt with by the learner.	iii) Gain an understanding of the different personality types in the organization, their pattern of interaction and inter-personal relationship.
iv) Gain knowledge about resources available—monetary, material and manpower.	iv) Gain an understanding of the sub-systems operating within the organization and their dynamics—status, role, relationship pattern, leadership, power and authority, control, conflict and cooperation, decision making process.
v) Gain knowledge about different practice theories of intervention, their contexts and processes.	v) Gain knowledge about the service delivery system of the organization.
	vi) Gain knowledge about the policy and programmes of the organization, the relationship of the agency with other agencies and the kind of networking

	<p>done by the agency.</p> <p>vii) Gain an understanding of the role of social workers in the agency.</p>
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DEVELOPMENT IN THE AREA OF SKILLS:

MSW Sem I and II	MSW Sem III and IV
<p>a) Develop sensitivity to the feelings and needs of the client/others and analyze the impact of systems on individuals, groups and communities.</p> <p>b) Learn to identify problems, analyze problems, learn to locate causative factor(s) and dynamics in the problem situations.</p> <p>c) Establishment of meaningful relationship and learn the sustenance of relationship during the helping process.</p> <p>d) Develop ability to use different tools and techniques – identify the contexts in which a particular tool and technique is to be used, understand its rationale and evaluate the application of the techniques</p> <p>e) Develop skills in mobilizing people’s participation—whether individual, group or community, in the helping process as well as in any development endeavour.</p>	<p>a) Enhancement and sharpening of the skills already acquired during the previous year of study and field work.</p> <p>b) Develop the ability to understand and appreciate the rationale of the agency’s policy, programmes and approach.</p> <p>c) Learn to develop a meaningful relationship with the agency personnel at different levels of administration and learn the art of purposeful communication.</p> <p>d) Develop the skills of programme planning and programme management.</p> <p>e) Gain an understanding of the need for different kinds of methods for evaluating performance of the organization and develop the skills to maintain different kinds of records used by the organization. Develop the skills of project</p>

<p>f) Develop the skills of programme planning at different levels of intervention.</p> <p>g) Develop skills in mobilizing resources (physical, financial, and human)</p> <p>h) Develop the ability to work in a team.</p> <p>i) Develop the ability to integrate theory with practice and that of an integrated approach to practice.</p> <p>j) Develop the skills of writing records according to requirements.</p> <p>k) Develop the skills of leadership.</p> <p>l) Develop insight into different field during working with people.</p>	<p>formulation.</p> <p>f) Develop the skills of monitoring and evaluation.</p> <p>g) Develop the skills of policy practice wherever feasible.</p> <p>h) Learn to locate the contexts of application of different methods of social work and develop the skills of practising the same</p>
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DEVELOPMENT IN THE AREA OF ATTITUDES :

Field practice is to manifest in the learner the following attitudinal aspects:

- a) Internalization of social work principles like democratic approach, respect for individuals, confidentiality, empathy, freedom from bias and prejudice.
- b) Reaching out to people in need and development of the spirit of teamwork.
- c) Internalization of the belief that human behaviour can be changed and undesirable behaviour can be corrected.
- d) Inculcating a responsibility towards oneself: as a professional, which should get manifested in the following manner—
 - (i) Learning not to give false assurance to persons. Maintaining regularity and punctuality in keeping appointments
 - (ii) Maintaining professional relationship and preparing individuals and groups for termination of the same;

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- (iii) Fulfilling responsibilities undertaken/tasks assigned;
 - (iv) Recognizing the value of time e both with clients and the self;
 - (v) Maintaining consistency in dealings with stakeholders.
- e) Developing commitment to the profession as follows:
- a. Consciously committing to social justice,
 - b. Assumeing responsibility for one's own actions
 - c. Being sincere in efforts;
 - d. Takeing initiative and having motivation for working with people;
 - e. Valuing efforts for what it is and not by its success and failure;
 - f. Developing self discipline;
 - g. Maintaining a dress code in tune with the culture of the client and norms of the agency.

ANNEXURE- III

GROUP CONFERENCE

Content of a GC Paper

Title.

Brief introduction to the agency/community

Problem/issues identified for presentation (case, group or community work)- Reflection on 'what' and 'how' the work was done- Problems encountered, how it is/was tackled and what remains unresolved- Integration of theory into practice

Treatment/interventions done

Points for discussion

INDIVIDUAL CONFERENCE

Content of an IC

Title

Brief Introduction about agency/community

Problems/Issues identified during case work, Group Work, Community Organization about nature of work done, probable activities

Application of theory into field for resolving certain problems.

Intervention done in Problems Areas/ Issues

Further Ideas for improvement-Scope for Innovation in field work activities.

Individual assignments undertaken in the field in addition to case work, Group work and Community Organization activities.

NB: All GC and IC papers and concerned field reports should be submitted to the supervisor.

Appendix-1

FINAL EVALUATION REPORT

Face sheet:

1. Name of the student:
2. Agency/Village
3. No of days scheduled
4. No of days attended
5. No of days absent
6. No of agency holidays
7. No of additional days worked
8. No of Individual Conferences scheduled
9. No of Individual Conferences attended
10. No of Individual Conferences absent
11. No of Group Conferences scheduled
12. No of Group Conferences attended
13. No of Group Conferences absent
14. No of work sheets required
15. No of work sheets submitted on time
16. No of work sheets submitted late
17. No of reports required
18. No of reports submitted on time
19. No of reports submitted late
20. No of reports not submitted

APPENDIX-2

Field Work Evaluation

Name of the Student:

Regularity and Punctuality:

Attendance in field/submitting worksheets:

Attendance in IC & GC

Report submission:

2. Performance in the field (case Work, Group Work, Community Organization)

3. Ethics and Values:

4. Quality of records:

5. Performance in ICs and GCs:

Signature of the Student

Date:

Signature of the Supervisor

Date:

SCALE: EXCELLENT: >80
 Very GOOD; 70-80
 Good 60-70
 Satisfactory :50-<60
 Poor 40-50
 Very Poor <40

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FIELD WORK EVALUATION FORMAT FOR MARKS

Sl No.	Name of the student	Attendance	Field Performance	Ethics & Values	Quality of records	Performance in ICs & GCs	Total

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Appendix-3(WORKSHEET)

DEPARTMENT OF SOCIAL WORK
VISVA-BHARATI
SRINIKETAN

NAME:

SUPERVISOR:

SEMESTER:

PLACEMENT

VILLAGE/AGENCY:

DATE:

TIME:

WORKSHEET NO-

TIME	NATURE OF WORK DONE	PERSONS CONTACTED	DIFFICULTY FACED	SIGNATURE

* Field worksheet must be submitted immediately after the respective fieldwork day. In case of holiday in-between fieldwork day instruction regarding its submission may be obtained from supervisor concerned.

*Field work Report must be submitted before the next fieldwork day or as directed by the supervisor concerned. In case of holiday in-between fieldwork day, the instruction may be obtained from supervisor concerned.

* In case of absence from attending field work, prior written permission may be taken from supervisor concerned other than emergency cases, failing which all such leaves will be accepted as unauthorized leave.

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Appendix-4:

Department of Social Work
Visva-Bharati, Sriniketan

PROGRESS REPORT OF THE STUDENTS (JUNE --JULY 2014)

Serial No	Name of the student(s)	Placement village/agency	Period of Field Work	Schedule field work and attendance			Status of IC			Status of GC			Status of worksheet submission			Status of report submission			Remarks		
				No of scheduled field work	No of days	No of days	No of IC	No of IC	No of IC absent	No of GC	No of GC	No of GC absent	No of work	No of work	No of work submitted	Worksheet not	No of reports	No of reports		No of reports	No of reports

Signature of Supervisor
any:.....

Specific remarks if

BSW SEMESTER-I
COURSE – CC 1
HISTORY AND PHILOSOPHY OF SOCIAL WORK

Time: 3 Hours
 Credits: 6

Full Marks: 75
 [Internal Assessment-15, Exam-60]

OBJECTIVES

- Develop an understanding about the concept of social work considering the past and present.
- Develop commitment towards the goal of humanism.
- Imbibe values and attitude cherished by the social work profession.
- Understand the philosophy of social work including the contribution of eminent social philosophers and social movements initiated in India.
- Review the historical development of social work in India, UK and USA.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Concepts Used in Social Work Domain	Meaning of charity, voluntary action, social service, social welfare, social reform, social defense, social movement, and social work; critically reviewing the old and new definitions of social work; cultural issues and indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, approaches of social work, methods of social work, principles of social work, values of social work, and ethical responsibility of social workers.
III	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, professional associations of social workers in India, regulation of social work profession: Asian and Global view.
IV	History of Social Work in India, U.K and USA	History of social work in Ancient, Medieval, British and independent India; history and development of social work in U.K. and U.S.A; social work education in India.
V	Philosophy of Social Reform and Social Movements in India	Social reform movements of 19 th and 20 th century in India; social movements such as Dalit movements, Women's movements and Environment movements.
VI	Social Philosophy and Social Work	Philosophy of professional social work, religious philosophy (Christianity, Hinduism, Buddhism, Islam, Jainism and Sikhism), social philosophy of Rabindranath Tagore, Mahatma Gandhi and Swami Vivekananda,

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LEARNING OUTCOMES

1. Able to understand social work as a profession
2. Able to understand various ideologies of social work
3. Able to demonstrate awareness of ethics and values of social work as a profession

SUGGESTED READINGS

1. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice, 6th Edition*, London: Pearson Education Inc.
2. Barker, R. L. (1999), *Milestones in the Development of Social Work and Social Welfare*, Washington, D.C.: NASW Press.
3. Dominelli, L. (2009), *Introducing Social Work*, Cambridge: Polity Press.
4. Friedlander, W.A (ed.) (1976), *Concepts and Methods of Social Work, Second Edition*, New Jersey: Prentice-Hall.
5. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
6. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011), *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
10. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

BSW SEMESTER-I
COURSE- GEC 1A
SOCIAL ISSUES AND PROBLEMS

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To provide knowledge on some selected social issues and problems in India
- To provide awareness about the causal relationships and the development programmes dealing with these social problems.
- To identify scope of social work intervention in these diverse fields of welfare services to develop appropriate skills of working with individual, groups and community.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Social Problems	Concept of social problems----meaning, nature, causes and its types. Theoretical explanation to social problems and its implications to social work.
II	Understanding some major Social Issues: Poverty, Unemployment & Corruption	Concept of poverty-- its causes and poverty alleviation programmes. Unemployment--its types, causes and measures to control it. Corruption—its meaning and causes; Programmes and legislative measures to combat corruption. Role of social worker in dealing with poverty/ unemployment/corruption.
III	Population Explosion	Population explosion—its meaning. Causes of population growth. Population Policy. Role of social worker in dealing with population problem.
IV	Problems related to Family, Marriage and Other Social Dependency	Marital conflict: causes and consequences. Dowry system, atrocities against women and policies to control the problem. Problems of older persons in India; programmes and services; Role of social worker in dealing with problems of older persons/marital conflict cases.
V	Problems of Youth	Concept of youth: characteristics and their problems. Programmes and services for youth.Children in conflict with law—factors responsible for it. Prevention and controlling measure. Role of social worker in dealing with children in conflict with law.
VI	Communal Harmony and National Integration	Concept of national integration. Causes of disintegration and communal violence Peace initiatives and government measures to combat communal violence. Role of social worker in dealing with issues related to national integration and peace.

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LEARNING OUTCOMES

1. The learners will be able understand and develop knowledge on selected social issues and problems in India.
2. They will be able to understand the context of such problems. It will obviously generate awareness and to deal such issues sensitively while dealing with problems and people.
3. The learners will be able to learn the scope of social work intervention in dealing with various welfare services and to use appropriate skills of working with individual, groups and community.

SUGGESTED READINGS

Ahuja, R. (2014). *Social problems in India*, Jaipur: Delhi, Rawat Publication.

Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage publications.

DeSouza, P.R, Kumar, S & Shastri, S. (2009). *Indian Youth in a Transforming World*, New Delhi, Sage Publications.

Dhillon P.K. (1992) *Psycho-Socio Aspects of Aging in India*, New Delhi: Concept Publishing Company.

Gore M.S. (1977) *Indian Youth Process of Socialization*, New Delhi: Vishawa Yuva Kendra.

Janusz S (2003) *New Dimensions and challenges for Human Rights* (Eds), Jaipur and New Delhi: Rawat Publications.

John V.V.(1974) *Youth and National Goals*, New Delhi: Vishawa Yuva Kendra.

Kohli A.S, (2004) *Human Rights and Social Work*, New Delhi: Kanishka Publishers, Distributor.

Kumar, P (2011). *Communal Crimes and National Integration : A Socio Legal Study*, New Delhi: Read Worthy.

Madan, G.R. (2009). *Social Problems*, New Delhi: Allied Publisher Pvt. Ltd.

Metha, P. (1971). *Indian Youth* (Eds) Bombay: Somaiya Publications.

Ministry of Youth affair and Sports (2014). *National Youth Policy*, New Delhi: Government of India.

Sharma, R.K. (2007) *Demography and Population Problems*, New Delhi: Atlantic Publications

Widmalm, S(2008). *Decentralisation, Corruption and Social Capital: From India to the West*, New Delhi: Sage Publications

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**BSW SEMESTER-I
COURSE- GEC 1B
INTERNATIONAL SOCIAL CONCERNS**

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the world of its most devastating social ills—drugs, crime, illiteracy – causes and consequences
- To understand the ways and means for social betterment methods and principles from humanitarian perspectives

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to international issues	Happiness and social progress: loss of moral standards due to illiteracy, unemployment, poverty and education; substance abuse; criminality and the pervasive attitude. Individual and collective happiness.
II	Environment	Environmental degradation and global warming
III	Health	Globalisation and Health, Gender and Health a concern towards social development
IV	Wealth and Inequality	Capitalism and Income Inequality, Role of the state, civil society and the market
V	Inclusion/Exclusion	Marginalisation and exclusion of vulnerable groups, Inclusive Policies
VI	Terrorism	Cross country terrorism and violence; Peace and happiness based on value education

LEARNING OUTCOMES

1. Able to build a knowledge base of the social ills in the context of the world
2. Able to apply critical thinking to reduce the problems by applying social work principles and methods

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BSW – SEMESTER II
COURSE – CC 3
SOCIOLOGY IN SOCIAL WORK

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

1. To know the basic concepts in sociology and their use in social work practice
2. To understand the role of caste and class in Indian society.
3. To familiarize the students with social dynamics of contemporary Indian Society

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to sociology	Introduction to Sociology, Contribution of August Comte, Marx, Durkheim, Weber on Modern Sociology
II	Socialization	Concept of Socialization and agencies of socialization. Role of culture in society, Multiculturalism
III	Social stratification	Role of Caste and Class system in Indian society and Politics, Concept of Purity and Pollution, Sanskritization and Westernization.
IV	Social Control	Meaning of Social control, Agencies and Mechanisms of Social control, Social Conformity and Social Deviance.
V	Social Change	Concept of social change, Theories and factors of Social Change, Social Evolution and Social Progress.
VI	Modern Sociology	Effects of Modernization Globalization and Media on Modern Society. Role of Public and Private Partnership in Development Discourse.

LEARNING OUTCOMES

1. To be able understand the basic sociological concepts related to social work.
2. To be able to comprehend the sociological theories and processes and their relation to social work practice
3. To be able to have a learning of modern sociology

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SUGGESTED READINGS

1. *Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982*
2. *Beals, R. H. Hoijer: Introduction to Anthropology, Macmillan, New York, 1971*
3. *Chitamber, J. B.: Introduction to Rural Sociology, New Age Pub. New Delhi, 1997*
4. *Cohn, A. K.: Deviance and Social Control, Prentice Hall, New Delhi. 1991*
5. *Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968*
6. *Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977*
7. *Giddens, Anthony: Sociology, Polity Press, London. 1993*
8. *Leonard, P.: Sociology and Social Work, London, 1971*
9. *Marriot, M (ed.): Village India, University of Chicago Press, Chicago, 1955*
10. *Mills, Theodor: Sociology of Groups, Prentice Hall, New Delhi, 1991*
11. *Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995*
12. *Ahuja, Ram, Social Problems in India, Rawat Publications, New Delhi. 1996*
13. *Madan, G.R., Indian Social Problems, Rawat Publications, New Delhi, 1992*

BSW – SEMESTER II
COURSE – GEC 2A
INTRODUCTION TO GUIDANCE AND COUNSELLING

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To orient the students to the concepts, functions and processes of guidance and counselling.
- To provide a brief theoretical perspective to strengthen practice
- To understand the skills of counselling for future professional practice

UNIT NO	TITLE OF UNIT	UNIT CONTENT
I	Guidance and Counselling	Introduction to the concepts; relationship between the two. Aims and objectives. Career options.
II	Functions and Types of Guidance	Guidance in adjustment, orientation and development. Educational, Vocational and Health.
III	Counselling	Definition; nature and characteristics.
IV	Process of Counselling	Information, advising and counselling
V	Approach to Counselling	Roger's Theory of Self – brief introduction
VI	Skills of Counselling	Observation, listening, communicating, confidentiality.

LEARNING OUTCOME

1. Able to understand the concepts, functions and processes of guidance and counselling.
2. Able to gain a brief insight into theoretical perspective to strengthen practice
3. Able to understand the skills of counselling for future professional practice

REFERENCES:

Bourne, Lyle E and Bruce R Ekstrand (1982), 4th edn. *Psychology: Its Principles and Meanings*, USA, Holt Rinehart and Winston; ISBN: 0-03-0596882.

Davis, Keith and John W. Newstrom (1989), 8th edn. *Human Behaviour at Work, Organizational Behaviour*, USA, McGraw Hill; ISBN: 0-070015574-7.

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Hall, Calvin S and Gardiner Lindzey (1978), 3rd edn. *Theories of Personality*, Canada, J. Wiley and Sons Inc. ISBN: 0-471-342278.

Hilgard, Ernest R, Richard C. Atkinson and Rita L. Atkinson (1979), 6th edn. *Introduction to Psychology*, New Delhi, Oxford and IBH.

Aggrawal J. C. (1991). *Educational & Vocational Guidance & Counseling*, 7th edition, Doaba House, N. Delhi.

Gibson R. & Mitchell M. (2005). *Introduction to Guidance & Counseling*, 6th edition, Prentice Hall of India, N. Delhi.

Kochhar, S. K. (1981). *Guidance in Indian education*, N. Delhi

Kochhar, S. K. (1987). *Educational & Vocational Guidance in Secondary Schools*, Sterling Publishers, N. Delhi.

Kochhar, S. K. (1986). *Guidance & Counseling in Colleges & Universities*, Sterling Publishers, N. Delhi

Madhukar I. (2005). *Guidance & Counseling*, Authors Press, N. Delhi

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BSW – SEMESTER II
COURSE – GEC 2B
SOCIAL CONCERNS OF VULNERABLE COMMUNITIES

Time: 3 Hours
 Credits: 6

Full Marks: 75
 [Internal Assessment-15, Exam-60]

OBJECTIVES

The basic objectives of this course will be to sensitize students to understand multiple vulnerable, underprivileged and marginalized Groups in India, their problems, legislations and programmes so as to develop a concern while working with them.

UNIT NO	UNIT TITLE	CONTENT
I	Vulnerability, Marginalize, Stigma and Discrimination Underprivileged	Understanding concept---Vulnerable, Marginalized Groups and their Stigma and Discrimination. History of Slavery, Racial Discrimination and Apartheid in USA, Europe and Africa.
II	SC, ST, OBC and Constitutional Safeguards and legislations in India	Constitutional safeguards for SC, ST and OBCs. Laws and legislation: The Schedule Caste and the Schedule Tribes (Prevention of Atrocities) Act 1989, National Commission for Schedule Caste and Schedule Tribes, National Commission for Other Backward Classes. Role of Social Work in the field of underprivileged empowerment and development.
III	Women, Children and Elderly: Challenges and legal safeguards	Problem of Women and Children: Dowry, Sex Determination, Domestic Violence, Sexual Harassment, Trafficking; Child Labour, Children in Conflict with Law, Child Marriage. Laws and Legislations to deal with various issues: Dowry Prohibition Act-1986, Medical Termination of Pregnancy-1971, Protection of Women from Domestic Violence Act – 2005. Child Labour (Prohibition and Regulation) Act – 1986, Juvenile Justice (Care and Protection) Act – 2000, Protection of Children Against Sexual Offences Act - 2012, Right of Children to Free and Compulsory Education Act – 2010. National Commission for Protection of Rights of Children. Elderly: Socio-Economic and Psychological problems. Laws relating to Elderly issue: Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
IV	PWDs-Challenges, legal safeguards and Affirmative Action	Problem of People With Disability: Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act – 1995:
V	Sexual Minorities and Legal Safeguards	Understanding “Sexual Minority”, the term LGBTQ. Safeguarding the Rights of Sexual Minorities.
VI	Other Vulnerable groups	Sex Workers, Prisoners, Victims of Trafficking and Migrants: their Problems, Challenges and Safeguards

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LEARNING OUTCOME

1. Able to demonstrate familiarity with issues and concerns of the vulnerable communities and a perspective towards their issues and problems
2. Able to understand constitutional provisions and legal framework available for the marginalized groups
3. Able to understand the welfare efforts of the government and the non government sector at supporting the cause of the vulnerable people.

SUGGESTED READINGS

Asha Rani.(1986). Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.

Bhargava Vinita. (2005). Adoption in India, New Delhi, Sage Publications.

Government of India.(1992). A Commitment to the Child Women and Child Development, Dept. of Plan of Action.

KanthaAmod and Varma. (1993). Neglected Child – Changing Perspective,New Delhi, Prayas Juvenile Aid Centre, R.M.

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Desai, Murlil and Raju Siva.(2000). Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing

Dey, A. B (Ed.) (2003).Ageing in India: Situation Analysis and Planning for the Future.New Delhi / WHO and AIIMS.

Indira Jaiprakash. (1999). Aging in India, A report submitted to World Health Organization, Geneva.

Tata Institute of Social Sciences. (1998). An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.

National institute of public Co-operation & child development. (1994). The child in India –a statistical profile New Delhi : NIPPCCD

Gupta, M. (1998) International Encyclopaedia of women’s Development, Sage Publications: New Delhi.

Hichaël, S.M. (1998) Dalits in modern India, Sage Publications: New Delhi

BSW SEMESTER - III
COURSE – CC 5
WORKING WITH INDIVIDUALS

Time: 3 Hours
Credits : 4

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand social casework as a method of social work.
- To develop abilities to critically analyze problems of individuals as well as families and factors affecting them.
- To enhance understanding of the basic concepts, tools techniques skills, and process.
- To develop ability of establishing and sustaining a working relationship with the client.
- To understand the role of counselling as a technique in social case work

COURSE CONTENTS:

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Social Case Work	Definitions, meaning, nature, purpose of Case Work, Principles of Case Work, Historical development of Case Work and its relationship with other Social Work methods
II	Tools of Case Work	Case Worker- Client relationship- basic principles of relationship; skills in establishing relationship; problems encountered and their solution; interviewing: Definition, meaning, principles, techniques and Skills.
III	Case Work Process	Intake and Exploration, Analysis and Assessment, Psycho-social treatment, Supportive techniques, Evaluation, Termination and follow-up. Importance of involvement of Collateral Contact in the entire process.
IV	Approaches to Practice of Case Work	Psychosocial, Functional, Problem Solving and Crisis Intervention.; Recording; Meaning, types and importance in Social Case Work.
VI	Application of Social Case Work	Application of Social Case Work in various settings-.health, education, communities, hospitals, mental health, alcohol and substance abuse.
VI	Counseling	Definition, nature and goals; counseling process; types of counseling: individual and group counseling; family counseling, marital counseling, student counseling and industrial counseling; skills and techniques; Characteristics of an effective counselor; role of a counselor in various settings.

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LEARNING OUTCOME

1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

SUGGESTED READINGS

Beistek, F.P. (1957). *The Casework Relationship*. Chicago :Loyola University Press.

Hamilton, G. (1956). *Theory and Practice of Social Casework*. New York: Columbia University Press.

Mathew, G. (1992). *An Introduction to Social Casework*. Bombay,:Tata Institute of Social Sciences.

Pearlman, H.H. (1957). *Social Casework: A Problem Solving Process*. Chicago, The University of Chicago Press.

Skidmore, R.A. & Thakhary, M.G. (1982). *Introduction to Social Work*. New Jersey: Prentice Hall.

Timms, N. (1964). *Social Casework: Principles and Practice*. London,:Routledge and Kegan Paul.

Timms, N. (1972). *Recording in Social Work*. London, :Routlege and Kegan Paul.

Werner, H.D. (1965). *A Rational Approach to Social Case Work*,.New York: Association Press.

Younghusband, E. (1966). *New Development in Case Work*. London, :George Allen and Unwin.

BSW SEMESTER – III
COURSE – CC 6
WORKING WITH GROUPS

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To develop an understanding of group work as a method of social work
- To develop an understanding of the reciprocal influence of groups on individuals
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Basic concepts on Group	Definition and types of groups, role of groups in individual's life and in a community, group as an agent of social change.
II	Basic Concepts on Group Work	Definition of group work, objectives, values and principles of group work, history of social group work, stages of group development, significance of group work in meeting the needs of individual, family and community.
III	Role of Worker	Educational, preventive, promotive and therapeutic aspects of social group work; different roles of the group worker.
IV	Programme Development and Leadership	Importance of programme in group, principles of programme planning and use of resource utilization in planning, importance of leadership in group, leadership development, skills of leader in group, roles of a leader.
VI	Group Dynamics, Skills and Techniques	Elements of group dynamics, promotion of healthy interaction in group; problem solving skills and conflict resolution skill skills and techniques used in group work process for an effective group work; Recording: uses, types and its importance.
VI	Group Work Practice Settings	Social group work and integrated social work practice, Social group work in different settings: community, school and medical settings.

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LEARNING OUTCOMES:

- Able to demonstrate the familiarity with Group Work process.
- Capable to understand various dimensions of group processes and group dynamic in different settings.
- Able to develop competence, various tools, techniques and skills required for working with groups.

SUGGESTED READINGS

Davies, B. (1975). *Use of Group in Social Work Practice*. London: Routledge and Kegan Paul.

Douglas, Tom. (1976). *Group Work Practice*. London: Tavistock.

Godwin, Charles D. (1981). *Contemporary Group Work*. New Jersey: Prentice Hall.

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Siddiqui, H.Y. (2008). *Group Work: Theories and Practices*. New Delhi: Rawat Publications.

Trecker, Harbigh B. (1970). *Social Group Work Principles and Practice*. Associated Press: New York.

BSW SEMESTER - III

COURSE- GEC 3A

INTRODUCTION TO SOCIAL PSYCHOLOGY

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the importance and contribution of Psychology to Social Work
- To gain insight into one's own self; develop self-analytic skills
- To gain understanding of inner dynamics of motivation and enhancement of behaviour repertoire for better adjustment to life situations.

COURSE CONTENTS

UNIT NO	UNIT TITLE	UNIT CONTENT
I	Introduction	Definition of Social Psychology; relationship of Social Psychology with Psychology and Sociology.
II	Social Psychology in everyday life	Understanding society and its impact on human lives; interpersonal interactions as the basis of society
III	Individuals and groups	Introduction to group; group dynamics and processes.
IV	Leadership	Discuss the concept of leadership and its components. Are leaders born or can they be made? Styles of leadership.
V	Social Tension and Social Distance	Understanding causes of conflict and finding ways of resolving them.
VI	Individual and the Social System	Attitudes and Prejudice

LEARNING OUTCOMES

1. Recognize aspects of social psychology such as social norms, social roles and biases in daily life and how social psychology can be applied to deal with various issues and problems in individual and society.
2. Recognize the social influence on individual behaviour and group dynamics.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal*. New Delhi: Sage Publication.

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Hore, T. (2009). *Essential Skills of Social Work Practice*. Chicago: Lyceum Books.

Park, K. (1995). *Text Book of Preventive and Social medicine*. Jabalpur : Banarasidas Bharot.

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Ramana, G. (2003). *Background paper for The Millennium Development Goals for Health: Rising to the Challenges*. Washington DC: World Bank.

Sujatha, V. (2003) *Health by the People: Sociology of Medicallor*. Jaipur: Rawat Publication.

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BSW SEMESTER - III
COURSE- GEC 3B

HEALTH AND DEVELOPMENT

Time: 3 Hours
Credits : 4

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To help students understand the objectives of health care delivery system, health management and health infrastructure.
- To provide a holistic view and knowledge base of health and development in India.
- To prepare the student to take initiative as a social worker to improve health of the vulnerable groups.

COURSE CONTENT:

UNIT No	UNIT TITLE	CONTENTS
I	Introduction to Health and Development	Concept, importance, factors impacting health and development, health and development in India, Global Conventions for health and development – health component of MDGs ,SDGS.
II	Introduction to Public Health	Concept, relevance of public health care system in India, public health Infrastructure in India, health policies in India, and health component in Five Year Plans.
III	Introduction to Mental Health	Concept and types of mental illness, brief introduction to common DSM V mental disorders, community mental health, prevention and promotion of community mental health programmes in India.
IV	Epidemiology and Health Care	Introduction, core concepts of epidemiology and health, epidemiology of communicable and non communicable diseases, epidemiological methodology for health care measures, Introduction to core components of Biostatistics and health Care; ethics and legislation in public health.
V	Ecology and Health care	Environmental factors in healthcare, population studies, family planning programmes, health and financing, drug patenting and health care rights.
VI	Health Care and Social Groups	Vulnerable groups and health care- women, children, marginalized group, PLWHA, social and behavioural influences on health care, social work intervention in health.

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LEARNING OUTCOMES

- Able to learn the concept and aspects of public health
- Able to understand various dimensions of healthcare services and programmes.
- Gain different perspectives on health and social development and also the response of the social work profession.

SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal*. New Delhi: Sage Publication.

Claeson, M., A. Wagstaff, E. Bos, P. Hay, and J. Baudouy. (2004). "The Case for Mobilizing New Research behind the Health Millennium Development Goals." In *Global Forum Update on Research for Health 2005*, 73–75. Geneva: Global Forum.

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Hore, T. (2009). *Essential Skills of Social Work Practice*. Chicago: Lyceum Books.

Park, K. (1995). *Text Book of Preventive and Social medicine*. Jabalpur : Banarasidas Bharot.

Quadeer, I. and Sen, K. (2001). *Public Health and Poverty of Reforms-The South Asian Predicament*. Delhi: Sage Publication.

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Narayan, K.V. (1997) *Health and Development Intersectoral Linkages in India*. Jaipur: Rawat Publication.

BEW SEMESTER - III
COURSE - SEC 1A

CIVIL SOCIETY AND PHILANTHROPY

Time: 3 Hours
Credits: 2

Full Marks: 25

OBJECTIVES

- To understand the various related concepts in the field of civil society and philanthropy.
- To get an overview on the historical development of civil society and philanthropy in American, European and Asian context..
- To develop a knowledge base on Indian philanthropic work to become an independent social work professional.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Basic Concepts	Understanding the concepts of: civil society, philanthropy, voluntarism, charity, altruism, foundations, faith based organizations, and non-profit organization or non-governmental organization.
II	History and Theory of Civil Society and Philanthropy	History and evolution of civil society and philanthropy- American scenario, European scenario, and Asian scenario with special focus on India. Theories of civil society, theories of philanthropy.
III	Philanthropy in India	Motivation and approaches of philanthropic work in India, Ethics and philanthropic work, nature of philanthropic work in India, corporate philanthropy in India, future of philanthropy in India.

LEARNING OUTCOME:

1. Able to know the basic concepts of a civil society and its role in social welfare.
2. Ability in understanding the role of civil society in development discourse and the challenges in the way of philanthropic work may be mitigated with theoretical understanding.
3. Ability to be equipped with expertise to work in civil society organizations

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SUGGESTED READINGS

- Adam, T. (2014). Profit and Philanthropy: Stock Companies as Philanthropic Institution in Nineteenth Century Germany. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 25 (2), 337-351.
- Andreoni, J. (1998). Toward a Theory of Charitable Fund-Raising. *Journal of Political Economy* , 106 (6), 1186-1213.
- Barker, C. R. (2000). Public Charitable Collections: Are They a Worthwhile Cause? *The Modern Law Review* , 63 (6), 791-812.
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- Edwards, M. (2014). *Civil Society*. Cambridge: Polity Press.
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- Kassam, M. (2016). *Philanthropy in India- Promise to Practice*. New Delhi: Sage.
- Kingma, B. R. (1997). Public Good Theories of the Non-Profit Sector: Weisbrod Revisited. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 8 (2), 135-148.
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- Morsy, L. (2015). Corporate Philanthropic Giving Practices in U.S. School Education. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 26 (4), 1510-1528.
- Name-Correa, A. J. (2013). A Theory of Charitable Fund-Raising with Costly Solicitations. *The American Economic Review* , 103 (2), 1091-1107.
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- Pharoah, C. (1997). Trends in Charitable Giving. *Fiscal Studies* , 18 (4), 427-443.
- Sidel, M. (2001). Recent Research on Philanthropy and the Nonprofit Sector in India and South Asia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 12 (2), 171-180.
- Sundar, P. (1996). Women and Philanthropy in India. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 7 (4), 412-427.
- Vinod, M. (2006). The Changing Dimensions of Civil Society in the Twenty First Century: Theory Versus Reality. *The Indian Journal of Political Science* , 67 (4), 783-792.
- Wang, L. (2008). Social Capital, Volunteering, and Charitable Giving. *Voluntas: International Journal of Voluntary and Nonprofit Organizations* , 19 (1), 23-42.
- Woods, D. (1992). Civil Society in Europe and Africa: Limiting State Power through a Public Sphere. *African Studies Review* , 35 (2), 77-100.

BSW SEMESTER - III
COURSE- SEC 1B

HEALTH AND DEVELOPMENT

Time: 3 Hours
Credits: 2

Full Marks: 25
[Internal Assessment-5, Exam-20]

OBJECTIVES

- To help students understand the objectives of health care delivery system, health management and health infrastructure.
- To provide a holistic view and knowledge base of health, mental health and development in India.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Introduction to Health and Development	Concept, importance, factors impacting health and development, health and development in India, Global Conventions for health and development – health component of MDGs ,SDGS.
II	Introduction to Public Health	Concept, relevance of public health care system in India, public health Infrastructure in India, health policies in India, and health component in Five Year Plans.
III	Introduction to Mental Health	Concept and types of mental illness, brief introduction to common DSM VI mental disorders, community mental health, prevention and promotion of community mental health programmes in India.

LEARNING OUTCOMES

- Able to learn the basic concept and aspects of public health
- Able to understand various dimensions of public health.
- Able to gain an introductory understanding of mental health.

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SUGGESTED READINGS:

Bhasin, V. (1994). *People, Health and Diseases, the Indian Scenario*. New Delhi: Kamla Raj Enterprise.

Bose, Pradip Kr. (2006). *Health and Society in Bengal*. New Delhi: Sage Publication.

Claeson, M., A. Wagstaff, E. Bos, P. Hay, and J. Baudouy. (2004). "The Case for Mobilizing New Research behind the Health Millennium Development Goals." In *Global Forum Update on Research for Health 2005*, 73–75. Geneva: Global Forum.

Cook, Harold. (2009). *History of Social Determinants of Health: Global Histories*. Hyderabad: Orient Longman.

D'Cruz, Premilla. (2004). *Family Care in HIV/AIDS*. New Delhi: Sage Publications.

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Gwatkin, D., S. Rutstein, K. Johnson, and R. P. Pande. (2000). *Socio-economic Differences in Health, Nutrition, and Population*. Washington, DC: World Bank.

Healthy Life style Basis. (1994). Special Issue on Healthy Life Style: Basis for good Health, *The Indian Journal of Social Work*, Vol. 55, No. 01.

Jordon, C. (2003) *Clinical assessment for Social Worker 2nd*. Chicago: Lyceum Books.

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Misra, S. (2000). *Voluntary Action in Health and Population, the Dynamics of Social Transition*. New Delhi: Sage.

Hore, T. (2009). *Essential Skills of Social Work Practice*. Chicago: Lyceum Books.

Park, K. (1995). *Text Book of Preventive and Social medicine*. Jabalpur : Banarasidas Bharot.

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Quadeer, I. and Sen, K. (2001). *Public Health and Poverty of Reforms-The South Asian Predicament*. Delhi: Sage Publication.

Ramana, G. (2003). *Background paper for The Millennium Development Goals for Health: Rising to the Challenges*. Washington DC: World Bank.

Sujatha, V. (2003) *Health by the People: Sociology of Medicallor*. Jaipur: Rawat Publication.

Narayan, K.V. (1997) *Health and Development Intersectoral Linkages in India*. Jaipur: Rawat Publication.

BSW SEMESTER- IV
COURSE - CC 8
WORKING WITH COMMUNITIES

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To provide a theoretical and conceptual foundation regarding community organisation as a method of Social Work practice and its related aspects.
- To develop the ability to analyse the community - its problems and issues with special emphasis on rural communities.
- To provide insight into the various processes and dimensions in organising a community.
- To enhance the attitude and skills as a community organiser for participatory and democratic community organisation process.

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Understanding Community	Concept of community, Structures and Functions of Community Classifications-Geographical, Functional and Virtual Social Work Practitioner's perspective on community
II	Understanding Community Organisation practice	Concept of Community Organisation; Values and Assumptions; Principles and Processes of community organisation; Difference between Community Organisation and Community development
III	Contextualising Community Organisation practices	Historical Development of Community Organisation Practice in India; Models of Community Organisation: Locality Development Model, Social Planning Model and Social Action Model.
IV	People's participation in Community Organisation	People's Participation: Meaning, Objectives, Types, Principles.
V	Programme planning in Community Organisation	Objectives, Principles and Process
VI	Roles and skills of Community Organisation practitioners	Roles in –Problem analysis, Resource mobilisation, Conflict resolution, Organising meetings, Networking and training ,Report writings and Documentation

LEARNING OUTCOME

1. Able to understand skills to mobilize rural and urban community around various development issues.
2. Able to do systematic planning for awareness generation, creation of community groups to deal with various challenges in the community.

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3. Able to understanding different types of community and strategies to deal with their problems.

SUGGESTED READINGS:

Chambers, R. (2005). *Ideas for Development*. London: Earth Scan.

Cox, F. (1987). *Community organization*. Michigan: F.E. Peacock Publishers

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.

Ife, J. W. (2013). *Community Development in an uncertain world: Vision, analysis and Practice* (5th ed). Cambridge University Press.

Jerry, W., Robinson, Jr., & Green, G. P. (eds). (2011). *Introduction to Community Development: Theory, Practice and Service-learning*. Sage Publications Inc.

Siddiqui, H. Y. (1997). *Community Organisation in India*. New Delhi: Harnam.

Siddiqui, H. Y. (1997). *Working with Communities*. New Delhi: Hira Publications.

Somesh, K. (2002). *Methods for Community Participation: A complete guide for Practitioners*. New Delhi: Sage Publication (Vistaar).

Siddique, H. Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.

Douglas, B. (1983). *Community organization theory and practices*. New Jersey: Hall.

Kramer, R. M., & Specht, H. (1983). *Readings in Community Organisation Practice*. Englewood: Cliffs Prentice Hall Inc.

Henderson, P & Thomas D. N. (eds.). (1981). *Readings in community work*. London: George Allen & Unwin

Friedlander, W. A. (1978). *Concepts and Methods in Social Work*. New Delhi: Bence Hall International Inc.

Gangrade, K. D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.

Ross, M. G. (1967). *Community Organisation*. New York: Harper and Row.

Ross, M. G., & Lappin, B. (1967). *Community Organization: Theory, Principles, and Practice*. New York: Harper & Row

Dunham, A. (1962). *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.

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BSW SEMESTER - IV
COURSE – CC 9
PSYCHOLOGY FOR SOCIAL WORK

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the importance and contribution of Psychology to Social Work
- To gain insight into one's own self; develop self-analytic skills
- To gain understanding of inner dynamics of motivation and enhancement of behaviour repertoire for better adjustment to life situations.

COURSE CONTENTS

UNIT	UNIT TITLE	CONTENT
I	Mechanisms of Behaviour	Biological foundation of behaviour; Sensation and Perception; Learning – Classical and Instrumental Learning approaches; Psychology as a feeder discipline for Social Work
II	The Individual Attributes	Emotion and Motivation; Intelligence
III	Individuation and Identity	Personality – nature, pattern, shaping. Social aspects of identity formation
IV	Collective Behaviour	Human collectives (Groups); Crowd and Crowd behaviour; Emergence of Leadership as a function of group dynamics
V	Life-span perspectives	Infancy; Childhood; Adolescence – Understanding the Changes; Behaviour problems and their management
VI	Stress, Health and Wellbeing	Stress; Conflicts; Frustration; Coping and Life Skills

Learning Outcomes

1. To be able to understand the basic concepts related to psychology and social work
2. To be able to understand social processes in social psychology

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3. To be able to understand social attributes and psycho-social behaviour

SUGGESTED READINGS

Bourne, Lyle E and Bruce R Ekstrand (1982), 4th edn. *Psychology: Its Principles and Meanings*, USA, Holt Rinehart and Winston; ISBN: 0-03-0596882.

Cicarelli, Sandra K and Glen e. Meyer (2008), *Psychology*, India, Pearson; ISBN: 9780131839595.

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Garvin, Charles D; Lorraine M. Gutierrez and Maeda J.Galinsky (eds.), (2004), *Handbook of Social Work with Groups*, New York, London, Guilford Press; ISBN: 1-59385-004-2.

Hall, Calvin S and Gardiner Lindzey (1978), 3rd edn. *Theories of Personality*, Canada, J. Wiley and Sons Inc. ISBN: 0-471-342278.

Hilgard, Ernest R, Richard C. Atkinson and Rita L. Atkinson (1979), 6th edn. *Introduction to Psychology*, New Delhi, Oxford and IBH.

Hurlock, Elizabeth B (1996), *Child Growth and Development: A Life Span Approach*,

Krech, David, Richard Crutchfield and Egerton L. Ballachey (1962), *Individual in Society: A Textbook of Social Psychology*, USA, McGraw Hill; ISBN: 61-18134.

Morgan, Clifford T, Richard A. King, John R. Weisz and John Schopler (1999) 7th edn.; *Introduction to Psychology*, New Delhi, Tata McGraw Hill; ISBN: 0-07-462250-1.

Zigler, Edward F and Matia Finn-Stevenson (1987), *Children, Development and Social Issues*, USA, D.C. Heath and Company ISBN: 0-669-07754-2.

Zimbardo, Philip G and Ann L. Weber (1997) 2nd edn. *Psychology*, USA, Longman; ISBN: 0-673-99968-8.

**BSW SEMESTER-IV
COURSE – GEC 4A
INTRODUCTION TO SOCIAL WORK PRACTICE**

Time: 3 Hours
Credits: 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- Develop an understanding about the concept of social work considering the past and present.
- Develop commitment towards the goal of humanism.
- Imbibe values and attitude cherished by the social work profession.
- Develop an understanding about the social work practice or fields of social work.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENTS
I	Concepts Used in Social Work Domain	Meaning of charity, voluntary action, social service, social welfare, social reform, social defense, social movement, and social work; critically reviewing the old and new definitions of social work; cultural issues and indigenization of social work.
II	Core Issues in Social Work	Assumptions of social work, goals of social work, approaches of social work, principles of social work, values of social work, and ethical responsibility of social workers.
III	Social Work as a Profession	Concept of profession, criteria of profession, social work as a profession, roles of professional social workers, professional associations of social workers in India, regulation of social work profession: Asian and Global view.
IV	Practice of Primary Methods of Social Work	Social Casework: Concept, Objectives and Process (explain with an example); Social Group Work: Concept, Objectives and Process (explain with an example); Community Organization: Concept, Objectives and Process (explain with an example).
V	Practice of Secondary Methods of Social Work	Social Welfare Administration: concept and elements; Social Action: Concept, Objectives and Process (explain with examples); Social Work Research: Concept, Objectives and Process (explain with examples).
VI	Fields of Social Work	Child welfare, women welfare, youth welfare, welfare for the older people, social work in health and mental

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UNIT NO	UNIT TITLE	CONTENTS
		health setting, social work in correctional setting, social work in educational setting, urban and rural community development, welfare for the disadvantaged section, industrial social work etc.

LEARNING OUTCOME

1. Able to understand the basic concepts in social work
2. Able to get a knowledge of the primary methods of social work
3. Able to have an understanding of the different fields of practice of social work.

SUGGESTED READINGS

1. Bradford, S.W (2003), *Techniques and Guidelines for Social Work Practice, 6th Edition*, London: Pearson Education Inc.
2. Barker, R. L. (1999), *Milestones in the Development of Social Work and Social Welfare*, Washington, D.C.: NASW Press.
3. Dominelli, L. (2009), *Introducing Social Work*, Cambridge: Polity Press.
4. Friedlander, W.A (ed.) (1976), *Concepts and Methods of Social Work, Second Edition*, New Jersey: Prentice-Hall.
5. Johnson, Louise C. (1992), *Social Work Practice- A Generalist Approach*, Boston: Allyn and Bacon.
6. Pathak, S. H. (1981), *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011), *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (ed.) (1970), *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991), *Introduction to Social Work*, New Jersey: Prentice Hall.
10. Watts, T. D. E, Doreen, Mayadas, Nazneen S. (eds.) (1995), *International Handbook on Social Work Education*, London: Greenwood.

BSW SEMESTER – IV
COURSE – GEC 4B
RESEARCH IN SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To orient about the need for scientific approach to human inquiry and promote an understanding of the meaning, nature, scope and importance of social work research;
- To conceptualise social work research projects and introduce the concepts of sample and sampling methods
- To develop an understanding of simple statistical tools and learn to use them.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Scientific Enquiry In Social Work Research	Scientific approach to human enquiry in social work. An overview of the research process: Problem formulation, data collection, data processing, analysis and interpretation, Qualitative and quantitative methods.
II	Universe and sample	Universe and Census- Elements of sampling: meaning, rationale, probability and non-probability sampling techniques, advantages and disadvantages of each type of sampling, sampling error.
III	Data collection and processing	Sources of data- Types of data: primary and secondary. Tools of data collection: interview schedule/guide and questionnaire. Methods of data collection: interviewing and observation. Data processing: coding, editing, classification, tabulation, analysis and interpretation
IV	Qualitative Research	Approach, Tools, Techniques and Analysis
V	Use of Statistics	Measures of central tendency: Mean, Median and Mode: Computation, use and relative strength and limitations Measures of Dispersion: Concept of Range, Inter-quartile Range, Quartile Deviation, and Standard Deviation Simple Graphical and tabular presentation of data:
VI	Writing Skills	Research report writing in qualitative and quantitative research.

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LEARNING OUTCOME

1. Able to understand the scientific process of social research
2. Able to get an idea of qualitative and quantitative methods of research
3. Gain an insight into writing research reports and dissertations

SUGGESTED READINGS

1. *Alston, M and Bowles, W: Research for Social Workers, An Introduction to Methods, Rawat Publications, 2nd edition, 2003.*
2. *Goode W. J. and Hatt P. K: Methods in Social Research, McGraw Hill, Tokyo, 1952.*
3. *May, T: Social Research-Issues, Methods and Process, 3rd edition, Open University Press, Buckingham.*
4. *Mukherjee, Partha N. (eds): Methodology in Social Research- Dilemma and Perspectives, Sage, New Delhi, 2000.*
5. *Mikkelsen, B: Methods for Development and Research, 2nd ed, Sage Publication, 2005.*
6. *Polansky, A. Norman: Social Work Research, University of Chicago Press, Chichago, 1967.*
7. *PRIA: Participatory Research- An Introduction, Participatory Research Network Series, No. 3, Society for Participatory Research in Asia, New Delhi, 1995.*
8. *Ramachandran, P. and Naik R. D.: 'Research in Social Work', in Encyclopedia of Social Work in India, Vol.2, New Delhi, 1988.*
9. *Ramachandran P: Issues in Social Work Research in India, Institute of Community Organisation Research, Bombay, 1990.*
10. *Thyer A. B. and Wodarshi J. S: Handbook of Empirical Social Work Practice, Vol. 1, John Wiley and Sons Inc., New York 1998.*
11. *Wilkinson and Bandarkar: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay, 1988*

BSW SEMESTER -IV
COURSE – SEC 2A
SOCIAL ACTION AND SOCIAL MOVEMENTS

Time: 3 Hours
 Credits : 6

Full Marks: 75
 [Internal Assessment-15, Exam-60]

OBJECTIVES

- To give an understanding on very basic concept of social action and social movements.
- To develop knowledge in depth so that the students can analyze and respond to critical social realities especially in the context of people's movements.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Introduction to Social Action	Social Action: Meaning, Principles and Strategies. Social Action as a method of social work.
II	Models of Social Action	Models of Social Action. Understanding Some approaches: Need Based & Right Based Approach. Various contributions to the theory of Social Action (Saul Alinsky, Paulo Friere, Mahatma Gandhi, Ambedkar, etc).
III	Understanding Social Movements	Social movements---basic concept. Types of social movements. Condition of a successful movement. Understanding some social movements: Social Reform Movements, Dalit Movements, Environmental movements (Chipko, Narmada Valley Project, Silent Valley), Women's Movement, etc.
IV	Human Rights & Human Rights movements	Human Rights---basic concept. Classification of Rights: Natural, Moral and Legal Rights. Evolution of Human Rights—from Magna Carta to Universal Declaration of Human Rights (UDHR) and beyond.
V	Social Action approaches and social movements in India	Vinobha Bhave---Sarvodaya; Mahatma Gandhi_Swadeshi and Independent Movement; Sundarlal Bahugana—Environmental Movement; Medha Patkar---Narmada Bachao Andolan; Anna Hazare—Lokpal Movement against corruption; Dr. Sudarshan--Tribal Movement
VI	Human rights: Some Difficulties. Role of Civil Society. Social Advocacy	Human rights violation in India. Some repressive laws. Protection mechanism (National Human Rights Commission, National Commissions for SCs, National Commission for STs, etc), Public Interest Litigation. Difficulties in human rights protection. Role of NGOs in promoting human rights (PUCL, PUDR, ILHR, AI, HRW). Social Advocacy as a tool for social change.

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LEARNING OUTCOMES

1. Able to develop an understanding on the very basic concepts of social action and social movements.
2. Able to develop knowledge to analyze and respond to critical uses and social realities especially in the context of people's movements.

SUGGESTED READINGS

- Basu, D.D (2000) Introduction to the Constitution of India, 18th edition New Delhi: Wadhwa & Company.
- Baxi, Upendra, (1987) (ed). The Right to be Human, New Delhi: India International Centre.
- Bhattacharjee, Ajit (1997) (ed) Social Justice and the Constitution. Shimla: Indian Institute of Advanced Studies.
- Desai, A.R, Violation of Democratic Rights in India, Bombay: Popular Prakashan.
- Freire P (1997) Pedagogy of the Oppressed, New Delhi, Penguin Books.
- Ghosh, S.K (1980) Protection of Minorities and Scheduled Castes, New Delhi: Ashish Publishing House.
- Glazer, Nathan (1978) Affirmative Discrimination New York: Basic Books.
- Haksar, Nandita (1986), "Women and Justice for All", in A.R Desai (ed) Women's Liberation and Politics of Religious Personal Laws in India, Bombay: Popular Prakashan.
- Siddiqui, H. Y (ed) Social Work and Social Action—A Development Perspective. New Delhi, Harnam Publications.
- Sastry, TSN (2005) India and Human Rights, Delhi: Publishing House Company.
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- Sehgal, B.P. Singh (1996) (ed) Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep Publications.
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BSW SEMESTER – IV
COURSE – SEC 2B
SOCIAL POLICY AND PLANNING

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To help the students critically analyse concepts and perspectives of social policy and planning.
- To understand the importance of contextual issues in social policy.
- To develop an understanding of the linkages between policy perceptions and planning in development practice

COURSE CONTENTS

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to development	Concept, objectives, approaches to development; development indicators.
II	Introduction to social policy	Concept and significance of social policy and social welfare policy, models of social policy; formulation of social policy.
III	Introduction to social planning	Concept, goals, principles and problems in social planning.
IV	Social Policy and Social Planning	Concept, significance and linkage between social policy and planning; Social Audit; SWOT Analysis and LFA.
V	Social Planning in India	Planning as an instrument and source of policy making in India. Five Year Plans in India. The Planning Commission and NITI Ayog.
VI	Social Policy in India	Values underlining social policy in India based on constitutional provisions – Directive Principles of State Policy, Fundamental Rights. Contemporary Social Policies relating to women, children, youth and aged. Policies relating to Education and Environment in India.

LEARNING OUTCOME

1. Able to understand the basic concepts related to social development, social policy and social planning
2. Able to understand the linkage between social policy and social planning
3. Able to get an exposure to social policy in India

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SUGGESTED READINGS

- Adams, Robert. (2002). *Social Policy for Social Work*. Palgrave Macmillan, Basingstoke.
- Beldock, J. M. et al.(ed.) (1999). *Social Policy*. Oxford: Oxford University Press.
- Bharadwaj, R. and Nadkarni. (1992). *Planning for Social and Economic Development*. New Delhi: Sage Publications.
- Bhartiya, A.K. (2009). *Introduction to Social Policy*. Lucknow: New Royal Book Company.
- Bhartiya, A.K. and Singh, D.K. (2009). *Social Policy in India*. Lucknow: New Royal Book Company.
- Chakraborty, Sukhomoy. (1987). *Development Planning: The Indian Experience*. New Delhi: Oxford University Press.
- Kabra, Kamal Nayan. (1997). *Development Planning in India*. New Delhi: Sage.
- Singh, Surendra (ed). (2012). *Encyclopaedia of Social Work in India*. Lucknow: New Royal Book Company.
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BSW SEMESTER - V
COURSE – CC 11
SOCIAL WELFARE ADMINISTRATION

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the framework of the Indian Constitution within which social welfare system operates.
- To gain an understanding of the characteristics of the social welfare organizations in different sectors and different levels.
- To develop knowledge of fundamental elements of administration of welfare organization.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Social Welfare Administration	Concept of social welfare, social welfare administration. Principles of social welfare administration— methods and techniques
II	Concept of Welfare State	Responsibilities of State for social welfare services-changing role of administration in a Welfare State.
III	Constitution of India	The Preamble, Fundamental Rights and the Directive Principles of State Policy as related to the concept of Welfare State.
IV	Types of Organizations	Types of organizations and their characteristics. Administration of institutional and non-institutional programmes.
V	Administration of Social Welfare Organizations	Introduction to various aspects of administration, organization and structure, policy making, planning programmes. Functions of the executives- supervision and evaluation. Budget, fiscal control and accountability, maintenance of records.
VI	Central Social Welfare Board	Administrative set up – objectives and programmes.

LEARNING OUTCOME

[BACK TO MAIN PAGE](#)

1. Able to understand concept of social welfare and social welfare administration
2. Able to understand the Structure and components of social welfare administration
3. Able to understand the relevance of social welfare administration for social workers

SUGGESTED READINGS

1. Dale, Reidar: 2000 : *Organisation and Development Strategies and Process*, Sage, New Delhi.
2. Dantwala, M. L, Sethi, Harshard , Visaria, Pravin, 1998 : *Social Change through Voluntary Action*, Sage, New Delhi.
3. Donnison, D.V. and Chapman Valerie, 1970 : *Social Policy and Administration*, George Allen and Unwin, London.
4. Harper, Malcolm, 2000 : *Public Service through Private Enterprise – Micro privatization for Improved Delivery*
5. Kabra, Kamal Narayan, 1997 : *Development Planning in India : Exploring an Alternative Approach*, Sage New Delhi
6. Lauffer. A., 1977 : *Understanding Your Social Agency*, Sage Publications, London.
7. Maheswari, Sriram, 1995 : *Rural Development in India – A People Policy Approach*, Sage, New Delhi
8. Mathew, P.D, 1994 : *Law on the Registration of Societies*, ISI, New Delhi
9. Patti R., 1983 : *Social Welfare Administration*, Prentice Hall, Englewood Cliff.
10. PRIA, 1989 : *Management of Voluntary Organization*, New Delhi
11. PRIA, 1991 : *Voluntary Development Organizations in India : A Study of History, Roles and Future Challenge and NGO's in India – A Critical Study*, New Delhi
12. Rao, C. H. Hanumantha (ed.) and Linneman, Hans, 1996 : *Economics Reforms and Poverty Alleviation in India*, Sage, New Delhi
13. Sankaran and Rodrigues, 1983 : *Handbook for the Management of Voluntary Organizations*, Alpha Publications, Madras.
14. Siddiqui H. Y., 1983 : *Social Work Administration- Dynamic Management and Human Relationships*, Prentice Hall, New Jersey.
15. Skidamore, 1983 : *Social Work Administration*, Prentice Hall, New Jersey
16. Steiner, R., 1977 : *Managing Human Service Organization- From Survival to Achievement*, Sage Publications, Beverly Hills.
17. Tandon, Rajesh and Mohanty, Ranjita, 2000 : *Civil Society and Governance*.

BSW SEMESTER-V
COURSE-DSE 1A
TRAINING AND CAPACITY BUILDING

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To understand the concept of Training and Capacity Building.
- To get insights into different aspects of Capacity Building of people.
- To get an overview of the importance of Training and Capacity building in government and Non-government organizations.
- To understand role of social workers in Training and Capacity-building of vulnerable people.

COURSE CONTENT:

UNIT	TITLE	CONTENT
I	Introduction to basic concepts of Training and Capacity Building	Concept of Training and Development, its importance and relevance; introduction to different types of training and capacity building methods.
II	Need for Training and Capacity Building	Organizational level, occupational level, community level individual level- gaps in knowledge, skills, and attitude. identification and understanding of gaps; training need assessment.
III	Methods of training	On-the-job training, rank and file job training, apprentice, supervisory and executive training; need based training for disadvantaged sections; training of trainers.
IV	Designing Training and Capacity Building programmes	Formulation of training programmes; designing training objectives and activities; developing indicators for evaluation of training programme, designing training programmes for specific groups.
V	Training and Capacity Building in Organizations	Overview of training and capacity building programmes in governmental and non-governmental organizations; training and capacity building for self-help groups and youth
VI	Role of Social Worker	Knowledge and skills needed to be a good trainer, social worker as a training organizer and capacity builder in communities and organizations; use of resources in building capacities for individuals, organizations and communities.

LEARNING OUTCOME:

1. Able to understand basic tenets of training and capacity building.
2. Able to know the issues in enhancing performance of the organization through providing concurrent training and capacity building to employees.
3. Able to bridge the gaps in knowledge and performance

SUGGESTED READINGS

[BACK TO MAIN PAGE](#)

Janakiram, B. (2007). *Training and Development*. DreamTech Press: New Delhi.

Lynton, Rolf P. and Udai Pareek. (2011). *Training for Development*. New Delhi: Sage Publications.

Noe, Raymond. (2010). *Employee Training and Development*. McGraw-Hill: New York.

Sah, A.K. (1991). *Systems Approach to Training and Development*. New Delhi: Sterling Publications.

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BSW SEMESTER - V
PAPER – DSE 1B
CITIZENSHIP AND GOVERNANCE

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To understand the concept of citizenship and governance at the local, national and international level
- Develop an understanding of the structure, composition and functions of democratic institutions at the grass-root level of rural and urban society of India.
- Acquaint learners with the process of planning and execution of programmes through participatory democracy of local Self-Government.
- Develop an ability to identify areas of work, service delivery system and bureaucracy in the institutions of grass-root democracy.
- Develop insight into social-work perspective in the functioning of the democratic institutions at the grass-root level.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept of citizenship	Concept of citizenship---- origin of citizenship, rights duties and obligations of citizens.
II	Governance in India	Meaning of governance. Importance of people's participation in governance. Democratic decentralization in civil society.
III	Composition and function of PRIs	The constitution (73rd) Amendment Act, 1992. Composition, structure and function of Panchayati Raj institution: Gram Panchayat, Panchayat Samiti, Zila Parishad. Importance of Gram Sansad, Gram Sabha and Gram Unnayan Samiti. Nyaya Panchayat.
IV	Constitutional provisions of urban local self-government	The concept for urban local Self- Government. The constitution (74) Amendment Act, 1992. Classification, composition of urban areas-- --Nagar Panchayat, Municipality and Municipal Corporation. Functions of Municipality and Municipal Corporation.
V	Power, and authority of Local self governments	Audit and accounts in LSGs The State Finance Commission and accountability. Power and authority to impose tax, rates, fees, cess, tools, and acquisition of land or property.
VI	Role of Local self governments	Role of PRIs in poverty alleviation, women's development and social welfare. Role of Social Worker in poverty alleviation programme.

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LEARNING OUTCOME

1. Able to understand the core concepts of citizenship and governance at the local, national and international level.
2. Able to develop a clear understanding on structure, composition and functions of democratic institutions, grass root level problems, service delivery system, various institutions and bureaucracy at grass-root democracy.
3. Able to develop an insight into social-work intervention required while functioning with democratic institutions at the grass-root level.

SUGGESTED READINGS

1. *Bandyopadhyay D and Mukherjee A, 2004 : Task Force on Panchayati Raj, New Issues in Panchayati Raj., Rajib Gandhi Foundation Concept Publishing Company, New Delhi.*
2. *Bandyopadhyay. D and Mukherjee N, 1993 : New Horizons for West-Bengal Panchayat- A Report for the Government of West Bengal, Ministry of R.D. (W.B).*
3. *Datta L. N., 2006 : The West Bengal Municipal Act (Amended uptodate), Tax's Law, Kolkata*
4. *Datta L. N., 2006 : The West Bengal Panchayat Act (Amended uptodate), Tax's Law, Kolkata*
5. *Datta, Nikeenjalata, 1989 : Village Panchayat in India, Mittal Publication, New Delhi*
6. *Gangrade K.D, 1992 : 'Power to Powerless-A Silent Revolution through Panchayati Raj System', Journal of Rural Development, Vol-16 (4)*
7. *Ghosh R and Pramanik A, 2002: Panchayat System in India – Historical Constitution and Financial Analysis, Konishka Publicaters, Distributors, New Delhi*
8. *Malashwari K and Malashwari I (ed), 1998 : The Calcutta Municipal Corporation Act, 1980; Intellectual Law Publishers, Calcutta*
9. *Mathew, George, 1995 : 'Will Reservation Ensure Participation', Social Welfare, Vol.42, No.5-6*
10. *Misra S.N, 1981 : Rural Development and Panchayati Raj, Concept Publishing Co., New Delhi*
11. *Mukherjee N, 1996 : 'Decentralization Below State Level- Need for a New System of Government', in Mathur Kuldeep (ed): Development Policy and Administration, Sage, New Delhi*
12. *Paul Chowdhury D, 1994: 'Panchayat and NGO', Social Welfare, Vol.41, No.-2, May*

B.S.W SEMESTER - V
COURSE – DSE 2A
ECONOMIC POLICY AND SOCIAL WELFARE

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To help the students critically analyse development concepts and perspectives
- To understand the importance of contextual issues in development studies
- To develop an understanding of the linkages between policy perceptions and welfare delivery in development practice

COURSE CONTENTS

UNIT NO.	UNIT TITLE	CONTENT
I	Characteristics of an economy	Concept of market, production, savings and investment, economic growth, GDP & GNP, National Income. Concept of human development. Sustainable development
II	Unemployment in India	Definition, Measurement, Analysis of the employment generation programs in India.
III	Small Scale Industries in India	Definition, Significance in a developing economy, Problems and need for policy intervention
IV	Agriculture in India	Role of Agriculture in a developing economy, Problems in agriculture, Sources of Rural Credit in India, Problems of Rural Credit in India.
V	Food Security in India	Problems of Food Security in India, PDS
VI	Poverty in India	Definition, Measurement, Causes for persistence of poverty, Rural Poverty

LEARNING OUTCOME

1. Able to grasp the basic economic concepts and its relation to social welfare
2. Able to understand the policy measures initiated at present by the government of India and undertake a critical analysis of them in the perspective of social welfare.

SUGGESTED READING:

1. Meier, G and Rauch, J 2006. Leading issues in Economic Development, OUP (Indian Edition), New Delhi.
2. Hayami, Y and Godo, Y 2010. Development Economics (Third edition), OUP (Indian Edition), New Delhi.

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3. Thirlwall, A.P. 2010. Growth and Development. ELBS, London.
4. Todaro, M. 20010. Economic Development in the Third World. Orient Longman, New Delhi.
5. Datt. R. and Sundharam,K. 2009. Indian Economy. S.Chand and Company Limited. New Delhi.
6. Mishra, S.K. and Puri, V.K. 2009. Indian Economy. Himalaya Publishing House. New Delhi.

BSW SEMESTER –V
COURSE-DSE 2B
SOCIAL WORK WITH ELDERLY

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
 - Develop sensitivity to the needs and problems of elderly. Gain knowledge about the policies and programmes for elderly.
 - Gain an understanding of the role of social worker in working with elderly and develop required skills.
-

COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Ageing and aged	Meaning and definition of aged; Needs of elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural Elderly	Differences between rural and urban elderly.
III	Elderly and Physical Health	Physical problems encountered by elderly.
IV	Elderly and Mental Health	Mental health problems of elderly.
V	Elderly Abuse	Concept, meaning, causes, types and implications for social work practice.
VI	Social Work with Elderly	Methods of intervention. Developmental programmes for elderly.

LEARNING OUTCOME

1. Able to understand the concept of geriatric science and gerontology.
2. Able to have an idea about the role of social workers with elderly.
3. Able to learn government policies and programmes meant for elderly.
4. Able to learn role of civil society in dealing with the various problems of elderly

SUGGESTED READINGS :

- Dandekar, Kumudini , 1997: The Elderly in India, Sage, New Delhi.
- Desai, Murli & Siva, Raju , 2000: Gerontological Social Work in India – Some Issues & Perspectives , B.R. Publishing, Delhi.
- Dhar, Chowdhury, Rajgopal, 2004: The Graying of India; Population of Ageing in the Context of Asia, Sage, New Delhi.
- Dhillon , P.K.; 1992: Psych-social Aspects of Ageing in India , Concept Publication Co., New Delhi .
- Featherstone , Mike & Andrew , Wernick 2008: Image of Ageing , Rutledge II, London

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- Khan, M.Z.: 1997: Elderly in Metropolis, Inter-India Publishers, New Delhi.
- Kunkel, Suzanne, 2001: Ageing-the Social Context, Pine Forge Press, New York.
- Krishnan, P and Mahadevan, K. (ed.), 1992: The Elderly population in the Developing World: Policies, Problems & Perspective, B.R. Publishing, New Delhi.
- Marshall, Mary, 1983: Social Work with Old-People, the Macmillan Press Ltd.
- Rao, SR., 2003: “Health & living arrangements of the elderly in India “ in K.B. Pathak 7 Others (ed.), 2003: Dynamics of Populations & Family Welfare, Himalaya Publications , Mumbai
- Reddy, L.K., 2004: “Health & Attitude towards health among the elderly” in Vinod Kumar (ed.): Ageing-Indian Perspective & Global Scenario, All India institute of Medical Sciences, New Delhi.

BSW SEMESTER -VI
COURSE – CC 13
SOCIAL WORK RESEARCH

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To orient the students to the various research methods, concepts, and assumptions underlying the methods.
- To impart to the students knowledge about practical aspects of research process from planning to implementation.
- To give input to the students about the concept of science and its philosophy, various types of research and research design.

COURSE CONTENTS

UNIT NO	UNIT TITLE	CONTENT
I	Scientific Enquiry	Emergence of social research, scientific approach to human enquiry. meaning and purpose of research; Social Work Research: meaning, scope and importance; an overview of the research process.
II	Types of Research	Qualitative, Quantitative, Action and Evaluative; concept, meaning, and characteristics.
III	Research Design	An overview of research design; Experimental, Exploratory and Descriptive: its objectives, importance and characteristics.
IV	Universe and Sample	Universe and Census-Elements of sampling: meaning, rationale, probability and non-probability sampling techniques; advantages and disadvantages of each type of sampling.
V	Data Collection and Processing	Types of data; sources of data-: primary and secondary; tools of data collection: interview schedule and questionnaire; methods of data collection: interviewing and observation; data processing: coding, editing, classification and tabulation; data analysis and interpretation.
VI	Report Writing	Steps in social research and research report writing.

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LEARNING OUTCOME

1. Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools
2. Able to develop skills of data collection, organization, presentation, analysis and report writing

SUGGESTED READINGS

Ahuja Ram. (2014). *Research Methods*. New Delhi: Rawat Publications.

Babbie, Earl. (1998). *The Practice of Social Research*. New York: Wadsworth Publishing Company.

Bhandarkar, P.L.& Wilkinson, T.S. (1994). *Methodology and Techniques of Social Research*. Bombay: Himalaya Publishing House.

Black, James A. and Dean J. Champian. (2006). *Methods and Issues in Social Research*. New York: John Wiley.

Burns, Robert B. (2000). *Introduction to Research Methods*. London: Sage Publications.

Lofland, John. (2014). *Analyzing Social Settings*. California: Wadsworth.

Manheim, Henry. (1977). *Sociological Research: Philosophy and Methods*. Illinois: The Dorsey Press.

Mitchell, J.C. (1983). *Case and Situation Analysis*” in *Sociological Review*, 31 (2).

Platt, J. (1999). “What can case studies do” in *Studies in Qualitative Methodology*.

Young, P.V. (1949). *Scientific Social Surveys and Research*. New York: The Dorsey Press

BSW SEMESTER – VI
COURSE – DSE 3A
STATISTICS FOR SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To familiarize the students with various statistical techniques applicable in Social Work Research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

UNIT NO.	UNIT TITLE	CONTENT
I	Basics	Definition, uses and limitations of statistics. Statistics and Social Work
II	Handling quantitative data:	Code book, master sheet, editing, classification and processing. Statistical Analysis of data.
III	Presentation of data	Graphic and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables.
IV	Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each
V	Correlation of data	Karl Pearson's coefficient, Spearman's coefficient of correlation.
VI	Testing of data	Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Parametric tests of chi-square test and t-test.

LEARNING OUTCOME

1. Able to understand the basic concepts of social research
2. Able to know the collection and analysis of quantitative data
3. Able to interpret the analysed data in the perspective of social research

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SUGGESTED READINGS:

- Alston, M. and Bowles, W. 2003 *Research for Social Workers*, Rawat Publications
- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York
- Das, N. G, 2010: *Statistical Methods*. Vol I and II, Tata McGraw-Hill Publishing Co. New Delhi. (available as an e-book)
- Goode, J. and Hatt P.K., 1952: *Methods in Social Research*, McGraw Hill, New Delhi
- Jefferies, J. and Diamons, I., 2000: *Beginning Statistics- An Introduction for Social Scientists*, Sage, New Delhi
- Kothari, C.R. 2004 *Research Methodology* New Age International Publishers, New Delhi
- Kumar, R. 2011 *Research Methodology* Sage Publications, New Delhi
- Lal Das, D.K, 2007 *Practice of Social Research* Rawat Publications, New Delhi.
- Malhotra, O.P and Gupta S.K, 2009 *Elementary Statistics* S.Chand & Co. New Delhi
- May, Tim, 1997: *Social Research- Issues, Methods and Process*, Open University Press, Buckingham
- Mukherjee, Partha N. (ed), 2000: *Methodology in Social Research: Dilemma and Perspectives*, Sage, New Delhi
- Reichmann, W. J., 1981: *Use and Abuse of Statistics*, Penguin Books.

BSW SEMESTER - VI
PAPER – DSE 3B
SOCIAL JUSTICE AND SOCIAL LEGISLATION

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES:

- To make them aware about the concept of social injustice and social justice.
- To help them to gain knowledge about legal framework related to various weaker and vulnerable section of the society.
- To acquaint them with the various legislative measures so as to help them to cope up with different socio-economic problems and changes in the society.

Course Content:

UNIT NO	UNIT TITLE	CONTENT
I	Concept of Social Legislation and social justice	Concept and objective of social legislation, social legislation in a welfare state, social justice and its relationship with social legislation; human rights.
II	Laws and Women's welfare	Hindu and Muslim Marriage, Right of inheritance and succession, adoption and maintenance; Dowry Prohibition and Prevention of Immoral Traffic.
III	Child Welfare and Juvenile Justice	The JJ Act(CP)-2000, The Child Labour(PP)-1976; The Probation of Offenders Act-1958.
IV	Social Justice, Untouchables and Marginalized	The PCR Act-1955, Provision of Legal Aid, Legal and Public Advocacy, PIL and RTI.
V	Backward classes and Minorities	National Policies related to backward classes and minorities, National Commission For Minorities Act-1992, 15 Point Programme for Minorities.
VI	Welfare of Unorganized and Organized Workers	Concept and salient features of Factories Act-1948, Mines Act-1951, The Plantation labour Act-1953 and The Minimum Wages Act-1948; Role of Labour Welfare Officer.

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LEARNING OUTCOME

1. Able to promote knowledge in understanding the cause and effect of discrimination and oppression
2. Able to prepare modules and strategies for advocacy to bring sustainable social change

SUGGESTED READINGS

Choudhury, Paul, D. (). *Child Welfare in India*. New Delhi: NIPCCD.

Gangrade, K.D. (1986). *Social Legislation in India*. New Delhi: Geetanjali Pub. House.

Khanna, H. R. (1980). *The Judicial System*, N Delhi: IIPA.

Madan, G.R. (1980). *Social Problems In India*. New Delhi: Manu Pub House.

Mathew, P D. Legal Aid Series. Delhi: Indian Social Institute.

Sarma, A M. (1990). *Some aspects of Labour welfare and Social Security*. Bombay: TISS.

Bare acts with commentary

GOI-Constitution of India.

Commentary on Hindu Laws Allahabad: Allahabad Law Agency.

BSW SEMESTER-VI
COURSE - DSE 4A
DISASTER MANAGEMENT AND SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To sensitize students to understand various terminologies on disaster, disaster cycles, various concepts like disaster risk reduction, mitigation, psychosocial care, legal framework relating to disaster, etc.
- To enable the students to understand its implications for a professional social worker especially in undertaking various roles in pre-disaster, during disaster and post disaster period.

UNIT NO	UNIT TITLE	CONTENT
I	Basic concept on Disaster	Disaster-its various types. Difference between hazard and disaster. Past and present disasters in India.
II	Some Terminologies on disaster.	Disaster Preparedness, Disaster Risk Reduction, Mitigation, Disaster Relief, Psycho social care.
III	Disaster Management	Disaster Management Cycles.
IV	Key Legal Framework at International level. Laws relating to Disasters in India	UN-ISDR. Hygo Framework of Action. Sendai Framework. Disaster Management Act in India 2005
V	Disaster Management Authority	National Disaster Management Authority and its function. State Disaster Management Authorities—its function.
VI	Disaster Management and NGOs	National and International NGOs in the field of disaster response, DRR, mitigation and psycho social care.

LEARNING OUTCOME

1. Able to gain understanding on various terminologies relating to disaster, disaster cycles, concepts like disaster risk reduction, mitigation, psychosocial care, legal framework, including ideas of national and international organization working in the field of disaster relief, response and disaster risk reduction.
2. Able to respond to vulnerable and emergency management to restore quality of life.

SUGGESTED READINGS

- M. C. Gupta, L.C. Gupta, B. K. Tamini & Vinod K. Sharm. 2000. Manual on Natural Disaster Management in India. New Delhi, National Institute of Disaster Management.
- Satendra, K.J. Anandha Kumar & V.K. Naik. 2013. India's Disaster Report. New Delhi, National Institute of Disaster Management.
- D. B. N. Murty. 1907. Disaster Management- Text and case Studies. New Delhi. Jain Book Agency.
- Anil Sinha. 2001. Disaster Management-Lessons drawn and Strategies for Future. New Delhi, Jain Publications.
- Kamal Taori. 2005. Disaster Management through Panchayati Raj. New Delhi, Jain Publications.
- Nidhi G Dhawan. 2014. Disaster Management and Preparedness. New Delhi, Jain Publications.

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Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters. UN/ISDR, Geneva 2004.

Sendai Framework for Disaster Risk Reduction 2015-2030

Establishing Community Based Early Warning System Hand Book – by Anup Phaiju, Debnarayan Bej, Sagar Pokharel and Ulla Dons. Practical Action and Mercy Corps publication

National Disaster Management Policy 2009

Disaster management Act 2005

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BSW SEMESTER - VI
COURSE – DSE 4B
CRIMINAL JUSTICE AND SOCIAL WORK

Time: 3 Hours
Credits : 6

Full Marks: 75
[Internal Assessment-15, Exam-60]

OBJECTIVES

- To familiarize students with the field of criminology, custodial justice, corrections and rehabilitation.
- To help students get an overview of the structure of and hierarchy within the different wings of the crime and correctional administration.
- To orient students to methods such as advocacy, judicial intervention, working with the system, legal awareness and aid, in criminal justice social work.

COURSE CONTENT

UNIT	TITLE	CONTENT
I	Introduction to Crime	Definition and patterns of crime - Understanding crime statistics – Theoretical framework of analyzing crime.
II	Displacement of Indigenous Systems of Law in India	Codification: First Law Commission of India – Lex Loci report; Development of the prevailing judicial system in India ; hierarchy of the judiciary.
III	Overview of the Criminal system	Three major criminal Acts – IPC, CR P C and Indian Evidence Act , IPC : Elements of a crime (<i>actus reus</i> and <i>mens rea</i> attempt to commit offence ; certain major offences : Murder, Culpable Homicide not amounting to murder, Rape, offences against property, offences against Marriage, Dowry Deaths, S.498A, Force and criminal force <i>ea</i>); Presumption of innocence. Criminal Procedure Code : Types of offences (cognizable, non-cognizable; bailable, non-bailable; compoundable, non-compoundable) ; hierarchy and jurisdiction of criminal courts ; investigation of offences ; First Information Report and Post Mortem Report ; accused’s rights on arrest –bail and anticipatory bail. Indian Evidence Act : Evidence in a trial :

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		Substantive, corroborative, Oral and documentary; circumstantial evidence, dying declarations, Privileged communication – Witnesses – Confessions.
IV	Correctional Perspectives and Practice	History and emergence of correctional policies, legislation, procedures; Custodial justice, corrections and rehabilitation, advocacy, judicial intervention, Social Worker working with the system, legal awareness and aid.
V	Juvenile Conflict with Law	Meaning ,Classification, nature and incidence, factor of juvenile, Juvenile Justice Act 2015, rehabilitation system in India- Borstal school, probation hostel, observation home, children home, special home, after care home.
VI	Crime in India	Rural and urban crimes. National Crime Record Bureau (NCRB), New trends of crime- cyber-crime, white-collar crime, organized crime.

LEARNING OUTCOME

1. Able to understand the basic concepts of crime and the criminal system in India
2. Able to gain an understanding of different correctional perspectives
3. Able to understand the situation of crime in India

SUGGESTED READINGS:

Ahuja, R. (2014). *Social problems in India*. Jaipur`Rawat publications.

Kathpalia, G. (2014). *Criminology and Prison Reforms*. LexisNexis.

Kumar, V. (2010). *The Juvenile Justice System in India: From Welfare to Rights*

Rao, A. & Dube, S.(2013). *Crime Through Time (Oxford in India Readings: Themes in Indian History)*.

Samaddar, R. (2009). *State of Justice In India: Issues of Social Justice*. New Delhi: Sage Publications.

Sankaran, K. & Singh, U. (2007). *Towards Legal Literacy: An Introduction to Law in India*. Delhi: Oxford University Press.

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South Asia Human Rights Documentation Center (2007). *Handbook of Human Rights and Criminal Justice in India: The System and Procedure*.

Unnithan, N. P. (2013) *Crime and Justice in India*. New Delhi: Sage Publication.

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Master of Social Work

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MSW SYLLABUS

SEMESTER: I-IV

2013



BOS approved on 19.01.13

Academic Council approved on 18.07.13

DEPARTMENT OF SOCIAL WORK

PALLI SAMGATHANA VIBHAGA

VISVA-BHARATI, SRINIKETAN

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MSW SEMESTER-I

PAPER-I

MAN AND SOCIETY

Time: 3 Hours

Full Marks: 100

[L.A-20, Exam-80]

This paper introduces the student to sociology-an important component of social work training. The focus of the paper is to enable the student not only to get knowledge on the subject areas but also on developing the ability to think sociologically. Hence adequate importance is given to the thinkers and their contributions, apart from knowledge about major social processes.

OBJECTIVES:

- To familiarise the students about the major sociological thinkers and their contributions.
- To enable the students to approach social institutions sociologically.
- To help students understand issues related to change and development

COURSE CONTENT:

Unit	Title	Content
1	Sociological Perspectives – I	Introduction to sociological theory. Emile Durkheim 's Suicide and religion, Max Weber 's Protestant ethic and capitalism and Karx Marx's class struggle and class conscious
2	Sociological Perspectives – II	Talcott Parsons 's structurally isolated family and Robert K Merton's anomie and deviance, Postmodernism and its critics
3	Social institutions and social processes	Basic social institutions – family, marriage, political institutions, law, religion and economic institutions. Socialization and Personality
4	Social Stratification	Class system and caste system, social mobility, Caste in Indian politics and society, changes in caste system. Tribal communities and their problems

5	Ethnicity, nationalism and globalization	Introduction to concepts of ethnicity, nationalism and globalization, Impact on social life and conflicts
6	Cultural and Social change	Culture and society, Theories of social change. Factors of social change Development discourse and its critics.

SUGGESTED READINGS:

- Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982
- Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968
- Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977
- Giddens, Anthony: Sociology, Polity Press, London. 2010
- Leonard,P.: Sociology and Social Work, London, 1971
- Srinivas, M. N.: Village India, Asia Publishing House, Bombay, 1995
- Haralmbos M. and R. M. Heald,(2011), Sociology, Oxford University Press New Delhi.

M.S.W. SEMESTER – I

PAPER – II

SOCIAL WORK PROFESSION: PHILOSOPHY AND CONCEPTS

Time: 3 Hours

Full Marks – 100

[I A – 20, Exam 80]

This paper contains a philosophical and historical analysis of social work as a profession. It focuses on the Indian tradition of social work and the social philosophy of eminent social thinkers. The constitutional provisions regarding human rights and social justice, the emerging scenario of voluntary action and the associated role of the social workers are also within the scope of this paper.

OBJECTIVES:

- Develop commitment to the goal of humanism.
- Imbibe values cherished by the profession.
- Develop attitudes essential for a professional practitioner.
- Develop a critical awareness of the tradition of social work in India and a cultural perspective of professional social work.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Social Work Tradition and Related Concepts	Indian tradition of social service, religious roots of service, various social institutions and their role in rendering service to the needy. Concepts of charity, philanthropy, social work, social welfare, social service, social reform and social development.
II	Emergence of Social Work Profession	Emergence of the humanistic—rationalistic tradition in social service, development in U.K., U.S.A. and India. Social reform movements in India— contribution of different social reformers. Emergence of voluntary action, role of State vis-à-vis voluntary organization in social welfare – Emerging trends in voluntary action-Role of Social Worker.
III	Social Philosophy of Eminent Thinkers	Social philosophy of Rabindranath Tagore, Gandhi, Swami Vivekananda. Mary Richmond and Jane Adams' contribution to development of social work profession.

IV	Concept of Professional Social Work.	Basic assumptions, values and functions— existing and emerging role of social work professional in contemporary society. Code of ethics for professional workers.
V	Human Rights and Social Justice	Human right concern of the profession in the background of the emerging issues. Constitutional provision in India and their implications- concept of civil society, civil rights and social work.
VI	Historical Review of Development of Social Welfare	Development of social welfare in India after independence and status of social work profession-historical review and current status.

SUGGESTED READINGS:

- Adams, Robert et .al, 2002: *Social Work: Themes, Issues and Critical Debates*, 2nd Ed. Sage, London
- Banerjee, G.R, 1974: *Papers on Social Work: An Indian Perspective*, Tata Institute of Social Sciences, Bombay
- Chatterjee, Pranab, 1996: *Approaches to the Welfare State*, National Association of Social Workers (NASW), Washington D C
- Clark C. and Asquith S., 1985: *Social Work and Social Policy*, Routledge and Kegan Paul, London
- Cox, D.R, & Power, M.S. 2006: *International Social Work: Issues, Strategies and Programs*, Sage International
- Diwakar, V.D.(ed), 1991: *Social Reform Movements in India: A Historical Perspectives*, Popular Prakashan, Bombay
- Ganguly B.N., 1973: *Gandhi's Social Philosophy, Perspective and Relevance*, Vikash Publishing House, New Delhi
- Miley, K. K., O' Media, M. & Dubois, B. L., 1995: *Generalist Social Work Practice – An Empowering Approach*, Allyn & Bacon, USA
- Gore M.S., 1993: *The Social Context of Ideology, Ambedkar's Social and Political Thought*, Sage Publication, New Delhi
- Hugman, Richard and Smith, David (ed): *Ethical Issues in Social Work*, Routledge and Kegan Paul, London
- Hugman, Richard, 2005: *New Approches in Ethics for the Caring Profession*, Sage, London

- Jain, P., 1985: *Gandhian Ideas, Social Movements and Creativity*, Rawat Publications, Jaipur.
- Shastri, R. R., 1966: *Social Work Tradition in India*, Welfare Forum and Research Organization, Varanasi
- Sinha, Sasadhar, 1962: *Social Thinking of Rabindranath Tagore*, Asia Publishing House, Calcutta
- Timms, Noel and Timms Rita, 1997: *Perspectives in Social Work*, Routledge and Kegan Paul London Declaration of Code of Ethics for Professional Social Workers, Tata Institute of Social Sciences, Mumbai
- Thompson, Neil, 2003: *Prompting Equality: Challenging Discrimination and Oppression*, Sage, London
- Titmuss, R.M.: *Essays on the Welfare State*, George Allen and Unwin
- University Grants Commission, 1980: *Review of Social Work Education in India: Retrospect and Prospect*, University Grants Commission, New Delhi.

MSW SEMESTER-I

PAPER-III

HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

OBJECTIVES:

- To orient students to one of the major feeder disciplines of Social Work;
- To inculcate insight into human behaviour and to develop self-introspection skills for personal integration and development of personality;
- To apply the knowledge of psychological concepts and theoretical understanding of social realities encountered in professional social work.

COURSE CONTENT:

Unit No.	Title of Unit	Content
I	Discipline of Psychology	Introduction to Psychology, nature, methods; concept of behaviour; Psychology and its relation to Social Work; Learning as the most fundamental behaviour, factors of learning; the Classical and Instrumental approaches to learning
II	Aspects of Human Behaviour	Emotion and feeling; components of emotion; frustration and conflict (intrapersonal); Motivation – nature, types and complex social motives
III	Individual Identity	Personality, nature, shaping, theories of personality – Psychoanalytic and Social Learning; Erikson's life cycle stages
IV	Life-cycle Perspective	Child growth and development – Life cycle perspective – prenatal to adolescence
V	Individual and the Group	Group structure and process – elements of structure and the changes that they undergo through group interaction.
VI	Individual and the Social System	Understanding Attitudes, Public Opinion, Prejudice, Propaganda

SUGGESTED READINGS:

- Behera, D.K. and Georg Pfeffer (eds.) 1996, *Contemporary Society: Childhood and Complex Order*, New Delhi, Manak Publications (P) Ltd.
- Berry, J.W., Mishra, R.C. & Tripathi, R.C. (eds.) 2002, *Psychology in Human and Social Development*, New Delhi, Sage
- Ciccarelli, S.K. and Glenn E. Meyer, 2008, *Psychology* (South Asian Edition), Pearson
- Forsyth, D.R. 1999, *Group Dynamics*, International Edition, Brooks/Cole Wadsworth.
- Germain, Carel B. and Martin Bloom, 1999, *Human Behaviour in the Social Environment: An Ecological View*. New York, Columbia University Press
- Hall, C. and Gardner Lindzey, 1978, *Theories of Personality* (3rd Edition), New York, John Wiley & Sons.
- Hurlock, E.B., 1980, *Developmental Psychology: A Lifespan Approach*, New Delhi, Tata McGraw Hill
- Kastenbaum, Robert, 1979, *Humans Developing: A Lifespan Perspective*, USA, Allyn and Bacon, Inc.
- Krech, D., Richard S. Crutchfield and E.L. Ballachey, 1962, *Individual in Society*, USA, McGraw Hill Book Company Inc.
- Mischel, Walter, 1993, *Introduction to Personality* (5th Edition), USA, Harcourt Brace-Jovanovich College Publishers
- Morgan, C.T., Richard King, J.R. Weisz and J. Schopler, 1986, *Introduction to Psychology*, New Delhi, Tata McGraw Hill Publishing Co.
- Secord, P.F. and Carl W. Backman, 1964, *Social Psychology*, USA, McGraw Hill Inc.
- Shaw, Marvin E., 1971, *Group Dynamics: The Psychology of Small Group Behaviour*, New York, McGraw-Hill Book Company

MSW SEMESTER-I

PAPER-IV

WORKING WITH INDIVIDUALS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This is a basic method course of the curriculum. It is about the approaches, tools and techniques of work with individuals and families. It signifies the value base of work with both individuals and families and the perspectives of this work.

OBJECTIVES:

- To gain knowledge of different approaches of social work intervention with individuals and families.
- To develop appropriate skills and attitudes to work with individuals and families and skills to differentiate significant ecological factors as they affect social work intervention.
- To develop the knowledge and skills of application of casework to different client needs.
- To develop commitment to social work values and ability to reflect on 'self' as a person and as a professional.

COURSE CONTENTS:

Unit No.	Unit Title	Content
I	Introduction to Social Casework	History, concept, objectives, assumptions, values and principles of social casework; social casework in Indian context.
II	Social Casework Process	Social casework process (study, diagnosis, treatment & evaluation phases), skills of social caseworker used in different phases of social casework process, diagnostic and functional schools of social casework.
III	Tools and techniques in social casework	Tools: listening, observation, interview, home visit and relationship (concept, objective, characteristics, components and related issues);

		techniques of helping.
IV	Working in various settings	Social casework in educational setting, medical setting, criminal setting and industrial setting.
V	Models of intervention	Client centred approach, task centred approach, cognitive theory, behaviour modification theory and strength perspective.
VI	Important concepts in social casework	Self: concept, types, social worker's evaluation of the self as a professional; professional accountability; communication: concept, types (symbolic, non-verbal and verbal); recording: need, types, qualities of a good case record.

SUGGESTED READINGS:

- Adams, Robert, Dominelli, Lena and Payne, Malcolm (ed.), 2002, Social Work: Themes, Issues and Critical Debates, Palgrave Macmillan, Basingstoke.
- Bailey, Roy and Lee, 1982, Theory and Practice in Social Work, Basil Blackwell, Oxford.
- Banerjee, G.R., 1967, Concept of Being and Becoming in Social Work, TISS, Mumbai.
- Banerjee, G.R., 1971, Some Thought on Professional Self in Social Work, Papers in Social Work, TISS, Mumbai.
- Bistek, F.P., 1961, The Casework Relationship, Allen and Unwin, London.
- Burnham, J.B., 1986, Family Therapy, Routledge, London.
- Doyle, Celia, 2006, Working with Abused Children, Palgrave Macmillan, Basingstoke.
- Hollis, Florence, 1964, Case Work: A Psychosocial Therapy, Random House, New York.
- Lishman, Joyce, 1994, Communication in Social Work, BASW Practical Social Work Series, Palgrave Macmillan, Basingstoke.
- Nichols, Michael and Richard C.Schwartz 2007, The Essentials of Family Therapy, Pearson, New York.
- Patel, Tulsi (ed.), 2005, The Family in India: Structure and Practice, Sage, New Delhi.
- Reid, W.J., 1978, The Task Centred System, Columbia University Press, New York.
- Folgheraiter, Fabio, 2006, Relational Social Work, JKP: London.

MSW SEMESTER-I

PAPER-V

WORKING WITH GROUPS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper contains theoretical perceptions and practical implications on groups, group work, group process and group dynamics. It includes learning about the skills and techniques required for working with groups. Specific group formations like SHGs and important areas of group work like the communities and the agencies are within the purview of the paper.

OBJECTIVES:

- To develop an understanding of group work as a method of social work
- To provide insights into the various dimensions of group process and group dynamics
- To develop skills and competence in applying group work method in various settings

COURSE CONTENT:

Unit No	Unit Title	Content
I	Group	Definition and characteristics of groups; Classifications, types of groups and significance of group. Small group theories: Learning, Field, Social Exchange, System theory etc.
II	Group Work Concept	Definition of group work, objectives, values of Social Group Work. Historical development of Group Work. Principles of group work.
III	Group Structure and Group Process	Group formation; Group Structure, Group development--stages, Group Process.
IV	Perspective and Models	Theoretical perspective of group work: Ecological Perspective, Therapeutic perspective. Models in group work—Social Goal, Remedial, Reciprocal, Kert Lewins Model, Trackmen's, Mutual Aid Model, Needs-ABC Model etc.

V	Skills and Techniques	Skills and techniques, programme planning, leadership, supervision, recording and evaluation in social group work.
VI	Group Work in different settings	Social group work in different settings such as self-help groups (SHGs), schools, correctional set up, community set-up and families (concept and types of family, issues and problems affecting families, family therapy) and role of social workers in different settings.

SUGGESTED READINGS:

- Brown Allen. Group Work, Gower Adlerslot, USA, 1986.
- Balgopal, P. R. And Vassil, T.V. Group in Social Work-An Ecological Perspective, Macmillan Publication, New Yoprk, 1983.
- Garwin C. D. Contemporary Group Work, Prentice Hall, New Joursey, 1981
- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,
- Douglas, Tom: Group Work Practice, Tavistok, London, 1976
- Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981
- Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.
- Nicoloson, Paula and Rowan Bayne: “Social Group Work Skills”, in Applied Psychology for Social Workers, MacMillan, New York, 1993.
- Northen Helen. Social Work with Groups. Columbia University Press, New York, 1969.
- Trecker, Harbig B.: Social Group Work Principles and Practice, Associated Press, New York 1970.

MSW SEMESTER-II

PAPER VI

WORKING WITH COMMUNITIES

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper provides an understanding of communities and community organizations. Various models of community organizations and the role of the community organizer is analyzed in this paper. The paper also focuses on the aspects of proper planning, leadership and empowerment related to the community organizations. Social Policies and community organization practices in different settings are within the scope of this paper.

OBJECTIVES:

- To provide a conceptual foundation about basic knowledge regarding community organization and its related aspects.
- To provide theoretical knowledge about the practice of community organization.
- To equip student with the skill and strategies to use community organization for human resource development.
- To acquaint students with relation of the community organization method with other methods of social work generalists approach.
- To sensitize students to different socio-cultural limitations in the organizing communities.

COURSE CONTENT:

Unit	Title	Content
1	Contextualizing Community Organization Practice	Location of community work within social work. Principles and Scope of Community Organization Difference between Community Organisation and Community Development.
2	Community Organization Process	Analysing and understanding community, identifying its needs, resource mobilization, programme planning, programme implementation and peoples participation
3	Community Participation Methods	PRA (Participatory Rural Appraisal), SIA (Social Impact Assessment)

4	Programme Planning	Programme Planning in Community Organization- Objectives& Principles. Coordination, Integration Programmes.
5	Methods of Programme Planning	PERT (Programme Evaluation and Review Technique) ,CPM (Critical Path Method)
6	Models of Community Organization Practice	Locality Development Model, Social Action Model

SUGGESTED READINGS:

- Gangrade,K.D 1971: Community Organisation in India,Popular Prakashan,Bombay
- Jones,D and Mayo 1974: Community Work,Routedge and Kegan Paul,London
- Kothari,M,2005: Development and Social Action,Rawat Publication ,Jaipur
- Kranner,R.M and Specht,1983: Readings in Community Organization Practice 3rd edition ,Prectice Hall Ire.Englewood Cliffs
- Northhouse,Peter.G,2007:Leadership:Theory and Practice(4th Edition) Sage South Asia Edition,New Delhi
- Ross,Murray, G ,1958: Case Histories in Community Organization,Harper and Brothers,New York
- Ross,Murray, G ,1955: Community Organization,-Theory and Principles, Harper and Brothers,New York
- Rowbends,Jo,2005:Development Methods and Approach: Critical Reflections:Rawat Publication,New Delhi
- Siddiqui,H.Y.(ED) 1984: Social Work and Social Action,HarnamPublisher,New Delhi
- Siddiqui,H.Y 1997: Community Organization in India,Harnam Publisher,New Delhi

MSW SEMESTER-II

PAPER-VII

CHILD RIGHTS AND PROTECTION

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper creates an acquaintance with the students an understanding of the concept of child welfare including evolution of child welfare services in India; child welfare policies and programmes both at the national and international level; types of child welfare services; methods of working with children; and importance of social work practice in the field of child welfare. The paper also entangles child rights, its restoration and protecting the children from all sorts of exploitation.

OBJECTIVES:

- To make the students familiar with the basic philosophy of child development and child rights.
- To help students acquire knowledge of the operational details of different welfare and development services in the field of child development and protection.
- To enable students develop an understanding of scope of social work intervention in the sphere of child welfare, child rights and protection.

COURSE CONTENT:

<u>Unit No</u>	<u>Unit title</u>	<u>Content</u>
I	Child welfare	Concept and principles of child welfare. Evolution of child welfare services in India and changing trends. Child rights and its implementation
II	Child welfare services	Types of child welfare services- Institutional and non-institutional services- Adoption and foster care; CARA (Central Adoption Resource Agency), SARA (State Adoption Resource Agency) ICDS.
III	Child welfare policies	National and global policies on children. Development of child welfare planning-constitutional and legislative directives for welfare of children.
IV	Social work practice with children in difficult circumstances	Methods of working with children-play therapy, bibliotherapy, creativity, fantasy, art therapy, modelling etc.- destitute and street children, physically and mentally challenged children; juvenile delinquents; and child abuse. School social work

		practice.
V	ICPS (Integrated Child Protection Scheme)	Aftercare, General Grant-in-Aid, Child Welfare Committee, Juvenile Justice Board, State Juvenile Police Unit, Training and Capacity Building, Advocacy, Public Education and Communication, Research and Documentation, Child Tracking System, Evaluation and Implementation of ICPS.
VI	Child Abuse and Trafficking	Concept, definition, causes and types of child abuse; social work intervention; concept, definition and causes of child trafficking, role of social worker in handling the problem.

SUGGESTED READINGS:

- J Berry, Juliet, 1972: *Social Work with Children*, Rutledge and Kegan Paul, London
- Curtis, Janzan and Harris, Oliver, 1980: *Family Treatment in Social Work Practice*, F.E. Peacock Publishing, Illinois.
- Joshi, Sandhya, 1996: *Child Survival, Health and Social Work Intervention*, Concept Publishing Company, New Delhi.
- Kapur, Malavika, 1995: *Mental Health of Indian Children*, Sage, New Delhi.
- Kapur, Arun, 2007: *Transforming Schools and Empowering Children*, Sage, New Delhi.
- Manooja, D.C., 1993: *Adoption Law and Practice*, Deep and Deep Publications, New Delhi.
- Manor, Oded, 1984: *Family Work in Action-A Handbook for Social Workers*, Tavistock Publications, Illinois, U.S.A.
- Menson, Carlton, E., 1980: *Social Work with Families: Theory and Practice*; The Free Press, New York.
- NIPPCD, 1994: *Child in India: A Statistical Profile*, New Delhi.
- Pandey, Rajendra, 1991: *Street Children of India*, Calugh Publication, Allahabad.
- Sinha, P.N., 2000: *Population Education and Family Planning*, Author Press, New Delhi.
- TISS, 1994: *Enhancing the Role of Family as an Agency for Social and Economic Development*, Unit for Family Studies, Mumbai.
- Zimmerman, Shirly, L., 1992: *Family Policies and Families Wellbeing*, Sage, New Delhi.
- GOI, 1992: *National Plan of Action-A Commitment to the Child*, Department of Women and Child Development.
- WHO, 1977: *Child Mental Health and Psychosocial Development*, Geneva.
- Sinha, Debotosh, 2009: *Child Rights and Welfare in our Society*; Fine Prints, Kolkata.

MSW SEMESTER-II

PAPER-VIII

WELFARE AND DEVELOPMENT OF THE WEAKER AND MARGINALIZED SECTIONS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper examines the laws, policies and welfare programmes relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities. Social Work an enabling profession is to contribute to the development of these sections with innovation and professional contribution with in-depth understanding on the issues and concerns.

OBJECTIVES:

- To develop an understanding of the social system that effects the functioning of weaker sections.
- To develop skills for identification needs of different weaker sections of our society.
- To develop understanding about the situation of different weaker sections, different policies, programmes and need for welfare services.
- To sensitize about marginalization of the weaker sections and develop concern and interest in working with them.

COURSE CONTENT:

Unit	Title	Content
1	Meaning & Classification of Weaker Sections	Classification of weaker sections (Scheduled Castes, Scheduled Tribes, Other Backward Classes (The concept of SEBC and OBC) & Minorities-----who are they? Their demographic profile.
2.	Constitutional Provisions and Development Programmes	Constitutional provisions and development programme for Scheduled Castes, Scheduled Tribes and Other Backward Classes.
3	Important laws for Scheduled Castes and Scheduled Tribes	Protection of Civil Rights Act 1976; The SCs and STs (Prevention of Atrocities) Act, 1989; The Scheduled Tribes and other traditional Forest Dwellers (Recognition of Forest Rights) Act 2006; Panchayat Extensions in Scheduled Areas (PESA), 1996.
4	Protective Discrimination Policies	Protective Discrimination Policy for SCs, STs, OBCs, Rosters---Vacancy based; Post Based etc. Mondal Commission; Creamy layer. Reservation and concession for OBCs.

5	Important Bodies	National Commission for Scheduled Castes, National Commission for Scheduled Tribes. National Commission for Other Backward Classes, NSFDC etc
6	Minorities Development	Concept on Minorities. National Commission for Minorities Act 1992. Prime Minister 15 Point Programme for the welfare of Minorities.

SUGGESTED READINGS:

- .Khan, M. A. 1980. Scheduled Castes and their states in India. New Delhi, Uppal Publications.
- Patrudu, BVS. Scheduled Castes and their social progress and legislation in India. Social Welfare, Vol XVII, No 10, 1971.
- Muthuswamy and Brinda. Swamy's compilation on Reservations and concessions for Scheduled Castes, Scheduled Tribes and Other Backward Classes, Swamy Publishers (P) Ltd, New Delhi.
- Singh, K.S, 1994: The Scheduled Tribes, Oxford University Press, Delhi.
- Singh, K. S. 1982. Tribal Movement in India. New Delhi, Monohar Publications.
- Government of India. National Commission for Minorities Act 1992.

MSW SEMESTER-II
PAPER-IX
MEDICAL SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper deals with the concept of health. Issues like nutrition, disease and their remedial measures are discussed. The Paper also includes health care services and programmes in India.

OBJECTIVES:

- To help the students to develop an understanding of the concept of health.
- To help students to gain knowledge about the etiology, epidemiology of different disease and their implications in social work practice.
- To enable students to develop awareness about the health policy, planning and administration of health services.
- To help students to develop an understanding of skills required of a social worker in the field of health.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Health and Development	History and Concept of Medical Social Work. Meaning and Determinants of health, environmental health, community health, health as a social concept, relationship between health and development.
2	Disease, its prevention and management	Concept of disease, classification of disease: airborne, water-borne, genetic and hereditary, communicable and non-communicable, life style related disease, their etiology, epidemiology, symptoms, prevention and management. Role of Social workers in control, prevention and management of diseases.
3	Common Nutritional deficiencies	Concept of nutrition, mal-nutrition and under-nourishment, balanced diet. Common nutritional deficiencies and their consequences in children, adolescents and young adults, pregnant and lactating mothers, elderly etc. Remedial measures for nutrition deficiencies. Mother and Child health care (MCH) programme.
4	Health care and Health Policy	National Health Policy 2002, Organization of health services in India-its structure and functions at the Union, State, District and Block levels, National Rural Health Mission and National Urban Health Mission. Disaster related health problems-Its control and management. Functions of Social workers in hospital and community set-up. Health in Five-Year Plans: Outlay, Programme

		emphasis and achievements.
5	Reproductive Health	Concept of Reproductive Health, Infant and maternal mortality and prevention. Family welfare Planning Programme.
6	Sanitation	Safe and Clean drinking water, sanitation and sewage management. Disposal of wastes. Environment Protection.

SUGGESTED READINGS:

- Bhasin, V, 1994: People, Health and Diseases, the Indian Scenario, Kamla Raj Enterprise, New Delhi.
- Bose, Pradip Kr, 2006: Health and Society in Bengal, Sage Publication, New Delhi.
- Cook, Harold, 2009: History of Social Determinants of Health: Global Histories, Orient Longman, Hyderabad.
- D’Cruz, Premilla, 2004: Family Care in HIV/AIDS, Sage, New Delhi.
- Dhooper, S, 1997: Social Work in Health care in the 21st Century, Sage, New Delhi.
- Dean T. Jamison, 2006: Priorities in Health, The World, Washington D.C.
- Gladding, Samuel T. 1995: Family Therapy: History, Theory and Practice, Prentice Hall, New Jersey.
- Glasby, Jon, 2004: The Health and Social Care Divide, The Policy Press, U.K.
- Gupta, N and Others, 2007: Adoption of Health Technologies in India, Sage Publication, London.
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MSW SEMESTER-II
PAPER-X
SOCIAL WORK RESEARCH

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper provides an understanding of the scientific approach to social work research. The various steps in quantitative research, the common statistical tools used in social research and preparing of research documents are studied in this paper. An idea about the qualitative research paradigm is also included in this paper.

OBJECTIVES:

- To orient the students to the various research methods and concepts and assumptions underlying the methods.
- To impart to the students knowledge about practical aspects of research process from planning to implementation.
- To familiarize the students with various statistical techniques applicable in social work research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

Unit	Title	Content
1	Scientific Method and Research Design	Characteristics and Goals of Scientific methods. Limitation in studying social phenomena and social work. Introduction to research methods: criteria governing choice of methods, nature of problem, objectives, time-frame, nature of data etc- Methods: Case study, observation, survey, experiment and comparative. Research Designs-Importance and types.
2	Problem Formulation, Methods and tools of Data collection	Identification and selection of a research problem, objectives-review of theories/literature. Formulating hypotheses and/or research questions, identifying key concepts/variables, operationalization of key concepts/variables. Selection of an appropriate research design. Ethical issues in research. Interview and questionnaire methods and tools- observation method. Standardised scales: reliability, validity and pre-testing of tools, pilot studies.
3	Universe, Sample and Sampling	Identification of Universe and units of study, Types of sampling. Selection of an appropriate sampling technique, problems in selection of sample.

4	Qualitative Research methods	Introduction to qualitative research methods. Designing qualitative studies- conceptualization of problem, developing a research strategy- distinction between qualitative and quantitative research.
5	Report Writing	Interpretation of data, Styles of presentation of the report. Dissemination of findings. Footnotes, Reference, Bibliography.
6	Data Processing and Analysis	Handling quantitative data: code book, master sheet, classification, processing. Graphic and tabular presentation. Preliminary steps: summarization methods, Analysis plan.

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- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York.
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MSW SEMESTER-III

PAPER-XI

PSYCHIATRIC SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper deals with the concept of mental health. Issues like mental disorders and remedial measures are discussed. The Paper also includes life style related health problems, mental health legislations and community mental health programmes in India.

OBJECTIVES:

- To help the students to develop an understanding of the concept of mental health.
- To help students to gain knowledge about the etiology, epidemiology of different diseases, physical as well as mental consequences and their implications for social work practice.
- To enable students to gain awareness about the mental health policy, planning.
- To help students to develop an understanding of skills required of a social worker in the field of mental health.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Mental Health	History and Concept of Psychiatric Social Work. Meaning, characteristics of normal and abnormal behaviour. Psychiatry as a branch of medicine-its historical development as a scientific discipline-models and major milestones.
2	Classification of mental Disorders	Neurosis and Psychosis, their symptomatology, etiology. Prevention, Control and management of mental disorders. Childhood mental health problems: Etiology, prevention, control and management.
3	Life-style related Mental Health Problems	Alcoholism, Chemical Dependency. Personality disorder: epidemiology, symptoms, control and management. Scope of Social Work intervention in this area.
4	Mental Health Programmes in India	Mental Health Act, 1987. Perspective and approaches to social work practice in mental health-clinical and community based approach.
5	Community mental health	Community mental health principles and programmes: Clinical skills and Non-clinical skills required for practice of community mental health.

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6	Rationale for specialised training	Existing mental health care facilities available in urban and rural communities. Special services for children, youth, aged and mentally challenged persons.
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MSW SEMESTER-III

PAPER-XII

RURAL AND URBAN COMMUNITY DEVELOPMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper is about development issues of Rural and Urban Development of India.

OBJECTIVES:

- To understand the Rural and Urban community and its alignment with current development paradigm.
- To get insight into challenges of development endeavour and implications for social work practices.
- To understand the tribal problems in terms of social, economic and environmental problems.

COURSE CONTENT:

Unit	Title	Content
1	Rural Development	Concept of Rural Development: Its meaning, Nature, Scope in the arena of Development. Gandhi's concept of Rural Development.
2	Rural Development Policies and Programmes	Integrated Rural Development Programme, Drought-Prone Area Programme (DPAP), Desert Development Programme (DDP), Mahatma Gandhi National Rural Employment Guarantee Programme (MNREGP), National Rural Health Mission (NRHM).
3	Rural Administrative Set-up	Panchayati Raj: Its Structure and Functions and administration of services & programmes. 73 rd Constitutional Amendment and its provisions.
4	Rural Economy	Concept and Nature of Rural Economy. Rural Finance: Role of Co-operatives, NABARD.
5	Urban Development	Meaning of Urban Development, Current trend of Urbanization process, its driving factor. Migration: Nature and Causes of

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		migration from Rural area to Urban area. Housing and Urban Development Corporation (HUDCO)
6	Tribal Development	Tribal Development: Its Concept and Nature. Definition of Tribes. National Policy for Tribals, 2007, Land Alienation Act,1859, Panchayat Extensions in Scheduled Areas(PESA),1996.

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- Bhargawa, Gopal, 2001: Development of India's Urban, Rural and Regional Planning in 21st Century, Gyan Publishing, New Delhi.
- Desai, Vasant, 1991: Fundamentals of Rural Development, Rawat Publications, New Delhi.
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- Datt, Rudra & Sundharam, 2008: Indian Economy, S. Chand, New Delhi.
- Deogirikar, A.B, 2004: W.T.O and Indian Economy, ShriNiwas Publications, Jaipur.
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- Singh, K.S, 1994: The Scheduled Tribes, Oxford University Press, Delhi.
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MSW SEMESTER-III

PAPER-XIII

ADMINISTRATION OF WELFARE AND DEVELOPMENT ORGANIZATIONS

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper introduces the definition and concepts of social welfare administration. Insights into social welfare organizations, social services delivery system and personal policies are included within the scope of the paper. Tools of general practice, staff development and program planning are also within the purview of the paper.

OBJECTIVES:

- Acquire knowledge of the basic processes of administration.
- Develop an understanding of the changing trend in planning, organization and development of social welfare services.
- Develop ability to analyze the practices and process of administration in specific settings and understanding change and conflicts.
- Develop an understanding of the need for accountability to the public and the profession.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Social Welfare Ideology and Organization.	Ideology and social welfare. Changing trend in social welfare policies and programs. Administrative set-up of social welfare--- union, state and local (Municipality and panchayat), administrative structure and pattern. International organizations and social welfare.
II	General Administrative Practice.	Planning organizing, coordinating, accountability, fund raising. Approaches methods and sources of funding. Types of funding organizations. The Foreign Contribution Regulation Act, 1976. Networking and partnership ---public-private, reporting---internal and donor reporting, monitoring and evaluation.
III	Non-governmental social welfare organization.	Characteristics, organizational design and structure, registration of organizations, constitution and policy--- the societies Registration Act and Indian Trust Act.
IV	Approaches to Welfare Management.	Program model approach, project model approach. Situational analysis---logical framework analysis, SWOT analysis and strategic planning.

V	Project Formulation and Project Appraisal.	Service project proposal, Research project proposal---steps in project formulation. Financing and budgeting of project, project appraisal---social, technical and financial analysis.
VI	Civil Society Organization.	Concepts of civil society organization, characteristics. Development work and civil society—organization interfaces.

SUGGESTED READINGS:

- Dadrawala, Noshir H., 1996: Management of Philanthropic Organisations, Centre for Management of Philanthropic Organizations, Mumbai.
- Dale, Reider, 2000: Organizing and Development Strategies, Structures and Processes, Sage, New Delhi
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- Nikkelson, Britha, 2005: Methods of Development Work and Research, Sage, London.
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M.S.W. SEMESTER – III

Paper – XIV

STATISTICS FOR SOCIAL WORK

Time: 3 Hours

Full Marks – 100

[I A – 20, Exam 80]

This paper provides an understanding of the quantitative approach to social work research. The various steps in quantitative research, the common statistical tools used in social work research and methods of presenting research documents are studied in this paper.

OBJECTIVES:

- To familiarize the students with various statistical techniques applicable in Social Work Research and to emphasize more on understanding concepts, selection of appropriate test and interpretation of results than mathematical base of techniques.

COURSE CONTENT:

Unit No.	Unit Title	Content
I	Basics	Definition, uses and limitations of statistics. Statistics and Social Work
II	Handling quantitative data:	Code book, master sheet, editing, classification and processing. Statistical Analysis of data.
III	Presentation of data	Graphic and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables.
IV	Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each
V	Correlation of data	Karl Pearson's coefficient, Spearman's coefficient of correlation.
VI	Testing of data	Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Parametric tests of chi-square test and t-test.

SUGGESTED READINGS:

- Alston, M. and Bowles, W. 2003 *Research for Social Workers*, Rawat Publications
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- Das, N. G, 2010: *Statistical Methods*. Vol I and II, Tata McGraw-Hill Publishing Co. New Delhi. (available as an e-book)
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MSW SEMESTER-III

PAPER OP-1 (OPTIONAL-1)

HUMAN RESOURCE DEVELOPMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

The paper provides a national and international perspective on Human Resource Development. The importance of trade unions and the role of social work in HRD is emphasized. The paper also incorporates labor legislations and HRD in the unorganized sector.

OBJECTIVES:

- Develop an understanding of the concepts of human resource development in formal organizations.
- Gain insight into the conditions and problems of workers in the unorganized sectors with special reference to social security, health, welfare and safety.
- Gain knowledge about different legislative measures for employee welfare and industrial relation, both in organized and unorganized sector.

COURSE CONTENT:

Unit No	Unit Title	Content
I	Human Resource Development	Concept of Human Resource Development. Provision in the Indian Constitution. Systems and sub-systems in HRD.
II	International Perspectives in HRD	International Labour Organization and its role in HRD: HRD in organized and unorganized sectors.
III	Labour Welfare-Salient features of Welfare Legislation	Concept of Labour Welfare and role and functions of Labour Welfare Officer under Welfare Legislations. The Factories Act, 1948, The Mines Act, 1952, Plantation Labour Act, 1951, Labour Welfare vis-à-vis HRD.
IV	Social Work and HRD	Application of Social Work methodologies in HRD, Counseling and HRD.
V	Human Relation, Industrial Relation and Legislative Measures	Salient features of Industrial Dispute Act-1984, Trade Union Act 1926, and industrial Employment (S.O.) Act 1956.
VI	Social Security and HRD	Concept of Social Insurance, Social Assistance, Salient features of Social Security Legislations. The Workmen's Compensation Act-1923, The ESI Act-1948, The Employees P.F (MP) Act-1948, Maternity Benefic Act-1972.

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- Stalker,P., 1994: *The Work of Strategies: A Survey of International Labour Migration*,ILO, Geneva
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MSW SEMESTER-III

PAPER-OP-2 (OPTIONAL-2)

CRIME AND CORRECTIONAL ADMINISTRATION

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper discusses the concepts of crime and criminality, theoretical framework for analysis of crime and practice implications for social workers. Correctional services, social work in correctional institutions and the issues of probation, parole and aftercare services are dealt with a detail to give a holistic orientation to the learners of the subjects.

OBJECTIVES:

- To orient the learners to various theoretical aspects of crime and criminality.
- To familiarize the learners with various correctional institutions and social work interventions.

COURSE CONTENT:

Unit	Title	Content
1	Concept of Crime	Concept of Crime, Crime Statistics and major factors of crime, Theoretical framework of analysing crime: classical, neo-classical and positive theories. Physiological, Psychological theories and sociological theories.
2	Juvenile Delinquency	Meaning of the Concept, nature and Incidence, Characteristics, types, treatment, prevention: institutional services for juvenile delinquents, juvenile justice system.
3	Social Work Practice in Correctional Institutions	Pre-release preparation, Under-trial prisoners: Remand/Observation homes, Certified/Approved Schools, Open institutions. Social work in institutional setting for juvenile.
4	Victims and Crime	Victimology-Concept and implications for practice, Victims of crimes-genocide, homicide, physical assault, rape, molestation, domestic violence, crimes against children, elderly. Victims of political crimes. Social work with victims of crimes.
5	Probation, Parole and Aftercare (PPA)	Origin and development of Probation, parole and aftercare-principles, statutory basis and organization of PPA. Pre-sentence investigation report, pre-parole report, eligibility criteria, Probation and parole prediction, probation and parole conditions, supervision and revocation. Recommendations of the Advisory committee on Aftercare. Role of welfare/Probation officers in probation, parole and aftercare.

6	Social Defense	Concept, Definition and objective of social defense. Institutional set-up of social defense in India, components of social defense. Classification, positivism in social defense. Restorative justice-an alternative to retributive justice. Social defense and implications for social work.
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- Bhattacharya, Rinki, 2004: Behind Closed Door Domestic Violence in India, Sage, New Delhi.
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- Mathew, P.D: Legal Aid Series, Indian Social Institute, New Delhi.
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MSW SEMESTER-III

PAPER-OP-3 (OPTIONAL-3)

PERSONS WITH DISABILITY AND SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper develops an understanding of the concepts related to disability and the types and extent of disability in India. Particular issues like persons with disability in a family, newer approaches to rehabilitation and the significance of social work interventions at family and community levels are included from the theoretical, practical and policy perspectives.

OBJECTIVES:

- Gain an understanding of disability, types of disability and its causes.
- Develop an understanding of the needs and problems of persons with disability.
- Understand the contexts of social work intervention in the field of disability and develop skills in counselling and rehabilitation of persons with disability.
- Gain knowledge about various policies and programmes for prevention of disability and rehabilitation of persons with disability.

COURSE CONTENT:

Unit	Title	Content
1	Concepts related to disability	Concepts of disability, Impairment and handicap. Causes of disability and the need for prevention. Health promotion-specific protection. Early detection and disability limitations.
2	Types and Extent of Disability in India	Extent of disability in India-visual impairment, speech and hearing impairment, mental retardation and orthopaedic disabilities, multiple disabilities.
3	Persons with disability and their family	Parent's reaction to disability in their children, needs and difficulties of families at different stages of life with their children with disability. Societal response to persons with disability, types of family-centered programmes.
4	National Policies	Changing approaches to rehabilitation of persons with disability as reflected in National Rehabilitation Council of India Act, 1992, the persons with disabilities (Equal opportunities, Protection of Rights and Full participation) act, 1995, UN Declaration of Human Rights of Disabled Persons, National Rehabilitation Trust Act, 2001 etc. Various welfare services for the persons with disability.

5	Programmes and Services	Services, programmes for persons with various categories of disability-institutional as well as non-institutional services.
6	Social Work Interventions	Social Work Interventions at the family level and community level-intervention in institutional services for persons with disability-interventions in areas related to work, occupation and participation in different spheres-social work intervention with reference to different age groups: children, adult, elderly with disability. Advocacy for protection of the rights of persons with disability.

SUGGESTED READINGS:

- Alper, S. Schloss, P and Schloss, C, 1994: Families of the students with Disabilities Consultation and Advocacy, Allyn and Bacon, Boston.
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- Chandra, Krishan, 1994: Handbook of Psychology for the disabled and Handicapped, Anmol Publication, New Delhi.
- Hans, A and Patri, A, 2002: Women and Disability, Sage, New Delhi.
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- Puri, Madhumita and Abraham, George, 2004: Handbook of Inclusive Education for Educators, Administrators and Planners within Walls, without boundaries, Sage, New Delhi.
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MSW SEMESTER-III

PAPER OP-4 (OPTIONAL-4)

HIV/AIDS: CARE, MANAGEMENT AND SOCIAL WORK

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper is about basics of HIV/AIDS causes, prevention and care. It also deals with socio-economic dimension of respective disease along with its health dimension.

OBJECTIVES:

- To understand the various clinical and epidemiological aspects, extent and spread of HIV in India and its consequences to public health.
- To understand pre and post test counselling. Have knowledge about behaviour change.
- To understand psycho- social impact of HIV on the infected and affected persons. To develop knowledge about community based services.
- To have knowledge about issues related to HIV/AIDS such as stigma, discrimination and informed consent.
- To develop knowledge about communication strategies for HIV/AIDS prevention, care and management.

COURSE CONTENT:

Unit	Title	Content
1	Basics of HIV/AIDS	Concept, History of HIV/AIDS. Routes of Transmission and its Prevention. Sexual myths and misconceptions.
2	Communication and Counselling in HIV/AIDS	Pre-test and Post-test counselling: Its Nature, Objective and Content. Counselling with Target Group i.e Female Sex Workers (FSW), Men having Sex with men (MSM), Transgenders, Injecting Drug Users (IDU), Truckers.
3	Care, Support and Treatment for HIV/AIDS Patients	Treatment of HIV/AIDS: Referral from Integrated Counselling and Testing Centre (ICTC) to Anti-Retroviral Therapy (ART) centre.
4	National AIDS Control Policy	Features of NACP-I, NACP-II, NACP-III and NACP-IV.

5	Targeted Intervention	Targeted Intervention into MSM, FSW, IDU and Bridge Population.
6	Law, Ethics and AIDS	Protective measures for People living with HIV/AIDS (PLHA), Informed Consent, Issue of Confidentiality.

SUGGESTED READINGS:

- Gracious, Thomas, 1997: AIDS, Social Work and Law, Rawat Publications, New Delhi.
- Premilla, D' Cruz, 2004: Family Care in HIV/AIDS-Exploring lived experiences, Sage Publications, New Delhi.
- Singhal, A. and Rogers, E.M, 2003: Combating AIDS-Communication Strategies in Action, Sage Publications, New Delhi.
- Stine, J. Gerald, 1998: AIDS Update 1999, Prentice Hall, New Jersey.
- Jayasurya, D.C, 1995: HIV-Law, Ethics and Human Rights, UNDP, New Delhi.
- Senak, M.S, 1996: HIV, AIDS and the Law: A Guide to Our Rights and Challenges, Insight Books
- Lather, P. & Smithies, C., 1997: Troubling the Angels: Women living with HIV/AIDS, Westview Press.
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- UNAIDS Geneva, 2000: Innovative Approaches to HIV Prevention-Selected Case Studies, Best Practice Collection.
- UNAIDS Geneva, 2000: Protocol for the identification of discrimination against people living with HIV, Best Practice Collection.
- UNAIDS Geneva, 2001: The Impact of Voluntary counselling and Testing-A Global Review of the Benefits and Challenges, Best Practice Collection.
- United Nations, Geneva, 1998: HIV/AIDS and Human Rights-International Guidelines.
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- WHO and UNAIDS, 2008: National AIDS Control Policy: Executive Summary.
- Journals: Economic and Political Weekly, Kurushetra, Yojna.

MSW SEMESTER-IV

PAPER-XVI

COUNSELING: THEORY AND PRACTICE

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This is a course about the theoretical basis of and the concepts that are fundamental to counselling. Practice dimension of counselling emphasizes on the value base, principles followed in counselling and the various models of counselling.

OBJECTIVES:

- Help students develop an understanding of counseling as a tool for helping people.
- Develop attitude and values for proper investment of self in counselling work.
- Help students gain knowledge about various approaches in counselling and develop the appropriate skills in counselling.

COURSE CONTENT:

Unit No	Unit title	Content
I	Counselling Approaches	Psychoanalytical, Person Centered, Gestalt, Existentialism, Transactional Analysis,
II	Marriage and Family Counselling	Marital Adjustment and Growth, Pre and Post Marital Counselling, Divorce Counselling
III	Psychopathology	Abnormal Behaviour, Stigmatization, Adaptive Maladaptive Behaviour, Risk Behaviour, Antisocial Personality
IV	Counselling for Abnormal Behaviour	Substance Abuse, Schizophrenic, Mood disorder, Anxiety disorder, Depression, Somatoform disorder, Personality disorder, Mental retardation
V	Techniques of Counselling	Crisis Counselling, Stress Management, Psycho – drama, Use of Psychological Tests
VI	Ethics in counselling	Self –awareness, personality, burnouts, ventilation, transference and counter transference, paraphrasing, summarizing

SUGGESTED READINGS:

- Ackerman, Nathan W., 1994: *Treating the troubled Family*, Basic Books, New Jersey.
- Bond, Tim, 2000: *Standards and Ethics for Counselling in Action*, Sage, London.
- Bor, Robert et al. 2002: *Counselling in Schools*, Sage, London.
- Colledge, Roy, 2002: *Mastering Counselling Theory*, Palgrave, Macmillan, New York.
- D' Ardenne and Mathani, Aruna, 1999: *Transactional Counselling in Action*, Sage, New Delhi.
- Feltham, C. and Horton, I (ed.); 2006: *The Sage Handbook of Counselling and Psychotherapy*, Sage, London.
- Geldard, Kathrya and Geldard, David, 2004: (2nd edition), *Counselling Adolescents; The Proactive Approach*, Sage, London.
- Nelson-Jones, R., 2006: *Theory and Practice of Counselling and Therapy*, Sage, London.
- Nichols, Michael P., 2007: *The Essentials of Family Therapy*, Pearson Education Inc. Boston.
- Scott, Michael J. 2001: *Counselling for Post-Traumatic Stress Disorder*, Sage, London.

MSW SEMESTER-IV

PAPER-XVII

SOCIAL POLICY AND PLANNING

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper makes an endeavour to strengthen the understanding of the learners on social policy and planning and develop ideas of the policies of the state and society for advocacy as a social work professional. The learning from the implementation of the policy at large and study from the legislative framework of the state provide the learners to go for research and innovation.

OBJECTIVES:

- Develop an understanding of social policy in the perspective of the national goals as enumerated in the Constitution of India.
- Develop capacity to critically examine the policies which have important bearing on social development and social work practice.
- Develop an understanding of the significance of planning policy for social welfare and the process of policy formulation.

COURSE CONTENT:

Unit No.	Unit Title	Content
I	Introduction to Social Policy	Meaning, characteristics, objectives, scope and models of social policy; determinants of social policy; issues of social policy based on Indian Constitutional provisions-Directive Principles of State Policy and Fundamental Rights.
II	Social Policy and Other Policies	Social policy versus public policy, social policy versus economic policy, social policy versus social welfare policy, how do social workers use social policy in their practice?
III	Social Planning	Concept, goals and principles of social planning; distinction between social planning and economic planning; social planning in India (Five Year Plans); problems of social planning in India; prerequisites for success of social planning.

IV	Process of Social Planning	Union and State level planning process; structure and functioning of Planning Commission; planning process at organizational level: SWOT Analysis, Logical Framework Analysis.
V	Policy Formulation	Need and process of policy formulation in India, different political ideologies in policy formulation, role of civil society institutions in social policy formulation.
VI	Social Policy in India	Meaning of social exclusion and marginalization, impact of globalization in this context; policies related to different disadvantaged groups such as aged, women, children, girl child, child labourer, disabled, SCs/STs, OBCs, etc.

SUGGESTED READINGS:

- Adams, Robert, 2002, *Social Policy for Social Work*, Palgrave Macmillan, Basingstoke.
- Beldock, J. M. et al.(ed.), 1999, *Social Policy*, Oxford University Press, Oxford.
- Bharadwaj, R. and Nadkarni, 1992, *Planning for Social and Economic Development*, Sage, New Delhi.
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- Bhartiya, A.K. and Singh, D.K., 2009, *Social Policy in India*, New Royal Book Company, Lucknow.
- Bulmer, Martin, 1986, *Social Sciences and Social Policy*, Allen and Unwin, London.
- Chakraborty, Sukhomoy, 1987, *Development Planning: The Indian Experience*, Oxford University Press, New Delhi.
- Gilbert, Neil and Specht, H., 1997, *Planning for Social Welfare Issues*, Prentice Hall, New Jersey.
- Kabra, Kamal Nayan, 1997, *Development Planning in India*, Sage, New Delhi.
- Singh, Surendra (ed.), 2012, *Encyclopaedia of Social Work in India*, New Royal Book Company, Lucknow.
- Titmus, R.M., 1986, *Commitment to Welfare*, Allen and Unwin, London.
- Quadeer, Imrana, Sen, Kasturi and Nayar, K.R., 2001, *Public Health and Poverty of Reforms*, Sage, New Delhi.

MSW SEMESTER-IV

PAPER XVIII

WOMEN'S DEVELOPMENT AND SOCIAL WORK

Time: 3 Hours

Full Marks: 100
[L.A-20, Exam-80]

This paper explores an understanding the social system that affects the functioning of women.

OBJECTIVES:

- To develop an understanding of the perspective of women and development in Indian society.
- To develop an ability to identify areas of work with women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To develop a capacity to examine the social systems that affect women in meeting growth needs and special needs.

COURSE CONTENT:

Unit	Title	Content
1	Women and Gender Issues	Women's Welfare and Development, Patriarchy and Gender relation. Feminist theories: Liberal, Radical, Socialist and Post-modern. Political Participation of women.
2	Women and Health	Mortality and Morbidity patterns among women. Health as a gender issue. Family planning methods and their impact on women. Differential access to health services in rural and urban areas.
3	Constitutional safeguards, provisions and programmes	Safeguards and provisions related to women in India, Schemes and Programmes related to Women Welfare.
4.	Women and Law	Indian Penal Code (IPC) sections 294, 354, 363, 366, 368, 372, 376, 498A, 304B and 306. Domestic Violence Act, Dowry Prohibition Act, SITA/PITA, MTP, PNDDT. Personal laws related to Inheritance, matrimony, adoption, maintenance and custody of children.
5	Problems of women	Problems of women in family, workplace---- organized and unorganized sector, other societal problem related to women.
6	Technology and Women	Effect of LPG on women, commodification of women, digitalization and its effect on women.

SUGGESTED READINGS:

- Agnihotri, Satis Balaram, 2000: Sex Ratio Pattern in the Indian Population, Sage, New Delhi.
- Agnihotri, Gupta, Jyotsna, 2000: New Reproduction Technologies, Women's Health and Autonomy, Sage, New Delhi.
- Alterchen, Martha, 1998: Widows in India, Social Neglect and Public Action, Sage, New Delhi.
- Arya, Sadhan and Roy, Anupama, 2006: Poverty, Gender and Migration, Sage, New Delhi.
- Bagchi, Jashadhara, 2005: The changing status of women in West Bengal 1970-2000, Sage, New Delhi.
- Desai, N. And Patel, V.: Indian Women: Change and Challenges in the International Decade, Popular Prakashan, Bombay.
- Desai, N. And Krishnaraj, M., 1987: Women and Society in India, Ajanta Publishers, Delhi.
- Dubey, Leela and Palkiwala, J, 1990: Structure and Strategies: Women, Work and Family, Sage Publications, New Delhi.
- Evertt, J, 1981: Women and Social Change in India, Heritage Publishers, New Delhi.
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- Jeferry, R and Basu, A.M, 1996: Girls Schooling, Womens Autonomy and Fertility Change in South Asia, Sage, New Delhi.
- Murthy, Rajani, K, 2001: Building Women's Capacity, Sage, New Delhi.
- Mathur, Kanchan, 2004: Countering Gender Violence, Sage, New Delhi.
- Purusuthoman, Sangita, 1998: The Empowerment of Women in India, Grass Root Womens Network and the State, Sage, New Delhi.
- Seth, Mira, 2001: Women and Development: The Indian Experience, Sage, New Delhi.
- Uberoi, Patricia, 1996: Social Reform, Sexuality and the State, Sage, New Delhi.
- Valentine Moghadham, M. 2005: Modernizing Women, Gender and Social Change, Viva Books, Pvt. New Delhi, Mumbai, Kolkata, Bangalore, Chennai, Hyderabad.
- Brook, E. and Davis Ann (1985). Women, the Family and Social Work, London: Tavistok Publications.
- Everett, J. Women and Social Change in India.
- Govt. of India (1974). Towards Equality – a report of the committee on status of women in India, Delhi: Author.
- Harlambos, M. and Heard, R.M. (1980). Sociology – Themes and Perspectives, Oxford Publications.
- Jeffrey, W. Dyer and Raymond, T. Coward (1992). Gender, Families and ElderCare, Delhi: Sage Publications.
- Uma Shankar Jha and Premalatha Pujari (1996). Indian Women Today, Vol.I &II, Kanishka Publications.

MSW SEMESTER IV

Paper – XIX

SOCIAL DEVELOPMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

The paper would equip students in developing critical perspectives in examining development and its consequences for the community and the individual; the natural and social environment and socio-cultural institutions. The course will introduce the students to models of development and create an understanding of participatory, self-sustaining and people-centered public policies.

OBJECTIVES:

- Critically understand the concept, content and process of social development
- Identify linkages between social needs and development
- Locate strategies necessary for social development and reinforce values of social justice and equality

COURSE CONTENTS:

No.	Unit Title	Content
I	Introduction to Social Development	Definition and concept, dynamics with economic development.
II	Issues in Social Development	Growth and Equity -Quality of Life -Minimum Needs
III	Measuring social development	-Definition, Utility, Types, Problems in Construction of Social Indicators
IV	Social Work and Social Development	Role of social work in social development with particular significance in the context of globalization
V	Selected development approaches	-A Rights Based Approach to Development -Human Development Approach

VI	Problems of Social Development in India	Poverty, unemployment, illiteracy, population growth, corruption, terrorism.
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SUGGESTED READINGS:

- Caporaso, J. and Levine, D.1992.*Theories of Political Economy*. Cambridge University Press. UK
- Hayami, Y and Godo, Y 2006. *Development Economics* (Third edition), OUP (Indian Edition)
- Issues of *Economic and Political Weekly*, *Social Development*, *Frontline*, *Yojana* and other relevant journals and magazines. Newspaper reading compulsory.
- Kolstad, C. 2000. *Environmental Economics*. OUP.
- Meier, G and Rauch, J 2006. *Leading issues in Economic Development*, OUP (Indian Edition)
- Oommen, T. K., 2004: *Nation, Civil Society and Social Movements: Essays in Political Sociology*, Sage, New Delhi
- Peet, R. 2005. *Theories of Development*. Rawat Publications. New Delhi.
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- Ray, R. and Katzenstein, M. 2006. *Social Movements in India- Poverty, power and politics*. UP, New Delhi.
- Sen, R.K. 1998. *Market Capitalism and Socialism*. IIDS & The New Book Stall, Kolkata
- Singha Roy, D.K.(ed) 2003. *Social Development and the Empowerment of the Marginalized Groups-Perspectives and Strategies*. Sage. New Delhi.
- Thirlwall, A.P. 2005. *Growth and Development*. ELBS
- Todaro, M. 2005. *Economic Development in the Third World*. Orient Longman, New Delhi.
- UNDP, *Human Development Reports*, World Development Reports.

MSW SEMESTER-IV

PAPER OP-5 (OPTIONAL-5)

HUMAN RESOURCE MANAGEMENT

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

The paper provides a national and international perspective on Human Resource Management. The importance of trade unions and the role of social work in HRM is emphasized. The paper also incorporates the industrial governance of employees at all the levels including SMEs.

OBJECTIVES:

- Develop an understanding of the concepts of human resource management in formal organizations.
- Gain insight into the conditions and problems of workers in the unorganized sectors with special reference to social security, health, welfare and safety.
- Gain knowledge about different legislative measures for employee welfare and industrial relation, both in organized and unorganized sector.
- To develop an understanding of HRM process and methods in industry

COURSE CONTENT:

Unit No.	Unit Title	Content
I	HRM	Concept of HRM, Personnel Management and HRM, Functions of HRM -Managerial and Operative.
II	Wage Legislations, Gender Equality and HRD	Salient features of the Equal Remuneration Act-1976, Wage Legislations like the Minimum Wages Act-1948, The Payment of Wages Act-1936, The Payment of Bonus Act-1965, and The Payment of Gratuity Act – 1972
III	Leadership, management and employee counseling	Theories of Leadership, Leadership styles and types. Team building and Participative Management. Stress, Employee Counseling,
IV	Discipline and Grievance handling	Concept and approaches to discipline,--Disciplinary action, Grievance handling, Delinquent employees and counseling services
V	Motivation and Performance Management	Theories of Motivation, Motivating employees, Incentive Schemes and current trends in performance management. Communication.

VI	Organization behavior and Organization development	Concept of Organization behavior and Organization development, Role of HR professional in organization development.
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SUGGESTED READINGS:

- Bolaria, B. S. and Bolaria, R. E., 1994: *International Labour Migration*, Oxford University Press, Delhi
- Chauhan, S. S., 1993: *Labour Welfare Administration in India*, Kanishka Publicashers, Delhi
- International Labour Organisation, 1995: *Worker's Access to Education*, A Worker Education Guide, Geneva.
- Jhabvala, R, and Subrahmanya, R. K.A, 2000: *The Unorganized Sector*, Sage, New Delhi
- Joshep, Jerome, 2004: *Industrial Relations Towards a Theory of Negotiated Connectedness*, Sage, New Delhi
- Lal Das, D.K., 1991: *Personnel Management, Industrial Relations and Labour Welfare*, Y. K. Publishers, Agra
- National Commission on Labour, New Delhi, 2001: *Report of the Study Group on Umbrella Legislation for the Workers in the Unorganized Sector*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Review of Laws*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Skill Development, Training and Workers' Education*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Social Security*
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Women and Child Labour*.
- Rao, T. V, 1996: *Human Resource Development Experiences, Intervention and Strategies*, Sage, New Delhi
- Saini, Debi S.: *Human Resource Strategy and Workplace Pluralism*, Management and Change, Vol 3., No. 1.
- Saini, Debi S, 1994: *Redressal of Labour Grievances, Claims and Disputes*, New Delhi, Oxford and IBM.
- Salaman, Michael, 1998: *Industrial Relations – Theory and Practice*, Prentice Hall, London.
- Sanghi, Seema, 2004: *The Handbook of Competency Mapping Understanding Designing and Implementing Competency Models in Organisations*, Sage, New Delhi
- Sayeed, Omer Bin, 2001: *Organizational Commitment and Conflict Studies in Healthy Organisational Processes*, Sage, New Delhi.
- Singh, I. S., 1996: *HRD for Workers*, OUP, New Delhi.
- Stalker, P., 1994: *The Work of Strategies: A Survey of International Labour Migration*, ILO, Geneva
- Verma, Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi.

MSW SEMESTER-IV

PAPER-OP-6 (OPTIONAL-06)

ALCOHOL AND SUBSTANCE ABUSE

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

This paper is related to concepts of alcohol and substance abuse, its causes, types, management, policies and programmes of the government. Effects of alcohol and substance abuse on individual, family and community are included in depth.

OBJECTIVES:

- To develop an understanding of the extent of prevalence of alcohol and substance abuse.
- To gain insight into the manifestations of the problem of alcohol and chemical dependency in the society.
- To acquire relevant information on the methods of working with alcohol and substance abusers and develop the skills of counselling and intervention.

COURSE CONTENT:

Unit	Title	Content
1	Basic Concepts related to Substance Abuse	Concept of substance Abuse. Types of substance abuse and causes of substance abuse among different sections of people: adolescents, teenagers, adult and women.
2	Effects of Substance Abuse	Effects of substance abuse on individual, family, community and work place.
3	Problem of Substance Abuse	Analysis of the problem of substance abuse from various perspectives: social, cultural and political. Physical complications related to substance abuse-assessment of different drug and substances.
4	Prevalence of Substance Abuse	Nature and Extent of the problem of substance abuse in India. Regional variation in different community.
5	Management and Care	Management and treatment of alcohol, substance and chemical dependent. Methods of intervention: such as Yoga therapy, relaxation therapy, art therapy, music therapy, group therapy, occupational therapy etc. Alcohol Anonymous, Narcotic anonymous, Family anonymous etc.

		After care service for sobriety and recovery relapse prevention.
6	Policies, Programmes and Role of Social worker in Preventions and Rehabilitation	Prohibition in India. The Narcotics Drugs and Psychotropic Substance Abuse Act, 1985. Legislation related to tobacco. National Policies, programmes and activities in the field of substance abuse by Government and NGO. Role of Social workers in the area of prevention and rehabilitation of alcohol and substance abuser. Programme, policy and research in this field.

SUGGESTED READINGS:

- Gladding, Samuel. T, 1995: Family Therapy: History, Theory and Practice, Printice Hall, New Jersey.
- Durrant, Russel and Thakur, Jo, 2003: Substance Use and Abuse, Cultural and Historical Perspectives, Sage, Thousand Oaks.
- Jordon Cathleen, 2003: Clinical assessment for Social Worker (2nd edition) Lyceum Books, Chicago.
- Merchant, Y.A and Dorkings, P.D, 1994: Narcotics, An In-depth study of Drug Abuse, Information, Rehabilitation and Research Centre.
- Mangal, S.K, 1989: Abnormal Psychology, Sterling Publishers Pvt. Ltd, New Delhi.
- Musak, Douglas N, 1992: Drugs and Rights, Cambridge University Press, London.
- O'Hare Thomas, 2009: Essential Skills of Social Work Practice, Lyceum Book, Chicago.
- Park, K, 1995: Textbook of Preventive and Social Medicine, M/S Banarasi Das, Jabalpur.
- Perkinson, Robert R, 2003: The Alcoholism and Drug Abuse Patient Workbook, Sage, Thousand Oaks.
- Rasmussen, Sandra, 2000: Addiction Treatment, Sage, Thousand Oaks.
- TTRCRF, 1992: Alcoholism and Drug Dependency: Issues and Treatment Procedure in Aftercare. An advanced Master Guide for Professionals, T.T Ranganathan Clinical Research Foundation, Madras.
- Velleman, Richard, 2001: Counselling for Alcohol Problems, Sage, London.
- VHAI, 1986: A Rational Drug Policy: Problems, Perspectives and Recommendations, Voluntary Health Association of India, Delhi.
- Walrond Skinner Sw, 1977: Family Therapy Treatment of Natural System, Routledge & Kegan Paul, London.

MSW SEMESTER-IV

PAPER OP-7 (OPTIONAL-7)

SOCIAL WORK WITH ELDERLY

Time: 3 Hours

Full Marks: 100

[I.A-20, Exam-80]

Ageing and the aged is the main focus of this particular paper. The status and position of elderly in India have been reflected. The skills and concepts related to social work with the elderly is included together with an understanding of the policies and legislations related to the elderly in India.

OBJECTIVES :

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
- Develop sensitivity to the needs and problems of elderly.
- Gain knowledge about the policies and programmes for elderly.
- Gain an understanding of the role of social worker in working with elderly and develop required skills.

COURSE CONTENT:

Unit No	Unit title	Content
I	Ageing and aged	Meaning and definition of aged: Socio-cultural, economic, legal and residential needs of the elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural elderly	Differences between rural and urban elderly in terms of composition, social background, problem faced and significance for social work practice.
III	Elderly and physical health	Physical problems encountered by elderly due to increased life span. Their implications for social work practice.
IV	Elderly and mental health	Dementia, Alzheimer's disease, derelium-concept, meaning, causes, types, prognosis and treatment- role of caregivers.
V	Elderly abuse	Concept, meaning, causes, types and implications for social work practice.

IV	Social work with elderly	Contexts of intervention and methods of intervention. Developmental programmes for elderly.
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SUGGESTED READINGS:

- Dandekar, Kumudini, 1997: *The Elderly in India*, Sage, New Delhi.
- Desai, Murli and Siva, Raju, 2000: *Gerontological Social Work in India- Some Issues and Perspectives*, B.R. Publishing, Delhi.
- Dhar, Choudhury, Rajgopal, 2004: *The Greying of India; Population of Ageing in the Context of Asia*, Sage, New Delhi.
- Dhillon, P.K.; 1992: *Psych-social Aspects of Ageing in India*, Concept Publication Co., New Delhi.
- Featherstone, Mike and Andrew, Wernick 2008: *Images of Ageing*, Rutledge II, London.
- Khan, M.Z.; 1997: *Elderly in Metropolis*, Inter-India Publishers, New Delhi.
- Kunkel, Suzanne, 2001: *Ageing-The Social Context*, Pine Forge Press, New York.
- Krishnan, P and Mahadevan, K. (ed.), 1992: *The Elderly Population in the Developing World: Policies, Problems and Perspectives*, B.R. Publishing, New Delhi.
- Marshall, Mary, 1983: *Social Work with Old people*, The Macmillan Press Ltd.
- Rao, S.R., 2003 “Health and living arrangements of the elderly in India” in K.B. Pathak and others (ed.), 2003: *Dynamics of Population and Family Welfare*, Himalaya Publications, Mumbai.
- Reddy, L.K.; 2004: “Health and attitude towards health among the elderly” in Vinod Kumar (ed.): *Ageing-Indian Perspective and Global Scenario*, All India Institute of Medical Sciences, New Delhi.

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MSW SEMESTER I
COURSE: SW/I/CC 01
WORKING WITH INDIVIDUALS

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- Gain knowledge about the concept and approaches of social work intervention with individuals.
- Develop appropriate skills and attitudes to work with individuals.
- Develop commitment to social work values and ability to reflect on 'self' as a person and as a professional.

COURSE CONTENT

UNIT NO.	UNIT TITLE	CONTENTS
I	Introduction to Social Casework	History of Social Case Work, Concept, Objectives, Assumptions, Values and Principles of Social Casework; Social Casework in Indian context - its relevance and challenges.
II	Social Casework Process	Social Casework Process (Study, Diagnosis, Treatment & Evaluation Phases), Skills of Social Casework, Diagnostic and Functional Schools of Social Casework.
III	Tools and Techniques in Social Casework	Tools: Listening, Observation, Interview, Home Visit and Relationship (concept, objective, characteristics, components and related issues).
IV	Working in Various Settings	Social Casework in Educational Setting, Medical Setting , Criminal and Correctional Setting and Family and Child Welfare Setting and Community Setting
V	Theories of Social Case Work	Client Centered Approach, Task Centered Approach, Cognitive Theory, Behaviour Modification Theory and Strengths Perspective.
VI	Important Concepts in Social Casework	Social worker's evaluation of the self as a professional; professional accountability; communication: concept, types (symbolic, non-verbal and verbal); recording: need, types, and qualities of a good case record.

LEARNING OUTCOME

1. Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

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SUGGESTED READINGS

1. Banerjee, Gauri Rani (1973), *Papers on Social Work: An Indian Perspective*, Mumbai: TISS.
2. Bistek, F.P. (1961), *The Casework Relationship*, London: Allen and Unwin.
3. Friedlander, W. A. (1982), *Introduction to Social Welfare*, New Delhi: Prentice Hall of India.
4. Folgheraiter, Fabio, (2006), *Relational Social Work*, JKP: London.
5. Hamilton, G. (1951), *Theory and Practice in Social Case Work*, New York: Columbia University Press.
6. Hollis, Florence, (1964), *Case Work: A Psycho-social Therapy*, New York: Random House
7. Lishman, Joyce, (1994), *Communication in Social Work*, BASW Practical Social Work Series, Basingstoke: Palgrave Macmillan.
8. Mathew, G. (1993), *An Introduction to Social Case Work*, Mumbai: TISS.
9. Pearlman, H. H. (1957), *Social Case Work- A Problem Solving Process*, Chicago: The University of Chicago Press.
10. Upadhyay, R.K. (2003), *Social Casework: A Therapeutic Approach*, Jaipur: Rawat Publications.

MSW SEMESTER-I
COURSE – SW/I/CC 02
WORKING WITH GROUPS

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To gain theoretical understanding and practical implications on groups, group work, group process and group dynamics.
- To enable learning about the skills and techniques required for working with groups.
- To develop an understanding of group work as a method of social work and also to develop skills and competence in applying group work in various settings.

COURSE CONTENT

UNIT NO	TITLE	CONTENT
I	Introduction to Group	Definition and characteristics of groups. Types of groups and significance of groups to individuals and society. Small Group Theories (System Theory; Field Theory; Social Exchange and Learning)
II	Social Group Work: Basic concepts and History	Concepts—Objectives, Values and Principles of Social Group Work; Historical development of Group Work.
III	Group Structure, Group Processes and Group Development.	Group formation, group structuring, group development and group processes
IV	Models and Theories	Theories of Group Work: Ecological Perspective, Therapeutic Perspective. Various Models in Group work (Social Goal, Remedial, Reciprocal, Kert Lewins Model, Tuckman's Model, Mutual Aid Model, Needs—ABC Model, etc.)
V	Skills, Techniques and Leadership in Social Group Work	Skills and techniques, programme planning, supervision, recording, evaluation and leadership in Group Work
VI	Group Work in different settings	Group work in school, community, correctional set-up, Self Help Groups etc.

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LEARNING OUTCOME

1. Ability to develop theoretical understanding and practical implications on groups, group work, group process and group dynamics.
2. Ability to acquire specific skills and techniques of working with various groups,
3. Ability to enhance competencies while applying group work in various rural and agency settings.

SUGGESTED READINGS

- Balgopal, P. R. And Vassil, T.V. Group in Social Work-An Ecological Perspective, Macmillan Publication, New York, 1983.
- Brown Allen. Group Work, Gower Adlerslot, USA, 1986.
- Davies, B.: Use of Group in Social Work Practice, Routledge and Kegan Paul, London 1975,
- Douglas, Tom: Group Work Practice, Tavistok, London, 1976
- Garwin C. D. Contemporary Group Work, Prentice Hall, New Jersey, 1981
- Godwin, Charles D.: Contemporary Group Work, Prentice Hall, New Jersey, 1981
- Konopka, Gisella: Social Group Work: A Helping Process, Englewood Cliff, Prentice Hall, New York, 1963.
- Nicoloson, Paula and Rowan Bayne: —Social Group Work Skillsl, in Applied Psychology for Social Workers, MacMillan, New York, 1993.
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M.S.W. SEMESTER I

SW/I/FC 01

SOCIAL WORK PROFESSION: PHILOSOPHY AND CONCEPTS

OBJECTIVES

- Develop commitment to the goal of humanism.
- Imbibe values cherished by the profession.
- Develop attitudes essential for a professional practitioner.
- Develop a critical awareness of the tradition of social work in India and a cultural perspective of professional social work.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept of Professional Social Work	Concepts of charity, philanthropy, social work, social welfare, social service, social reform and social development. Social Work as a profession -Existing and emerging role of social work professional in contemporary society. Code of ethics for professional workers.
II	Social Work Tradition and Related Concepts	Indian tradition of social service, religious roots of service, various social institutions and their role in rendering service to the needy; Social Reform Movements in India
III	Social Philosophy of Eminent Thinkers	Social philosophy of Rabindranath Tagore, Gandhi, Swami Vivekananda. Mary Richmond and Jane Adams' contribution to development of social work profession.
IV	Emergence of Social Work Profession	Development of Social Work in UK, USA and India
V	Human Rights and Social Justice	Human right concern of the profession in the background of the emerging issues. Constitutional provision in India and their implications- concept of civil society, civil rights and social work. Right based approaches in social work.
VI	Social Work Education and Practice	History of Social Work Education in India; Global view of Social Work education; Institutional Social Work Practice

LEARNING OUTCOME

1. Able to understand social work as a profession
2. Able to understand various ideologies of social work
3. Able to understand the social philosophy of eminent thinkers
4. Able to link social work education and practice

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SUGGESTED READINGS

- Adams, Robert et .al, 2002: *Social Work: Themes, Issues and Critical Debates*, 2nd Ed. Sage, London
- Banerjee, G.R, 1974: *Papers on Social Work: An Indian Perspective*, Tata Institute of Social Sciences, Bombay
- Chatterjee, Pranab, 1996: *Approaches to the Welfare State*, National Association of Social Workers (NASW), Washington D C
- Clark C. and Asquith S., 1985: *Social Work and Social Policy*, Routledge and Kegan Paul, London
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- Thompson, Neil, 2003: *Prompting Equality: Challenging Discrimination and Oppression*, Sage, London
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MSW SEMESTER-I
SW/I/ FC 02
SOCIOLOGICAL CONCEPTS FOR SOCIAL WORK

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To familiarize the students about the major sociological thinkers and their contributions.
- To enable the students to approach social institutions sociologically.
- To help students understand issues related to change and development

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Introduction to Sociology	Basic Concepts in Sociology, Relationship with Social Work and other Social Science disciplines; Application of Sociology in Social Work
2	Social Institutions and Social Processes	Kinship, Family, Marriage, Religion and Economic and Political institutions
3	Socialization and Social Control	Socialization: Meaning, Types, Agencies, Social Control-Need, Purpose and Mechanisms of Social Control Social Stratification in the Indian Context
4	Ethnicity, Nationalism and Globalization	Introduction to concepts of Ethnicity, Gender and Ethnicity, Impact of Liberalization, Modernization, Globalization and Mass Media on modern life.
5	Cultural and Social change	Culture-Meaning, Types of Culture, Multiculturalism and Pluralism, Theories, Factors and Theories of Social Change
6	Sociological Perspectives	a) Classical Approach b) Indian Sociologists

LEARNING OUTCOME

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1. To understand the basic theoretical concepts of sociology.
2. Able to understand the position of caste and class in the society in order to work in the direction of an egalitarian society.
3. Able to gain an insight on the inputs related to western society and also to conceptualize over problems of Indian society.

SUGGESTED READINGS

- Abraham, M. Francis: Modern Sociological Theory: An introduction. OUP, New Delhi, 1982
- Desai, A. R. (ed): Rural Sociology, Asia pub. Bombay. 1968
- Dube, S. C.: Understanding Society, NCERT, New Delhi. 1977
- Giddens, Anthony: Sociology, Polity Press, London. 2010
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MSW SEMESTER – I
COURSE – SW/I/FC 03
HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

Time: 3 Hours
Credits: 4

Full Marks – 100
(Exam- 80; Internal Assessment- 20)

OBJECTIVES

- To orient students to one of the major feeder disciplines of Social work;
- To inculcate insight in to human behaviour and to develop self-introspection skills for personal integration and development of personality;
- To apply the knowledge of psychological concepts and theoretical understanding of social realities encountered in professional social work.

COURSE CONTENT

UNIT NO.	TITLE	CONTENT
I	Understanding the domain of Psychology	Psychology as a science; ties with Social Work and other disciplines; goals of Psychology
II	The behaving individual	Intelligence-an understanding; measuring intelligence. Learning as the most fundamental behaviour, the Classical and Instrumental approaches to learning.
III	The Psychological impetus to behaviour.	Emotion and feeling; components of emotion, development of emotions. Motivation: Classification of motives.
IV	Stress, health and well-being	Stress: Coping with stress Frustration and conflict of motives.
V	Individual Identity	Personality, nature, shaping, theories of personality-Psychoanalytic and Social Learning; Erikson's life cycle stages.
VI	Individual and the Social System	Understanding attitudes, Public Opinion, Prejudice, Propaganda

LEARNING OUTCOME

1. Ability to understand the basic concepts of psychology and its relation with social work
2. Ability to understand the issues of human behaviour and well being
3. Ability to find the linkage between the individual and the social system

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M.S.W. SEMESTER – II
COURSE – SW/II/CC 04
SOCIAL WORK RESEARCH -I

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- To orient the students to various research methods, concept and assumptions underlying the methods.
- To impact to the students knowledge about practical aspects of research process from planning to implementation.
- To familiarize the students with various statistical techniques applicable in social work research and for interpretation of results.

COURSE CONTENT

UNIT NO.	UNIT TITLE	CONTENT
I	The Scientific Approach	Meaning of science, Characteristics of Scientific method, Goals of social research, Distinction between social research and social work research, Ethical issues in research.
II	Basic Elements In Social Research	Concepts, constructs and variables, hypothesis, theory and operational definitions, Steps in the process of research – problem selection, selection and formulation of research design, data collection, data analysis, assessment of intervention effects/impact and report writing.
III	Social Work Research	Use of research in social work – intervention research and practice based research, Types of social work research – needs assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research
IV	Research Designs	Meaning and Importance of research designs, Scientific social surveys, Descriptive, Exploratory and Experimental study designs, grounded theory, case study, phenomenology and ethnography, Action research, Participatory research.
V	Sampling	Purpose, Population, Universe, Sampling Frame and units of study, Meaning and types of Probability and non-probability sampling. Sampling in Qualitative Research.
VI	Methods of Data collection and analysis of qualitative data	Sources of data –primary and secondary, Observation as a method – definition, types and advantages, Interview as a method – definition, types and advantages, Questionnaire and format of questions, Interview schedule, Interview Guides and role of interviewer. Participatory Data Collection Techniques, Qualitative Data Analysis

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LEARNING OUTCOME

1. Able to understand the various concepts of social research.
2. Able to understand the difference between social work research and social research.
3. Able to form an idea of the methodological aspect of social work/social research.
4. To acquaint them with the basic concepts of qualitative data analysis.

SUGGESTED READINGS

- Alston, M.and Bowles, W. 2003 *Research for Social Workers*, Rawat Publications
- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York
- Goode, J. and Hatt P.K., 1952: *Methods in Social Research*, McGraw Hill, New Delhi
- Kothari, C.R. 2004 *Research Methodology* New Age International Publishers, New Delhi
- Kumar, R. 2011 *Research Methodology* Sage Publications, New Delhi
- May, Tim, 1997: *Social Research- Issues, Methods and Process*, Open University Press, Buckingham
- Mukherjee, Partha N. (ed), 2000: *Methodology in Social Research: Dilemma and Perspectives*, Sage, New Delhi

MSW SEMESTER - II
SW/II/ CC 05
WORKING WITH COMMUNITIES

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To provide a theoretical and conceptual foundation regarding community organisation as a method of Social Work practice and its related aspects.
- To develop the ability to analyse the community, its problems and issues with special emphasis on rural communities.
- To provide insight into the various processes techniques and dimensions in organising a community.
- To develop perspective and skills as a community organiser for more participatory and democratic community organisation process.

COURSE CONTENT

UNIT NO.	TITLE	CONTENTS
I	Understanding community	Concept of community-rural, urban; Meaning and characteristic, Classifications-Geographical, Functional and Virtual, Social Work Practitioner's perspective on community
II	Understanding Community Organisation	Community Organisation :Concept ,Meaning and Definitions Values, Assumptions and Principles of Community Organisation Processes of Community Organisation–Analysing and understanding community, Needs identification, Resource mobilisation, Programme planning, Programme implementation and People's participation Concept of Community Development, Difference between Community Organisation and Community development
III	Contextualising Community Organisation practices	Location of Community Organisation in Social Work Practice Community Organization Practice in Various Settings: rural and urban communities, Health, Livelihood, Natural resource management, Working with displaced population and rehabilitation Community organization in risk education and disaster response, conflict and peace building etc. Importance of people's participation in Community Organisation Practice, Challenges in participation.
IV	Models ,Strategies and Techniques of Community Organisation	Enabling and power confrontation models, Rothman' model- Locality Development Model, Social Planning Model and Social Action Model Strategies in community organization such as bargaining, confronting, collaborating, problem- solving, educating, social advocacy, joint action, persuasion and campaign Community Participation techniques: PRA and SIA(Social Impact Assessment)
V	Programme planning in Community Organisation and Documenting	Programme Planning in Community Organisation-Objectives, Principles and Processes Community profiling, recording and documentation of the community organization processes (documentation of the best practices, case studies).
VI	Roles and skills of Community Organisation practitioners	Roles and skills of Community Organisation Practitioner in –Problem analysis, Resource mobilisation, Conflict resolution, Organising meetings, Networking and training ,Report writings and Documentation

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LEARNING OUTCOME

- Able to understand different types of communities, its problems and various issues.
- Able to comprehend Community organisation as a method of working with people especially in a community setting.
- Capable to understand the techniques, tools, techniques and skills to organise the community.

SUGGESTED READINGS

1. Rhonda, p., & Robert, P. (eds.). (2014). *Introduction to Community Development*. Routledge.
2. Ife, J.W. (2013). *Community Development in an uncertain world: Vision, analysis and Practice* (5th ed). Cambridge University Press.
3. Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
4. Somesh, K. (2002). *Methods for Community Participation: A complete guide for Practitioners*. New Delhi: Sage Publication (Vistaar).
5. Siddiqui, H.Y. (1997). *Working with Communities*. New Delhi: Hira Publications.
6. Siddiqui, H.Y. (1997). *Community Organisation in India*. New Delhi: Harnam.
7. Cox, F. (1987). *Community organization*. Michigan: F.E. Peacock Publishers
8. Rothman, J., Erlich, J., & Tropman, J. (1987). *Strategies of Community Intervention_ Strategies for Community Organization, Micro Practice*. Michigan: F.E. Peacock Publishers.
9. Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
10. Friedlander, W.A. (1978). *Concepts and Methods in Social Work*. Eaglewood Cliffs, New Delhi: Bentic Hall International Inc.
11. Gangrade, K.D. (1971). *Community Organisation in India*. Bombay: Popular Prakashan.
12. Dunham, A. (1970). *The new Community Organisation*. New York: Crowell.
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MSW SEMESTER –II
PAPER-SW/II CC 06
CHILD RIGHTS AND PROTECTION

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

1. To make the students familiar with the basic philosophy of child development, child rights and child protection.
 2. To help students acquire knowledge of the operational details of different welfare and development services in the field of child development and protection.
 3. To enable students develop an understanding of scope of social work intervention in the sphere of child welfare, child rights and protection.
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COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Child Development	Concept and principles of childhood development and child welfare. Evolution of child welfare services in India and changing trends. Child rights and its implementation.
II	Child Welfare Services Child Protection	Types of child welfare services-Institutional and non-Institutional- Adoption and Foster Care; CARA (Central Adoption Resource Agency), SARA (State Adoption Resource Agency); ICDS and ICPS
III	Child welfare policies	National and Global Policies on children. Development of child welfare planning-constitutional and legislative directives for welfare of children.
IV	Social work practice with children in difficult situations	Methods of Working with Children; School Social Work; Juvenile Delinquency; Destitute and Street Children; Children with physical and intellectual disability
V	Child abuse and trafficking	Concept, definition, causes and types of child abuse; social work intervention. Concept, definition and causes of child trafficking; role of social worker in handling the problem.
VI	ICPS (Integrated Child Protection Scheme)	Aftercare, General Gant-in-Aid, Child Welfare Committee, Juvenile Justice Board, State Juvenile Police Unit, Training and Capacity Building, Advocacy, Public Education and Communication, Research and Documentation, Child Tracking System, Evaluation and Implementation of ICPS.

LEARNING OUTCOME

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1. Able to understand the concept of child welfare.
2. Able to know the types of child welfare services.
3. Have a knowledge of government policies and programmes meant for children.
4. Have an idea of the different legislations for the protection and well being of children.

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MSW SEMESTER-II
COURSE- SW/II/CC 07
WELFARE AND DEVELOPMENT OF THE DISADVANTAGED

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To examine the laws, policies, welfare programmes relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities
- To develop understanding of the social system, identification of needs of marginalized groups, understanding of different policies and programmes and develop concern about them while working with them.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Meaning and classification of Marginalized and Disadvantaged Groups	Classification of Weaker Section—Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) & Minorities. Their demographic profile.
II	Constitutional & Development Programmes	Constitutional & Development Programmes for SC, ST, OBC and Minorities.
III	Important Laws & Legislations	The SCs & STs Prevention of Atrocities Act 1989, The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Panchayat Extension in Scheduled Areas (PESA) 1996
IV	Protective Discrimination Policy	Protective Discrimination Policy for SC, ST & OBCs. Mandal Commission. Concept of creamy layer. Rosters—Post Based and its operational principles.
V	Important Bodies	Composition and function of National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Other Backward Classes, Ministry of Social Justice & Empowerment.
VI	Minorities Welfare	Concept of Minorities. National Commission of Minorities Act 1992. PM 15 Point Programme for welfare of Minorities.

LEARNING OUTCOME

1. Able to develop a sound knowledge on various laws, policies, welfare programmes for Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities.

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2. Able to develop a sound understanding on social system, identifying needs of marginalized groups, understanding of different policies and programmes.
3. Ability to develop a concern to various marginalized groups while working with them.

SUGGESTED READINGS

Khan, M. A. *Scheduled Castes and their states in India*. New Delhi, Uppal Publication.

Muthuswamy & Brinda. *Swamy's Compilation on Reservation & Concession for Scheduled Castes, Scheduled Tribes and Other Backward Classes*, Swami Publishers Ltd, New Delhi.

K.S. Singh. 1994. *The Scheduled Tribes*, Oxford University Press, Delhi.

National Commission of Minorities Act 1992, Government of India, New Delhi.

MSW SEMSTER - II
COURSE - SW/II/CC 08
GENDER AND DEVELOPMENT

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES

- Understand the history and concept of feminism
- Appreciate how race, class and gender come together to act and react upon each other to create inequalities and exclusions.
- Be able to rationalise what it connotes to be a woman.
- Have a fair understanding of the media hypes related to masculinity and femininity.
- Introduce them to feminist research and feminist social work.

COURSE CONTENT

UNIT NO	TITLE	CONTENT
I	Introduction to Gender and Feminism	Concept of Gender and Sex; Cultural perspectives on gender and its construction; the question of difference; History of Feminism , Understanding Patriarchy and the burden of honour; Understanding the context in which the feminist theorization in India has problematised the historical interpretation of gender and culture. Women and Special Groups- tribals, hispanic, LGBTQ.
II	Feminist Theories and Womens Movement	Beginnings and developments in feminist consciousness, Liebral Feminism, Marxian Feminism, Radical Feminism, Social Feminism, Eco-Feminism, Post Modern Feminism
III	Gender and Society: Social Representation	Gender and Violence, Imaging the woman; Culture; Media. ; Concept of Empowerment, Need for empowermen of Women, Social, Cultural and Political Empowerment of Women. Women and workplace
IV	Crime and Legislations	Women and Crime; Types of Crime Laws relating to rights of women under UN Conventions, IPC and CRPC; Laws against Acid Attack, Rape and Sexual Harassment at Workplace
V	Women Development	Women and Health, Health as a gender issue , Women and Education, Acessibility, Issues of Drop Out, Women And Employment: Special Groups : Women with disability, Mental health and Women
VI	Feminist Research and Social Work:	Method, Methodology, and Epistemology, (Oral history, Content analysis, Feminist Ethnography, and Life history); Feminist social work.

LEARNING OUTCOME

- Able to understand the concepts of gender and the social construction of feminity and masculinity

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- Able to develop sensitivity towards the existing practices leading to gender discrimination and marginalisation in society.
- Able to develop ability to identify social, economic and political systems that adversely affect the well-being and functioning of women.
- Suggest affirmative action in planning to promote gender equity, equality and safety for women
- Discuss the major theoretical and empirical issues that emerge in gender research

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- Anastas, J.W. (2007). Theorizing (in)equity for women in social work. *Affilia*, 22(3), 235–239.
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- Mohanty, M. (Ed.). (2004). *'Introduction' in Class, Caste and Gender*. New Delhi: Sage Publications.
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- Vasantha and Kannabiran, K. (1995). *De-Eroticising Violence: Essays in Modesty, Honour and Power*. Calcutta: Stree.
- Visvesaran, K. (1999). *Fictions of Feminist Ethnography*. New Delhi: Oxford University Press.
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MSW SEMESTER-III
SW/III/CC 10
MEDICAL SOCIAL WORK

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To help the students to develop an understanding of the concept of health.
- To help students to gain knowledge about the etiology, epidemiology of different disease and their implications in social work practice.
- To enable students to develop awareness about the health policy, planning and administration of health services.
- To help students to develop an understanding of skills required of a social worker in the field of health.

COURSE CONTENT

UNIT NO	TITLE	COURSE CONTENTS
I	Concept of Health	Understanding the concept of health and changing concept of health; dimensions of health-physical, mental, social, cultural & spiritual; inter-relatedness of all dimensions of health; basic rules for healthy living; determinants of health.
II	Community Health	Community health: Concept, relevance, needs assessment & developing mechanisms for people's participation; discuss how community health is different from social medicine or community medicine; social consequences of disease.
III	Health Problems in India	Communicable and non-communicable diseases: Understanding the concept and causes of STD, AIDS, TB, malaria, polio, diarrhoeal diseases, malnutrition, cancer, diabetes, and cardio-vascular diseases; prevention and control measures of these diseases in rural and urban areas.
IV	Healthcare Delivery in India	History of healthcare delivery system in India; Reports of different committees; present structure and functioning of health services system in India; national health mission (NHM); Health Information Management System in India.
V	National Health Policy and Programmes	National Health Polices: past and present; National Mental Health Policy, national health programmes (disease control programmes) in India; reproductive and child health (RCH).
VI	Social Work Interventions in Health Settings	Concept and history of medical social work; role of medical social worker in hospital and community

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		setting; skills required by social work professionals in health care settings; scope of social work intervention in public health.
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LEARNING OUTCOME

1. Able to analyze the effect of class, culture and gender on mental health and well being
2. Gain an insight into different types of mental disorders, their causes, manifestations and management
3. Able to understand the nature and types of social work assessment and interventions in mental health
4. Able to develop sensitivity, awareness and understanding of policy and practice issues in the fields of mental health

SUGGESTED READINGS

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- Leavell, H.R. and Clark, E.G. (Nd), *Preventive Medicine for the Doctor in Community*.
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- Rao, M. (Ed.). (1999), *Disinvesting In Health: The World Bank's Prescriptions for Health*, New Delhi: Sage Publications.
- Sarafino E. P. et al. (2011), *Health Psychology* (7th ed.), New Delhi: Wiley India Publications.
- Smolenske, J. and Hear, F.B. (Nd), *Principles of Community Health*.
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Voluntary Health Association of India (1992), *State of India's Health*, New Delhi: VHAI.

World Health Organisation (1978), *Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF*, International Conference on Primary Health Care. Alma Ata: USSR.

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MSW SEM-III
SOCIAL WELFARE ADMINISTRATION
SW/III/ CC 11

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To acquire knowledge of the basic processes of social welfare administration.
- To develop an understanding of the social welfare administration at various level in India.
- To develop ability to analyze the practices and process of administration in specific settings and understanding change and conflicts.
- To learn to write projects, manage programmes through practicing various approaches to welfare managements.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Understanding Social Welfare Administration	Social Welfare Administration: Basic concepts, scope and principles Distinction between Public Administration and Social Welfare Administration Social welfare administration in India
II	Social Welfare Administration in India	Social welfare administration at different levels in India: central, state and local-administrative structure and functions Central and State social welfare board: structure and functions
III	General Administrative Practice	Administrative processes: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) Fund raising and Resource mobilisation Grants in Aid, The Foreign Contribution Regulation Act, 1976
IV	Non-governmental Social Welfare Organization	Characteristics, organizational design and structure, registration of organizations, constitution and policy---The Society Registration Act 1860 and The Indian Trust Act.1882 Civil Society Organisation and Development Work
V	Approaches to Welfare Management	Program model approach, project model approach Situational analysis---logical framework analysis, SWOT analysis
		Service project proposal, Research project proposal---steps

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VI	Project Formulation and Project Appraisal	in project formulation. Project appraisal, Monitoring and Evaluation
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LEARNING OUTCOME

- Able to understand the social welfare administration in order to get an insight about service planning and delivery system.
- Able to learn how to effectively manage social welfare programmes using various scientific techniques and approaches.
- Able to understand the basics the structural and the functioning pattern of NGOs.

SUGGESTED READINGS

1. Batra, N. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
2. Bhattachary, S. (2009). Social work administration and development. New Delhi: Rawat Publications.
3. Dubey, S.N. (1973). Administration of Social Welfare programmes in India. Bombay: Somaiya Publications.
4. Encyclopaedia of Social Work in India- Vol I & III. (1987). Ministry of Welfare. Government of India.
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6. Kohli, A.S & Sharma, S.R. (1998). Encyclopaedia of Social Welfare and Administration. New Delhi: Anmol Publication
7. Patel, N. V. & Rana, K, Girish. (2007). Personnel Management. Jaipur: Oxford Book Company
8. Planning Commission, (1984). Report of the Working Group on District Planning, Vol.1. New Delhi: Government of India
9. Planning Commission, (1985). Report of the Working Group on District Planning, Vol.2. New Delhi: Government of India
10. Rondinelli, Dennis, S. (1977). Planning Development Projects. Pennsylvania: Dowden, Hutchinson and Ross, Inc.
11. Roy, P. & Patil, B.R. (1977). Manual of Block Level Planning. Delhi: The Macmillan Company of India Ltd.

MSW SEMESTER – III

Course - SW/III/ CC 12

SOCIAL WORK RESEARCH -II

Time: 3 Hours

Credits: 4

Full Marks: 100

[Internal Assessment-20, Exam-80]

OBJECTIVES

- This course aims to familiarize students with the basics of quantitative research.
- This involves analyzing statistical data to answer certain research questions.
- The knowledge gained will enable the students to conceptualize, formulate and conduct simple research projects.
- It will provide a holistic understanding of major research strategies and the meaning, scope and importance of social work research.

COURSE CONTENT

NO	UNIT TITLE	CONTENT
I	Revision of concepts in Social Research	The Scientific Approach, Research Designs, Sampling, Data Collection.
II	Handling quantitative data	Coding, editing, mastersheet and tabulation plan. Statistical sampling Scaling- Likert, Thurstone, Guttman, Problems and tests of Reliability and Validity.
III	Presentation of data	Graphical and tabular presentation- Pie diagrams, graphs, bar diagrams, univariate and multivariate tables. Statistical Package for Social Sciences (SPSS) – introduction, basic steps, defining data, data entry, data transformation, data analysis, graphical (diagrammatic) presentation using SPSS.
IV	Analysis of Quantitative Data: Measure of central tendencies and dispersion	Mean mode and median. Range, mean deviation, standard deviation, quartile deviation and co-efficient of variation, merits and limitations of each, ANOVA.
V	Analysis of Quantitative Data: Correlation of data and Testing of data	Karl Pearson's coefficient, Spearman's coefficient of correlation. Test of hypotheses and its steps. Research hypotheses and null hypotheses- Type I error and type II error. Tests of chi-square, z and t and statistical application using SPSS.
VI	Research reports/ Dissertations	Planning outline of report, Editing for accuracy and neatness, standard formatting for referencing, footnotes and bibliography, dissemination of findings, preparing research abstract, book review.

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LEARNING OUTCOME

1. Able to understand the various concepts of social research.
2. Able to understand the differences between the social work research and social research.
3. Able to form an idea of the methodological aspect of social work/social research.
4. Able to grasp the basic concepts of statistics.

SUGGESTED READINGS

- Alston, M. and Bowles, W. 2003 *Research for Social Workers*, Rawat Publications
- Bailey, D.K, 1987: *Methods of Social Research*, Free Press, New York
- Das, N. G, 2010: *Statistical Methods*. Vol I and II, Tata McGraw-Hill Publishing Co. New Delhi. (available as an e-book)
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- Reichmann, W. J., 1981: *Use and Abuse of Statistics*, Penguin Books.

MSW SEMESTER-III

COURSE – SW/III/CC 13

URBAN AND RURAL COMMUNITY DEVELOPMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To understand the Rural and Urban community and its alignment with current development paradigm.
- To get insight into challenges of development endeavour and implications for social work practices.
- To understand the tribal problems in terms of social, economic and environmental problems.

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Rural Development I Historical Evolution	Concept of Rural Development: Its meaning, Nature, Scope in the arena of Development. Gandhi's and Tagore's concept of Rural Development, Bhudaan, Firka Project, Marthandam
2	Rural Development II Contemporary Context	Integrated Rural Development Programme, Pradhan Mantri Gram Sadak Yojana, Desert Development Programme (DDP), Mahatma Gandhi National Rural Employment Guarantee Programme (MNREGP), National Health Mission (NHM), National Livelihood Mission (NLM), Chipko, Narmada Bachao Andolan, Water Harvesting of Anna Hazare at Ralegan Siddhi
3	Rural Administrative Set-up	Panchayati Raj: Its Structure and Functions and administration of services & programmes. 73 rd Constitutional Amendment and its provisions.
4	Rural Economy	Concept and Nature of Rural Economy. Rural Finance: Role of Co-operatives, NABARD, Regional Rural Banks (RRB).
5	Urban Development	Meaning of Urban Development, Current trend of Urbanization process, its driving factor. Migration: Nature and Causes of migration from Rural area to Urban area. Jawaharlal Nehru National Urban Renewal Mission (JnNURM), Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
6	Tribal Development	Tribal Development: Its Concept and Nature. Definition of Tribes. National Policy for Tribals, 2007, Land Alienation Act, 1859, Panchayat Extensions in Scheduled Areas(PESA),1996, National Forest Policy, 1988

LEARNING OUTCOME

1. Able to form aviewpoint over various contemporary rural development programmes in understanding their significance in national economy.

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2. Able to conceptualize various challenges of rural and urban community and strategies to deal with it.
3. Able to analyse the role of national level policies for welfare of rural and urban community
4. Able to equip social work students with expertise to fight with menace in tribal areas

SUGGESTED READINGS

- Bhargawa, Gopal, 2001: Development of India's Urban, Rural and Regional Planning in 21st Century, Gyan Publishing, New Delhi.
- Desai, Vasant, 1991: Fundamentals of Rural Development, Rawat Publications, New Delhi.
- Prasad, B.K, 2003: Rural Development: Concept, Approach and Strategy, Sarup & Sons, New Delhi.
- Datt, Rudra & Sundharam, 2008: Indian Economy, S. Chand, New Delhi.
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- Singh, K.S, 1994: The Scheduled Tribes, Oxford University Press, Delhi.
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- Mascarentas, 1988: A Strategy for Rural Development, Sage Publication, Delhi.
- Diddee, Jayamala, 1993: Urbanization-Trends, Perspectives and Challenges, Rawat Publication, Jaipur.
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- Dubey, M.K, 2000: Rural and Urban Development in India, Commonwealth Publication, New Delhi.
- Gangrade, K.D, 1986: Social Work and Development, Northern Book Centre, New Delhi.
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- Narwani, G.S, 2002: Training for Rural Development, Rawat Publication, New Delhi.
- Maheswari, S. 1995: Rural Development in India: A Public Policy Approach, Sage Publication, New Delhi.
- Rao, 1997: Urbanization, Migration and Economic Development, International Book House, Delhi.
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- Singh, K 1993: Rural Development, Principles, Policies and Management, Sage Publication, New Delhi.

MSW SEMESTER – III
COURSE - SW/III/CC 14
HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- Develop an understanding of the concepts of human resource development and management in formal organizations.
- Gain knowledge about different legislative measures for employee welfare and industrial relation.
- To develop an understanding of HRM process and methods in industry
- To acquaint and help students in understanding the concepts of human resource management in formal organizations and develop appropriate skills and competencies in managing human resources.
- To comprehend an understanding of HRM process and methods in industry.

COURSE CONTENT

UNIT NO.	UNIT TITLE	CONTENT
I	Concept of Human Resource Development & Management	Concept of HRD & HRM, Personnel Management and HRM, Functions of HRM, HR Planning to Superannuation –the process.
II	Labour Welfare & Industrial Relations	History and concept of Labour Welfare, ILO and Industrial Relations. Importance of Labour Welfare, approaches and parties to IR and Collective bargaining. Trade unionism. Concept, causes and prevention of Industrial Disputes. The Trade Union Act-1926. Industrial Disputes Act-1947. Industrial Employment (Standing Orders) Act-1946
III	Employee Development	Concepts and methods of Employee Development. Performance Management and appraisal, Retention, Integrating HR with Business Process.
IV	Labour Legislations and Social Security	Concept of Social Security. Salient features of, The Payment of Bonus Act-1965, The Payment of Gratuity Act-1972, The Workmen’s Compensation Act-1923, The Employees’ State Insurance Act-1948, The Employees Provident Funds (Misc. Prov.) Act-1952, The Equal Remuneration Act-1976, and The Maternity Benefit Act-1961.
V	Maintenance and Retention	Meaning and theories of Motivation, Motivation and Morale. Worker’s Participation in Management. Leadership and Team Building. Communication in industry. Concept and approaches to discipline, Disciplinary action. Concept and sources of Grievances and Grievance handling procedures. Employee Counselling.
VI	Legislations and welfare of employees in industry	The Factories Act 1948, Role and functions of Labour Welfare Officer. Wage Legislations like the Minimum Wages Act-1948, The Payment of Wages Act-1936, The Payment of Bonus Act-1965.

LEARNING OUTCOME

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1. Able to understand the basic concepts of human resource management.
2. Gain an understanding of labour legislations in India
3. Able to relate social work interventions with employee welfare in industries

SUGGESTED READINGS

- Armstrong, M., 2001: *Handbook of Human Resource Management Practice* (9th ed). : Kogan Page, London
- Aswathappa, K., 1999: *Human Resource and Personnel Management*, Tata McGraw Hill Publishing Company Ltd., New Delhi
- Bolaria, B. S. and Bolaria, R. E., 1994: *International Labour Migration*, Oxford University Press, Delhi
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- National Commission on Labour, New Delhi, 2001: *Report of the Study Group on Umbrella Legislation for the Workers in the Unorganized Sector*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Review of Laws*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Skill Development, Training and Workers' Education*.
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Social Security*
- National Commission on Labour, New Delhi, 2002: *Report of the Study Group on Women and Child Labour*.
- Pareek, U and Rao, T. V., 1992: *Designing and Managing H R Systems*, Oxford and IBH Publishing, New Delhi
- Peter, F. Drucker, 1970: *The Practice of Management*, Allied Publiahers, New Delhi.
- Rao, T. V, 1996: *Human Resource Development Experiences, Intervention and Strategies*, Sage, New Delhi
- Saini, Debi S.: *Human Resource Strategy and Workplace Pluralism*, Management and Change, Vol 3., No. 1.
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- Stalker, P., 1994: *The Work of Strategies: A Survey of International Labour Migration*, ILO, Geneva
- Taylor, F.W., 1911: *The Principles of Scientific Management*, Harper and Brothers Publishers, New York.
- Verma, Pramod and Mookherjee, Surya, 1982: *Trade Unions in India*, Oxford and IBM Publishing Co., New Delhi.

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MSW SEMESTER - III
SW/III/OE 01
HUMAN RIGHTS, ADVOCACY AND ACTIVISM

Time: 3 Hours
 Credits: 2

Full Marks: 50
 [Internal Assessment-10, Exam-40]

OBJECTIVES

1. Understand the concept of Human Rights, its evaluation at the International level as well as in India and impact of the society.
2. Develop ability to understand areas of Human Rights and acquaintance with Human Rights machinery and their functions.
3. To acquire competency to apply knowledge of human rights and social legislation in social work practice

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Concept and Historical Perspective of Human Rights	Concept and meaning of Human Rights. Classification of Rights : Natural, Moral and Legal Rights, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights)
II	Evolution of Human Rights	Journey from Magna Carta to the Universal Declaration of Human Rights (Magna Carta; The united States Declaration of Independence; The French Declaration of the Rights of Man and the Citizen; United States Bill of Rights; Geneva Convention of 1864; Universal Declaration of Human Rights, 1948. International Bill of Rights (Significance of Universal Declaration of Human Rights,
III	Human Rights and the Law	Human Rights and the U.N. Charter; International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights , International Covenant on Civil and Political Rights, Theories of Human Rights, Human Rights and the Constitution of India.
IV	Advocacy and Activism	Concept of advocacy and activism, Concept of Public Interest litigation and Social Action, Networking, Campaigning, Role of Advocacy and Role of Social Action in promotion of human rights. Social Work profession and Human Rights
V	Human Rights, NGO's and Social Work	Role of Indian NGO's in furthering Human Rights, Amnesty International, Human Rights and Social Justice; Public Litigation, Legal Aid, Lok Adalat, Institutional mechanism for human rights in India, Role of National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST, National Commission for the disabled National Commission for the protection of the rights of the child.

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VI	Human Rights Violation	Human Rights violations in India; Difficulty in promotion of Human Rights. National Human Rights Machinery: Ombudsman, Human Rights Commission, The Protection of Human Rights Act.1993. Case studies on HR violations and Actions.

LEARNING OUTCOME

1. Able to understand the introductory concepts relating to human rights
2. Gain an insight in to the role of NGOs and social work in human rights advocacy and activism.
3. Able to understand the issues relating to human rights violation

SUGGESTED READINGS

1. AjitBhattacharji, 1997,Social Justice and the Indian Constitution, Simla Indian Institute of Advanced Studies.
2. Basuttil J. &Blsekburn R., 1997, Human Rights for the 21st Century, London Prentic Hall.
3. Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.
4. Government of India, 1987,Encyclopedia of Social Work in India (Vol 1-4), New Delhi: Ministry of Information & Broadcasting.
5. Jaiswal P.S. &Jaiswal N., 1996, Human Rights and the Law, New Delhi, Appt Publishing Corporation.
6. John S, 2001,(Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.
7. PanditV,l 2000, Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies. 8. Pathak B., 1997, Social Justice and Development of Weaker Section, New Delhi, Inter India Publication

MSW SEMESTER-III
COURSE – SW/III/OE 02
SOCIAL EXCLUSION AND INCLUSIVE POLICIES

Time: 3 Hours
 Credits: 2

Full Marks: 50
 [Internal Assessment-10, Exam-40]

OBJECTIVES

- To develop an understanding on very concept of marginalized sections, factors for their exclusion
- obtain ideas on some important laws, legislation, policies and welfare programmes for them so that learners can develop a correct attitude on the area while working with them.

COURSE CONTENT

UNIT NO	TITLE	CONTENT
I	Understanding Society & Marginalized Groups	Understanding Indian Society and caste system. Analyze various marginalized groups: Dalits, Tribal, OBCs, Sexual Minority, and PWDs etc. Different theoretical perspectives: System Theory and Conflict Theory
II	Social exclusion discourse	Discourses of exclusion: The Redistributive Discourse (RED), The Moral under Class Discourse (MUD), The Social Integrationist Discourse (SID) etc. Factors influencing exclusion.
III	India as an inclusive country	India as welfare state and inclusive country. Indian Constitution as guardian of safeguarding rights of Marginalized. Important Laws & Legislations to protect marginalized (SC, ST, PWDs):The SCs & STs Prevention of Atrocities Act 1989, The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, The Rights Of Persons With Disabilities Act, 2016, etc.
IV	Social Inclusion Initiatives: affirmative action and welfare programmes. Social Work Theories	Protective Discrimination Policy. Welfare and development Programmes for SC, ST, OBC and PWDs. Important Bodies for ensuring social justice: National Human Rights Commission, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Other Backward Classes. Social Work theories and inclusion: Radical to Critical; Anti-Oppressive Practices; Right Based Approaches.

LEARNING OUTCOME

- Able to learn the concept and aspects of public health
- Able to understand various dimensions of healthcare services and programmes.
- Gain different perspectives on health and social development and also the response of the social work profession.

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REFERENCES:

- Dominellie, L. 1997. *Anti Racist Social Work*, New York, Palgrave Macmillan
- David Howe. 2000. *A Brief Introduction to Social Work Theory*, New York Palgrave Macmillan
- Fransis J. Turner 1986. *Social Work Theories*. Oxford University Press
- Khan, M. A. (1980). *Scheduled Castes and their states in India*. New Delhi, Uppal Publication.
- K.S. Singh. (1994). *The Scheduled Tribes*, Oxford University Press, Delhi

- Muthuswamy & Brinda. (2015). *Swamy's Compilation on Reservation & Concession for Scheduled Castes, Scheduled Tribes and Other Backward Classes*, Swami Publishers Ltd, New Delhi.
- Malcolm Payne. 2005. *Modern Social Work Theory*. New York, Palgrave Macmillan
- Mullaly R. 2003. *Structural Social Work*. Oxford University Press, Toronto
- Webb, S. A. 2006. *Social Work in a Risk Society*. Palgrave Macmillan

MSW SEMESTER-III

COURSE – SW/III/OE 03

SUSTAINABLE LIVELIHOOD PRACTICES

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam-40]

OBJECTIVES:

- To understand the Sustainable livelihood in current development paradigm.
- To briefly explore various approaches of Sustainable livelihood.
- To carve-out association of various stakeholders with Sustainable livelihood.

COURSE CONTENT:

UNIT	TITLE OF UNIT	CONTENT
1	Introduction to Concept	Concept of Sustainable livelihood: Its meaning, Nature and Origin, Food Security and livelihood.
2	Framework	Livelihood Assets, Vulnerability context, Resilience, livelihood and Agrarian changes, Physical Capital, Natural Capital.
3	Strategies for Sustainable livelihood	Tourism, Agricultural intensification, livelihood diversification, Disaster Risk Reduction, Inclusion of Biodiversity and ecosystem, livestock management.
4	Analysis for Sustainable livelihood	Micro-Planning, Participatory Rural Appraisal, Rapid Rural Appraisal, Stakeholder analysis, Sub-sector analysis.
5	Institutional Intervention	Role of Government and NGO in Sustainable livelihood, NABARD, NDDB, Cooperatives.
6	Role of Social Work	Development Planning, Community mobilization, Advocacy and Social Action for Sustainable livelihood.

LEARNING OUTCOME

- Able to understand the importance and different dimensions of Sustainable livelihood in the present situation.

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- Develop familiarity with different approaches of Sustainable livelihood considering natural resource management as essential strategy.
- Able to comprehend the role of different stake holders in promotion and management of Sustainable livelihood.

SUGGESTED READINGS:

- Susanna Davis, (1996): *Adaptable Livelihoods: Coping with Food Security in the Malian Sahel*, London: Macmillan.
- Morse, Stephen, McNamara, Nora (2013): *Sustainable Livelihood Approach: A Critique of Theory and Practice*. Springer.
- Carney (2002): *Sustainable Livelihoods Approaches: progress and possibilities for change*, DFID, London.
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- Chambers, Robert (1995): *Poverty and Livelihoods: Whose Reality Counts?* IDS Discussion Paper 347, IDS, Brighton, UK.
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- Scoones, Ian (1998): *Sustainable Rural Livelihoods: A framework for analysis*. IDS, Working Paper 72, IDS, Brighton, UK.
- Marsh, R.(2003): *Working with Local Institutions to Support Sustainable Livelihoods*, Rural Development Division, FAO, Rome, Italy.
- Stephen Morse, Nora McNamara (2013): *Sustainable Livelihood Approach: A Critique of Theory and Practice*, Springer.
- Vishwambhar Prasad Sati (2013): *Towards Sustainable Livelihoods and Ecosystems in Mountain Regions*, Springer.
- Kiah Smith (2014): *Ethical Trade, Gender and Sustainable livelihoods: Women Smallholders and ethicality in Kenya*, Routledge.
- H.S Shylendra and Uma Rani (2005): *Diversification and sustainable rural livelihood*, Concept Publishing.

MSW SEMESTER-III
SW/III/SC 01
COMMUNITY HEALTH AND SOCIAL WORK

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES

- To help the students to develop an understanding of the concept of community health.
- To help students gain knowledge about family and environmental health.
- To help students gain an understanding on health care expenditures and emerging issues in community health.

COURSE CONTENT

UNIT	COURSE TITLE	COURSE CONTENTS
I	Introduction to Community Health	Understanding the concept of community health; difference between community health and public health; historical overview of community health programmes in India; present scenario and challenges in community health programmes in India.
II	Family Health	Family Planning: concept and methods; ante-natal and post-natal care; historical overview of family planning programmes in India; issues of morbidity and mortality at family and community levels.
III	Health Education for Communities	Health Education: concept, contents, principles, approaches to health education, models of health education; voluntary sector and health education at community level: an overview.
IV	Environmental Health	Concept of environmental health; water: water pollution and water purification methods; safe drinking water situation in West Bengal and in India; sanitation: concept, methods of waste disposal, historical overview of sanitation programme in India; Swachh Bharat Abhiyaan.
V	Health Care Expenditure and Privatization of Health Care	Comparative understanding on per capita health expenditure: Asian view and Global view; review of expenditure on health in Five Year Plans; overview on privatization of healthcare; out of pocket expenditure; RSVY: an overview.
VI	Some Emerging Issues on Health in Community	Occupational health; traditional systems of medicines (TSMs); rights of patients; hospital environment; pharmaceutical industries and drug patenting.

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LEARNING OUTCOME

1. Able to understand the concepts relating to community health in India
2. Able to understand health education needs and role of social workers
3. Gain an insight into emerging issues in the health sector

SUGGESTED READINGS

D'Costa, G.A, Vaidya, R & Naik, D. (2007), *Healthcare and Rights of Patients*, New Delhi: VHAI.

Park, K. (2005), *Textbook of Preventive and Social Medicine* (18th ed.), Jabalpur: Barnarsidass Bhanot Publications.

Rao, M. (Ed.). (1999), *Disinvesting In Health: The World Bank's Prescriptions for Health*, New Delhi: Sage Publications

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MSW SEMESTER-III

COURSE - SW/III/SC 02

PERSONS WITH DISABILITY AND SOCIAL WORK

Time: 3 Hours

Credits: 4

Full Marks: 100

[Internal Assessment-20, Exam-80]

OBJECTIVES

- Gain an understanding of disability, types of disability and its causes.
- Develop an understanding of the needs and problems of persons with disability.
- Understand the contexts of social work intervention in the field of disability and develop skills in counselling and rehabilitation of persons with disability.
- Gain knowledge about various policies and programmes for prevention of disability and rehabilitation of persons with disability.

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Concepts related to disability	Concepts of disability, Impairment and handicap. Causes of disability and the need for prevention. Models of disability, Health promotion-specific protection. Early detection and disability limitations.
2	Types and Extent of Disability in India	Various types and magnitudes of disability in India, the demographic profile and the recent trend of Person with disability Description of various type of disability
3	Problems of PWDs	Individual level and societal level, general and specific; Vulnerability of PWDs: Persons with multiple disabilities, Benchmark disability Persons with severe and profound disability,
4	National Policies and Legislations	Mental Health care Act 2017, National Rehabilitation Council of India Act, 1992, the persons with disabilities (Equal opportunities, Protection of Rights and Full participation) act, 1995, Un Convention on the rights of person with disabilities, National Policy for Persons with disabilities 2006, Rights of Persons with disabilities Act, 2016 etc.
5	Programmes and Services	Policies and Programmes, Institution Based Programmes and services and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department, NGOs intervention
6	Social Work Interventions	Interventions at the family, community level, institutional level; social work intervention with reference to different groups: children, adult, women, elderly with disability. Advocacy, networking

LEARNING OUTCOME

1. Able to know the basic concepts related to disability.
2. Able to gain knowledge on the policies and legislation related to disability in India

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3. Inculcate social work intervention knowledge related to disability

SUGGESTED READINGS

Alper, S. Schloss, P and Schloss, C, 1994: Families of the students with Disabilities Consultation and Advocacy, Allyn and Bacon, Boston.

Bhambhani, M. (1999). The burden of woman with Disabilities. Action Aid Disability News, 1 and 2, 22–24.

Chandra, Krishan, 1994: Handbook of Psychology for the disabled and Handicapped, Anmol Publication, New Delhi.

Hans, A and Patri, A, 2002: Women and Disability, Sage, New Delhi.

Harper, M and Momm, W, 1992: Self Employment for Disabled People, ILO, Geneva.

Hegarty, Seamus and Alur, Mithu, 2002: Education and Children with Special Needs From Segregation to Inclusion, Sage, New Delhi.

Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. International Journal of Management, Marketing and HRD, 1.

Oliver, Michael, 1996: Understanding Disability, Macmillan Press, London.

Peshwaria, R and Other, 1996: Understanding Indian Families. Having Persons with Mental Retardation, National Institute of Mental Health, Hyderabad.

Puri, Madhumita and Abraham, George, 2004: Handbook of Inclusive Education for Educators, Administrators and Planners within Walls, without boundaries, Sage, New Delhi.

Sapey, B, 1998: Social Work with Disabled People, Macmillan Hampshire.

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Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.

Venkatesan, S, 2004: Children with Developmental Disabilities, Sage, New Delhi.

Werner, David, 1994: Disabled Village Children-A Guide for community workers, Rehabilitation workers and Families, Voluntary Health Association in India, New Delhi.

World Health Organization, 1980: International Classification of Impairments, Disabilities and Handicaps, WHO, Geneva.

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MSW SEMESTER - III
COURSE – SW/III/SC 03
CRIME AND CORRECTIONAL ADMINISTRATION

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- To orient the learners to various theoretical aspects of crime and criminality.
- To familiarize the learners with various correctional institutions and social work interventions.

COURSE CONTENT:

UNIT NO	TITLE	CONTENT
1	Concept of Crime	Concept of Crime, Crime Statistics and major factors of crime, Theoretical framework of analysing crime: classical, neo-classical and positive theories. Physiological, Psychological theories and sociological theories.
2	Juvenile Delinquency	Meaning of the Concept, nature and Incidence, Characteristics, types, treatment, prevention: institutional services for juvenile delinquents, juvenile justice system, children in conflict with law
3	Social Work Practice in Correctional Institutions	Pre-release preparation, Under-trial prisoners: Remand/Observation homes, Certified/Approved Schools, Open institutions, special homes. Social work in institutional setting for juvenile
4	Victims pr survivors and crime	Victimology-Concept and implications for practice, Recent developments. Victims of crimes-genocide, homicide, physical assault, rape, molestation, domestic violence, crimes against children, elderly. Victims of political crimes. Social work with victims of cyber and political crimes, POCSO
5	Probation, Parole and Aftercare (PPA)	Origin and development of Probation, parole and aftercare-principles, statutory basis and organization of PPA. Pre-sentence investigation report, pre-parole report, eligibility criteria, Probation and parole prediction, probation and parole conditions, supervision and revocation. Recommendations of the Advisory committee on Aftercare. Role of welfare/Probation officers in probation, parole and aftercare.
6	Social Defence	Concept, Definition and objective of social defense. Institutional set-up of social defense in India, components of social defense. Classification, positivism in social defense. Restorative justice-an alternative to retributive justice. Social defense and implications for social work.

LEARNING OUTCOME

1. Able to understand the concepts of crime and juvenile delinquency
2. Recognize the need and issues of social work practice in different correctional settings
3. Able to learn the various Probation, Parole and Aftercare provisions and the concept of social defense

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MSW SEMESTER-IV
SW/IV/CC 15
MENTAL HEALTH AND SOCIAL WORK

Time: 3 Hours
 Credits: 4

Full Marks: 100
 [Internal Assessment-20, Exam-80]

OBJECTIVES:

- To help the students to develop an understanding of the concept of mental health.
- To help students to gain knowledge about the etiology, epidemiology of different diseases, physical as well as mental consequences and their implications for social work practice.
- To enable students to gain awareness about the mental health policy and planning.
- To help students to develop an understanding of skills required of a social worker in the field of mental health.

COURSE CONTENTS

UNIT	TITLE	CONTENTS
1	Introduction to Mental Health and Mental Illness: Psychiatric Social Work	History and concept of mental health, mental illness and psychiatric social work; stakeholders in psychiatric social work practice; consequences of mental health problems.
2	Mental Hygiene	Meaning, definition and scope of mental hygiene; characteristics and importance of mental hygiene; aims of mental hygiene; principles of mental hygiene; programme of mental hygiene.
3	Causes and Treatment of Mental Illness	Major and Minor Mental Illnesses, DSM V classification of disorders- classification of major mental disorders- aetiology, Classification, Symptoms, and Treatment.
4	Community Mental Health	Global situation, concept and objectives of community mental health; history and approaches to community mental health programmes in India; community mental health and NGOs; present challenges in India.
5	Programmes and Policies for Mental Health	Global Conventions; Mental Health Care Act, 2017 National Mental Health Programme, Policy on Mental Health 2016
6	Application of Psychiatric Social Work	Role of social worker in improving mental health – prevention, treatment and promotion; use of various therapies in mental health; practice of psychiatric social work in different settings like family and child welfare agencies, schools, correctional institutions, hospitals, deaddiction centres, etc.

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LEARNING OUTCOME

- Able to develop an understanding of the concept of mental health.
- Able to gain knowledge about the etiology, epidemiology of different diseases, physical as well as mental consequences and their implications for social work practice.
- Able to gain awareness about the mental health policy and planning.
- Able to develop an understanding of skills required of a social worker in the field of mental health.

SUGGESTED READINGS

Bhatia, M.S.(2007), *Mental Disorders- Misconceptions and Realities*, New Delhi: NBT.
Colman, J. C. and William, B. E. (1972), *Abnormal Psychology and Modern life*, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.

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Gardner, M. (1964), *An Introduction to Psychology*, Calcutta: Oxford and IBH Publishing.
Mane, P. and Gandevia, K.Y. (1993), *Mental Health in India: Issues & Concerns*, Bombay: TISS.

Morgan and King. (1993), *Introduction to Psychology*, New Delhi: Tata McGraw Hill.

Mangal, S. K. (2007), *General Psychology*, New Delhi: PHI Private Limited.

Murthy, R.S. (2000), *Mental Health in India (1950-2000)*, Bangalore: PAMH.

Palmer, S. (2004), *Introduction to Counselling and Therapy: The Essential Guide*, New Delhi: Sage Publications.

Pilgrim, D. (2014), *Key Concepts in Mental Health*, New Delhi: Sage.

Verma, R. (1991), *Psychiatric Social Work in India*, New Delhi: Sage.

MSW SEMESTER – IV
COURSE – SW/IV/CC 16
COUNSELING: THEORY AND PRACTICE

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- Help students develop an understanding of counseling as a tool for helping people.
- Develop attitude and values for proper investment of self in counselling work.
- Help students gain knowledge about various approaches in counselling and develop the appropriate skills in counselling.
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COURSE CONTENT:

UNIT NO	UNIT TITLE	CONTENT
I	Counselling as a method of Helping	Concept ,Definition and Goals of Counselling, The Phases of the Counselling Process (Relationship Building,ProblemAssessment,GoalSetting,Intervention, and Termination and Referral), Characteristics of an Effective Counsellor, Challenges as faced by a Counsellor
II	Skills and Techniques of Counselling	Techniques -- Listening, Responding, Goal setting, Exploration and Action, Psychodrama, Role play Skills--Acceptance,RapportBuilding.Listening, Empathy, Genuineness, Unconditional positive regard,Concreteness,Questioning,Leading,Reinforcing ,Reflection of Feelings, Summarising, Counsellor Self-Disclosure, Issues of Confidentiality Transparency
III	Counselling Approaches	Psychoanalysis, Client Centred, Existential, Rational Emotive Therapy, Behaviour Modification Therapy
V	Counselling of Special Groups -	Counselling for HIV/AIDS, Substance Abuse, Elderly People, Persons with Disabilities, Trafficked Women and Children
VI	Various Avenues of Counselling Interventions	Crisis Counselling, Post Trauma Stress Management , Use of Psychological Tests, Yoga, Music and Spirituality
VI	Ethics in counselling	Need for Ethical Standards, Rights of Client, Transference and Counter transference in Counselling Practices, Research in Counselling

LEARNING OUTCOME

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1. Able to gain an overview of various uses of counselling in different settings.
2. Able to learn counseling practices in various settings in a very scientific manner so that human resource may be more productive
3. Able to understand the techniques of an effective counselling.

SUGGESTED READINGS:

- Ackerman, Nathan W., 1994: *Treating the troubled Family*, Basic Books, New Jersey.
- Bond, Tim, 2000: *Standards and Ethics for Counselling in Action*, Sage, London.
- Colledge, Roy, 2002: *Mastering Counselling Theory*, Palgrave, Macmillan, New York.
- D' Ardenne and Mathani, Aruna, 1999: *Transactional Counselling in Action*, Sage, New Delhi.
- Felthan, C. and Horton, I (ed.); 2006: *The Sage Handbook of Counselling and Psychotherapy*, Sage, London.
- Geldard, Kathrya and Geldard, David, 2004: (2nd edition), *Counselling Adolescents; The Proactive Approach*, Sage, London.
- Nelson-Jones, R., 2006: *Theory and Practice of Counselling and Therapy*, Sage, London.
- Nichols, Michael P., 2007: *The Essentials of Family Therapy*, Pearson Education Inc. Boston.
- Scott, Michael J. 2001: *Counselling for Post-Traumatic Stress Disorder*, Sage, London.

MSW SEMESTER-IV
SW/IV/CC 17
SOCIAL POLICY AND PLANNING

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- Develop an understanding of social policy in the perspective of the national goals as enumerated in the Constitution of India.
- Develop capacity to critically examine policies which have an important bearing on social development and social work practice.
- Develop an understanding of the significance of planning policy for social welfare and the process of policy formulation.

COURSE CONTENT:

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to Social Policy	Meaning, characteristics, objectives, scope and models of social policy; determinants of social policy; issues of social policy based on Indian Constitutional provisions-Directive Principles of State Policy and Fundamental Rights.
II	Social Policy and Other Policies	Social policy versus public policy, social policy versus economic policy, social policy versus social welfare policy, how do social workers use social policy in their practice?
III	Social Planning	Concept, goals and principles of social planning; distinction between social planning and economic planning; social planning in India (Five Year Plans); problems of social planning in India; prerequisites for success of social planning.
IV	Process of Social Planning	Union and State level planning process; Planning Commission and NITI Aayog; planning process at organizational level: SWOT Analysis, Logical Framework Analysis.
V	Policy Formulation	Need and process of policy formulation in India, different political ideologies in policy formulation, role of civil society institutions in social policy formulation.

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VI	Social Policy in India	Meaning of social exclusion and marginalization, impact of globalization in this context; social policies related to different disadvantaged groups such as aged, women, children, girl child, child labourer, persons with disability, SCs/STs, OBCs, etc.
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LEARNING OUTCOME

1. Able to understand the concepts of social policy and its linkage with other policies
2. Able to understand the concepts of social planning and its formulation
3. Gain an insight into the aspect of social policy in India

SUGGESTED READINGS:

- Adamas, R. (2002), *Social Policy for Social Work*, Singapore: Palgrave Macmillan.
- Beldock, J. M. et al.(ed.), (1999), *Social Policy*, Oxford: Oxford University Press.
- Bharadwaj, R. and Nadkarni, (1992), *Planning for Social and Economic Development*, New Delhi: Sage.
- Bhartiya, A.K., (2009), *Introduction to Social Policy*, Lucknow: New Royal Book Company.
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- Bochel, H. and Daly, S. (2005), *Social Policy*, London: Routledge.
- Bulmer, Martin, (1986), *Social Sciences and Social Policy*, London: Allen and Unwin.
- Chakraborty, Sukhomoy, (1987), *Development Planning: The Indian Experience*, New Delhi: Oxford University Press.
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- Hill, M. and Hupe, P. (2014), *Implementing Public Policy*, New Delhi: Sage.
- Kraft, M. E. and Furlong, S. R. (2015), *Public Policy- Politics, Analysis and Alternative*, New Delhi: Sage.
- Kabra, Kamal Nayan, (1997), *Development Planning in India*, New Delhi:Sage.
- Singh, Surendra (ed.), (2012), *Encyclopaedia of Social Work in India*, Lucknow: New Royal Book Company.
- Simpson, G. and Connor, S. (2011), *Social Policy for Social Welfare Professionals*, London: The Policy Press.
- Spicker, P. (2010), *Social Policy – Themes and Approaches*, Jaipur: Rawat.
- Titmus, R.M., (1986), *Commitment to Welfare*, London: Allen and Unwin.

MSW SEMESTER IV
COURSE – SW/IV/ CC 18
S O C I A L D E V E L O P M E N T

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES:

- Critically understand the concept, content and process of social development
- Identify linkages between social needs and development
- Locate strategies necessary for social development and reinforce values of social justice and equality

COURSE CONTENTS:

UNIT NO.	UNIT TITLE	CONTENT
I	Introduction to Social Development	Global social conditions and the concept of social development, dynamics with economic development. Overview of United Nations Millennium Development Goals.
II	Issues in Social Development	-Growth and Equity -Quality of Life -Minimum Needs
III	Measuring social development	-Definition, Utility, Types, Problems in Construction of Social Indicators, the Human Development Index (HDI).
IV	Social Work and Social Development	Social Development Approach to Social Work. Role of social work in social development with particular significance in the context of globalization, Developmental social work, key practice skills and investment strategies.
V	Selected development approaches	-A Rights Based Approach to Development -Human Development Approach
VI	Problems of Social Development in India	Poverty, unemployment, illiteracy, population growth, corruption, terrorism.

LEARNING OUTCOME

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1. Able to understand the concepts relating to social development
2. Able to link the concepts of social work and social development
3. Gain an understanding of the different approaches in social development
4. Able to understand the various social problems in India

SUGGESTED READINGS:

- Caporaso, J. and Levine, D. 1992. *Theories of Political Economy*. Cambridge University Press. UK
- Amy Conley, "Social Development, Social Investment, and Child Welfare." Chap. 2 in Midgley and Conley, pp. 31-54.
- Correll, D. (2008). The politics of poverty and social development. *International Social Work*, 51(4), 453-466.
- Hayami, Y and Godo, Y 2006. *Development Economics* (Third edition), OUP (Indian Edition)
- Issues of *Economic and Political Weekly*, *Social Development*, *Frontline*, *Yojana* and other relevant journals and magazines. Newspaper reading compulsory.
- Nancy Giunta, "Productive Aging and Social Development." Chap. 3 in Midgley and Conley, pp. 55-70.
- Kolstad, C. 2000. *Environmental Economics*. OUP.
- Meier, G and Rauch, J 2006. *Leading issues in Economic Development*, OUP (Indian Edition)
- Roestenburg, W. & Oliphant, E. (2012). Community based juvenile offender programs in South Africa: Lessons learned. *Journal of Community Practice*, 20(1-2), pp. TBD.
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- Lightfoot, E. & Kalomo, E. (2010). The interplay of population aging and HIV/AIDS on social development in southern Africa: The case of Namibia. *Social Development Issues*, 32(1): 1-15.
- Oommen, T. K., 2004: *Nation, Civil Society and Social Movements: Essays in Political Sociology*, Sage, New Delhi
- Patel, L, Kaseke, E., & Midgley, J. (2012). Indigenous welfare and community based social development: lessons from African Innovations. *Journal of Community Practice*, 20(1-2), pp (to be determined).
- Peet, R. 2005. *Theories of Development*. Rawat Publications. New Delhi.
- Ray, D 2003. *Development Economics*, OUP, New Delhi.

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- Ray, R. and Katzenstein, M. 2006. *Social Movements in India- Poverty, power and politics*. UP, New Delhi.
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- Singha Roy, D.K.(ed) 2003. *Social Development and the Empowerment of the Marginalized Groups-Perspectives and Strategies*. Sage. New Delhi.
- Thirlwall, A.P. 2005. *Growth and Development*. ELBS
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- UNDP, *Human Development Reports*, World Development Reports.
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<http://www.un.org/millennium/declaration/ares552e.pdf>

MSW SEMESTER – IV
COURSE- SW/IV/CC 19
NGO MANAGEMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

- To develop an ability to use social work methods in conjunction with managerial principles of NGOs.
- To gain knowledge related to administration of NGOs.
- To get an understanding of management procedures of development agencies and their project formulation strategies.

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Concept of NGO	Definition, Classification of NGOs-Rights-based organization, Faith based organizations, History of NGOs in India. Types of NGOs
2	Formation of NGO	Preparation of Bye laws, Memorandum of Association (MOA), Registration under Indian Societies Registration Act 1860, Foreign Contribution Regulation Act (FCRA), 2000
3	Components of Management	POSDCORB, Fundraising, Communication, SWOT Analysis.
4	Project Management	Project identification, Project Proposal writing, Funding and Resource mobilization, Report writing.
5	Administration of NGO	Concept of Administration, Central Social Welfare Board, State Social Welfare Board and NGOs
6	Mainstreaming & Networking	Coordination between National level NGOs like SEWA, PRADAN, Networking between NGOs and Government bodies.

LEARNING OUTCOME

1. Able to manage Non-governmental organizations from both theoretical and operational points of view.
2. Able to know funding and managerial aspects of NGO.
3. Gain an insight into networking and liasioning between various social service organizations.
4. Able to know the modalities for formation of NGO.

SUGGESTED READINGS:

- Bhavesh M. Patel (2000): *Project Management*, Vikas Publishing House Pvt.Ltd., New Delhi.
- Clark, John, (1991): *Voluntary Organisations: Their Contribution to Development*. London, Earth Scan.
- Dharmarajan, Shivani (2007): *NGO as Prime movers*, Kaniska Publication, NewDelhi.

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- Eade Deborah and Literingen Ernst.(eds.) (2006): *Debating development-NGOs and the Future*, New Delhi: Rawat.
- Ginbery, Leon. H (2001): *Social Work Evaluation - Principles and Methods*, Singapore, Allyn and Bacon.
- Haltlas R.G.G and Sandra C.Mckee (2003): *Practical Project Management*, Pearson Education.
- Joy. P.K. (1994): *Total Project Management*, Macmillan India Limited.
- Kandasamy, M.(1998): *Governance and Financial Management in Non-Profit Organizations*. New Delhi: Caritas India.
- Kumar, A (2003): *Social Change through NGOs*, New Delhi, Anmol Publishers.
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- Mukherjee, Neela (1995): *Participatory Rural appraisal and Questionnaire Survey*, New Delhi: Concept publication.
- Nagarajan. K (2001): *Project Management*, New age international (P) Ltd. New Delhi.
- Narayan. B (1999): *Project Management*, A.P.H Publishing Corporation, New Delhi.
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- Shaghil M, Mushtaque M. (1993): *Project Formulation concept and Approaches*, Print Well, Jaipur.
- Vasant Desai (1997): *Project Management*, Himalaya publishing house, Mumbai.

MSW SEMESTER-IV
COURSE - SW/IV/OE 04
ALCOHOL AND SUBSTANCE ABUSE

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam -40]

OBJECTIVES:

- To develop an understanding of the extent of prevalence of alcohol and substance abuse.
- To gain insight into the manifestations of the problem of alcohol and chemical dependency in the society.
- To acquire relevant information on the methods of working with alcohol and substance abusers and develop the skills of counselling and intervention.

COURSE CONTENT:

UNIT	TITLE	CONTENT
I	Basic Concepts related to Substance Abuse	Concept of substance Abuse. Types of substance abuse and causes of substance abuse among adolescents, teenagers, adult and women.
II	Prevalence of Substance Abuse	Nature and Extent of the problem of substance abuse in India.
III	Effects of Substance Abuse	Effects of substance abuse on individual, family, community and work place.
IV	Problem of Substance Abuse	Physical complications related to substance abuse-assessment of different drug and substances.
V	Management and Care	Management and treatment of alcohol, substance and chemical dependent. Methods of intervention like Yoga therapy, art therapy, music therapy, group therapy, occupational therapy etc. Alcohol Anonymous, Narcotic anonymous, Family anonymous.. After care service for sobriety and recovery relapse prevention.
VI	Policies, and Role of Social Workers	Prohibition in India. The Narcotics Drugs and Psychotropic Substance Abuse Act, 1985.. Role of Social workers in the area of prevention and rehabilitation of alcohol and substance abuser.

LEARNING OUTCOME

1. Able to understand the basic concepts relating to substance abuse
2. Gain an insight in to the situation, effects and problems relating to substance abuse
3. Able to link the role of social workers in dealing with issues of substance abuse

SUGGESTED READINGS:

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- Gladding, Samuel. T, 1995: Family Therapy: History, Theory and Practice, Printice Hall, New Jersey.
- Durrant, Russel and Thakur, Jo, 2003: Substance Use and Abuse, Cultural and Historical Perspectives, Sage, Thousand Oaks.
- Jordon Cathleen, 2003: Clinical assessment for Social Worker (2nd edition) Lyceum Books, Chicago.
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- Mangal, S.K, 1989: Abnormal Psychology, Sterling Publishers Pvt. Ltd, New Delhi.
- Musak, Douglas N, 1992: Drugs and Rights, Cambridge University Press, London.
- O'Hare Thomas, 2009: Essential Skills of Social Work Practice, Lyceum Book, Chicago.
- Park, K, 1995: Textbook of Preventive and Social Medicine, M/S Banarasi Das, Jabalpur.
- Perkinson, Robert R, 2003: The Alcoholism and Drug Abuse Patient Workbook, Sage, Thousand Oaks.
- Rasmussen, Sandra, 2000: Addiction Treatment, Sage, Thousand Oaks.
- TTRCRF, 1992: Alcoholism and Drug Dependency: Issues and Treatment Procedure in Aftercare. An advanced Master Guide for Professionals, T.T Ranganathan Clinical Research Foundation, Madras.
- Velleman, Richard, 2001: Counselling for Alcohol Problems, Sage, London.
- VHAI, 1986: A Rational Drug Policy: Problems, Perspectives and Recommendations, Voluntary Health Association of India, Delhi.
- Walrond Skinner Sw, 1977: Family Therapy Treatment of Natural System, Routledge & Kegan Paul, London.

MSW SEMESTER – IV
COURSE - SW/IV/OE 05
ECOLOGY AND SOCIAL WORK

Time: 3 Hours
 Credits: 2

Full Marks: 50
 [Internal Assessment-10, Exam -40]

OBJECTIVES

1. To generate discussion on the inter relationship of ecology, environment and human society
2. To understand the environmental issues, their management and the affirmative actions
3. To study social movements and the associations/organisations concerned with environmental issues
4. To understand the integration of social work with ecology and environment

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Basic Concepts	Human relations to Ecology, Environment and Society Changing patterns- from survival needs to emerging consumerism Perspective on environment- Marxist, Technocentrist and Functional Indian thought and Environment-traditional and Gandhian perspectives on environment Concept of natural resources, resources and reserves, Various types of natural resources.
II	Development Process and Environment	Development Processes and Environment: Technology, Industrialization, Urbanization and Globalization- their impact on Environment Commercialization of Agriculture, changing land use patterns and the rural society Construction of Dams and its consequences- Displacement, Relocation and Rehabilitation; Deforestation and Ecological Imbalance
III	Environmental Issues	Pollution of Natural Resources: Air, Soil and Water Population, Sanitation, Housing, Encroachments over Common Property Resources and environment; Energy crisis and Rural Poverty Waste matter - disposal, recycling, renewal: problems and issues Effects of environment on human culture, food habit, livelihood and health

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IV	Affirmative Action and Management	<p>State and the environment preservation, Rio Summit and its implications, government policies and programmes related to environment, panchyats and environment</p> <p>Legislations related to environment- needs and importance</p> <p>Initiatives for environment protection and management- civil society organisations, international and national organizations</p> <p>Environment management: role of traditional, state controlled, people controlled and jointly managed systems</p>
V	Environmental Movements	<p>Ecological movements: Global level, people’s initiatives to save their environment- Chipko Movement, Save Forests Movement, Save Ganga Movement, Mitti Bachao Andolan, Movements against big dams- Narmada and Tehri, Eco farming-natural farming efforts</p> <p>Role of environmental activists: Vangari Mathai, Vandana Shiva, Medha Patkar, Sunder Lal Bahuguna and Arundhaty Roy.</p>
VI	Environmental Consciousness and Social Work	<p>Women, youth and conservation of environment; Environmental education and awareness at primary and secondary levels, Environmental education for students, tribal, rural and urban people.</p> <p>Social work initiatives at different levels-different roles of social workers in protection and management of environment</p>

LEARNING OUTCOME

- Able to develop familiarity with various concepts related to ecology, their inter relationships and different environmental issues affecting human society.
- Able to understand global initiatives for environmental preservation especially the ecological movements, the role of their leads and strategies adopted.
- Able to comprehend of the integration of social work in addressing environmental issues.

SUGGESTED READINGS

1. Arnold, D. and Guha, R. (1999). (eds.), Nature, Culture, Imperialism; Essays on the Environmental History of South Asia, Delhi, OUP
2. Gadgil, M. and Guha, R. (1995). Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi
3. Gadgil, M. and Guha, R. (1994). This fissured Land: An ecological History of India, OUP, Delhi

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4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.
5. Guha, R. (1991). The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, OUP, Delhi
6. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD).
7. Krishna, S. (1996). Environmental Politics; People's lives and Developmental Choices, Sage, Delhi
8. Mrs, M. and Shiva, V. (1993). Eco-feminism, Delhi
9. Owen, D.F. (1980). What is Ecology, Oxford University Press
10. Shiva, V. (1993). Minding our Lives, Women from South and North Reconnect Ecology and Health, Kali ,Delhi.

MSW SEMESTER –IV
PAPER-SW/IV/OE 06
CARE AND MANAGEMENT OF ELDERLY

Time: 3 Hours
Credits: 2

Full Marks: 50
[Internal Assessment-10, Exam-40]

OBJECTIVES:

- Gain an understanding of the demographic changes and develop perspective on population of ageing.
- Develop sensitivity to the needs and problems of elderly. Gain knowledge about the policies and programmes for elderly.
- Gain an understanding of the role of social worker in working with elderly and develop required skills.

COURSE CONTENT

UNIT NO	UNIT TITLE	CONTENT
I	Ageing and aged	Meaning and definition of aged; Socio-Cultural, Economic, Legal and Residential needs of elderly. Demographic profile- concepts of geriatric and gerontology.
II	Rural Elderly	Differences between rural and urban elderly in terms of composition, social background, problems faced and significance for social work practice.
III	Elderly and Physical Health	Physical problems encountered by elderly.
IV	Elderly and Mental Health	Dementia, Alzheimer's disease, derelium-concept, meaning, causes, types, prognosis and treatment-role of caregivers.
V	Elderly Abuse	Concept, meaning, causes, types and implications for social work practice.
VI	Social Work with Elderly	Contexts of intervention and methods of intervention. Developmental programmes for elderly.

LEARNING OUTCOME

1. Able to understand the concept of geriatric science and gerontology
2. Able to form an idea about the role of social workers with the elderly
3. Able to form an undersanding of the government policies and programmes reling to the elderly

SUGGESTED READINGS :

- Dandekar, Kumudini , 1997: The Elderly in India, Sage, New Delhi.
- Desai, Murli & Siva, Raju , 2000: Gerentological Social Work in India – Some Issues & Perspectives , B.R. Publishing, Delhi.
- Dhar, Chowdhury, Rajgopal, 2004: The Graying of India; Population of Ageing in the Context of Asia, Sage, New Delhi.
- Dhillon , P.K.; 1992: Psych-social Aspects of Ageing in India , Concept Publication Co., New Delhi .

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- Featherstone , Mike & Andrew , Wernick 2008: Image of Ageing , Rutledge II, London
- Khan, M.Z.: 1997: Elderly in Metropolis, Inter-India Publishers, New Delhi.
- Kunkel, Suzanne, 2001: Ageing-the Social Context, Pine Forge Press, New York.
- Krishnan, P and Mahadevan, K. (ed.), 1992: The Elderly population in the Developing World: Policies, Problems & Perspective, B.R. Publishing, New Delhi.
- Marshall, Mary, 1983: Social Work with Old-People, the Macmillan Press Ltd.
- Rao, SR., 2003: “Health & living arrangements of the elderly in India “ in K.B. Pathak 7 Others (ed.), 2003: Dynamics of Populations & Family Welfare, Himalaya Publications , Mumbai
- Reddy, L.K., 2004: “Health & Attitude towards health among the elderly” in Vinod Kumar (ed.): Ageing-Indian Perspective & Global Scenario, All India institute of Medical Sciences, New Delhi.

MSW SEMESTER - IV
COURSE - SW/IV/SC 05
CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

OBJECTIVES

1. To understand the concept of CSR theories and approaches
2. To investigate the different facets of CSR , sectors of activities
3. To analyse the reporting and extent of disclosures by companies and extent of development of social entrepreneurship in India

COURSE CONTENT

UNIT	TITLE	CONTENT
1	Corporate Social Responsibility	Concept of CSR, Dimensions, Evolution of CSR globally and in India, Benefits of CSR, CSR under Company's Act 2013, Relevance of CSR in today's world
2	Theories of CSR	Pyramid Theory, Shareholder Theory, Stakeholder Theory, Triple Bottom-line Theory
3	Different Facets of CSR	Corporate Governance Corporate Citizenship, Corporate Sustainability, Business Ethics and CSR
4	CSR Initiatives and Best Practices in India	CSR in the field of Health, Education, Livelihood Generation and Environmental Protection
5	CSR Reporting and Accountability	Essence of CSR Reporting and Disclosure, Social Accountability of Business, Role Govt and NGOs in CSR Activities.
6	Successful CSR Models	Models of CSR, TATAs, Aditya Birla Group, Reliance Foundation, Azim Premji Foundation, ITC ,HUL etc.-Models in the Public sector like ONGC, SAIL, NTPC etc.- concept of Public Private Partnership (PPP)

LEARNING OUTCOME

1. Able to understand the theoretical aspects of corporate social responsibility

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2. Able to gain an insight into the CSR initiatives in India
3. Able to learn the CSR reporting and accountability

SUGGESTED READINGS:

- 1) Agrawal Sanjay K Corporate Social Responsibility, Sage Publications, New Delhi.
- 2) Katamba David, Zipfel Christoph and Haag David, Principles of Corporate Social Responsibility (CSR): A Guide for Students and Practicing Managers in Developing and Emerging Countries, Strategic Book Publishing.
- 3) CII-PwC Handbook on Corporate Social Responsibility in India
- 4) Taxmann Companies Act 2013, Taxmann Publications Pvt. Ltd.
- 5) Cohen Elaine, CSR for HR: A Necessary Partnership for Advancing Responsible Business Practices
- 6) Kotler Philip and Nancy Lee, Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause, Wiley Publications.
- 7) Epstein Marc, Measuring and Improving Social Impacts: A Guide for Nonprofits, Companies, and Impact Investors
- 8) Sapru R K, Public Policy: Formulation, Implementation and Evaluation
- 9) Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.
- 10) Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company
- 11) Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
- 12) Cannon, T. (1992). *Corporate responsibility* (1st ed.) London: Pitman Publishing
- 13) Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.
- 14) Ellington. J. (1998). *Cannibals with forks: The triple bottom line of 21st century business*. New Society Publishers

MSW SEMESTER - IV
COURSE - SW/IV/SC 06
POPULATION AND DEVELOPMENT

Time: 3 Hours
Credits: 4

Full Marks: 100
[Internal Assessment-20, Exam-80]

Objectives

- Understand why demographic data is essential to understand an economy.
- Draw inter-relationships between demography and development.
- Understand the need and significance of effective population policies and their implementation.
- Familiarise them with the human development indices.

Unit	Title	Contents
1.	Population and Development:	Concepts - Difference and similarities between Demography and Population Sciences - Methods of Demographic Data Collection: Primary and Secondary sources of data collection (census, vital statistics, sample survey, dual reporting system – SRS, Data from national health program/disease surveillance, hospital statistics, police records, remand homes etc.).
2.	Population Composition	Sex composition, Age structure Population pyramids - Demographic transition (Fertility and fertility control; Mortality). Demographic dividend (Concept, scope and applications). Migration (types, factors & consequences).
3.	Population and Development Debate	Theory of Thomas Malthus – Population Bomb – The Ultimate Resource.
4.	Population Policy (2002)	Objectives, Strategies, legislation, public support, commissions, funding, motivational and promotional measures.
5.	Human Development	Concepts of development and measures: limitations of per capita income as an indicator of development; emphasis on equality, Lorenz curve and Gini coefficient; towards human centered development-welfare approach, investment in human capital approach, physical quality of life index (PQLI); human development index (HDI), gender development index (GDI), Concepts and Measures of Poverty, human poverty index (HPI); concept of sustainable development; concepts of social development, social capital and social change.
6	Sustainable Development	Brudtland Commission , Paris Declaration, Environment and Sustainability, Millennium Development Goals and Sustainable Development Goals

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LEARNING OUTCOME

- Understand the concept of population and development
- Develop understanding towards understanding population composition, demography, migration theories
- Develop ability to identify population policy, legislation and promotional measures.
- Develop knowledge of human development and various parameters and indices of development
- Understand sustainable development and link social work effectively to it

Readings

Agarwala, S. N. (1972). *India's Population Problem*. Bombay: Tata McGraw Hill Co.

Agnihotri, S. B. (2000). *Sex ratio in Indian Population: A Fresh Exploration*. New Delhi: Sage

Bogue, D. J. (1971). *Principles of Demography*. New York: John Wiley.

Bose, A. (1996). *India's Basic Demographic Statistics*. New Delhi: B. R. Publishing Corporation.

Chenery, H. and Srinivasan, T. N. (Eds.). (1989). *Hand Book of Development Economics* (Vol. 1 and 2). Amsterdam: Elsevier.

Choubey, P. K. (2000). *Population Policy in India*. New Delhi: Kanishka Publications.

Coale, A. J. and Hoover. E. M. (1958). *Population Growth and Economic Development in Low Income Countries : A Case Study of India's Prospects*. Princeton: Princeton University Press.

Gulati, S. C. (1988). *Fertility in India : An Econometric Study of a Metropolis*. New Delhi: Sage.

Simon, J. L. (1992). *Population and Development in Poor Countries*. Princeton: Princeton University Press.

Srinivasan, K. (1998). *Basic Demographic Techniques and Applications*. New Delhi: Sage.

Srinivasan, K. and Shariff, A. (1998). *India: Towards Population and Demographic Goals*. New Delhi: Oxford University Press.

Sryrock, H. et. al. (1973). *The Methods and Materials of Demography*. Washington, D. C.: US Department of Commence.

United Nations. (1973). *The Determinants and Consequences of Population Trends* (Vol. 1). New York: UNO Publications.

PhD in Social Work

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**Department of Social Work
Visva-Bharati
Sriniketan**

Ph.D Course Curriculum

COURSE I – ADVANCE RESEARCH METHODOLOGY

(8 Credits)

Social Research – A

Unit - I: Basics of Social Research

- DTS
- a. **The Scientific Approach:** Concept of science, four methods of knowing science, features of scientific method, scientific approach in research.
 - b. **Social Research and its Basic Elements:** History, meaning, use & abuse, and stages of social research; choice of research problem and factors affecting choice in social research; concept and variables, propositions, relationships between variables; hypothesis, strategies for hypothesis formulation and verification, deduction vs induction, ethical issues in social research.
 - c. **Measurement in Social Research:** concept of measurement, levels of measurement, nominal, ordinal, and interval and ratio measures, discrete vs continuous variable, validity and reliability of measurement.
 - d. **Research Design:** Importance of research design, types; descriptive research design, diagnostic research design, experimental research design and evaluation research; cross sectional versus longitudinal studies.

Unit - II: Data Collection

- SBS
- a. **Source of Data:** Secondary and Primary
 - b. **Reviewing the literature:** why? For whom? How?
 - c. **Methods of data collection from primary sources;** survey method, observation techniques, questionnaire schedule, focus group, discussion case study approach, PRA and RRA, evidence based research methods and mixed methods research. SMP
 - d. **Designing Questions:** Close ended versus open ended questions, wording of question, structure and design of questionnaires and schedules, response rate, checking for bias due to non-response
 - e. **Scaling:** meaning, advantage and qualities of scales, types; Likert Scale, Thurstone Scale, Bogardus Scale, Guttman Scale, Sociometry.
 - f. **Sampling:** meaning of sampling, population/Universe, representative sample; Techniques of sampling; probabilistic and non – probabilistic sampling; biases and errors in survey.

Social Research - B

Unit - III: Data Analysis and Interpretation

- PR
- a. Quantitative versus Qualitative Research
 - b. Analysis of quantitative data
 - i. Diagrammatic presentation of Data
 - ii. Statistical methods of data analysis; Measures of Central tendency and dispersion, bi-variate and multivariate correlation and regression, rank correction, measure of associations, odds ratio and logistic regression.
 - c. Analysis of qualitative data
 - d. Statistical inference: use of z, t and tests in social research, test relating to regression strategies, Analyses of variance and F test.
 - e. Concept of Discriminant Analysis and Cluster Analysis.

Unit - IV: Computer Application

- a. Concept of computer hardware and operating systems
- b. Knowledge of MS Word, Excel and power point
- c. Coding, data entry and use of spread sheet
- d. Data Analysis and Testing (as given in unit – III using SPSS)

COURSE II - ADVANCE STUDIES IN SOCIAL WORK

(8 Credits)

Unit - I: A Critical Understanding of the Domain of Social Work

- AKS [a. Social Work and Social Workers: What is social work, what do social workers do, social workers as an artist and scientist, social care and social work as social professions and what is social about social work.
- PKG [b. Repositioning Social Work: Globalization redefines the terrain of social work practice, service users' empowerment, professionalization, research led practice and evidence based practice.
- To be informed [c. The Changing Nature of Social Work: Socio-Political changes, organizational changes, and individual changes
- [d. Values, ethics and Social Work
- [e. Issues in social Work Practice Theory: Recent debates about social work theory, analyses of social work theories, effectiveness of social work theories, the politics of knowledge in practice theory.

Unit - II: Social Work Theories – Micro Approaches

- KB [a. Person Centered Approach
- [b. Psycho – Social Approach
- SP [c. Crisis Intervention
- NJ [d. Task Centered Model
- KB [e. Psycho – Dynamic Perspectives
- AKS [f. The Strengths Perspective
- SMP [g. Family Therapy
- NJ [h. Group Therapy and Self-Help group Model

Unit - III: Social Work Theories – Macro Approaches

- SS [a. Generalist Perspective
- SP [b. Systems and Ecological Perspectives
- SBS [c. Feminist Perspectives
- SP [d. From Radical to Critical Perspectives
- [e. Anti Discrimination and Oppression Perspective
- [f. Empowerment and Advocacy Model
- SMP [g. Social and Community Development Model
- [h. Rights - Based Approach

Unit - IV: Global Issues and Emerging Debates:

- AKS [a. Issues of Social Work Intervention and Professional Associations: Continental Situations
- SS [b. International Social Work Education and Practice: Issues, Programmes and Dilemmas
- AKS [c. Recent Developments and Emerging Debates in Social Work Domain

**COURSE III- FIELD WORK, LITERATURE REVIEW AND
SEMINAR PRESENTATION**

(8 credits)

This paper will be assessed internally

Bachelor of Rural Studies

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Course-structure and Ordinance
Subject - Rural Studies
Threeyears Bachelor of Rural Studies (BRS)Honours and Two years
Master of Rural Studies (MRS)
Department of Rural Studies
PalliCharcha Kendra, PSV,
Sriniketan,
Visva-Bharati,

Intake capacity and Eligibility of Admisssion

This is an undergraduate course for 3 years (six semesters) to receive Honours Degree of Bachelor of Rural Studies (BRS) and 2 years Master of Rural Studies (MRS) of the Subject – Rural Studies

Target groups: This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year: BRS--- 40.

Eligibility for the entry into the undergraduate level—Passed Higher Secondary level examination with 50% with an admission test criterion. Regarding admission test we can also follow the guidelines of Prof. Suranjan Das committee.

Total intake of the students per year MRS-----for first 3 years year 25

Eligibility for the entry into the MRS—System of admission test as conducted by the department for existing post graduate course

Total intake of the students MRS-----From 4th year (after the passing out of the 1st Batch of BRS) 40

Entry into the course i.e. in 4th year (after the passing out of first batch of BRS)

We will have two ways of entry into the 1st year of MRS. One: passed out students of BRS from this university and the vacant seats that arise after filling from passed out BRS students would be filled by admission test organized by the department. Admission test would be limited to the Honours graduates from related courses (Rural studies, Rural development, Social work, Development studies, Agriculture, etc.), Science and social science disciplines and management and technology graduates.

Ordinance

For BRS-

During the first month of Fifth Semester students will have to do a compulsory non-credit course on “Exposure to Rural Areas”. It is based on field visits, group discussions and lectures. Students have to submit an essay on their experiences

For BRS and MRS both—

The evaluation process is divided into two **parts**. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. the evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE).The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 50 marks, will be examined through internal assessment and final semester end examination in the ratio 10: 40. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.) There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers and external experts. Moderation will be done by both external and internal moderators. Only internal teachers will examine the answer scripts.

Papers having practical part will be evaluated with the following marks division – Theoretical (40) and Practical (10). Preparation of the project report will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit project report and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department.

Computer Paper – 29 (50 Marks)--- 25 marks are for theory and rest 25 marks are for practical.

Paper – 30Bis a field based village survey to be done by the students under the overall guidance of the faculty members of the department. Each student will prepare and submit a computer application based survey report (30 marks) and give a presentation and viva-voce(20 marks) before the board of examiners comprising all the faculty members.

For MRS-

Evaluation of the internship. After the end of ninth semester’s final examination, students will go for internship for 2 months and it will carry 200 marks. Students will be placed in any GO/VOs/NGOs/Corporate bodies for practical orientation. Each student has to submit a report on the basis of this placement. The marks allotted in this report are 50. Another confidential report will be taken from the concerned authority of the GO/VO/NGO/Corporate body, where these students would be placed, regarding the activities, aptitude and behaviour of the students. For this part 50 marks are allotted. Rest 100 marks will be given on the basis of the viva-voce examination to taken by a group of three faculty members of the department.

For Dissertation paper each student will be allotted specific supervisor from among the faculty members of the department.30 marks are on the basis of the written dissertation to be submitted by the student and it will be examined by all faculty members and two external experts.20 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department and two external members.

Course-structure-Three years Bachelor of Rural Studies (BRS)Honours
Subject – Rural Studies
Marks Distribution : Each Semester 300 marks ×6(six) semesters = 1800

<u>First Semester</u>	<u>CREDIT</u>	<u>MARKS</u>
<u>General Papers</u>		
Paper-1		
Tagore Studies	4	50 marks
Paper-2		
General Hindi for Rural Studies – I/ General Bengali for Rural Studies - I	4	50 marks
Honours Papers		
Paper-3		
Elements of Rural Studies and Rural Development Experiments	4	50 marks
Paper-4		
Basic Mathematics for Rural Studies-I	4	50marks
Paper-5		
Introduction to Sociology	4	50 marks
Paper-6		
Indian Economy with special reference to rural sector	4	50marks
<u>Second Semester</u>		
<u>General Papers</u>		
Paper-7		
Tagore Studies	4	50 marks
Paper-8		
General Hindi for Rural Studies – II / General Bengali for Rural Studies - II	4	50 marks
Honours Papers		
Paper-9		
Sociological Theory	4	50 marks
Paper-10		
Basic Statistics for Rural Studies-I	4	50 marks
Paper-11		
Microeconomics for Rural Studies	4	50 marks
Paper-12		
Macroeconomics for Rural Studies	4	50 marks
<u>Third Semester</u>		
<u>General Papers</u>		
Paper-13		
Environmental Studies	4	50 marks

Paper-14		
General English for Rural Studies - I	4	50 marks
Honours Papers		
Paper-15		
Population Studies	4	50 marks
Paper-16		
Development Economics	4	50 Marks
Paper-17		
Sociology of India	4	50 marks
Paper-18		
Basic Statistics for Rural Studies-II	4	50 marks
<u>Fourth Semester</u>		
General Papers		
Paper-19		
Environmental Studies	4	50 marks
Paper-20		
General English for Rural Studies - II	4	50 marks
Honours Papers		
Paper-21		
Agricultural Economy of India	4	50 marks
Paper-22		
Elements of Agricultural Extensions	4	50 marks
Paper-23		
Understanding Rural and Agricultural Marketing	4	50 marks
Paper-24		
Basic Mathematics for Rural Studies-II	4	50 marks
<u>Fifth Semester</u>		
Honours Papers		
Paper-25		
Farm Business Management-I	4	50 marks
Paper-26		
Rural Livelihood Studies	4	50 mark
Paper-27		
Introduction to Rural Environment	4	50 marks
Paper-28		
Constitution of India	4	50 marks
Paper-29		
Application of computer for Rural Studies (Theory -25 and Practical – 25)	4	50 marks

Paper-30 A

Exposure to Rural Area Non-Credit 50 marks

Paper-30 B

Computer based village survey report preparation 4 50 marks

Sixth Semester**Honours Papers****Paper-31**

Farm Business Management-II 4 50 marks

Paper-32

Introduction to Agriculture 4 50 marks

Paper-33

Principles of Agronomy 4 50 marks

Paper-34

Agricultural Finance and Co-operation 4 50 marks

Paper-35

Entrepreneurship Development 4 50 marks

Paper-36

Agricultural Marketing, Trade and Prices 4 50 marks

Course Details of Bachelor of Rural Studies (BRS) (Honours)**First Semester****General Papers****Paper-1**

Tagore Studies 50 marks
(Common syllabus with other undergraduate courses)

Paper-2

General Hindi for Rural Studies – I /
General Bengali for Rural Studies - I 50 marks
(Syllabus to be adopted from the Hindi and Bengali Department, V. B.)

Honours Papers**Paper-3**

Elements of Rural Studies and Rural Development Experiments 50 marks

1. Introduction to Rural Studies.
2. Thoughts and Experiments of Tagore and Gandhi on Rural Reconstruction.
3. Relevance of Gandhian and Tagore's Approaches to Rural Development in Modern times
4. Martandam, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.
5. UN, World Bank and IMF sponsored Rural Development experiments

Paper-4

Basic Mathematics for Rural Studies-I

50marks

(Algebra-35 marks)

1. Arithmetic and Geometric Progression
2. Equation: Linear, Quadratic and Simultaneous equations
3. Logarithm, Surds and Indices
4. Counting: Permutations and Combinations.
6. Matrix Algebra: Definition of Matrix, Types, Algebra of Matrices, Properties of Determinants, Cramer's Rule for solving equation, Adjoint Matrix, Inverse Matrix.

(Calculus -15 Marks)

1. Function: Definition, Classification and Types of function, Elementary idea of Limit and Continuity.
2. Differentiation: Definition of Derivative and its geometrical interpretation, Rules of Derivatives, Partial Differentiation of simple algebraic functions, Maximum and minimum value of functions.
3. Integration of functions, Standard integral forms, Integration by parts, Integration by partial functions (elementary problems), Definite integral.

Paper-5

Introduction to Sociology

50 marks

1. Nature and scope of sociology The sociological perspective, Origins and the history of the discipline Sociology, and common sense Sociology as a science of society.
2. Sociological concepts Kinship, Family and Marriage : Definition, Terminology of Kinship, Definition of marriage and types of marriage, Patterns of kinship Definition of family, Types of family, Violence within the families, Trends of family. Individual and group Culture, Socialization, Folkways and mores, Ethnicity and Race: Ethnicity, prejudice and discrimination, Ethnic antagonism, Ethnicity in the modern world social change
3. Types of society . Pre modern and modern society, Hunters and gatherers societies, Pastoral, and agrarian society, Advanced industrial societies, developing societies and post-industrial society
4. Social interaction and everyday life The study of everyday life, Non verbal communication, Social rules and talk: face, body and speech in interaction, Interaction in time and space
5. Social Control, Deviance and Crime Social control, Definition, Deviance and Crime, Institutions

Paper-6

Indian Economy with special reference to rural sector

50marks

1. India's national income: Trend, Structure and Sectoral Composition
2. India's agrarian economy: Nature and Importance, Trend, Factors, Land Reforms, New Strategy, Green Revolution, Credit and Marketing. Current major problems in the agricultural sector in India 10 04

3. India's industrial economy with special emphasis on rural sector
4. Poverty and inequality in India: Trend and Pattern, Factors, Measure and Alleviation Policy.
5. Rural Development, Rural industrialization, Rural Unemployment

Second Semester

General Papers

Paper-7

Tagore Studies

50 marks

(Common syllabus with other undergraduate courses)

Paper-8

General Hindi for Rural Studies – II /

General Bengali for Rural Studies - II

50

marks

(Syllabus to be adopted from the Hindi and Bengali Department, V. B.)

Honours Papers

Paper-9

Sociological Theory

50 marks

1. Nature and Task of Sociological Theory: Definition, Basic elements or Building Blocks of Sociological Theory Characteristics of Sociological Theory : Functional Theory, Conflict Theory . Exchange Theory
2. Post - Modern Sociology: General Arguments , Foucault, Derrida, Jameson and David Harvey
3. Social inclusion and social exclusion: Define social exclusion, Forms of social exclusion , Define marginality, Impact of marginality on society, Different programmes of social inclusion , Relation between social inclusion and marginality
4. Social Mobility Define social mobility, Different form of social mobility, Relation between social mobility and poverty, Relation between social mobility and education
5. Symbolic Interactionism and Critical Sociology General Arguments, Contribution of Mead, Contribution of Blumer,. General Arguments Frankfurt School: Contribution of Habermas, Adorno and Marcuse

Paper-10

Basic Statistics for Rural Studies-I

50 marks

1. Meaning of statistics, a historical note, statistics in matters of state, statistics and the social sciences, limitations of statistics. Individual and character, types of data, collection of data, tabulation of data, diagrammatic representation of data. Summarization of data: frequency table, diagrammatic representation of a frequency distribution – column diagram, frequency polygon, histogram. Cumulative frequency diagram; step diagram, Ogive.
2. Measures of central tendency – mean, median, mode, quartiles.
3. Measures of dispersion – range, mean duration, standard duration, quartile duration, mean difference and Genius coefficient. Coefficient of variation.

4. Correlation: Scatter diagram, product moment correlations coefficient, Spearman's rank correlation coefficient (bivariate case) calculation of multiple correlation coefficient in the case of two explanatory variables.
5. Bivariate Regression. Application of regression analysis in trend fitting.Fitting of multiple regressions in the case of two explanatory variables.Time series and forecasting.
6. Index Number

Paper-11

Microeconomics for Rural Studies-

50 marks

- 1.Theories of consumer behavior and Theory of demand: Law of demand and elasticityof demand, the Marshallian approach, Indifference curve approach and. Revealedpreference approach. Duality in consumer theory. 13 06
- 2.Theories of production and Theory of supply: Production function, total, average and marginal products, iso-quants, cost minimization and expansion path, elasticity of substitution, economies of scale, Cobb Douglas, fixed coefficient and CES production function. Short run and long run cost analysis. Profit maximization and equilibrium of the firm, Law of supply and elasticity of supply
- 3.Market morphology:Features of perfect competition, Price and output determination under perfectcompetition, Shifts in demand and supply and changes in price and output; Types and features of imperfectly competitive markets, Price and output determination under monopoly and discriminating monopoly.
- 4.Theories of distribution:Theories of determination of wage, interest, rent and profit
- 5.Welfare Economics: Pareto optimality- efficiency and equity - externalities, Perfect competitions and Pareto Optimality, Social Welfare Function.

Paper-12

Macroeconomics for Rural Studies-

50 marks

- 1.Nature of Macroeconomics-(a) basic macroeconomic concepts and variables-circular flow of income, aggregate output, employment, price level, interest rate; (b) basic concerns and problems of macroeconomics- growth rate of output, inflation rate, unemployment (including recession, depression, stagflation etc.)
- 2.National income - its components and measurements (including the problems ofmeasurement), interrelationships between various aggregates
- 3.Demand for Money and Supply of money , role of commercial and the central bank – its instruments to control money supply Non-Banking Financial Intermediaries (NBFIs): Distinction between commercial banks and NBFIs- validity of the distinction-Central bank's control over the NBFIs

4. National income determination: Classical Theory and Simple Keynesian Theory, IS-LM, Effects of fiscal and monetary policies - the multipliers and the crowding-out effect.
5. Complete Keynesian Theory and comparison between Keynesian and Classical analysis, including the idea of Classical dichotomy.

Third Semester

General Papers

Paper-13

Environmental Studies 50 marks
(Common syllabus with other undergraduate courses)

Paper-14

General English for Rural Studies - I 50 marks
(Syllabus to be adopted from the English Department, V. B.)

Honours Papers

Paper-15

Population Studies 50 marks

1. Source of Population Data and Population Composition and Change
2. Methods of Demographic / Population Analysis, Nuptiality, Fertility, Mortality, Morbidity and Health
3. Population Theories
4. Population, Development and Environment
5. Population Policies and Programs

Paper-16

Development Economics 50 Marks

1. Meaning of economic development, Indicators of economic development, Stages of economic development and economic growth, Concept of Human Development Index, Gender Development Index and Human Poverty Index
2. Models and strategies of economic development, Two sector models, Dual economy models, Trap models, Balanced vs. unbalanced growth, Investment criteria, Choice of techniques.
3. Role of domestic capital formation and foreign investment in economic development, Foreign aid and economic development
4. Role of international financial Institutions: IMF and World Bank
5. Issues of growth and equity

Paper- 17

Sociology of India 50 marks

1. Understanding Social Stratification and social movement Natural inequalities and social inequalities, Hierarchy and differences Caste Definition and features, Persistence and change, Varna and Jati, pollution and purity, Perception of dominant

caste and sanskritizationTribe Definition and characteristics, Major social institutions: Marriage, family and kinship, Economic organization, Political organization, Religion Class Definition and features Urban class structure Rural class structure, Social movements And Collective action

2. India as an object of knowledge Introduction. The colonial discourse, The nationalist discourse, Subaltern critique
3. Village Villagesolidarity ,Internal regulation
4. Power structure : Power elite in rural India Panchayat and municipality Local bodies and social change Relationship between civil society and state in India
5. Social change in India --Social change and resistance Westernization, modernization and industrialization Role of legislation in social change Urbanization, Globalization and its impact on Indian Society

Paper-18

Basic Statistics for Rural Studies-II

50 marks

- 1) Elementary concept of probability theory : classical definition of probability, important properties of probability, addition and multiplication rules of probability (two events only), conditional probability and statistical independence of probability (two events only) [Proofs of the theorems are not necessary only concepts are necessary along with simple examples).
- 2) Skewed and symmetric distributions. Properties of normal distribution.
- 3) Sampling methods : Sample survey versus complete enumerations, biases and errors in sample surveys, different steps in a large scale sample survey, random sampling numbers, practical method of drawing a random sample, subjective and objective sampling, non probabilistic, probabilistic and mixed sampling, practical method of drawing a simple random sample., simple random sampling with and without replacement, stratified random sampling, systematic sampling, quota sampling, multistage sampling, purposive sampling.
- 4) Definitions of parameter and statistic, estimate and estimator, definition of a minimum variance unbiased estimator.
- 5) Test of hypotheses : Definitions of statistical hypothesis, simple hypothesis , composite hypothesis, null hypothesis, alternative hypothesis, test statistic, critical region, level of significance, Type – I and Type – II errors, power of a test.
Test of mean of a normal population when
 - (a) Population Variance is known.
 - (b) Population variance is unknown.Large sample test of proportions Chi – square (x) test of independence and goodness of fit

Fourth Semester

General Papers

Paper-19

Environmental Studies 50 marks
(Common syllabus with other undergraduate courses)

Paper-20

General English for Rural Studies - II 50 marks
(Syllabus to be adopted from the English Department, V. B.)

Honours Papers

Paper-21

Agricultural Economy of India 50 marks

1. Structure of Backward Agriculture –Causes of low investment and low productivity.
2. Risk and Uncertainty in Production- input related risk and risk aversion. Adoption of modern technology under production uncertainty.
3. Growth and Fluctuation in Indian Agriculture since Independence and Public Policy for Agricultural Growth.
4. Growth and Equity in Indian Agriculture.
5. Farm size, Productivity and Efficiency in Indian Agriculture

Paper-22.

Elements of Agricultural Extensions 50 marks

1. Education – Meaning, Definition, Types – Formal, Informal and Non-formaleducation and their Characteristics. Extension Education and Agricultural Extension – Meaning, Definition, Concepts, Objectives and Principles.
2. Extension Programme Planning – Meaning, Definitions of Planning, Programme, Project, Importance, Principles and Steps in Programme Development Process, Monitoring and Evaluation of Extension Programmes. Extension Teaching methods – Meaning, Definition, Functions and Classification. Individual contact methods – Farm and Home visit, Result Demonstration, Field trials – Meaning, Objectives, Steps, Merits and Demerits. Group contact methods – Group discussion, Method demonstration, Field Trips – Meaning, Objectives, Steps, Merits and Demerits. Small group discussion techniques – Lecture, Symposium, Panel, Debate, Forum, Buzz group, Workshop, Brain Storming, Seminar and Conference. Mass contact Methods – Campaign, Exhibition, Kisan Mela, Radio & Television – Meaning, Importance, Steps, Merits & Demerits.
3. Factors influencing in selection of Extension Teaching Methods and Combination (Media Mix) of Teaching methods. Innovative Information sources – Internet, Cyber Cafes, Video and Tele conferences, Kisan call centers, Consultancy clinics.
4. Agricultural Journalism – Meaning, Scope and Importance, Sources of news, Types, Merits and Limitations.
5. Diffusion and Adoption of Innovations – Meaning, Definition, Models of adoption Process, Innovation– Decision Process – Elements, Adopter categories and their characteristics,

Paper-23

Understanding Rural and agricultural Marketing

50 marks

1. Issues in Rural Marketing and characteristics of Rural Markets
2. Understanding Consumers and their access to Rural Markets
3. Creating and delivering value
4. Communicating and Positioning in Rural Markets
5. Distribution in Rural Markets and developing Marketing Strategy for Rural Markets

Paper-24

Basic Mathematics for Rural Studies-II

50 marks

1. Linear Programming: Basic concept- components of LP Problem, Graphical solution method, Slack variables, feasible solutions and basic solution, Solution with Simplex method, Applications of LP, Difficulties in solving LP.
2. Input-Output model
3. Cost-Benefit Analysis: Types of costs, Types of benefits, Time value of money, Present value of future money, Methods of CBA: Net Present value (NPV) - Benefit cost ratio (BCR) - Internal Rate of Return (IRR), Merits and limitations of the methods, Comparison between NPV and IRR, Profitability Index, Sensitivity Analysis, Applications of the methods.
4. Introduction to Game Theory

Fifth Semester

Honours Papers

Paper-25

Farm Business Management-I

50 marks

- 1) The field of farm management : what is farm management? Scope of farm management, relationship of farm management with other sciences, typical farm management decisions. Characteristics of farming as a business : primary forces of production, climatic factors, inelastic demand, time rigidities in consumption of farm products, farm and home.
- 2) Principles involved in farm management decisions: Principles of variable proportion, cost principle, principle of factor substitution, law of equi-marginal returns, opportunity cost principle, principle of combining enterprises, principle of comparative advantage, time comparison principle.
- 3) Tools of farm management analysis : Farm planning – principal characteristics of a good farm plan, techniques of farm planning, information needed for planning. Farm budgeting – partial and complete farm budgeting.
- 4) Farm business analysis : Principles of evaluation of cost and income in farm management, methods of computing depreciations, net worth statement, farm financial accounts, income statement, measures of farm income.

- 5) Farm efficiency measures : physical and financial, aggregative and ratio measures.
Efficiency measures and business decisions.

Paper-26

Rural Livelihood Studies 50 mark

1. Concept and definition of rural livelihood.
2. Indicators of rural livelihood.
3. Levels of living.
4. Framework for livelihood analysis.
5. Livelihood strategies.

Paper-27

Introduction to Rural Environment 50 marks

1. Natural resources: Renewable and non-renewable resources. Land, water, air and forest.
2. Rural ecosystems : concept, structure and functions. Producers, consumers and decomposers of an ecosystem. Energy flow in the ecosystem. Types of ecosystems.
3. Rural Biodiversity: Definition, classification, threats to biodiversity and its conservation,
4. Rural Environmental pollution: Causes, effects and control of air, water, soil.
5. Economic-Social and political issues in unsustainable to sustainable development.

Paper-28

Constitution of India 50 marks

1. The Preamble and its significance
2. Fundamental Rights and Duties of the Citizens and Directive Principles of State Policy
3. Nature of Indian Federalism – Centre-State Relations
Union Legislature: State Legislature: Judiciary:
4. Constitutional provisions of rural development
5. Provisions regarding Scheduled Castes, Scheduled Tribes and Other Backward Classes.

Paper-29

Application of computer 50 marks

1. Elementary knowledge about computer hardware
2. Different types of software, operating system, (Microsoft Office: MS Word .Excel .Power Point. DOS, MS DOS, and WINDOWS. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate software.
3. Lotus 1-2-3, Graphs – selecting graph type, saving and printing of graphs, Use of statistical and mathematical formulas. Operating SPSS:
4. Computer practical

Paper-30 A

Exposure to Rural Area Non-Credit 50 marks

Paper-30 B

Computer based village survey report preparation 4 50 marks

Sixth Semester

Honours Papers

Paper-31

Farm Business Management-II

50 marks

- 1). Farm land management : efficient farm lay out, remodeling of farm lay out impact of mechanization, soil and fertilizer management.
- 2). Farm machinery management : Selection of size of machines ,substituting machinery for human and animal labour power hiring vs owning a machine ,purchase of old/new machine.
- 3). Farm labour management : special features of Indian farm labour, classification of farm labour ,problems of labour in Indian farms, improving the efficiency of farm labour in India.
- 4). Farm financial management : use of farm financial budget, credit management ,marketing management.
- 5). Peasant farm : special features of peasant farm, method of evaluation of the farming activities of the peasant farm.

Paper-32

Introduction to Agriculture

50 marks

1. Art, Science and business of crop production, Basic elements of crop production
2. Chronological Agricultural Technology development in India. Different agricultural related revolutions in India (green, yellow, blue, white, silver etc).
3. Present and past basic statistical data of area, production, productivity, fertilizer consumption, livestock, irrigation in India.
4. Innovation in agriculture: definition and concept; hitech agriculture, precision farming, sustainable agriculture, contract farming, crop modeling, GIS and Remote sensing technology.
5. Women in Agriculture: multifaceted roles and tasks, work stress factors, nutritional and rural life standards, role in house hold design making, drudgery reduction for farm women, women friendly agricultural technology, empowerment of women, group dynamics for farm women and rural women

Paper- 33

Principles of Agronomy

50 marks

1. Agronomy – Definition, scope and importance, its relationship with other sciences, historical sketch of agronomy.
2. Agro-climatic zones of India and Classification of Crops.
3. Factors affecting crop production. Essential plant nutrients their role in crop growth. Manures and fertilizers- classification and nutrient content.

4. Cropping system- different types of cropping system: intercropping, mixed cropping, intensive cropping, relay cropping, Alley cropping etc., definition and advantages with examples. Crop Rotation - objectives types and advantage.
5. Harvesting and post harvest operation

Paper-34

Agricultural Finance and Co-operation

50 marks

1. Agricultural finance: nature and scope. Time value of money, Compounding and Discounting.
2. Agricultural credit: meaning, definition, need, classification. Credit analysis: 4R's 5C's and 7 P's of credit, repayment plans.
3. History of financing agriculture in India. Commercial banks, nationalization of commercial banks. Lead bank scheme, regional rural banks, scale of finance. Higher financing agencies, RBI, NABARD, AFC, Asian Development Bank, World Bank, Insurance and Credit Guarantee Corporation of India.
4. Agricultural cooperation: philosophy and principles. History of Indian cooperative Movement, pre-independence and post independence periods, cooperation in different plan periods, cooperative credit structure: PACS, FSCS.
5. Reorganisation of cooperative credit structure and single window system. Successful cooperative systems in Gujarat, Maharashtra, Punjab etc.

Paper-35

Entrepreneurship Development

50 marks

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.
2. Globalisation and the emerging business / entrepreneurial environment.
3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.
4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.
5. Overview of agri inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

Paper- 36

Agricultural Marketing, Trade and Prices

50 marks

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market

structure, Conduct, performance. Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Meaning, Definition, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.

2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus.
3. Cooperative Marketing. State Trading. Ware Housing Corporation; Central and State, Objectives, Functions, Advantages. Food Corporation of India: Objectives and Functions. Quality Control, Agricultural Products, AGMARK.
4. Price Characteristics of agricultural product process, Meaning, Need for Agricultural Price Policy.
5. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.

**PALLI CHARCHA KENDRA
(DEPARTMENT OF RURAL STUDIES)**

**SYLLABUS FOR THREE YEARS (SIX SEMESTERS) BACHELOR OF
RURAL STUDIES (BRS) (Hons.)**

Intake capacity and Eligibility of Admission

This is an undergraduate course for 3 years (six semesters) to receive Honours Degree of Bachelor of Rural Studies (BRS).

Target groups: This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year: BRS--- 40.

Eligibility for the entry into the undergraduate level—Passed Higher Secondary level examination with 50% marks.

Ordinance

The evaluation process is divided into two **parts**. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 75 marks, will be examined through internal assessment and final semester end examination in the ratio 15:60. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Only internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the dissertation paper will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit written dissertation and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department. 50 marks are on the basis of the written dissertation to be submitted by the student and 25 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department.

Total Credit of the Course = 148
 Total Marks = 12.5x148=1850

Total Credit for Core Courses (14x6=84) = 84
 Total Credit for ability / Skill enhancement Courses (4 x 2) = 8
 Total credit for Generic Elective / Interdisciplinary Courses (4 x 6) = 24
 Total credit for Discipline Specific Elective Courses (DSE) (4 x 6) = 24
 Total Credit for University specific Course (2x4)=8

The total number of core courses for three years (Six semesters) BRS is fourteen that students are required to take across six semesters. All courses are compulsory. In addition to core courses, a student of Bachelor of Rural Studies (BRS) will choose four Generic Elective / Interdisciplinary Courses and four Discipline Specific Elective Courses (DSE). The Discipline Specific Elective Courses (DSE) will be offered in fifth and sixth Semesters and two such courses will be selected by a student from a set of courses specified for each of these semester (from Group A & Group B).

COURSE STRUCTURE OF THREE YEARS (SIX SEMESTERS) BACHELOR OF RURAL STUDIES (BRS) (Hons.)

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – I

		Credit	Marks	Contact Hours per Week
1. Core Course	I. Rural Development Programmes, Policies and Approaches	6	15+ 60= 75	5 lectures + 1 Tutorial
	II. Agronomy	6	15+60 = 75	5 lectures + 1 Tutorial
2. Ability / Skill Enhancement Compulsory Course	English	2	25	2 lectures
3. Generic Elective Course (Any One)	I. Principles of Gandhian Thought	6	15+60 = 75	5 lectures + 1 Tutorial
	II. Rural Administration and Constitution			
4. University specific Course	Tagore Studies - I	4	50	4 lectures
	Total Credit	24	300	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – II**

		Credit	Marks	Contact Hours
5. Core Course	iii. Economics For Rural studies - I	6	15+60 = 75	5 lectures + 1 Tutorial
	iv. Quantative Techniques - I	6	15+60 = 75	5 lectures + 1 Tutorial
6. Ability / Skill Enhancement Compulsory Course	English	2	25	2 lectures
7. Generic Elective Course (Any One)	i. Rural Geography and Demography	6	15+60 = 75	5 lectures + 1 Tutorial
	ii. Crop Production			
8. University Specific Course	Tagore Studies - II	4	50	4 lectures
	Total Credit	24	300	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – III**

		Credit	Marks	Contact Hours
9. Core Course	v. Economics For Rural studies - II	6	15+60 = 75	5 lectures + 1 Tutorial
	vi. Rural Sociology - I	6	15+60 = 75	5 lectures + 1 Tutorial
	vii. Quantative Techniques -II	6	15+60 = 75	5 lectures + 1 Tutorial
10. Ability / Skill Enhancement Compulsory Course	Environmental Studies	2	25	2 lectures
11. Generic Elective Course (Any One)	i. Studies on Cooperatives	6	15+60 = 75	5 lectures + 1 Tutorial
	ii. Gender Studies			
	Total Credit	26	325	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – IV**

		Credit	Marks	Contact Hours
12. Core Course	viii. Rural Economics - III	6	15+60 = 75	5 lectures + 1 Tutorial
	ix. Rural Sociology - II	6	15+60 = 75	5 lectures + 1 Tutorial
	x. Quantative Techniques - III	6	15+60 = 75	5 lectures + 1 Tutorial
13. Ability / Skill Enhancement Compulsory Course	Communicative English	2	25	2 lectures
14. Generic Elective Course (Any One)	i. Animal Husbandry & Fisheries	6	15+60 = 75	5 lectures + 1 Tutorial
	ii. Agricultural Markets and Agricultural Extension			
	Total Credit	26	325	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – V**

		Credit	Marks	Contact Hours
15. Core Course	xi. Decentralized and Participatory Planning	6	15+60 = 75	5 lectures + 1 Tutorial
	xii. Quantative Techniques - IV	6	15+60 = 75	5 lectures + 1 Tutorial
16. Discipline Specific Elective Course - I	Any One from the List of Group A	6	15+60 = 75	5 lectures + 1 Tutorial
17. Discipline Specific Elective Course - II	Any One from the List of Group B	6	15+60 = 75	5 lectures + 1 Tutorial
	Total Credit	24	300	

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – VI**

		Credit	Marks	Contact Hours
18. Core Course	xiii. Village Surveys through Participatory Technique	6	15+60 = 75	5 lectures + 1 Tutorial
		6	15+60 = 75	5 lectures + 1 Tutorial

	xiv. Dissertation through Computer Application			Tutorials
19. Discipline Specific Elective Course - III	Any One from the List of Group A	6	15+60 = 75	5 lectures + 1 Tutorial
20. Discipline Specific Elective Course - IV	Any One from the List of Group B	6	15+60 = 75	5 lectures + 1 Tutorial
	Total Credit	24	300	

Discipline Specific Elective Courses

Group A

- i. Sustainable development
- ii. Health and Sanitation
- iii. Farm Management
- iv. Rural Entrepreneurship

Group B

- i. Rural Livelihood
- ii. Rural Organisation and Extension
- iii. Distribution and Welfare Studies
- iv. Rural Financial Management

SEMESTER – I

1. Core Course

I. Rural Development Programmes, Policies and Approaches--

1. Introduction to Rural Studies-- Definition of Rural Areas – Meaning of Development and Rural Development – Causes of Rural Backwardness.

2a. Approaches to Rural Development in India: Decentralised Planning Approach – Sectoral Approach – Area Approach – Target Group Approach – Integrated/ Holistic Approach – Participatory Approach – Rights Approach.

2b. Relevance of Gandhian and Tagore’s Approaches to Rural Development in Modern times

3a. Community Development Programme and National Extension Service – Panchayati Raj Institutions – 73rd Constitutional Amendment Act – Transfer of Functions and Powers to PRIs.

3b. Area Development Programmes: Drought Prone Area Programme – Command Area Development Programme – Desert Development Programme – Hill Area Development Programme – Integrated Tribal Development Agency – Tribal Development Corporation

3c. Target Group Programmes – Swarnajayanti Gram Swarajgar Yojana – National Rural Livelihoods Mission – Micro Finance and Self-help Groups for Women Empowerment:

3d. Employment Generation Programmes – MGNREGS: Strategy, Implementation mechanism, Progress and Problems – Prime Minister’s Rojgar Yojana; National Social Assistance Programme – Rastriya Swasthya Bhima Yojana – Aam Admi Bhima Yojana – National Food Security Mission

4. Rural development programmes of West Bengal—kanyashree prakalpa; Sabuj sathi, jal dharo jal bharo, etc

5a. Martandam, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.

5b. UN, World Bank and IMF sponsored Rural Development experiments

II. Agronomy

1. Agronomy – Definition, scope and importance, its relationship with other sciences, historical sketch of agronomy.

2. Agro-climatic zones of India and Classification of Crops.

3. Factors affecting crop production. Essential plant nutrients their role in crop growth. Manures and fertilizers- classification and nutrient content.

4. Cropping system- different types of cropping system: inter cropping, mixed cropping, intensive cropping, relay cropping, Alley cropping etc., definition and advantages with examples. Crop Rotation -objectives types and advantage.

5. Harvesting and post harvest operation

2. Ability / Skill Enhancement Compulsory Course

English

University prescribed syllabus

3. Generic Elective Course (Any One)

I. Principles of Gandhian Thought

1: Fundamentals of Gandhian philosophy-- Cultural heritage of India- Characteristics of Indian culture- Socio religious background of India. Social dimension of Varna Dharma, Ashrama Dharma, Purusharthas, Ashram Vows.

2: Foundations of Gandhian Social thought -- Man and Society, theories of Trusteeship, Panchayat Raj, Swadeshi and Sarvodaya Seven Social sins, Social change through non violence

- 3: Gandhian views of Education--The philosophy and social purpose of NaiThalim-value base of an ideal society-Peace, Equality, Human dignity and democracy: Relevance of Yoga and meditation;
4. Characteristics of Gandhian Social Work, Gandhi's relevance in today's world
- 5: Gandhian approach to rural Development—Agriculture; Local source of energy and raw materials-Charka a symbol of self reliance-Village industries-Grass root level participation of people in community. Gandhian constructive programmes, Implementation of Constructive Programme: Code of conduct for the agencies

References:

- Ray, Ramashray,(1985)Self and Society:A Study in Gandhian Thought, Sage Publication, New Delhi.
- Gangrade,K.D.(2001) Constructive Programmes, GanhiSmriti and DanshanSamiti, New Delhi.
- Bharati,K.S.(1991)The Social Philosophy of Mahatma Gandhi; Concept Publishers, New Delhi.
- Bose N.K. Selections from Gandhi. (M3: Chapter 5 Pp 81-112)
- Raju Lakshmipathy. M and Raju B.S.N (2012), Ethical values of Social Work profession and Gandhism (IJRSS Volume 2, Issue 2 ISSN: 2249-2496)

II. Rural Administration and Constitution

1. Administrative Law : Meaning , Nature and Scope ; Growth of Administrative Law : Reasons ; Concept of Rule of Law; Rule of Law under Indian Constitution.
- 2a. Principles of Natural Justice & their Judicial interpretation-- Administrative discretion and Judicial control; Administration Tribunals: Meaning, Reasons and Features Difference between Court and Tribunal;
- 2b. Delegated Legislation : Meaning & Need of delegated Legislation; Parliamentary control; Procedural & Judicial Control; Judicial Review: Principles and modes (writs).
3. Fundamental Rights and; Fundamental Duties.; Amendment of Indian Constitution; Procedure, Basic Structure Concept;
4. Growth of Rural Development Institutions in India (since Independence). --Institutional Arrangement for Rural Development at National level: Organization structure, Functions and Role of Union Ministry of Rural Development. Institutional Arrangement for Rural Development at State level: Organization Structure, Functions and Role of Department of Rural Development, Institutional Arrangement for Rural Development at District level :Organization, Functions and Role of District Rural Development Agency (DRDA).
5. Functions and Role of Block Samiti/Panchyati Samiti, Functions & role of Gram Panchayat and Gram Sabha in Development. Organization, Functions and Role of Block level Administration in Rural Development.Functions and Role of Block Development Officer (BDO) & Extension Officers in Rural Development.

4. University specific Course

Tagore Studies – I

University prescribed uniform syllabus—

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – II

5. Core Course

III Economics for Rural studies- I

1. Utilitarian Approach--The History of Utility Theory – From Cardinal to Ordinal Approach. Utility in Cardinal Approach – Utility and choice, Total Utility and Marginal utility, Utility and choice - maximization, marginal utility theory of demand; Assumptions on preference ordering, indifference curve, marginal rate of substitution and convexity of IC, budget constraint, consumers' equilibrium; Price effect - substitution effect (Hicks and Slutsky), inferior goods and Giffen goods, income effect, ordinary demand curves. Revealed preference.
 2. Law of Demand; Market Sensitivity and Elasticity--Importance of Elasticity in Choice- Decisions; Method of Calculation – Arc Elasticity. Point Elasticity – definition. Demand and Supply Elasticities – types of elasticity and factors effecting elasticity. Demand Elasticity and Revenue; Income and Cross Price elasticity;
 3. Production --Technology, Production Functions and Isoquants, short run and long run, production with one and two variable inputs, total average and marginal products, law of diminishing return, marginal rate of technical substitution, elasticity of substitution, economics of scale. Types of production functions- Cobb-Douglas; Cost structure-implicit cost, explicit cost, accounting cost, sunk cost, economic cost, fixed cost, variable cost, total, average and marginal cost. Determinants of Short run cost, Cost Curves, cost minimization and expansion path, Short run versus long run cost curves.
 4. Market Structure--Organization, Firms and Profit Maximization; Marginal Revenue, Marginal Cost and Profit Maximization. Perfect competition- short run competitive equilibrium of the firm, short run supply curve of firm and industry, Output choice and competitive equilibrium in long run, long-run industry supply; constant, increasing and decreasing cost.
 5. Monopoly and barriers to entry – output determination and price rule, Pricing with market power – first, second and third degree price discrimination. Monopolistic competition – short run and long run equilibrium, excess capacity.; Oligopoly – Oligopoly equilibrium as Nash equilibrium, Cournot and Stackelberg Model, Competition versus collusion – the Prisoners' Dilemma.
- Samuelson and Nordhaus, Lipsey and Chrystal, Maddala and Miller, Pindyck and Rubinfeld
Mankiw , Stockman

IV. Quantative Techniques - I **(Algebra-20 marks)**

1. Arithmetic and Geometric Progression, Logarithm, Surds and Indices, Equation: Linear, Quadratic and Simultaneous equations
2. Basic Trigonometry—ratios, height and distance, angle laws; Basic Coordinate geometry—coordinates, graphs, straight line, circle and simple non-linear curves.
3. Matrix Algebra: Definition of Matrix, Types, Algebra of Matrices, Properties of Determinants, Cramer's Rule for solving equation, Adjoint Matrix, Inverse Matrix.

(Calculus -30 Marks)

1. Function: Definition, Classification and Types of function,Elementary idea of Limit and Continuity.
2. Differentiation: Definition of Derivative and its geometrical interpretation, Rules of Derivatives, Partial Differentiation of simple algebraic functions, Maximum and minimum value of functions. Examples of applications.
3. Integration of functions, Standard integral forms,Integration by parts, Integration by partial functions (elementaryproblems), Definite integral. Examples of application.

6. Ability / Skill Enhancement Compulsory Course Modern Indian Languages (M I L) – II

7. Generic Elective Course (Any One)

i. Rural Geography and Demography

1. The subject matter of Geography, Geography as a space-time discipline, Locational/Spatial analysis and spatial dimensions of development. Four traditions in Geography: spatial, man-environment, area studies and earth sciences traditions: geography and resources, population resources and development.

2. Geography of development; development paradigms; sustainability: social, economic, environmental, cultural and community sustainability; rural and urban development spectrum.

3. Geography of welfare and change: who gets what, where? And what to put where, why and how? Locational problems in social-cultural and services planning.

4. Definition, nature & scope of Demography, Some basic Concepts of Demography, Source of Population Data and Population Composition and Change; Methods of Demographic / Population Analysis, Nuptiality, Fertility, Mortality, Morbidity and Health

5. Population Theories; Population, Development and Environment; Population Policies and Programs

ii. Crop Production

1. Introduction-- Importance in Agriculture, Seed Physiology, Seed Structures, morphological, Physiological and biochemical changes during seed development. physiological maturity, Morphological and physiological changes associated with physiological maturity in crops.

2. Harvest maturity, seed viability and vigour. Factors affecting seeds viability and vigour. Methods of testing seed viability and vigour. Germination, utilization of seed reserves during seed germination.

3a. Morphological, physiological and biochemical changes during seed germination. Factors affecting seed germination. Post harvest physiology-seed dormancy, definition, types of seed dormancy.

3b. Advantages and disadvantages of seed dormancy. Causes and remedial measures for breaking seed dormancy. Optimum condition for seed storage, factors Influencing seed storage (ISTA standards).

4. Crop water relationship, physiological Importance of water to plants, water potential and its components, measurement of water Status in plants. Transpiration, significance, transpiration in relation to crop productivity. water use efficiency WUE in C 3, C 4 and CAM plants. Factors affecting WUE. photosynthesis, energy synthesis significance of C 3, C 4 and CAM pathways. relationship of photosynthesis and crop productivity, photorespiration.

5. Factors affecting photosynthesis and productivity. Method of measuring photosynthesis. Photosynthetic efficiency. Respiration and its significance, brief account of growth respiration and maintenance respiration, alternate respiration, salt respiration, wound respiration-measurement of respiration.

8. University Specific Course

Tagore Studies - II

University prescribed uniform syllabus

**BACHELOR OF RURAL STUDIES (BRS)
SEMESTER – III**

9. Core Course

v. Economics For Rural Studies - II

1. Nature of Macroeconomics-(a) basic macroeconomic concepts and variables-circular flow of income, aggregate output, employment, price level, interest rate; (b) basic concerns and problems of macroeconomics- growth rate of output, inflation rate, unemployment (including recession, depression, stagflation etc.)
2. National income - its components and measurements (including the problems of measurement), interrelationships between various aggregates
3. Demand for Money and Supply of money , role of commercial and the central bank – its instruments to control money supply Non-Banking Financial Intermediaries (NBFIs): Distinction between commercial banks and NBFIs- validity of the distinction-Central bank's control over the NBFIs
4. National income determination: Classical Theory and Simple Keynesian Theory, IS-LM, Effects of fiscal and monetary policies - the multipliers and the crowding- out effect.
- 5 .Complete Keynesian ,Theory and comparison between Keynesian and Classical analysis, including the idea of Classical dichotomy.

vi. Rural Sociology - I

1. Nature and Task of Sociological Theory: Definition, Basic elements or Building Blocks of Sociological Theory Characteristics of Sociological Theory: Functional Theory, Conflict Theory. Exchange Theory
2. Post - Modern Sociology: General Arguments, Foucault, Derrida, Jameson and David Harvey
3. Social processes: associative process (cooperation, accommodation, assimilation) and Dissociative Process (Conflict, Competition)
4. Social Stratification: Characteristics of Social stratification – Theories and Forms of Stratification
5. Social inclusion and social exclusion: Define social exclusion, Forms of social exclusion, Define marginality, Impact of marginality on society, Different programmes of social inclusion, Relation between social inclusion and marginality
6. Social Mobility Define social mobility, Different form of social mobility, Relation between social mobility and poverty, Relation between social mobility and education
7. Symbolic Interaction-ism and Critical Sociology General Arguments, Contribution of Mead, Contribution of Blumer, General Arguments Frankfurt School: Contribution of Habermas, Adorno and Marcuse

vii. Quantative Techniques -II

1. Meaning of statistics, a historical note, statistics in matters of state, statistics and the social sciences, limitations of statistics. Individual and character, types of data, collection of data, tabulation of data, diagrammatic representation of data. Summarization of data: frequency table, diagrammatic representation of a frequency distribution – column diagram, frequency polygon, histogram. Cumulative frequency diagram; step diagram, Ogive.
2. Measures of central tendency – mean, median, mode, quartiles.
3. Measures of dispersion – range, mean duration, standard duration, quartile duration, mean difference and Genius coefficient. Coefficient of variation.
4. Correlation: Scatter diagram, product moment correlations coefficient, Spearman's rank correlation coefficient (bivariate case) calculation of multiple correlation coefficient in the case of two explanatory variables.

5. Bivariate Regression. Application of regression analysis in trend fitting. Fitting of multiple regressions in the case of two explanatory variables. Time series and forecasting.
6. Time Series and Index Number

10. Ability / Skill Enhancement Compulsory Course

Environmental Studies

University prescribed uniform syllabus

11. Generic Elective Course

(Any One)

i. Studies on Cooperatives

1. Meaning, definition and features of Co-operation
2. Contribution of Robert Owen; Louis Blanc; Shri V. L. Mehta and D. R. Gadgil in the sphere of Co-operation. Genesis and growth of Co-operative Movement in India during pre and post-independence and after 1991.
3. State and the Co-operative movement in India - Role of state in the development of Co-operatives – State Assistance; De-officialisation of the Co-operative movement;
4. Reconstructing Co-operative administration; Recent development in Co-operative movement;
- 5a. Genesis of cooperative credit movement in India; Structure of cooperative credit system in India and West Bengal;
- 5b. State cooperative Act--West bengal cooperative societies act 1983; The West Bengal Co-operative Society Act, 2006; The West Bengal Co-operative Society Rules 2011; The west bengal cooperative societies act 2012

ii. Gender Studies

1. Gender Concepts: Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.
2. Structures of gender Inequality --Patterns of Gender inequality in terms of caste, class and religion patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women.
3. Gender and Institutions: Kinship and Family: Patriarchy: Concept, origin, Matriliney, Matrilocality (case study of Nayars in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict Gender and Education : Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education
4. Issues related to marginalized Women --Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis .
5. Understanding Demographic indicators related to gender (global comparison) Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

8hr

References

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – IV

12. Core Course

viii. Economics For Rural Studies- III

1. Unemployment--Defining and Measuring the Unemployment Rate – Counting of Unemployed – Okun’s Law. Economic Costs of High Unemployment. Types of Unemployment – Frictional Unemployment and Job Search, Structural Unemployment and Cyclical Unemployment, Voluntary versus Involuntary Unemployment. Sources of Inflexibility in wages – minimum wages, unions and collective bargaining and efficiency wages.

Samuelson and Nordhaus, Chapter 31 (572-81), Mankiw, Chapter 28

2. Money, Monetary Institutions and Inflation-The Classical and Modern View ; Definition and functions of Money.; Origins of Money including Gresham’s Law.; Money Creation. Money and Relative Values – money as a veil, neutrality of money, money illusion, real and monetary effects and price level changes. Reserve Bank of India-- Targets and instruments of monetary policy. Definition and measurement of Inflation rate – CPI and GNP Deflator. Types of Inflation – Moderate inflation, Galloping Inflation and hyperinflation. Impact of Inflation – redistribution of Income and Wealth and distortions on output and prices.

Lipsey and Chrystal, Sikdar. Samuelson and Nordhaus G, Mankiw, Chapter 24.

3. Basic Models of Trade--Ricardian Model: Comparative advantage.; Relative demand and relative supply and autarkic terms of trade. Trade in Ricardian world: determination of international terms of trade, complete specialization, gains from trade. Model of two factor economy: Assumptions, Stolper-Samuelson effect; Rybzyński effect; . Effects of International Trade between two factor economies (H-O-theorem), Trade and distribution of Income, Factor Price Equalization. Empirical studies - Leontief Paradox.

4. Indian Economy with special reference to rural sector--India's national income: Trend, Structure and Sectoral Composition .Trends in occupational structure-rural; Industry-agriculture relationship.

5. India's agrarian economy: Nature and Importance, Trend, Factors, Land Reforms, New Strategy, Green Revolution, Credit and Marketing. Current major problems in the agricultural sector in India. Poverty and inequality in India: Trend and Pattern, Factors, Measure and Alleviation Policy. Growth of non-farm sector.

ix. Rural Sociology - II

1. India as an object of knowledge Introduction. The colonial discourse, the nationalist discourse, Subaltern critique.

2. Rural community: Concept, distinctive features of rural Community; rural-Urban differences and continuum. Village in India: evolution of village community in India, changes in village communities, Little and Great Tradition, Universalization and Parochialisation, Rural Faction.

2. Sociological concepts Definition of Kinship, Patterns of kinship, Terminology of Kinship Family and Marriage: Definition of marriage and types of marriage, Definition of family, Types of family, Violence within the families, Trends of family. Individual and group Culture, Socialization, Folkways and mores; Ethnicity and Race: Ethnicity, prejudice and discrimination, Ethnic antagonism, Ethnicity in the modern world.

3. Social interaction and everyday life-- The study of everyday life, Nonverbal communication, Social rules and talk: face, body and speech in interaction, Interaction in time and space; Social Control, Deviance and Crime Social control, Definition, Deviance and Crime, Institutions; Social movements and Collective action; Village-Village solidarity, Internal regulation.

4. Understanding Social Stratification and social movement Natural inequalities and social inequalities, Hierarchy and differences; Caste- Definition and features, Persistence and change, Varna and Jati ,pollution and purity, Perception of dominant caste and sanskritization. Tribe- Definition and characteristics.
5. Power structure : Power elite in rural India; Panchayat and municipality, Local bodies and social change. Relationship between civil society and state in India; Social change in India -- Social change and resistance Westernization, modernization and industrialization. Role of legislation in social change. Urbanization, Globalization and its impact on Indian Society

X. Quantative Techniques - III

- 1.Linear Programming: Basic concept- components of LP Problem, Graphical solution method, Slack variables, feasible solutions and basic solution, Solution with Simplex method, Applications of LP, ; Static Leontief open Input-Output model
2. Transportation and Assignment problem
3. Differential equation—examples of applications.
4. Difference Equation-- examples of applications.
5. Introduction to Game Theory

13. Ability / Skill Enhancement Compulsory Course

Communicative English

University prescribed uniform syllabus

14. Generic Elective Course

i. Animal Husbandry & Fisheries

1. Fisheries Resources --

Major fisheries resources of the world, global trends in production; Target and non-target fisheries resources of India. Distribution, composition, trends and dynamics of major exploited fishery resources in hill streams, rivers, reservoirs, lakes. Major commercially exploited stocks, their potentials, status, bionomics, methods of capture and yields; Issues related to capture fisheries; Endangered and threatened species, in-situ and ex-situ conservation; Fisheries and Biodiversity Acts; Juvenile fishing, destructive gears, by-catch and discards; Status and impact of exotic species, accidental introductions;

2. Concepts and principles of fisheries management; Fisheries Acts and Legislations, revisions and amendments; Fisheries policies, instruments and mechanisms for inland. Modes of fisheries management - Open access, regulated, advisory; participatory, user rights;

3. Supply, demand and price dynamics in the fisheries sector; domestic and export marketing of fish and fish products, trends, channels, mechanisms, regulations, trade and non-trade barriers, concerns and strategies; modern marketing methods and channels, cold chains, storage; value addition; domestic and international market demands; International regulations and practices affecting Indian fisheries trade; WTO and Indian fisheries scenario; Issues in branding and labelling; Quality concerns; Growth of domestic and exports markets; Market trends and diversification; Emerging consumer preferences and trade practices; Fisheries co-operatives; Institutional support for fisheries development. Fisheries Livelihood-- Relevance of capture fisheries in food, nutrition, employment, income and livelihood securities of fishers; Vulnerability of fishers to changes in resource availability, exploitation and utilization patterns; Marginalization of fishermen. Land and water body use issues in fisheries. Role of extension in fisheries, mechanisms and modes of extension and their impact on capture fisheries and fisher's livelihood, alternative livelihood options; Management of conflicts within sub-sectors in fisheries; Women in fisheries, status, role, impact, future; Vulnerability of fishers to natural disasters and coping mechanisms in disaster management

4. Animal Husbandry—Concepts and definition of General Breeding Management, Feeding Management, Reproduction Management, Shelter Management, Health Management, Production and Management of Cattle and Buffalo and other animals--Sheep and goat; Poultry; Equine; Swine and Rabbit

5. Economics and Marketing of Livestock and Poultry and their Products; Economic principles as applied to livestock production. Production functions. Farm size, resources and product combinations. Cost concepts. Effect criteria in use of resources in livestock production. Maintenance of evaluation of different production records. Insurance and financing of livestock enterprises. Project formulation for setting up livestock farms. Different approaches to marketing of livestock and its products. Present status of cattle fairs and methods of selling livestock. Market news and information. Determination of prices of livestock products. Vertical integration in livestock products industries

ii. Agricultural Markets and Agricultural Extension

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market structure, Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.

2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus; Price Characteristics of agricultural product process, Meaning; Need for Agricultural Price Policy. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.

3. Extension Programme, Planning, Project – Meaning, Definitions; Principles and Steps in Programme Development Process; Monitoring and Evaluation of Extension Programmes. Extension Teaching methods – Meaning, Definition, Functions and Classification. Individual contact methods – Farm and Home visit, Result Demonstration, Field trials – Meaning, Objectives, Steps, Merits and Demerits. Group contact methods – Group discussion, Method demonstration, Field Trips –Meaning, Objectives, Steps, Merits and Demerits. Small group discussion techniques – Lecture, Symposium, Panel, Debate, Forum, Buzz group, Workshop, Brain Storming, Seminar and Conference. Mass contact Methods – Campaign, Exhibition, Kisan Mela, Radio & Television –Meaning, Importance, Steps, Merits & Demerits.

4. Factors influencing in selection of Extension Teaching Methods and Combination (Media Mix) of Teaching methods. Innovative Information sources – Internet, Cyber Cafes, Video and Tele conferences, Kisan call centers, Consultancy clinics; .Agricultural Journalism – Meaning, Scope and Importance, Sources of news, Types, Merits and Limitations.

5. Diffusion and Adoption of Innovations – Meaning, Definition, Models of adoption Process, Innovation– Decision Process – Elements, Adopter categories and their characteristics,

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – V

15. Core Course

xi. Decentralized and Participatory Planning

1: Decentralised planning—concepts; Participatory Planning- Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for

participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning.

2. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.

3: Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects. District Planning in India; Block Planning; Village Planning;

5. Urban and Peri-Urban Area Planning Unpredictable changes and future planning of the area

XII Quantative Techniques - IV

1) Elementary concept of probability theory : classical definition of probability, important properties of probability, addition and multiplication rules of probability (two events only), conditional probability and statistical independence of probability (two events only) [Proofs of the theorems are not necessary only concepts are necessary along with simple examples).

2) Skewed and symmetric distributions. Properties of normal distribution.

3) Sampling methods : Sample survey versus complete enumerations, biases and errors in sample surveys, different steps in a large scale sample survey, random sampling numbers, practical method of drawing a random sample, subjective and objective sampling, non probabilistic, probabilistic and mixed sampling, practical method of drawing a simple random sample., simple random sampling with and without replacement, stratified random sampling, systematic sampling, quota sampling, multistage sampling, purposive sampling.

4) Definitions of parameter and statistic, estimate and estimator, definition of a minimum variance unbiased estimator.

5) Test of hypotheses : Definitions of statistical hypothesis, simple hypothesis , composite hypothesis, null hypothesis, alternative hypothesis, test statistic, critical region, level of significance, Type – I and Type – II errors, power of a test.

Test of mean of a normal population when

(a) Population Variance is known.

(b) Population variance is unknown.

Large sample test of proportions Chi – square (x) test of independence and goodness of fit.

16. Discipline Specific Elective Course - I

Any One from the List of Group A

17. Discipline Specific Elective Course - II

Any One from the List of Group B

BACHELOR OF RURAL STUDIES (BRS)

SEMESTER – VI

18. Core Course

xiii. Village Surveys through Participatory Technique

xiv. Dissertation through Computer Application

19. Discipline Specific Elective Course - III

Any One from the List of Group A

20. Discipline Specific Elective Course - IV **Any One from the List of Group B**

Discipline Specific Elective Courses

Group A

i. Sustainable development

1. Explains and critically evaluates the concept of sustainable development, its main principles, the evolution of ideas about sustainability, strategies for promoting sustainable development, resistances to the concept, and some alternative approaches. It also examines some important current issues and areas of debate in relation to sustainable development.

2: Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources ,Concept, kinds, distribution and economic potential and its future.

3: Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm. Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).

4. Environment-Economy linkage; Environment as a necessity and luxury; Population-environment linkage. Allocation problem; Market failure for environmental goods; environment as a public good, Common Property Resources, Property right approach to environmental problem-.

5. Prevention, control and abatement of pollution. Concept and indicators of sustainable development; environmental externalities and state regulation of the environment;economic activity and climate change.

ii. Health and Sanitation

1. Historical background of public health concepts of health and disease. Social services: - relevance of social sciences in Medicine, psychosocial and cultural determinants of health social security, social science research methods– qualitative and quantitative.

2. Principles of epidemiological methods, uses with special reference to health care delivery, planning and conduct of epidemiological studies, epidemiological surveillance and epidemic preparedness, investigation of epidemic, disease screening.

3. Biostatistics: Relevance and use of statistics in Medicine, analysis and presentation of data, measures of central tendency, measures of dispersion, normal distribution, tests of significance, correlation and regression. Analysis of qualitative data sources of vital statistics.

4. Hospital and health information systems: - Importance, components, recording and reporting in the health services system use of computers in health care system:

5. Health and sanitation in Rural India:Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Common Diseases :Occupational diseases among workers and their prevention, diseases among women, Old age diseases, Means to reduce them: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes. Health Sector Reforms of the Government of India:Protective, Promotional, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children. Emerging health issues: HIV AIDS, Debates about sex education, Gerontology.

iii. Farm Management

1) The field of farm management: what is farm management? Scope of farm management, relationship of farm management with other sciences, typical farm management decisions.

Characteristics of farming as a business : primary forces of production, climatic factors, inelastic demand, time rigidities in consumption of farm products, farm and home.

2) Principles involved in farm management decisions: Principles of variable proportion, cost principle, principle of factor substitution, law of equi-marginal returns, opportunity cost principle, principle of combining enterprises, principle of comparative advantage, time comparison principle.

3) Tools of farm management analysis : Farm planning – principal characteristics of a good farm plan, techniques of farm planning, information needed for planning. Farm budgeting – partial and complete farm budgeting.

4) Farm business analysis : Principles of evaluation of cost and income in farm management, methods of computing depreciations, net worth statement, farm financial accounts, income statement, measures of farm income.

5) Farm efficiency measures : physical and financial, aggregative and ratio measures. Efficiency measures and business decisions.

iv. Rural Entrepreneurship

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.

2. Globalisation and the emerging business / entrepreneurial environment.

3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.

4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.

5. Overview of agri-inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

Group B

i. Rural Livelihood

1. Concept and definition of rural livelihood.

2. Indicators of rural livelihood.

3. Levels of living.

4. Framework for livelihood analysis.

5. Livelihood strategies.

ii. Rural Organization and Extension

1. Dynamics of Change in Community; Factors contributing to change and transition in the structure and organization of communities. Issues of tradition and modernity in the contemporary context. Rural and urban transformations and its implications. Social Movements -Linguistic, regional, religious, women's, environmental and other contemporary movements. Other factors and their impact on change in communities -religions, socio-political ideologies, imperialism, mass media and communication, globalization.

2. Extension Systems and Development --Concept, Scope and evolution of extension Approaches and systems of extension -Current paradigms of extension: national and international perspectives.

3. Extension and Planned social change- concept, perspectives, principles and thrusts; Relationship of Extension and Development – Development programmes and initiatives.

4. Stakeholders in Development; People's participation in Development - nature, type and levels. Stakeholder analysis and participation in development programmes.
5. Community based organizations, urban and rural institutions in Development. Community mobilization for development change – techniques and strategies. Role of groups, community institutions and people's participation in programmes and initiatives of social change.

iii. Distribution and Welfare Studies

1. Basic concepts-derived demand, productivity of an input, marginal product of an input, marginal revenue product. Marginal productivity theory of distribution.
2. Labor market-supply of labor, competitive labor markets, monopsony, collective bargaining. Land markets and rent.
3. General Equilibrium and Economic Efficiency - Exchange, production and welfare. Reasons for Market Failure; Markets with asymmetric information- adverse selection, moral hazards, agency problems (concepts only).Market Failure (definition) and its causes.
4. Externalities and market inefficiency: difference between social costs and private costs, Positive and negative externalities, Private Solution to Externalities: Coase theorem, Public Policy towards Externalities: Regulation, Pigovian tax and subsidies. Public Goods and Common Resources: Public Good and the free rider problem. Common Resources and Tragedy of Commons. Examples of Public Goods and Common Resources
5. Welfare economics --Problems in measuring welfare; Classical welfare economics; Pareto's criteria; Value judgement; Concept of a social welfare function; Compensation principle — Kaldor, Hicks, Scitovsky; Competitive markets - First and Second Welfare Theorems – Concept of Social Optimum – Equity-efficiency trade-off.

iv. Rural Financial Management

1. Basics of Financial Management--Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.
- 2: Financial Markets--Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.
- 3: Investment Decisions--Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria—PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.
4. Rural Credit System, Role of Rural Credit in Rural Development. Evolution and Growth of Rural Credit System in India. B: Agricultural Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects.
- 5: Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs . Role of Government Institutions towards facilitating Rural Credit. Role of Non-Government/Semi-Government/ Quasi- Government Institutions. Growth and Present trend of Rural Financing towards Small scale and Cottage Industries.

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**PALLI CHARCHA KENDRA
(DEPARTMENT OF RURAL STUDIES)**

**SYLLABUS FOR THREE YEARS (SIX SEMESTERS)- BACHELOR OF
RURAL STUDIES (BRS) (Hons.)**

Intake capacity and Eligibility of Admisssion

This is an undergraduate course for 3 years (six semesters) to receive Honours Degree of Bachelor of Rural Studies (BRS).

Target groups: This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year: BRS--- 40.

Eligibility for the entry into the undergraduate level—Passed Higher Secondary level examination with 50% marks.

Ordinance

The evaluation process is divided into two parts. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 75 marks, will be examined through internal assessment and final semester end examination in the ratio 15:60. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Only internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the dissertation paper will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit written dissertation and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department. 50 marks are on the basis of the written dissertation to be submitted by the student and 25 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department.

Total Credit of the Course	=148
Total Marks	= 12.5x148=1850
Total Credit for Core Courses	(14x6=84) = 84
Total Credit for ability / Skill enhancement Courses	(4 x 2) = 8
Total credit for Generic Elective / Interdisciplinary Courses	(4 x 6) = 24
Total credit for Discipline Specific Elective Courses (DSE)	(4 x 6) = 24
Total Credit for University specific Course	(2x4) =8

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The total number of core courses for three years (Six semesters) BRS is fourteen that students are required to take across six semesters. All courses are compulsory. In addition to core courses, a student of Bachelor of Rural Studies (BRS) will choose four Generic Elective / Interdisciplinary Courses and four Discipline Specific Elective Courses (DSE). The Discipline Specific Elective Courses (DSE) will be offered in fifth and sixth Semesters and two such courses will be selected by a student from a set of courses specified for each of these semester (from Group A & Group B).

COURSE STRUCTURE OF THREE YEARS(SIX SEMESTERS) BACHELOR OF RURAL STUDIES (BRS) (Hons.)

BACHELOR OF RURAL STUDIES (BRS)- SEM – I

		Credit	Contact Hours per Week
1. Core Course	i. Rural Development Programmes, Policies and Approaches	6	5 lectures + 1 Tutorial
	ii. Rural Geography and Demography	6	5 lectures + 1 Tutorial
2. Ability / Skill Enhancement Compulsory Course	Modern Indian Languages (M I L) – I	2	2 lectures
3. Generic Elective Course -1	Principles of Gandhian Thought	6	5 lectures + 1 Tutorial
4. University specific Course	Tagore Studies - I	4	4
	Total Credit	24	

BACHELOR OF RURAL STUDIES (BRS) SEM – II

		Credit	Contact Hours
5. Core Course	iii. Economics for Rural Studies - I	6	5 lectures + 1 Tutorial
	iv. Quantative Techniques - I	6	5 lectures + 1 Tutorial
6. Ability / Skill Enhancement Compulsory Course	Environment/Modern Indian Languages (M I L) – II	2	2 lectures
7. Generic Elective Course -2	Rural Livelihood	6	5 lectures + 1 Tutorial
8. University Specific Course	Tagore Studies - II	4	4 lectures
	Total Credit	22	

BACHELOR OF RURAL STUDIES (BRS) SEM – III

		Credit	Contact Hours
9. Core Course	v. Economics for Rural Studies - II	6	5 lectures + 1 Tutorial
	vi. Rural Sociology - I	6	5 lectures + 1 Tutorial
	vii. Quantative Techniques -II	6	
10. Ability / Skill Enhancement Compulsory Course	English/Environmental Studies	2	2 lectures
11. Generic Elective Course -3	Studies on Cooperative	6	5 lectures + 1 Tutorial
	Total Credit	26	

BACHELOR OF RURAL STUDIES (BRS) SEMI – IV

		Credit	Contact Hours
12. Core Course	viii. Economics for Rural Studies - III	6	5 lectures + 1 Tutorial
	ix. Rural Sociology - II	6	5 lectures + 1 Tutorial
	x. Quantative Techniques - III	6	
13. Ability / Skill Enhancement Compulsory Course	Communicative English	2	2 lectures
14. Generic Elective Course-4	Rural Organisation and extension	6	5 lectures + 1 Tutorial
	Total Credit	26	

BACHELOR OF RURAL STUDIES (BRS) SEMI – V

		Credit	Contact Hours
15. Core Course	xi. Decentralized and Participatory Planning	6	5 lectures + 1 Tutorial
	xii. Quantative Techniques - IV	6	5 lectures + 1 Tutorial
16. Discipline Specific Elective Course - I	Any One from the List of Group A	6	5 lectures + 1 Tutorial
17. Discipline Specific Elective Course - II	Any One from the List of Group B	6	5 lectures + 1 Tutorial
	Total Credit	24	

BACHELOR OF RURAL STUDIES (BRS) SEMI – VI

		Credit	Contact Hours
18. Core Course	xiii. Village Surveys through Participatory Technique	6	6 hrs
	xiv. Dissertation through Computer Application	6	6hrs
19. Discipline Specific Elective Course - III	Any One from the List of Group A	6	5 lectures + 1 Tutorial
20. Discipline Specific Elective Course - IV	Any One from the List of Group B	6	5 lectures + 1 Tutorial
	Total Credit	24	

Discipline Specific Elective Courses

Group A

- i. Sustainable development
- ii. Health and Sanitation
- iii. Farm Management
- iv. Rural Entrepreneurship
- v. Animal Husbandry & Fisheries-
- vi Rural Administration and Constitution

Group B

- i. Agronomy
- ii. Gender Studies
- iii. Distribution and Welfare Studies
- iv. Rural Financial Management
- v. Crop Production --
- vi. Agricultural Markets and Agricultural Extension--

DETAIL SYLLABUS WITH *JUSTIFICATION* OF THE COURSES.

SEMESTER – I

1. Core Course -i-. Rural Development Programmes, Policies and Approaches—

Rationale of course

To enable students understanding past experiences, various programmes and policies so that they (learners) can play effective role in the implementation of development programmes wherever they assign so. To facilitate students for developing an integrated approach (for implementation) which is suitably relevant to the situation(s). To equip students with strong commitment and social responsibility in order to bring about a transformative change in communities when they take up such responsibility

1. Introduction to Rural Studies-- Definition of Rural Areas – Meaning of Development and Rural Development – Causes of Rural Backwardness.

2a. Approaches to Rural Development in India: Decentralised Planning Approach – Sectoral Approach – Area Approach – Target Group Approach – Integrated/ Holistic Approach – Participatory Approach – Rights Approach.

2b. Relevance of Gandhian and Tagore’s Approaches to Rural Development in Modern times

3a. Community Development Programme and National Extension Service – Panchayati Raj Institutions – 73rd Constitutional Amendment Act – Transfer of Functions and Powers to PRIs.

3b. Area Development Programmes: Drought Prone Area Programme – Command Area Development Programme – Desert Development Programme – Hill Area Development Programme – Integrated Tribal Development Agency – Tribal Development Corporation

3c. Target Group Programmes – Swarnajayanti Gram Swarajgar Yojana – National Rural Livelihoods Mission – Micro Finance and Self-help Groups for Women Empowerment:

3d. Employment Generation Programmes – MGNREGS: Strategy, Implementation mechanism, Progress and Problems – Prime Minister’s Rojgar Yojana; National Social Assistance Programme – Rastriya Swasthya Bhima Yojana – Aam Admi Bhima Yojana – National Food Security Mission

4. Rural development programmes of West Bengal—kanyashree prakalpa; Sabuj sathi, jal dharo jal bharo, etc

5a. Martandam, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.

5b. UN, World Bank and IMF sponsored Rural Development experiments

Core Courses -ii. Rural Geography and Demography

Rationale of course —

For rural development planning, it is important to know the dynamics of rural region. To understand the human resource in the rural area and plan their development it is important to know the demographic composition of the region and the forces that changes their composition & distribution. Rural Geography & Demography deals with the spatial and temporal distribution of man and the natural & social laws that affect man’s behaviour, i.e., it deals with man’s size, composition, distribution and the factors (natural & social laws) that lead to the change in its profile.

1. The subject matter of Geography, Geography as a space-time discipline, Locational/ Spatial analysis and spatial dimensions of development. Four traditions in Geography: spatial, man-environment, area studies and earth sciences traditions: geography and resources, population resources and development.

2. Geography of development; development paradigms; sustainability: social, economic, environmental, cultural and community sustainability; rural and urban development spectrum.
3. Geography of welfare and change: who gets what, where? And what to put where, why and how? Locational problems in social-cultural and services planning.
4. Source of Population Data and Population Composition and Change; Methods of Demographic / Population Analysis, Nuptiality, Fertility, Mortality, Morbidity and Health
5. Population Theories; Population, Development and Environment; Population Policies and Programs

2. Ability / Skill Enhancement Compulsory Course

Modern Indian Languages (M I L) – I

University prescribed uniform syllabus

3. Generic Elective Course --1

Principles of Gandhian Thought

Rationale of course

To ensure learners achieving the ultimate truth of self realization via truth and non-violence. Teaching the pupils learning the universal principle of love in one's day to day life. To make sure the students enhancing moral principle as a foundation for evolving a holistic approach and designing some local crafts as a medium of education for learners.

1: Fundamentals of Gandhian philosophy--Cultural heritage of India-Characteristics of Indian culture-Socio religious background of India. Social dimension of Varna Dharma, Ashrama Dharma, Purusharthas, Ashram Vows.

2: Foundations of Gandhian Social thought --Man and Society, theories of Trusteeship, Panchayat Raj, Swadeshi and Sarvodaya Seven Social sins, Social change through non violence

3: Gandhian views of Education--The philosophy and social purpose of NaiThalim-value base of an ideal society-Peace, Equality, Human dignity and democracy: Relevance of Yoga and meditation;

4. Characteristics of Gandhian Social Work, Gandhi's relevance in today's world

5: Gandhian approach to rural Development—Agriculture; Local source of energy and raw materials-Charka a symbol of self reliance-Village industries-Grass root level participation of people in community. Gandhian constructive programmes, Implementation of Constructive Programme: Code of conduct for the agencies

References:

Ray, Ramashray,(1985)Self and Society:A Study in Gandhian Thought, Sage Publication, New Delhi.

Gangrade,K.D.(2001) Constructive Programmes, GanhiSmriti and DanshanSamiti, New Delhi.

Bharati,K.S.(1991)The Social Philosophy of Mahatma Gandhi; Concept Publishers, New Delhi.

Bose N.K. Selections from Gandhi. (M3: Chapter 5 Pp 81-112)

Raju Lakshmipathy. M and Raju B.S.N (2012), Ethical values of Social Work profession and Gandhism (IJRSS Volume 2, Issue 2 ISSN: 2249-2496)

4. University specific Course
Tagore Studies – I
University prescribed uniform syllabus--

BACHELOR OF RURAL STUDIES (BRS) SEMESTER – II

5. Core Course-iii- Economics for Rural Studies – I

Rationale of course

This course is designed to give students basic idea of cognitive behaviour of human being in their different roles in market economy. The idea developed through this course would help students to analyse and design development perspectives of rural economies and its people. Course emphasises mainly on three fundamental facets of human behaviour consumption, production and exchange, which are universal in the context of market economy. The understanding of this fundamentals would surely help students in serious research in cognitive behavioural sciences in the context of rural economy and its development.

1. Utilitarian Approach--The History of Utility Theory – From Cardinal to Ordinal Approach. Utility in Cardinal Approach – Utility and choice, Total Utility and Marginal utility, Utility and choice - maximization, marginal utility theory of demand; Assumptions on preference ordering, indifference curve, marginal rate of substitution and convexity of IC, budget constraint, consumers' equilibrium; Price effect - substitution effect (Hicks and Slutsky), inferior goods and Giffen goods, income effect, ordinary demand curves. Revealed preference.

2. Law of Demand; Market Sensitivity and Elasticity--Importance of Elasticity in Choice- Decisions; Method of Calculation – Arc Elasticity. Point Elasticity – definition. Demand and Supply Elasticities – types of elasticity and factors effecting elasticity. Demand Elasticity and Revenue; Income and Cross Price elasticity;

3. Production --Technology, Production Functions and Isoquants, short run and long run, production with one and two variable inputs, total average and marginal products, law of diminishing return, marginal rate of technical substitution, elasticity of substitution, economics of scale. Types of production functions- Cobb-Douglas; Cost structure-implicit cost, explicit cost, accounting cost, sunk cost, economic cost, fixed cost, variable cost, total, average and marginal cost. Determinants of Short run cost, Cost Curves, cost minimization and expansion path, Short run versus long run cost curves.

4. Market Structure--Organization, Firms and Profit Maximization; Marginal Revenue, Marginal Cost and Profit Maximization. Perfect competition- short run competitive equilibrium of the firm, short run supply curve of firm and industry, Output choice and competitive equilibrium in long run, long-run industry supply; constant, increasing and decreasing cost.

5. Monopoly and barriers to entry – output determination and price rule, Pricing with market power – first, second and third degree price discrimination. Monopolistic competition – short run and long run equilibrium, excess capacity.; Oligopoly – Oligopoly equilibrium as Nash equilibrium, Cournot and Stackelberg Model, Competition versus collusion – the Prisoners' Dilemma.

References--Samuelson and Nordhaus, Lipsey and Chrystal, Maddala and Miller, Pindyck and Rubinfeld Mankiw , Stockman

6. Core Courses-iv- Quantative Techniques – I

Rationale of course

The basic importance of this course is the fundamental knowledge about the mathematics of higher secondary level. Course would not only help students to develop logical analysis but also be useful as instrument of scientific research in the field of rural studies. It consists of some mathematical concept such as limit, derivatives, integration etc. It has great importance for the next semesters of the Bachelor and Masters course of the subject Rural Studies.

(Algebra-20 marks)

1. Arithmetic and Geometric Progression, Logarithm, Surds and Indices, Equation: Linear, Quadratic and Simultaneous equations
2. Basic Trigonometry—ratios, height and distance, angle laws; Basic Coordinate geometry—coordinates, graphs, straight line, circle and simple non-linear curves.
3. Matrix Algebra: Definition of Matrix, Types, Algebra of Matrices, Properties of Determinants, Cramer's Rule for solving equation, Adjoint Matrix, Inverse Matrix.

(Calculus -30 Marks)

1. Function: Definition, Classification and Types of function, Elementary idea of Limit and Continuity.
2. Differentiation: Definition of Derivative and its geometrical interpretation, Rules of Derivatives, Partial Differentiation of simple algebraic functions, Maximum and minimum value of functions. Examples of applications.
3. Integration of functions, Standard integral forms, Integration by parts, Integration by partial functions (elementary problems), Definite integral. Examples of application.

6. . Ability / Skill Enhancement Compulsory Course

Modern Indian Languages (M I L) – II

7. Generic Elective Course 2-. Rural Livelihood

Rationale of course—

To help the trainees / learners aware of the importance of rural livelihoods in (local, global) in economies and communities. To obtain new skills in creating new work opportunities and generating income for meeting existence needs. To study and analyse different livelihood analysis and techniques and drawing the attention of policy makers in framing appropriate livelihood strategies / approaches towards creating sustainable livelihoods.

1. Concept and definition of rural livelihood.
2. Indicators of rural livelihood.
3. Levels of living.
4. Framework for livelihood analysis.
5. Livelihood strategies.

8. University Specific Course-Tagore Studies - II

University prescribed uniform syllabus

Rationale of course

BACHELOR OF RURAL STUDIES (BRS) SEMI – III

9. Core Course-

Core Courses-v. Rural Economics – II

Rationale of course

The basic objective of this course is to generate basic ideas among students of rural studies about macroeconomics i. e. aggregates of the economy. Students of rural studies will acquire basic knowledge about determination and measurement of macroeconomics variables like saving, investment, output, income, employment, money and inflation etc.

1. Nature of Macroeconomics-(a) basic macroeconomic concepts and variables-circular flow of income, aggregate output, employment, price level, interest rate; (b) basic concerns and problems of macroeconomics- growth rate of output, inflation rate, unemployment (including recession, depression, stagflation etc.)
2. National income - its components and measurements (including the problems of measurement), interrelationships between various aggregates
3. Demand for Money and Supply of money , role of commercial and the central bank – its instruments to control money supply Non-Banking Financial Intermediaries (NBFIs): Distinction between commercial banks and NBFIs- validity of the distinction-Central bank's control over the NBFIs
4. National income determination: Classical Theory and Simple Keynesian Theory, IS-LM, Effects of fiscal and monetary policies - the multipliers and the crowding- out effect.
- 5 .Complete Keynesian ,Theory and comparison between Keynesian and Classical analysis, including the idea of Classical dichotomy.

Core Courses-vi. Rural Sociology – I

Rationale of course

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. This course aims to draw attention to the key concepts and a broad introduction about rural society, social structure and social institutions, which are useful for the understanding of rural society

1. Nature and Task of Sociological Theory: Definition, Basic elements or Building Blocks of Sociological Theory Characteristics of Sociological Theory : Functional Theory, Conflict Theory . Exchange Theory
2. Post - Modern Sociology: General Arguments , Foucault, Derrida, Jameson and David Harvey
3. Social inclusion and social exclusion: Define social exclusion, Forms of social exclusion , Define marginality, Impact of marginality on society, Different programmes of social inclusion , Relation between social inclusion and marginality
4. Social Mobility Define social mobility, Different form of social mobility, Relation between social mobility and poverty, Relation between social mobility and education
5. Symbolic Interaction-ism and Critical Sociology General Arguments, Contribution of Mead, Contribution of Blumer,. General Arguments Frankfurt School: Contribution of Habermas, Adorno and Marcuse

Core Courses-vii. Quantative Techniques –II

Rationale of course

The course is all about the basic statistics. In this course we learn mainly the Data, Frequency, Method of collecting Data, Sample, Sample survey method, Census Method, Measures of Central Tendency, Measures of Dispersion, Correlation, Regression and Index Number. All the above mentioned are properly connected with the Field Work on the Rural Area of the Bachelor and Masters course or Rural Studies. In future it will be also helpful for those who will be getting job in Field purpose

1. Meaning of statistics, a historical note, statistics in matters of state, statistics and the social sciences, limitations of statistics. Individual and character, types of data, collection of data, tabulation of data, diagrammatic representation of data. Summarization of data: frequency table, diagrammatic representation of a frequency distribution – column diagram, frequency polygon, histogram. Cumulative frequency diagram; step diagram, Ogive.
2. Measures of central tendency – mean, median, mode, quartiles.
3. Measures of dispersion – range, mean duration, standard duration, quartile duration, mean difference and Genius coefficient. Coefficient of variation.
4. Correlation: Scatter diagram, product moment correlations coefficient, Spearman's rank correlation coefficient (bivariate case) calculation of multiple correlation coefficient in the case of two explanatory variables.
5. Bivariate Regression. Application of regression analysis in trend fitting.Fitting of multiple regressions in the case of two explanatory variables.Time series and forecasting.
6. Time Series and Index Number

10. Ability / Skill Enhancement Compulsory Course

Environmental Studies

University prescribed uniform syllabus

11. Generic Elective Course-3-Studies on Cooperatives

Rationale of course

To instill the cooperative fundamental principles of 'join together, work together and live together' in the young minds. To enhance professional skill and talence of students to face and overcome the challenges of cooperative institutions. To provide an opportunity for learning the role of state in cooperative movements and the cooperative act of West Bengal with its impacts now and then.

1. Meaning, definition and features of Co-operation
2. Contribution of Robert Owen; Louis Blanc; Shri V. L. Mehta and D. R. Gadgil in the sphere of Co-operation. Genesis and growth of Co-operative Movement in India during pre and post-independence and after 1991.
3. State and the Co-operative movement in India - Role of state in the development of Co-operatives – State Assistance; De-officialisation of the Co-operative movement;
4. Reconstructing Co-operative administration; Recent development in Co-operative movement;
- 5a. Genesis of cooperative credit movement in India; Structure of cooperative credit system in India and West Bengal;
- 5b. State cooperative Act--West bengal cooperative societies act 1983; The West Bengal Co-operative Society Act, 2006; The West Bengal Co-operative Society Rules 2011; The west bengal cooperative societies act 2012

BACHELOR OF RURAL STUDIES (BRS) SEMI – IV

12. Core Course—

Core Courses-viii. Economics for Rural Studies - III

Rationale of course

The aim of this course is to introduce the students of rural studies about some macroeconomics concepts, international trade and part of India's agrarian economy. Students of rural studies will acquire knowledge about unemployment, banking and finance, different models of international trade and India's agrarian economy.

1. Unemployment--Defining and Measuring the Unemployment Rate – Counting of Unemployed – Okun's Law. Economic Costs of High Unemployment. Types of Unemployment – Frictional Unemployment and Job Search, Structural Unemployment and Cyclical Unemployment, Voluntary versus Involuntary Unemployment. Sources of Inflexibility in wages – minimum wages, unions and collective bargaining and efficiency wages.

Samuelson and Nordhaus, Chapter 31 (572-81), Mankiw, Chapter 28

2. Money, Monetary Institutions and Inflation-The Classical and Modern View ; Definition and functions of Money.; Origins of Money including Gresham's Law.; Money Creation. Money and Relative Values – money as a veil, neutrality of money, money illusion, real and monetary effects and price level changes. Reserve Bank of India-- Targets and instruments of monetary policy. Definition and measurement of Inflation rate – CPI and GNP Deflator. Types of Inflation – Moderate inflation, Galloping Inflation and hyperinflation. Impact of Inflation – redistribution of Income and Wealth and distortions on output and prices.

Lipsey and Chrystal, Sikdar. Samuelson and Nordhaus G, Mankiw, Chapter 24.

3. Basic Models of Trade--Ricardian Model: Comparative advantage.; Relative demand and relative supply and autarkic terms of trade. Trade in Ricardian world: determination of international terms of trade, complete specialization, gains from trade. Model of two factor economy: Assumptions, Stolper-Samuelson effect; Rybzyński effect; . Effects of International Trade between two factor economies (H-O-theorem), Trade and distribution of Income, Factor Price Equalization. Empirical studies - Leontief Paradox.

4. Indian Economy with special reference to rural sector--India's national income: Trend, Structure and Sectoral Composition .Trends in occupational structure-rural; Industry-agriculture relationship.

5. India's agrarian economy: Nature and Importance, Trend, Factors, Land Reforms, New Strategy, Green Revolution, Credit and Marketing. Current major problems in the agricultural sector in India. Poverty and inequality in India: Trend and Pattern, Factors, Measure and Alleviation Policy. Growth of non-farm sector.

Core Courses-ix. Rural Sociology – II

Rationale of course

This course introduces students to sociological study of social inequalities, diverse forms of social equality in articulation with each other. It critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation. It seeks to provide an interdisciplinary introduction to Indian society. The course forms an advanced step in relation to the knowledge gain in these fields.

1. India as an object of knowledge Introduction. The colonial discourse, The nationalist discourse, Subaltern critique

2. Sociological concepts Definition of Kinship, Patterns of kinship, Terminology of Kinship Family and Marriage : Definition of marriage and types of marriage, Definition of family, Types of family ,Violence within the families, Trends of family. Individual and group

Culture, Socialization, Folkways and mores; Ethnicity and Race: Ethnicity, prejudice and discrimination, Ethnic antagonism, Ethnicity in the modern world.

3. Social interaction and everyday life-- The study of everyday life, Non verbal communication, Social rules and talk: face, body and speech in interaction, Interaction in time and space; Social Control, Deviance and Crime Social control, Definition, Deviance and Crime, Institutions; Social movements and Collective action; Village-Village solidarity, Internal regulation.

4. Understanding Social Stratification and social movement Natural inequalities and social inequalities, Hierarchy and differences; Caste- Definition and features, Persistence and change, Varna and Jati ,pollution and purity, Perception of dominant caste and sanskritization. Tribe- Definition and characteristics.

5. Power structure : Power elite in rural India; Panchayat and municipality, Local bodies and social change. Relationship between civil society and state in India; Social change in India -- Social change and resistance Westernization, modernization and industrialization. Role of legislation in social change. Urbanization, Globalization and its impact on Indian Society

Core Courses-x. Quantative Techniques – III

Rationale of course

The course mostly covers basic Linear Programming Problem and the basic differential, difference equations and Game Theory. Various current rural development projects and models are based on the these crucial concepts. The course would be very helpful in advanced research work in the domain of Rural Studies.

1.Linear Programming: Basic concept- components of LP Problem, Graphical solution method, Slack variables, feasible solutions and basic solution, Solution with Simplex method, Applications of LP, ; Static Leontief open Input-Output model

2. Transportation and Assignment problem

3. Differential equation—examples of applications.

4. Difference Equation-- examples of applications.

5. Introduction to Game Theory

13. Ability / Skill Enhancement Compulsory Course

Communicative English

University prescribed uniform syllabus

14. Generic Elective Course-4

Rural Organisation and Extension

Rationale of course

Imparting learners to help people help themselves in organizing groups for discussing problems and finding solutions. Training /advising rural people (by present learners) how to live better. Delivering to listeners how extension serves the purpose for a planned change and how leadership in local bodies, villages institutions and organizations plays a crucial role in serving the communities.

1. Dynamics of Change in Community; Factors contributing to change and transition in the structure and organization of communities. Issues of tradition and modernity in the contemporary context. Rural and urban transformations and its implications. Social Movements -Linguistic, regional, religious, women's, environmental and other contemporary movements. Other factors and their impact on change in communities -religions, socio-political ideologies, imperialism, mass media and communication, globalization.

2. Extension Systems and Development --Concept, Scope and evolution of extension Approaches and systems of extension -Current paradigms of extension: national and international perspectives.
3. Extension and Planned social change- concept, perspectives, principles and thrusts; Relationship of Extension and Development – Development programmes and initiatives.
4. Stakeholders in Development; People’s participation in Development - nature, type and levels. Stakeholder analysis and participation in development programmes.
5. Community based organizations, urban and rural institutions in Development. Community mobilization for development change – techniques and strategies. Role of groups, community institutions and people’s participation in programmes and initiatives of social change.

BACHELOR OF RURAL STUDIES (BRS) SEM – V

15. Core Course

Core Courses-xi. Decentralized and Participatory Planning

Rationale of course

Decentralised planning is considered to be an important component of the planning mechanism in India. The idea of decentralised planning arises directly from our commitment to a democratic society, government and national political system. This paper will provide a detail study of the evolution of planning process in India from national planning committee to establishment of the planning commission. The idea of the composition and functions of the planning commission will provide a concept to the student about the existing planning framework in the different states.

- 1: Decentralised planning—concepts; Participatory Planning- Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning.
2. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.
- 3: Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects. District Planning in India; Block Planning; Village Planning;
5. Urban and Peri-Urban Area Planning Unpredictable changes and future planning of the area

Core Courses -xii Quantative Techniques – IV

Rationale of course

The course is mainly based on the Probability and the Sampling as well as a little bit of Hypothesis. In our daily life we use probability. Each and every moment is probabilistic in our daily life. So the knowledge of probability is a most essential in real life. Sampling is the most important part of any survey. On the other hand it is a crucial part of the Rural Studies.

- 1) Elementary concept of probability theory : classical definition of probability, important properties of probability, addition and multiplication rules of probability (two events only), conditional probability and statistical independence of probability (two events only) [Proofs of the theorems are not necessary only concepts are necessary along with simple examples].
- 2) Skewed and symmetric distributions. Properties of normal distribution.

3) Sampling methods : Sample survey versus complete enumerations, biases and errors in sample surveys, different steps in a large scale sample survey, random sampling numbers, practical method of drawing a random sample, subjective and objective sampling, non probabilistic, probabilistic and mixed sampling, practical method of drawing a simple random sample., simple random sampling with and without replacement, stratified random sampling, systematic sampling, quota sampling, multistage sampling, purposive sampling.

4) Definitions of parameter and statistic, estimate and estimator, definition of a minimum variance unbiased estimator.

5) Test of hypotheses : Definitions of statistical hypothesis, simple hypothesis , composite hypothesis, null hypothesis, alternative hypothesis, test statistic, critical region, level of significance, Type – I and Type – II errors, power of a test.

Test of mean of a normal population when

(a) Population Variance is known.

(b) Population variance is unknown.

Large sample test of proportions Chi – square (x) test of independence and goodness of fit.

16. Discipline Specific Elective Course - I

Any One from the List of Group A

Sustainable development

Rationale of course—

This paper will help the student to understand the stable relationship between nature and human activity. Nature has always been generous to mankind with all her elements and resources. In that case mankind should also fulfil their responsibility towards all the natural resources by checking their consumption and misuses. This paper will also make them aware about environmental degradation with providing various ideas regarding conservation of natural resources. Main objective of this paper is to make a change in consumption pattern towards natural resources and make them able to achieve success without compromising the ability of future generations to meet their needs

1. Explains and critically evaluates the concept of sustainable development, its main principles, the evolution of ideas about sustainability, strategies for promoting sustainable development, resistances to the concept, and some alternative approaches. It also examines some important current issues and areas of debate in relation to sustainable development.

2: Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources ,Concept, kinds, distribution and economic potential and its future.

3: Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm.

Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).

4. Environment-Economy linkage; Environment as a necessity and luxury; Population-environment linkage. Allocation problem; Market failure for environmental goods; environment as a public good, Common Property Resources, Property right approach to environmental problem-.

5. Prevention, control and abatement of pollution. Concept and indicators of sustainable development; environmental externalities and state regulation of the environment; economic activity and climate change.

17. Discipline Specific Elective Course - II

Any One from the List of Group B

Gender Studies

Rationale of course*This paper will explain existing social structures including race, class, religion, sexuality, power relation and other social factors which create an impact in our daily life. Even men and women from the same society experiences different circumstances because of gender discrimination. This paper will also explore the social status of men and women and various customs formed on the basis of their relationship (child marriage, dowry system, widowhood, problems of elderly and single women etc.). Many demographic indicators are also related to gender like sex-ratio, literacy rate, life expectancy, maternal mortality rate etc. and these indicates the position of women in the patriarchal society and their experiences of daily life. Main objective of this paper is to make the young generation more aware about gender equality.*

1. Gender Concepts: Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.
2. Structures of gender Inequality --Patterns of Gender inequality in terms of caste, class and religion patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women.
3. Gender and Institutions: Kinship and Family: Patriarchy: Concept, origin, Matriliney, Matrilocality (case study of Nayars in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict Gender and Education : Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education
4. Issues related to marginalized Women --Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis .
5. Understanding Demographic indicators related to gender (global comparison) Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

8hr

References

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

BACHELOR OF RURAL STUDIES (BRS) SEMI – VI

18. Core Course

Core Courses-xiii. Village Surveys through Participatory Technique

Rationale of course- *In rural studies, collection of field data and its analysis is an important component that leads to rural re-construction planning and implementation, ultimately leading to rural development. Objective of the course is to judge the students grasps of the basics of rural studies and their acumen in applying the preliminaries taught in previous five semester in the practical field.*

Core Courses-xiv. Dissertation through Computer Application

Rationale of course

Use of computer application is necessary for systematic and scientific dissertation work. Proper documentation of data pertaining to land survey, demographic survey, socio-economic survey & agricultural survey, etc. is important for yielding desired result. Data organisation, tabular representation and graphical representation are some of the other important components of data analysis. In rural studies, collection of field data and its analysis is an important component that leads to rural re-construction planning and implementation, ultimately leading to rural development. The software which are mainly used to calculate field survey are Microsoft Office, Excels, Power points and SPSS(Statistical packages for social sciences)

19. Discipline Specific Elective Course - III

Any One from the List of Group A

Rural Entrepreneurship-

Rationale of course—

The role of government is declining in the sphere of development due to liberalisation, privatization and globalization. Naturally for developing rural areas and rural people emphasis is placed on the development of entrepreneurship. This paper aims at inculcating the knowledge and skill of entrepreneurship among the students of Rural Studies. They are given the concept of entrepreneurship, overall business environment of the areas, government policies, programmes and schemes of entrepreneurship development with a special reference to rural and agri-industries.

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.
2. Globalisation and the emerging business / entrepreneurial environment.
3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.
4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.
5. Overview of agri-inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

20. Discipline Specific Elective Course - IV

Any One from the List of Group B

Rural Financial Management

Rationale of course

This course is designed to provide basic ideas about financial management, financial markets, criteria of judging investment decisions and rural credit system to rural studies students. Students of rural studies will acquire knowledge about concept, objectives of financial management, meaning and structure of financial markets, money markets and

capital markets, need and importance of investment decisions, investment evaluation criteria, evolution and growth rural credit system in India, role of rural credit in Rural Development.

1. Basics of Financial Management--Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.
- 2: Financial Markets--Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.
- 3: Investment Decisions--Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria—PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.
4. Rural Credit System, Role of Rural Credit in Rural Development. Evolution and Growth of Rural Credit System in India. B: Agricultural Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects.
- 5: Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs . Role of Government Institutions towards facilitating Rural Credit. Role of Non-Government/Semi-Government/ Quasi- Government Institutions. Growth and Present trend of Rural Financing towards Small scale and Cottage Industries.

OTHER CHOICES OF -Discipline Specific Elective Courses

Group A

i. Sustainable development

1. Explains and critically evaluates the concept of sustainable development, its main principles, the evolution of ideas about sustainability, strategies for promoting sustainable development, resistances to the concept, and some alternative approaches. It also examines some important current issues and areas of debate in relation to sustainable development.
- 2: Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources ,Concept, kinds, distribution and economic potential and its future.
- 3: Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm. Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).
4. Environment-Economy linkage; Environment as a necessity and luxury; Population-environment linkage. Allocation problem; Market failure for environmental goods; environment as a public good, Common Property Resources, Property right approach to environmental problem-.
5. Prevention, control and abatement of pollution. Concept and indicators of sustainable development; environmental externalities and state regulation of the environment;economic activity and climate change.

ii. Health and Sanitation

1. Historical background of public health concepts of health and disease. Social services: - relevance of social sciences in Medicine, psychosocial and cultural determinants of health social security, social science research methods– qualitative and quantitative.
2. Principles of epidemiological methods, uses with special reference to health care delivery, planning and conduct of epidemiological studies, epidemiological surveillance and epidemic preparedness, investigation of epidemic, disease screening.
3. Biostatistics: Relevance and use of statistics in Medicine, analysis and presentation of data, measures of central tendency, measures of dispersion, normal distribution, tests of significance, correlation and regression. Analysis of qualitative data sources of vital statistics.
4. Hospital and health information systems: - Importance, components, recording and reporting in the health services system use of computers in health care system:
5. Health and sanitation in Rural India:Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Common Diseases :Occupational diseases among workers and their prevention, diseases among women, Old age diseases, Means to reduce them: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes. Health Sector Reforms of the Government of India:Protective, Promotional, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children. Emerging health issues: HIV AIDS, Debates about sex education, Gerontology.

iii. Farm Management

- 1) The field of farm management : what is farm management? Scope of farm management, relationship of farm management with other sciences, typical farm management decisions. Characteristics of farming as a business : primary forces of production, climatic factors, inelastic demand, time rigidities in consumption of farm products, farm and home.
- 2) Principles involved in farm management decisions: Principles of variable proportion, cost principle, principle of factor substitution, law of equi-marginal returns, opportunity cost

principle, principle of combining enterprises, principle of comparative advantage, time comparison principle.

3) Tools of farm management analysis : Farm planning – principal characteristics of a good farm plan, techniques of farm planning, information needed for planning. Farm budgeting – partial and complete farm budgeting.

4) Farm business analysis : Principles of evaluation of cost and income in farm management, methods of computing depreciations, net worth statement, farm financial accounts, income statement, measures of farm income.

5) Farm efficiency measures : physical and financial, aggregative and ratio measures. Efficiency measures and business decisions.

iv. Rural Entrepreneurship

1. Entrepreneurship Development: Assessing overall business environment in the Indian economy. Overview of Indian social, political and economic systems and their implications for decision making by individual entrepreneurs.

2. Globalisation and the emerging business / entrepreneurial environment.

3. Concept of entrepreneurship; entrepreneurial and managerial characteristics; managing an enterprise; motivation and entrepreneurship development; importance of planning, monitoring, evaluation and followup; managing competition; entrepreneurship development programs; SWOT analysis, Generation, incubation and commercialization of ideas and innovations.

4. Government schemes and incentives for promotion of entrepreneurship. Government policy on Small and Medium Enterprises (SMEs) / SSIs. Export and Import Policies relevant to agriculture sector. Venture capital. Contract farming and joint ventures, public-private partnerships.

5. Overview of agri-inputs industry. Characteristics of Indian agricultural processing and export industry. Social Responsibility of Business.

v) Animal Husbandry & Fisheries

1. Fisheries Resources --

Major fisheries resources of the world, global trends in production; Target and non-target fisheries resources of India. Distribution, composition, trends and dynamics of major exploited fishery resources in hill streams, rivers, reservoirs, lakes. Major commercially exploited stocks, their potentials, status, bionomics, methods of capture and yields; Issues related to capture fisheries; Endangered and threatened species, in-situ and ex-situ conservation; Fisheries and Biodiversity Acts; Juvenile fishing, destructive gears, by-catch and discards; Status and impact of exotic species, accidental introductions;

2. Concepts and principles of fisheries management; Fisheries Acts and Legislations, revisions and amendments; Fisheries policies, instruments and mechanisms for inland. Modes of fisheries management - Open access, regulated, advisory; participatory, user rights;

3. Supply, demand and price dynamics in the fisheries sector; domestic and export marketing of fish and fish products, trends, channels, mechanisms, regulations, trade and non-trade barriers, concerns and strategies; modern marketing methods and channels, cold chains, storage; value addition; domestic and international market demands; International regulations and practices affecting Indian fisheries trade; WTO and Indian fisheries scenario; Issues in branding and labelling; Quality concerns; Growth of domestic and exports markets; Market trends and diversification; Emerging consumer preferences and trade practices; Fisheries co-operatives; Institutional support for fisheries development. Fisheries Livelihood-- Relevance of capture fisheries in food, nutrition, employment, income and livelihood securities of fishers; Vulnerability of fishers to changes in resource availability, exploitation and utilization patterns; Marginalization of fishermen. Land and water body use issues in fisheries. Role of extension in fisheries, mechanisms and modes of extension and their impact

on capture fisheries and fisher's livelihood, alternative livelihood options; Management of conflicts within sub-sectors in fisheries; Women in fisheries, status, role, impact, future; Vulnerability of fishers to natural disasters and coping mechanisms in disaster management

4. Animal Husbandry—Concepts and definition of General Breeding Management, Feeding Management, Reproduction Management, Shelter Management, Health Management, Production and Management of Cattle and Buffalo and other animals--Sheep and goat; Poultry; Equine; Swine and Rabbit

5. Economics and Marketing of Livestock and Poultry and their Products; Economic principles as applied to livestock production. Production functions. Farm size, resources and product combinations. Cost concepts. Effect criteria in use of resources in livestock production. Maintenance of evaluation of different production records. Insurance and financing of livestock enterprises. Project formulation for setting up livestock farms. Different approaches to marketing of livestock and its products. Present status of cattle fairs and methods of selling livestock. Market news and information. Determination of prices of livestock products. Vertical integration in livestock products industries

vi) Rural Administration and Constitution

1. Administrative Law : Meaning , Nature and Scope ; Growth of Administrative Law : Reasons ; Concept of Rule of Law; Rule of Law under Indian Constitution.

2a. Principles of Natural Justice & their Judicial interpretation-- Administrative discretion and Judicial control; Administration Tribunals: Meaning, Reasons and Features Difference between Court and Tribunal;

2b. Delegated Legislation : Meaning & Need of delegated Legislation; Parliamentary control; Procedural & Judicial Control; Judicial Review: Principles and modes (writs).

3. Fundamental Rights and; Fundamental Duties.; Amendment of Indian Constitution; Procedure, Basic Structure Concept;

4. Growth of Rural Development Institutions in India (since Independence). --Institutional Arrangement for Rural Development at National level: Organization structure, Functions and Role of Union Ministry of Rural Development. Institutional Arrangement for Rural Development at State level: Organization Structure, Functions and Role of Department of Rural Development, Institutional Arrangement for Rural Development at District level :Organization, Functions and Role of District Rural Development Agency (DRDA).

5. Functions and Role of Block Samiti/Panchyati Samiti, Functions & role of Gram Panchayat and Gram Sabha in Development. Organization, Functions and Role of Block level Administration in Rural Development.Functions and Role of Block Development Officer (BDO) & Extension Officers in Rural Development.

Group B

I) Agronomy

1.Agronomy – Definition, scope and importance, its relationship with other sciences, historical sketch of agronomy.

2. Agro-climatic zones of India.and Classification of Crops.

3. Factors affecting crop production. Essential plant nutrients their role in crop growth. Manures and fertilizers- classification and nutrient content.

4.Cropping system- different types of cropping system:inter cropping, mixed cropping, intensive cropping, relay cropping, Alley cropping etc., definition and advantages with examples. Crop Rotation -objectives types and advantage.

5. Harvesting and post harvest operation

ii. Gender Studies

1. Gender Concepts: Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.
2. Structures of gender Inequality --Patterns of Gender inequality in terms of caste, class and religion patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women.
3. Gender and Institutions: Kinship and Family: Patriarchy: Concept, origin, Matriline, Matrilocality (case study of Nayers in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict Gender and Education : Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education
4. Issues related to marginalized Women --Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis .
5. Understanding Demographic indicators related to gender (global comparison) Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

8hr

References

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

iii. Distribution and Welfare Studies

1. Basic concepts-derived demand, productivity of an input, marginal product of an input, marginal revenue product. Marginal productivity theory of distribution.
2. Labor market-supply of labor, competitive labor markets, monopsony, collective bargaining. Land markets and rent.
3. General Equilibrium and Economic Efficiency - Exchange, production and welfare. Reasons for Market Failure; Markets with asymmetric information- adverse selection, moral hazards, agency problems (concepts only). Market Failure (definition) and its causes.
4. Externalities and market inefficiency: difference between social costs and private costs, Positive and negative externalities, Private Solution to Externalities: Coase theorem, Public Policy towards Externalities: Regulation, Pigovian tax and subsidies. Public Goods and Common Resources: Public Good and the free rider problem. Common Resources and Tragedy of Commons. Examples of Public Goods and Common Resources
5. Welfare economics --Problems in measuring welfare; Classical welfare economics; Pareto's criteria; Value judgement; Concept of a social welfare function; Compensation principle — Kaldor, Hicks, Scitovsky; Competitive markets - First and Second Welfare Theorems – Concept of Social Optimum – Equity-efficiency trade-off.

iv. Rural Financial Management

1. Basics of Financial Management--Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.

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2: Financial Markets--Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.

3: Investment Decisions--Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria—PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.

4. Rural Credit System, Role of Rural Credit in Rural Development. Evolution and Growth of Rural Credit System in India. B: Agricultural Credit, Agricultural Credit Review Committee, Report of different Committees and Commissions, Problems and Prospects.

5: Rural Credit to Non-farm Sector, Credit for small and marginal entrepreneurs . Role of Government Institutions towards facilitating Rural Credit. Role of Non-Government/Semi-Government/ Quasi- Government Institutions. Growth and Present trend of Rural Financing towards Small scale and Cottage Industries.

V. Crop Production

1. Introduction-- Importance in Agriculture, Seed Physiology, Seed Structures, morphological, Physiological and biochemical changes during seed development. physiological maturity, Morphological and physiological changes associated with physiological maturity in crops.

2. Harvest maturity, seed viability and vigour. Factors affecting seeds viability and vigour. Methods of testing seed viability and vigour. Germination, utilization of seed reserves during seed germination.

3a. Morphological, physiological and biochemical changes during seed germination. Factors affecting seed germination. Post harvest physiology-seed dormancy, definition, types of seed dormancy.

3b. Advantages and disadvantages of seed dormancy. Causes and remedial measures for breaking seed dormancy. Optimum condition for seed storage, factors Influencing seed storage (ISTA standards).

4. Crop water relationship, physiological Importance of water to plants, water potential and its components, measurement of water Status in plants. Transpiration, significance, transpiration in relation to crop productivity. water use efficiency WUE in C 3 , C 4 and CAM plants. Factors affecting WUE. photosynthesis, energy synthesis significance of C 3 , C 4 and CAM pathways. relationship of photosynthesis and crop productivity, photorespiration.

5. Factors affecting photosynthesis and productivity. Method of measuring photosynthesis. Photosynthetic efficiency. Respiration and its significance, brief account of growth respiration and maintenance respiration, alternate respiration, salt respiration, wound respiration-measurement of respiration.

VI. Agricultural Markets and Agricultural Extension

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market structure, Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.

2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus; Price Characteristics of agricultural product process, Meaning; Need for Agricultural Price Policy. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.
3. Extension Programme, Planning, Project – Meaning, Definitions; Principles and Steps in Programme Development Process; Monitoring and Evaluation of Extension Programmes. Extension Teaching methods – Meaning, Definition, Functions and Classification. Individual contact methods – Farm and Home visit, Result Demonstration, Field trials – Meaning, Objectives, Steps, Merits and Demerits. Group contact methods – Group discussion, Method demonstration, Field Trips – Meaning, Objectives, Steps, Merits and Demerits. Small group discussion techniques – Lecture, Symposium, Panel, Debate, Forum, Buzz group, Workshop, Brain Storming, Seminar and Conference. Mass contact Methods – Campaign, Exhibition, Kisan Mela, Radio & Television – Meaning, Importance, Steps, Merits & Demerits.
4. Factors influencing in selection of Extension Teaching Methods and Combination (Media Mix) of Teaching methods. Innovative Information sources – Internet, Cyber Cafes, Video and Tele conferences, Kisan call centers, Consultancy clinics; .Agricultural Journalism – Meaning, Scope and Importance, Sources of news, Types, Merits and Limitations.
5. Diffusion and Adoption of Innovations – Meaning, Definition, Models of adoption Process, Innovation– Decision Process – Elements, Adopter categories and their characteristics.

Master of Rural Studies

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Course-structure for Master of Rural Studies (MRS)

Subject – Rural Studies

Master of Rural Studies(MRS)

<u>First Semester</u>	<u>CREDIT</u>	<u>MARKS</u>
Paper- I		
Planning Theories and Techniques	4	50 marks
Paper- II		
Development and Growth Dynamics	4	50 marks
Paper- III		
Participatory and Community Planning	4	50 marks
Paper-IV		
Multilevel Planning	4	50 marks
Paper-V		
Changing Profile of the Rural areas of India	4	50 marks
Paper-VI		
Agrarian Questions	4	50 marks
Paper-VII-Special Women studies / Population Studies -Gr-A	4	50 marks
Paper-VIII-Special- Environmental Studies / Rural Labour Studies -Gr-A		
4	50 marks	

Second Semester

Paper-IX

Tools of Project Management and Appraisal +Practical 4
Theory – 40 + Practical 10 = 50 marks

Paper-X

Project Planning and Management+practical 4
Theory – 40 + Practical 10 = 50 marks

Paper-XI

Disaster Management in Rural Areas 4 50 marks

Paper- XII

NGO and Voluntary Organization Management (including CSR) 4 50 marks

Paper-XIII

Public Choice Theory 4 50 marks

Paper-XIV

Poverty & Development 4 50 marks

Paper-XV-Special Women studies / Population Studies -Gr-B 4 50 marks

Paper-XVI-<u>Special</u>- Environmental Studies / Rural Labour Studies -Gr-B	4	50 marks
<u>Third Semester</u>		
Paper- XVII		
Introduction to Environmental Studies	4	50 marks
Paper- XVIII		
Issues of Environmental Management	4	50 marks
Paper-XIX		
Elementary Econometrics	4	50 marks
Paper-XX		
Cartographic techniques & Geometrics (GIS, remote sensing etc)	4	50 marks
Paper-XXI		
Methodology of Research in Rural Studies	4	50 marks
Paper-XXII		
Dissertation (computer based)	4	50 marks
Paper-XXIII-<u>Special</u> Women studies / Population Studies -Gr-C	4	50 marks
Paper-XXIV-<u>Special</u>- Environmental Studies / Rural Labour Studies -Gr-C	4	50 marks
<u>Fourth Semester</u>		
Paper-XXV		
Rural Industries and Entrepreneurship Development	4	50 marks
Paper-XXVI		
Rural Development strategies ,Policies. And programmes	4	50 marks
Paper-XXVII-<u>Special</u> Women studies / Population Studies -Gr-D	4	50 marks
Paper-XXVIII-<u>Special</u>- Environmental Studies / Rural Labour Studies -Gr-D	4	50 marks
<u>And</u>		
<u>Paper-XXIX-</u> <u>Internship for 2months-</u>	8	200Marks

Course Details of Master of Rural Studies(MRS)

First Semester

Paper- I

Planning Theories and Techniques

50 marks

- 1.Planning Theory
2. Techniques of Planning:
- 3.Approaches and Strategies of Regional Development and Regional Planning
4. Regional Dynamics
- 5.Planning and globalisation

Paper- II

Development and Growth Dynamics

50 marks

- 1.Growth models — Harrod and Domar;
2. Neo-classical growth models —Solow and Meade, Mrs. Joan Robinson's growth model;
3. Growth models of Kaldor and Pasinetti, two-sector model of Ujawa;
4. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth.
- 5.Endogenous Growth Models – (a) Endogenous Growth with human capital formation – one sector model.(b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending.(d) Endogenous growth with natural or conservation capital,Overlapping Generations Model,

Paper- III

Participatory and Community Planning

50 marks

- 1: Participatory Planning Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning.
2. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.
- 3: Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects.
4. Participatory GIS, PGIS: Definition, concept and need. PGIS and PPGIS.Geo-referencing and visualizing indigenous spatial knowledge.Ethical issues in PGIS. PGIS for regional level technology based information system, case studies and application of PGIS in India.
- 5.Practical

Paper-IV

Multilevel Planning

50 marks

- 1.District Planning in India
- 2.Block Planning
3. Village Planning,
- 4.Urban and Peri-Urban Area Planning

5. Unpredictable changes and future planning of the area

Paper-V

Changing Profile of the Rural areas of India

50 marks

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas. Land utilization analysis. , irrigated and non-irrigated and land values. Sources of land information. land utilization changes, cropping pattern changes.,
3. Living standard changes, changes in land holding size, asset ownership and tenancy– its implication in the planning process Common property
4. Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

Paper-VI

Agrarian Questions

50 marks

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov’s Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra-household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non-land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.
5. Agricultural planning and policies in the third world countries: Some theoretical aspects of Agricultural policies.
6. Different Paradigms in Development theory: Plea for labourist approach in agricultural development

Paper-VII-Special Women studies / Population Studies -Gr-A

50 marks

Paper-VIII-Special- Environmental Studies / Rural Labour Studies -Gr-A

50 marks

Second Semester

Paper-IX

Tools of Project Management and Appraisal +Practical

Theory – 40 + Practical 10 = 50 marks

- 1). Project cycle, need of project appraisal, technical feasibility, economic feasibility and financial feasibility of a project concept of present value and future value.

2). Decision criteria – Pay Back Period, Net present value (NPV), Internal Rate of Return (IRR), Benefit Cost Ratio (B/C Ratio), Average Return on Investment (ARI), Annual cost method

3). Sensitivity Analysis: Private and social costs and benefit of a project, externalities of a project, social discount rate, mutually exclusive projects.

4). Tools of project management – Activity planning, network analysis, CPM and PERT methods, Road Mapping, Schedule updating SWOT analysis.

Paper-X

Project Planning and Management+practical

Theory – 40 + Practical 10 = 50 marks

1. Project identification and formulation.(including Scheme preparation)

2). Project Appraisal – Technical, economic and financial feasibility.(Project evaluation considering before and after situation, externalities of project).Ex, ante, Ex-post and concurrent evaluation . Participatory evaluation.Criteria for evaluation performance indicator, operational efficiency measures, evaluation for project replication .

3). Programme implementation (Activity Planning, Road Mapping, Network analysis).

4). Project Monitoring and vigilance.

5). Project Impact Assessment.

Paper-XI

Disaster Management in Rural Areas

50 marks

1.Understanding Disasters Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster:

2. Disaster Management: Prevention, Preparedness and Mitigation

3. Disaster Preparedness: Concept & Nature Disaster Preparedness Plan

4. Disaster Preparedness for People and InfrastructureCommunity based Disaster Preparedness Plan and Roles & Responsibilities of Different Agencies and Govt. Role and Responsibilities of Armed Forces, Police, Para Military Forces.Role and Responsibilities of International Agencies, NGO's, Community Based

5.Roll of Information, Education, Communication & Training

Paper- XII

NGO and Voluntary Organization Management (including CSR)

50 marks

1). Philosophy and Theoretical Issues of Voluntarism. Concepts of Vos and NGOs : types of NGOs and Vos, Organisational structure and function.

2). Formation ,rules and regulations : Registration of NGOs . Societies Registration Act of 2001 . Memorandum of Association . Rules and Regulations . Executive Committee .Powers .Duties . Tenure of Office .Funds . Income Tax Exemptions . Winding-up of NGOs NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines andProcedure

3). Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs .CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies

- 4). Relationship between Vos /NGOs and the state – NGO – Panchayet interface.
- 5). International NGOs- their objectives,structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWIDetc.

Paper-XIII

Public Choice Theory

50 marks

- 1). Reasons for collective choice
- 2). Public choice in direct democracy
- 3). Majority rule decision.
- 4). Simple alternatives to majority rule.
- 5). Public choice in a representative democracy.

Paper-XIV

Poverty & Development

50 marks

1. Understanding Poverty

Definition, concept of poverty, new definitions of poverty and its likely impact: relative poverty, absolute poverty, over all poverty, extreme poverty, physical poverty, income poverty, rural and urban poverty;

2. Poverty data base in India, data sources used for estimating poverty in India (household surveys and household consumption surveys). Globalisation of poverty.

3. Measures of poverty Evolution of poverty line, consumption expenditure data: per capita consumer expenditure, distribution of expenditure; source of Data: National Sample Survey (NSS), National Accounts Statistics, Identification of poor; how identification is done in India, food and land as a substitute, slum centric views, other methods. Approaches: livelihood approach, consumption based approaches, etc. Indicators of poverty. Methodology: Poverty Lines, Rural and urban poverty lines, national poverty lines, poverty ratio, sub-national indicators: MDG indicators, income and non-income indicators (Education and health, etc). Quality of life indicators, empowerment indicators, gender indicators, and human development indicators.

4. Rural Poverty

Over view: incidence and dynamics of rural poverty: causes of rural poverty: dimensions of rural poverty, estimates of rural poverty in india, issues related to rural poverty; reviews of development strategies of past decade, ways to overcome the risk and reducing their vulnerability to climate change – double effect of poverty and vulnerability to risks. Spatial targeting of poverty. Government programmes.

5. Urban Poverty

Multi-dimensional aspects of poverty, urban poverty matrix, vulnerability and asset ownership, Informal sector and poverty, role of National Commission for enterprises in the organized sector (NCEUS), Programmes to address the poverty issues: policy based (tenure regularization), sector based (slum upgradation, access to housing), finance based (Micro

finance, compulsory municipal fund allocation); Monitoring and Evaluation of anti-poverty programmes. Best Practices in poverty alleviation across the global.

Paper-XV-Special Women studies / Population Studies -Gr-B 50 marks

Paper-XVI-Special- Environmental Studies / Rural Labour Studies -Gr-B

50 marks

Third Semester

Paper- XVII

Introduction to Environmental Studies

50 marks

1. Economy-Environment Interaction
2. Economic Growth and Sustainable Development
- 3.Environmental Movements,
- 4.Environmental Policies, Laws and Programmes
- 5.Politics of environment

Paper- XVIII

Issues of Environmental Management

50 marks

- 1.Environmental Resources assessment and methods of addressing environmental quality
- 2.Renewable and exhaustible Resources and their management
- 3.. Common Property Resources
- 4.Environment planning Techniques : Environmental surveys- Methods of data collection, interview techniques, Database for incorporation of environmental concerns in planning Analysis
5. Techniques of resource protection and conservation : land suitabilityanalysis, carrying capacity, vulnerability analysis.

Paper-XIX

Elementary Econometrics

50 marks

1. General linear model: OLS Estimators and their properties; tests of goodness of fit; inference in the OLS model,
2. Some econometric problems: (Examples)
3. A. Multicollinearity, heteroscedasticity, and auto-correlation (basic concepts, problems and remedial measures only)
B. Dummy variables- Nature and use of dummy variables; case of dependent dummy variables,Dummy variable trap.
4. Simultaneous equations Models: Structural and Reduced form equations; identificationProblem
- 5.Logit and Probit Models

Paper-XX

Cartographic techniques &Geometrics (GIS, remote sensing etc)

50 marks

- i). Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.
- ii). Introduction of GIS, its components – spatial data organisation and management – use of GIS software.
- iii). Remote Sensing ; definition – advantages – components of remote sensing- products of remote sensing – image processing – use of remote sensed data.
- iv). Practical

Paper-XXI

Methodology of Research in Rural Studies 50 marks

- i). Source of data – Primary and Secondary, Electronic and documentary, Method of data collection(including Participatory Method)
- ii). Secondary data sources and Indian official statistics
- iii). Census Survey method
- iv). Small and large Survey method – Social, Economic and Ethnographic.
- v). Action research and Experimental Survey method

Paper-XXII -Dissertation (computer based) 50 marks

Paper-XXIII-Special Women studies / Population Studies -Gr-C 50 marks

Paper-XXIV-Special- Environmental Studies / Rural Labour Studies -Gr-C
50 marks

Fourth Semester

Paper-XXV

Rural Industries and Entrepreneurship Development 50 marks

1. Rural Enterprises : Definition, meaning classification and relevance of rural enterprises in solving socio-economic problems .
2. Policies for development of rural enterprises in India. Consortium Approach, .Growth Centre Strategy:, Industrial Estates , cluster approach Status of rural industries in India and its regional variations.
3. Problems of rural industries in India- organisational, financial, technical, personnel, managerial, marketing and information.
4. Introduction: Definition of Entrepreneurship, types of entrepreneurship; Entrepreneurship Development; Entrepreneurship as career. Traits of Entrepreneur: Entrepreneurial personality,.knowledgeand skill of entrepreneur, entrepreneurship development training.
5. Entrepreneurship in India: Scope of Entrepreneurshipdevelopment in India, Government assistance, Problems of entrepreneurs in India; choice of goods or services; pre-feasibilitystudy; matching of entrepreneur's capacity and projectrequirement; preparation of

feasibility study. Planning for Entrepreneurship: Basic concept, operational planning, planning for human resources and marketing planning,

Paper-XXVI

Rural Development strategies ,Policies. And programmes 50 marks

- 1.Rural Development Policies during different plan periods.
- 2.Strategies of Rural Development – growth oriented strategy, Welfare strategy , Responsive strategy, Holistic strategy,right-based strategy , etc.
3. Recent models of rural development programmes. PURA models Result based monitoring system (RBM/PIME).
- 4.Review of Rural Development Programmes in the area of agricultural sector , Social Sectors , Social Security. Programmes for disabled and destitute.
- 5.Review of recent poverty removal and employment generation programmes in rural India.

Paper-XXVII-Special Women studies / Population Studies -Gr-D 50 marks

Paper-XXVIII-Special- Environmental Studies / Rural Labour Studies -Gr-D
50 marks

And

Paper-XXIX Internship for 2months- 200Marks

******* Detailed Syllabus of SPECIAL PAPERS**

Women Studies

Paper-VII-Women studies- Gr.-A

1. Concept and need for Women’s Studies.
2. Women’s movement in pre-independent and post- independent periods.
3. National Committees and Commissions for Women Government Organizations for Women and Child Development Governments policies and programs for Women’s development (five year plans).
4. Theories of feminism, Radical Feminism, Socialist Feminism, Marxist-feminism and Eco-feminism.
5. Women and Indian social system-family cast, class and religion wise discussion.

Paper-XV-Women studies-Gr.-B

- 1 Sex ratio in rural-urban India-general sex ratio, sex ratio at birth, child sex ratio.

- 2 Women and education- Gender bias in enrolment, dropouts, trends in Women's education voice independent Committees and commissions on education, adult literacy and nonformal education for women's development.
3. Women and work participation – concept of work, productive non productive work, utility value and market value, women in organized and unorganized sectors, gender division of labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment – globalization and structural adjustment programmes.
4. Gender and health – Health status of women in India – mortality and morbidity factors influences nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme.
5. Problems of girl children – Child marriage, child labour etc.

Paper-XXIII-Women Studies-Gr.-C

- 1 Women Entrepreneurship – Concept, meaning and importance of entrepreneurship, entrepreneurial traits, factors contributing to women entrepreneurship, micro enterprises.
- 2 Gender and Technology – Technology and production, technology transfer, appropriate technology, emerging technologies. Impact of information technology on women's development.
3. Theories of development:- empowerment of women, alternative approaches – women in development(WID) women and development (WAD), gender and development (GAD) – state policy and programmes.
4. Women development approaches in Indian Five year plans, collectivity and group dynamics, self-help groups, women and leadership, Panchayati Raj, political role and participation of women in politics, NGO and women development, National and International Funding Agencies.
5. Violence against women and legal safeguards, Indian constitution and provisions relating to women, Family courts, enforcement machinery, Police and judiciary, human rights acts women's rights.

Paper-XXVII-Women Studies-Gr.-D

1. Portrayal of women in Mass Media (Cinema, TV, Print media), role of women in media, development of communication skills, alternative media, folk art, street play and theatre, women as change agents, indecent representation of women (Prohibition) act, 1986 – Impact of media on women.
2. Gender budgeting.
- 3 Limitations of methodology of social science, research for women's studies, scope and significance of research in women's studies, research design and methods, survey, exploratory, diagnostic, experimental, action research.

- 4 Quantitative versus quantitative research-Women studies
- 5 Case studies.

Environmental Studies

Paper-VII -Environmental Studies-Gr.-A

1. Thoughts on environment by the great thinkers of east and west .
2. Perception of environment: physical, biological and cultural.
- 3.Components, structure and meaning of the rural, urban and regional environment.
- 4.Evolution of world wide awareness about environment, environmental education and awareness programme.
5. Evaluation of the activities of United Nations in respect of environment and natural resources.

Paper-XV -Environmental Studies-Gr.-B

- 1 . Environmental problems in India : rural : agriculture(crop, non-crop, livestock, forestry and fisheries),
2. Environmental problems in India : rural industry , infrastructure and services.
- 3 . Environmental problems in India : urban : industry , residence, , infrastructure and offices & other services.
4. Environmental problems in India : mountain and tarai areas, coastal areas including mangroves, deserts ,wetlands
- 5.Environmental problems in India : population and livelihood

Paper-XXIII -Environmental Studies-Gr.-C

- 1).Economic principles in environmental studies
- 2). Public goods and environmental goods and market failure.
- 3). Valuation of Environmental goods and resources and assessing benefits
- 4). Assessing environmental costs.
- 5). Environmental Costs of Economic Growth

Paper-XXVII --Environmental Studies-Gr.-D

- 1). Methods of Environmental problem solutions: non-market and institutional approaches (Allocation of Property Rights, Prohibition and Regulation ,Fiscal Measures,Moral persuasion, collective and community actions).
- 2).Methods of Environmental problem solutions: market approach (Pollution Tax, subsidies, Permits etc.).
- 3).Methods of Conservation, protection, improvement of environment.
- 4). Environmental Impact Assessment
- 5). Environmental Management and Monitoring

Population Studies

Paper-VIII--Population Studies-Gr.-A

.Spatial Distribution of Population :

Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.

. Settlements

Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.

Paper-XVI--Population Studies-Gr.-B

. Human Ecology

Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation. Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.

Ecological imbalance and strategies to combat it :

Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.

Paper XXIV--Population Studies-Gr.-C

Family Welfare Program in India

Migration and Urbanization ; Population Movements

Vital statistics

Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life table

Paper XXVIII-Population Studies-Gr.-D

Population and Gender-I

Concept of gender – its relationship with components of population – fertility, mortality, migration.

Population and Gender-II-

Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

Rural Labour Studies

Paper-VIIIRural Labour Studies-Gr.-A

LABOUR ECONOMICS-I

1. Nature, scope and development of Labour Economics,
2. Labour Force and Labour Market
3. Employment and Unemployment
4. Labour in Economic Development:
5. Regulation of Wages:

Paper-XVI-Rural Labour Studies-Gr.-B

LABOUR ECONOMICS-II

1. Wage Policy:
2. Social Security:
3. Labour Productivity:
4. Labour Relations:
5. Labour Problems, Perspective and Policy:
6. Compilation of Consumer Price Index:

Paper-XXIV--Rural Labour Studies-Gr.-C

TRADE UNIONISM, LABOUR MOVEMENT AND LABOUR LEGISLATION-I

1. Organisation of Labour:
2. Role and Function:
3. Structure and Government:
4. Union Finance:
5. Problems and perspective of Trade Union:
6. Labour Movement:
7. Foreign Labour Movement:

Paper-XXVIII--Rural Labour Studies-Gr.-D

TRADE UNIONISM, LABOUR MOVEMENT AND LABOUR LEGISLATION-II

1. Labour Legislation:
2. Normative Labour Legislation
3. Wage Legislation:
4. Social Security and Welfare Legislation:
5. Labour Administration:

**PALLI CHARCHA KENDRA
(DEPARTMENT OF RURAL STUDIES)
SYLLABUS UNDER CBCS
MASTER OF RURAL STUDIES (MRS)**

This is the 2 years Master of Rural Studies (MRS) Course. This programme is primarily meant for all those who would like to acquire higher education and are interested to work in the field of rural studies.

Students completing these courses would not only be self-sufficient but will be well equipped to compete with other students completing courses in various disciplines of Development Studies.

Total intake of the students per year MRS-----for first 3 years 25

Eligibility for the entry into the MRS—System of admission test as conducted by the department for existing post graduate course

Total intake of the students MRS-----From 4th year (after the passing out of the 1st Batch of BRS) 40

Entry into the course i.e. in 4th year (after the passing out of first batch of BRS)

We will have two ways of entry into the 1st year of MRS. One: passed out students of BRS from this Department and the vacant seats that arise after filling from passed out BRS students would be filled by admission test organized by the department. Admission test would be limited to the Honours graduates from related courses (Rural studies, Rural development, Social work, Development studies, Agriculture, etc.), Science, social science and Commerce disciplines; and management and technology graduates.

Ordinance

For MRS —

The evaluation process is divided into two **parts**. The first part-consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 50 marks, will be examined through internal assessment and final semester end examination in the ratio 10:40. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based

on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the project report will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit project report and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department.

For MRS-

Evaluation of the internship. After the end of fifth semester's final examination, students will go for internship for 2 months and it will carry 200 marks. Students will be placed in any GO/VOs/NGOs/Corporate bodies for practical orientation. Each student has to submit a report on the basis of this placement. The marks allotted in this report are 50. Another confidential report will be taken from the concerned authority of the GO/VO/NGO/Corporate body, where these students would be placed, regarding the activities, aptitude and behaviour of the students. For this part 50 marks are allotted. Rest 100 marks will be given on the basis of the viva-voce examination to taken by a group of three faculty members of the department.

For Dissertation paper each student will be allotted specific supervisor from among the faculty members of the department. 60 marks are on the basis of the written dissertation to be submitted by the student and it will be examined by the concerned supervisor and two external experts. 40 marks are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department and two external members.

GRAND TOTAL OF CREDIT = 128
GRAND TOTAL OF EQUIVALENT MARKS = 1600

SEMESTER-I

Core Course	Credits	Marks
	5x4=20	5x50=250
I. Planning Theories and Practice		
II. Rural Development Theories and programmes		
III. Natural Resource Management		
IV. Rural Social transformation		
V. NGO and Voluntary Organization		
Elective Course (EC) (Any two)	2x4=8	2x50=100
VI. Women Studies		
VII. Environmental Studies		
VIII. Rural Labour Studies		
IX. Population Studies		
X. Entrepreneurship Development		
Inter-Disciplinary-ID-(Any one)	1x4=4	1x50=50

XI. Computer application in Rural Studies
XII. Rural Technology

Total Credit = 32

Total Marks = 400

MRS, SEMESTER-II

Core Course 5x4=20 5x50=250

XIII. Elementary Econometrics
XIV. Natural Resources for sustainable Development
XV. Rural Development Administration
XVI. Rural Economic Development
XVII. Rural Development planning & Management

Elective Course (EC) (Any two) 2x4=8 2x50=100

XVIII. Public Choice for Rural Studies
XIX. Poverty & Development
XX. Gender & Rural Development
XXI. Development and Management of Co-operative Organization
XXII. Rural Informal and Non-Farm Sector

Interdisciplinary-ID-(Any one) 1x4=4 1x50=50

XXIII. Agriculture and Allied Technology
XXIV. Political Sociology

Total Credit = 32

Total Marks = 400

MRS, SEMESTER-III

Core Course 5x4=20 5x50=250

XXV. Geometries
XXVI. Research Methods
XXVII. Tools of project Management and Appraisal
XXVIII. Common Property Resource Management
XXIX. Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

Elective Course (EC) (Any two) 2x4=8 2x50=100

XXX. Development Dynamics in Rural Areas
XXXI. Disaster Management
XXXII. Tribal Development
XXXIII. Extension for Natural Resource Management
XXXIV. Development of Child and Women

Interdisciplinary-ID- (Any one)

1x4=4

1x50=50

XXXV. Agrarian Question

XXXVI. Sociology of Health

Total Credit = 32

Total Marks = 400

MRS, SEMESTER-IV

ALL Core Courses

XXXVII. Internship-	Two months	16	200
XXXVIII. Project Work-	(Field Based)	8	100
XXXIX. Dissertation-	(Field Based)	8	100

Total Credit = 32

Total Marks = 400

SEMESTER—I

Core courses--

5x50=250 Marks

I. Planning Theories and Practice

50 Marks

1.

Definition of planning; the necessity and rationale of planning; the characteristics of planning., The planning process; Normative planning, positive planning and ameliorative planning. Planning and globalisation; Basic issues in planning – aspirations, goals and targets importance Principal decisions in Planning – setting priorities, resource mobilization, savings and capital formation, role of external assistance.

2. Models of Planning: Pluralism in Planning; Systems. Approach to Planning: Rationalistic and Incremental Approaches, Mixed Scanning, Advocacy Planning and Action Planning, Equity Planning, disjointed incremental, structure planning; blue print planning; process or adaptive planning; rational -comprehensive planning; mixed scanning approach; Choice theory and advocacy planning

3. Types of Plans: Master Plan, Development Plan, Structure Plan, Strategic Plan, Sectoral Plan, Zonal Plan, Local Area Plan, Action Area Plan Etc.

4.Theories of Settlement Systems in Regional Context -Spatial Models of Location, Size and Spacing of Settlements; Rank Size Rule; Central Place Theory; Loschian Theory; Cumulative Causation Theory; Core Periphery Model; Growth Poles and Centres; Gravity Model; Classification of Settlements

5. Other alternative approaches to planning -; Action planning and its applications in Indian context.

5. Brief overview of techniques-Urban Economics Analysis (Economic base, input-output, shift share, etc.) -Population studies and forecasting, Land use allocation models, (Lowry/gravity/LP), Planning norms and standards.

Suggested Readings:

1. Planning Theory, Healey P., Pergamon Press
2. Planning Theory, Allmendinger Philip, Palgrave MacMillan

Aims and objectives of physical planning. Levels of planning in India and their broad inter-relationships, components of settlements.

II. Rural Development Theories and programmes

50 Marks

1. Rural Development Policies in pre-independent and post independent India.
2. Approaches to rural Development--Technical approaches-i.e. system maintaining approach; Structural reformist approach-i.e. system enhancing approach; Liberationist approach- i.e system transforming approach; Territorial Approach; Scientific Approach; Langmuir approach; Broad Front Approach- Sectoral Approach- Participatory Approach-Area Approach- Target Group Approach- Integrated Approach- Gandhian Approach and its Current Relevance;
3. Strategies of Rural Development – growth oriented strategy, Welfare strategy , Responsive strategy, Holistic strategy, right-based strategy , Asset based strategy; Technology Missions for rural Development- Drinking Water-Sanitation – Communication- Oilseeds- Wasteland Development
4. Recent models of rural development - PURA model, Result based monitoring system (RBM/PIME). Appreciative Inquiry models(AI), Geomatics, Social Capital analysis and tools (SOCAT);
5. Rural Development Programmes in the area of agricultural sector , Social Sectors , Social Security. Programmes for disabled and destitute; Recent poverty removal and employment generation programmes in rural India: Nature of Rural Development programmes in Market based less developed economies.

III. Natural Resource Management

50 Marks

1. Introduction to Natural Resource Bases: Concept of resource, classification of natural resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Ecological, social and economic dimension of resource management Natural resources and development.
2. Forest resources: Forest vegetation, status and distribution, contribution as resource .Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on

forest and tribal people, Forest products. Developing and developed world strategies for forestry.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case-studies.

Fish and other marine resources: Production, status, dependence on fish resource, unsustainable harvesting, issues and challenges for resource supply, new prospects.

3. Land resources: Land as a resource. Dry land, land use classification, land use planning and desertification. Land resource management and major issues.

Water resources: Use and over-utilization of surface and ground water, drought, conflicts over water, dams-benefits and problems. Water ecology and management.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

4. Approaches in Resource Management: Ecological approach; economic approach; ethnological approach; implications of the approaches; integrated resource management strategies.

5. Poverty and implications in resource management in developing countries – poverty in developing countries, causes and link with resources scarcity and poverty.

Resource Management Paradigms: Resource management the evolution and history of resource management paradigms. Resource conflicts: Resource extraction, access and control system.

Text Books:

1.

Francois Ramade 1984. Ecology of Natural Resources. John Wiley & Sons Ltd.

2.

Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

IV. Rural Social transformation

50 Marks

1. Advanced perspective--Functionalist perspective (Durkheim) ; Modernist Perspective (J. Dewey); Marxian perspective (Levitas); Critical Perspective (Michael Apple); Social Reproduction (Bourdieu); Phenomenological Perspective (M.F.D Young); Feminist perspective (Skeggs)

2. Perspectives on Indian Society-

Ethnography (S.C Dube); Indological (Ghurye); Civilizational approach (N.K Bose)

Structural- functional (M.N Srinivas); Marxism (D.P Mukherji); Weberian (T.K Oommen); Ethnosociology (Veena Das) ; Contemporary Perspectives on Indian Society Subaltern perspective (Ranjit Guha); Environmentalist Perspective (Ramachandra Guha); Dalit perspective (Gail Omvedt); Feminist Perspective (Sharmila Rege)

3. Understanding Exclusion and Marginalization:

Equality, Inequality, Capability, justice; exclusion; Humiliation; deprivation; exploitation, Marginalization- Health, ICT, Education, Employment, Culture

and Political participation; Ethnic identity formation ; Significant thinkers on Social Exclusion and marginalized: Social Thinkers - Views of Jyotirao Phule; Periyar; M.K Gandhi; Baba Saheb Ambedkar, Ram Manohar Lohia.

Sociology of Religion

Classical Theories of Religion: Emile Durkheim, Max Weber, Karl Marx, Malinowski, Radcliff Brown and Levi- Strauss

Extension of Classical Theories: Peter Berger and Bryan S Turner;

4. Religion and Post- modernism: Ernest Gelner and Talal Asad; Post- secularization Some Case Studies on Sociology of Religion in India

T.N Madan: Religion in India; L.P Vidhyarthi: Sacred Complex ; Imtiaz Ahmed: Islam and Muslim societies in India; Contemporary Debates on Religion and Polity in India -- Reformism, revivalism; Secularism and Communalism; Religious Conversions and Polity; Religion and ethnicity; Civil religion

5. Civil Society: Governance and Movements Meaning, types and dynamics of social movements Social movements and social change: reform, revival, revolution; schisms, splits; Counter movements; transformation and decline, Types of leadership; Role of media and political processes on social movement Traditional Social Movements in India

Peasant movement; Labour and trade union movement; Tribal movement; Nationalist movement New Social movements in India --Dalit movement; Women's movement; Ecological and environmental movement; Movement of movements

V. NGO and Voluntary Organization

50 Marks

- 1). Philosophy and Theoretical Issues of Voluntarism. Concepts of Vos and NGOs : types of NGOs and Vos, Organisational structure and function.
- 2). Formation ,rules and regulations : Registration of NGOs . Societies Registration Act of 2001 . Memorandum of Association . Rules and Regulations . Executive Committee .Powers .Duties . Tenure of Office .Funds . Income Tax Exemptions . Winding-up of NGOs NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines and Procedure
- 3). Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs .CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies
- 4). Relationship between Vos /NGOs and the state – NGO – Panchayet interface.
- 5). International NGOs- their objectives,structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWIDetc.

Elective Course (EC) (Any two)

2x50=100

VI. Women Studies

50 Marks

1. Concept and need for Women's Studies; ; Women's movement in pre-independent and past- independent periods.; Theories of feminism, Radical Feminism, Socialist Feminism,

[BACK TO MAIN PAGE](#)

Marxist-feminism and Eco-feminism; Theories of development:- empowerment of women, alternative approaches – women in development(WID) women and development (WAD), gender and development (GAD) – state policy and programmes.

2. Women and Indian social system-family cast, class and religion wise discussion. Portrayal of women in Mass Media (Cinema, TV, Print media), role of women in media, development of communication skills, alternative media, folk art, street play and theatre, women as change agents, indecent representation of women (Prohibition) act, 1986 – Impact of media on women.

3. Women and education- Gender bias in enrolment, dropouts, trends in Women's education voice independent Committees and commissions on education, adult literacy and nonformal education for women's development.

4. Women and work participation :women in organized and unorganized sectors, gender division of labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment; Women Entrepreneurship – Concept, meaning and importance of entrepreneurship, entrepreneurial traits, factors contributing to women entrepreneurship, micro enterprises. Gender budgeting

5. Women and health--Sex ratio in rural-urban India-general sex ratio, sex ratio at birth, child sex ratio.Health status of women in India mortality and morbidity factors influences nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme. Problems of girl children – Child marriage, child labour etc.

VII. Environmental Studies

50 Marks

1. Thoughts on environment: Great thinkers of east and west . Perception of environment: physical, biological and cultural. Components, structure and meaning of the rural, urban and regional environment.Evolution of world wide awareness about environment, environmental education and awareness programme. Evaluation of the activities of United Nations in respect of environment and natural resources.

2. Environmental problems in India : rural : agriculture(crop, non-crop, livestock, forestry and fisheries), rural industry , infrastructure and services.urban : industry , residence, , infrastructure and offices & other services.mountain and tarai areas, coastal areas including mangroves, deserts ,wetlands population and livelihood.

3. Economic principles in environmental studies; Public goods and environmental goods and market failure; Valuation of Environmental goods and resources and assessing benefits; Assessing environmental costs. Environmental Costs of Economic Growth

4. Methods of Environmental problem solutions: non-market and institutional approaches (Allocation of Property Rights, Prohibition and Regulation ,Fiscal Measures,Moral persuasion, collective and community actions).market approach Pollution Tax, subsidies, Permits etc.). Methods of Conservation, protection, improvement of environment.

5.Environmental Impact Assessment; Environmental Management and Monitoring-(Some case studies and real life examples)

VIII. Rural Labour Studies

50 Marks

1. LABOUR ECONOMICS-I-. Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development:
2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;
3. TRADE UNIONISM, LABOUR MOVEMENT
Organisation of Labour:Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:
4. LABOUR LEGISLATION--Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:
5. LABOUR ADMINISTRATION:Labour Relations; Labour Problems, Perspective and Policy:

IX. POPULATION STUDIES--

50 Marks

1. Spatial Distribution of Population :Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.
2. Settlements: Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.Human Ecology; Migration and Urbanization ; Population Movements
3. Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation.Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.
4. Ecological imbalance and strategies to combat it :Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.Family Welfare Program in India
5. Vital statistics; Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life tablePopulation and Gender-I
Concept of gender – its relationship with components of population – fertility, mortality, migration; Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

X. Entrepreneurship Development

50 Marks

Rural Enterprises: Definition, meaning classification and relevance of rural enterprises in solving socio-economic problems.

2. Policies for development of rural enterprises in India. Consortium Approach, .Growth Centre Strategy:, Industrial Estates , cluster approach Status of rural industries in India and its regional variations.
3. Problems of rural industries in India- organisational, financial, technical, personnel, managerial, marketing and information.
4. Introduction: Definition of Entrepreneurship, types of entrepreneurship; Entrepreneurship Development; Entrepreneurship as career. Traits of Entrepreneur: Entrepreneurial personality, knowledge and skill of entrepreneur, entrepreneurship development training.
5. Entrepreneurship in India: Scope of Entrepreneurship development in India, Government assistance, Problems of entrepreneurs in India; choice of goods or services; pre-feasibility study; matching of entrepreneur's capacity and project requirement; preparation of feasibility study. Planning for Entrepreneurship: Basic concept, operational planning, planning for human resources and marketing planning,

Inter-Disciplinary-ID-(Any one)

1x50=50

XI. Computer application in Rural Studies

50 Marks

1. Elementary knowledge about computer hardware
2. Different types of soft ware, operating system, (Microsoft Office: MS Word .Excel .Power Point.DOS, MS DOS, and WINDOWS.
3. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate Soft ware. Use of statistical and mathematical formulas.
4. Operating SPSS; Stata
5. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

XII. Rural Technology

50 Marks

Development Theory and Policy in Indian Context; Watershed Management; Appropriate Technology; Energy Sources & Their Utilization; Soils, Land Use Agro-Based Industries Design and Case Studies; Ecology & Environment; Contemporary Critical Issues; ICT for Socio-economic Development; Technologies in Practice; Natural resources exploration and management; Rural informatics

MRS, SEMESTER-II

Core Course

5x50=250 Marks

XIII. Elementary Econometrics–

50 Marks

1. Joint Probability Distribution-Joint Probability Distribution – Idea of Independence, Marginal and Conditional Distribution. Expectation of the product of two variates; Sampling Theory Population and Sample, Parameter and Statistic, Random Sampling -Methods of Drawing Random samples –with replacement and without replacement, Random sampling Numbers., Sampling Distribution, Standard Error.

2. Sampling Distribution- Sampling Distributions associated with Normal Population, Expectation and Standard Error of Sample Mean for with replacement and without replacement random samples, Chi-Square Distribution, Student t Distribution, F-Distribution (definition and important properties only-Idea of degrees of freedom. Classical Statistical Inference-- Estimators-Desirable properties of estimators -Unbiasedness, Minimum Variance, Consistency and Sufficiency; Point Estimation - Maximum Likelihood Estimators and their properties – Maximum Likelihood estimation of the parameters of Binomial, Poisson and Normal Distributions; Confidence Intervals -Testing of Hypothesis -p-Values -Type-I and Type -II Errors; Simple applications of tests for the Mean and Variance of a Univariate Normal Population.

Mathai & Rathie – Probability and Statistics

Goon, Gupta, Dasgupta – Fundamentals of Statistics, Vol I

3. Elementary Econometrics

Classical Linear Regression Model (CLRM): Specification of the Model-Assumptions- Linearity in variables and parameters, Estimation of the Error Variance; Gauss Markov Theorem, Goodness of fit: R square –Coefficient of Determination; Inference in the Linear Regression Model- Confidence interval for the parameters and the Testing of Hypotheses - Prediction with the Simple Regression model.

4. Concepts of Heteroscedasticity and Autocorrelation problems, Multicollinearity, Dummy variables- Nature and use of dummy variables; case of dependent dummy variables, Dummy variable trap.

5a. Simultaneous equations Models: Structural and Reduced form equations; identification Problem

5b. Logit and Probit Models

G.S. Maddala – Introduction to Econometrics

D. Gujarati – Basic Econometrics.

XIV. Natural Resources for sustainable Development

50 Marks

1a. Introduction to the course; Short history of major natural resources; Challenges and opportunities of natural resources --; The decision chain of natural resource management

1b. Political economy of natural resources--How natural resources shape and are shaped by political context; How natural resources affect government behavior to the world; Natural resources and the broader governance framework;

2. Fundamentals of natural resource considerations and policy implications; How a company decides to invest in a project. The project development process; Evolving Technology; Resource economics

3. Introduction to economic linkages--Local employment, Local procurement; Enabling technology transfer; Downstream linkages; Integrated spatial planning; Resource-for-infrastructure deals; Political tripod and authorizing environment; Engaging citizens.
4. Challenges of revenue and investment management; Policy responses: Savings, spending, public debt, and earmarking; Natural resource funds; Revenue sharing and decentralization; Investing in sustainable development; International governance initiatives.
5. Legal and environmental overview and community rights--Implementation and monitoring of legal frameworks; International law and the extractive industries; Regional harmonization: Case studies from India; State-owned enterprises: Role and governance Anticipating and managing environmental issues--Environmental challenges and trends: Natural resources; Managing environmental challenges; Extractives and climate change. Impact on, and engagement with, local communities; Human rights and the extractive industries; Social impacts and community development agreements; Vulnerable groups: indigenous rights and gender issues

XV. Rural Development Administration

50 Marks

1. Development Administration: Concept, Nature, Scope, Features and Significance, Objectives of Development Administration. Development Administration and Non-Development Administration Dichotomy. Ecology of Development Administration. Administrative Development: Concept, Need, Problems and Sources. Relations between Administrative Development and Development Administration.
2. Development and Its Dimensions. Development and Modernization. Problems and Prospects of Development. Approaches of Development. Sustainable Development, Role of Administration in the Field of Development.
3. Meaning, Concept and Significance of Rural Development Administration. Growth of Rural Development Institutions in India (since Independence). Emerging Issues in Rural Development: Information Technology. Bureaucracy and Development Administration. Meaning, Concept and Scope of Rural Local Administration. Growth of Rural Administration Institutions of India. Community Development Programme; Balwant Rai Mehta and Ashok Mehta Committees Reports.
4. Local Government: Evolution, Meaning, Features and Significance. 73 rd and 74th Constitution Amendment Acts. Panchayati Raj Institutions: Composition, Functions, Sources of Income of Gram Panchayats, Panchayat Samities and Zila Parishads. District Planning Committee: Composition, Functions and Significance. Agriculture and Rural Development. Role of District Industry Centre and Rural Industrialization. Ministries of Rural Development and Panchayati Raj-Organisation and Functions. IT and Rural Development. Cooperation and Rural Development-Role of Cooperatives, Cooperative Principles; Forms of Cooperatives. Cooperative Administration at the Centre, State and Local Levels.
5. State Finance Commission. State Election Commission. Urban-Rural Relationship and Problems. Local Leadership.

XVI. Rural Economic Development

50 Marks

1. The concept of development, transition from quantitative to qualitative indices.

Growth and Development – Synonymy to disjunction.

Characteristics of modern economic growth – its unequal spread and global disparities.

Common characteristics and dissimilarities among developing countries.

Core values of Development, Assessing development - from per capita income to PQLI,

Choice and access, HDI, Seers' criteria. Approaches to development theory – as a continuum (nonspecific theories) and distinct Body of knowledge.

2. Survey of non-specific theories. Classical, new – classical, Schumpeter, Marxian. Growth models — Harrod and Domar; Neo- classical growth models —Solow and Meade, Mrs. Joan Robinson's growth model; Growth models of Kaldor and Pasinetti, two- sector model of Ujawa;

3. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth.

Endogenous Growth Models – (a) Endogenous Growth with human capital formation – one sector model.(b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending.(d) Endogenous growth with natural or conservation capital,Overlapping Generations Model,

Survey of specific developing thought from Rosenstein-Rodan to missing components, capital – centred theoretical constructs, aid and technology – centered formulations, stage theory, institutional focus, and dualistic explanations, (particulars – emphasis on Nurkse, Myrdal, Rostow and Hirschman).

4. Structuralist approaches and dependency theory (Frank); Recent theoretical advances (Hettne, Buchanan, Olson).

5. Changing perceptions of the State's role impact of the crisis in the command economics and the altered international order on the State's role. Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

XVII. Rural Development planning & Management

50 Marks

1. Development planning: concepts and ideology, objectives, the case for and against planning, planning versus market; Generation and Screening of project ideas, objectives of project planning;

2. Introduction - what is development management and who are development managers?

States, markets and civil society: how development managers operate within and between them. Institutions: understanding the rules of the game under which development managers operate; Organisational cultures in different contexts including social and personal networks Power and participation: who does what to who?

3. Aid: international and national development management; eGovernance and development management; Development management in a corrupt environment; Negotiation and brokering; Doing development management differently: adaptation and learning from failure.

4. Development management in terms of social intervention through market and non-market organisations for a sustainable growth with employment generation and food security in agriculture and allied sectors: Land reforms; lessening of market imperfections; widening the access to appropriate technology involving improved seeds, irrigation facility, fertilisers and insecticides (including bio-inputs), credit and marketing facilities, a balanced approach to cropping pattern; imports and exports and environmental issues c) Different forms of development management – combination of market based interventions towards more

competition and non-market interventions in terms of the National and State Governments, Local Governments, participatory management and beneficiary groups, Cooperatives and NGOs. Role of international agencies, such as WTO, IMF, World Bank, etc. Experience in India and other LDCs.

5. Participatory Planning Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world. Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects.

Elective Course (EC) (Any two)

2x50=100 Marks

XVIII. Public Choice for Rural Studies

50 Marks

- 1a. Introduction—Politics and Economics (Smith Vs Aristotle-platao-socrates);
Reasons for collective choice----Public choice and Governmentality; Positive and Normative economics; Social Choice and Individual welfare; Role of value judgement in Welfare economics—Paretian concept, Bergsonian and Arrow
Types of equity—Egalitarian, Rawlsian, Utilitarian, Market oriented
Ref—Dennis Mueller-Public Choice—Ch-2
Ahuja—Advanced Economic Theory—ch-48, 54,
Pindyck and Rubenfield—Microeconomics--Ch-16
- 1b. Marshallian and Pigovian concept of social welfare-
Advanced economic theory-H.L. Ahuja-ch-49
- 1c General Equilibrium and economic efficiency-Pareto analysis
Microeconomics -Pindyck & Rubenfield-Ch-16
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-50
- 1d. New Welfare Economics-(optional); Compensation principle-Kaldor, Hicks and Scitovsky-dual criterion
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-48
- 1e. Difference between swf and SWF
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-48
- 1f. Theorems on Welfare Economics-
Microeconomics -Gravelle and Rees-ch-17
- 1g. Arrows Impossibility Theorem-
Microeconomics -Gravelle and Rees-ch-17
Advanced economic theory-H.L. Ahuja-ch-50

- A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181
 - On Social Choice theory-Arrow-ch-2,3,5
- 1h. Government action and failure-
 - 2). Public choice in direct democracy-- Dennis Mueller-Public Choice--Ch--4
 - 3). Majority rule decision. Dennis Mueller-Public Choice--Ch-5, 6
 - 4). Simple alternatives to majority rule. Dennis Mueller-Public Choice--Ch-7
 - 5). Public choice in a representative democracy Dennis Mueller-Public Choice--Ch-10
- Basic Reference from topic-1 to 5—Public Choice—III-----Dennis. Mueller

XIX. Poverty & Development

50 Marks

1. Understanding Poverty

Definition, concept of poverty, new definitions of poverty and its likely impact: relative poverty, absolute poverty, over all poverty, extreme poverty, physical poverty, income poverty, rural and urban poverty;

2. Poverty data base in India, data sources used for estimating poverty in India (household surveys and household consumption surveys). Globalisation of poverty.

3. Measures of poverty Evolution of poverty line, consumption expenditure data: per capita consumer expenditure, distribution of expenditure; source of Data: National Sample Survey (NSS), National Accounts Statistics, Identification of poor; how identification is done in India, food and land as a substitute, slum centric views, other methods. Approaches: livelihood approach, consumption based approaches, etc. Indicators of poverty.

Methodology: Poverty Lines, Rural and urban poverty lines, national poverty lines, poverty ratio, sub-national indicators: MDG indicators, income and non-income indicators (Education and health, etc). Quality of life indicators, empowerment indicators, gender indicators, and human development indicators.

4. Rural Poverty

Over view: incidence and dynamics of rural poverty: causes of rural poverty: dimensions of rural poverty, estimates of rural poverty in india, issues related to rural poverty; reviews of development strategies of past decade, ways to overcome the risk and reducing their vulnerability to climate change – double effect of poverty and vulnerability to risks. Spatial targeting of poverty. Government programmes.

5. Urban Poverty

Multi-dimensional aspects of poverty, urban poverty matrix, vulnerability and asset ownership, Informal sector and poverty, role of National Commission for enterprises in the organized sector (NCEUS), Programmes to address the poverty issues: policy based (tenure regularization), sector based (slum upgradation, access to housing), finance based (Micro finance, compulsory municipal fund allocation); Monitoring and Evaluation of anti-poverty programmes. Best Practices in poverty alleviation across the global.

XX. Gender & Rural Development

50 Marks

1. Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development
2. Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions
3. Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood
4. Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content
5. Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

Ghosh J., *Never Done and Poorly Paid: Women's Work in Globalizing India*, New Delhi, Women Unlimited, 2009.

Kabeer N., *Reversed Realities*, London, Verso 1995.

Kapadia K. (ed.), *Violence of Development: The politics of identity, gender and social inequalities in India*, New Delhi, Zubaan, 2002.

Menon, N. (ed.), *Gender and Politics in India*, New Delhi, Oxford University Press, 1999.

Rai S., *Gender and the Political Economy of Development*, UK, Polity Press, 2002.

Rao, N., Rurup, L and R Sudarshan (eds), *Sites of Changes*, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.

Visvanathan N., Duggan L., Nisonoff L. and N. Wiegiersma (eds.), *The Women, Gender and Development Reader*, New Delhi, Zubaan, 1997

XXI. Development and Management of Co-operative Organization

50 Marks

1. (a) Meaning, definition and features of Co-operation; Genesis of cooperative credit movement in India --Cooperative Legislation - Features and Important Landmarks in the history of co-operative legislation in India; Model Cooperative Societies Act, 1991; Multi State Co-operative Societies Act.2002; Recent Trends and Developments; Salient features of Banking Regulation Act, 1949 (As applicable to co-operative societies); Impact of Co-operative Law on Co-operative Management(b) Co-operation and other forms of system -- Co-operation and capitalism; · Co-operation and Socialism; (c) Horizontal and Vertical Integration in Co-operatives
2. Role of Management in the Development of Co-operative Organizations - Conceptual framework of management - Management process, Principles of Management; Co-operative Management - Unique features of Co-operative Management; Integrating the principles of Co-operation and principles of Management
3. Professional management for cooperatives – Meaning, Importance and Evaluation Criteria; Meaning and Process of Organisation – Organizational structure of a co-operative - Modern theory of organization – Designing organization structure for co-operatives. Managerial skills - levels of management - management roles Co-operative Leadership – Meaning, Importance, Types, Problems of leadership in co-operative organization, Path-goal

theory of leadership and case studies of Co-operative leadership; Nature of Management Leadership - Combination of management and leadership qualities.

4. Planning - Meaning, Importance, Process and Problems of planning in co-operatives. Types of planning - case studies of primary agriculture credit society. Business Development Plan (BDP)

5. Rural Credit Co-operatives--Genesis, Growth and Stages of Co-operative Credit Movement in India, Structure of Rural Co-operative Credit System; Primary Level Rural Cooperative Credit Institutions - Primary Agriculture Co-operative Societies (PACS), Farmers Service Societies [FSS], Large-sized Adivasi Multi-purpose Societies [LAMPS]; Central Co-operative Banks (CCB), State Co-operative Banks or Apex Banks, Agriculture and Rural Development Banks.; Problem of Overdue in Rural Cooperative Credit Institutions; Causes of over-dues and Measures; Recent trends, development and evaluation of the rural cooperative credit institutions

References

G.R.Madan – Co-operative movement in India

B.S.Mathur – Co-operation in India

T.N.Hajella –Principles, Problems and Practice in Co-operation

B.B.Goel – Co-operative legislation, Trends and Dimensions

Mathur. B.S.: Cooperation in India

Mukki. H.R.: Cooperation in India

Nainta Rispal: Cooperative Legislation in India

Dwivedi RC: Democracy in Cooperative Movement - An Indian Profile

Hajela TN: Principles, Problems and Practice of Cooperation

Kamat GS: New Dimensions of Cooperative Management

Nakkiran S: Cooperative Management - Principles and Techniques

Sah AK: Professional Management for Cooperatives

Desai S.S.M: Agriculture and Rural Banking in India

Hajela. T.N.: Principles, Problems and Practice of Cooperation

Mathur. B.S.: Cooperation in India

Mukki. H.R.: Cooperation in India

Ruddar Datt and K.P.M Sundharam: Indian Economy

XXII. Rural Informal and Non-Farm Sector

50 Marks

Informal Sector: An Introduction

Labour and employment issues (population growth; demographic transition; human resource development; surplus labour; open and disguised unemployment; informal sector; rural-urban migration) Land and the rural economy (overview of farm and non-farm sector; credit and micro-credit; interlocked markets; natural resources; environment and sustainable development) The Environment and Sustainable Development, Non Renewable resources.

Interdisciplinary-ID-(Any one)

1x50=50 Marks

XXIII. Agriculture and Allied Technology

50 Marks

XXIV. Political Sociology

50 Marks

Basic Concepts

Interrelationship between polity and society; Political socialization; Political culture; Political efficacy; Political Modernization; Protest; Bureaucracy; Coercion, Consensus and Hegemony; Elites and leaders; factions; Politics as vocation; Nation- building; Civil society; Local power structure

2. Theories of Political Sociology ; Classical theories – Durkheim, Max Weber, Karl Marx
Elitist theories – Mosca, Pareto, Mitchels, Mills

Pluralist theories – Tocqueville, Dahl and others

Approaches towards Identification of power

3. Recent developments--Post- modernity; Post- colonialism; Micro- Macro integration; Deconstruction; Power and knowledge; Structuration; Agency- Structure; Habitus; McDonaldisation; Risk society; Post- emotional Society ; Critical Theories - Jurgan Habermas- Public Sphere and Communicative Action ;Adorno- Dialectics of Enlightenment; Postmodern Theories ---Michael Foucault- Discourse, Knowledge &Power ; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory; Anthony Giddens- Structuration, The constitution of society, The consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice ; Ulrich Beck: Risk Society

3. Political Parties, Interest groups and Political processes in India:

Political Parties : Types, characteristics, social composition and recruitment; participation, Interest aggregation; mobilization and articulation; political apathy of Political parties; Voting behaviour and poll prediction; Political parties and its types; one- party system and coalition politics; Role of caste, religion, region and language in Indian polity

4. Ethnicity and Nation- building in South- Asia ---Citizenship, ethnicity and Nation- building in South Asian countries (Sri Lanka, Pakistan and India); Role of Mass- media and Public opinion in political modernisation; Role of ICT in emerging political processes; Policy analysis

MRS, SEMESTER-III

Core Course

5x50=250 Marks

XXV. Geometrics

50 Marks

1. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

2). Geographical Information Systems--Introduction to GIS – definitions, concept and history of developments in the field of information systems; Computer fundamentals for GIS; Hardware and software requirements for GIS; Coordinate System and Projections in GIS – Conic, cylindrical and planner.;

3: Data structure and Analysis--Data structure and formats; Spatial data models – Raster and Vector; Data inputting in GIS; Data base design - editing and topology creation in GIS; Spatial data analysis – significance and type, Attribute Query, spatial query; Vector based spatial data analysis; Raster based spatial data analysis; Buffer analysis.

4. GIS Modeling and GIS Packages--Data analysis and modelling in GIS– types of GIS modelling; Decision support systems; Overview of image processing & GIS Packages – ARC GIS, ERDAS, MAP INFO, ILWIS, GEOMEDIA, IDRISI; Recent Trends in GIS – AM/FM, Virtual 3D GIS, OLAP, Internet GIS, Open GIS.

5. Remote Sensing ; definition – advantages – components of remote sensing- products of remote sensing – image processing – use of remote sensed data.

Basic Books:

1. Chang.T.K., 2002:Geographic Information Systems. Tata McGrawHill.

Additional Books:

1. Anji Reddy, M. 2004 : Geoinformatics for Environmental Management; B.S. Publications.

2. Heywood.I, Cornelius S, CrverSteve. 2003: An Introduction to Geographical Information Systems.PearsonEducation.

3. Ram Mohan Rao. 2002: Geographical Information Systems. Rawat Publication.

4. Skidmore A. 2002: Environmental modeling with GIS and Remote Sensing. Taylor and Francis.

5. Tar Bernhardsen. Geographical Information Systems. John Wiley.Wise S.2002: GIS Basics. Taylor Publications.

XXVI. Research Methods

50 Marks

i). Source of data – Primary and Secondary, Electronic and documentary, Method of data collection(including Participatory Method); ii). Secondary data sources and Indian official statistics; iii). Census Survey method; iv). Small and large Survey method – Social, Economic and Ethnographic.;

2) Rural Research: Nature, Meaning, Importance, Scope. Quantitative and Qualitative research, Action research and Experimental Survey method; Concept, Hypothesis, Sampling and Research Design, Techniques of Data Collection: Questionnaire, Interview Schedule, Observation, Survey and Case study.

3) Participatory Research: Oral history and Visual Research; Social Mapping,; Vulnerability Mapping;

4) Participatory Research Methods- Participatory Rural Appraisal (PRA), Rapid appraisal method; Network Scheduling by PERT & CPM, Projective Techniques.

5) Statistical Techniques & Computer application: Uses and Limitations of statistics in Rural Management Research, Knowledge of Computer and its application in rural research methods—Basic Microsoft Excel and Access for data entry and data analysis; use of GIS and remote sensing in researches.

XXVII. Tools of project Management and Appraisal

50 Marks

1). Project cycle, need of project appraisal, technical feasibility, economic feasibility and financial feasibility of a project concept of present value and future value. Project evaluation considering before and after situation, externalities of project).Ex, ante, Ex-post and concurrent evaluation .

2). Decision criteria – Pay Back Period, Net present value (NPV), Internal Rate of Return (IRR), Benefit Cost Ratio (B/C Ratio), Average Return on Investment (ARI), Annual cost method

- 3). Sensitivity Analysis: Private and social costs and benefit of a project, externalities of a project, social discount rate, mutually exclusive projects.
- 4). Tools of project management – Activity planning, net work analysis, CPM and PERT methods, Road Mapping, Schedule updating SWOT analysis.
- 5) Risk analysis in project evaluation and appraisal: Taxonomy of risks, techniques for risk analysis, risk and large projects, uncertainty mitigation strategies.

XXVIII. Common Property Resource Management 50 Marks

1. Common property resources: distinction between common property and open access resources, Ostrom's "design principles" for management of common property resources.
2. Nature and Scope of Resource Economics-Interface Between Natural Resources and Economic Development -Classification of Natural Resources –Exhaustible and Non-Exhaustible-Depletion of Natural Resources-Indicators of Natural Resource Scarcity - Externalities and Market Inefficiency-Sustainable Development
3. Theories of Exhaustible Resources -Hotelling's Theory of Exhaustible Resources –The Theory of Optimum Utilization –Theories of Renewable Resources –Hardin's Tragedy of Commons –The Theory of Optimum Use;
4. Management of Common Property and Transnational/Global Commons –Management of Renewable and Non-Renewal Resources
5. MECHANISM FOR RESOURCE REGULATION--Environmental Laws and their Implementation –Peoples' Participation in Conserving and Managing Common Property Resources -Water and Forest Management-Institutions of Joint Forest Management and Joint Protected Area Management –Social Forestry –Rationale and Benefits–Forms of Government Intervention in Environment Management.
5. Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

XXIX. Extension Education for RD 50 Marks
(Practical and Weekly One Day Visit to Rural Areas)

Elective Course (EC) (Any two) 2x50=100 Marks

XXX. Development Dynamics in Rural Areas 50 Marks

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas. Land utilization analysis. , irrigated and non-irrigated and land values. Sources of land information. land utilization changes, cropping pattern changes.,
3. Living standard changes, changes in land holding size, asset ownership and tenancy– its implication in the planning process Common property
4. Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

XXXI. Disaster Management 50 Marks

1. Understanding Disasters Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster:

2. Disaster Management: Prevention, Preparedness and Mitigation
3. Disaster Preparedness: Concept & Nature Disaster Preparedness Plan
4. Disaster Preparedness for People and InfrastructureCommunity based Disaster Preparedness Plan and Roles & Responsibilities of Different Agencies and Govt. Role and Responsibilities of Armed Forces, Police, Para Military Forces.Role and Responsibilities of International Agencies, NGO's, Community Based
- 5.Roll of Information, Education, Communication & Training

XXXII. Tribal Development

50 Marks

- I: Tribal Concept, Meaning & Identity--Meaning, definition and characteristics of tribe.Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective.Constitutional Meaning of tribe.
- 2a: Tribal Organisations--Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices.Economic organsations: Concept, forms, functions and changing nature.Political Organisations: Tribal council, customary laws and practices.Unit-2b.: Tribal Culture--Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals; Literature and Art, Life philosophy in cultural practices.
- 2c: Tribal Transformation--Tribe-caste Continuum Detribalisation, 'Sanskritization' and Religions converversions, 're-tribalisation' Assertion of tribal identity, revitalisation. Cultural invation and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony
- 3a Socio - Political Issues--Social Issues, Political issues such as political participation, Tribal self rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.
- 3b. Economic and Infrastructural Issues-Land alienation & Agriculture Poverty & indebtedness; Unemployment . Infrastructural Issues-Habitat and settlement Basic civic Amenities Transportation & communication. Access to Forest.
- 3c. Cultural Issues--Cultural conflicts; Customary laws, rituals & customs; Public space & Journalism in Tribal areas.; Cultural invation and domination.; Culture of silence.
- 4a. Skills for Tribal Development Facilitators--Introduction of skills--Concept & Meaning of Skills; Understanding the community approach in skill development; Need for self development for development facilitators; Sensitivity development;
- 4b. Skills of working with Individual & Group--Skills of working with Individual: Intake & engagement; Fact gathering & assessment; Planning & Contracting; Intervention & Monitoring; Evaluation & Termination. Skill for working with group:--Understanding group dynamics; Group identification or formation; Problems solving or group development; Focus group observation skillsUse of various activities; Observation & techniques of recording;
- 4c. Skills for working with community--Interactional skills;Information gathering & assimilation skills; Observation skills; Listening & responding skills; Organising skills. Community assessment skill.

5a: Skills in community work--Rapport building; Identification of needs; Resource mobilisation; Programme planning; Programme Management; Recording; Encouraging community participation; Mobilising community action.

5b. Communication Skill--Definition & Concept; Process, channels & types of communication; Qualities essential in an effective development facilitator; Use of Audio – Visual media; Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.; Use of Social Networking & Social Media.

5c. Professional skills--Advocating; Providing evidence; Demonstrating; Taking legal action; Bargaining; Publicing; Time-management; Research; Teamwork.

References--for 1,2,3

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, AmitabhaSankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M ,Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N ,Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S ,Tribal situation in India,Indian Institute of Advanced Study,Simla,1972.
8. Vidarthi L P, Tribal culture of India ,Concept publishers New Delhi 1976.
9. Freire Paulo,Pedagogy of the Oppressed;30thAnniversary Edition
10. Gramsci Antonio;Prison Notebooks,Vol.2,Columbia University Press
11. SachindraNarayan ,The Dynamics Of Tribal Development Issues and Challenges -2002,Gyan Books PVT LTD Delhi

For 4& 5

References:

- 1) Sudha Datar(2010); Skill Training for social workers, sage pub., New Delhi.
- 2) Siddiqui H.Y.(1997) Working with communities; Hira publications, New Delhi.
- 3) UNDP(2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.
- 4) Shagil M;(1993) Project planning & Management; Printwell, Jaipur for 4 and 5

XXXIII. Extension for Natural Resource Management

50 Marks

XXXIV. Development of Child and Women

50 Marks

1. Introduction to women's lives in India Cultural aspects and social construction of gender roles and identity Patriarchal paradigm Women and gender equity – socialization and power inequalities Current debate and research on inequity, beliefs, ideologies, and representation of

women

2. Feminism and other theoretical perspectives Liberal feminism, radical feminism, Marxist feminism/socialist feminism Post-modern feminism and postcolonial feminism Indian feminism and other contemporary theories
- 3.: Women's empowerment and gender mainstreaming; Issues related to health, work, violence and sexuality Rights, laws and policies for women's empowerment Women in public space and in politics Strategies for social change – positive and collective actions
4. Theoretical Approaches Multidisciplinary Perspectives: Sociology, Anthropology and Psychology, Child Rearing in Different Cultural Settings; Ethnographic Studies ; Changing Contemporary Families--Effects of Divorce, Remarriage, Single-parent families Kinship and Marriage in different Settings; Western Perspective; South Asian and Indian Perspectives. Developmental psychopathology in infancy, childhood years--and adolescence Issues and disorders related to trust, attachment and deprivation in infancy Disorders related to sleep, eating, elimination, aggression during preschool years; Anxiety, school refusal, lying and stealing, behaviour disorders in middle childhood years Juvenile delinquency, depression, schizophrenia, substance use disorders, HIV/AIDS, suicidal tendencies, suicidal tendencies, sexual deviance in adolescence; Approaches to intervention and therapy for well being Preventing and promotive approaches; Individual counselling and family therapy.
5. Constitutional provisions, laws and conventions--Constitutional Provisions Legislations for children and women Conventions for protection of children and women : Linkages-- Transacting policies into programmes Government role – centre, state and local level Public-private partnership NGO and corporate social responsibility in implementation of programmes; Effective initiatives in various domains

Interdisciplinary-ID- (Any one)

1x50=50 Marks

XXXV. Agrarian Question

50 Marks

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov's Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra- household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non- land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.

XXXVI. Sociology of Health

50 Marks

1. Sociology of Health: Basic Concepts and Approaches Health, Illness, sickness, diseases, healing, hygiene; , fatalism vs. rationalism, Health beliefs and practices Dimensions and indicators of health, Medical model Social epidemiology: approach and methods
2. Theories and Perspectives on Sociology of Health Functionalist, Evolutionary, Conflict, interactionist and critical perspectives on health

3. Health Care Institutions Family and Health care: The elderly, children and gender State and health Care: Health for all; health infrastructure; Drug policies and patents, maternal and child health, family welfare programs, reproductive health, Sanitation Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care and its types; Health programs and evaluation in rural areas; Commercialization of health care services

4. Indigenous Knowledge systems of medicine in Developing Countries Indigenous notion of health and hygiene, Systems of Medicine and alternative practices; NGOs and Health Care; Statistical distribution of communicable diseases- causes, consequences and practices adopted(Case studies from Africa, Sri Lanka and India)

5. Two recent articles prescribed by the departmental committee The class members are also required to undertake term papers/ content analysis/ seminars/ fieldwork as specified by the departmental committee periodically.

Essential Readings:

Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257- 285,

Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press

Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press

David. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi, Douglas Mary 1966.

Routledge

Purity and Danger: An Analysis of Concepts of Pollution and Taboo Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.

Nagle Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur

Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1- 86

Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage

Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press

D Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakashan

Foucault, Michael, 1989. The Birth of the Clinic: An Archeology of Medical Perception Routledge

Gunatillake, G. 1984. Inter- sectoral Linkages and Health Development: Case Studies in India (Kerala),

Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO

Surbrigg 1984.Rekku Story: Structures of Illhealth and Source of Change, New Delhi

Venkataratnam, R. 1979.Medical sociology in an Indian setting, Madras: Macmillan.

Further Readings:

Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall.

Michael Bury, Jonathan Gabe , 2004. The Sociology of Health and Illness: A Reader, London: Routledge

A. Nandy and S. Visvanathan, 1990. 'Modern Medicine and its Non- Modern Critics', in A.Marglin and S. Marglin, Dominating Knowledge: Development, Culture and Resistance, Clarendon Press, Oxford,

Bidwai Praful 1995. One Step Forward, Many Steps Back- Dismemberment of India's National Drug Policy. Development Dialogue, 1, pp 193- 222,

Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,

Madhulika Banerji, 2000. 'Wither Indian System of Medicine' www.india- seminar.com P.

Brass, 1972. 'The Politics of Ayurvedic Education: A Case Study of Revivalism and Modernisation in India', in L.I. Rudolph and S.H. Rudolph, Politics and Education in India, Harvard University Press, Cambridge

Quadeer Imrana 1988. Reproductive Health: A Public Health Perspective Economic and Political Weekly Vol 33, No.41, pp 2675- 2684.

Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' Economic and Political Weekly XLIV No 16 April

V.R Gupta Ed. 1981. The Social and Cultural Context of Medicine in India, New Delhi, Vikas Publications

Wilson Caroline 2009. Dis- embedding Health Care : Marketisation and the Rising Cost of Medicine in Kerala, South India Journal of South Asian Development April 4: 83- 101,

Das Gupa, Monica et.al. ed.1996. Women's Health in India: Risk and Vulnerability New Delhi: Oxford University Press

Turner, Bryan S. 1992. Regulating Bodies: Essays in Medical Sociology London: Routledge

Oommen T.K 1978. Doctors and Nurses: A Study in Occupational Role Structures New Delhi: Macmillan

WHO 2000. The World Health report 2000, Health Systems: Improving Performances , World Health Organization

MRS, SEMESTER-IV

ALL Core Courses

400 Marks

XXXVII. Internship-	Two months	200 Marks
XXXVIII. Project Work-	(Field Based)	100 Marks
XXXIX. Dissertation-	(Field Based)	100 Marks

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DEPARTMENT OF RURAL STUDIES- PALLI CHARCHA KENDRA
NEW SYLLABUS

(In anticipation of introduction of CBCS in PG system in the University)

MASTER OF RURAL STUDIES (MRS) SEMESTER-I
Core Course 5x50=250

- CC-1- Planning Theories and Practice
- CC-2-Rural Development Theories and programmes
- CC-3-Natural Resource Management
- CC-4-Rural Social transformation
- CC-5 -NGO and Voluntary Organization

Elective Course (EC) (Any two) 2x50=100

- EC-6-Women Studies
- EC-7-Environmental Studies
- EC-8-Rural Labour Studies
- EC-9-Population Studies
- EC-10-Entrepreneurship Development

Inter-Disciplinary-ID-(Any one) 1x50=50

- ID-11-Computer application in Rural Studies
- ID-12-Rural Technology

MASTER OF RURAL STUDIES (MRS) SEMESTER-II
Core Course 5x50=250

- CC-13-Elementary Econometrics
- CC-14-Natural Resources for sustainable Development
- CC-15-Rural Development Administration
- CC-16-Rural Economic Development
- CC-17-Rural Development planning & Management

Elective Course (EC) (Any two) 2x50=100

- EC-18-Public Choice for Rural Studies
- EC-19-Poverty & Development

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EC-20-Gender & Rural Development
EC-21-Development and Management of Co-operative Organization
EC-22-Rural Informal and Non-Farm Sector

Interdisciplinary-ID-(Any one) 1x50=50

ID-23-Agriculture and Allied Technology
ID-24-Political Sociology

MASTER OF RURAL STUDIES (MRS) SEMESTER-III Core Course
5x50=250

CC-25-Geomatics
CC-26-Research Methods
CC-27-Tools of project Management and Appraisal
CC-28-Common Property Resource Management
CC-29-Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

Elective Course (EC) (Any two) 2x50=100

EC-30-Development Dynamics in Rural Areas
EC-31-Disaster Management
EC-32-Tribal Development
EC-33-Extension for Natural Resource Management
EC-34-Development of Child and Women

Interdisciplinary-ID- (Any one) 1x50=50

ID-35-Agrarian Question
ID-36-Sociology of Health

MASTER OF RURAL STUDIES (MRS) SEMESTER-IV ALL Core Courses

Internship-	Two months	200
Project Work-	(Field Based)	100
Dissertation-	(Field Based)	100

DETAIL SYLLABUS WITH *JUSTIFICATION* OF THE COURSES

MASTER OF RURAL STUDIES (MRS)-SEMESTER—I

Core courses—

Core Course-1. Planning Theories and Practice

Rationale of the course

Aims and objectives of this course is to impart training on rural planning processes in similar lines that are taught in different institutes on Urban planning process There is dearth of academic materials regarding rural planning that have acclaimed scientific basis. This course is an endeavor to give students taste of different urban and regional planning theories and models that can well be adapted in different levels of rural planning in India along with their broad inter-relationships and components of settlements

1. Definition of planning; the necessity and rationale of planning; the characteristics of planning., The planning process; Normative planning, positive planning and ameliorative planning. Planning and globalisation; Basic issues in planning – aspirations, goals and targets importance Principal decisions in Planning – setting priorities, resource mobilization, savings and capital formation, role of external assistance.
2. Models of Planning: Pluralism in Planning; Systems. Approach to Planning: Rationalistic and Incremental Approaches, Mixed Scanning, Advocacy Planning and Action Planning, Equity Planning, disjointed incremental, structure planning; blue print planning; process or adaptive planning; rational -comprehensive planning; mixed scanning approach; Choice theory and advocacy planning
3. Types of Plans: Master Plan, Development Plan, Structure Plan, Strategic Plan, Sectoral Plan, Zonal Plan, Local Area Plan, Action Area Plan Etc.
- 4.Theories of Settlement Systems in Regional Context -Spatial Models of Location, Size and Spacing of Settlements; Rank Size Rule; Central Place Theory; Loschian Theory; Cumulative Causation Theory; Core Periphery Model; Growth Poles and Centres; Gravity Model; Classification of Settlements
5. Other alternative approaches to planning -;. Action planning and its applications in Indian context.
5. Brief overview of techniques-Urban Economics Analysis (Economic base, input-output, shift share, etc.) -Population studies and forecasting, Land use allocation models, (Lowry/gravity/LP), Planning norms and standards.

Suggested Readings:

1. Planning Theory, Healey P., Pergamon Press
2. Planning Theory, Allmendinger Philip, Palgrave MacMillan

Core Course -2. Rural Development Theories and programmes

Rationale of the Course

To explain students the significance of implementing rural development programmes and the responsibility of stakeholders/all in alleviating unemployment and poverty. Teaching them (learners) to train rural unemployed youth and marginal farmers/labour for ensuring their gainful employment. To design a multipronged strategy and preparing the best rural development model for changing / advancing rural people.

1. Rural Development Policies in pre-independent and post independent India.
- 2.Approaches to rural Development--Technical approaches-i.e. system maintaining approach; Structural reformist approach-i.e. system enhancing approach; Liberationist approach- i.e system transforming approach; Territorial Approach; Scientific Approach;

Langmuir approach; Broad Front Approach- Sectoral Approach- Participatory Approach- Area Approach- Target Group Approach- Integrated Approach- Gandhian Approach and its Current Relevance;

3. Strategies of Rural Development – growth oriented strategy, Welfare strategy , Responsive strategy, Holistic strategy, right-based strategy , Asset based strategy; Technology Missions for rural Development- Drinking Water-Sanitation – Communication- Oilseeds- Wasteland Development

4. Recent models of rural development - PURA model, Result based monitoring system (RBM/PIME). Appreciative Inquiry models(AI), Geomatics, Social Capital analysis and tools (SOCAT);

5. Rural Development Programmes in the area of agricultural sector , Social Sectors , Social Security. Programmes for disabled and destitute; Recent poverty removal and employment generation programmes in rural India: Nature of Rural Development programmes in Market based less developed economies.

Core Course -3. Natural Resource Management

Rationale of the course

There is a close relationship between natural endowments and human economic activities. Individuals and organizations consume vast amounts of natural resources to support their economic growth. Therefore, conservation of natural resources becomes imperative. Our societal reliance on the consumption of natural resources has grown so much that the issue of sustainability of natural resources has become an important point in policy formulations. This makes the management of natural resource utilization very important in today's world

1. Introduction to Natural Resource Bases: Concept of resource, classification of natural resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Ecological, social and economic dimension of resource management Natural resources and development.

2. Forest resources: Forest vegetation, status and distribution, contribution as resource .Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forest and tribal people, Forest products. Developing and developed world strategies for forestry.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case-studies.

Fish and other marine resources: Production, status, dependence on fish resource, unsustainable harvesting, issues and challenges for resource supply, new prospects.

3. Land resources: Land as a resource. Dry land, land use classification, land use planning and desertification. Land resource management and major issues.

Water resources: Use and over-utilization of surface and ground water, drought, conflicts over water, dams-benefits and problems. Water ecology and management.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

4. Approaches in Resource Management: Ecological approach; economic approach; ethnological approach; implications of the approaches; integrated resource management strategies.

5. Poverty and implications in resource management in developing countries – poverty in developing countries, causes and link with resources scarcity and poverty.

Resource Management Paradigms: Resource management the evolution and history of resource management paradigms. Resource conflicts: Resource extraction, access and control system.

Text Books:

1.Francois Ramade 1984. Ecology of Natural Resources. John Wiley & Sons Ltd.

2.Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

Core Course-4. Rural Social transformation

Rationale of the course

This paper introduces the processes and modes of construction of knowledge of India. The focus is on studying from the original texts to give the students in flavor of how over a period of time thinkers have conceptualized various aspects of rural society like tradition and modernity, caste, tribe and gender. It also provides the variety of ideas and debates about rural India.

1. Advanced perspective--Functionalist perspective (Durkheim) ; Modernist Perspective (J. Dewey); Marxian perspective (Levitas); Critical Perspective (Michael Apple); Social Reproduction (Bourdieu); Phenomenological Perspective (M.F.D Young); Feminist perspective (Skeggs)

2. Perspectives on Indian Society-

Ethnography (S.C Dube); Indological (Ghurye); Civilizational approach (N.K Bose)

Structural-functional (M.N Srinivas); Marxism (D.P Mukherji); Weberian (T.K Oommen); Ethnosociology (Veena Das) ; Contemporary Perspectives on Indian Society Subaltern perspective (Ranjit Guha); Environmentalist Perspective (Ramachandra Guha); Dalit perspective (Gail Omvedt); Feminist Perspective (Sharmila Rege)

3. Understanding Exclusion and Marginalization:

Equality, Inequality, Capability, justice; exclusion; Humiliation; deprivation; exploitation, Marginalization- Health, ICT, Education, Employment, Culture and Political participation; Ethnic identity formation ; Significant thinkers on Social Exclusion and marginalized: Social Thinkers - Views of Jyotirao Phule; Periyar; M.K Gandhi; Baba Saheb Ambedkar, Ram Manohar Lohia.

Sociology of Religion

Classical Theories of Religion: Emile Durkheim, Max Weber, Karl Marx, Malinowski, Radcliff Brown and Levi-Strauss

Extension of Classical Theories: Peter Berger and Bryan S Turner;

4. Religion and Post-modernism: Ernest Gelner and Talal Asad; Post-secularization Some Case Studies on Sociology of Religion in India

T.N Madan: Religion in India; L.P Vidhyarthi: Sacred Complex ; Imtiaz Ahmed: Islam and Muslim societies in India; Contemporary Debates on Religion and Polity in India -- Reformism, revivalism; Secularism and Communalism; Religious Conversions and Polity; Religion and ethnicity; Civil religion

5. Civil Society: Governance and Movements Meaning, types and dynamics of social movements Social movements and social change: reform, revival, revolution; schisms, splits; Counter movements; transformation and decline, Types of leadership; Role of media and political processes on social movement Traditional Social Movements in India

Peasant movement; Labour and trade union movement; Tribal movement; Nationalist movement New Social movements in India --Dalit movement; Women's movement; Ecological and environmental movement; Movement of movements

Core Course-5. NGO and Voluntary Organization

Rationale of the course—

NGOs and voluntary organizations are significant in implementation of developmental, mass awareness, health programmes, environmental & social advocacy and human rights work. They can work to promote social or political change on a broad scale or at local level. They play a critical part in developing society, improving communities and promoting citizen participation. In the rural areas, the major developmental programmes undertaken by the NGOs are - agricultural programs, health programs, human resource development programs and community development programmes. Therefore, study of its organizational structure and working forms an important part of Rural Studies

- 1). Philosophy and Theoretical Issues of Voluntarism. Concepts of Vos and NGOs : types of NGOs and Vos, Organisational structure and function.
- 2). Formation ,rules and regulations : Registration of NGOs . Societies Registration Act of 2001 . Memorandum of Association . Rules and Regulations . Executive Committee .Powers .Duties . Tenure of Office .Funds . Income Tax Exemptions . Winding-up of NGOs NGO Registration under Foreign Contribution Regulation Act (FCRA) . Guidelines and Procedure
- 3). Strategies, sources of fund, and efficiency of NGOs and Vos .Funding agencies for NGOs .CAPART . Central Social Welfare Board . State Social Welfare Board . Other Central and State Government Departments . International Donor agencies
- .4). Relationship between Vos /NGOs and the state – NGO – Panchayet interface.
- 5). International NGOs- their objectives,structures, strategies and contributions (DFID, OXFAM, UNICEF, CINNY,GTZ,SWIDetc.

ELECTIVE COURSE (EC) (Any two)

2x50=100

Courses offered currently-

Elective Course-8-Rural Labour Studies

Rationale of the course

This course is designed to provide basic ideas about rural labourers, rural labour market, labour laws and trade union to rural studies students. Rural studies students will acquire knowledge about rural labour force and their participation rate, wage determination in the rural labour market, trade union and their functions, various labour movements, various labour legislation, social security of labourers, labour problems, perspective and policy.

1. LABOUR ECONOMICS-I-. Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development:
2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;
3. TRADE UNIONISM, LABOUR MOVEMENT
Organisation of Labour:Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:
4. LABOUR LEGISLATION--Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:
5. LABOUR ADMINISTRATION:Labour Relations; Labour Problems, Perspective and Policy:

ELECTIVE COURSE-9-POPULATION STUDIES—

Rationale of the course

Population studies deals with the spatio-temporal patterns of population. Role of man is significant in determining the character of areas. It forms the most dynamic element in regional studies. Human ecology and population studies are closely linked with each other. It studies how population of any area (rural/urban) is affected by the surrounding environment. Life tables are used by both ecologists and demographers to study the death rate and its variations depending upon surrounding environment. Migration & Urbanization also play a significant role in rural studies. Gender studies in rural area helps to know the status of women, education and role of women in economic activities and it determines the level of rural development. The study of settlements is important in rural areas for understanding their social & cultural background and for planning their development. In rural studies therefore, study of population is important as it provides significant information for administrative purpose, for economic analysis, for developmental plans, social welfare and also for checking regional imbalances.

1. Spatial Distribution of Population :Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.
2. Settlements: Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.Human Ecology; Migration and Urbanization ; Population Movements
3. Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation.Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.
4. Ecological imbalance and strategies to combat it :Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.Family Welfare Program in India
5. Vital statistics; Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life tablePopulation and Gender-I
Concept of gender – its relationship with components of population – fertility, mortality, migration; Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

INTER-DISCIPLINARY-ID-(Any one)

1x50=50

Course offered currently-

Interdisciplinary-11-Computer application in Rural Studies

Rationale of the course

The course is based on the basic knowledge of computer hardware and software. The software which are mainly used to calculate the data collected from field survey, Microsoft Office, Excels, Power points and SPSS(Statistical packages for social sciences) to calculate the results, draw the graphs and compare the results and after all writing the report

1. Elementary knowledge about computer hardware
2. Different types of soft ware, operating system, (Microsoft Office: MS Word .Excel .Power Point.DOS, MS DOS, and WINDOWS.

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3. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate Software. Use of statistical and mathematical formulas.
4. Operating SPSS; Stata
5. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

MASTER OF RURAL STUDIES (MRS)-SEMESTER -II

CORE COURSE

5x50=250

Core Course-13-Elementary Econometrics–

Rationale of the course

This course is designed to make students competent enough to apply econometric methods in the rural development models developed on primary and secondary data. The course is designed on the assumption that students have acquired reasonable aptitude in statistical methods during their training in Undergraduate BRS programme. The objective of the course is also to enhance research capacity building, since application of Econometric method is currently indispensable in research endeavors.

1. Joint Probability Distribution-Joint Probability Distribution – Idea of Independence, Marginal and Conditional Distribution. Expectation of the product of two variates; Sampling Theory Population and Sample, Parameter and Statistic, Random Sampling -Methods of Drawing Random samples –with replacement and without replacement, Random sampling Numbers., Sampling Distribution, Standard Error.

2. Sampling Distribution- Sampling Distributions associated with Normal Population, Expectation and Standard Error of Sample Mean for with replacement and without replacement random samples, Chi-Square Distribution, Student t Distribution, F-Distribution (definition and important properties only-Idea of degrees of freedom. Classical Statistical Inference-- Estimators-Desirable properties of estimators -Unbiasedness, Minimum Variance, Consistency and Sufficiency; Point Estimation - Maximum Likelihood Estimators and their properties – Maximum Likelihood estimation of the parameters of Binomial, Poisson and Normal Distributions; Confidence Intervals -Testing of Hypothesis -p-Values -Type-I and Type -II Errors; Simple applications of tests for the Mean and Variance of a Univariate Normal Population.

Mathai & Rathie – Probability and Statistics

Goon,Gupta,Dasgupta – Fundamentals of Statistics, Vol I

3. Elementary Econometrics

Classical Linear Regression Model (CLRM): Specification of the Model-Assumptions- Linearity in variables and parameters, Estimation of the Error Variance; Gauss Markov Theorem, Goodness of fit: R square –Coefficient of Determination; Inference in the Linear Regression Model- Confidence interval for the parameters andq the Testing of Hypotheses - Prediction with the Simple Regression model.

4. Concepts of Heteroscedasticity and Autocorrelation problems, Multicollinearity, Dummy variables- Nature and use of dummy variables; case of dependent dummy variables, Dummy variable trap.

5a. Simultaneous equations Models: Structural and Reduced form equations; identification Problem

5b. Logit and Probit Models

G.S. Maddala – Introduction to Econometrics

Core Course -14-Natural Resources for sustainable Development

Rationale of the course

The history of human civilization has been strongly inter-woven with the history of climate & environment including natural resources. The climate and environment were seen as determinants of the growth and stability of civilization. However, the impact of civilization on the climate and environment is now seen as a serious problem. The dynamics of change in the availability of resources (renewable or non-renewable) affect economic and environmental sustainability. Beside the production and consumption process lead to most of the environmental problems. This in turn adversely affects the economic system. The potential loss of balance in the ecological system is of great importance in the study of sustainable development. Therefore, this forms an important component of rural studies as well as planning rural development.

- 1a. Introduction to the course; Short history of major natural resources; Challenges and opportunities of natural resources --; The decision chain of natural resource management
- 1b. Political economy of natural resources--How natural resources shape and are shaped by political context; How natural resources affect government behavior to the world; Natural resources and the broader governance framework;
2. Fundamentals of natural resource considerations and policy implications; How a company decides to invest in a project. The project development process; Evolving Technology; Resource economics
3. Introduction to economic linkages--Local employment, Local procurement; Enabling technology transfer; Downstream linkages; Integrated spatial planning; Resource-for-infrastructure deals; Political tripod and authorizing environment; Engaging citizens.
4. Challenges of revenue and investment management; Policy responses: Savings, spending, public debt, and earmarking; Natural resource funds; Revenue sharing and decentralization; Investing in sustainable development; International governance initiatives.
5. Legal and environmental overview and community rights--Implementation and monitoring of legal frameworks; International law and the extractive industries; Regional harmonization: Case studies from India; State-owned enterprises: Role and governance Anticipating and managing environmental issues--Environmental challenges and trends: Natural resources; Managing environmental challenges; Extractives and climate change. Impact on, and engagement with, local communities; Human rights and the extractive industries; Social impacts and community development agreements; Vulnerable groups: indigenous rights and gender issues

Core Course-15-Rural Development Administration

Rationale of the course

For over all national development rural development plays an important role. Central and state government designs and implements various development programmes for the rural areas. It also requires having a specialised and professional administrative body to monitor, supervise and to create necessary linkages at the implementation level. In rural development the administration is done by the government machinery as well as the elected body of members. This paper will help the student to understand the administrative hierarchy and their functions and participation for the holistic rural development. This particular academic knowledge in future will help the student to identify and analyse many shortcomings and challenges for solving many problems for improvement of rural areas.

1. Development Administration: Concept, Nature, Scope, Features and Significance, Objectives of Development Administration. Development Administration and Non-Development Administration Dichotomy. Ecology of Development Administration. Administrative Development: Concept, Need, Problems and Sources. Relations between Administrative Development and Development Administration.
2. Development and Its Dimensions. Development and Modernization. Problems and Prospects of Development. Approaches of Development. Sustainable Development, Role of Administration in the Field of Development.
3. Meaning, Concept and Significance of Rural Development Administration. Growth of Rural Development Institutions in India (since Independence). Emerging Issues in Rural Development: Information Technology. Bureaucracy and Development Administration. Meaning, Concept and Scope of Rural Local Administration. Growth of Rural Administration Institutions of India. Community Development Programme; Balwant Rai Mehta and Ashok Mehta Committees Reports.
4. Local Government: Evolution, Meaning, Features and Significance. 73 rd and 74th Constitution Amendment Acts. Panchayati Raj Institutions: Composition, Functions, Sources of Income of Gram Panchayats, Panchayat Samities and Zila Parishads. District Planning Committee: Composition, Functions and Significance. Agriculture and Rural Development. Role of District Industry Centre and Rural Industrialization. Ministries of Rural Development and Panchayati Raj-Organisation and Functions. IT and Rural Development. Cooperation and Rural Development-Role of Cooperatives, Cooperative Principles; Forms of Cooperatives. Cooperative Administration at the Centre, State and Local Levels.
5. State Finance Commission. State Election Commission. Urban-Rural Relationship and Problems. Local Leadership.

Core Course-16--Rural Economic Development

Rationale of the course

This course provides comprehensive introduction to rural studies students about the concept and different approaches of development, assessment of development and various models of development. Students of rural studies will earn comprehensive knowledge about growth and development, assessing development through PQLI and HDI, approaches of development, classical and Keynesian growth and development models

1. The concept of development, transition from quantitative to qualitative indices. Growth and Development – Synonymy to disjunction. Characteristics of modern economic growth – its unequal spread and global disparities. Common characteristics and dissimilarities among developing countries. Core values of Development, Assessing development - from per capita income to PQLI, Choice and access, HDI, Seers' criteria. Approaches to development theory – as a continuum (nonspecific theories) and distinct Body of knowledge.
2. Survey of non-specific theories. Classical, new – classical, Schumpeter, Marxian. Growth models — Harrod and Domar; Neo-classical growth models — Solow and Meade, Mrs. Joan Robinson's growth model; Growth models of Kaldor and Pasinetti, two-sector model of Ujawa;
3. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth. Endogenous Growth Models – (a) Endogenous Growth with human capital formation – one sector model.(b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending.(d) Endogenous growth with natural or conservation capital, Overlapping Generations Model, Survey of specific developing thought from Rosenstein-Rodan to missing components, capital – centred theoretical constructs, aid and technology – centered formulations, stage

theory, institutional focus, and dualistic explanations, (particulars – emphasis on Nurkse, Myrdal, Rostow and Hirschman).

4. Structuralist approaches and dependency theory (Frank); Recent theoretical advances (Hettne, Buchanan, Olson).

5. Changing perceptions of the State's role impact of the crisis in the command economics and the altered international order on the State's role. Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

Core Course-17-Rural Development planning & Management

Rationale of the course

Rural development planning has gained prominence in recent times in India because of the growing realization that benefits from development have not reached large segments of rural society. The process of planning in India has to be modified so that policies and programmes meet the development needs of the rural areas. To improve the planning process in rural India, it is important to study the concept of planning, the need of planning in rural India and planning mechanism and structures present at different levels.

1. Development planning: concepts and ideology, objectives, the case for and against planning, planning versus market; Generation and Screening of project ideas, objectives of project planning;

2. Introduction - what is development management and who are development managers?

States, markets and civil society: how development managers operate within and between them. Institutions: understanding the rules of the game under which development managers operate; Organisational cultures in different contexts including social and personal networks Power and participation: who does what to who?

3. Aid: international and national development management; eGovernance and development management; Development management in a corrupt environment; Negotiation and brokering; Doing development management differently: adaptation and learning from failure.

4. Development management in terms of social intervention through market and non-market organisations for a sustainable growth with employment generation and food security in agriculture and allied sectors: Land reforms; lessening of market imperfections; widening the access to appropriate technology involving improved seeds, irrigation facility, fertilisers and insecticides (including bio-inputs), credit and marketing facilities, a balanced approach to cropping pattern; imports and exports and environmental issues c) Different forms of development management – combination of market based interventions towards more competition and non-market interventions in terms of the National and State Governments, Local Governments, participatory management and beneficiary groups, Cooperatives and NGOs. Role of international agencies, such as WTO, IMF, World Bank, etc. Experience in India and other LDCs.

5. Participatory Planning Process Introduction, purpose, origin, salient features. Principles and Methods of participatory planning; preconditions for participatory planning, steps in participatory planning in local governance: case studies from different parts of India, challenges faced in participatory planning. Participatory Budgeting Definition, Implementation in Various countries, outcome, implementation around the world.

Community Planning Benefits of participator in community planning; process and principles of community planning, bottom up planning process, community building process, community planning, partnership; community rights and physical planning norms/standards, public distribution system, community based evaluation of planned projects.

ELECTIVE COURSE (EC) (Any two)**2x50=100**

Courses offered currently

Elective Course -18--Public Choice for Rural Studies**Rationale of the course**

This course is designed for students having interest in cognitive behaviour of human being in the field of interactive system of economics and politics over and above the training imparted on cognitive science theories in Undergraduate course in BRS. Theory of Public choice lends this domain effectively to incorporate the cognitive sciences related to above arenas. The course will help students to understand the basic tenets of welfare economics, social choice, governmentality and public choices applicable in the environment of politics and political systems viz voluntary provision of public goods, democracy, voting-paradoxes, majority and simple voting etc.

1a. Introduction—Politics and Economics (Smith Vs Aristotle-platao-socrates);

Reasons for collective choice----Public choice and Governmentality; Positive and Normative economics; Social Choice and Individual welfare; Role of value judgement in Welfare economics—Paretian concept, Bergsonian and Arrow

Types of equity—Egalitarian, Rawlsian, Utilitarian, Market oriented

Ref—Dennis Mueller-Public Choice—Ch-2

Ahuja—Advanced Economic Theory—ch-48, 54,

Pindyck and Rubenfield—Microeconomics--Ch-16

1b. Marshallian and Pigovian concept of social welfare-

Advanced economic theory-H.L. Ahuja-ch-49

1c General Equilibrium and economic efficiency-Pareto analysis

Microeconomics -Pindyck & Rubenfield-Ch-16

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-50

1d. New Welfare Economics-(optional); Compensation principle-Kaldor, Hicks and Scitovsky-dual criterion

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-48

1e. Difference between swf and SWF

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-48

1f. Theorems on Welfare Economics-

Microeconomics -Gravelle and Rees-ch-17

1g. Arrows Impossibility Theorem-

Microeconomics -Gravelle and Rees-ch-17

Advanced economic theory-H.L. Ahuja-ch-50

A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181

- On Social Choice theory-Arrow-ch-2,3,5

1h. Government action and failure-

2). Public choice in direct democracy-- Dennis Mueller-Public Choice--Ch--4

3). Majority rule decision. Dennis Mueller-Public Choice--Ch-5, 6

4). Simple alternatives to majority rule. Dennis Mueller-Public Choice--Ch-7

5). Public choice in a representative democracy Dennis Mueller-Public Choice--Ch-10
Basic Reference from topic-1 to 5—Public Choice—III-----Dennis. Mueller

Elective Course -20--Gender & Rural Development

Rationale of the course

According to the Indian constitution all the citizen are equal in democratic system but women of India faces many social problems regarding academic opportunity, employment, health and sanitation issues, legal rights etc. Gender identity plays a different role among the population. This discipline will help the student to understand the real social status of a particular gender and their contribution in development. The foremost thing is to provide information and analysis about the lives of women, with a view to bring about social changes which would end gender inequalities and women's subordination. Such study could empower women in their struggle against inequality and for effective participation in all areas of society and development

1. Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development
2. Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions
3. Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood
4. Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content
5. Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

- Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi, Women Unlimited, 2009.
- Kabeer N., Reversed Realities, London, Verso 1995.
- Kapadia K. (ed.), Violence of Development: The politics of identity, gender and social inequalities in India, New Delhi, Zubaan, 2002.
- Menon, N. (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.
- Rai S., Gender and the Political Economy of Development, UK, Polity Press, 2002.
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.
- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegiersma (eds.), The Women, Gender and Development Reader, New Delhi, Zubaan, 1997

Interdisciplinary-ID-(Any one)

1x50=50

Courses offered currently

ID-24--Political Sociology

Rationale of the course

The aim of this course is to provide a broad introduction about politics, political culture and behaviour, political party, civil society and developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships. How these fields have developed over time and where they stand today while situating these within contemporary political issues. The students are expected to able to evaluate and discuss the political awareness of the rural people. It also provides to summarize and critically evaluate to the political participation of the rural people

Basic Concepts

Interrelationship between polity and society; Political socialization; Political culture; Political efficacy; Political Modernization; Protest; Bureaucracy; Coercion, Consensus and Hegemony; Elites and leaders; factions; Politics as vocation; Nation-building; Civil society; Local power structure

2. Theories of Political Sociology ; Classical theories – Durkheim, Max Weber, Karl Marx
 Elitist theories – Mosca, Pareto, Mitchels, Mills
 Pluralist theories – Tocqueville, Dahl and others
 Approaches towards Identification of power

3. Recent developments--Post-modernity; Post-colonialism; Micro-Macro integration; Deconstruction; Power and knowledge; Structuration; Agency-Structure; Habitus; McDonaldisation; Risk society; Post-emotional Society ; Critical Theories - Jurgan Habermas- Public Sphere and Communicative Action ;Adorno- Dialectics of Enlightenment; Postmodern Theories ---Michael Foucault- Discourse, Knowledge &Power ; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory; Anthony Giddens- Structuration, The constitution of society, The consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice ; Ulrich Beck: Risk Society

3. Political Parties, Interest groups and Political processes in India:
 Political Parties : Types, characteristics, social composition and recruitment; participation, Interest aggregation; mobilization and articulation; political apathy of Political parties; Voting behaviour and poll prediction; Political parties and its types; one-party system and coalition politics; Role of caste, religion, region and language in Indian polity

4. Ethnicity and Nation-building in South-Asia ---Citizenship, ethnicity and Nation-building in South Asian countries (Sri Lanka, Pakistan and India); Role of Mass-media and Public opinion in political modernisation; Role of ICT in emerging political processes; Policy analysis

MASTER OF RURAL STUDIES (MRS)-SEMESTER-III

CORE COURSE

5x50=250

Core Course-25- Geomatics

Rationale of the course

The paper geomatics mainly emphasises on the cartographic mapping techniques and some recent technical development like Remote Sensing and GIS. The knowledge of mapping and cartography will help the student to represent any spatial development (special reference with statistics) more attractively and accurately. Cartography also makes a direct appeal to the mind with the help of maps and diagrams many complicated facts in a simplified form. GIS based mapping software provide functions for spatial and non spatial data input through digitisation of scanned maps, auto transformation of scales, projections, design, presentation, query and analysis. The development of mobile computing has increased the use of digital mapping in applied sciences like environmental science, land surveying etc. the main function of this technology is to produce maps that give accurate presentations of a particular area, detailing major other interests. The main use of these maps is the GPS satellite network, used in standard automotive navigation system

1. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.
- 2). Geographical Information Systems--Introduction to GIS – definitions, concept and history of developments in the field of information systems; Computer fundamentals for GIS; Hardware and software requirements for GIS; Coordinate System and Projections in GIS – Conic, cylindrical and planner.;

3: Data structure and Analysis--Data structure and formats; Spatial data models – Raster and Vector; Data inputting in GIS; Data base design - editing and topology creation in GIS; Spatial data analysis – significance and type, Attribute Query, spatial query; Vector based spatial data analysis; Raster based spatial data analysis; Buffer analysis.

4. GIS Modeling and GIS Packages--Data analysis and modelling in GIS– types of GIS modelling; Decision support systems; Overview of image processing & GIS Packages – ARC GIS, ERDAS, MAP INFO, ILWIS, GEOMEDIA, IDRISI; Recent Trends in GIS – AM/FM, Virtual 3D GIS, OLAP, Internet GIS, Open GIS.

5. Remote Sensing ; definition – advantages – components of remote sensing- products of remote sensing – image processing – use of remote sensed data.

Basic Books:

1. Chang.T.K., 2002:Geographic Information Systems. Tata McGrawHill.

Additional Books:

1. Anji Reddy, M. 2004 : Geoinformatics for Environmental Management; B.S. Publications.

2. Heywood.I, Cornelius S, CrverSteve. 2003: An Introduction to Geographical Information Systems.PearsonEducation.

3. Ram Mohan Rao. 2002: Geographical Information Systems. Rawat Publication.

4. Skidmore A. 2002: Environmental modeling with GIS and Remote Sensing. Taylor and Francis.

5. Tar Bernhardsen. Geographical Information Systems. John Wiley.Wise S.2002: GIS Basics. Taylor Publications.

Core Course-26--Research Methods

Rationale of the course

The aim of this course is to provide a foundation in research methodology to rural studies students to enhance their research skill. Students of rural studies will increase their research skill by earning knowledge about data sources, types of research, design of research, formulation of research hypothesis, techniques of data collection and PRA.

i). Source of data – Primary and Secondary, Electronic and documentary, Method of data collection(including Participatory Method); ii). Secondary data sources and Indian official statistics; iii). Census Survey method; iv). Small and large Survey method – Social, Economic and Ethnographic.;

2) Rural Research: Nature, Meaning, Importance, Scope. Quantitative and Qualitative research, Action research and Experimental Survey method; Concept, Hypothesis, Sampling and Research Design, Techniques of Data Collection: Questionnaire, Interview Schedule, Observation, Survey and Case study.

3) Participatory Research: Oral history and Visual Research; Social Mapping,; Vulnerability Mapping;

4) Participatory Research Methods- Participatory Rural Appraisal (PRA), Rapid appraisal method; Network Scheduling by PERT & CPM, Projective Techniques.

5) Statistical Techniques & Computer application: Uses and Limitations of statistics in Rural Management Research, Knowledge of Computer and its application in rural research methods—Basic Microsoft Excel and Access for data entry and data analysis; use of GIS and remote sensing in researches.

Core Course-27--Tools of project Management and Appraisal

Rationale of the course

The objective of the course is to make students capable to design viable projects on rural development, particularly in Indian context. The course is structured in such a way that students are abreast with latest project tools and techniques and become capable of formulating projects useful for their advancements in careers not only in various Government organisation and NGO's but also become budding rural entrepreneurs and become self reliant absolutely.

- 1). Project cycle, need of project appraisal, technical feasibility, economic feasibility and financial feasibility of a project concept of present value and future value. Project evaluation considering before and after situation, externalities of project).Ex, ante, Ex-post and concurrent evaluation .
- 2). Decision criteria – Pay Back Period, Net present value (NPV), Internal Rate of Return (IRR), Benefit Cost Ratio (B/C Ratio), Average Return on Investment (ARI), Annual cost method
- 3). Sensitivity Analysis: Private and social costs and benefit of a project, externalities of a project, social discount rate, mutually exclusive projects.
- 4). Tools of project management – Activity planning, net work analysis, CPM and PERT methods, Road Mapping, Schedule updating SWOT analysis.
- 5) Risk analysis in project evaluation and appraisal: Taxonomy of risks, techniques for risk analysis, risk and large projects, uncertainty mitigation strategies.

Core Course -28--Common Property Resource Management

Rationale of the course

This paper aims at enriching the understanding of the students in respect of the nature, ownership and use-rights of the natural resources and property rights. They are given ideas about the nature and characteristics of common property resources, theories of their management, government policies, programmes and peoples' initiatives.

1. Common property resources: distinction between common property and open access resources, Ostrom's "design principles" for management of common property resources.
2. Nature and Scope of Resource Economics-Interface Between Natural Resources and Economic Development -Classification of Natural Resources –Exhaustible and Non-Exhaustible-Depletion of Natural Resources-Indicators of Natural Resource Scarcity - Externalities and Market Inefficiency-Sustainable Development
3. Theories of Exhaustible Resources -Hotelling's Theory of Exhaustible Resources –The Theory of Optimum Utilization –Theories of Renewable Resources –Hardin's Tragedy of Commons –The Theory of Optimum Use;
4. Management of Common Property and Transnational/Global Commons –Management of Renewable and Non-Renewal Resources
5. MECHANISM FOR RESOURCE REGULATION--Environmental Laws and their Implementation –Peoples' Participation in Conserving and Managing Common Property Resources -Water and Forest Management-Institutions of Joint Forest Management and Joint Protected Area Management –Social Forestry –Rationale and Benefits–Forms of Government Intervention in Environment Management.

Core Course -29--5. Extension Education for RD (Practical and Weekly One Day Visit to Rural Areas)

Rationale of the course

This core course has been introduced in the MRS course to help students to have first hand experience of actual meaning of extension. Teachers guide the students during the extension work. Extension works mainly concentrates on intellectual and physical support to rural areas nearby the Visva-Bharati campus. Intention is to help students to build confidence within them as well as get scope of applying the fundamental concepts they have acquired through learning of various interdisciplinary subjects.

Elective Course (EC) (Any two)

2x50=100

Courses offered currently

Elective Course-30--. Development Dynamics in Rural Areas

Rationale of the course

Aim of this paper is to make the students understand the pattern of changes that are taking place in rural sector. Students are given critical assessments of the changes in (i) the income distribution pattern, (ii) in the ownership pattern of income generating assets, (iii) in the living standard and consumption pattern, and (iv) in rural production, management and administration technology.

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas. Land utilization analysis, irrigated and non-irrigated and land values. Sources of land information. Land utilization changes, cropping pattern changes.,
3. Living standard changes, changes in land holding size, asset ownership and tenancy— its implication in the planning process Common property
4. Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

Elective Course-32--. Tribal Development

Rationale of the course

The course aims to provide a general introduction to tribal society and development. The focus is on studying the nature of different tribal organisation, their backwardness and development policies and programme. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

I: Tribal Concept, Meaning & Identity--Meaning, definition and characteristics of tribe. Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective. Constitutional Meaning of tribe.

2a: Tribal Organisations--Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices. Unit-2b.: Tribal Culture--Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals; Literature and Art, Life philosophy in cultural practices.

2c: Tribal Transformation--Tribe-caste Continuum Detribalisation, 'Sanskritization' and Religions conversions, 're-tribalisation' Assertion of tribal identity, revitalisation. Cultural

invitation and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

3a Socio - Political Issues--Social Issues, Political issues such as political participation, Tribal self rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.

3b. Economic and Infrastructural Issues-Land alienation & Agriculture Poverty & indebtedness; Unemployment . Infrastructural Issues-Habitat and settlement Basic civic Amenities Transportation & communication. Access to Forest.

3c. Cultural Issues--Cultural conflicts; Customary laws, rituals & customs; Public space & Journalism in Tribal areas.; Cultural invitation and domination.; Culture of silence.

4a. Skills for Tribal Development Facilitators--Introduction of skills--Concept & Meaning of Skills; Understanding the community approach in skill development; Need for self development for development facilitators; Sensitivity development;

4b. Skills of working with Individual & Group--Skills of working with Individual: Intake & engagement; Fact gathering & assessment; Planning & Contracting; Intervention & Monitoring; Evaluation & Termination. Skill for working with group:--Understanding group dynamics; Group identification or formation; Problems solving or group development; Focus group observation skills Use of various activities; Observation & techniques of recording;

4c. Skills for working with community--Interactional skills; Information gathering & assimilation skills; Observation skills; Listening & responding skills; Organising skills. Community assessment skill.

5a: Skills in community work--Rapport building; Identification of needs; Resource mobilisation; Programme planning; Programme Management; Recording; Encouraging community participation; Mobilising community action.

5b. Communication Skill--Definition & Concept; Process, channels & types of communication; Qualities essential in an effective development facilitator; Use of Audio – Visual media; Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.; Use of Social Networking & Social Media.

5c. Professional skills--Advocating; Providing evidence; Demonstrating; Taking legal action; Bargaining; Publicing; Time-management; Research; Teamwork.

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References--for 1,2,3

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, Amitabha Sankar, Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M, Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N, Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S, Tribal situation in India, Indian Institute of Advanced Study, Simla, 1972.
8. Vidarthi L P, Tribal culture of India, Concept publishers New Delhi 1976.
9. Freire Paulo, Pedagogy of the Oppressed; 30th Anniversary Edition
10. Gramsci Antonio; Prison Notebooks, Vol.2, Columbia University Press
11. Sachindra Narayan, The Dynamics Of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

For 4 & 5

References:

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- 1) Sudha Datar(2010); Skill Training for social workers, sage pub., New Delhi.
- 2) Siddiqui H.Y.(1997) Working with communities; Hira publications, New Delhi.
- 3) UNDP(2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.
- 4) Shagil M;(1993) Project planning & Management; Printwell, Jaipur for 4 and 5

Interdisciplinary-ID- (Any one)

1x50=50

Courses offered currently

Interdisciplinary-35-- Agrarian Question

Rationale of the course

The course is intended to impart advanced training to students on agrarian relations, and transitions that are supposed to have deep impact on rural economy as majority of the rural populace depends on agricultural sector or non-farm and informal sector based on agriculture. The course also intends to give the different philosophical tenets related to agrarian question of capitalist development in capitalist market economy, socialist economy and economy under primitive accumulation of capital.

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov’s Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra-household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non-land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.

OTHER ELECTIVE AND INTERDISCIPLINARY COURSES -MASTER OF RURAL STUDIES (MRS)-SEMESTER-I

Elective Course (EC) (Any two)

2x50=100

EC-6-Women Studies

1. Concept and need for Women's Studies; ; Women's movement in pre-independent and past-independent periods.; Theories of feminism, Radical Feminism, Socialist Feminism, Marxist-feminism and Eco-feminism; Theories of development:- empowerment of women, alternative approaches – women in development(WID) women and development (WAD), gender and development (GAD) – state policy and programmes.
2. Women and Indian social system-family cast, class and religion wise discussion. Portrayal of women in Mass Media (Cinema, TV, Print media), role of women in media, development of communication skills, alternative media, folk art, street play and theatre, women as change agents, indecent representation of women (Prohibition) act, 1986 – Impact of media on women.
3. Women and education- Gender bias in enrolment, dropouts, trends in Women's education voice independent Committees and commissions on education, adult literacy and nonformal education for women's development.
4. Women and work participation :women in organized and unorganized sectors, gender division of labour, mode of production, training, skills and income generation, new economic policy and its impact on Women's employment; Women Entrepreneurship – Concept, meaning and importance of entrepreneurship, entrepreneurial traits, factors contributing to women entrepreneurship, micro enterprises. Gender budgeting
5. Women and health--Sex ratio in rural-urban India-general sex ratio, sex ratio at birth, child sex ratio.Health status of women in India mortality and morbidity factors influences nutrition and health. National health and population policies and programmes – maternal and child health approach (RCH), Issues of old age, HIV and AIDS control programme. Problems of girl children – Child marriage, child labour etc.

EC-7-Environmental Studies

1. Thoughts on environment: Great thinkers of east and west . Perception of environment: physical, biological and cultural. Components, structure and meaning of the rural, urban and regional environment.Evolution of world wide awareness about environment, environmental education and awareness programme. Evaluation of the activities of United Nations in respect of environment and natural resources.
2. Environmental problems in India : rural : agriculture(crop, non-crop, livestock, forestry and fisheries), rural industry , infrastructure and services.urban : industry , residence, , infrastructure and offices & other services.mountain and tarai areas, coastal areas including mangroves, deserts ,wetlands population and livelihood.
3. Economic principles in environmental studies; Public goods and environmental goods and market failure; Valuation of Environmental goods and resources and assessing benefits; Assessing environmental costs. Environmental Costs of Economic Growth
4. Methods of Environmental problem solutions: non-market and institutional approaches (Allocation of Property Rights, Prohibition and Regulation ,Fiscal Measures,Moral persuasion, collective and community actions).market approach Pollution Tax, subsidies, Permits etc.). Methods of Conservation, protection, improvement of environment.
- 5.Environmental Impact Assessment; Environmental Management and Monitoring-(Some case studies and real life examples)

EC-8-Rural Labour Studies

1. LABOUR ECONOMICS-I- Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development:

2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;

3. TRADE UNIONISM, LABOUR MOVEMENT

Organisation of Labour:Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:

4. LABOUR LEGISLATION--Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:

5. LABOUR ADMINISTRATION:Labour Relations; Labour Problems, Perspective and Policy:

POPULATION STUDIES--

1. Spatial Distribution of Population :Measures of density and concentration; factors affecting spatial distribution and temporal changes in density and concentration; world / India's pattern of population distribution.

2. Settlements: Human Settlements : Classification, Evolution and Growth; Morphology, Landuse and Functions; Spatial Organisation; Principles of Centrality and Hierarchy; Methods of measuring centrality and hierarchy; Central Place Region.Human Ecology; Migration and Urbanization ; Population Movements

3. Classical and modern views on the subject; human ecological processes (e.g., concentration – dispersion dichotomy, centripetal – centrifugal forces) and their role in shaping human ecological organisation.Human ecological organizations : Physical, socio – economic, cultural; formal / non – formal.

4. Ecological imbalance and strategies to combat it :Ecological imbalances caused by natural factors; human factors; impact on human ecological systems; man's perception and adjustment to such imbalances; sustainable population and sustainable settlements in the context of a regional ecosystem.Family Welfare Program in India

5. Vital statistics; Life Table : Basic concept of the Life Table; types and forms of Life Table and Model Life Table, and computation of model life tablePopulation and Gender-I Concept of gender – its relationship with components of population – fertility, mortality, migration; Status of women – social, economic, cultural and health. Women empowerment and its demographic consequences

EC-9-Entrepreneurship Development

1. Rural Enterprises : Definition, meaning classification and relevance of rural enterprises in solving socio-economic problems .

2. Policies for development of rural enterprises in India. Consortium Approach, .Growth Centre Strategy:, Industrial Estates , cluster approach Status of rural industries in India and its regional variations.

3. Problems of rural industries in India- organisational, financial, technical, personnel, managerial, marketing and information.

4. Introduction: Definition of Entrepreneurship, types of entrepreneurship; Entrepreneurship Development;Entrepreneurship as career. Traits of Entrepreneur: Entrepreneurial personality,.knowledgeand skill of entrepreneur, entrepreneurship development training.

5. Entrepreneurship in India: Scope of Entrepreneurshipdevelopment in India, Government assistance, Problems of entrepreneurs in India; choice of goods or services; pre-feasibilitystudy; matching of entrepreneur's capacity and projectrequirement; preparation of

feasibility study. Planning for Entrepreneurship: Basic concept, operational planning, planning for human resources and marketing planning,

Inter-Disciplinary-ID-(Any one)

1x50=50

ID-11-Computer application in Rural Studies

1. Elementary knowledge about computer hardware
2. Different types of soft ware, operating system, (Microsoft Office: MS Word .Excel .Power Point.DOS, MS DOS, and WINDOWS.
3. Knowledge about DTP, data entry, spreadsheet, and data analysis using appropriate Soft ware. Use of statistical and mathematical formulas.
4. Operating SPSS; Stata
5. Generation of Resource data' Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Cartographic products; diagrams, maps, charts, types of maps- components – Techniques of Cartography; Isopleths, choropleth, chorochromatic, Choroschematic etc.- use of maps.

ID-12-Rural Technology

Development Theory and Policy in Indian Context; Watershed Management; Appropriate Technology; Energy Sources & Their Utilization; Soils, Land Use Agro-Based Industries Design and Case Studies; Ecology & Environment; Contemporary Critical Issues; ICT for Socio-economic Development; Technologies in Practice; Natural resources exploration and management; Rural informatics

OTHER ELECTIVE AND INTERDISCIPLINARY COURSES -MASTER OF RURAL STUDIES (MRS)-SEMESTER-II

Elective Course -18--Public Choice for Rural Studies

- 1a. Introduction—Politics and Economics (Smith Vs Aristotle-platao-socrates); Reasons for collective choice---Public choice and Governmentality; Positive and Normative economics; Social Choice and Individual welfare; Role of value judgement in Welfare economics—Paretian concept, Bergsonian and Arrow
Types of equity—Egalitarian, Rawlsian, Utilitarian, Market oriented
Ref—Dennis Mueller-Public Choice—Ch-2
Ahuja—Advanced Economic Theory—ch-48, 54,
Pindyck and Rubenfield—Microeconomics--Ch-16
- 1b. Marshallian and Pigovian concept of social welfare-
Advanced economic theory-H.L. Ahuja-ch-49
- 1c General Equilibrium and economic efficiency-Pareto analysis
Microeconomics -Pindyck & Rubenfield-Ch-16
Microeconomics -Gravelle and Rees-ch-17

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- Advanced economic theory-H.L. Ahuja-ch-50
- 1d. New Welfare Economics-(optional); Compensation principle-Kaldor, Hicks and Scitovsky-dual criterion
 Microeconomics -Gravelle and Rees-ch-17
 Advanced economic theory-H.L. Ahuja-ch-48
- 1e. Difference between swf and SWF
 Microeconomics -Gravelle and Rees-ch-17
 Advanced economic theory-H.L. Ahuja-ch-48
- 1f. Theorems on Welfare Economics-
 Microeconomics -Gravelle and Rees-ch-17
- 1g. Arrows Impossibility Theorem-
 Microeconomics -Gravelle and Rees-ch-17
 Advanced economic theory-H.L. Ahuja-ch-50
 A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181
 - On Social Choice theory-Arrow-ch-2,3,5
- 1h. Government action and failure-
- 2). Public choice in direct democracy-- Dennis Mueller-Public Choice--Ch--4
- 3). Majority rule decision. Dennis Mueller-Public Choice--Ch-5, 6
- 4). Simple alternatives to majority rule. Dennis Mueller-Public Choice--Ch-7
- 5). Public choice in a representative democracy Dennis Mueller-Public Choice--Ch-10
 Basic Reference from topic-1 to 5—Public Choice—III-----Dennis. Mueller

EC-19-Poverty & Development

1. Understanding Poverty

Definition, concept of poverty, new definitions of poverty and its likely impact: relative poverty, absolute poverty, over all poverty, extreme poverty, physical poverty, income poverty, rural and urban poverty;

2. Poverty data base in India, data sources used for estimating poverty in India (household surveys and household consumption surveys). Globalisation of poverty.

3. Measures of poverty Evolution of poverty line, consumption expenditure data: per capita consumer expenditure, distribution of expenditure; source of Data: National Sample Survey (NSS), National Accounts Statistics, Identification of poor; how identification is done in India, food and land as a substitute, slum centric views, other methods. Approaches: livelihood approach, consumption based approaches, etc. Indicators of poverty.

Methodology: Poverty Lines, Rural and urban poverty lines, national poverty lines, poverty ratio, sub-national indicators: MDG indicators, income and non-income indicators (Education and health, etc). Quality of life indicators, empowerment indicators, gender indicators, and human development indicators.

4. Rural Poverty

Over view: incidence and dynamics of rural poverty: causes of rural poverty: dimensions of rural poverty, estimates of rural poverty in india, issues related to rural poverty; reviews of development strategies of past decade, ways to overcome the risk and reducing their vulnerability to climate change – double effect of poverty and vulnerability to risks. Spatial targeting of poverty. Government programmes.

5. Urban Poverty

Multi-dimensional aspects of poverty, urban poverty matrix, vulnerability and asset ownership, Informal sector and poverty, role of National Commission for enterprises in the

organized sector (NCEUS), Programmes to address the poverty issues: policy based (tenure regularization), sector based (slum upgradation, access to housing), finance based (Micro finance, compulsory municipal fund allocation); Monitoring and Evaluation of anti-poverty programmes. Best Practices in poverty alleviation across the global.

EC-20--Gender & Rural Development

1. Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development
2. Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions
3. Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood
4. Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content
5. Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

- Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi, Women Unlimited, 2009.
- Kabeer N., Reversed Realities, London, Verso 1995.
- Kapadia K. (ed.), Violence of Development: The politics of identity, gender and social inequalities in India, New Delhi, Zubaan, 2002.
- Menon, N. (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.
- Rai S., Gender and the Political Economy of Development, UK, Polity Press, 2002.
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.
- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegersma (eds.), The Women, Gender and Development Reader, New Delhi, Zubaan, 1997

EC-21-Development and Management of Co-operative Organization

1. (a) Meaning, definition and features of Co-operation; Genesis of cooperative credit movement in India --Cooperative Legislation - Features and Important Landmarks in the history of co-operative legislation in India; Model Cooperative Societies Act, 1991; Multi State Co-operative Societies Act.2002; Recent Trends and Developments; Salient features of Banking Regulation Act, 1949 (As applicable to co-operative societies); Impact of Co-operative Law on Co-operative Management(b) Co-operation and other forms of system -- Co-operation and capitalism; · Co-operation and Socialism; (c) Horizontal and Vertical Integration in Co-operatives
2. Role of Management in the Development of Co-operative Organizations - Conceptual framework of management - Management process, Principles of Management; Co-operative Management - Unique features of Co-operative Management; Integrating the principles of Co-operation and principles of Management
3. Professional management for cooperatives – Meaning, Importance and Evaluation Criteria; Meaning and Process of Organisation – Organizational structure of a co-operative - Modern theory of organization – Designing organization structure for co-operatives. Managerial skills - levels of management - management roles Co-operative Leadership – Meaning, Importance, Types, Problems of leadership in co-operative organization, Path-goal theory of leadership and case studies of Co-operative leadership; Nature of Management Leadership - Combination of management and leadership qualities.

4. Planning - Meaning, Importance, Process and Problems of planning in co-operatives. Types of planning - case studies of primary agriculture credit society. Business Development Plan (BDP)

5. Rural Credit Co-operatives--Genesis, Growth and Stages of Co-operative Credit Movement in India, Structure of Rural Co-operative Credit System; Primary Level Rural Cooperative Credit Institutions - Primary Agriculture Co-operative Societies (PACS), Farmers Service Societies [FSS], Large-sized Adivasi Multi-purpose Societies [LAMPS]; Central Co-operative Banks (CCB), State Co-operative Banks or Apex Banks, Agriculture and Rural Development Banks.; Problem of Overdue in Rural Cooperative Credit Institutions; Causes of over-dues and Measures; Recent trends, development and evaluation of the rural cooperative credit institutions

References

G.R.Madan – Co-operative movement in India
B.S.Mathur – Co-operation in India
T.N.Hajella –Principles, Problems and Practice in Co-operation
B.B.Goel – Co-operative legislation, Trends and Dimensions
Mathur. B.S.: Cooperation in India
Mukki. H.R.: Cooperation in India
Nainta Rispal: Cooperative Legislation in India
Dwivedi RC: Democracy in Cooperative Movement - An Indian Profile
Hajela TN: Principles, Problems and Practice of Cooperation
Kamat GS: New Dimensions of Cooperative Management
Nakkiran S: Cooperative Management - Principles and Techniques
Sah AK: Professional Management for Cooperatives
Desai S.S.M: Agriculture and Rural Banking in India
Hajela. T.N.: Principles, Problems and Practice of Cooperation
Mathur. B.S.: Cooperation in India
Mukki. H.R.: Cooperation in India
Ruddar Datt and K.P.M Sundharam: Indian Economy

EC-22--Rural Informal and Non-Farm Sector

Informal Sector: An Introduction

Labour and employment issues (population growth; demographic transition; human resource development; surplus labour; open and disguised unemployment; informal sector; rural-urban migration) Land and the rural economy (overview of farm and non-farm sector; credit and micro-credit; interlocked markets; natural resources; environment and sustainable development) The Environment and Sustainable Development, Non Renewable resources.

Interdisciplinary-ID-(Any one)

1x50=50

ID-23--Agriculture and Allied Technology

ID-24--Political Sociology

Basic Concepts

Interrelationship between polity and society; Political socialization; Political culture; Political efficacy; Political Modernization; Protest; Bureaucracy; Coercion, Consensus and Hegemony; Elites and leaders; factions; Politics as vocation; Nation-building; Civil society; Local power structure

2. Theories of Political Sociology ; Classical theories – Durkheim, Max Weber, Karl Marx
Elitist theories – Mosca, Pareto, Mitchels, Mills

Pluralist theories – Tocqueville, Dahl and others

Approaches towards Identification of power

3. Recent developments--Post-modernity; Post-colonialism; Micro-Macro integration; Deconstruction; Power and knowledge; Structuration; Agency-Structure; Habitus; McDonaldisation; Risk society; Post-emotional Society ; Critical Theories - Jurgan Habermas- Public Sphere and Communicative Action ;Adorno- Dialectics of Enlightenment; Postmodern Theories ---Michael Foucault- Discourse, Knowledge &Power ; Lyotard- The postmodern condition; Jacques Derrida: Deconstruction; Critique: Judith Butler: Feminist Theory; Anthony Giddens- Structuration, The constitution of society, The consequences of modernity; Pierre Bourdieu- Outline of a Theory of Practice ; Ulrich Beck: Risk Society

3. Political Parties, Interest groups and Political processes in India:
Political Parties : Types, characteristics, social composition and recruitment; participation, Interest aggregation; mobilization and articulation; political apathy of Political parties; Voting behaviour and poll prediction; Political parties and its types; one-party system and coalition politics; Role of caste, religion, region and language in Indian polity

4. Ethnicity and Nation-building in South-Asia ---Citizenship, ethnicity and Nation-building in South Asian countries (Sri Lanka, Pakistan and India); Role of Mass-media and Public opinion in political modernisation; Role of ICT in emerging political processes; Policy analysis

OTHER ELECTIVE AND INTERDISCIPLINARY COURSES -MASTER OF RURAL STUDIES (MRS)-SEMESTER-III

EC-30-- Development Dynamics in Rural Areas

1. Consumption pattern changes,
2. Land Utilisation: Types of land utilization and its relevance to planning. Land conversions and its regulation/facilitation in peri-urban areas.Land utilization analysis. , irrigated and non-irrigated and land values. Sources of land information.land utilization changes, cropping pattern changes.,
- 3.Living standard changes, changes in land holding size, asset ownership and tenancy– its implication in the planning process Common property
- 4.Technology in Rural Development: ICT in rural development, Rural Information system, Weather forecasting, disaster minimization, market information, etc.
5. E- Panchayats, energy efficient technologies and alternative technologies.

EC-31-- Disaster Management

- 1.Understanding Disasters Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster:
2. Disaster Management: Prevention, Preparedness and Mitigation
3. Disaster Preparedness: Concept & Nature Disaster Preparedness Plan
4. Disaster Preparedness for People and InfrastructureCommunity based Disaster Preparedness Plan and Roles & Responsibilities of Different Agencies and Govt. Role and Responsibilities of Armed Forces, Police, Para Military Forces.Role and Responsibilities of International Agencies, NGO's, Community Based
- 5.Roll of Information, Education, Communication & Training

EC-32-- Tribal Development

I: Tribal Concept, Meaning & Identity--Meaning, definition and characteristics of tribe.Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective.Constitutional Meaning of tribe.

2a: Tribal Organisations--Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices.Economic organsations: Concept, forms, functions and changing nature.Political Organisations: Tribal council, customary laws and practices.Unit-2b.: Tribal Culture--Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals; Literature and Art, Life philosophy in cultural practices.

2c: Tribal Transformation--Tribe-caste Continuum Detribalisation, 'Sanskritization' and Religions converversions, 're-tribalisation' Assertion of tribal identity, revitalisation. Cultural invation and culture of silence, Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

3a Socio - Political Issues--Social Issues, Political issues such as political participation, Tribal self rule Educational issues-accessibility, marginalisation, migration, drop-out. Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.

3b. Economic and Infrastructural Issues-Land alienation & Agriculture Poverty & indebtedness; Unemployment . Infrastructural Issues-Habitat and settlement Basic civic Amenities Transportation & communication. Access to Forest.

3c. Cultural Issues--Cultural conflicts; Customary laws, rituals & customs; Public space & Journalism in Tribal areas.; Cultural invation and domination.; Culture of silence.

4a. Skills for Tribal Development Facilitators--Introduction of skills--Concept & Meaning of Skills; Understanding the community approach in skill development; Need for self development for development facilitators; Sensitivity development;

4b. Skills of working with Individual & Group--Skills of working with Individual: Intake & engagement; Fact gathering & assessment; Planning & Contracting; Intervention & Monitoring; Evaluation & Termination. Skill for working with group:--Understanding group dynamics; Group identification or formation; Problems solving or group development; Focus group observation skillsUse of various activities; Observation & techniques of recording;

4c. Skills for working with community--Interactional skills;Information gathering & assimilation skills; Observation skills; Listening & responding skills; Organising skills. Community assessment skill.

5a: Skills in community work--Rapport building; Identification of needs; Resource mobilisation; Programme planning; Programme Management; Recording; Encouraging community participation; Mobilising community action.

5b. Communication Skill--Definition & Concept; Process, channels & types of communication; Qualities essential in an effective development facilitator; Use of Audio – Visual media; Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc.; Use of Social Networking & Social Media.

5c. Professional skills--Advocating; Providing evidence; Demonstrating; Taking legal action; Bargaining; Publicing; Time-management; Research; Teamwork.

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References--for 1,2,3

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, AmitabhaSankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M ,Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N ,Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S ,Tribal situation in India,Indian Institute of Advanced

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Study, Simla, 1972.

8. Vidarathi L P, Tribal culture of India ,Concept publishers New Delhi 1976.

9. Freire Paulo, Pedagogy of the Oppressed; 30th Anniversary Edition

10. Gramsci Antonio; Prison Notebooks, Vol.2, Columbia University Press

11. Sachindra Narayan ,The Dynamics Of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

For 4 & 5

References:

1) Sudha Datar (2010); Skill Training for social workers, sage pub., New Delhi.

2) Siddiqui H. Y. (1997) Working with communities; Hira publications, New Delhi.

3) UNDP (2003): Strengthening of state Administrative Training Institutions in India, New-Delhi.

4) Shagil M; (1993) Project planning & Management; Printwell, Jaipur for 4 and 5

EC-33-- Extension for Natural Resource Management

EC-34-- Development of Child and Women

1. Introduction to women's lives in India Cultural aspects and social construction of gender roles and identity Patriarchal paradigm Women and gender equity – socialization and power inequalities Current debate and research on inequity, beliefs, ideologies, and representation of women

2. Feminism and other theoretical perspectives Liberal feminism, radical feminism, Marxist feminism/socialist feminism Post-modern feminism and postcolonial feminism Indian feminism and other contemporary theories

3.: Women's empowerment and gender mainstreaming; Issues related to health, work, violence and sexuality Rights, laws and policies for women's empowerment Women in public space and in politics Strategies for social change – positive and collective actions

4. Theoretical Approaches Multidisciplinary Perspectives: Sociology, Anthropology and Psychology, Child Rearing in Different Cultural Settings; Ethnographic Studies ; Changing Contemporary Families--Effects of Divorce, Remarriage, Single-parent families Kinship and Marriage in different Settings; Western Perspective; South Asian and Indian Perspectives. Developmental psychopathology in infancy, childhood years--and adolescence Issues and disorders related to trust, attachment and deprivation in infancy Disorders related to sleep, eating, elimination, aggression during preschool years; Anxiety, school refusal, lying and stealing, behaviour disorders in middle childhood years Juvenile delinquency, depression, schizophrenia, substance use disorders, HIV/AIDS, suicidal tendencies, suicidal tendencies, sexual deviance in adolescence; Approaches to intervention and therapy for well being Preventing and promotive approaches; Individual counselling and family therapy.

5. Constitutional provisions, laws and conventions--Constitutional Provisions Legislations for children and women Conventions for protection of children and women : Linkages-- Transacting policies into programmes Government role – centre, state and local level Public-private partnership NGO and corporate social responsibility in implementation of programmes; Effective initiatives in various domains

Interdisciplinary-ID- (Any one)

1x50=50

ID-35-- Agrarian Question

1. Agrarian Questions and Differing forms of Capitalist Agrarian Transition; Mode of Production in Agricultural sectors; Classification of farmers.
2. Peasant Economy – Chayanov's Approach to peasant farming; Profit maximizing peasant, Risk averse peasants, Drudgery Averse Peasants, Share cropping peasants, peasant technology adoption; Intra-household relationship in peasant economy and women in peasant farming.
3. Structure of backward agriculture; Analysis of stagnation in agriculture; Structure of landed property and non-land assets with reference to capital formation.
4. Agricultural development and rural markets; Theory of inter-linkages transactions and inter-linkages of rural markets.

ID-36--. Sociology of Health

1. Sociology of Health: Basic Concepts and Approaches Health, Illness, sickness, diseases, healing, hygiene; fatalism vs. rationalism, Health beliefs and practices Dimensions and indicators of health, Medical model Social epidemiology: approach and methods
2. Theories and Perspectives on Sociology of Health Functionalist, Evolutionary, Conflict, interactionist and critical perspectives on health
3. Health Care Institutions Family and Health care: The elderly, children and gender State and health Care: Health for all; health infrastructure; Drug policies and patents, maternal and child health, family welfare programs, reproductive health, Sanitation Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care and its types; Health programs and evaluation in rural areas; Commercialization of health care services
4. Indigenous Knowledge systems of medicine in Developing Countries Indigenous notion of health and hygiene, Systems of Medicine and alternative practices; NGOs and Health Care; Statistical distribution of communicable diseases- causes, consequences and practices adopted (Case studies from Africa, Sri Lanka and India)
5. Two recent articles prescribed by the departmental committee The class members are also required to undertake term papers/ content analysis/ seminars/ fieldwork as specified by the departmental committee periodically.

Essential Readings:

- Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285,
- Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press
- Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press
- David. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi, Douglas Mary 1966. Routledge
- Purity and Danger: An Analysis of Concepts of Pollution and Taboo Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.
- Nagle Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur
- Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86
- Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage
- Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press
- D Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakashan

Foucault, Michael, 1989. *The Birth of the Clinic: An Archeology of Medical Perception* Routledge

Gunatillake, G. 1984. *Inter-sectoral Linkages and Health Development: Case Studies in India (Kerala)*, Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO

Surbrigg 1984. *Rekku Story: Structures of Illhealth and Source of Change*, New Delhi

Venkataratnam, R. 1979. *Medical sociology in an Indian setting*, Madras: Macmillan.

Further Readings:

Cockerham, William C. 1997. *Medical Sociology*. New Jersey: Prentice Hall.

Michael Bury, Jonathan Gabe , 2004. *The Sociology of Health and Illness: A Reader*, London: Routledge

A. Nandy and S. Visvanathan, 1990. 'Modern Medicine and its Non-Modern Critics', in A. Marglin and S. Marglin, *Dominating Knowledge: Development, Culture and Resistance*, Clarendon Press, Oxford,

Bidwai Praful 1995. *One Step Forward, Many Steps Back- Dismemberment of India's National Drug Policy*. *Development Dialogue*, 1, pp 193-222,

Dak, T.M. Ed. 1991. *Sociology of Health*, Rawat Publications, New Delhi,

Madhulika Banerji, 2000. 'Wither Indian System of Medicine' www.india-seminar.com P.

Brass, 1972. 'The Politics of Ayurvedic Education: A Case Study of Revivalism and Modernisation in India', in L.I. Rudolph and S.H. Rudolph, *Politics and Education in India*, Harvard University Press, Cambridge

Quadeer Imrana 1988. *Reproductive Health: A Public Health Perspective Economic and Political Weekly* Vol 33, No.41, pp 2675-2684.

Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' *Economic and Political Weekly XLIV* No 16 April

V.R Gupta Ed. 1981. *The Social and Cultural Context of Medicine in India*, New Delhi, Vikas Publications

Wilson Caroline 2009. *Dis-embedding Health Care : Marketisation and the Rising Cost of Medicine in Kerala*, *South India Journal of South Asian Development* April 4: 83-101,

Das Gupa, Monica et.al. ed.1996. *Women's Health in India: Risk and Vulnerability* New Delhi: Oxford University Press

Turner, Bryan S. 1992. *Regulating Bodies: Essays in Medical Sociology* London: Routledge

Oommen T.K 1978. *Doctors and Nurses: A Study in Occupational Role Structures* New Delhi: Macmillan

WHO 2000. *The World Health report 2000, Health Systems: Improving Performances*, World Health Organization

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1.1.3 Courses with Employability/skill development/entrepreneurship

SANGIT BHAVANA (INSTITUTE OF MUSIC, DANCE & DRAMA)
Bachelor of Music (Rabindra Sangit, Manipuri Dance, Kathakali Dance, Drama and Theatre Arts, Rabindra Nritya)
Bachelor of Music (Hindusthani Classical Music -Vocal, Sitar, Esraj, Tabla, Pakhawaj)
Masters of Music (Rabindra Sangit, Manipuri Dance, Kathakali Dance, Drama and Theatre Arts, Rabindra Nritya)
Masters of Music (Hindusthani Classical Music - Vocal, Sitar, Esraj, Tabla, Pakhawaj)
M.Phil. (Rabindra Sangit, Manipuri Dance, Kathakali Dance, Drama and Theatre Arts, Rabindra Nritya)
M.Phil. (Hindusthani Classical Music - Vocal, Sitar, Esraj, Tabla, Pakhawaj)
Ph.D (Rabindra Sangit, Manipuri Dance, Kathakali Dance, Drama and Theatre Arts, Rabindra Nritya)
Ph.D (Hindusthani Classical Music - Vocal, Sitar, Esraj, Tabla, Pakhawaj)



Visva-Bharati, Sangit-Bhavana
Department of Rabindra Sangit, Dance & Drama
CURRICULUM FOR UNDERGRADUATE COURSE
CHOICE BASED CREDIT SYSTEM

COURSE CODE: BMS	DURATION: 3 YEARS	COURSE CODE NO: 41	SIX SEMESTER
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Sl.No	Course	Semester	Credit	Marks	Full Marks
1.	<u>Core Course - CC</u> 14 Courses 08 Courses Practical 06 Courses Theoretical	I-IV	14X6=84	14X75	1050
2.	<u>Discipline Specific Elective - DSE</u> 04 Courses 03 Courses Practical 01 Courses Theoretical	V-VI	4X6=24	4X75	300
3.	Generic Elective Course – GEC 04 Course 03 Courses Practical 01 Courses Theoretical	I-IV	4X6=24	4X75	300
4.	Skill Enhancement Compulsory Course – SECC 02 Courses Theoretical	III-IV	2X2=4	2X25	50
5.	Ability Enhancement Compulsory Course – AECC 02 Courses Theoretical	I-II	2X2=4	2X25	50
6.	Tagore Studies - TS (Foundation Course) 02 Courses Theoretical	I-II	4X2=8	2X50	100
Total	Courses 28	Semester IV	Credits 148	Marks 1850	

CHOICE BASED CREDIT SYSTEM
B.MUS (HONS)
COURSE AND MARKS DISTRIBUTION STRUCTURE

SEM	CC		DSE		GEC		SECC	AEC C	TS	TOTAL
	PRA C	THE O	PRA C	THE O	PRA C	THE O	THE O	THE O	THE O	
I	75	75	-	-	75	-	-	25	50	300
II	75	75	-	-	75	-	-	25	50	300
III	150	75	-	-	75	-	25	-	-	325
IV	150	75	-	-	-	75	25	-	-	325
V	75	75	150	-	-	-	-	-	-	300
VI	75	75	75	75	-	-	-	-	-	300
TOTAL	600	450	225	75	225	75	50	50	100	1850

CHOICE BASED CREDIT SYSTEM
B.MUS (HONS)
OUTLINE OF THE COURSE STRUCTURE

COURSE CODE	COURSE TYPE	CREDITS	MARKS	HOURS PER WEEK
SEMESTER-I				
CC-1	PRACTICAL	6	75	12
CC-2	THEORETICAL	6	75	6
GEC-1	PRACTICAL	6	75	12
AECC-1	THEORETICAL	2	25	2
TS-1	THEORETICAL	4	50	4
SEMESTER-II				
CC-3	PRACTICAL	6	75	12
CC-4	THEORETICAL	6	75	6
GEC-2	PRACTICAL	6	75	12
AECC-2	THEORETICAL	2	25	2
TS-2	THEORETICAL	4	50	4
SEMESTER-III				
CC-5	PRACTICAL	6	75	12
CC-6	PRACTICAL	6	75	12
CC-7	THEORETICAL	6	75	6
GEC-3	PRACTICAL	6	75	12
SECC-1	THEORETICAL	2	25	2
SEMESTER-IV				
CC-8	PRACTICAL	6	75	12
CC-9	PRACTICAL	6	75	12
CC-10	THEORETICAL	6	75	6
GEC-4	THEORETICAL	6	75	12
SECC-2	THEORETICAL	2	25	2
SEMESTER-V				
CC-11	PRACTICAL	6	75	12
CC-12	THEORETICAL	6	75	6
DSE-1	PRACTICAL	6	75	12
DSE-2	PRACTICAL	6	75	12
SEMESTER-VI				
CC-13	PRACTICAL	6	75	12
CC-14	THEORETICAL	6	75	6
DSE-3	PRACTICAL	6	75	12
DSE-4	THEORETICAL	6	75	12

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1.	Rabindra Sangit	401	05-17
2.	Manipuri Dance	402	18-33
3.	Kathakali Dance	403	34-50
4.	Rabindra Nritya	404	51-60
5.	Drama & Theatre Arts	405	61-109

CURRICULAM FOR UNDERGRADUATE COURSES

UNDER

CHOICE BASED CREDIT SYSTEM

SUBJECT- RABINDRA SANGIT

B.MUS. SEM- 1

TOTAL CREDIT-24

CC-1 (Prac.)

Credits- 6

Marks- 60+15=75

- a. Selected 15 songs from different *Paryay*.

Course Objective- Pupils learn 15 songs from different *Paryay*.

Learning outcome- Pupils get idea how to sing different types of Rabindra Sangit.

CC-2 (Theory)

Credits- 6

Marks- 60+15=75

- a. The musical environment of Thakurbari.
b. Introduction to the music masters of Rabindranath.
c. Knowledge of the ragas and talas referred in the practical classes.
d. Details about Rabindrik talas.

Course Objective-students get theoretical idea about the musical environment of Thakurbari, music masters of Rabindranath Tagore, also learn the ragas and talas referred in the practical classes.

Learning outcome-in this paper students gain knowledge about the musical environment of Thakurbari, music masters of Rabindranath Tagore, also they can sing the ragas and show the theka of talas referred in the practical classes.

AECC-1 ENG/EVS

CREDITS-2

MARKS-25

GEC-1 (Prac)

CREDITS-6

MARKS-75

- a. Learning of Ashrama Sangit.
b. Five songs of functions and festivals of Visva-Bharati.

Course Objective-In this paper students learn the Ashrama Sangit, and five songs which is sung in Visva-Bharati in various functions and festivals.

Learning outcome-Students can able to sing the Ashrama Sangit, and get learned the songs which is sung in Visva-Bharati in various functions and festivals.

CC-3(Prac.) Credit 6 Marks-60+15=75

- a. Ten selected songs of functions and festivals of Visva-Bharati.

Course Objective- In this paper students learn ten songs which is sung in Visva-Bharati in various functions and festivals.

Learning outcome- Students get learned the songs which is sung in Visva-Bharati in various functions and festivals.

CC-4(Prac.) Credit 6 Marks-60+15=75

- a. The influence of Bengali music on the early life of Rabindranath with special reference to the phase as prevalent in that period.

- b. Introduction to Brahmacharya Ashrama.

- c. Details of the functions and festivals of Visva-Bharati.

Course Objective-Students get the knowledge about the history of the influence of Bengali music on the early life of Rabindranath, introduction of Brahmacharya Ashrama. Along with this they get know the description of the functions and festivals of Visva-Bharati.

Learning outcome-Being the students of Rabindra Sangit, they come to know the influence of Bengali music on the early life of Rabindranath, introduction of Brahmacharya Ashrama. Along with this they get know the description of the functions and festivals of Visva-Bharati.

AECC-2 ENG/EVS CREDITS-2 MARKS-25

GEC-2 (Prac) CREDITS-6 MARKS-60+15=75

- a. Songs and talas to be learnt of 2 songs from each season.

Course Objective-Pupils learn 2 songs from each seasons.

Learning outcome-Pupils can able to sing two songs from each season.

B.MUS. SEM III

TOTAL CREDIT 28

TOTAL MARKS-450

CC-5 (Prac.)

Credit-6

Marks 60+15=75

- a. Selected ten Brahma Sangit (other than Rabindranath).
- b. Six songs based on Rabindrik talas.

Course Objective-Pupil learn 10 Brahma Sangit excluding Rabindranath.

Six Rabindra Sangit set in various Rabindrik talas.

Learning outcome-Pupil get idea and able to sing various Brahma Sangit excluding Rabindranath. They also know the applicability of Rabindrik talas in Rabindra Sangit.

CC-6 (Prac.)

Credit-6

Marks 60+15=75

- a. Selected portion of Gitinatyas.
- b. Selected portion of Nrityanatyas.

Course Objective- Students learn the selected portion of Gitinatyas and Nrityanatyas.

Learning outcome-Students are able to sing a portion of Gitinatyas and Nrityanatyas.

CC-7 (Theory)

Credit-6

Marks 60+15=75

Rabindrasangit (Theory) Details of Brahasamaj and Brahma Sangit.

- a. History of Gitinatyas and Nrityanatyas of Rabindranath.
- b. Influence of the folk, Western and 19th century Bengali songs on Rabindranath's musical composition.
- c. Knowledge of the ragas and talas referred in the practical classes.

Course objective- Students are being taught about the history of Brahma Samaj and Brahma Sangit, the history of Gitinatyas and Nrityanatyas created by Rabindranath Tagore. Influence of the folk tune, Western tune along with 19th century Bengali songs on Tagore's musical composition.

Learning outcome-Students get knowledge about the history of Brahma Samaj, Brahma Sangit, the history of Gitinatyas and Nrityanatyas created by Rabindranath Tagore. They also know about the influence of folk tune, Western tune along with 19th century Bengali songs on Tagore's musical composition.

GEC-3(Prac.)

Credits-6

Marks 60+15=75

- a. Songs of different important talas of Rabindranath.

Course Objective-Students get knowledge of important talas created by Rabindranath set with different songs.

Learning outcome-Students are able to perform various Rabindra Sangit set with different types of important talas created by Rabindranath.

B.MUS. SEM IV

TOTAL CREDIT 28

TOTAL MARKS-450

CC-8 (Prac.)

Credits-6

Marks 60+15=75

- a. Selected songs from Baulanga.
- b. Selected songs from Kirtananga.
- c. Selected songs from Tappanga.
- d. Selected original Bengali Tappa.

Course objective- Pupils learn Selected songs of Baulanga, Kirtananga, Tappanga and original Bengali Tappa.

Learning outcome-Students get practical knowledge about various tunes and types of Rabindra Sangit, i.e. Baulanga, Kirtananga, Tappanga. Along with these they are able to sing the original Bengali Tappa.

CC-9 (Prac.)

Credits-6

Marks 60+15=75

- a. Selected songs of Prayaschitta, Achalayatan, falguni, TasherDesh.

Course objective- Students learn various songs from Tagore-dramas, i.e. Prayaschitta, Achalayatan, falguni, TasherDesh.

Learning outcome- Students are able to know the dramatic scenes from Prayaschitta, Achalayatan, falguni, TasherDesh, along with various songs set in different situations of drama.

CC-10 (theory)

Credits-6

Marks 60+15=75

Part-A, GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

I.PrabasjibanChoudhuri, Saundaryadarshan,

II.Sitansu Roy, Saundaryadarshan: PrathomikParichay

For Students offering English Medium: Reference English Texts:-

I. Aldrich: Philosophy of Art

II.Sitansu Roy: Studies in Music Aesthetics

Part-B, TAGORIEN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts: -

I.Rabindranath Tagore, SahiterPathe

a.Utsarga [Dedication]

b.Vastava [Real]

c.Tathya - O –Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya

- a.Saundaryabodha [The sence of Beauty]
- b.Saundarya – O – sahitya [Beauty and Leterature]

III. Rabindranath Tagore, Sangeet Chinta

- a.Sangeet – O – Bhava [Music and feeling]
- b.Sangeet – O – Kavita [Music and Poetry]
- c.Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium: Reference English Texts:-

I.Rabindranath Tagore on Art and Aesthetics, Edited By P.Neogy (5 - Selected pieces)

GEC-4 (theory)

Credits-6

Marks 60+15=75

Part 1- General theory. Marks 40

Musical environment of Thakurbari.

Importance of functions and festivals of Santiniketan.

Evolution of Music, Drama and Dance in Santiniketan.

History of Sangit Bhavana.

Course objective- In this paper students get a theoretical idea about musical environment of Thakurbari, importance of functions and festivals of Santiniketan, evolution of Music, Drama and Dance in Santiniketan.history of Sangit Bhavana.

Learning outcome-Students get a theoretical idea about musical environment of Thakurbari, importance of functions and festivals of Santiniketan, evolution of Music, Drama and Dance in Santiniketan, history of their institute, that is Sangit Bhavana.

Part 2- subject

Marks-60

Introduction to the music masters of Rabindranath.

Influence of Western Music, Folk, Classical and other songs in Rabindra Sangit.

Characteristics of Rabindra Sangit.

Course objective- Pupils get the details about the music masters of Rabindranath Tagore.

How Tagore created his songs which was influenced by Western Music, Folk, Classical Music, and the characteristics of Rabindra Sangit.

Learning objective-Pupils learn the details about the music masters of Rabindranath Tagore, they can study the tonal compositions of Western Music, Folk, Classical and other songs in Rabindra Sangit, and the characteristics of Rabindra Sangit.

CC-11 (Prac.)

Credits-6

Marks 60+15=75

- a. Selected songs from Gitanjali.
- b. Selected songs from Gitali.
- c. Selected songs from Gitimalya.

Course objective-Pupils learn selected songs which are poetry also, i.e. Gitanjali, Gitali, Gitimalya.

Learning outcome-student can able to sing those songs which are Tagore's poetry also.

CC-12 (Theory)

Credits-6

Marks 60+15=75

- a. Originality and characteristics of Rabindrasangit.
- b. Details of the history of writing Gitanjali, Gitali, Gitimalya.

Course objective- Students get theoretical knowledge about various characteristics of Rabindrasangit. They study the history of writing Gitanjali, Gitali, Gitimalya.

Learning outcome- Students learn what is the tonal and lyrical characteristics of Rabindrasangit which leads to Tagore's musical philosophy.

DSEC-1 (Prac.)

Credits-6

Marks 60+15=75

A. Esraj

- a. Basic bow technique of Esraj.
- b. Alankar based on talas.
- c. Basic techniques- Meend, Krintan, Kan, Gamak, Ghasit etc.
- d. Two swaramalikas from rags like- Yaman, Bhairav, Khamaj, Bhupali.

Course objective- In this paper students learn the basic style of playing esraj, how to hold bow, playing Alankars set in various talas. Few basic techniques like Meend, Krintan, Kan, Gamak, Ghasit etc. Learn to play two swaramaliks from ragas like Yaman, Bhairav, Khamaj, Bhupali.

Learning outcome- Student get idea how to hold the bow and play esraj, using alankar set in various talas, they will play swaramalika of specific ragas also.

B. Kirtan

- a. The songs of praying (Prarthana)
- b. Gaurchandrika
- c. The songs of Naukabilas/Danparva

Course objective- In this practical course pupils learn Kirtanas which contain the parts like Prarthana, Gaurchandrika, Naukabilas/Danparva.

Learning outcome-learning this paper, students can able to sings different parts of a kirtanas set in various kirtananga talas using khol.

C. Songs of Rabindranatya

- a. Songs and acting of
Balmiki Pratibha
Kalmrigaya
MayarKhela

Course objective- Pupils learn songs along with acting of the following Song Dramas- Balmiki Pratibha, Kalmrigaya, MayarKhela

Learning outcome-Pupils are able to perform music drama completely, as they learn the songs and acting also.

D. Bengali songs contemporary to Rabindranath.

- a. Songs of Atulprasad.

Course objective- Students learn songs of Atulprasad.

Learning outcome- Students are able to perform other Bengali songs, which leads another styles of singing.

DSEC-2 (Prac.)

Credits-6

Marks 60+15=75

A. Esraj

- a. Murchhana and Jhala of different types.
- b. Rezakhani Gat with Toda and Jhala of at least three ragas- Yaman, Bhairav, Kafi, Khamaj, Jaunpuri.

Course objective- In this paper students learn to play different types of Murchhana and Jhala, RezakhaniGatwith Toda and Jhala of at least three ragas - Yaman, Bhairav, Kafi, Khamaj, Jaunpuri.

Learning outcome- Students get idea how to play different types of Murchhanas and Jhalas, they can able to play the Rezakhani Gat.

B. Kirtan

- a. The songs of Purvaraga.
- b. The songs of Maan.
- c. The songs of Raas/Dwipraharik Milan.

Course objective- In this practical course pupils learn Kirtanas which contain the parts like Purvaraga, Maan, Dwipraharik Milan.

Learning outcome-learning this paper, students can able to sings different parts of a kirtanas set in various kirtananga talas using khol.

C. Songs of Rabindranatya

a. Selected songs from dramas of Rabindranath.

b. Selected songs from Ritunatya

Basanta

Shrabangatha

Seshbarshan

Barshamangal

Course objective- Pupils learn songs of Dramas and seasonal dramas- Basanta, Shrabangatha, Seshbarshan, Barshamangal

Learning outcome-Pupils are able perform songs from various dramas along with acting completely, as they learn the acting previously.

D. Bengali songs contemporary to Rabindranath

a. Songs of Rajanikanta

b. Najrulgiti

Course objective- Students learn songs of Rajanikanta and Najrul.

Learning outcome- Students are able to perform other Bengali songs, i.e. Rajanikanta and Najrul, which leads another styles of singing.

B.MUS. SEM VI TOTAL CREDIT 24 TOTAL MARKS-300

CC-13 (Prac.) Credits-6 Marks 60+15=75

- a. Selected original Hindustani Compositions taken as models by Rabindranath.

Course objective-Students will learn selected Hindustani compositions which was taken as models by Rabindranath.

Learning outcome-Students can perform original Hindustani compositions with proper Alap, Vistar and Tanas.

CC-14 (Theory) Credits-6 Marks 60+15=75

- a. Notation system of Rabindrasangit (origin and development of the notation system in Bengali)
b. Rabindranth's writings on Music-
SahityerPathey
Sangitchinta
Letters (Chithipatra)

Course objective-Pupils know the history of origin and development of notation system in Bengal.

Learning outcome-Pupils need to follow the notation system. It is also important to know the history of the notation system in Bengal.

DSEC-3 (Prac.) Credits-6 Marks 60+15=75

A. Esraj

- a. Ability to recite the thekas in Barabar, Dwigun, Chaugunlaya from the following talas- Trital, Jhaptal, Ektal, Dadra, Kaharba.
b. One Masitkhani and two Rezakhani gat with complete Baj of the following ragas- Vrindavani Sarang, Jaunpuri, Bihag, Bageshree

Course objective- In this paper students learn to play thekas in Barabar, Dwigun, Chaugunlaya from the following talas- Trital, Jhaptal, Ektal, Dadra, Kaharba.

Learning outcome- Students get idea how to play different types of thekas set in various laya.

B. Kirtana

- a. The songs of Parva (Hari and Jhulan)
b. Mathur Biraha
c. Anurag (Rup, Akshep etc.)

Course objective- In this practical course pupils learn Kirtanas which contain the parts like Parva, Mathur Biraha, Anurag.

Learning outcome-learning this paper, students can able to sings different parts of a kirtanas set in various kirtananga talas using khol.

C. Songs of Rabindranatya

a. Songs and recitations from Nrityanatya-

Shapmochan

Chitrangada

Course objective- In this course pupils learn the songs and recitations from Shapmochan and Chitrangada.

Learning outcome- Pupils can perform songs of the dramas following any character.

D. Bengali songs contemporary to Rabindranath

Songs of Dwijendralal Roy and Dilip Kumar Roy.

Course objective- Students learn songs of Dwijendralal Roy and Dilip Kumar Roy.

Learning outcome- Students are able to perform other Bengali songs, i.e. Dwijendralal Roy and Dilip Kumar Roy, which leads another styles of singing.

DSEC-4 (Theory)

Credits-6

Marks 60+15=75

A. Esraj

a. Different parts of Esraj with diagram

b. Definition of the following musical terms- Sangit, Nada, Shruti, Swara, Saptak, Thata, Raga, Aroha, Aboroha, Vadi, Samvadi, Anuvadi, Tala, Matra, Laya, Sam, Pakad.

c. Detail theoretical knowledge of the following ragas- Yaman, Bhairav, Kafi, Khamaj, Bhupali, Behag, Bhairavi.

d. Rabindrasangit and Esraj.

Course objective- In this paper students get knowledge about Esraj with diagram. Then they learn detailed theoretical knowledge of musical terms such as Sangit, Nada, Shruti, Swara, Saptak, Thata, Raga, Aroha, Aboroha, Vadi, Samvadi, Anuvadi, Tala, Matra, Laya, Sam, Pakad. Detail knowledge of following ragas- Yaman, Bhairav, Kafi, Khamaj, Bhupali, Behag, Bhairavi. They get the idea that how an Esraj can collaborate with Rabindrasangit.

Learning outcome- completing this course pupils get deep knowledge about Esraj with diagram. Then they learn detailed theoretical knowledge of musical terms such as Sangit, Nada, Shruti, Swara, Saptak, Thata, Raga, Aroha, Aboroha, Vadi, Samvadi, Anuvadi, Tala, Matra, Laya, Sam, Pakad which they can apply it on Esraj. When they get knowledge of following ragas- Yaman, Bhairav, Kafi, Khamaj, Bhupali, Behag, Bhairavi, they can

play these on Esraj. Furthermore, they can play the tunes of Rabindrasangit.

B. Kirtana

- a. History of Kirtana in Bengal.
- b. Types of Kirtana.
- c. Influence of Kirtana on Rabindrasangit.
- d. Life sketches of famous padakarta and kirtaniyas.
- e. Introduction to the songs learnt in the syllabus.

Course objective- In this theoretical course pupils get learnt details history of Kirtan in Bengal, various types of Kirtanas, how Rabindranath influenced by the tune of Kirtana, life sketches of famous padakarta and kirtaniyas, introduction to the songs which learnt in the syllabus.

Learning outcome- completing this course, students know the history and different types of Kirtan, which is age old music in Bengal. They can expand their knowledge how this Kirtana invaded in Rabindrasangit. Besides these, pupils will know the life sketches of famous padakarta and kirtaniyas, and introduction to the songs which learnt in the syllabus.

C. Songs of Rabindranatya

- a. Evolution of Rabindranath's writings from Gitinatya to Nrityanatya.
- b. Characteristics of the Drama and Dance Drama songs.
- c. Details of the stories and characters of Tagore Drama.

Course objective- In this course, pupils know about the evolution of Nrityanatya, how those were created from Gitinatya, various background and characteristic of the songs contains in Drama and Dance Drama, they need to also know the storyline and characters of Tagore Dramas.

Learning outcome- Pupils extend the knowledge about another part of Tagore's creativity, i.e. Gitinatya, Nrityanatya, and various Dramas, study of the characters, storylines, evolution from Gitinatya to Nrityanatya, characteristics of songs which contain in Tagore's Drama.

D. Bengali songs contemporary to Rabindranath

- a. History and evolution of Bengali songs contemporary to Rabindranath.
- b. Life sketch of famous personalities.

Course objective-in this course history and evolution of Bengali songs will be taught which is contemporary to Rabindranath, along with life sketches of famous musical personalities of that period.

Learning outcome-Students get learnt about the history and evolution of another types of Bengali songs which was

contemporary to Rabindranath and life sketches of famous personalities of that period.

Reference Books :

- i) Sangit Chinta by Rabindranath Tagore
- ii) Shyamali by Rabindranath Tagore
- iii) Punoscho by Rabindranath Tagore
- iv) Katha O Kahini by Rabindranath Tagore
- v) SeshSoptok by Rabindranath Tagore
- vi) Bangalir Rag Sangit Charcha by Dilip Mukhopadhyay
- vii) SobdoBijnan by Dr. Samir Kr. Ghosh
- viii) Soundarya Darshan (PrathomikPorichoi) by Sitangshu Roy
- ix) Sangit Chintay Rabindranath by Sitangshu Roy
- x) BanglarKabya Sangit O Rabindra Sangit by Arun Kumar Basu

PROPOSED SCHEME FOR CBCS IN THE DEPARTMENT OF RSDD

Manipuri Dance

Semester –1

1. Core Course-CC1 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: This course aims to provide the students with the introduction to Manipuri dancing.

The Learning Outcome: - Physical exercises would prepare the body for this classical dance form and the rest will impart the basic training on rhythm and also dance with cymbal)

- a) Physical Exercises and exercises with rhythm
- b) ChaliPareng from number 1 to 15
- c) MandilaCholom
- d) Talas and Bols to be learnt by heart

2. Core Course- CC2 (Theory) Credit-6 Marks 60 + 15= 75

(Course Objective: The course aims to provide the students knowledge of different dances of India and introduction to Manipuri dance.

The Learning Outcome- This is a theoretical course where the idea of different classical and folk dances of India is imparted. Also an introduction to the different kinds of Manipuri dance is attempted)

- a. Introduction to the dances of India:
 - Folk dances of different states
 - Classical dances of India

Introduction to dances of Manipur

- Lai-Haraoba
- Raslila
- Sankirtana
- Festival dances

b. Dance Practice in Santiniketan

3. Ability Enhancement Compulsory Course-AECC-1Credit-2 Marks 40 + 10= 50

English/MIL

4. Generic Elective GEC- 1 (Practical) Credit-6

Marks 60 + 15= 75

(Course Objective: This course is an elective one and hence is aimed at training the students in very basics of Manipuri steps and dancing the basic rhythm.

The Learning Outcome: - After getting basic foundation knowledge by students, an enjoyable folk dance of Manipur is also included to make the class enjoyable.)

a. Basic Steps of Manipuri Dance

b. ChaliPareng 1-10

c. Punglon (Bols) to be learnt

d. MandilaCholom

e. ThabalChongba

5. Tagore Studies

Credit-4

Semester 2

1. Core Course- CC3 (Practical) Credit- 6 Marks 60 + 15= 75

(Course Objective: The second stage of the basic foundation with a bit advanced practical learning along with the rhythmic patterns of Manipuri Talas is provided in this course.

The Learning Outcome. One Radha's dance on a song and learning by heart the song and rhythm would give the students idea of Manipuri song and rhythm)

- a. ChaliPareng from 16 to 27 along with Tanchap, MenkupPunglonJagoi
- b. RadhaAbhisar from any one Manipuri Raslila
- c. Tal, Punglon and Songs to be learnt by heart

1. Core Course- CC4 (Theory) Credit- 6 Marks 60 + 15= 75

(Course Objective: This theory course makes the students aware of the dances in ancient literature and Epics in India.

The Learning Outcome- This will be valuable for overall understanding of dance history in India and Manipur.)

- a. The ancient period of Dance in India
 - Dance in Vedas
 - Dance in the Epics- Ramayana and Mahabharata
 - Dance in HarivamsaPurana
 - b. History of Lai-Haraoba
 - The Umang-Lais
 - Maibis
 - Pakhangba
 - Jagoi-s
 - KhambaThoibi
 - Pena Eshei and Pena Pala
 - c. History of Raslila in Manipur from Maharas to Diva Ras. Contributions of RajarshiBhagyachandra, Maharaja Gambhir Singh, Maharaja Chandrakirti, Maharaja Churachand. History of Udukhal Lila and Gostha Lila Sansenba.
 - d. Manipuri Dance in Santiniketan
3. Ability Enhancement Compulsory Course-AECC-1Credit-2 Marks 40 + 10= 50

EVS

4. Generic Elective GE- 2 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: To provide some rhythmic compositions as practical lessons along with simple dances on songs.

The Learning Outcome- By learning these, the students get an idea of the two styles- the masculine and the feminine- of Manipuri)

- a. Tan chapPunglonJagoi- 4 bols
- b. MenkupPunglonJagoi- 4 Bols
- c. NacheBalaNandadulal- dance composition of child Krishna from Gostha Lila
- d. One Lashya composition

Semester 3

1. Core Course- CC5 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: This course aims to provide the students with the introduction to Series of feminine dance movements the one of the core dances of Rasalila of Manipuri dancing.

The Learning Outcome- This will impart the knowledge of basic movements of Raslila dancing.)

- a. Bhangi Pareng Achouba
- b. One Dance composition on any Manipuri Raas song.
- c. Tal, Songs, Punglons to be learnt by heart

1. Core Course- CC6 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: This course aims to provide the students the knowledge of the practical course of the Pre-Vaishnavite movement patterns of Manipur.

The Learning Outcome-. The students are expected to memorize and develop this style with practice.)

- a. A dance composition on Tanchapbol from any Manipuri Raas
- b. Lai Haraoba- Leima Jagoi
- c. Tal, Songs, Punglon to be learnt by heart

1. Core Course- CC-7 (Theory) Credit-6 Marks 60 + 15= 75

(Course Objective: To provide the knowledge of the ancient texts of Dance and text of dramaturgy.

The Learning Outcome- This theory course gives introduction to the ancient texts of Dance and expects the students to gain knowledge on Authors, types of movements, costumes, stage etc. as elaborated in the ancient text of dramaturgy)

- a. Introduction to the Natyashastra (Part I)
 - Date and authorship of the Natyashastra
 - Origin of Natya, Pancham Veda
- b. Introduction to the Natyashastra (Part II)
 - Purvaranga
 - Rangamancha
 - Tandavalakshana

c. Introduction to the Natyashastra (Part III)

• The four Abhinayas in the Natyashastra

a. History of Classical Dances (Part I)

The South Indian Dance forms- Bharatnatyam, Kathakali, Mohiniattam and Kuchipudi

d. Concept of Nataraja

1. **Skill Enhancement** Courses (SEC)- 1 Credit-2 Marks 15 + 10= 25

2. Generic Elective GE- 3 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: To provide the basic practical knowledge of Pre- Vaisnavide and post - Viasnavide dances.

The Learning Outcome- The students are expected to learn and gain knowledge on the two kinds of movement repertoire of Manipur- the Pre-Vaishnavite and the Post-Vaishnavite)

a. A composition from Laiharaoba

b. A composition on any song of Rasalila

c. KartalCholom

d. All songs and bols to be learnt

SECC-1 CREDITS-2. MARKS 20+5=25

OPTIONAL

Yoga.

SECC– 1 (Theory)

CREDITS-2

MARKS

20+05=25

- a. History of Yoga.
- b. Yoga darsan
- c. Mordern development of Yoga.
- d. Yoga and Music.

Tabla

Sem - III

SECC– 1 (Practical)

CREDITS-2

MARKS

20+05=25

- a. Ability to play principal varnas of Tabla with proper fingering.
- b. Knowledge of playing Dadra, Kaharwa and Teental (Theka only).
- c. Ability to recite the above mentioned talas with claping in hands.
- d. Knowledge of simple compositions like Kayeda (2) and Theka (2).

Kathakali Costume and Make-up

Sem - III

SECC– 1 (Theoretical)
20+05=25

CREDITS-2

MARKS

- a. Pacha-character Costume and Make-up design.
- b. Kathi-character Costume and Make-up design.
- c. Pacha-character Costume and Make-up detail study.
- d. Kathi-character Costume and Make-up detail study.

Semester 4

1. Core Course- CC-8 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: The aims of this course are to provide the students idea of the series of masculine movements.

The Learning Outcome- The students are expected to experience the masculine form of movements in Gostha Lila and Raslila)

- a. GosthaBhangiPareng
- b. KartalCholom
- c. Tal, Songs, Punglon to be learnt by heart

2. Core Course- CC--9 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: To provide more feminine dance compositions to the students.

The Learning Outcome- The students are expected to experience the feminine dances composition form of movements in Raslila)

- a. RadhaNartan from any one of the Manipuri Raslila
- b. Tal, Songs, Punglon to be learnt by heart

3. Core Course- CC10 (Theory) Credit- 6 Marks 60 + 15= 75

Part-A, GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

- I.PrabasjibanChoudhuri, Saundaryadarshan,
- II.Sitansu Roy, Saundaryadarshan: PrathomikParichay

For Students offering English Medium: Reference English Texts:-

- I. Aldrich: Philosophy of Art
- II.Sitansu Roy: Studies in Music Aesthetics

Part-B, TAGORIEN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts: -

- I.Rabindranath Tagore, SahiterPathe
 - a.Utsarga [Dedication]
 - b.Vastava [Real]
 - c.Tathya - O –Satya [Fact and Truth]

- II. Rabindranath Tagore, Sahitya

- a.Saundaryabodha [The sence of Beauty]
- b.Saundarya – O – sahitya [Beauty and Leterature]

III. Rabindranath Tagore, Sangeet Chinta

- a.Sangeet – O – Bhava [Music and feeling]
- b.Sangeet – O – Kavita [Music and Poetry]
- c.Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium: Reference English Texts:-

I.Rabindranath Tagore on Art and Aesthetics, Edited By P.Neogy (5 - Selected pieces)

Skill Enhancement Courses (SEC)- 1 Credit-2 Marks 15 + 10= 25

2. Generic Elective GE- 4 (Theory) Credit-6 Marks 60 + 15= 75

(Course Objective: This theory course expects to give an overall idea of the history of Manipuri dances and detail the evolution.

The Learning Outcome- The students are expected to gain knowledge of Manipur as a whole and Manipuri dances in particular.)

- History of Dances in the Pre-Vaishnavite Period- Lai-Haraoba and its variations. Dances of Lai-Haraoba.
- History of Dances in Post Vaishnavite period- Introduction to Sankirtana, Raslilas and Festival Dances of Manipur.

SECC-2 CREDITS-2. MARKS 20+5=25

OPTIONAL
Yoga.

Sem – IV
SECC– 2 (Theory) CREDITS-2 MARKS
20+05=25

- a. Ayurveda and Yoga.
- b. Yogic diet.
- c. Yoga therapy.
- d. Yoga and Dance.

Tabla

Sem - IV
SECC– 2 (Practical) CREDITS-2 MARKS
20+05=25

- a. Ability to play Teental (VilambitTheka), Rupak and only Theka of all talas (6) introduced by Rabindranath Tagore.
- b. Two Kayda in Teental.
Two Theka in Teental.
One Laggi in Dadra &Kaharwa respectively.

- c. Knowledge of accompaniment with songs in following talas: - Teental, Dadra, Kaharwa.
- d. Playing Dwigun&Chogun in following Talas: - Teental, Ektal.

Kathakali Costume and Make-up

Sem - IV

SECC- 2 (Theoretical)

20+05=25

CREDITS-2

MARKS

- a. Tadi-character Costume and Make-up design
- b. Minukku-character Costume and Make-up design
- c. Tadi-character Costume and Make-up detail study.
- d. Minukku-character Costume and Make-up detail study.

Semester 5 (Total Credits 24 Marks 400)

1. Core Course- CC-11 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective: To provide of the dance series of feminine movements of Raslila are the major premise in this course.

The Learning Outcome- Students are groomed to perform the advanced stances and graceful movements)

- a. GopiBrindavanBhangiPareng
- b. Tal, Songs, Punglon to be learnt by heart

2. Core Course- CC-12 (Theory) Credit- 6 Marks 60 + 15= 75

(Course Objective: This courses aims to provide the idea of the medieval period of Indian dances and how the classical dances of India evolved.

The Learning Outcome- Students are expected to gain knowledge on the other classical dances in the context of the Manipuri dance)

- a. History of Classical Dances (Part II)
 - Kathak
 - Odissi
 - Satriya
- b. Contribution of the Devadasis in Indian Dance
- c. Details of the dances of Rasalila
 - The series of Raslilas
 - Importance and history of BhangiPareng and ChaliPareng
 - Importance of Abhisara, Nartans in Raslila

3. Discipline Specific Elective (DSE)- 1 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective:To give special knowledge of Manipuri Music from exposure to one of these.

The learning Outcome- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

- a. Music of Manipuri Dance
 - Lai HaraobaIshei
 - Pena
- b. Costumes and Makeup of Manipuri Dance

- Make-up of Lai Haraoba
 - Costumes of Lai Haraoba
 - c. Rabindranritya- to be composed on Manipuri Dance
 - BhanusingherPadavali
 - Dance of Nati
 - Dances on Festival Songs
4. Discipline Specific Elective (DSE)- 2 (Practical) Credit- 6 Marks 60 + 15= 75

(Course Objective: To give special knowledge of Manipuri Music from exposure to one of these.)

The learning Outcome- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

- a. Music of Manipuri Dance
 - RaslilaEshei
- b. Costumes and Makeup of Manipuri Dance
 - Make-up of Raslila- the face make-up, Tilak
 - Costumes of Raslila
- c. Rabindranritya- to be composed on Manipuri Dance
 - Portion of a Dance Drama- Chitrangada Part I. Enactment of characters of the play like Arjun, Chitrangada, Sakhis, Madan

Semester 6

1. Core Course- CC-13 (Practical) Credit- 6 Marks 60 + 15= 75

(Course Objective: Providing of two masculine dance compositions to the students is the main aims of the Course.

The Learning Outcome- After learning of two dance compositions of Krishna from two Raslilas in this course. Students are groomed to perform the advanced stances of the varieties masculine movements)

- a. Krishna Abhisar from Basantaraas
- b. Krishna Tandava from Nityaraas
- c. Tal, Songs andPunglons to be learnt by heart

2. Core Course- CC-14 (Theory) Credit-6 Marks 60 + 15= 75

(Course Objective: Providing of the idea the theory of the texts of medieval period of Indian dances and modern period artists to the students is the main aims of the Course.

The Learning Outcome- Students are expected to gain knowledge on the other classical dances in the context of the Manipuri dance)

- a. Introduction to Abhinaya Darpanam and Sangit Ratnakara
- b. Modern Period of Indian Dance
 - Contributions of Rukmini Devi, Madam Menoka,
 - Contributions of three Legend Gurus of Manipuri dance (Guru MeisnamAmubi Singh, Guru HaobamAtomba Singh, Guru TakhenchangbamAmudon Sharma and other Classical Dancers on Stage
 - Contributions of Udayshankar and Rabindranath
- c. Terms like Rasdhari, Sutradhari, KartalCholom, PungCholom, KhubakEshei, MandilaCholom, Holipala, Natamandap, Rasmandap, Rasesworipala, Gourlila
- d. Costumes and Instruments of Manipur

1. Discipline Specific Elective (DSE)- 3 (Practical) Credit-6 Marks 60 + 15= 75

(Course Objective:To give special knowledge of Manipuri Music from exposure to one of these.

The learning Outcome- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

- a. Music of Manipuri Dance

- NataSankirtanaEshei
- b. Costumes and Makeup of Manipuri Dance
- e. Make-up of NataSankirtana- the face make-up, Tilak
- f. Costumes of NataSankirtana
- c. Rabindranritya- to be composed on Manipuri Dance
- g. Portion of a Dance Drama- Chitragada Part II. Enactment of characters of the play like Arjun, Chitragada, Sakhis, Madan, Grambasi

Discipline Specific Elective (DSE)- 4 (Theory) Credit-6

Marks 60 + 15= 75

(Course Objective: To give special theoretical knowledge of Manipuri Music from exposure to one of these.

The learning Outcome- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

- a. Music of Manipuri Dance
 - History and Development of Eshei in Manipur
 - The Gurus of NataSankirtana, Rasalila, Laiharaoba
 - Writing of Notation for Punglon and Eshei
- b. Costumes and Makeup of Manipuri Dance
- h. History and Development of Make-up of Manipuri dances from Lai Haraoba to Post Vaishnava dances- the face make-up, Tilak
- i. History and Development of Costumes of Lai-Haraoba, Rasalila and NataSankirtana
- c. Rabindranritya
- j. History and development of Rabindranritya
- k. Importance and role of Manipuri Dance in the history of Rabindranritya
- l. The Contribution of Manipuri Gurus in Rabindranritya
- m. Rabindranath's aesthetics and Dance

Reference Books:

Sl.No.	Name of the Book –	Author	---	Language
1.	RaasPurnima –	Th. Babu Singh		Manipuri
2.	Aspects of Indian Culture –	Prof. E.Nilakanta Singh		English
3.	Fragments of Manipuri Culture –	Prof. E. Nilakanta Singh		English
4.	NatyaSastra –	Manmohan Singh –		English
5.	The Mirror of Gesture	A.K. Coomarswami –		English
6.	AbhinyaDarpan –	Manmohan Singh –		English
7.	AbhinyaDarpan –	D.N. SwaminathanIyer –		English
8.	The Dance of India –	Fanbian Dowers		English
9.	Dance of India –	Projesh Banerjee –		English
10.	The Art of Hindu Dance –	ManjulikaBhaduri –		English
11.	Indian Dance –	SreenivasIyengar –		English
12.	Dance of India –	G. VenkataChalam –		English
13.	Folk Dance of India –			
14.	PrachinVharoterNatyakala –	ManmohanGhosh –		Bengali
15.	BharaterNritya Kala –	GayatriChattopadhyay –		Bengali
16.	Nrittya –	Pratima Devi –		Bengali
17.	PryagiNritya O Natya –	ShantidebGhosh –		Bengali
18.	RabindraSangeet (GeetiNatya O NrityaNatya, SantiniketanerNrityadhara) Nrityanatyerobhinayay –	ShantidebGhosh –		Bengali
19.	The Dance of India –	EnakshiBhavani –		English
20.	NrityaShiksha –	Prahlad Das –		Bengali
21.	Manipuri Dance –	Bipin Singh &NayanaJaveri –		English
22.	Manipuri Dances –	Kulabidhu Singh –		English
23.	Meitei Chali –	M.Amubi Singh –		Manipuri
24.	Introduction of Manipuri Dance –	Atombapu Sharma –		English
25.	Manipuri Sanaton Dharma –	Atombapu Sharma –		English
26.	Religion of Culture of Manipur –	Dr. Kriti Singh –		English
27.	AbhinayDarpan –	Ashok Shastri –		Bengali

28. RabindranatherGitinatya O NrityaNatya – PronoyKundu – Bengali
29. Manipuri Nritya – T.Nadia Singh – Bengali
30. Sastriya Manipuri Nartan – DarshanaJhaveri,&Kalavati Devi – Bengali
31. JibanerDhrubatara – ShantidebGhosh – Bengali
32. NrityaDarpan – GayatriChottopadhyay – Bengali
33. NrityaPran – GayatriChottopadhyay – Bengali
34. NrityaNrityaNatto – Snigdha Pal – Bengali
35. ShilpoTatto – Sudhir Nandi – Bengali
36. PunglonBhangeeParengManggagi --Y. Hemantakumar -- Bengali
37. Manipuri AdibasiNritya o Thang-Ta, Dr. SumitBasu -- Bengali
38. Manipuri Lai-HarobaNritya, Dr. SumitBasu -- Bengali
39. Manipuri Mandap Sanskriti, Prof. K.Sunita Devi -- Bengali

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Preamble

Kathakali Dance: Goals, Course objectives and Learning out comes:

GOALS:

- 1) To engage students in the combined process of Classical dance and theatre practice and performances throughout the course.
- 2) To strengthen students' creative **skills** in live performance through the study of **skills** and technique with traditional methodologies.
- 3) To engage critical studies, histories and histrionics of dance with rigorous and intensive traditional training along with frequent performances.
- 4) To create unique, challenging and diverse live performance and share them with our community.
- 5) Strengthening the capability to explain Kathakali dance logically with thorough theoretical training with the base of Sanskrit texts on acting like Natyasastra, Abhinayadarpana and so on.

COURSE OBJECTIVES:

To achieve these goals, students will:

Study and practice methodologies for translate the written text into live performance with perfection. Read, analyze and write about Indian classical dance especially Kathakali and critical theoretical evaluation of practical sessions. Study the fundamentals of classical Kathakali acting, make-up, design, and theater technologies and audience responses. Learn the terminology and practice methods of traditional Kathakali and analysis evaluation of live performance. Participate in the rehearsal and performance process, and learn the relationships and responsibilities of all collaborators; develop professional habits. Identify areas of specific interest and explore into advanced study of those fields. Demonstrate a nuance understanding of collaboration in the creative process through leadership, participation and reflection. Develop a multi-layered physicality through training in dance techniques. Apply a variety of value systems, aesthetics, and approaches to performing. Learn the language and practice methods of Kathakali with theoretical evaluation. Integrate an understanding of cultural context into creative and scholarly research. Conduct Lecture-cum-demonstrations with theoretical frame work in a clear and convincing academic level and develop aptitude in writing in the field of Kathakali dance. Encourage wide-ranging community build up through dance and spread awareness in the society.

LEARNING OUTCOMES:

Through courses and involvement in production, students will learn the values and methods of artistic collaboration. They will be prepared to enter the professional world of the performing arts, or to pursue graduate study in Kathakali dance, or other fields in the humankind. They will be equipped for a wide variety of careers—such as professional performers, writers, or teaching—that require collaborative effort, with self-confidence and respect, imagination, and a broad backgrounding Indian classical dance and related **skills**.

CURRICULUM FOR UNDERGRADUATE COURSE
UNDER
CHOICE BASED CREDIT SYSTEM

DEPARTMENT OF RABINDRA SANGIT, DANCE & DRAMA

SUBJECT- KATHAKALI DANCE

B.Mus.SEM-I (TOTAL CREDIT-24) TOTAL MARKS – 300

1. CC-1 (PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. Meyyurappadavu structuralizes the basic body movements.
- b. Trough chuzhippukal and kalusadhakam, the maintenance of stamina and flexibility.
- c. Basic knowledge of Kathakali tala system.
- d. Basic gesture language system of Kathakali

Learning Out-comes:

- a. Through Meyyurappadavu the preparation and the control over of body will be attained with regular practice.
- b. Stamina and Flexibility maintenance of Angika will be obtained through Kalusadhakam and chuzhippukal.
- c. Understanding the rhythmic system of dance pedagogy through Kathakali tala-krama.
- d. The non-verbal gesticulation will help the students for theatrical onstage communication through basic mudra knowledge and further studies.

- a. Meyyurappadavu.
- b. Kalusadhakam.
- c. Chuzhippukal.
- d. Study of all Kathakali Talas.
- e. Basic Mudras.

2. CC-2 (THEORY) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. Kathakali origin and the development process.
- b. The influence of the Keralian classical performing artforms in Kathakali.
- c. The influence of the Keralian folk performing artforms in Kathakali.
- d. The impression of the Keralian the martial form; Kalaripayattu to Kathakali

Learning Out-comes:

- a. Understanding the origin and development history of a Kathakali, which will bring a serious approach to the subject.

- b. Through the influence of the Keralian classical forms, Kathakali communication methods will be analyzed. The shaping influence will help the students for the practice and the future self-stylization in the form.
- c. Through the influence of the Keralian folk forms, Kathakali communication methods will be analyzed. The shaping influence will help the students for the practice and the future self-stylization in the form.
- d. The impression of Kalarippayattu in Kathakali will encourage the students for the maintenance of the physical fitness through the Meyurappadavu.

- a. Origin and development of Kathakali.
- b. Earlier Classical influences of Kathakali.
 - i. Kutiyattam.
 - ii. Krishnanattam.
- c. Folk influences of Kathakali.
- d. Martial impression in Kathakali

3. AECC-1 ENGLISH/EVS	CREDITS-2.	MARKS 20+5=25
4. TS-1	CREDITS-4	MARKS 40+10=50

5. GEC-1 (PRACTICAL)	CREDITS-6.	MARKS 60+15=75
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Course Objectives:

- a. Trough chuzhippukal and kalusadhakam, the maintenance of stamina and flexibility.
- b. Basic knowledge of Kathakali tala system.
- c. Basic gesture language system of Kathakali

Learning Out-comes:

- a. Stamina and Flexibility maintenance of Angika will be obtained through Kalusadhakam and chuzhippukal.
- b. Understanding the rhythmic system of dance pedagogy through Kathakali tala-krama.
- c. The non-verbal gesticulation will help the students for theatrical onstage communication through basic mudra knowledge and further studies.

- a. Kalusadhakam.
- b. Chuzhippukal.
- c. Study of all Kathakali Thalass.
- b. Basic Mudra.

1. CC-3 (PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. Todayam an essential preliminary item of Kathakali.
- b. Vattamvechukalasham, dance piece in between the Padam.
- c. Sari is a female character dance pattern.
- d. Ashtakalasham is a dance pattern used for enjoyment of character.
- e. Navarasangal are Facial expressions.

Learning Out-comes:

- a. Todayam makes the practitioner ready for the tala patterns and coordination of different foot works for the forth coming Kathakali framework.
- b. Vattamvechukalasham is a necessary dance pattern applied in between the Padam-s of Kathakali repertoire.
- c. Sari is a Lasya bhava dance pattern, which is been practiced for Lasya enlightenment.
- d. Ashtakalasham is a difficult dance pattern composition. Learned for the better understanding of Tala and complicated rhythmic foot works/composition of Kathakali dance pedagogy.
- e. Navarasangal are been practiced for better emotive facial structure; used as stylized mode of presentation in Kathakali.

- a. Thodayam
- b. VattamvechuKalashamChempata Tal.
- c. Sari.
- d. Ashtakalasham.
- e. Navarasangal.

2. CC-4 (THEORY) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. The basic theatre concept of Kathakali.
- b. Kathakali literature.
- c. Analysis of Kathakali music.
- d. The description of character division of Kathakali.
- e. Refusal methods in Kathakali.

Learning Out-comes:

- a. Th theatrical concept of Kathakali is been perceived through this paper.
- b. The structure of Kathakali script is been explained through the review of Manipravala literature.
- c. Analysis of Kathakali vocal and instrumental music is been understood in 'Music and Instrument of Kathakali'.
- d. Diverse costume and make-up characterization of Kathakali is been understood in 'character divisions of Kathakali'.
- e. The refusal methods from Natyasastra in Kathakali is been analyzed.

- a. Kathakali, the Environment theatre.
- b. Literature of Kathakali.
- c. Music & Instruments of Kathakali.
- d. Character divisions of Kathakali.
- b. Decline of Kathakali.

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| 3. AECC-2 ENGLISH/EVS | CREDITS-2. | MARKS 20+5=25 |
| 4. TS-2 | CREDITS-4 | MARKS 40+10=50 |

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| 5. GEC-2 (PRACTICAL) | CREDITS-6. | MARKS 60+15=75 |
|----------------------|------------|----------------|

Course Objectives:

- a. Sari is a female character dance pattern.
- b. Kummi is also a Lasya dance pattern.
- c. Structure of Kathakali mudra communication.
- d. Vattamvechukalasam dance piece in between the Padam.

Learning Out-comes:

- a. Sari is a Lasya bhava dance pattern, which is been practiced for Lasya enlightenment.
- b. Kummi is also a Lasya bhava dance pattern is been practiced for Lasya enlightenment.
- c. Structure of non-verbal communication is been enlightened through 'creation of communication in Kathakali mudras.
- d. Vattamvechukalasam is a necessary dance pattern applied in between the Padam-s of Kathakali repertoire.

- a. Sari.
- b. Kummi.
- c. Creation of words, sentences and communication through Kathakali mudras.
- b. VattamvechuKalasham – Chempata.

1. CC-5 (PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. Important composition of Kathakali repertoire.
- b. Kummi is a Lasya dance pattern.
- c. A plot from Uttaraswayamvara-story.

Learning Out-comes:

- a. An item coordinated in dance structure where the student excels the experience of Kathakali's physical manifestation.
- b. Kummi is a Lasya bhava dance pattern is been practiced for Lasya enlightenment.

- a. Purappadu.
- b. Kummi.
- c. Jaya jayanagaketana...
- d. Medinipalaa...
- e. Saravedhiaya... Ennalviratante... (attam)

2. CC-6(PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

Selected parts from a plot in Bakavadam story.

- a. Sadaramayi...
- b. Marutanandana...(attam)
- c. Dwijavaramoule...
- d. Shakatamitallo...(attam)
- b. Nishacharendravada...

3. CC-7 (THEORY) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. Renaissance of Kathakali.
- b. General survey of Natyasastra.
- c. Nritta, Nritya, Natya, Natyadharmi concept.

Learning Out-comes:

- a. Analyzing the reformation of Kathakali from various dimensions.
- b. A general understanding of Natyasastra.
- c. Understanding the Nritta, Nritya, Natya, Natyadharmi concept related to performing arts.

- a. Kalamandalam and the renaissance Kathakali.
- b. Natyasastra, a general survey.
- c. Nrit(h)a.
- d. Nrit(h)ya.
- e. Natya.
- f. Natyadharmi.

SECC-1

CREDITS-2.

MARKS 20+5=25

OPTIONAL
Yoga.

SECC– 1 (Theory) CREDITS-2 MARKS
20+05=25

- e. History of Yoga.
- f. Yoga darsan
- g. Mordern development of Yoga.
- h. Yoga and Music.

Tabla

Sem - III
SECC– 1 (Practical) CREDITS-2 MARKS
20+05=25

- e. Ability to play principal varnas of Tabla with proper fingering.
- f. Knowledge of playing Dadra, Kaharwa and Teental (Theka only).
- g. Ability to recite the above mentioned talas with claping in hands.
- h. Knowledge of simple compositions like Kayeda (2) and Theka (2).

Kathakali Costume and Make-up

Sem - III
SECC– 1 (Theoretical) CREDITS-2 MARKS
20+05=25

- e. Pacha-character Costume and Make-up design.
- f. Kathi-character Costume and Make-up design.
- g. Pacha-character Costume and Make-up detail study.
- h. Kathi-character Costume and Make-up detail study.

4. GEC-3 (PRACTICAL) CREDITS-6. MARKS
60+15=75

Course Objectives:

- a. Todayam an essential preliminary item of Kathakali.
- b. Vattamvechukalasham, dance piece in between the Padam.
- c. Ashtakalasham is a dance pattern used for enjoyment of character.
- d. Presenting the Garden.

Learning Out-comes:

- a. Todayam makes the practitioner ready for the tala patterns and coordination of different foot works for the forth coming Kathakali framework.
- b. Vattamvechukalasham is a necessary dance pattern applied in between the Padam-s of Kathakali repertoire.
- c. Ashtakalasham is a difficult dance pattern composition. Learned for the better understanding of Tala and complicated rhythmic foot works/composition of Kathakali dance pedagogy.
- d. Describing the Garden through the gesture language of Kathakali.

- a. Thodayam.
- b. VattamvechuKalasham in Chempata and ChempaTalam.
- c. Ashtakalasham.
- d. Udyanavarnana.

1. CC-8 (PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

Selected parts from the plot of NalacharitamOnnamDivasam.

- a. Sakhimare...
- b. Pokapoonkavil...
- c. Chaladalilchankaram...minnal...
- d. Kandaletrayum...
- b. Anganamarmoulimale...

2. CC-9(PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

Selected parts from the plot of Kalyanasougandikam.

- a. Enkanava...
- b. Manchelmizhi...
- c. Vanavarnana...
- d. Attam...Arihavaru...
- b. Vazhilninupoka... (attam)

3. CC-10 CREDITS-6 MARKS 60+15=75

Part-A, GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

I.PrabasjibanChoudhuri, Saundaryadarshan,

II.Sitansu Roy, Saundaryadarshan: PrathomikParichay

For Students offering English Medium: Reference English Texts:-

I. Aldrich: Philosophy of Art

II.Sitansu Roy: Studies in Music Aesthetics

Part-B, TAGORIEN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts: -

I.Rabindranath Tagore, SahiterPathe

a.Utsarga [Dedication]

b.Vastava [Real]

c.Tathya - O –Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya

a.Saundaryabodha [The sence of Beauty]

b.Saundarya – O – sahitya [Beauty and Leterature]

III. Rabindranath Tagore, Sangeet Chinta

- a.Sangeet – O – Bhava [Music and feeling]
- b.Sangeet – O – Kavita [Music and Poetry]
- c.Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium: Reference English Texts:-
I.Rabindranath Tagore on Art and Aesthetics, Edited By P.Neogy (5 -
 Selected pieces)

4. SECC-2	CREDITS-2.	MARKS 20+5=25	
5. GEC-4 (THEORY) 60+15=75	CREDITS-6.	MARKS	MARKS

Course Objectives:

- a. Keralian dance history.
- b. Traditional Kathakali performance.
- c. Instruments of Kathakali.
- d. Characters played in Kathakali.
- e. The Abhinaya.

Learning Out-comes:

- a. Dance history of Kerala is been introduced to the students.
- b. The Traditional aspects of the Kathakali performance is been explained.
- c. The importance of the instruments played in Kathakali is been explained.
- d. Diverse Characters/Roles played in Kathakali is been explained.
- e. The explanations of abhinaya is ben analyzed.

- a. Dance history of Kerala.
- b. Traditional Kathakali performance of Kerala.
- c. Background Instruments of Kathakali.
- d. Character divisions of Kathakali.
- b. Abhinaya – a general study.

SECC-2	CREDITS-2.	MARKS 20+5=25
OPTIONAL Yoga.		

Sem – IV		
SECC– 2 (Theory)	CREDITS-2	MARKS
20+05=25		
e. Ayurveda and Yoga.		
f. Yogic diet.		
g. Yoga therapy.		
h. Yoga and Dance.		

Tabla

Sem - IV

SECC– 2 (Practical)
20+05=25

CREDITS-2

MARKS

- e. Ability to play Teental (VilambitTheka), Rupak and only Theka of all talas (6) introduced by Rabindranath Tagore.
- f. Two Kayda in Teental.
Two Theka in Teental.
One Laggi in Dadra & Kaharwa respectively.
- g. Knowledge of accompaniment with songs in following talas: - Teental, Dadra, Kaharwa.
- h. Playing Dwigun & Chogun in following Talas: - Teental, Ektal.

Kathakali Costume and Make-up

Sem - IV

SECC– 2 (Theoretical)
20+05=25

CREDITS-2

MARKS

- e. Tadi-character Costume and Make-up design
- f. Minukku-character Costume and Make-up design
- g. Tadi-character Costume and Make-up detail study.
- h. Minukku-character Costume and Make-up detail study.

1. CC-11 (PRACTICAL) CREDITS-6. MARKS 60+15=75
 Course Objectives:
 Selected parts from the plot of Kirmeeravadham.
- Nallarkulam...
 - Drupada...
 - Kandalathimodam...
 - Mukharatebrisham....
 - Pettanagu...
2. CC-12 (THEORY) CREDITS-6. MARKS 60+15=75
 Course Objectives:
 a. The terms Lokadharmi, Tandava, Lasya.
 b. The Abhinaya.
 Learning Out-comes:
 a. The concept of Lokadharmi, Tandava, Lasya is been explained in details.
 b. The explanations of abhinaya is ben analyzed and explained in Kathakali.
- Lokadharmi.
 - Tandav.
 - Lasya.
 - Abhinaya.
 - Abhinaya in Kathakali.
3. DSE-1 (PRACTICAL) CREDITS-6. MARKS 60+15=75
 A. CHUTTY AND MAKE-UP (Optional)
 Course Objectives: Pacha Character through make-up.
 Sathwikam- Pacha.
- Sketch on paper.
 - Facial Make-up
 - Chutti on Clay pot.
- B. KATHAKALI SANGEETAM& RHYTHM (Optional)
 Course Objectives: Basics of Vocal music in Kathakali.
- Basic swara-s of relevant Raga.
 - VandanaSlokam- 2
 - Sari
 - Kummi
- C. CHENDA (OPTIONAL).
 Course Objectives: Basics of Chenda (Instrumental music).
- Ganapatikkai- Preliminary practice.
 - TAKKITTA – Kai Sadhakam (hand and wrist exercise).
 - THARIKITA - Kai Sadhakam(hand and wrist exercise).

- d. Sequential rhythmic cycle of Chenda hand practices.

D. MADDALAM (OPTIONAL).

Course Objectives: Basics of Maddalam (Instrumental music).

- a. Ganapatikkai- Preliminary practice.
- b. TATHITOMNAM –Patakai(hand exercise).
- c. TAKINAKITATAK... - Patakai (hand exercise).
- d. Sequential rhythmic cycle of Maddalam hand practices.

E. RABINDRA NRITYA (OPTIONAL).

Course Objectives: Plots selected from Rabindra Nritya.

- a. “Chitrangada”... from 1st scene to transformation of Chitrangada.
- b. “Shyama”from beginning to the murder scene.
- c. “Chandalika”....from beginning to Jwaladan

4. DSE-2 (PRACTICAL) CREDITS-6. MARKS 60+15=75

A. CHUTTY AND MAKE-UP (Optional)

Course Objectives: Kathi Character through make-up.

Rajasam - Kathi

- a. Sketch on paper.
- b. Facial Make-up
- c. Chutti on Clay pot.

B. KATHAKALI SANGEETAM & RHYTHM (Optional)

Course Objectives: Selected padam-s been practiced in Kathakali vocal music.

- a. Sakhimare...
- b. Chaladalilchankaram...
- c. Enkanava...
- d. Manchelmizhi...

C. CHENDA (OPTIONAL).

Course Objectives: Selected Rhythmic patterns been practiced in Chenda.

- a. Vaythari of Kalasams (chembada, chemba, tripura).
- b. Vaythari of vattam-vechu Kalasangal (padinjakalam).
- c. Vaythari of vattam-vechu Kalasangal (madyamkalam, druthakalam).
- d. Vaythari of Astakalasham.

D. MADDALAM (OPTIONAL).

Course Objectives: Selected Rhythmic patterns been practiced in Maddalam.

- a. Vaythari of Todayam Kalasangal (mukhachalam to hariharavidinuta).
- b. Vaythari of Todayam Kalasangal (hariharavidinuta to jayapalagopala).
- c. Vaythari of Todayam Kalasangal (jayapalagopala to jenusrutashritamoule).
- d. Vaythari of Todayam Kalasangal (jenusrutashritamoule to jayajayapankaja).

E. RABINDRA NRITYA (OPTIONAL).

Course Objectives: Plots selected from Rabindra Nritya.

- a. “Chitrangada”.. from transformation scene to end.

b. "Shyma" ...from murder scene to end.
c. "Chandalika"... from Jwaladan to end.
B.Mus.SEM-VI (TOTAL CREDIT-24) TOTAL MARKS – 300

1. CC-13 (PRACTICAL) CREDITS-6. MARKS 60+15=75

Course Objectives:

Selected parts from the plot of Balivijayam.

- a. Jay JayRavana...
- b. NaradaMahamune...
- c. Ravanakelkani...
- d. Chithramaho...
- e. Bandhipatinu...Attam...

2. CC-14(THEORY) CREDITS-6. MARKS 60+15=75

Course Objectives:

- a. Relation of music and dance.
- b. The terms Angas, Upangas and Pratyangas.
- c. Hand gesture of Kathakali.
- d. Selected Kathakali stories

Learning Out-comes:

- a. The inseparable Relationship between dance and music is been verified.
- b. The concept of Angas, Upangas and Pratyangas is been explained.
- c. The gesticulation language is been explained.
- d. The selected Kathakali stories are been explained insequence.

- a. Relationship between Music and Dance.
- b. Angas, Upangas and Pratyangas.
- c. Mudras in Kathakali.
- d. Selected Kathakali stories:
 - i. UtharaSwatyamvaram.
 - ii. Dakshayagam.
 - iii. Balivijayam.
 - iv. KalyanaSaugandhikam.
 - v. Bakavadham.

3. DSE-3 (PRACTICAL) CREDITS-6. MARKS 60+15=75

A. CHUTTY AND MAKE-UP (Optional)

Course Objectives: Chuvannathadi Character through make-up.

Tamasam – ChuvannaThadi

- a. Sketch on paper.
- b. Facial Make-up
- c. Chutti on Clay pot.

B. KATHAKALI SANGEETAM& RHYTHM (Optional)

Course Objectives: Selected padam-s been practiced in Kathakali vocal music.

- a. Jaya jayanagaketana
- b. Saravedhiaya...
- c. Sadaramayi...

d. Marutanandana...

C. CHENDA (OPTIONAL).

Course Objectives: Selected Rhythmic patterns been practiced in Chenda.

- a. Padinjakidatakadheemtam.
- b. Purapadu.
- c. KuttitaramTiranoku.
- d. Application of Chenda in Astakalasham.

D. MADDALAM (OPTIONAL).

Course Objectives: Selected Rhythmic patterns been practiced in Maddalam.

- a. Padinjakidatakadheemtam.
- b. StriveshaKalasangal (madhyamakalam).
- c. StriveshaKalasangal (padinjakalam).
- d. Application of Maddalam in Keli-mukham.

E. RABINDRA NRITYA (OPTIONAL).

Course Objectives: Selected songs from Rabindra Nritya.

- a. BhanusingherPadavali
- b. Dance of Nati from Natir puja
- c. Dances on Festival Songs

4. DSE-4 (THEORY) CREDITS-6. MARKS 60+15=75

A. CHUTTY AND MAKE-UP (Optional)

Course Objectives: The character division, dress, ornaments and the make-up is been analyzed theoretically.

- a. Character divisions of Kathakali.
- b. Dress and ornaments of Kathakali.
- c. Aharya.
- d. Preparation of facial make-up of Kathakali.

B. KATHAKALI SANGEETAM& RHYTHM (Optional)

Course Objectives: Theoretical analysis of Kathakali sangeetam dance and instrumental music and rhythmic pattern. Influence of Carnatic Music in Kathakali Sangeetam is been analyzed.

- a. Kathakali Sangeetam.
- b. Music, Dance and instruments.
- c. Influence of Carnatic Music in Kathakali Sangeetam.
- d. Rhythmic patterns of Kathakali.

C. CHENDA (OPTIONAL).

Course Objectives: Selected Rhythmic patterns been analyzed theoretically in Chenda.

- a. Thouryathrikam- The Music, Dance & Instruments.
- b. Tala in the Indian classical tradition.
- c. Tala- Pranas, Kaal, Marga, Kriya, Anga and Graha.
- d. Importance of Chenda in Kathakali.

D. MADDALAM (OPTIONAL).

Course Objectives: Selected Rhythmic patterns been analyzed theoretically in Maddalam.

- a. Divisions of Vadyas.
- b. Importance of Maddalam in Kathakali.
- b. Tala -In Carnatic Music and Kathakali
- c. Origin and development of Percussion instruments.

E. RABINDRA NRITYA (OPTIONAL).

Course Objectives: The history, important role of Kathakali and Rabindranath's aesthetics and dance is been analyzed theoretically.

- a. History and development of Raindranritya
- b. Importance and role of Kathakali Dance in the history of Rabindranritya
- c. The Contribution of Kathakali Gurus in Rabindranritya
- d. Rabindranath's aesthetics and Dance

References for Kathakali Dance Theory
B. Mus. (Hons). {DSE, GE} Course.

1. THE NATYASASTRA – M.P. Ghosh,
Pub: Royal Asiatic Society of Bengal, Calcutta – 1950.
2. INTRODUCTION TO BHARATA'S NATYASASTRA - AdyaRangacharya,
Pub: Popular Prakasham, Calcutta – 1958.
3. KATHKALI – The dance - theatre - Kala:GovindanKutty,
Pub: The Asiatic Society, Calcutta – 1998.
4. INDIAN CLASSICAL DANCE ART - Sunil Kotari,
Pub: Marg Publishers, Bombay – 1979.
5. INDIAN CLASSICAL DANCE - KapilaVatsyayan,
Pub: Director of Pub. Dept. – 1974.
6. A GUIDE TO KATHAKALI - David Bolland,
Pub: National book trust, Delhi – 1980.
7. THE KATHAKALI COMPEX - Zerilli Philip,
Pub: Abhinav Publications, Delhi – 1984.
8. KATHKALI ENCYCLOPAEDIA - A.KrishnaKaimal,
Pub: National Book stalls – Kottayam – 1986.
9. KATHAKALI PLAYS - Agatha Jain Pillar,
Pub: D.C. Books – Kottayam – 1993.
10. KATHAKALI - K. Bharatalyyer,
Pub: luzac and company – London – 1965.
11. THE OTHER MIND - Beryl De Zoete,
Pub: Victor Gollance – London – 1965.
12. TRADITIONS ORF INDIAN FOLK ARTS - KapilaVatsyayan,
Pub: Clarion Books new Delhi – 1978.
13. NATYA SASTRA - K.P.N. Pisharodi,
Pub: D.C. Books – Kottayam – 1983.
14. ABHINAYA DARPAN -Translation - Manmohan Ghosh
Metropolitan Printing House – Calcutta – 1934.
15. PHILOSOPHY OF AESTHETICS - M.P. Patwardhan,
Pub: Central Research Institute – Pune – 1969.
16. THE THEATRE UNIVERSE - Pramod Kale,
Pub: popular Prkasham – Bombay – 1974.

17. IMITATION IN INDIAN AESTHETICS - A.C. Sukla,
Pub: Rupa and company – 1977.
18. THE DANCES OF INDIA - Reginald & Massy,
Pub: Tri color Books – Great Briton – 1989.
19. AESTHETIC MEANING - RekhaJhanji,
Pub: Ajanta publication – Bombay – 1980.
20. TRADITIONS INDIANS OF INDIAN FOLK ART – KapilaVatsyayan,
Pub: Clarion Books – New Delhi – 1982.
21. KATHAKALI - G.R. Pillai.
Pub: Travancore University Series – 1957.
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PROPOSED SCHEME FOR CBCS IN THE DEPARTMENT OF RSDD

RABINDRA NRITYA

(Curriculum: Core)

Semester 1

Core Course- C1 (Practical) Credit-6 Marks 60+15=75

Learning Outcome- These courses aims at making the students acquainted with Manipuri and Kathakali and learn dances on Rabindrasangit as also participate in festivals. The students are expected to experience the festivals and dances of Santiniketan.

1. Various Movements on different Taals.
2. Manipuri- basic steps and Chali (both Tandava and Lasya)
3. Kathakali- Kalasams
4. Dances of Festivals of Santiniketan.

Core Course- C2 (Theory) Credit-6 Marks 60+15=75

Objectives and outcomes of Teaching/Learning - Along with the practical, the theory is designed to understand the history of dances in Santiniketan with a glimpse of ancient Indian Dances particularly Manipuri dances.

1. Introduction to Rabindranritya. Formation of Dance in Shantiniketan.
2. A brief history of Indian Dances (Ancient Period): Vedas, Epics, Puranas.
3. Introduction to different forms of Folk dances of Bengal.
4. History of Manipuri Dance

2. Ability Enhancement Compulsory Course-AECC-1 Credit-2 Marks 40 + 10= 50

English/MIL

3. Generic Elective GE- 1 (Practical) Credit-6 Marks 60 + 15= 75
(The Learning Outcome- This course is an elective one and hence is aimed at training the students in very basics of Rabindranritya steps and dancing the basic rhythm. Enjoyable festival dances of Santiniketan are also included to make the class enjoyable.)
 - a. Basic Steps of Rabindranritya
 - b. Some dance compositions on rhythm
 - c. Dances on Rabindrasangit
 - d. Festival dances

4. Tagore Studies Credit-4

Semester 2

Core Course- C3 (Practical) Credit-6 Marks 60+15=75

(Learning Outcome- The students are expected to master Manipuri techniques and apply them on Tagore's songs. Also learning the folk dances will enhance the **skill.**)

1. Various Movements on different Taals.
2. Manipuri dances on BhanusingherPadavali
3. Folk: Raibenshe, Kathi, Mandira
4. Dance compositions on Seasonal songs (Prakriti Parjay)

Core Course- C4 (Theory) Credit-4 Marks 60+15=75

Learning Outcome- The students are expected to get enriched with the history of Tagore dramas. Also the content, the contemporary relevance and performances are detailed as a theory course.

1. Stories and their relevance, Characters and performances of- Balmiki Pratibha, MayarKhela, Saradotsava, Prayaschitto, Raja, Shapmochan, TasherDesh, Chitragada
2. Experiments on Tagore's dramatic performances- Saradotsava, Prayaschitto, Raja, Achalayatan, Dakghar, Phalguni
3. Experiments of different occasional dance recitals in Shantiniketan- Dance compositions on selected nature-songs(Basanta, SeshBarshan, Nataraj) dance on poetical recitals (Jhulan). Dance composition on physical exercises (jujutsu), Ceremonial dances (barshamangal, brikshoropana), Natir Puja, Shapmochan, Shishutirtha, TasherDesh (as Drama)
3. Ability Enhancement Compulsory Course-AECC-1 Credit-2 Marks 40 + 10= 50

EVS

4. Generic Elective GE- 2 (Practical) Credit-6 Marks 60 + 15= 75
(The Learning Outcome- Some rhythmic compositions are taught as practical lessons along with simple dances on songs. By learning these students get an idea of Rabindranritya)
 - a. Dances on several popular songs
 - b. Learning of the Talas and the songs.

Semester 3

Core Course- C5 (Practical) Credit-8 Marks 60+15=75

Learning Outcome- The students are expected to learn the rhythm of the songs learnt and dance on the rhythmic beats suiting the songs. The dances of different dramas and their relevance in the grasped in this course.)

1. Various movements on different Talas
2. Excerpts from Balmiki Pratibha, Kalmrigaya, Mayar-Khela
3. Dances on Rabindra Songs in Natir Puja, SeshBarshan, Basanta

Core Course- C6 (Practical) Credit-8 Marks 60+15=75

(Learning Outcome- This course aims to train the students in the classical and folk dances thereby giving the students the experience of learning different forms for application in Rabindranritya.)

1. Manipuri- Chali and dances of Raslilas
2. Kathakali- Kalasam and basic mudras
3. Raibenshe and Dhali

Core Course- C7 (Theory) Credit-4 Marks 60+15=75

(Learning Outcome- With this theory course, the students are expected to gain knowledge of the traditional acting of Indian dance and drama and also relate these with the Rabindranritya performance.)

1. History of Indian Traditional Dances
2. History of Indian Classical Dances.
3. The specialties of Rabindranritya- angika, vacika, aharya, satvika- relating to the tradition of our country. The place of his dance vision in the world.
4. Rabindrik Talas in the light of North Indian and South Indian Talas.

SECC-1 CREDITS-2. MARKS 20+5=25

OPTIONAL

Yoga.

SECC– 1 (Theory)	CREDITS-2	MARKS
20+05=25		
i. History of Yoga.		
j. Yoga darsan		
k. Mordern development of Yoga.		
l. Yoga and Music.		

Tabla

Sem - III	CREDITS-2	MARKS
SECC– 1 (Practical)		
20+05=25		

- i. Ability to play principal varnas of Tabla with proper fingering.
- j. Knowledge of playing Dadra, Kaharwa and Teental (Theka only).
- k. Ability to recite the above mentioned talas with clapping in hands.
- l. Knowledge of simple compositions like Kayeda (2) and Theka (2).

Kathakali Costume and Make-up

Sem - III

SECC– 1 (Theoretical)

CREDITS-2

MARKS

20+05=25

- i. Pacha-character Costume and Make-up design.
- j. Kathi-character Costume and Make-up design.
- k. Pacha-character Costume and Make-up detail study.
- l. Kathi-character Costume and Make-up detail study.

Generic Elective GE- 3 (Practical) Credit-6

Marks 60 + 15= 75

(The Learning Outcome- The students are expected to learn and gain knowledge on the advanced items of Rabindranritya)

- a. Dances on several songs of dance dramas
- b. Learning of the Talas and the songs.

Semester 4

Core Course- C8 (Practical)

Credit-6

Marks 60+15=75

(Learning Outcome- This course aims to train the students in the classical and folk dances thereby giving the students the experience of learning different forms for application in Rabindranritya. Some compositions based on these classical dances give the idea of composition in drama)

1. Manipuri- Songs based on Abhinaya
2. Kathakali- Purappad and Sari
3. Rabindranritya on NatarajRiturangashala (with recitations and songs)

Core Course- C9 (Practical)

Credit-6

Marks 60+15=75

Learning Outcome- The students are trained in the Dramas of Tagore, wherein the evolution of the dance is explained. The students are expected to experience Tagore's dramas through dance and dialogues)

1. Excerpts of TasherDesh (as Drama)
2. Excerpts of Chandalika (as Drama)
3. Excerpts of Shapmochan.

Core Course- C10 (Theory)

Credit-4

Marks 60+15=75

Part-A, GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

- I.PrabasjibanChoudhuri, Saundaryadarshan,
- II.Sitansu Roy, Saundaryadarshan: PrathomikParichay

For Students offering English Medium: Reference English Texts:-

- I. Aldrich: Philosophy of Art
- II.Sitansu Roy: Studies in Music Aesthetics

Part-B, TAGORIEN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts: -

I.Rabindranath Tagore, SahiterPathe

- a.Utsarga [Dedication]
- b.Vastava [Real]
- c.Tathya - O –Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya

- a.Saundaryabodha [The sence of Beauty]
- b.Saundarya – O – sahitya [Beauty and Leterature]

III. Rabindranath Tagore, Sangeet Chinta

- a.Sangeet – O – Bhava [Music and feeling]
- b.Sangeet – O – Kavita [Music and Poetry]
- c.Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium: Reference English Texts:-I.Rabindranath Tagore on Art and Aesthetics, Edited By P.Neogy (5 - Selected pieces)

Semester 5 (Total Credits 12 Marks 200)

Core Course- C11 (Practical)

Credit-6

Marks 60+15=75

(Learning Outcome- The students will be able to grasp the dance compositions of dance dramas and experience the theme and its relevance in Rabindranitya.)

1. Dance compositions on Adachoutal, Choutal, Jhaptal, Teora etc.
2. Dance Drama Chitrangada.
3. Traditional compositions of bols and instrumental music of various moods, expressions and situational descriptions like transformation of Chitrangada, Hunting in Chitrangada, pulling out water from well in Chandalika, Entries and Exits in different Dance Dramas etc. Use of Props.

Core Course- C12 (Theory)

Credit-4

Marks 60+15=75

(Learning Outcome- This theory course gives an insight to Tagore's idion and concept of dance through different important Readers.)

1. Reader - Nritya: Pratima Devi
2. Tagore's literature related to performances of Dance and Drama
3. Tagore's aesthetics and Dance.
4. History of Costume, make-up and Set design in Shantiniketan
5. Personalities contributing to Rabindranitya- like Pratima Devi, Shantidev Ghosh and so on.
6. History of Stage- from Natyashastra to Shantiniketan

1. Discipline Specific Elective (DSE)- 1 (Practical) Credit-6 Marks 60+15=75

(Learning Outcome- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

a. Manipuri Dance

- Laiharaoba dances- MaibiJagoi, Thabanchongba
- Raslila dances- Krishna Abhisara, RadahAbhisara, Krishna Nartan, Radha Nartan, Jugal Nartan
- Dances on Tala Chali
- Movements like longlei, uplei, athaba, akhaiba, champrahekpi, champrakhaibi and others

b. Kathakalii Dance

- Kalasam
- Purappad

c. Rabindranatya

- The Gitinatyas- Balmiki Pratibha, Kalmrigaya, MayarKhela, The songs of Tagore drama/songs of introduction
- The songs for stage and acting- Gitabhinaya
- The accompaniment of instruments: An excerpt of a Gitinaty

- The idea and application of Stage Decorfor characters like Dhananjaya, Thakurda, Surangama

a. Discipline Specific Elective (DSE)- 2 (Practical) Credit-6 Marks 60+15=75

Learning Outcome- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

a. Manipuri Dance

- One abhinaya dance
- Dances on Tanchap, Menkup and other talas

b. Kathakalii Dance

- Kalasam
- Purappad

c. Rabindranatya

1. Excerpt from the dramas- Bisarjan, Hasyakoutuk, Dakghar, Phalguni, Sharodotsav, Raktakarabi, Natir Puja, Chandralika, Shishutirtha, TasherDesh, Raja-Arupratan- Shapmochan
2. Light design for stage

SECC-2

CREDITS-2.

MARKS 20+5=25

OPTIONAL

Yoga.

Sem – IV

SECC– 2 (Theory)

CREDITS-2

MARKS

20+05=25

- i. Ayurveda and Yoga.
- j. Yogic diet.
- k. Yoga therapy.
- l. Yoga and Dance.

Tabla

Sem - IV

SECC– 2 (Practical)

CREDITS-2

MARKS

20+05=25

- i. Ability to play Teental (VilambitTheka), Rupak and only Theka of all talas (6) introduced by Rabindranath Tagore.
- j. Two Kayda in Teental.
Two Theka in Teental.
One Laggi in Dadra & Kaharwa respectively.

- k. Knowledge of accompaniment with songs in following talas: - Teental, Dadra, Kaharwa.
- l. Playing Dwigun&Chogun in following Talas: - Teental, Ektal.

Kathakali Costume and Make-up

Sem - IV

SECC– 2 (Theoretical)

20+05=25

CREDITS-2

MARKS

- i. Tadi-character Costume and Make-up design
- j. Minukku-character Costume and Make-up design
- k. Tadi-character Costume and Make-up detail study.
- l. Minukku-character Costume and Make-up detail study.

Semester 6

Core Course- C13 (Practical)

Credit-8

Marks 60+15=75

(Learning Outcome- The students learn the concept of costume and ornaments of Santiniketan as used in Rabindranritya.)

1. Making of costumes and adornment of flowers and leaves in Rabindranritya.
2. Solo Stage Demonstration on Rabindrasangit and Dance Dramas.

Core Course- C14 (Theory)

Credit-8

Marks 60+15=75

Learning Outcome- This theory course gives an idea of the texts of dance and the modern period and great personalities of dance. The students will be able to relate the contribution of Tagore in dance with respect o the Indian context.)

- a. Introduction to Abhinaya Darpanam and Sangit Ratnakara
- b. Modern Period of Indian Dance
 - Contributions of Rukmini Devi, Madam Menoka, Guru Amubi Singh, Guru Bipin Singh and other Classical Dancers on Stage
 - Contributions of Udayshankar and Rabindranath

1. Discipline Specific Elective (DSE)- 3 (Practical) Credit-6 Marks 60+15=75
(Learning Outcomes- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

- a. Manipuri Dance
 - Prabandha dance
 - Dances on different talas
- b. Kathakalii Dance
 - Kalasam
 - Purappad

- c. Rabindranatya
 - The dance dramas of Rabindranath: Excerpts from Chitrangada, Chandalika, Shyama
 - Make up and Costumes
 - Theatre Criticism

2. Discipline Specific Elective (DSE)- 4 (Theory) Credit-4 Marks 60+15=75
(Learning Outcomes- These are elective options among which only one should be taken and the students are expected to gain special knowledge from exposure to one of these.)

- a. Manipuri Dance
 - History of Manipuri Dance- the Rajas and their contributions
 - The different kinds of Manipuri Dance- Raslila, Sankirtana, Jagoi
 - The techniques of the different dances

- Festivals of Manipur
 - The Talas of Manipuri Dance
- b. Kathakalii Dance
- History of Kathakali dances
 - The techniques and the other regional dances of Kerala
 - Comparison with other dances of South India
- c. Rabindranatya
- I. Rabindranatok (The dramas of Tagore)
 - The text
 - Acting
 - Application
 - Pedagogy
 - Relevance
 - II. Rabindranatok (The dramas of Tagore)
 - The types
 - The specialities
 - Suitability of Acting
 - Production
 - III. Rabindranatok (The dramas of Tagore)
 - In Translation
 - In Films

Proposed Marks Division for 3 Years B.Mus. Honours Course
(ChoiceBased Credit System).

Dept.: Rabindra–Sangit,Dance&Drama,Sangit–Bhavana,V.B.

Subject : Drama and Theatre Arts.

FOR CORECOURSE.

Total Credit Points : 84Credits

Total Marks of the Course : 1050

➤ 20% Marks will be treated as Internal Assessment in each Course.

- Semester : I = 150 Marks

Course Numbers	Marks	Credit Point
CC – 1 (Practical)	60 + 15 = 75	6
C C– 2 (Theoretical)	60 + 15 = 75	6

Total = 12

- Semester : II = 150 Marks

Course Numbers	Marks	Credit Point
CC–3 (Practical)	60 + 15 = 75	6
CC – 4 (Theoretical)	60 + 15 = 75	6

Total = 12

- Semester : III = 225 Marks

Course Numbers	Marks	Credit Point
CC – 5 (Practical)	60 + 15 = 75	6
CC – 6 (Practical)	60 + 15 = 75	6
CC –7 (Theoretical)	60 + 15 = 75	6

Total = 18

- Semester : IV = 225 Marks

Course Numbers	Marks	Credit Point
CC –8 (Practical)	60 + 15 = 75	6
CC – 9 (Practical)	60 + 15 = 75	6
CC –10 (Theoretical)	60 + 15 = 75	6

Total = 18

- Semester : V = 150 Marks

Course Numbers	Marks	Credit Point
CC – 11 (Practical)	60 + 15 = 75	6
CC – 12 (Theoretical)	60 + 15 = 75	6

Total = 12

- Semester : VI = 150 Marks

Course Numbers	Marks	Credit Point
CC – 13 (Practical)	60 + 15 = 75	6
CC –14 (Theoretical)	60 + 15 = 75	6

Total = 12

SYLLABUS FOR B. MUS. HONOURS CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)
Subject: Drama and Theatre Arts.

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FOR CORE COURSE.

** N.B. : Total Credit Points : 84 Credits.

Total Marksof the Course : i) Practical Course / Papers : 600 Marks.
ii) Theoretical Course / Papers : 450Marks.

Total : 1050 Marks.

➤ 20% Marks will be treated as Internal Assessment in each Course.

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PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

1st Semester: Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

Course : CC – 1 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Voice and Elocution and Body Preparation, Mime, Emotion & Expression and Improvisation.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

As pupil will be joining a fresh without any baggage of subject or discipline knowledge, so our objective is to start from the very basic and provide them basic practical input of theatre and movement. Here, they will be learning basic physical movements, mime and movement classes, voice culture exercises, emotion and expressions in practical course.

OUTCOME

Our students have got first-hand experience of basics of theatre through this practical course and now they are aware of his own body, movements, expressions, voice culture and improvisations. Though, these are basics but they are the backbone of theatre.

Course : CC –2(Theoretical) : Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- Theory of Drama & Dramaturgy(Oriental & Western) and Play Making & Script Writing.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Our objective is to provide basic understanding of theoretical framework of the drama & theatre discipline. The learners will be getting orientation to theory of drama & dramaturgy, play making & script writing through the theoretical course.

OUTCOME

Our students have got the basic understanding of theatre through this theoretical course. We have covered various theoretical elements of drama & theatre art discipline and now they are prepared to take dive into sea of discipline specific knowledge.

2nd Semester : Full Marks : 150 (120+ 30) --->Credit Point : 12 Credits.

Course : CC – 3 (Practical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Acting : Verse (Tagore and Non–Tagore) for Proscenium stage : with actor’s Note–book (20 marks).

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

After initiating pupil in the basics of practical and theoretical paradigm in the last semester, here, they are being offered specific courses and modules. In the very beginning they are being offered acting (verse) course in practical module as we need to make them aware of use of words & language and how much they are important for our communication. Verse and Poetry is the best tool to orient them for this purpose. Thus, Acting Verse (Tagore & Non-Tagore) course has been offered in this semester.

OUTCOME

By the end of this semester students have learned techniques of acting (verse) and become aware of the power of words and language we use through poetry and in daily life.

Course : CC –4 (Theoretical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Play Analysis (Tagore and Non–Tagore Plays).

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

After initiating pupil in the basics of theoretical paradigm in the last semester, here, they are being offered specific courses and modules in theoretical framework. The second module is theoretical and our objective is to enhance the capability of the students to understand the elements and aspects of plays through play analysis. We provide the various tools and techniques provided by Bharata, Aristotle and other masters to the learners.

OUTCOME

They also have learned the elements and aspects of plays through the play analysis course, where they have learned through the views of various masters and stalwarts of theatre discipline. Now they are very much into the specific discipline knowledge.

3rd Semester : Full Marks : 225 (180 + 45) ---> Credit Point : 18 Credits.

Course : CC – 5 (Practical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Acting : Non–Verse (Tagore and Non–Tagore) for Proscenium–stage : with actor’s Note-book (20 marks).

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Acting Non-Verse (Tagore and Non-Tagore) is all about giving glimpses of the world theatre practice through various acting processes adopted and evolved by professionals for Proscenium Stage. Our objective through this course is to pass the techniques and understanding of non-verse acting to our pupils for proscenium stage which come into force in the 19th-20th century.

OUTCOME

Through this course they have learned various acting techniques, modules and methods which has been created by master like Stanislavski, Anthon Chekhov, Mykovasky, Grotovski and others in the late 19th and 20th century, specifically for proscenium stage.

Course : CC – 6 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Acting in Different Media ; for other than Proscenium–Stage(Tagore and Non–Tagore) : with actor’s Note–book (20 marks).

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Our aim and objective through this course is to prepare our students for their professional careers with understanding, attitude and learning of techniques of acting for various other mediums than drama & theatre. This course has been introduced seeing the demand and interest of the students and the industry in which our students will be getting observed in future.

OUTCOME

They are more equipped with techniques of acting in various mediums with this practical course which is going to help them in their future career as a performer. They have got exposed to the needs of creative industry and their acting potential through this professional training.

Course : CC –7 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

A. History and Development of World Theatre : with reference to stage and drama.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

After initiating pupil in the basics of theoretical paradigm in the first two semesters, here, they are being offered specific courses and modules in theoretical framework. Through this course our students will be aware of the history and development of world theatre. World Theatre has a glorious history and knowing and understanding them provides another perspective to the students of this part of the world.

OUTCOME

Through this course now our students are more envisioned about the various trends, patterns and developments happened in the history of world theatre. As, history and development of world theatre has a lot to do with development of overall stream of drama & theatre arts, thus it has further advanced the understanding of our students of the theatre world.

B. General Aesthetics (Theory) Credit-4 Marks 40+10=50

4th Semester : Full Marks : 225 (180 + 45) ---> Credit Point : 18 Credits.

Course : CC –8 (Practical) : Marks 75 (60+15) ---> Credit Point : 6 Credits.

- Make-Up & Costume: with reference to drama and stage performance.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Make-Up & Costume plays very important role in theatre and play making. Thus, it is mandatory for all the performers to learn these as it is they who have to handle it on stage. But, for those who wish to make a career in Make-Up & Costume, this is really a great course as there is a lot of demand of these experts in the creative industry. Our objective is to provide a professional training in Make-Up & Costume to our students, so that they can also think about it as a career option.

OUTCOME

Our students have now equipped with one very essential **skill** related to not only drama & theatre arts but also creative industry. By learning it, they have learned the potential it has as a professional career option in future.

Course : CC –9 (Practical) : Marks 75 (60+15) ---> Credit Point : 6 Credits.

- Scenography (Set–design, painting & making) with reference to Drama and stage performance.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

In the technical part and learning of theatre making Scenography course comprising set design and overall design of the production is very much significant. In west this is one of the most lucrative career option for the students of drama & theatre arts. We wish to provide first-hand experience of set design, model making and its application in the production through this course. Our aim is to provide professional training so that our students can choose it as a career option in future.

OUTCOME

A well trained student can work as a Scenographer or a Production Designer/Manager in the field. Even if he is not opting it for a professional career even then first-hand experience and understanding of the same help them in any of their endeavor in theatre making.

Course : CC-10 (Theoretical) :Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

Part-A, GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

- I.PrabasjibanChoudhuri, Saundaryadarshan,
- II.Sitansu Roy, Saundaryadarshan: PrathomikParichay

For Students offering English Medium: Reference English Texts:-

- I. Aldrich: Philosophy of Art
- II.Sitansu Roy: Studies in Music Aesthetics

Part-B, TAGORIEN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts: -

I.Rabindranath Tagore, SahiterPathe

- a.Utsarga [Dedication]
- b.Vastava [Real]
- c.Tathya - O –Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya

- a.Saundaryabodha [The sence of Beauty]
- b.Saundarya – O – sahitya [Beauty and Leterature]

III. Rabindranath Tagore, Sangeet Chinta

- a.Sangeet – O – Bhava [Music and feeling]
- b.Sangeet – O – Kavita [Music and Poetry]
- c.Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium: Reference English Texts:-

I.Rabindranath Tagore on Art and Aesthetics, Edited By P.Neogy (5 - Selected pieces)

5th Semester : Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

Course : CC – 11 (Practical) : Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- Script–Writing in Different Media.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Script writing and having an in depth knowledge of a play script is a vital part of the theatre training. Each and every one related to drama & theatre arts in any form has to deal with a script. It could be a written or an improvised script. Giving perspective about script writing or developing a play text through improvisations is in store here for young students. This could be very much helpful in their future.

OUTCOME

In any case script writing and developing a text into performance is needed to be understood well by students. It will help him a lot in his own theatre practice. One can also seek a professional career in playwriting or as a screen writer.

Course : CC – 12 (Theoretical) Marks 75 (60 + 15) ---> Grade Point : 6 Credits.

- History and Development of Bengali Theatre (other than Tagore–theatre) : with reference to Stage and drama.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Bengali Theatre has its own vast and elaborate history in ancient and modern Indian drama. It has contributed a lot in play making traditions of India and given birth to many-many masters in their own right. Our objective here, is to provide a detail picture of the contribution Bengali Theatre has made in the discipline.

OUTCOME

As, most of our students are from the Bengali background, this course plays the role of a stimulus for the students. They feel reliant and confident by knowing the contribution of their forefathers in theatre. It also help them in being in touch with their own heritage and lineage.

6thSemester : Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

Course : CC –13 (Practical) Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Stage–Lighting and Sound & Background Music.

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Light, Sound and background Music plays such a vital role in play making. Having a better understanding of its use in theatre making gives a clear direction to the young practitioners. Our objective is to make them learn it to use these in a professional manner.

OUTCOME

Students who learn stage lighting and Sound design can have a great and lucrative career not only in drama & theatre arts but also in the creative industries.

Course : CC –14(Theoretical) Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- History and Development of Tagore–theatre And History and Development of Non–Proscenium Theatre (other than traditional and folk forms).

OBJECTIVE & OUTCOME OF TEACHING/LEARNING

OBJECTIVE

Tagore has a very distinct vision of play writing and theatre making. Tagore rooted himself in the indigenous Indian theatre traditions and rediscovered the magic of Indian theatre through his GeetiNatya and Nritya Natya, which has element of total theatre propagated by our forefathers. We wish to pass his vision through his works to the students.

OUTCOME

The students have become aware of not only our roots but also their implication in modern play writing and making. Tagore’s works provide them to see through the artificial elements in theatre and go for simple yet suggestive practices.

SYLLABUS FOR B. MUS. CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)
Subject : Drama and Theatre Arts.

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FOR CORE COURSE.

** N.B. : Total Credit Points : 84 Credits.

Total Marks of the Course : i) Practical Course / Papers : 600 Marks.

ii) Theoretical Course / Papers : 450 Marks.

Total : 1050 Marks.

➤ 20% Marks will be treated as Internal Assessment in each Course.

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PROPOSED AREAS OF STUDIES THEORETICAL AND PRACTICAL COURSES / PAPERS.

1st Semester: Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

Course : CC – 1 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 8 Credits.

- Voice and Elocution And Body Preparation, Mime, Emotion & Expression and Improvisation.

*N.B. : This Course CC– 1 [Practical paper] divided into two(2) Major Groups as follows –

1.Group – I : Voice and Elocution : 28 + 7 = 35 marks.

2.Group – II:BodyPreparation,Mime,Emotion& Expression and Improvisation : 32 + 8 = 40 marks.

*N.B. : The above mentioned Group – I of said Course CC – 1 [Practical paper] also divided into two(2) parts as Voice and Elocution.

1.Group – I : Voice and Elocution : 28 + 7 = 35 marks.

1. Part – i :Voice : 16 + 04 = 20 marks.

{Fundamentals of voice production and speech mechanism; voice registration; resonance, volume, pitch, tone etc., kinds & methods of breathings, requirement of a stage – voice; volume,speech defects and their corrective measures etc. Introductory breathing exercises, voice in different moods ; noise, musical voice, whispering, weeping, crying, laughing etc.}.

**Sub – Text : Using all the above mentioned elements in the given speech (Pieces to be selected by the Dept. from time to time).

2. Part – ii :Elocution(Sight – Reading and Recitation) : 12 + 03 = 15 marks.

{Pronunciation and Enunciation, Pronunciation of vowels and consonants; accent, pause, rhythm, prosody ; syllable, *matra*, *parva*, *chhanda* etc., Dialect , Verse & Non–Verse etc.}.

**Sub –Text : Using all the above mentioned elements in the given speech (Pieces to be selected by the Dept. from time to time).

Reference Text Books for Elocution as follows :

1. For Sight – Reading (to be selected) :

I) Rabindranath Tagore : *Kalantar/ Sanchay, Galpaguchha.*

II) Bankim chandraChattapadhyay : *Kapalkundala / Durgesh Nandini.*

III) D . L .Ray :*Chandragupta/ KshiradprasadVidyavinod : Nara Narayan.*

IV)BuddhadevBasu : *TapasweeTaranginee.*

V)Sambhu Mitra : *Chand Baniker Pala.*

2. Recitation (to be selected & pieces to be memorized) :

I) Madhusudan Dutta : *MeghnadBadh Kavya ; canto – IV.*

II) Rabindranath Tagore : *Chitra , Katha ,Kahinee.*

III)Jibanananda Dash : *Srestha Kavita.*

N .B . : Pieces for Non – Bengali students (instead of Bengali texts) are to be selected by the Dept. from time to time.

***N .B . : Each student is required to present the passages, pieces and other items of Voice & Elocution which will be provided by the Dept.

2.Group – II:BodyPreparation,Mime,Emotion& Expression and Improvisation : 32 + 8 = 40 marks.

*N.B. : The above mentioned Group – II of said Course CC – 1 [Practical paper] also divided into four (4) parts as Body Preparation ,Mime , Emotion & Expressionand Improvisation.

1.Part – i :Body Preparation : 08 + 02 = 10 marks.

{General knowledge about Human Anatomy & Physiology, Physical Exercises (with & without music) -- different parts of the body; hands, waist, shoulder, neck, legs etc., movements, relaxation, yogasana etc.}.

2.Part – ii :Mime : 08 + 02 = 10 marks.

{Origin and its development, stage acting and mime; the art of mime; motion, fluidity, grace, gesture, expression, composition, creation of illusion, solo and group mime; sketch buildup, make – up and costume of mime etc.} .

3. Part – iii :Emotion& Expression : 08 + 02 = 10 marks.

{General knowledge about face – muscles, Knowledge about Emotion; Rasa & different types of Bhavas And total Expression, Exercises of face–muscles, eye-lid, eye-brow, eye-ball, chine etc., Gesture of head, neck, hands, legs etc., Emotion & Bodily expression, Concentration, Sentiment – its types; object, person, collective, self etc., reflex & instinct, nature of feeling, sensation & feeling, mood, temperament, disposition, passion etc.}.

4. Part – iv :Improvisation : 08 + 02 = 10 marks.

{Concentration exercises, exercises of sense, exercises for developing power of association, exercises for Improvisation; details of —who are you / the are you, why are you,where are you,what are you, when are you etc., Improvisation with voice and without voice etc.}.

**Sub –Text : Using all the above mentioned elements in the given items & Pieces are to be selected by the Dept. from time to time.

***N.B.:Each student is required to present the pieces and other items of Body preparation & exercises, mime & pantomime, emotions & expressions, movement etc., Improvisation ; with & without voice, sketches etc. which will be provided by the Dept.from time to time.

➤ Special Remarks regarding the Examination of Course CC – 1 [Practical paper]: Examinations of Group – I and Group – II will be held separately.

Course : CC –2(Theoretical) : Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- Theory of Drama & Dramaturgy(Oriental & Western) and Play Making & Script Writing.

*N.B. : This Course CC– 2 [Theoretical paper] divided into two(2) parts as Theory of Drama & Dramaturgy And Play Making & Script Writing.

1. Part – i :Theory of Drama & Dramaturgy(Oriental&Western):32+08=40 marks.

{Definition of Drama, Elements of Drama, Elements of Dramatic compositions : premise, theme, plot, division of action, characterization, dialogue, song/music etc., Structure of Drama; eastern & western, Theory of *Rasa*, Dramatic convention, Classification of Drama; *Pouranik*, historical, social, tragedy, comedy, tragi-comedy, melodrama, realistic, romantic, symbolical, epic, absurd, allegorical, expressionistic, musical etc., *Geeti-Natya* and *Nritya-Natya*, Tagore's own views etc., Special reference to Bharata's *Natyashastra*, Dhananjaya's *Dasharupaka* etc., Origin of Indian Drama, Elements of natya : four types of *abhinaya*; *Dharmi*; *vritti*, *Pancha-sandhi*, *Pancha-avastha*, *Pancha-arthaprakriti*; *Natya-Saranga*, *Silpa-Saranga*., Special reference to Aristotle, Jhon Dryden, A. C. Bradley, G. B. Shaw, A. Nicoll, G. Freytag, Lajos Egri, J. H. Lawson, etc.}.

2. Part – ii : Play Making & Script Writing : 28 + 07 = 35 marks.

{With special reference to Premise, Theme, Plot – Action, Act Structuring – Introduction & Exposition, Rise, Climax, Fall, Catastrophe; Exposition, Rising Action, Clash, Climax; Exposition, Climax – rising action, Acme – crisis, Sequel, Conclusion; Stage – picture / topography), Dramatic, Un-dramatic, Anticlimax; Curiosity & Interest, Plausibility; Character --- Dimensioned & Bone Structure (i.e. tri – dimensional; physiology, sociology and psychology), Character Growth, Will in character, Character plotting the play, Pivotal character, Different types of Character & Orchestration, Unity of opposite, Character transition, Conflict – static, jumping, Fore – shadowing, rising; point of attack & expression; crisis, climax, resolution; plot – selection, division of action, obligatory scene; dialogue --- character – language, Connection with will & necessity, Feeling & Emotional Load, Fore – shadowing coming events, Creating conflict, Revealing character & Proving the premise, Sense of economy, Casual connection, Expression of thought & Philosophy; Musical play, Jatra, Radio – play, Film, T.V., Open – air play, Skit & Street – Drama etc., Basic concept of script in different media, Basic concept of adaptation from different sources, Knowledge of different aspects of Film & T. V. Script and scenario writing, Special nature of the script – writing for a Radio – play, Skit, Street – play, Film, T.V. etc., Basic concept of Script – writing based on folk – theatre tradition And other relevant items of play – making & script – writing}.

2nd Semester : Full Marks : 150 (120+ 30) --->Credit Point : 12 Credits.

Course : CC – 3 (Practical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Acting : Verse (Tagore and Non–Tagore) for Proscenium stage : with actor’s Note – book (20 marks).

*N.B. : This Course CC– 3[Practical paper] divided into two(2) parts as follows –
Performance in two short scenes / pieces And Prepare the Actor’s Note – Book.

[with reference to Character; protagonist – antagonist – pivotal character – allied agents – background agents, Character – dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[2 Scenes /pieces one from Tagore and one from Non – Tagore’s Verseplays are to be selected by the dept. from time to time or chosen by the student with the approval of the dept.

Practical : i) Stage Performances of two short scenes / pieces = 40 marks / (20 + 20) marks.

ii) Actor’s Note – Book [any one of above text] = 20 marks.
Total = 60 marks.

i) Performance of two short scene / pieces : The students required to participate in two short scenes / pieces which will be provided / selected by the dept. 10 to 12 days before the final exams.) of 10 to 15 minutes duration directed by himself / herself.

ii) Actor’s Note – Book : Each student is required to submit an Actor’s Note – Book , which should contain a detailed analysis of the roles he / she has played during the year. this Note – book should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

Course : CC –4 (Theoretical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Play Analysis (Tagore and Non–Tagore Plays).

{With special reference to Premise, Theme, Type; Plot – Structure, Elements; Division of action – Act, Scene, Sequence etc., *Pancha – sandhi*, *Pancha – avastha*, *Pancha – arthaprakriti* etc., Character(s) – Protagonist, Antagonist, Pivotal character, Allied–agent(s), Background–agent(s), Character — dimensions, Will, Conflict, Crisis etc., Growth; Dialogue, Song / music/ rhythm, Thought, *Rasa*, Emotion, Acting etc.}.

****Reference Texts for Play Analysis :**

- I. Sophocles :Oedipus Rex / Antigone
- II. W. Shakespeare :Hamlet and A Midsummer Night's Dream.
- III. H .Ibsen :Ghost / A Doll's House.
- IV.A .P . Chekhov / B .Brecht : One Play.
- V. Kalidasa :AbhijnanSakuntalam / Sudrak : Mrichhakatikam.
- VI.D .L .Roy :Shahjahan / Noorjahan.
- VII. Girish Chandra Ghosh :Bilwamangal Thakur/ KshirodeprasadVidyavinod,Nara Narayan.
- VIII. Bijan Bhattacharya :Navanna / Devi Garjan.
- IX. Badal Sarkar :EvamIndrajit.
- XI. SambhuMitra :ChandBaniker Pala.
- XII. Rabindranath Tagore :Visarjan/Raja-O-Rani, Raja/DaakGhar/Mukta Dhara/RaktaKarabi.

****N. B. :** Texts are to be selected by the Department from time to time / year to year And Texts For Non – Bengali students (instead of Bengali texts) are to be selected by the Dept. from time to time .

3rd Semester : Full Marks : 225 (180 + 45) ---> Credit Point : 18 Credits.

Course : CC – 5 (Practical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Acting : Non – Verse (Tagore and Non –Tagore)for Proscenium stage : with actor’s Note-book (20 marks).

*N.B. : This CourseCC– 5[Practical paper] divided into two(2) parts as follows –
Performance in two short scenes / pieces And Prepare the Actor’s Note –
Book.

[with reference to Character ; protagonist – antagonist – pivotal character – allied agents – background agents, Character – dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[2 Scenes /pieces one from Tagore and one from Non – Tagore’s Non –Verseplays are to be selected by the dept. from time to time or chosen by the student with the approval of the dept.].

Practical :i) Stage Performances of two short scenes / pieces = 40 marks / 20 + 20 marks.

ii) Actor’s Note – Book [any one of above texts] = 20 marks.

Total =60 marks.

i)Performance of two short scene / pieces : The students required to participate in two short scenes /pieces which will be provided / selected by the dept. 10 to 12 days before the final exams.) of 10 to 15 minutes duration directed by himself / herself.

ii)Actor’s Note – Book : Each student is required to submit an Actor’s Note – Book , which should contain a detailed analysis of the roles he / she has played during the year. this note – book should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

Course : CC – 6 (Practical) : Marks 75 (60 + 15) --->CreditPoint : 6 Credits.

- Acting in Different Media ; other than Proscenium–Stage(Tagore and Non –Tagore) : with actor’s Note – book (20 marks).

*N.B. : This CourseCC– 6[Practical paper] divided into two(2) parts as follows –
Performance in two short scenes / pieces And Prepare the Actor’s Note –
Book.

[with reference to Character ; protagonist – antagonist – pivotal character – allied agents – background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[2 Scenes /pieces one from Tagore and one from Non – Tagore’s Verse / Non – Verseplays are to be selected by the dept. from time to time or chosen by the student with the approval of the dept.].

Practical :i) Stage Performances of two short scene / pieces = 40 marks / 20 + 20 marks.
ii) Actor’s Note – Book [any one of above texts] = 20 marks.
Total = 60 marks.

i) Performance of two short scene / pieces : The students required to participate in two short scenes / pieces which will be provided / selected by the dept. 10 to 12 days before the final exams.) of 10 to 15 minutes duration directed by himself / herself.

ii) Actor’s Note – Book : Each student is required to submit an Actor’s Note – Book , which should contain a detailed analysis of the roles he / she has played during the year. this note – book should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

Course : CC –7 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- History and Development of World Theatre : with reference to stage and drama.

*N.B. : This Course CC– 7 [Theoretical paper] divided into three (3) parts as History and Development of Indian Theatre, History and Development of Asian Theatre and History and Development of Western Theatre.

1. Part – I :History and Development of Indian Theatre (From ancient to modern.) : 20 + 5 = 25 marks.

{Classical Indian Drama – Bhas, Ashvaghosh, Shudrak, Kalidas, Bhavabhuti, Abhinavgupta, Mammata, Dhananjay. Traditional and Folk Theatre: - Tamasha, Nautanki, Yatra, Bidesia, Kirtania, ANkiaNatya, Macha, Naacha, Sang, Nakal, PrahladNatak, Ramleela, Rasleela, Yakshgana, Kudiyyattam, Ramnatam, Krishnattam, Bhagwat Mela, Sangeet Natak, Parsi Theatre, Hindi Theatre, Marathi Theatre, Bengali Theatre, Kannad Theatre. National School of Drama, Sangeet NatakAkademi, Habib Tanvir, Ebrahim Alkazi, Vijaya Mehta, B.V. Karant, Bansi Kaul, Ratan Thiyam, etc.}.

2. Part – II :History and Development of Asian Theatre (From Ancient to Modern) : 20 + 5 = 25 marks.

{Nepali Theatre, Bangladeshi Theatre, Pakistani Theatre, Indonesian Theatre, Chinese Theatre, Japanese Theatre, Srilankan Theatre. Peeking Opera, Noh, Kabuki, etc.}.

3 Part – III :History and Development of Western Theatre (From Ancient to Modern) : 20 + 5 = 25 marks.

{{19th CENTURY; REALISM – A. Dumas, Henrik Ibsen etc., NATURALISM – Emile Zola, NEO – ROMANTICISM and SYMBOLISM – M. Maeterlinck, G. Hauptmann etc., Play of the SUB – CONSCIOUS -- A. Strindberg, Oscar Wild etc., 20th CENTURY; G. B. Shaw, Galsworthy, J. M. Synge, Sean O’ Casey, POETIC DRAMA – T. S. Eliot, F. G. Lorca, ITALY – L. Pirandello, RUSSIA – M. Gorki, A. P. Chekhov, EXPRESSIONISM – George Kaiser, Earnest Toller, Elmer Rice, EPIC THEATRE – Bertolt Brecht., EXISTENTIALISM

– J. P. Sartre, A. Camus, Eugene O’ Neill, Tennessee Williams, Arthur Miller, ABSURD PLAYS – Samuel Becket, Eugene Ionesco, Edward Albee etc.}.
19th CENTURY; REALISM – A. Dumas, Henrik Ibsen etc., NATURALISM – Emile Zola, NEO – ROMANTICISM and SYMBOLISM – M. Maeterlinck, G. Hauptmann etc., Play of the SUB – CONSCIOUS -- A. Strindberg, Oscar Wild etc., 20th CENTURY; G. B. Shaw, Galsworthy, J. M. Synge, Sean O’ Casey, POETIC DRAMA – T. S. Eliot, F. G. Lorca, ITALY – L. Pirandello, RUSSIA – M. Gorki, A. P. Chekhov, EXPRESSIONISM – George Kaiser, Earnest Toller, Elmer Rice, EPIC THEATRE – Bertolt Brecht., EXISTENTIALISM – J. P. Sartre, A. Camus, Eugene O’ Neill, Tennessee Williams, Arthur Miller, ABSURD PLAYS – Samuel Becket, Eugene Ionesco, Edward Albee etc.}.

4th Semester : Full Marks : 225 (180 + 45) ---> Credit Point : 18 Credits.

Course : CC –8 (Practical) : Marks 75 (60+15) ---> Credit Point : 6 Credits.

- Make – Up & Costume: with reference to Drama and stage performance.

*N.B. : This Course CC – 8 [Practical paper] divided into two(2) parts as Make – Up and Costume.

1. Part – I : Make – Up : with reference to Drama and stage performance :
32 + 8 = 40marks.

{Elementary knowledge of Make – Up, Purpose of Make – Up, Study of Facial anatomy ; Shapes of head, face, facial proportions, Kinds of skin, hair, nose, eyes lips etc., Make – Up materials and their uses, method of handling them, Knowledge of Colours and paints, Colour work and Crepe work, Different types of make – up; Straight make–up, Middle–age, Old–age, Character make–up, Corrective make–up, Use of crepe hair, wigs, different types of beards and moustaches, Study of different types of classical dance and drama form in respect of make – up, Practice of stylized make–up, make–up for mime and pantomime etc.}.

2. Part – II : Costume ; with reference to Drama and stage performance :
28 + 7 = 35marks.

{Elementary knowledge of Costume, Purpose of Costume design, Planning of Costume etc., Approach to Costume design; Visualization, interpretation, situation, characters and dramatic elements in terms of line, colour, mass, texture etc., Referring to historical visual material for certain kind of plays, Designing simple costume materials, Costumes and ornaments making, Study of historical, traditional and mythological costumes, Innovative costume etc.}.

Course : CC – 9 (Practical) : Marks 75 (60+15) ---> Credit Point : 6 Credits.

- Scenography (Set – design, painting & making)with reference to Drama and stage performance.

*N.B. : This Course CC – 9 [Practical paper] divided into two(2) parts as Set – design and Painting & making].

1. Part – I : Set – design : with reference to Drama and stage performance :
32 + 8 = 40 marks.

2. Part–II : Painting & making : with reference to Drama and stage performance : 28 + 7 = 35 marks.

{Perspective, sketch, ground - plan and elevation with special reference to theatrical production and with explanatory notes for using style and colour(s), Knowledge about Set – stage front, depth, height, wings, curtains, door panel, window, window with frame, arch, pillar, steps, blocks, ground plan of stage etc., Set – Design of Ancient Indian stage, *Jatra*, Arena etc., Noh and Kabuki stage, Western and Modern Indian stage, Proscenium stage etc., Tagore’s concepts for set – design, Scenes for design from dramas same as play analysis and others; Senses of colour of costume, Light and mood & colour relations are required for painting and making.}.

Course : CC–10 (Theoretical) :Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- Tagorien Aesthetics

*N.B. : This Course CC – 10 [Theoretical paper] divided into three (3) parts as Rabindranath Tagore, SahiterPathe, Rabindranath Tagore, Sahitya and Rabindranath Tagore, Sangeet Chinta.

1. Part – I : Rabindranath Tagore, SahiterPathe : 20 + 05 = 25 marks.

{Origin and development of Ancient Indian Classical / Sanskrit Theatre;Oriental styles, different kinds of theatre – stages as per Natyasastra, Theatrical conventions, Contributions of the ancient Indian dramaturgists to Sanskrit classical theatre with Special reference to *Bharata, Dhananjaya, Abhinava Gupta, Sagarnandin, Saradatanaya, Ramchandra – Gunachandra, BiswanathKaviraja* etc., Various types of *Rupka* and *Up – Rupakas* (Texts)with Special reference to *Ashwaghosha, Kalidasa, Sudrak, Bhasa, Bhavabhuti, VishakhaDutta, Banabhata , Shreeharsha , Rajsekhara, Krishna Mishra*etc., Brief knowledge about Chinese & Japanese Theatre with Special reference to Kabuki, Noh, Peking opera etc.}.

2. Part – II : Rabindranath Tagore, Sahitya : 20 + 05 = 25 marks.

{Origin and development of Traditional and Folk theatre of India, Different kinds of forms and conventions, with special reference to different parts of Bengal, Maharashtra, Gujarati, Bihar, Uttar & Madhya Pradesh, Assam, Orissa, Kerala, Karnataka, Rajasthan, Punjab, Haryana, Himachal Pradesh, Tamilnadu and rest of the part of India ; with special reference to *Chau, Aalkup, Gambhira, different kinds of Jatra, Bolans, Putulnach, Kavigaan, Jhumur, Tarja, DhameerGaan, Bishaharipala, Tamasha, Dashsvatar, Gondhal, Bhawayi, Videsiya, Vidapat, Kirtaniya, Ramlila, Raslila, Nautanki, Pandavani, Mach, Nacha, Ankiyanat, Ojapali, Aapioja, Kushan Gaan, Putlanach, Bhawaia, Kharapuram, Palhadnatakam, Patuyajatra, Hanuyajatra, Dashkathiya Pala, Yakshagana, Kudiyattam, Mudiyyettu, Krishnattam, Khyal, Rashdhari, Nakal, Swang, Kaviyala, Terukuttu* etc., Different kinds of stages etc.}.

3. Part – III : Rabindranath Tagore, Sangeet Chinta : 20 + 05 = 25 marks.

{Origin and development of Modern theatre other than Bengali theatre; Marathi theatre, Gujarati theatre, Hindi theatre, South Indian theatre, theatre from Manipur, theatre from Assam, theatre from Orissa etc. with special reference to Vijoy Tendulkar, Mahesh Elkunchwar, Girish Karnad, Panikkar, B.V. Karanth, Mohan Rakesh, PrithvirajKapoor, Kanahiyalal, Nemi Chandra Jain, Habib Tanveer, Ibrahim Alkazi etc., different kinds of theatrical conventions, Different kinds of Play and Productions, Brief knowledge about Contemporary Theatre, with Special reference to drama and stages etc.}.

5th Semester : Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

Course : CC – 11 (Practical) : Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- Script - Writing in Different Media.

{With special reference to Premise, Theme, Type ; Plot – Structure, Elements ; Division of action – Act, Scene, Sequence etc., *Pancha – sandhi*, *Pancha – avastha*, *Pancha – arthaprakriti* etc., Character – Protagonist, Antagonist, Pivotal character, Allied – Agent (s), Background – Agent (s), Character – dimensions, Will, Conflict, Crisis etc., Growth ; Dialogue, Song / music, Thought, *Rasa*, Emotion, Acting etc.}.

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

#Performance system / methods :

Each student is required to submit the Script (prepared on the particular Text / Subject / Theme or Premise / Context / Pieces etc. which will be provided / selected by the Dept. 10 to 15 minutes before the Examination for specific media) within the stipulated time given by the Dept. And student is also required to use all the relevant elements as mentioned in the Course – 2, Part – ii of 1st Semester.

Course : CC– 12 (Theoretical) : Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- History and Development of Bengali Theatre (other than Tagore – theatre) : with reference to stage and drama.

{A short history of the origin and development of Bengali stage with special reference to : Early English–theatre in Bengal; Old & New Play House, Chowrangee Theatre, Sans Souci Theatre etc., Bengali Theatre, Belgachhia Theatre, National, Hindu National & Great National Theatre, Jorasanko Theatre, Star Theatre, Natya Mandir & Navanatya Mandir, Manamohan Theatre, Emareld Theatre., Art Theatre, Classic Theatre, Rangmahal, Minarva Theatre, SreeRangam, Biswarupa etc.; with special reference to the contribution of Lebedeff, Ram Narayan, Madhusudan Dutta, Dinabandhu Mitra, Upendra Nath Das, Girish Chandra Ghosh, Amritalal Basu, D.L.Ray, Kshirad Prasad Vidyavinod, Mukunda Dash, Moti Ray, Manmatha Ray, Brojen Dey, Sachin Sengupta, Bijan Bhattacharya, Tulshi Lahiri, Utpal Dutta, Badal Sarkar, Dhananjoy Bairagi, Mohit Chattapadhyay, Manoj Mitra etc.; with special reference to the contribution of Amarendra Nath Dutta, Sisir Kumar Bhaduri, Satu Sen, Ahindra Chowdhury, Debnarayan Gupta, Sambhu Mitra, Amar Ghosh, Ajitesh Bandyopadhyay, etc., And short history of the Group Theatre movement of Bengal etc.} .

6thSemester : Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

Course : CC –13 (Practical) Marks 75 (60 + 15) ---> Credit Point : 8 Credits.

- Stage – Lighting and Sound & Background Music.

*N.B. : This Course CC – 13 [Practical paper] divided into two(2) parts as follows –
Stage – Lighting And Sound & Background Music.

1. Part – I : Stage – Lighting : with reference to drama and stage performance :
32 + 8 = 40 marks.

{Basic knowledge of stage – lighting , Origin and development of stage - lighting , Function of stage – lighting ; Illumination, Realistic effect, Plastic expression, Psychological expression etc., Art of stage – lighting ; Dominant, Secondary, Rim and Fill in lighting etc., Different classes of drama and lighting effect etc., Function of Control – board with dimmers, flood lights, Proscenium length, spot lights, acting area lantern, different types of lights attachments and lamps, preparation of light on stage etc., Special lights & its effects on dance and other media, Planning, Schematic Cue – sheet and executions of stage – lighting etc.}.

2.Part – II : Sound and Background Music with reference to Drama and stage performance : 28 + 7 = 35 marks.

{Basic principals and knowledge about Sound & Sound – Effects; difference between regular sound waves (voice & music)and scattered sound waves (noise), Elementary knowledge about Acoustics ; acoustics of stage, auditorium and other places of performing arts., Basic principles and elementary knowledge about the Sound systems & its uses; sound machines – acquaintance with amplification system, microphones, loud speaker, record player & recorder. Elementary knowledge on creating the various types of sound–effects and producing practical sound effects etc., Basic knowledge on Background Music in different media, preparing & using process of Cue – sheets for performing arts., practice with a production problem – preparing sound effect and Cue – sheets, recording reproduction; mechanical practice – mixing sound effects from two different or multiple sources of reproduction etc.}.

- Special Remarks regarding the Examination of Course CC – 13 [Practical paper] :
Examinations of Part – I and Part – II will be held separately.

Course : CC –14(Theoretical) Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- History and Development of Tagore– theatre And History and Development of Non–Proscenium Theatre (other than traditional and folk forms).

*N.B. : This Course CC – 14 [Theoretical paper] divided into two (2) parts as
History and Development of Tagore – theatre And History and Development of Non–Proscenium Theatre (other than traditional and folk forms).

1. Part – I: History and Development of Tagore – theatre : with special reference to Tagore’s plays and its productions : 40 (32 + 8) marks.

{A brief history about the Dramatic activities of Tagore’s house & Jorasanko theatre (Pre – Rabindranath Tagore), Tagore’s own initiative, Tagore’s own essays on his plays, Tagore’s

contributions to Bengali professional theatre, Classification of Tagore's plays, Play - productions at Jorasanko and Shantiniketan etc.}.

- *Reference texts : I. Play from : up to 1896 ----- One play.
II. ,, ,, : 1897 to 1907 ----- One play.
III. ,, ,, : 1908 to 1923 ----- One play.
IV. ,, ,, : 1924 to 1935 ----- One play.
V. ,, ,, : 1936 to 1939 ----- One play.

**N. B. : Texts are to be selected by the Department from time to time / year to year And Texts For Non – Bengali students (instead of Bengali texts) are to be selected by the Dept. from time to time .

2. Part – II : History and Development of Non – Proscenium Theatre(other than traditionaland folk forms) : 28 + 7 = 35 marks.

{Origin and development of Different kinds of Non – Proscenium theatreforms and conventions in India and abroad with reference to Poor theatre, People's theatre, Proletariat theatre, Epic theatre, Agitprops, Political theatre, Theatre of the oppressed, Forum theatre, Image theatre, Theatre laboratory, Bread and Puppet theatre, Street theatre, Environmental theatre, Poster drama, awareness theatre, Journey theatre, Leaving and alternative leaving theatre, Third theatre, IPTA movement in India, Theatre movement in Seventies in Bengal etc.; with Special reference to drama and place of performances etc.,with very special reference to some renowned theatre activists; Romain Rolland, Erwin Piscator, Bertolt Brecht, Dario Fo, FrankaRame, Augusto Boal, Jerzy Grotowski, Peter Schumann, Peter Brook, Mulukraj Anand, P.C.Joshi, UtpalDutt, Bijan Bhattacharya, Sambhu Mitra, Badal Sircar, Safdar Hasmi And Non – Proscenium theatre movement in seventies by the Group theaters' of Bengal etc.}.

Proposed Marks Division for 3 Years B.Mus. Honours.Course
(Choice Based Credit System).

Dept.: Rabindra–Sangit, Dance & Drama, Sangit–Bhavana, V.B.

Subject : Drama and Theatre Arts.

FOR GENERIC ELECTIVE / INTERDISCIPLINARY COURSE (GE).

Total Credit Points : 24Credits.

Total Marks of the Course : 300.

➤ 20% Marks will be treated as Internal Assessment in each Course.

- Semester : I = 75 Marks

Course Numbers	Marks	Credit Point
GEC– 1 (Practical)	60 + 15 = 75	6

Total = 6

- Semester : II = 75 Marks

Course Numbers	Marks	Credit Point
GEC – 2 (Practical)	60 + 15 = 75	6

Total = 6

- Semester : III = 75 Marks

Course Numbers	Marks	Credit Point
GEC– 3 (Practical)	60 + 15 = 75	6

Total = 6

- Semester : IV = 75 Marks

Course Numbers	Marks	Credit Point
GEC– 4(Theoretical)	60 + 15 = 75	6

Total = 24

SYLLABUS FOR B.MUS.CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)
Subject : Drama and Theatre Arts.

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FOR GENERIC ELECTIVE / INTERDISCIPLINARY COURSE (GE).

** N.B. : Total Credit Points : 24 Credits.

Total Marksof the Course : i) Practical Course / Papers : 225 Marks.

ii) Theoretical Course / Papers : 75 Marks.

Total : 300 Marks.

➤ 20% Marks will be treated as Internal Assessment in each Course.

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PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

1st Semester: Full Marks : 75 (60 + 15) ---> Credit Point : 6Credits.

Course : GEC – 1 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Voice and Elocution And Body Preparation, Mime, Emotion & Expression and Improvisation : 75 (60 + 15).

2nd Semester : Full Marks : 75 (60 + 15) --->Credit Point : 6 Credits.

Course : GEC – 2 (Practical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Acting : Verse(Tagore and Non–Tagore) for Proscenium stage : with actor’s Note – book : 75 (60 + 15) marks.

3rd Semester : Full Marks : 75 (60 + 15) ---> Credit Point : 6 Credits.

Course : GEC – 3 (Practical) : Marks 75 (60 + 15) --->Credit Point : 6 Credits.

- Acting : Non–Verse (Tagore and Non–Tagore) for Proscenium stage : with actor’s Note – book : 75 (60 + 15) marks.

4th Semester : Full Marks : 75 (60 + 15) ---> Credit Point : 6 Credits.

Course : GEC– 4 (Theoretical) :Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- History and Development of Western and Oriental Theatre ; origin and development from Ancient period to 20th century : with reference to stage & drama. : 100 (80 + 20) marks.

SYLLABUS FOR B.MUS.CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)
Subject : Drama and Theatre Arts.

=

FOR GENERIC ELECTIVE / INTERDISCIPLINARY COURSE (GEC).

** N.B. : Total Credit Points : 24 Credits.

Total Marksof the Course : i) Practical Course / Papers : 225 Marks.

ii) Theoretical Course / Papers : 75 Marks.

Total : 300 Marks.

➤ 20% Marks will be treated as Internal Assessment in each Course.

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PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

1st Semester: Full Marks : 75 (60 + 15) ---> Credit Point : 6Credits.

Course : GE – 1 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Voice and Elocution : 75 (60 + 15) marks.

*N.B. : This Course GE – 1 [Practical paper] divided into two(2) Major Groups as follows –

1.Group – I : Voice and Elocution : 32 + 8 = 40 marks.

2.Group – II:BodyPreparation,Mime,Emotion& Expression and Improvisation : 30 + 05 = 35 marks.

*N.B. : The above mentioned Group – I of said Course GE – 1 [Practical paper] also divided into two(2) parts as Voice and Elocution.

1.Group – I : Voice and Elocution : 32 + 8 = 40marks.

1. Part – i :voice : 16 + 04 = 20marks.

{Fundamentals of voice production and speech mechanism; voice registration; resonance, volume, pitch, tone etc., kinds & methods of breathings, requirement of a stage – voice; volume,speech defects and their corrective measures etc. Introductory breathing exercises, voice in different moods; noise, musical voice, whispering, weeping, crying, laughing etc.}.

**Sub – Text : Using all the above mentioned elements in the given speech (Pieces to be selected by the Dept. from time to time).

2. Part – ii :Elocution(Sight – Reading and Recitation) : 16 + 04 = 20marks.

{Pronunciation and Enunciation, Pronunciation of vowels and consonants; accent, pause, rhythm, prosody; syllable, *matra, parva, chhanda* etc., Dialect , Verse & Non–Verse etc.}.

**Sub –Text : Using all the above mentioned elements in the given speech (Pieces to be selected by the Dept. from time to time).

Reference Text Books for Elocution as follows :

1. For Sight – Reading (to be selected) :

I. Rabindranath Tagore :Kalantar/ Sanchay, Galpaguchha.

II. Bankim chandraChattapadhyay :Kapalkundala / Durgesh Nandini.

III. D. L. Ray :Chandragupta/ KshiradprasadVidyavinod : Nara Narayan.

IV. BuddhadevBasu :TapasweeTaranginee.

V. SambhuMitra :ChandBaniker Pala.

2. Recitation (to be selected & pieces to be memorized) :

I. Madhusudan Dutta :MeghnadBadh Kavya ; canto – IV

II. Rabindranath Tagore :Chitra , Katha ,Kahinee

III. JibananandaDash :Srestha Kavita

N .B . : Pieces for Non – Bengali students (instead of Bengali texts) are to be selected by the Dept. from time to time.

***N .B . : Each student is required to present the passages, pieces and other items of Voice & Elocution which will be provided by the Dept.

2.Group – II:BodyPreparation,Mime,Emotion& Expression and Improvisation
: 30 + 05 = 35Marks.

*N.B. : The above mentioned Group – II of said Course GE – 1 [Practical paper] also divided into four (4) parts as Body Preparation ,Mime , Emotion & Expressionand Improvisation.

1.Part – i :Body Preparation : {General knowledge about Human Anatomy & Physiology, Physical Exercises (with & without music) -- different parts of the body; hands, waist, shoulder, neck, legs etc., movements, relaxation, yogasana etc.}.

2.Part – ii :Mime : {Origin and its development, stage acting and mime; the art of mime; motion, fluidity, grace, gesture, expression, composition, creation of illusion, solo and group mime; sketch buildup, make – up and costume of mime and pantomime etc.} .

3. Part – iii :Emotion& Expression : {General knowledge about face – muscles, Knowledge about Emotion; Rasa & different types of Bhavas And total Expression, Exercises of face – muscles, eye-lid, eye-brow, eye-ball, chine etc., Gesture of head, neck, hands, legs etc., Emotion & Bodily expression, Concentration, Sentiment – its types; object, person, collective, self etc., reflex & instinct, nature of feeling, sensation & feeling, mood, temperament, disposition, passion etc.}.

4. Part – iv :Improvisation : {Concentration exercises, exercises of sense, exercises for developing power of association, exercises for Improvisation; details of — who are you / the are you, why are you,where are you,what are you, when are you etc., Improvisation with voice and without voice etc.}.

**Sub –Text : Using all the above mentioned elements in the given items & Pieces (to be selected by the Dept. from time to tim).

***N. B . : Each student is required to present the pieces and other items of Body preparation & exercises, mime & pantomime, emotions &expressions,movement etc., Improvisation ; with & without voice, sketches etc. which will be provided by the Dept.

➤ Special Remarks regarding the Examination of Course GE – 1 [Practical paper]:
Examinations of Group – I and Group – II will be held separately.

2nd Semester : Full Marks : 75 (60+ 15) ---> Credit Point : 6 Credits.

Course : GEC – 2 (Practical) : Marks 75 (60+ 15) ---> Credit Point : 6 Credits.

- Acting : Verse (Tagore and Non-Tagore) for Proscenium stage : with actor's Note – book : 75 (60+ 15) marks.

*N.B. : This Course GE – 2 [Practical paper] divided into two (2) parts as follows –
Performance in two short scenes / pieces And Prepare the Actor's Note –
Book.

[with reference to Character; protagonist–antagonist–pivotal character–allied agents–background agents, Character – dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[2 Scenes /pieces one from Tagore and one from Non – Tagore's Verseplays are to be selected by the dept. from time to time or chosen by the student with the approval of the dept.

Practical : i) Stage Performances of two short scenes / pieces = 40 marks / 20 + 20 marks.

ii) Actor's Note – Book [any one of above texts] = 20 marks.

Total = 60 marks.

i) Performance of two short scene / pieces : The students required to participate in two short scenes / pieces which will be provided / selected by the dept. 10 to 12 days before the final exams.) of 10 to 15 minutes duration directed by himself / herself.

ii) Actor's Note – Book : Each student is required to submit an Actor's Note – Book , which should contain a detailed analysis of the roles he / she has played during the year. this Note – book should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

3rd Semester : Full Marks : 75 (60 + 15) ---> Credit Point : 6 Credits.

Course : GEC – 3 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Acting : Non-Verse (Tagore and Non-Tagore) for Proscenium stage : with actor's Note-book : 75 (60 + 15) marks.

*N.B. : This Course GE– 3 [Practical paper] divided into two (2) parts as follows –
Performance in two short scenes / pieces And Prepare the Actor's Note –
Book.

[with reference to Character; protagonist – antagonist – pivotal character – allied agents – background agents, Character – dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[2 Scenes /pieces one from Tagore and one from Non – Tagore's Non – Verseplays are to be selected by the dept. from time to time or chosen by the student with the approval of the dept.].

Practical : i) Stage Performances of two short scenes / pieces = 40 marks / 20 + 20 marks.

ii) Actor's Note – Book [any one of above text] = 20 marks.

Total = 60 marks.

i) Performance of two short scene / pieces : The students required to participate in two short scenes /pieces which will be provided / selected by the dept. 10 to 12 days before the final exams.) of 10 to 15 minutes duration directed by himself / herself.

ii) Actor's Note – Book : Each student is required to submit an Actor's Note – Book , which should contain a detailed analysis of the roles he / she has played during the year. this Note – book should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

4th Semester : Full Marks : 75 (60 + 15) ---> Credit Point : 6 Credits.

Course : GE– 4 (Theoretical) :Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- History and Development of Western and Oriental theatre; origin and development from Ancient period to 20th century : with reference to stage & drama 75 (60 + 15) marks.

*N.B. : This Course GE – 4 [Theoretical paper] divided into three (3) parts as History and Development of Western Theatre, History and Development Oriental Theatre; Ancient Indian (Classical) Sanskrit Theatre, Chinese and Japanese Theatre And History and Development of Bengali theatre.

1. Part – I : History and Development of Western Theatre

[History of Western Theatre; from ancient Greek to 20th Century (GREEK – Aeschylus, Sophocles, Euripides, Aristophanes, Menander etc., ROMAN – Seneca, Plautus, Terence etc., MEDIEVAL ERA – Mystery, Miracle, Morality and Liturgical plays, RENAISSANCE; Italy and Spain – Lope de Vega and Calderon, Elizabethan – Marlow, Shakespeare etc., France – Corneille , Racine , Moliere etc., RESTORATION and ENGLAND – Dryden, Congreve etc., 18th CENTURY; ENGLAND – Goldsmith, Sheridan etc., 19th CENTURY; REALISM – A. Dumas, Henrik Ibsen etc., NATURALISM – Emile Zola, NEO – ROMANTICISM & SYMBOLISM – M . Maeterlinck , G. Hauptmann etc., Play of the SUB-CONSCIOUS -- A. Strindberg, Oscar Wild etc. 20th CENTURY; G. B. Shaw, Galsworthy, J. M. Synge, Sean O' Casey, POETIC DRAMA – T . S . Eliot, F. G. Lorca, ITALY – L. Pirandello, RUSSIA – Maxim Gorki, A. P. Chekhov, EXPRESSIONISM – George Kaiser, Earnest Toller, Elmer Rice, EPIC THEATRE – Bertolt Brecht. EXISTENTIALISM – J. P. Sartre, A . Camus, Eugene O' Neill, Tennessee Williams, Arthur Miller, ABSURD PLAYS – Samuel Becket, Eugene Ionesco, Edward Albee etc.],

2. Part – II : History and Development of Oriental Theatre; Ancient Indian Classical /Sanskrit) Theatre, Chinese and Japanese theatre :{Origin and development of Ancient Indian Classical / Sanskrit Theatre; Oriental styles, different kinds of theatre – stages as per Natyasastra, Theatrical conventions, Contributions of the ancient Indian dramaturgists to Sanskrit classical Theatre with Special reference to *Bharata, Dhananjaya, Abhinava Gupta, Sagarnandin, Saradatanaya, Ramchandra – Gunachandra, Biswanath Kaviraja* etc., Various types of *Rupka* and *Up – Rupakas* (Texts) with Special reference to *Ashwaghosh, Kalidasa, Sudrak, Bhasa, Bhavabhuti, Vishakhadutta, Banabhatta , Shreeharsha , Rajasekhara, Krishna Mishra* etc., Chinese & Japanese Theatre etc. }

3. Part – III : History and Development of Bengali Theatre:

[History of the origin and development of Bengali stage with special reference to : Early English – Theatre in Bengal (Old & New Play House, Chowrangee Theatre , Sans Souci

Theatre etc., Bengali Theatre, Belgachhia Theatre, National, Hindu National & Great National Theatre, Jorasanko Theatre, Star Theatre, Natya Mandir & Navanatya Mandir, Manamohan Theatre, Emerald Theatre., Art Theatre, Classic Theatre, Rangmahal , Minarva Theatre, SreeRangam, Biswarupa etc.; with special reference to the contribution of – Lebedeff, Ram Narayan, Madhusudan Dutta, Dinabandhu Mitra, Upendra Nath, Girish Chandra Ghosh, Amritlal Basu, D.L. Ray, Kshirad Prasad Vidyavinod , Mukunda Dash , Moti Ray , Brojen Dey , Manmatha Ray , Sachin Sengupta , Bijan Bhattacharya , Tulshi Lahiri , Utpal Dutta , Badal Sarkar , Dhananjoy Bairagi , Mohit Chattopadhyay , Manoj Mitra etc.; with special reference to the contribution of Amarendranath Dutta, Sisir Kumar Bhaduri, Satu Sen, Ahindra Chowdhury, Debnarayan Gupta, Sambhu Mitra, Amar Ghosh, Ajitesh Bandyopadhyay etc., and short history of the Group Theatre movement of Bengal etc.) And a brief history about the Dramatic activities of Tagore's house & Jorasanko theatre (Pre-Rabindranath Tagore), Tagore's own initiative, Tagore's own essays on his plays, Tagore's contributions to Bengali professional theatre, Classification of Tagore's plays, Play - productions at Jorasanko and Shantiniketan etc.

Proposed Marks Division for 3 Years B.Mus. Honours.Course
(Choice Based Credit System).
Dept.: Rabindra–Sangit, Dance & Drama, Sangit–Bhavana, V.B.
Subject : Drama and Theatre Arts.
For DISCIPLINE SPECIFIC ELECTIVE (DSE).

Total Credit Points : 24Credits.

Total Marks of the Course : 400.

➤ 20% Marks will be treated as Internal Assessment in each Course.

- Semester : V = 200 Marks

Course Numbers	Marks	Credit Point
DSE– 1 (Practical)	<u>75 (60 + 15)</u>	6
DSE– 2 (Practical)	<u>75 (60 + 15)</u>	6

Total = 12

- Semester : VI = 200 Marks

Course Numbers	Marks	Credit Point
DSE– 3 (Practical)	<u>75 (60 + 15)</u>	6
DSE– 4(Theoretical)	<u>75 (60 + 15)</u>	6

Total = 12

**N.B. : The Subject Drama and Theatre Arts. as Core discipline will offer a range of choice [as 4 Groups mentioned below] for the Discipline specific Elective (DSE) And Students may be opted only one among the above said DSE Groups.

SYLLABUS FOR B.MUS.CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)

Subject : Drama and Theatre Arts.

For DESCIPLINE SPECIFIC ELECTIVE (DSE).

** N.B. : Total Credit Points : 24 Credits.

Total Marksof the Course : i) Practical Course / Papers : 225 Marks.

ii) Theoretical Course / Papers : 75 Marks.

Total : 300 marks.

➤ 20% Marks will be treated as Internal Assessment in each Course.

PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

5th Semester: Full Marks : 150 (60 + 15 X 2) ---> Credit Point : 12 Credits.

➤ Group – A :Direction [Demonstration / Performance on Proscenium stage] : with Director's Note – book :Total Credit Points : 12 Credits. / Total Marks of the Course : 150.

Course DSE – 1 (Practical) :--->CreditPoints : 6 Credits.

• Bengali Plays : Verse [Tagore and Non–Tagore].: 75 (60 + 15) marks.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

• Bengali Plays : Non–Verse : [Tagore and Non–Tagore].:75 (60 + 15) marks.

➤ Group – B : Direction [Demonstration / Performance in Audio – Visual Mediums]: with Director's Note – book : Total Credit Points : 12 Credits / Total Marks of the Course : 150.

Course DSE–1 (Practical) :--->CreditPoints : 6 Credits.

• Bengali Audio–Plays : Verse Plays (Tagore and Non –Tagore).: Credit Points : 75 (60 + 15) marks.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

• Audio–Plays : Non–Verse Plays (Original texts or May be adaptation or dramatize in Bengali version from other language or source). : 75 (60 + 15) marks.

➤ Group – C :Direction[Demonstration / Performance in Non – Proscenium forms (Traditional and folk forms, Theatre of the oppressed; Street theatre, Third theatre, Environmental theatre, Puppet theatre or any Non –conventional theatre forms)] : with Director's Note – book : Total Credit Points : 12 Credits/Total Marks of the Course : 150.

Course DSE–1(Practical) :--->CreditPoints : 6 Credits.

• Conventional Jatra of Bengal (Text from *Pouranik*, Mythological, Historical plays). : Credit Points :75 (60 + 15) marks.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

• Modern Jatra of Bengal (Text from Historical,Sociological, Political plays etc.): 75 (60 + 15) marks.

➤ Group – D : Direction[Demonstration / Performance : Rabindra Natya] : Total Credit Points : 12 Credits / Total Marks of the Course : 150.

Course DSE–1(Practical) :--->CreditPoints : 6 Credits.

- Musical plays [*Geetinatya-s*] of Tagore : 75 (60 + 15) marks.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

- Tagore’s plays (Rabindra Natya other than *Geetinatya& NrityaNatya*):75 (60 + 15) marks.

6thSemester: Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

- Group – A : Direction [Demonstration /Performance on Proscenium stage] : with Director’s Note – book : Total Credit Points : Credits. / Total Marks of the Course : 150.

Course : DSE – 3 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Bengali Plays : Non–Verse : [Original texts or adaptation in Bengali version].: 75 (60 + 15) marks.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : 75 (60 + 15) marks.

- Group – B : Direction [Demonstration / Performance in Audio – Visual Mediums] : with Director’s Note – book : Total Credit Points : 12 Credits / Total Marks of the Course : 150.

Course DSE–3 (Practical) : ---> Credit Point : 6 Credits.

- Tele – Play / Film making :75 (60 + 15) marks.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : 75 (60 + 15) marks.

- Group – C : Direction[Demonstration / Performance in Non – Proscenium forms (Traditional and folk forms, Theatre of the oppressed; Street theatre, Third theatre, Environmental theatre, Puppet theatre or any Non – conventional theatre forms)] : with Director’s Note – book : Total Credit Points : 12 Credits/ Total Marks of the Course : 150.

Course DSE–3 (Practical) : ---> Credit Point : 6 Credits.

- Non – Proscenium forms :75 (60 + 15) marks.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : 75 (60 + 15) marks.

- Group – D : Direction[Demonstration / Performance] : Rabindra Natya : Total Credit Points : 12 Credits / Total Marks of the Course : 150.

Course DSE–3 (Practical) : ---> Credit Point : 6 Credits.

- Dance – dramas [*Nritya Natya-s*] of Tagore :75 (60 + 15) marks.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : 75 (60 + 15) marks.

SYLLABUS FOR B. MUS. CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)
Subject : Drama and Theatre Arts.

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For DISCIPLINE SPECIFIC ELECTIVE (DSE).

** N.B. : Total Credit Points : 24 Credits.

Total Marksof the Course : i) Practical Course / Papers : 225 Marks.

ii) Theoretical Course / Papers : 75 Marks.

Total : 300 marks.

➤ 20% Marks will be treated as Internal Assessment in each Course.

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PROPOSED AREAS OF STUDIES THEORETICAL AND PRACTICAL COURSES / PAPERS.

5th Semester: Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

➤ Group – A : Direction [Demonstration / Performance on Proscenium stage] : with Director's Note – book : Total Credit Points : 12 Credits. / Total Marks of the Course : 150.

Course DSE – 1 (Practical) :--->CreditPoints : 6 Credits.

• Bengali Plays : Verse [Tagore and Non-Tagore].: 75 (60 + 15) marks.

*N.B. : This Course DSE – 1 [Practical paper] divided into two(2) parts i.e. Performance in a short scene / pieces And Prepare the Director 's Note – Book.

[with reference to Character ; protagonist-antagonist-pivotal character-allied agents-background agents, Character-dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound, light, set – design, costume & make –up etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[Scene /pieces from Tagore or Non – Tagore's Verse plays to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept.].

Practical : i) Directing a short -- scenes / pieces = 40 marks .

ii) Director's Note – Book = 20 marks .

Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet-Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept . 10 to 12 days before the Exams.).

ii) Director's Note – Book : Each student director is required to submit the Director's Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director's note – book should contain his / her interpretation of the given play , the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues , set – design & its ground – plan , properties & requisitions , light – scheme , sound

& background music – scheme , plan of make – up & costume design etc. along with the detail moves . This Director’s note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

- Bengali Plays : Non –Verse : [Tagore and Non –Tagore].: 75 (60 + 15) marks.

*N.B. : This Course DSE – 2 [Practical paper] divided into two(2) parts i.e. Performance in a short scene / pieces And Prepare the Director ‘s Note – Book. [with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound, light, set – design, costume & make –up etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.
[Scene /pieces from Tagore or Non – Tagore’s Non – Verse plays to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept .].

Practical : i) Directing a short -- scene / pieces = 40 marks .
ii) Director’s Note – Book = 20 marks .
Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.).

ii) Director’s Note – Book : Each student director is required to submit the Director’s Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity. This Director’s Note – book should contain his / her interpretation of the given play, the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues, set – design & its ground – plan, properties and requisitions, light – scheme, sound & background music – scheme , plan of make – up & costume design etc. along with the detail moves. This Director’s Note – book is required to be submitted by the student in the Examination Hall before the Practical Exams .

➤ Group – B : Direction [Demonstration / Performance in Audio – Visual Mediums : with Director’s Note – book : Total Credit Points : 12 Credits / Total Marks of the Course : 150.

Course DSE–1 (Practical) :--->CreditPoints : 6 Credits.

- Bengali Audio–Plays : Verse Plays (Tagore and Non –Tagore) : Credit Points : 75 (60 + 15) marks.

*N.B. : This Course DSE – 1 [Practical paper] divided into two(2) parts i.e. Audio Performance in a short scene / pieces And Prepare the Director ‘s Note – Book. [with reference to Character; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song,

Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound and light, set – design, costume & make –up etc. if required].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[Scene /pieces from Tagore or Non – Tagore’s Verse plays to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept .].

Practical :i) Directing a short -- scene / pieces = 40 marks .

ii) Director’s Note – Book = 20 marks .

Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.

ii) Director’s Note – Book : Each student director is required to submit the Director’s Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director’s note – book should contain his / her interpretation of the given play , the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues, Verbal notations, sound & background music – scheme etc. This Director’s note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

- Audio–Plays : Non–Verse Plays Original or May be adaptation or dramatize in Bengali version from other language or source). : 75 (60 + 15) marks.

*N.B. : This Course DSE – 2 [Practical paper] divided into two(2) parts i.e. Audio Performance in a short scene / pieces And Prepare the Director ‘s Note – Book.

[with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound and light, set – design, costume & make –up etc. if required].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[Scene /pieces from Tagore or Non – Tagore’s Non –Verse plays to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept .].

Practical :i) Directing a short -- scene / pieces = 40 marks .

ii) Director’s Note – Book = 20 marks .

Total = 80 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the

Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.

ii) Director's Note – Book : Each student director is required to submit the Director's Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director's note – book should contain his / her interpretation of the given play , the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues, Verbal notations, sound & background music – scheme etc. This Director's note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

➤ Group – C : Direction [Demonstration / Performance in Non – Proscenium forms (Traditional and folk forms, Theatre of the oppressed; Street theatre, Third theatre, Environmental theatre, Puppet theatre or any Non – conventional theatre forms)] : with Director's Note – book : Total Credit Points : 12 Credits/ Total Marks of the Course : 150.

Course DSE–1(Practical) :--->CreditPoints : 6 Credits.

- Conventional Jatra of Bengal (Text from *Pouranik*, Mythological, Historical plays) :Credit Points : 75 (60 + 15) marks.

*N.B. : This Course DSE – 1 [Practical paper] divided into two(2) parts i.e. Non – Proscenium Performance in a short scene / pieces And Prepare the Director 's Note – Book.

[with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound and light, set – design, costume & make –up etc. if required].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[Scene /pieces from Conventional Jatra of Bengal to be selected as mentioned above by the Dept. from time to time or chosen by the student with the approval of the Dept .].

Practical : i) Directing a short -- scene / pieces = 40 marks .
ii) Director's Note – Book = 20 marks .
Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.

ii) Director's Note – Book : Each student director is required to submit the Director's Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director's note – book should contain his / her interpretation of the

given play, the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues, Verbal notations, sound & background music – scheme etc. and light, set – design, costume & make –up etc. if required, This Director’s Note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

Course DSE–2(Practical) :--->CreditPoints : 6 Credits.

- Modern Jatra of Bengal (Text from Historical, Sociological, Political plays etc.): 75 (60 + 15) marks.

*N.B. : This Course DSE – 2 [Practical paper] divided into two(2) parts i.e. Non – Proscenium Performance in a short scene / pieces And Prepare the Director ‘s Note – Book.

[with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound and light, set – design, costume & make –up etc. if required].

* N. B.: Assessment of Class – Works to be made jointly by the teachers concerned}.

[Scene /pieces from Modern Jatra of Bengal to be selected as mentioned above by the Dept. from time to time or chosen by the student with the approval of the Dept.].

Practical : i) Directing a short -- scene / pieces = 40 marks .

ii) Director’s Note – Book = 20 marks .

Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.

ii) Director’s Note – Book : Each student director is required to submit the Director’s Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director’s note – book should contain his / her interpretation of the given play, the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues, Verbal notations, sound & background music – scheme etc. and light, set – design, costume & make –up etc. if required, This Director’s note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

➤ Group – D :Direction[Demonstration / Performance : Rabindra Natya :

Total Credit Points : 12Credits / Total Marks of the Course : 150.

Course DSE–1 (Practical) :--->CreditPoints : 6 Credits.

- Musical plays [*Geetinatya*-s] of Tagore : 75 (60 + 15) marks.
 - a. Songs of *Geetinatya*-s (excerpt from *Balmiki Pratibha, KaalMrigaya, Mayer Khela, Geetabhinaya*, Songs related with acting etc.
 - b. Accompaniment of *Geetinatya*.
 - c. Stage décor : Planning and execution of one of the *Geetinatya*.

- d. Acting with songs with reference to *Dhananjay Bairagi*, *Thakurda*, *Surangama* etc.

Course DSE–2 (Practical) :--->CreditPoints : 6 Credits.

- Tagore's plays (Rabindra Natya other than *Geetinatya&NrityaNatya*) :75 (60 + 15) marks.

A. Direction and Acting :Excerpt from following plays.

- Visarjan / Raja O Rani / Maltni.*
 - Raja – Arupratan – Shyapmochan.*
 - Phalguni / Saradotsaba.*
- Raktakarabi / Dakghar.*
 - TasherDesh.*
 - Hasyakoutuk, Vyangakoutuk.*
 - Natir Puja / Chandalika.*
 - Shishutirtha.*

B. Critical appreciation of the Tagore's plays.

6thSemester: Full Marks : 150 (120 + 30) ---> Credit Point : 12 Credits.

- Group – A : Direction [Demonstration /Performance on Proscenium stage]
: with Director's Note – book : Total Credit Points : Credits. /
Total Marks of the Course : 150.

Course : DSE – 3 (Practical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Bengali Plays : Non – Verse : [Original or adaptation in Bengali version). : 75 (60 + 15) marks.

*N.B. : This Course DSE – 3 [Practical paper] divided into two(2) parts i.e. Performance in a short scene / pieces And Prepare the Director 's Note – Book.

[with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound, light, set – design, costume & make –up etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[Scene /pieces from Tagore or Non – Tagore's Non –Verse plays to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept .].

Practical : i) Directing a short -- scene / pieces = 40 marks .

ii) Director's Note – Book = 20 marks .

Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept . 10 to 12 days before the Exams.

ii) Director's Note – Book : Each student director is required to submit the Director's Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director's note – book should contain his / her interpretation of the given play , the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues , set – design & its ground – plan , properties & requisitions , light – scheme , sound & background music – scheme , plan of make – up & costume design etc. along with the detail moves . This Director's Note – book is required to be submitted by the student in the Examination Hall before the Practical Exams .

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : 75 (60 + 15) marks.

[Brief knowledge about Theory of Direction, Different kinds of methods, schooling, Conventions etc., Brief history of play productions of India & abroad, Fundamentals of Direction with special reference to the contribution of Duke of Saxe-Meiningen, Konstantin Stanislavsky, Vladimir Nemirovich-Danchenko, David Belasco, Adolphe Appia, Gordon Craig, Vsevolod Meyerhold, Eugene Vakhtangov, G. B. Shaw, Bertolt Brecht, Peter Brook, Dario Fo, Franka Rame, Augusto Boal, Jerzy Grotowski, Girish Chandra Ghosh,

Amarendra Nath Datta, Sisir Kumar Bhaduri, Utpal Dutt, Bijan Bhattacharya, Sambhu Mitra, Badal Sircar, Ajitesh Bandyopadhyay, Safdar Hasmi etc. and Rabindra Nath Tagore., Brief knowledge on Play – Criticism and appreciations, Brief knowledge on Proscenium – stage, production designing etc.].

- Group – B : Direction [Demonstration / Performance in Audio – Visual Mediums] : with Director’s Note – book : Total Credit Points : 12 Credits / Total Marks of the Course : 150.

Course DSE–3 (Practical) : ---> Credit Point : 6 Credits.

- Tele–Play/ Film making : The Screen – plays may be Original or adaptation or dramatized in Bengali version from other language or source) : 75 (60 + 15) marks

*N.B. : This Course DSE – 3 [Practical paper] divided into two(2) parts i.e. Performance of a short scene / pieces in Audio – Visual Mediums And Prepare the Director ‘s Note – Book cum Working script for shooting including shot divisions etc.

[with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound, light, set – design, costume & make –up etc., and Camera positions, shot divisions etc.].

{ * N . B. : Assessment of Class – Works to be made jointly by the teachers concerned }.

[Scene /pieces from Tagore or Non – Tagore’s Non –Verse plays to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept.].

Practical : i) Directing / making or taking a short -- scene / pieces = 40 marks .

ii) Director’s Note – Book / Working script = 20 marks .

Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct or making the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.

ii) Director’s Note – Book / Working script for shooting including shot divisions etc. : Each student director is required to submit the Director’s Note – Book (production script) / Working script for shooting including shot divisions etc. of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity. This Director’s note – book should contain his / her interpretation of the given play , the style of production and detailed analysis of the characters in addition to *khanda*, *mandala*, emotional values of the dialogues, set – design & its ground – plan, properties & requisitions, light – scheme , sound & background music – scheme , plan of make – up & costume design etc. along with the detail moves . This Director’s note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : 75 (60 + 15) marks.

[Brief knowledge about Theory of Direction, Different kinds of methods, schooling, Conventions etc., Brief history of Audio and audio – visual play productions of India and abroad, Fundamentals of Direction, Brief knowledge about Audio and Tele & film medium,

Brief knowledge about use and handling the Camera, Microphone and others apparatus related to said media, Soundknowledge on its technological different accessories etc., Brief knowledge about Play – Criticism and appreciations etc. A brief history of theatrical – productions of All India Radio and its artiste & producer –directors etc.].

- Group – C : Direction [Demonstration / Performance in Non – Proscenium forms (Traditional and folk forms, Theatre of the oppressed; Street theatre, Third theatre, Environmental theatre, Puppet theatre or any Non – conventional theatre forms)] : with Director’s Note – book : Total Credit Points : 12 Credits/ Total Marks of the Course : 150.

Course DSE–3 (Practical) : ---> Credit Point : 6 Credits.

- Non – Proscenium forms (Theatre of the oppressed; Street theatre, Environmental theatre, Third theatre, Puppet theatre or any Non – conventional theatre forms): 75 (60 + 15) marks.

*N.B. : This Course DSE – 3 [Practical paper] divided into two(2) parts i.e. Non – Proscenium Performance in a short scene / pieces as mentioned above And Prepare the Director ‘s Note – Book.

[with reference to Character ; protagonist–antagonist–pivotal character–allied agents–background agents, Character–dimensions, Will, Conflict, Growth, Dialogue, Song, Emotion, Rasa, Different types of acting, Costume & Make – up, Play – analysis etc., With special reference to play-criticism, acting, music, sound and light, set – design, costume & make –up etc. if required].

* N. B.: Assessment of Class – Works to be made jointly by the teachers concerned}.

[Scene /pieces from any Non – Proscenium formsto be selected as mentioned above by the Dept. from time to time or chosen by the student with the approval of the Dept.].

Practical : i) Directing a short -- scene / pieces = 40 marks .
 ii) Director’s Note – Book = 20 marks .
Total = 60 marks .

i) Directing a short -- scene / pieces : The students – director is required to direct the selected short -- scene / pieces of 15 to 30 minutes duration with the students from the Sangeet–Bhavana or other Bhavanas of the University. The script (short--scene/pieces) of the production will be provided / selected by the Dept. or chosen by the student with the approval of the Dept. 10 to 12 days before the Exams.

ii) Director’s Note – Book : Each student director is required to submit the Director’s Note – Book (production script) of the short – scene / pieces (with the prior acceptance of the dept.) Directed by himself / herself and which he / she has participated in any capacity . This Director’s note – book should contain his / her interpretation of the given play , the style of production and detailed analysis of the characters in addition to *khanda, mandala*, emotional values of the dialogues, Verbal notations, sound & background music – scheme etc. and light, set – design, costume & make –up etc. if required, This Director’s note – book is required to be submitted by the student in the Examination Hall before the Practical Exams.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course: 75 (60 + 15) marks.

[Brief knowledge about Theory of Direction, Different kinds of methods, schooling, Conventions etc., Brief history of play productions of India and abroad, Fundamentals of Direction with special reference to the contribution of Bertolt Brecht, Peter Brook, Dario Fo, Franka Rame, Augusto Boal, Jerzy Grotowski, Mukunda Dash, Moti Ray, Manmatha Ray, Brojen Dey, Sachin Sengupta, Utpal Dutt, Bijan Bhattacharya, Sambhu Mitra, Ajitesh Bandyopadhyay, Badal Sircar, Amar Ghosh, Safdar Hasmi etc. and Rabindra Nath Tagore., Brief knowledge on Play – Criticism and appreciations, Brief knowledge on Proscenium – stage, production designing etc.].

- Group – D : Direction [Demonstration / Performance : Rabindra Natya :
Total Credit Points : 12 Credits / Total Marks of the Course :
150.

Course DSE–3 (Practical) : ---> Credit Point : 6 Credits.

- Dance – dramas [*Nritya Natya-s*] of Tagore: 75 (60 + 15) marks.
 - a. Excerpt from *Nritya Natya-s*; *Chitrangada*, *Chandalika*, *Shyama*.
 - b. Make –up and Costume of *Nritya Natya*.
 - c. Stage lighting: Planning and execution of one of the *Nritya Natya*.

Course : DSE – 4 (Theoretical) : Marks 75 (60 + 15) ---> Credit Point : 6 Credits.

- Theoretical Course : Tagore's plays (Rabindra Natak) : 75 (60 + 15) marks.

a. Tagore's plays (Rabindra Natak) :

- I. Texts.
- II. Relevance the then time.
- III. Pedagogy.
- IV. Application.
- V. Acting.

b. Tagore's plays (Rabindra Natak) :

I. Types of Tagore's plays.

- II. Specialties.
- III. Suitability of acting.
- IV. Productions.

c. Tagore's plays (Rabindra Natak) :

I. In translations.

- II. From text to script.
- III. Approaches in different media.
- IV. Popularity.

d. Tagore's plays (Rabindra Natak) :

I. Theme and messages.

- II. Contemporary relevance.

III. The essay *Rangamancho* Tagore and its practising in *Santiniketan*.

IV. Selected texts from *Geetnatya* to *Visarjan*, *Saradotsaba* to *Phalguni*, *Tasher Desh* to *Nritya Natya*.

References texts : *Geetnatya – Saradotsaba – Tasher Desh*, *Visarjan*, *Nritya Natya*.

List of the Reference Books for
3 Years B. Mus. Honours Courses : Core Course, DSE and GE.

: Reference Books [Bengali Version] :

1. *Bharata Natyashasrta* [Translation] – Dr.SureshchandraBandyapadhyay.
2. *Abhinay Darpan* – Sagar Nandin [Translation].
3. *NatakONatakiyatta* – Dr.Sadhan Kumar Bhattacharya.
4. *NatyatattaMimangsha* – Dr.Sadhan Kumar Bhattacharya.
5. *NatyaSahityerAalochanaONatakaBichar* – Dr.Sadhan Kumar Bhattacharya.
6. *NatakerRupReeti O Prayaga* – Dr.Sadhan Kumar Bhattacharya.
7. *Aristatoler Poetics O Sahitya Tatta* – Dr.Sadhan Kumar Bhattacharya.
8. *NatyaTattaBichaar* –Dr. Durga Shankar Mukhopadhyay.
9. *SwarOBakReeti*– Dr.Gouri Shankar Bhattacharya.
10. *Abhinay Shilpa : Kanthaswar O Uchcharan* – AnjanDashgupta.
11. *Deher Bhasha* – AnjanDashgupta.
12. *Prasanga :Abhinay* – Ashok Mukhopadhyay.
13. *Nataka Abhinaya* – Prakash Nandy.
14. *NatakaParichalana* – Prakash Nandy.
15. *ChayerDhonya* –Utpal Dutta.
16. *StanislavoskyeerAbhinayTatta* –Utpal Jha.
17. *KakeBaleNatyakala* – Shambhu Mitra.
18. *PrasangaNatya* – Shambhu Mitra.
19. *SanmargaSamparja* – Shambhu Mitra.
20. *Abhinay, ProjojanaOParichalana* – Dr.Bibhuti Mukhopadhyay.
21. *PashchimerNataka : Thespis theke Garrick* – Shib Mukhopadhyay.
22. *PashchimerNataka : Ibsen theke Albee* – Rudra Prasad Sengupta.
23. *BishwaRangalayaONataka*– Dr. Geeta Sengupta.
24. *AdhunikBishwaNatya Pratibha* – Dr. Jiban KrishanaBandyapadhyay.
25. *PachinNatyaPrasnaga* : Avanti Kumar Sanyal.
26. *TilattamaShilpa* : Kumar Roy.
27. *JapaniNatyakala* – Prakash Nandy.
28. *KalidasaOBhababhuti* – D. L. Roy.
29. *BharatiyaNatyaveda O Bangla Nataka* – Sachchidananda Mukhopadhyay.
30. *PrachinBharaterNatyakala* –Mana Mohan Ghosh.
31. *PrachinBharatiyaNataka O Theatre* – Dr. Ranjit Kumar Mitra.
32. *Bangla NatyaReeti : Vikash O Vaichitra* – Dr.BishnuBasu.
33. *Babu Theatre* – Dr.BishnuBasu.
34. *NatmanchaNatyarup* :Pabitra Sarkar.
35. *Bangla NatakerItihas* :Dr.Ajit Kumar Ghosh.
36. *Bangla NatyaSahityerItihas* [2 Vol.] – Dr. Ashutosh Bhattacharya.
37. *BangiyaNatyashalarItihas* :Brojendranath Bandyopadhyay.
38. *EkshoBachharerNatyaPrasanga* – Deb Narayan Gupta.
39. *BanglarNatnatee*[4 Vol.] – Deb Narayan Gupta.
40. *Kolkatar Theatre*[2 Vol.] – Shankar Bhattacharya.
41. *Bangla Rangalaya O Sisir Kumar* – Hemandra Kumar Roy.
42. *SoukhinNatyakalaye Rabindranath* – Hemandra Kumar Roy.
43. *Rabindra NatyaParikrama* –Upendranath Bhattacharya.
44. *Rabindra NatyaPrabaha* – PramathaNathBishi.

45. *NatyaBhavitavya O Rabindranath* – Kumar Ray.
46. *KalerMatra O Rabindranath* – Sankha Ghosh.
47. *Rangamancha O Rabindranath* – Dr. Rudra Prasad Chakravorty.
48. *Rabindranath OSadharanaRangalaya*– Harindranath Dutta.
49. *RabindranatherGeetinatyaONrityanatya* – Pranay Kumar Kundu.
50. *Kabir Abhinaya*– Avanti Kumar Sanyal.
51. *Thakurbarir Abhinaya*– Dr.Ajit Kumar Ghosh.
52. *Bangla LokanatyaSamikskha* –Dr.Gouri Shankar Bhattacharya.
53. *NatyaAandyalanerTreeshBachhar*– Sunil Dutta.
54. *Annadhar Theatre*– Sandhya Dey.
55. *PataDeepDhwani*– Amar Ghosh.
56. *RangamachaSthapatya*– Koushik Sanyal.
57. *Mancha DrishyerParikalpanaONirman*– Dr. Ranjit Kumar Mitra.
58. *Theatardrishyer Vikash O Samiksha* –Dr. Ranjit Kumar Mitra.
59. *AngarachanarRupReeti O Prayaga*– Dr. Ranjit Kumar Mitra.
60. *Rangamancha [VichitraPrabandhya]* – Rabindranath Tagore.

: Reference Books [English Version] :

1. Aristotle : On the Art of Poetry – Ingram Bywater.
2. The Theatre and Dramatic Theory – A. Nicoll.
3. The Theory of Drama – A. Nicoll.
4. World Drama – A. Nicoll.
5. The Development of Theatre – A. Nicoll.
6. Masters of Drama – John Gassner.
7. Theatre in Our Times – John Gassner.
8. Technique of the Drama – F. Gustav.
9. Greek Tragedy – H. D.F.Kitto.
10. Shakespearean Tragedy – A.C.Bradley.
11. The Elements of Drama – J. L. Styan.
12. Twentieth Century Drama – B. Gascigre.
13. The Theatre – S. Cheney.
14. History of the Theatre – Fredly and Reeves.
15. Tragedy – F. L. Lucus.
16. The Stage is Stage – Lee Simonson.
17. Theatrical Set Design – Devid Welker.
18. Stage Lighting Controls – Ulf. Sandstrom.
19. Essential of Stage Lighting – H. D. Sellman.
20. My Life in Art – C . Stanislavsky.
21. Building A Character – C . Stanislavsky.
22. An Actor Prepares – C . Stanislavsky.
23. Improvisation – J. Hodgson and F. Richards.
24. Theatre of B. Brecht – J. Willett.
25. The Third Theatre – Badal Sircar.
26. Producing the Play – John Gassner.
27. The Art of Actor – C. Coquelin.
28. Directors on Directing – T. Coley and H. Chinoy.
29. Actors on Acting – T. Coley and H. Chinoy.
30. Movement , Voice and Speech – A. M. Harner.
31. Stage Make-up – R. Corson.

32. *Natya Shastra : Bharata* [2 Vol.] – M. M. Ghosh.
33. The Sanskrit Theatre – A. B. Keith.
34. Traditions of Indian Theatre – M. L. Varadpande.
35. The Bengali Theatre – K. Raha.
36. History of Calcutta Theatre – S. K. Mukhopadhyay.
37. The Indian Theatre – M. R. Anand.
38. Indian Drama – Publication Division, Govt. of India.
39. Sanskrit Drama and Dramaturgy – B. Bhattacharya.
40. Indian Costume – G. S. Ghurya.

Proposed Marks Division for 3 Years B.Mus. Honours.Course
(Choice Based Credit System).
Dept.: Rabindra–Sangit, Dance & Drama, Sangit–Bhavana, V.B.
Subject : Drama and Theatre Arts.

FOR **SKILL ENHANCEMENT COURSE (SEC)**.
Title of the Course : Electricity and its Use.

Total Credit Points : 4Credits.

Total Marks of the Course : 50.

- Semester : III = 25 Marks.

Course Numbers	Marks	Credit Point
SEC– 1 (Practical)	25	2

Total = 2

- Semester : IV = 25 Marks

Course Numbers	Marks	Credit Point
SEC– 2 (Practical)	25	2

Total = 2

SYLLABUS FOR B.MUS.CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)
Subject : Drama and Theatre Arts.

FOR **SKILL ENHANCEMENT** COURSE (SEC).

Title of the Course : Electricity and its Use.

** N.B. : Total Credit Points : 4 Credits.

Total Marksof the Course : i) Practical Course / Papers : 40 Marks.

ii) Viva – Voce and Project – work : 10 Marks.

Total : 50 Marks.

PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

3rd Semester: Full Marks : 25---> Credit Point : 2Credits.

Course : SEC–1(Practical & Viva–voce) : Marks : 25–>CreditPoint:2 Credits

- Electricity : Circuits and Wiring : with reference to house–hold and Stage–lighting] :
: 25marks.

4th Semester: Full Marks : 25---> Credit Point : 2Credits.

Course : SEC–1(Practical & Viva–voce) : Marks : 25–>CreditPoint:2 Credits

- Electricity : Project–work and execution of the Circuits : with reference to house–hold
and Stage–lighting :25marks.

SYLLABUS FOR B.MUS.CHOICE BASED CREDIT SYSTEM.
(3 YEARS COURSE)

Subject : Drama and Theatre Arts.

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FOR SKILL ENHANCEMENT COURSE (SEC).

Title of the Course : Electricity and its Use.

** N.B. : Total Credit Points : 4 Credits.

Total Marksof the Course : i) Practical Course / Papers : 40 Marks.

ii) Viva – Voce and Project – work : 10 Marks.

Total : 50 Marks.

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PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

3rd Semester: Full Marks : : 25---> Credit Point : 2Credits.

Course : SEC–1(Practical & Viva–voce) : Marks : 25 CreditPoint:2 Credits

- Electricity : Circuits and Wiring : with reference to house–hold and Stage–lighting : : = 25marks.

*N.B. : This Course SEC – 1 [Practical paper] divided into two(2) Parts as Viva–voce / Oral and Practicalas follows –

1. Viva–voce / Oral : 10 marks.

2. Drawing and Execution of the Circuits /Practical : 15 marks.

[Fundamentals and basic knowledge of Electricity, Electrical Terms and Definitions, Potentiality & Voltage; Ohm’s law – its verifications, Series & Parallel combination of resistances and specific resistance; Watt, Kilowatts, and calculation of Fan, Light, Plug–points etc; A.C. and D.C. cycles, Frequency and Phases; Wire, Cables and their grade size & shape, Current carrying capacity, Positive – Negative and Neutral wire, Close and Open circuit. Electrician’s Hand – Tools & accessories, Instruments and different kinds of wirings, Electrical signs and symbols, Safety precautions, Protective Devices, Electrical Fuses and their Importance, Checking supply of electricity; System, layouts and calculation of Distribution & Sub – distribution Boards, Working knowledge of lumens required for different places and their calculation, table of lumens; Uses of different kinds of electrical gadgets, meters, transformers, different kinds of dimmers, different between house – hold wirings & stage – lighting wirings and its circuits,different types of VIR wires, Elementary knowledge of Magnetism, prevention and treatment for the Electrical shocks, Indian Electricity Rules etc. Drawing and making some preliminary circuits like Calling – bell and Battery, Test – lamp, house – hold circuits with lamp, fan and plug – points etc.].

**Sub –Text : Using the above mentioned elements and items in the practical works.

4th Semester: Full Marks : 25 ---> Credit Point : 2Credits.

Course : SEC–2(Practical & Viva–voce) : Marks 25 CreditPoint:2 Credits.

- Electricity : Project–work and execution of the Circuits with reference to house–hold and Stage–lighting : 25 marks.

*N.B. : This Course SEC – 1 [Practical paper] divided into two(2) Parts as Project work on Electrical circuits and Practical as follows –

1. Project – Work on Electrical –circuits: 10 marks.

2. Execution of the Circuits / Practical : 15 marks.

[Project – work on House – hold circuits, Stage – lighting circuits etc., Execution of the different kinds of house–hold and Stage–lighting circuits like Wire up the lamp//amps with single – way / two – way / multiple – way switch(s)., wire up the complete house – hold circuits with single / multiple Lamps, Fan(s), Plug – point(s), Indicator – lamp(s) and its

different uses, Functions of different kinds of Control – board with & without Indicators, Volt – meter, Ampere – meter, Watt – meter, Dimmers, Flood – lights, spot – lights etc.].

**Sub –Text : Using the above mentioned elements and items in the practical works.

Project – Work: I. Each student is required to submit an Project – Work at the time of final examination.

II. The topic of the project – work will be provided / selected by the dept. 10 to 12 days before the final examination. The topic of the project – work are to be provided /selected by the dept. from time to time or chosen by the student with the approval of the dept.] .

: Name of the Reference Books for SEC:

1. Introduction to Electricity : H. F. Boullind [English].
2. Elements of Electrical Gadgets (Part – IV) : K. B. Bhatia [English].
3. Lighting the Stage : P. Corry [English].
4. Technique of Stage Lighting : R. G. Williams [English].
5. *Electrical Engineering* :Ganendra Chandra Basu [Bengali].
6. *Adhunik Electric Wiring, Repairing O Engineering Siksha* : SadhucharanSheel [Bengali].
7. *Pat – Deep – Dhvani* : Amar Ghosh [Bengali].



Visva-Bharati, Sangit-Bhavana
Department of Rabindra Sangit, Dance & Drama
CURRICULUM FOR UNDERGRADUATE COURSE
CHOICE BASED CREDIT SYSTEM

SKILL ENHANCEMENT COURSES (SECC)

Syllabus; Optional Disciplines

Sl.No	Course	Semester	Credit	Marks	Full Marks
1.	Skill Enhancement Compulsory Course – SECC 02 Courses Theoretical/Practical	III-IV	2X2=4	2X25	50
Total	Courses 2	Semester III, IV	Credits 4	25X2	50

Yoga.

Sem - III

SECC– 1 (Theory)

CREDITS-2

MARKS =25

- a. History of Yoga.
- b. Yogadarsan
- c. Mordern development of Yoga.
- d. Yoga and Music.

Sem – IV

SECC– 2 (Theory)

CREDITS-2

MARKS =25

- a. Ayurveda and Yoga.
- b. Yogic diet.
- c. Yoga therapy.
- d. Yoga and Dance.

Tabla

Sem - III
SECC– 1 (Practical) CREDITS-2 MARKS =25

- a. Ability to play principal varnas of Tabla with proper fingering.
- b. Knowledge of playing Dadra, Kaharwa and Teental (Theka only).
- c. Ability to recite the above mentioned talas with claping in hands.
- d. Knowledge of simple compositions like Kayeda (2) and Theka (2).

Sem - IV
SECC– 2 (Practical) CREDITS-2 MARKS =25

- a. Ability to play Teental (VilambitTheka), Rupak and only Theka of all talas (6) introduced by Rabindranath Tagore.
- b. Two Kayda in Teental.
Two Theka in Teental.
One Laggi in Dadra &Kaharwa respectively.
- c. Knowledge of accompaniment with songs in following talas: - Teental, Dadra, Kaharwa.
- d. Playing Dwigun&Chogun in following Talas: - Teental, Ektal.

Kathakali Costume and Make-up

Sem - III
SECC– 1 (Theoretical) CREDITS-2 MARKS =25

- a. Pacha-character Costume and Make-up design.
- b. Kathi-character Costume and Make-up design.
- c. Pacha-character Costume and Make-up detail study.
- d. Kathi-characterCostume and Make-up detail study.

Sem - IV
SECC– 2 (Theoretical) CREDITS-2 MARKS =25

- a. Tadi-character Costume and Make-up design
- b. Minukku-character Costume and Make-up design
- c. Tadi-character Costume and Make-up detail study.
- d. Minukku-character Costume and Make-up detail study.

Title of the Course :Electricity and its Use.

** N.B. : Total Credit Points : 4 Credits.

Total Marksof the Course : i) Practical Course / Papers : 40 Marks.

ii) Viva – Voce and Project – work :10 Marks.

Total :50 Marks.

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PROPOSED AREAS OF STUDIES TEORETICAL AND PRACTICAL COURSES / PAPERS.

3rdSemester: Full Marks :25---> Credit Point : 2Credits.

Course : SEC–1(Practical &Viva–voce) : Marks : 25-->CreditPoint:2 Credits

- Electricity : Circuits and Wiring : with reference to house–hold and Stage–lighting] : : 25marks.

4thSemester: Full Marks :25---> Credit Point : 2Credits.

Course : SEC–1(Practical &Viva–voce) : Marks : 25-->CreditPoint:2 Credits

- Electricity : Project–work and execution of the Circuits : with reference to house–hold and Stage–lighting :25marks.

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PROPOSED AREAS OF STUDIES THEORETICAL AND PRACTICAL COURSES / PAPERS.

3rd Semester: Full Marks : : 25---> Credit Point : 2Credits.

Course : SEC-1(Practical & Viva-voce) : Marks : 25 CreditPoint:2 Credits

- Electricity : Circuits and Wiring : with reference to house-hold and Stage-lighting : : = 25marks.

*N.B. : This Course SEC – 1 [Practical paper] divided into two(2) Parts as Viva-voce / Oral and Practical as follows –

1. Viva-voce / Oral : 10 marks.

2. Drawing and Execution of the Circuits / Practical : 15 marks.

[Fundamentals and basic knowledge of Electricity, Electrical Terms and Definitions, Potentiality & Voltage; Ohm's law – its verifications, Series & Parallel combination of resistances and specific resistance; Watt, Kilowatts, and calculation of Fan, Light, Plug-points etc; A.C. and D.C. cycles, Frequency and Phases; Wire, Cables and their grade size & shape, Current carrying capacity, Positive – Negative and Neutral wire, Close and Open circuit. Electrician's Hand – Tools & accessories, Instruments and different kinds of wirings, Electrical signs and symbols, Safety precautions, Protective Devices, Electrical Fuses and their Importance, Checking supply of electricity; System, layouts and calculation of Distribution & Sub – distribution Boards, Working knowledge of lumens required for different places and their calculation, table of lumens; Uses of different kinds of electrical gadgets, meters, transformers, different kinds of dimmers, different between house – hold wirings & stage – lighting wirings and its circuits, different types of VIR wires, Elementary knowledge of Magnetism, prevention and treatment for the Electrical shocks, Indian Electricity Rules etc. Drawing and making some preliminary circuits like Calling – bell and Battery, Test – lamp, house – hold circuits with lamp, fan and plug – points etc.].

**Sub –Text : Using the above mentioned elements and items in the practical works.

4th Semester: Full Marks : 25 ---> Credit Point : 2Credits.

Course : SEC-2(Practical & Viva-voce) : Marks 25 CreditPoint:2 Credits.

- Electricity : Project-work and execution of the Circuits with reference to house-hold and Stage-lighting : 25 marks.

*N.B. : This Course SEC – 1 [Practical paper] divided into two(2) Parts as Project work on Electrical circuits and Practical as follows –

1. Project – Work on Electrical –circuits: 10 marks.

2. Execution of the Circuits / Practical : 15 marks.

[Project – work on House – hold circuits, Stage – lighting circuits etc., Execution of the different kinds of house-hold and Stage-lighting circuits like Wire up the lamp//amps with single – way / two – way / multiple – way switch(s)., wire up the complete house – hold circuits with single / multiple Lamps, Fan(s), Plug – point(s), Indicator – lamp(s) and its different uses, Functions of different kinds of Control – board with & without Indicators, Volt – meter, Ampere – meter, Watt – meter, Dimmers, Flood – lights, spot – lights etc.].

**Sub –Text : Using the above mentioned elements and items in the practical works.

Project – Work: I. Each student is required to submit an Project – Work at the time of final examination.

II. The topic of the project – work will be provided / selected by the dept. 10 to 12 days before the final examination. The topic of the project – work are to be provided /selected by the dept. from time to time or chosen by the student with the approval of the dept.] .

: Name of the Reference Books for SEC:

1. Introduction to Electricity : H. F. Boullind [English].
2. Elements of Electrical Gadgets (Part – IV) : K. B. Bhatia [English].
3. Lighting the Stage : P. Corry [English].
4. Technique of Stage Lighting : R. G. Williams [English].
5. *Electrical Engineering* :Ganendra Chandra Basu [Bengali].
6. *Adhunik Electric Wiring,Repairing O Engineering Siksha* : SadhucharanSheel [Bengali].
7. *Pat – Deep – Dhvani* : Amar Ghosh [Bengali].



Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

CURRICULUM FOR UNDERGRADUATE COURSE
CHOICE BASED CREDIT SYSTEM

S.No.	COURSE	SEMESTER	CREDITS	MARKS	FULL MARKS
1	Core Course 14 Courses 08 Courses Practical 06 Courses Theoretical	I –VI	14X6=84	14X75	1050
2	Discipline Specific Elective Course (DSE) 04 Courses 03 Courses Practical 01 course Theoretical	V- VI	4X6=24	4X75	300
3	Generic Elective Course (GEC) 04 Courses 03 Courses Practical 01 Course Theoretical	I-IV	4X6=24	4X75	300
4	Skill Enhancement Compulsory Course (SECC) 02 Courses Theoretical	III-IV	2X2=4	2X25	50
5	Ability Enhancement Compulsory Course (AECC) 02 Courses Theoretical	I-II	2X2=4	2X25	50
6	Foundation Course (Tagore Studies) 02 Courses Theoretical	I-II	2X4=8	2X50	100
	Total: 26+2=28 Courses	-	-	-	1850

**CHOICE BASED CREDIT SYSTEM B.MUS (HONS) IN
HINDUSTHANI CLASSICAL MUSIC (VOCAL) COURSE AND
MARKS DISTRIBUTION STRUCTURE**

SEM	Core course		AECC		SECC		DSE		GEC		TS	Total
	Prac	Theo	Prac	Theo	Prac	Theo	Prac	Theo	Prac	Theo	Theo	
I	75	75	-	25	-	-	-	-	75	-	50	300
II	75	75	-	25	-	-	-	-	75	-	50	300
III	150	75	-	-	-	25	-	-	75	-	-	325
IV	150	75	-	-	-	25	-	-	-	75	-	325
V	75	75	-	-	-	-	150	-	-	-	-	300
VI	75	75	-	-	-	-	75	75	-	-	-	300
Total	600	450	-	50	-	50	225	75	225	75	100	1850

Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

CURRICULUM FOR UNDERGRADUATE COURSE
CHOICE BASED CREDIT SYSTEM

B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC

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CHOICE BASED CREDIT SYSTEM
B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC (VOCAL)
OUTLINE OF THE COURSE STRUCTURE

Course Code	Course Type	Course Title	Credits	Marks	Content Hrs P/W
Semester I					
CC-1	Practical	Fundamentals of Hindustani Classical Vocal Music	6	75	12
CC-2	Theoretical	General Theory 1	6	75	06
GEC- 1	Practical	Introduction to Vocal exercises ; Alankars	6	75	12
AECC-1	Theoretical	MIL/Eng/Evs	2	25	02
TS-1	Theoretical	Foundation course Tagore Studies	4	50	04
Semester II					
CC-3	Practical	Introduction to Vilambit Khayal, Tarana and Raga Identification	6	75	12
CC-4	Theoretical	General Theory 2	6	75	06
GEC-2	Practical	Concept of Raga and Tala	6	75	12
AECC-2	Theoretical	MIL/Eng/Evs	2	25	02
TS-2	Theoretical	Foundation course Tagore studies	4	50	04
Semester III					
CC-5	Practical	Introduction to Dhrupad & Dhamar	6	75	12
CC-6	Practical	Introduction to Gayaki	6	75	12
CC-7	Theoretical	History of Music, General Theory	6	75	06
GEC-3	Practical	Basic Ragas; Drut Khayal	6	75	12
SECC -1	Theoretical	Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)	2	25	02
Semester-IV					
CC-8	Practical	Dhrupad & Dhamar: Layakari	6	75	12
CC-9	Practical	Introduction to Improvisational techniques in Vilambit & Drut Khayal	6	75	12
CC-10	Theoretical	Aesthetics	6	75	06
GEC-4	Theoretical	General Theory of Hindustani Classical Vocal Music	6	75	06
SECC-2	Theoretical	Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)	2	25	02
Semester-V					
CC-11	Practical	Vilambit, Drut khayal vistar; Introduction to Thumri	6	75	12
CC-12	Theoretical	History of Music and Musicology 1	6	75	06
DSE-1	Practical	Stage Demonstration: Khayal & Dhrupad	6	75	12
DSE-2	Practical	Stage Demonstration: Khayal & Dhrupad	6	75	12
Semester-VI					
CC-13	Practical	Vilambit Khayal and Drut Khayal: vistar; Introduction to Dadra and related genres	6	75	12
CC-14	Theoretical	History of Music and Musicology 2	6	75	06
DSE-3	Practical	Raga Analysis	6	75	12
DSE-4	Theoretical	Project	6	75	6

2) Course: CC-2 (Theoretical)
Course Title: General Theory-1

Full Marks: 75 (60+15)

Credits: 6

Course objectives

- Introduction to musicological terms and historical context in Indian music
- To learn notation system

Learning Outcomes

- Ability to notate compositions and understand the importance of archiving and documentation
- Ability to articulate basic music theory in Indian music

- I. Outlines of History of Indian Music in the Ancient Period
- II. Knowledge of the Musical Instruments: Tata (Chordophone), Sushir (Aerophone), Avanaddha (Membranophone) and Ghana (Ideophone); Description and History of Tanpura
- III. Definition of the following:
Sangeet, Sangeet-Paddhati, Nada, Shruti, Swara, Grama, Murchhana, Saptak, Thata, Raga, Aroha, Avaroha, Jati, Vadi, Samvadi, Anuvadi, Vivadi, Pakad, Tala, Matra, Vibhag, Sam, Tali, Khali and Laya
- IV. Detailed theoretical knowledge of all the Ragas mentioned below:
Yaman, Bhairav, Khamaj, Kafi, Bhupali
- V. Detailed theoretical knowledge of the following Talas:
Trital, Ektal, Jhaptal, Dadra and Keharwa
- VI. Knowledge of Bhatkhande Notation System
- VII. Life history of the following personalities:
Bharat, Sharangadeva, Amir Khusro and Tansen

3) Course: GEC – 1 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Introduction to Vocal exercises; Alankars

Course objectives:

- This is a generic elective course and provides an opportunity to the students of other disciplines to have an introduction to the nuances of Hindustani music and its appreciation.
- Basic voice culture, learning simple compositions in the prescribed ragas and having a basic understanding of tala and laya are the areas of focus for this course.

Learning Outcomes:

- Ability to understand nuances of Raga sangeet.
- Ability to sing basic compositions in prescribed ragas
- Preliminary knowledge of laya tala concept in Hindustani classical Music.

Prescribed Ragas – Alhaiya Bilawal, Khamaj, Yaman

- I. Six alankars to be presented in prescribed Ragas.
- II. One sargam geet in any one raga; One lakshan geet in any one raga
- III. One drut khayal in any one raga with swara vistar and tanas.
- IV. Ability to recite the following talas: Trital, Ektal

4) Course: AECC-1 (Theory) Full Marks: 25 (20+05) Credits:2 MIL/Eng/EVS

5) Course: TS-1 (Theory) Full Marks:50 (40+10) Credits: 4

SEMESTER –II

1) Course: CC-3 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Introduction to Vilambit Khayal, Tarana and Raga Identification

Course objectives

- To learn basic skills of improvisation/Badhat
- Introduction to long/vilambit compositions
- To learn additional forms within the khayal genre such as Tarana

Learning Outcomes

- Increase the repertoire of ragas
- Ability to have an enhanced perspective of raga interpretation
- Ability to have a basic understanding of vilambit khayal rendition
- Ability to have a wider repertoire width within Hindustani music genres

Prescribed Ragas:

Group-A- 1. Yaman 2. Bhairava

Group-B –1. Alhaiya Bilawal 2.Brindavani Sarang 3. Kedar and 4.Bihag

- I. Advance exercises in alankars
- II. Introduction to rendition of vilambit khayal in any one raga from Group-A
- III. Drut khayals with chalans, vistras and tanas in all the prescribed ragas of Group-B
Identification of all the ragas learned in Semester I & Semester II
- IV. Tarana in any one raga from the prescribed ragas of Group-A or Group-B
- V. Ability to recite the following talas in barabar and dugun-Laya
Teora, Rupak, Chautal, Surfaktal and Dhamar

2) Course: CC-4 (Theoretical)
Course Title: General Theory-2

Full Marks: 75 (60+15)

Credits: 6

Course objectives

- To impart theoretical knowledge about various forms and genres in Hindustani music and the concept of bandish and ornamentation
- To study the contribution of some early practitioners of music
- To impart the knowledge of notating different talas along with layakaris

Learning Outcomes

- To acquire an **enhanced** understanding of musicological terms related to Hindustani music and various genres.
- Develop ability in notating various talas and acquire command over different notation systems

- I. Outlines of History of Indian Music in the Medieval Period
- II. Definition of the following :-
Dhrupad, Dhamar, Khayal, Tarana, Swara-Malika, Lakshan Geet, Varna, Alankara, Palta, Sthayi, Antara, Sanchari, Abhog, Alap, Tan, Gamak, Meend, Kan, Nibaddha Sangeet, Anibaddha Sangeet, Nayaki, Gayaki, Dugun, Tingun and Chougun
- III. Detailed theoretical knowledge of all the Ragas mentioned below:
Alhaiya Bilawal, Brindavani Sarang, Kedar, Bihag
- IV. Knowledge of the following talas and ability to compose talalipi notation in Dugun, Tingun and Chougun Laya according to Bhatkhande Notation System
Teora, Rupak, Chautal, Surfaktal and Dhamar.
- V. Knowledge of Vishnu Digambar Paluskar Notation System
Ability to write notation of bandishes in Bhatkhande notation system.
- VI. Gopal Nayak, Baiju Bawra, Swami Haridas and Surdas

3) Course : GEC – 2 (Practical) Full Marks: 75 (60+15) Credits : 6
Course Title: Concept of Raga and Tala

Course objectives:

- Different permutations and combinations of vocal patterns of notes, learning drut khayals with basic features of improvisation in the prescribed ragas, learning a simple bhajan and tarana are the focus areas of this course.

Learning Outcomes:

- To have greater command over voice culture through vocal patterns
- Ability to sing drut compositions along with a basic understanding of improvisation

- Ability to sing a bhajan and tarana

Prescribed Ragas - Bhupali, Desh, Bhairav and Kafi

- I. Six Alankars to be presented in prescribed ragas.
- II. One Sargam geet in any one raga; One lakshan geet in any one raga.
- III. Drut khayals with swar vistar and tanas in the prescribed ragas.
- IV. Ability to sing one bhajan and one tarana.
- V. Ability to recite the following Talas :- Chautal and Jhaptal.

4) Course: AECC-2 (Theoretical) Full Marks: 25(20+5) Credits: 2 MIL/Eng/Evs

5) Course: TS-2 (Theoretical) Full marks: 50(40+10) Credits: 4

SEMESTER-III

1) Course: CC-5 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Introduction to Dhrupad and Dhamar

Course Objectives:

- This course is an introduction to Dhrupad, one of the oldest practicing forms of Hindustani classical music today.
- To impart training in Dhrupad, Dhamar compositions in a few ragas

Learning Outcomes:

- Knowledge about a different genre in Hindustani music other than khayal.
- To develop an ability to sing basic compositions in the Dhrupad form.

Prescribed Ragas:

1. Kafi 2. Bhupali 3. Hindol 4. Yaman and 5. Bhairav.

- I. Introduction to rendition of Dhrupad and Dhamar with alap and layakari in dugun and chougun from the prescribed Ragas. (Two dhrupads and one dhamar)

2) Course: CC-6 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Introduction to Gayaki

Course Objectives:

- This course is aimed at introducing the students to a specific gayaki in their khayal singing
- To learn vilambit khayals in ragas other than those covered during the first year.
- Introduction to the notions of vistar, bol-alapa and behelawa; various techniques of improvisation in Khayal

- To learn genres like Tarana in the prescribed ragas

Learning Outcomes:

- Ability to have an **enhanced** understanding of style and gayaki in Hindustani music.
- Ability to have an understanding of systematic improvisation in Khayal
- Increase in repertoire of ragas and command over different genres such as tarana in Hindustani music.

Prescribed Ragas:

Group-A- 1.Bihag 2. Alhaiya Bilawal

Group-B- 1. Desh 2. Jaunpuri 3. Bhimpalasi 4. Todi and 5.Bhairavi

- I. Vilambit khayal in any one of the prescribed ragas of Group-A.
- II. Drut khayal with vistras and tanas in all the prescribed ragas of Group-B.
- III. Ability to recite the following Talas in barabar, tingun and chougun laya
Trital, Jhaptal, Chautal, Dhamar Rupak, Teora and Jhumra.
- IV. Tarana in any one Raga from the prescribed ragas of Group-A or Group-B.

3) Course: CC-7 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: History of Music and General Theory

Course Objectives

- To understand a historical perspective of music in the medieval period.
- To learn about technical terms pertaining to musicology.
- To learn the musicological aspects of the prescribed ragas.
- To learn the notation of talas along with different layakaris
- To study the contributions of scholar musicians in the field of Hindustani classical Music

Learning Outcomes

- Ability to critically analyse theoretical aspects in music.
 - Acquire a nuanced understanding of various ragas and ability to articulate this aspect.
 - Ability to notate different talas along with intricate layakaris.
 - Knowledge about the role of eminent musicians in the context of enriching Hindustani classical music
- I. Outlines of History of Hindustani Music from 13th to 18th century
 - II. Definition of the following:-
Dhruva Geeti, Shuddha, Chhayalag, Sankeerna, Sandhi Prakash Raga, Paramel Praveshak Raga, Purvanga, Uttaranga, Graha – Swara, Ansha Swara, Dhatu, Matu,
 - III. Time Theory of Raga.
 - IV. Method of producing 72 Melas of Pandit Venkatamakhi.

- V. Number of Ragas of nine Jatis from one Thata and method of producing them.
- VI. Detailed theoretical knowledge of all the Ragas as mentioned below:
Desh, Jaunpuri, Bhimpalasi, Todi, Bhairavi, Bhupali, Hindol.
- VII. Detailed theoretical knowledge of the following talas and ability to compose talalipi notation in Ada, Kuada and Biada laya according to Bhatkhande Notation System and comparative study of similar type of talas:
Trital, Tilwada, Ektal, Chautal, Jhaptal, Surfaktal, Teora, Rupak, Dhamar.
- VIII. Ability to write Notation of bandishes in Bhatkhande Notation System.
- IX. Musical contributions of the following personalities:
Shrinivas, Tyagaraja, Wajid Ali Shah, Jadu Bhatta, Sourendra Mohan Tagore, Wazir Khan, Abdul Karim Khan, Faiyaz Khan, Omkarnath Thakur
- X. Essay :-
(i) Chhanda and Tala
(ii) Tala and Prana.
(iii) Ratnakar's Dashabidhi

4) Course: GEC – 3 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Basic Ragas; Drut Khayal

Course objectives:

- Introduction to the dhrupad form, teaching drut compositions in the khayal form along with basic improvisational techniques, and further expanding the concept of laya and tala are the focal areas of this course.

Learning Outcomes

- Ability to sing simple dhrupad compositions
- Enhanced understanding of the khayal form
- Ability to recite prescribed talas

Prescribed Ragas -Durga, Malkauns, Bhairavi

- I. Advanced alankars to be presented in prescribed ragas.
- II. One sargam geet in any one raga; One lakshan geet in any one raga
- III. Drut khayals with swar vistar and tanas in the prescribed Ragas.
- IV. One dhrupad or dhamar with layakari in any one raga.
- V. Ability to recite the following talas :-
Surfaktal, Dhamar, Teora and Rupak.

5) Course: SECC-1 (Theoretical)

Full Marks:25

Credits:2

Audio Recording Training/Theory of Western Music / Theory of Karnatic Music (any one)

SEMESTER- IV

1) Course: CC-8 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Dhrupad and Dhamar: Layakari

Course Objectives

- This course focuses on the dhrupad dhamar genre and aims at teaching different compositions in the prescribed ragas.
- To learn the concept of nom- tom alapa. To learn the concept of layakari while singing dhrupad and dhamar compositions.

Learning Outcomes

- Ability to sing Dhrupad compositions in the prescribed ragas.
- Ability to understand the notions of unfolding a raga to explore its different facets.
- Ability to have an enhanced understanding of dhrupad performance practice.

Prescribed Ragas:

1.Desh 2. Bhimpalasi 3. Malkauns 4.Shankara 5.Kedar and 6. Bihag

- I. Two Dhrupads and one Dhamar with alapa, layakari, baant and upaj from the prescribed ragas

2) Course: CC-9 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title : Introduction to improvisational techniques in Vilambit & Drut Khayal

Course Objectives

- This course focuses on imparting an enhanced understanding of badhat in vilambit khayals.
- To learn nuances of improvisation such as vistar in akaar, bol-alaap, behelawa and tanas in greater detail.
- To learn the basic theka of different talas common to performance practice in Hindustani music.

Learning Outcomes

- Ability to elaborate and explore different facets of compositions in prescribed ragas
- To acquire increasing command over improvisational skills through which a raga is elaborated
- Ability to recite thekas of prescribed talas.

Prescribed Ragas:

Group-A- 1.Todi 2. Bhimpalasi 3.Kedar 4. Ahir Bhairav

Group-B- 1. Marwa 2.Hamir 3.Bageshri 4.Ramkali and 5. Ahir Bhairav

- I. Vilambit khayals in any two ragas from the prescribed ragas of Group-A.

- II. Drut khayal with vistras and tanas in all the prescribed ragas of Group-B.
- III. Tarana in any one Raga from the prescribed syllabus of Group-A or Group-B.
- IV. Ability to recite the following talas in different layakaries: Ada - chautal, Deepchandi and Jat.

3) Course: CC-10 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Aesthetics

Course Objectives

- To study the notions of Tagorean aesthetics
- To learn about the aesthetics in music and philosophy of art.

Learning Outcomes

- Ability to understand the essence of Tagore's thoughts on aesthetics in the arts
- Ability to have a critical understanding of aesthetical studies.

GENERAL AESTHETICS

For Students offering Bengali Medium: -

Reference Bengali Texts:-

- I. Prabasjiban Choudhuri, Saundaryadarshan
- II. Sitansu Roy, Saundaryadarshan: Prathomik Parichay

For Students offering English Medium:

Reference English Texts:-

- I. Aldrich: Philosophy of Art
- II. Sitansu Roy: Studies in Music Aesthetics

TAGOREAN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali

Texts:-I. Rabindranath Tagore, Sahiter Pathe

- a. Utsarga [Dedication]
- b. Vastava [Real]
- c. Tathya - O –Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya

- a. Saundaryabodha [The sence of Beauty]
- b. Saundarya – O – sahitya [Beauty and Literature]

III. Rabindranath Tagore, Sangeet Chinta

- a. Sangeet – O – Bhava [Music and feeling]
- b. Sangeet – O – Kavita [Music and Poetry]
- c. Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium:

Reference English Texts:-

- I. Rabindranath Tagore on Art and Aesthetics, Edited by P. Neogy (5 - Selected pieces)

4) Course: GEC – 4 (Theory)

Full Marks: 75 (60+15)

Cre dits: 6

Course Title: General Theory of Hindustani Classical Vocal Music

Course objectives: This course provides an introduction to the theory of Hindustani classical music, the historical context of classical music in different periods and emphasizes on the musicological terms in relation to performance practice.

Learning Outcomes: The student is expected to acquire a critical understanding about musicology and the theoretical aspect pertaining to Hindustani classical music.

- I. Outlines of History of Indian music Ancient, Medieval and Modern period.
- II. Knowledge of the musical instruments of Tata, Susir, Avanaddha and Ghana.
- III. Definition of the following :- Sangeet, Sangeet – Paddhati, Nada, Shruti, Swara, Grama, Murchhana, Saptak, Thata, Raga, Aroha, Avaroha, Jati, Vadi, Samvadi, Anuvadi, Vivadi, Pakad, Tala, Matra, Vibhag, Sam, Tali, Khali, Dhrupad, Dhamar, Khayal, Sargam Geet, Lakshangeet, Alap, Tana.
- IV. Detailed theoretical knowledge of the following Ragas :- Alhaiya Bilawal, Bhairav, Yaman, Bhupali, Khamaj, Durga, Bhairavi, Malkauns, Desh and Kafi.
- V. Knowledge of the following Talas and ability to compose Talalipi Notation in Digun, Tingun and Chougun Laya according to Bhatkhande Notation System. Trital, Ektal, Chautal, Jhaptal, Surfaktal, Dhamar, Teora and Rupak
- VI. Knowledge of Bhatkhande Notation System; Ability to write Notation of Songs in Bhatkhande Notation System.
- VII. Life History of the following personalities :- Bharat, Sharangadeva, Amir Khusro, Vishnu Narayan Bhatkhande Vishnu Digambar Paluskar.

5) Course: SECC-2 (Theoretical) Full Marks:25 Credits:2

Audio Recording Training/Theory of Western Music /Theory of Karnatic Music (any one)

SEMESTER-V

1) Course: CC-11 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Vilambit, Drut Khayal vistar; Introduction to Thumri

Course Objectives:

- To learn vilambit and drut compositions in the prescribed ragas
- To learn notions of developing a raga through the phrases of a bandish/ composition.
- To learn basic principles of semi classical genres such as Thumri

Learning Outcomes:

- To increase repertoire width both in terms of Ragas and compositions (Vilambit and drut bandishes)
- Ability to have an enhanced understanding of gayaki in Khayal vocalism.
- Ability to sing thumri compositions in the prescribed ragas

Prescribed Ragas:

Group-A- 1. Bageshri 2. Marwa 3.Puriya Dhanashri and 4. Jaunpuri

Group-B- 1. Bahar 2.Puriya Dhanashri 3. Chayanat 4.Malkauns and 5. Kamod

Group- C- 1.Khamaj 2.Bhairavi

- I. Vilambit khayal in any three ragas from the prescribed ragas of Group-A.
- II. Drut khayal with vistras and tanas in all the prescribed ragas of Group-B.
- III. Thumri in any one raga prescribed in Group –C.
- IV. Ability to recite notation of various bandishes

2) Course: CC-12 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: History of Music & Musicology

Course Objectives:

- To study the historical context of Hindustani music in the modern period and its impact in contemporary performance practice
- To study the nuances of Karnatic music, the other predominant classical music system in India and discuss the comparative aspects between the two systems
- To study the musicological notions of the prescribed ragas
- To develop an analytical approach towards music theory

Learning Outcomes:

- Ability to have a critical understanding of performance practice with reference to the development of Hindustani music in the modern period.
- Ability to have an understating of alternative classical music systems of India such as Karnatic music.

- Ability to analyse subtle nuances of ragas and make a critical study of the same.
- I. Outlines of history of Hindustani music from the 18th to 20th Century.
 - II. Definition of the following :-
Gandharva, Jati – Gayan, Marga - Sangeet, Deshi – Sangeet, Alap, Ragalap, Rupakalap, Avirbhava, Tirobhava, Alpatva, Bahutva, Fikrabandi, Vaggeyakara, Sampurna, Shadava and Oudava; Merits and Demerits of a singer
 - III. Comparative study of Shuddha and Vikrita Swaras of Hindustani and Karnatic Music System. Karnatic equivalent of 10 (ten) Hindustani Thatas.
 - IV. Detailed theoretical knowledge of all the Ragas mentioned below:
Bahar, Puriya Dhanashri, Chayanat, Malkauns, Kamod, Bageshri, Marwa, Jaunpuri
 - V. Essay:-(i) Gharana (ii) Rasa (iii) Raga and Rasa

3) Course: DSE - 1 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Stage Demonstration (Dhrupad & Khayal) - 1

Course Objectives: This course focuses on honing the skills of the student as a performer. To teach the learner, nuances of a solo performance, and to provide exposure through the analysis of performances of master musicians are some of the focal points of this course.

Learning Outcomes:

- Ability to give a solo performance of khayal and dhrupad in any one raga from the prescribed syllabus
- Ability to have an enhanced understanding of raga aesthetics and plan a performance
- Ability to understand the various nuances of performance practice including the dynamics with co-artistes during performance

Stage performance test about 30 minutes duration for each candidate in any one Raga each from Dhrupad and Khayal mentioned below :-

Ragas for Dhrupad :

Yaman, Bhairav, Bhupali, Kafi, Hindol, Durga, Todi, Bahar.

Ragas for Khayal :

Bhairav, Alhaiya Bilawal, Todi, Bhimpalasi, Puriya Dhanashree, Yaman, Kedar, Chayanat, Bihag, Shankara.

4) Course Number: DSE-2 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Stage Demonstration (Dhrupad & Khayal) - 2

Course Objectives: This course focuses on honing the skills of the student as a performer. To teach the learner nuances of a solo performance, and to provide exposure through the analysis of performances of master musicians are some of the focal points of this course.

Learning Outcomes:

- Ability to give a solo performance of khayal and dhrupad in any one raga from the prescribed syllabus
- Ability to have an enhanced understanding of raga aesthetics and plan a performance
- Ability to understand the various nuances of performance practice including the dynamics with co-artists during performance

- I. Stage performance test about 30 minutes duration for each candidate in any one Raga each from Dhrupad and Khayal mentioned below :-

Ragas for Dhrupad

Desh, Bhimpalasi, Malkauns, Shankara, , Kedar, Bihag, Shree, Alhaiya Bilawal, Gunkali, Megh, Suddha Sarang and Chandrakauns

Ragas for Khayal

Ahir Bhairav, Ramkali, Jaunpuri, Marwa, Hamir, Bageshri, Malkauns, Basant, Miyan ki – Malhar, Basant

SEMESTER VI

1) Course: CC-13 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Vilambit khayal and drut khayal vistar; Introduction to Dadra and related genres

Course Objectives:

- To learn vilambit and drut khayals with gayaki in the prescribed ragas
- To learn compositions in different genres such as Tarana and semi classical forms such as thumri and dadra

Learning Outcomes:

- Ability to develop and interpret a raga through its compositions
- To have a greater command and subtle understanding about the notions of gayaki and the various techniques of elaborating a bandish/composition through alapa , bol alapa, behelawa, tana.
- Ability to sing semi classical genres with knowledge about the subtle features of such forms
- Ability to have an analytical approach towards music making

Prescribed Ragas:

Group-A- 1. Malkauns 2. Basant 3. Miyan Ki Malhar and 4. Ramkali

Group-B- 1. Chandrakauns 2. Durga 3. Shankara 4. Miyan Ki Malhar and 5. Basant

Group- C- 1. Kafi 2. Desh 3. Bhairavi

- I. Vilambit khayal in any three ragas from the prescribed ragas of Group-A.
II. Drut khayal with chalan, vistras and tanas in all the prescribed ragas of Group-B

- III. Taranas (two) from the prescribed ragas of Group- A or Group-B; One thumri and one dadra from the prescribed ragas of Group-C
- IV. Identification of all the Ragas starting from (Semester-I to Semester-VI)

2) Course Number: CC -14 (Theory) Full Marks: (60 + 15) = 75 Credits: 6
Course Title: History of Music & Musicology - 2

Course Objectives:

- To learn about the placement of swaras and related aspects concerning musicology as propounded in the medieval texts
- To study the contributions of path breaking practitioners and musician scholars in the field of Hindustani classical music

Learning Outcomes:

- Ability to have a critical understanding of music theory in tandem with performance practice
 - Ability to clearly articulate and write about musicological aspects with respect to classical music
 - Ability to acquire a holistic perspective towards learning classical music
- I. Difference between the suddha scale of Hindustani Music of medieval and modern period. Placing of suddha swara on veena, their vibrations as explained by Srinivas.
 - II. Detailed theoretical knowledge of all the ragas along with comparative study of similar type of ragas of the concerned course
 - III. Detailed theoretical knowledge of the following talas and ability to compose talalipi Notation in Ada, Kuada and Biada Laya according to Bhatkhande or Paluskar notation system and comparative study of similar type of talas :-Jhumra, Ada Chautal, Gaja Jhampa, Shikhar, Matta, Deepchandi, Pancham Sawari.
 - IV. Ability to write Notation of bandishes in Bhatkhande or Paluskar Notation System.
 - V. Musical contributions of the following Personalities :-
 Bade Ghulam Ali Khan, Khsetra Mohan Goswami, Tara Pada Chakraborty, Radhika Prasad Goswami, Srikrishna Narayan Ratanjankar, Chinmoy Lahiri, Dhruva Tara Joshi, Swami Prajnanananda, Rajyeswar Mitra, Dr. Bimal Roy and Dr. Pradip Kumar Ghosh

3) Course: DSE -3 (Practical)
Course Title: Raga Analysis

Full Marks: 75 (60+15)

Credits : 6

Course Objectives:

- To impart the knowledge of raganga classification and teach the importance of swarochara
- To teach the characteristic phrases of ragas classified under one group.
- To teach the subtle nuance of ragas under one group through multiple compositions in each raga

Learning Outcome:

- Ability to have a critical understanding of raga phrases and demonstrate the same
- Ability to clearly distinguish ragas categorized under the same group
- Acquire a thorough understanding of the raganga paddhati of raga classification and the ability to demonstrate this distinction through bandishes and improvisatory phrases in each raga

Any two ragas from each group

1. Kalyan : Yaman, Kedar, Kamod, Hamir, Chayanat
2. Bhairav : Bhairav, Ramkali, Ahir Bhairav, Kalingda
3. Kafi : Kafi, Bageshree, Bhimpalasi, Pilu
4. Marwa : Marwa, Puriya, Sohini, Hindol.
5. Bilawal : Bilawal, Alhaiya Bilawal, Behag, Durga.

4) Course: DSE - 4 (Theory)
Course Title: Project Work

Full Marks: 75 (60+15)

Credits: 6

Course Objectives: This course focuses on developing the learner's ability to do critical research in the performing arts and is an orientation towards a more research based analytical approach towards performance practice.

Learning Outcomes: The student is expected to submit a short thesis based on his/her project work.

Project based upon actual Field work related to Hindustani Classical (Vocal /Instrumental) Music. Topic chosen in consultation with the teacher at the commencement of the Semester VI.

Recommended Books:

1. Bagchee, Sandeep. (1998). *NAD Understanding Raga Music*. Mumbai: Eeshwar
2. Bhatkhande V.N. *Hindustani Sangeet Shastra Vol. I to IV (Hindi)*
3. Bhatkhande V.N. *Kramik Pustak Malika Vol. I-VI. (Hindi)*
4. Brihaspati Acharya, Sulochana Yajurvedi. (1976). *Khusro Tansen Tatha anya kalakar (in Hindi)*. New Delhi: Rajkamal Publishers Pvt. Ltd
5. Deshpande Vamanrao H. *Indian Musical Traditions: An Aesthetic Study of the Ghranas in Hindustani Music*
6. Deva, B. C. (1981). *An introduction to Indian music*. New Delhi: Publ. Div. Ministry of Information and Broadcasting, Govt. of India

7. Garg, Laxminarayan. (1984). *Hamare Sangeet Ratna*. Hathras: Sangeet Karyalaya
 8. Gautam, M. R. (1980). *The musical heritage of India*. New Delhi : Abhinav Publication
 9. Jha Ramashraya. *Abhinav Geetanjali Vol. I-V*. (Hindi)
 10. Mathur M. *Easy Reference to Indian Music (I & II Vol.)*
 11. Nigam V.S. *Musicology of India (Part I & II.)*
 12. Omkarnath Thakur- *Sangeetanjali Vol. I-V*. (Hindi)
 13. Prajnanananda, Swami. (1973). *The historical development of Indian music; a critical study*. Calcutta: Firma K. L. Mukhopadhyay
 14. Prajnanananda, Swami. *A history of Indian music*. Calcutta: Ramakrishna Vedanta Math
 15. Raja Deepak. (2007). *Hindustani Music, a Tradition in Transition*. New Delhi: DK Printworld(p) Ltd
 16. Ranade Ashok Da. (1997). *Hindustani music*. New Delhi: National Book Trust
 17. Ranade Ashok Da. (2006). *Music Contexts: A Concise Dictionary of Hindustani music*. New Delhi: Promilla & Co
 18. Ranade Ashok Da. *Some Hindustani Musicians-They lit the Way!*
 19. Ratanjankar S.N. (2000). *Sangeet Paribhasha Vivechan*. Mumbai: Acharya S.N. Ratanjankar Foundation
 20. Ratanjankar S.N. *Abhinav Geetmanjiri Vol. I-III*. (Hindi)
 21. Roychoudhuri Bimalakanta. *The Dictionary of Hindustani Classical Music*
 22. Sangit Mahabharati. (2012). *The Oxford Encyclopedia of the Music of India (Three Volume Set)*. New Delhi: Oxford University Press
 23. Sharma Amal Dev. *Musicians of India Past & Present*
 24. Sharma Amal Dev. *Prachin O Navin Sangeetagga*
 25. Vir Ram Avatar. *The Music of India*
 26. Vir Ram Avatar. *Theory of Indian Music*
 27. Sangeet Parichiti (I & II Vol.)- N.R .Bandyopadhyay (Bengali)
 28. Sangeet Darshika (I & II Vol.)- N. G. Bandyopadhyay (Bengali)
 29. Sangeet Nayak- N.C.Baral (Bengali)
 30. Shastriya Sangeet Parichaya- Dr. P. K. Ghosh (Bengali)
 31. Geet vadayam (I Vol.)-L.N Ghosh (Bengali)
 32. Sangeet Manisha (I & II Vol.)-A. D. Sharma (Bengali)
 33. Sangeet Tatta (I & II Vol.)-D. Dutta (Bengali)
 34. Bharatiya Sangeet Kaush- B.K. Roy Chowdhury (Bengali)
 35. *Sangiti Sabda Kosa*- Dr. B. Roy (Bengali)
 36. *Sangeet Shastra*- (I,II,III Vol.)- I. B.Roy (Bengali)
 37. *Sangeet Shastra Pravin*- I.B. Roy (Bengali)
 38. *Sangitik Prabandhabali*- Dr. N. Chowdhury (Bengali)
 39. *Kramik Pustak Malika (I to XII Vol.)*- V. N. Bhatkhande (Bengali)
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Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

CHOICE BASED CREDIT SYSTEM
B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL (SITAR)
OUTLINE OF THE COURSE STRUCTURE

Course Code	Course Type	Course Title	Credits	Marks	Content Hrs P/W
Semester I					
CC-1	Practical	Basic Techniques of Sitar	6	75	12
CC-2	Theory	General Theory 1	6	75	06
GEC- 1	Practical	Basic strokes, Alankars, etc. of Sitar	6	75	12
AECC-1	Theory	MIL/Eng/Evs	2	25	02
Semester II					
CC-3	Practical	Razakhani Gat, Toda, Jhala	6	75	12
CC-4	Theory	General Theory 2	6	75	06
GEC-2	Practical	Techniques & Simple Composition	6	75	12
AECC-2	Theoretical	MIL/Eng/Evs	2	25	02
Semester III					
CC-5	Practical	Alaap, Jod and Jhala 1	6	75	12
CC-6	Practical	Masitkhani and Razakhani Gat 1	6	75	12
CC-7	Theoretical	History of Music, General Theory	6	75	06
GEC-3	Practical	Masitkhani and Razakhani Gat	6	75	12
SECC -1	Theoretical	Audio Recording Training/Theory of Western Music /Theory of Karnatic Music (any one)	2	25	02
Semester-IV					
CC-8	Practical	Alaap, Jod and Jhala 2	6	75	12
CC-9	Practical	Masitkhani and Razakhani Gat 2	6	75	12
CC-10	Theoretical	Aesthetics	6	75	06
GEC-4	Theoretical	General Theory on Sitar	6	75	06
SECC-2	Theoretical	Audio Recording Training/Theory of Western Music /Theory of Karnatic Music (any one)	2	25	02
Semester-V					
CC-11	Practical	Masitkhani and Razakhani gat 3	6	75	12
CC-12	Theoretical	History of Music and Musicology 1	6	75	06
DSE-1	Practical	(Choose one) Stage Demonstration1/St.Dem.2	6	75	12
DSE-2	Practical	(Choose one) Stage Demonstration3/St.Dem.4	6	75	12
Semester-VI					
CC-13	Practical	Masitkhani and Razakhani gat 4	6	75	12
CC-14	Theoretical	History of Music and Musicology 2	6	75	06
DSE-3	Practical	(Choose one) Raga Analysis 1/ Raga Analysis2	6	75	12
DSE-4	Theoretical	Project	6	75	6

4. Detailed theoretical knowledge of the following Ragas:
Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Bhairavi.

5. Knowledge of Musical Instruments.

Learning Outcomes:

- A learner comes to know about Indian musical instruments in detail.
- A learner comes to know in detail about the historical development of Sitar as an instrument.
- Understanding of basic musical terminologies and theoretical knowledge of the prescribed ragas.
- The learners get acquainted with the history of Indian music in Ancient and Medieval period.

3) Course: GEC – 1 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Basic strokes , alankars of Sitar

Course objectives:

- This is a generic elective course and provides an opportunity to the students of other disciplines to have an introduction to the nuances of Hindustani music and its appreciation.
- Basic playing technique of Sitar, learning simple compositions in the prescribed ragas and having a preliminary understanding of tala and laya are the areas of focus for this course.

Learning Outcomes:

- Ability to understand nuances of Raga sangeet.
- Ability to play basic compositions in prescribed ragas
- Preliminary knowledge of laya tala concept in Hindustani classical Music

1. Basic strokes (Bols) of Sitar

2. (a) 5 Alankars based on Tal

(b) 5 Alankars based on stroke patterns

3. Razakhani/Drut Gat in all the following ragas with at least five tans and jhala: Yaman , Bhairav, Bihag

4) Course: AECC-1 (Theory)

Full Marks: 25 (20+05)

Credits:2 MIL/Eng/EVS

5) Course: TS-1 (Tagore Studies) (Theory)

Full Marks: 50 (40+10)

Credits: 4

SEMESTER – II

1) Course: CC-3 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Razakhani Gat, Toda and Jhala

Course Objectives:

- Introduction to Razakhani Gats.
- Development of concept of Toda and Jhala

1. Razakhani Gat with Toda and Jhala of the following ragas:-

Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Alhaiya Bilawal, Bhairavi.

2. Knowledge of following talas:-

Trital, Jhaptal, Choutal, Dhamar, Jhumra, Ada-choutal

Learning Outcomes:

- Learners get acquainted with the structure of the instrument (Sitar) as well as playing techniques of Razakhani Gat, Toda and Jhala.

2) Course: CC-4 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: General Theory -2

Course Objectives:

- Introduction to various genres of Hindustani Classical music.
- Theoretical details of prescribed ragas covered in the syllabus of CC-3.
- Theoretical understanding of Gats along with knowledge of Bhatkhande notation system as well as Talalipi notation writing techniques.

1. Knowledge of the following musical forms:

Dhrupad, Dhamar, Khayal, Thumri, Tarana

2. Definition of the following musical terms:-

Meend, Krintan, Kan, Gamak, Ghasit, Sut, Jamjama, Murki, Nayaki, Gayaki.

3. Detailed theoretical knowledge of the following Ragas:

Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Alhaiya Bilawal, Bhairavi.

4. Detailed study of Masitkhani and Razakhani Gat

5. Knowledge of following talas and ability to compose Talalipi in Dwigun, Tingun and Chougun laya according to Bhatkhande notation system:-

Ektal, Chautal, Dhamar, Deepchandi, Addha, Panchamsawari.

6. Knowledge of Bhatkhande and Vishnu Digambar Paluskar notation system.

7. Ability to write notation of Gat in Bhatkhande notation system of the following

ragas:-Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Alhaiya Bilawal, Bhairavi.

Learning Outcomes:

- Learners get acquainted with the different musical genres.
- Knowledge of various Musical Terminologies along with theoretical details of the ragas covered in the Practical Course CC-3.
- Learners develop the ability to write compositions in Bhatkhande notation system as well as writing Talalipi notation in various layakaries.

3) Course: GEC – 2 (Practical)

Full Marks: 75 (60+15)

Credits : 6

Course Title: Techniques & Simple Compositions

Course objectives:

- Different techniques of playing the sitar along with ornamentations and learning Masitkhani gat and Razakhani gats with basic features of improvisation in the prescribed ragas, are the focus areas of this course.

Learning Outcomes:

- To have greater command over the playing techniques of the instrument (Sitar)
- Ability to play Razakhani and Masitkhani gats/ compositions along with a basic understanding of improvisation

1. Ability to play basic techniques of sitar – Meend, Kan, Gamak, Krintan etc.

2. One Masitkhani Gat with layakari in tanas.

3. Razakhani Gat in all the following ragas with toda/tanas and Jhala:

Bhupali, Alhaiya Bilawal, Jaunpuri

4) Course: AECC-2 (Theoretical)

Full Marks: 25 (20+5)

Credits: 2 MIL/Eng/Evs

5) Course: TS-2 (Theoretical)

Full marks: 50 (40+10)

Credits: 4

SEMESTER –III

1) Course: CC-5 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Alap, Jod and Jhala - 1

Course Objectives: Introduction to the concept of alapa, Jod and Jhala

Alap, Jod and Jhala of the following Ragas:-

Yaman, Bihag, Bhairav, Bhimpalasi, Bhairavi.

Learning Outcomes: Learners develop and understand the concept of playing alapa, Jod and Jhala in different ragas.

2) Course: CC-6 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Masitkhani and Razakhani Gat 1

Course objective:

- Introduction to Masitkhani Gat along with a focus on the development of a complete performance.

Masitkhani/ Vilambit and Razakhani/ Drut Gat with complete baj of the following Ragas:-

Yaman, Bhairav, Jaunpuri, Bhimpalasi, Brindavani Sarang, Durga, Bihag.

Learning Outcomes:

- Students develop an ability to perform and present a complete baj.

3) Course: CC-7 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: History of Music, General Theory

Course Objectives:

- A detailed understanding of the history of Hindustani classical music from 13th to 18th century.
- Musical terminologies, knowledge about time theory of raga and 72 melas of Vyankatmakhi.
- Developing the concept of comparative study between ragas.
- Theoretical details of the prescribed ragas.
- Knowledge of advance Layakaries.

1. Outline history of Hindustani music from 13th to 18th century.

2. Knowledge of the following:-

Shuddha, Chhayalag and Sankeerna Ragas, Sandhiprakash Raga, Purvanga and Uttaranga Raga, Graha, Ansha and Nyas Swaras, Ragalap, Rupakalap, Alapti, Prabandha, Marga and Deshi Sangit, Avirbhava, Tirobhava, Alpatva, Bahutva.

3. Time theory of Raga

4. Method of producing 72 melas of Pandit Vyankatmakhi

5. Theoretical knowledge and comparative study of the following Ragas:-

Yaman, Bihag, Bhairav, Bhimpalasi, Bhairavi, Jaunpuri, Brindavani Sarang, Durga

6. Number of Ragas of nine Jatis from one Thata and method of producing them.

7. Ability to write notation of Gat in Bhatkhande notation system of the following ragas:-Yaman, Bihag, Bhairav, Bhimpalasi, Bhairavi, Jaunpuri, Brindavani Sarang, Durga

8. Knowledge of following talas and ability to compose Talalipi in Aad, Kuad and Biad laya according to Bhatkhande notation system:-Deepchandi, Jhumra, Adachoutal, Panchamsawari, Tilwada

Learning Outcomes:

- Ability to critically analyze theoretical aspects in music.
- Acquire a nuanced understanding of various ragas and ability to articulate this aspect.
- Gain a perspective of the scientific and objective methodology of music theory.
- Learners get acquainted with advance Layakaries.

4) Course: GEC – 3 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Masitkhani and Razakhani Gat

Course objectives:

- Teaching Masitkhani and Razakhani gat along with basic improvisational techniques in the prescribed ragas, and further expanding the understanding of the instrument, are the focus areas of this course.

Learning Outcomes:

- Ability to play simple compositions
 - Enhanced understanding of the instrument
1. Two Masitkhani Gat with Todas/Tans in any two prescribed ragas.
 2. Razakhani Gat with tana and Jhala in all the prescribed ragas.
 3. Ability to play Alaap with techniques in any one raga

4. Detailed study of the prescribed Ragas for Viva- vice.
Prescribed Ragas:- Malkauns, Desh, Bhimpalasi, Yaman

5) Course: SECC-1(Theoretical) Full Marks:25 Credits:2
Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

SEMESTER –IV

1) Course: CC-8 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Alap, Jod and Jhala 2

Course Objectives: An indepth study of alapa, Jod and Jhala with its finer nuances in the prescribed ragas.

Alap, Jod and Jhala of the following Ragas:-

Todi, Bageshri, Jaijaiwanti, Malkauns, Mian ki Malhar, Marwa, Puriya.

Learning Outcomes:

- Ability to present and perform Alapa, Jod and Jhala in the prescribed ragas with enhanced level of proficiency

2) Course: CC-9 (Practical) Full Marks: 75(60+15) Credits: 6
Course Title: Masitkhani and Razakhani Gat 2

Course Objectives: To learn Masitkhani & Razakhani Gats with improvisation in the prescribed ragas.

Masitkhani/Vilambit and Razakhani/Drut Gat with complete baj of the following Ragas:-

Todi, Bageshri, Jaijaiwanti, Malkauns, Mian ki Malhar, Marwa, Puriya, Puriyadhanashri, Tilak Kamod

Learning Outcomes : Ability to present Masitkhani & Razakhani Gats along with improvisational techniques in the prescribed ragas.

3) Course: CC-10 (Theoretical) Full Marks: 75 (60+15) Credits: 6
Course Title: Aesthetics

Course Objectives:

- A sound knowledge of Tagorean aesthetics.

- A conceptual development of philosophy of art and aesthetics.

GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali

Texts:-I. Prabasjiban Choudhuri, Saundaryadarshan,
II. Sitansu Roy, Saundaryadarshan: Prathomik Parichay

For Students offering English Medium: Reference English Texts:-

I. Aldrich: Philosophy of Art
II. Sitansu Roy: Studies in Music Aesthetics

TAGOREAN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

I. Rabindranath Tagore, Sahiter Pathe
a. Utsarga [Dedication]
b. Vastava [Real]
c. Tathya - O – Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya
a. Saundaryabodha [The sense of Beauty]
b. Saundarya – O – sahitya [Beauty and Literature]

III. Rabindranath Tagore, Sangeet Chinta
a. Sangeet – O – Bhava [Music and feeling]
b. Sangeet – O – Kavita [Music and Poetry]
c. Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium:

Reference English Texts:-

I. Rabindranath Tagore on Art and Aesthetics, Edited by P. Neogy (5 - Selected pieces)

Learning Outcomes:

- Learners get familiar with Tagorean aesthetics.
- Ability to have a critical understanding of aesthetical studies.

4) Course: GEC – 4 (Theory)

Full Marks: 75 (60+15)

Credits: 6

Course Title: General Theory on Sitar

1. Definitions of the following terms:-

Nad, Sruti, Swara, Thata, Raga, Raga Lakshanas, Tala, Laya, Sam, Meend, Sut, Vadi, Samvadi, Anuvadi, Vivadi

2. Description and history of Sitar
3. Gharanas of Sitar
4. Detailed theoretical knowledge of the following ragas:-Yaman, Bhupali, Khamaj, Kafi, Bhairav, Bhairavi, Desh, Jaunpuri.
5. Knowledge of Musical instrument
6. Life sketch and contribution of the following personalities:-
Pt. Bhatkhande, Pt V.D. Paluskar, Pt.Ravi Shankar, U.Vilayat Khan, Pt. Nikhil Banerjee

5) Course: SECC-2 (Theoretical) Full Marks:25 Credits:2
Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

SEMESTER –V

1) Course: CC-11 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Masitkhani and Razakhani Gat 3

Course Objectives:

- To learn compositions in detail along with the complete baj in the prescribed ragas Masitkhani/Vilambit and Razakhani/Drut Gat with complete baj of the following Ragas:-

Malkauns, Mian ki Malhar, Puriyadhanashri, Patdeep, Desh, Purbi

Learning Outcomes:

- To acquire an ability to play with considerable proficiency, a complete baj in the prescribed ragas.

2) Course: CC-12 (Theoretical) Full Marks: 75 (60+15) Credits: 6
Course Title: History of Music and Musicology 2

Course Objectives:

- Enriching the historical knowledge of Hindustani classical music covering from 13th to 20th century.
 - Comparative study of Hindustani and Karnatic music; Musician's merits and demerits
 - Musical Contribution of renowned musical personalities.
1. History of Hindustani music from 13th to 20th century.
 2. Comparative study of Suddha and Vikrita swaras of Hindustani and Karnatic music.
 3. Knowledge of Karnatic equivalents of Ten Hindustani Thatas.
 4. Merits and demerits of a musician.

5. Musical contribution of following personalities:-

Srinivas, Sourindra Mohan Thakur, Swami Prajnanananda, Rajyeswar Mitra, Bimal Roy.

Learning Outcomes:

- Learners acquire knowledge of historical developments of Hindustani music covering from 13th to 20th Century.
- A fair understanding of the nuances of Karnatic music.
- Merits and demerits of a musician.
- Knowledge of renowned musical personalities.

3) Course: DSE-1 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: (Choose one) Stage Demonstration1/Stage Demonstration 2

Course Objectives: This course focuses on honing the skills of the student as a performer. To teach the learner nuances of a solo performance, and to provide exposure through the analysis of performances of master musicians are some of the focal points of this course.

Learning Outcomes:

- Ability to give a solo presentation/performance in any one raga from the prescribed syllabus
- Ability to have an enhanced understanding of raga aesthetics and plan a performance
- Ability to understand the various nuances of performance practice including the dynamics with co-artistes during performance

Stage Performance 1

- Stage Performance test of about 30 minutes duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas:

Yaman, Bihag, Todi, Bageshri, Jajjaiwanti, Malkauns.

Stage Performance 2

- Stage Performance test of about 30 minute's duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas:

Bhairav, Bhimpalasi, Desh, Durga, Jaunpuri

4) Course: DSE-2 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: (Choose one) Stage Demonstration3/Stage Demonstration 4

Course Objectives: This course focuses on honing the skills of the student as a performer. To teach the learner, nuances of a solo performance, and to provide exposure through the analysis of performances of master musicians are some of the focal points of this course.

Learning Outcomes:

Ability to give a solo presentation/performance in any one raga from the prescribed syllabus

Stage Performance 3

- Stage Performance test of about 30 minute's duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas:

Todi, Bageshri, Jaijaiwanti, Malkauns, Tilakkamod, Purbi.

Stage Performance 4

- Stage Performance test of about 30 minute's duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas: Marwa, Puriya, Puriyadhanashri, Patdeep, Desh

SEMESTER –VI

1) Course: CC-13 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Masitkhani and Razakhani Gat 4

Course Objectives:

- An indepth study of ragas in reference to Masitkhani & Razakhani gats.

Masitkhani/Vilambit and Razakhani/Drut Gat with complete baj of the following Ragas:-

Ahir Bhairav, Gujri Todi, Rageshri, Suddha Sarang, Kedar , Kamod, Chhayanat, Sohini, Pilu.

Learning Outcomes:

- A thorough study of different ragas enriches the learners with a better understanding of the ragas as well as the instrument.

2) Course: CC-14 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: History of Music and Musicology 3

Course Objectives

- Imparting knowledge about the different Gharanas of the Instrument.
- To enrich the learner with knowledge of renowned musical personalities.
- Ability to clearly articulate and write about musicological aspects with respect to classical music
- Ability to acquire a holistic perspective towards learning classical music

1. Different Gharanas of Sitar.

2. Difference between Suddha scale of Hindustani music of ancient, medieval and modern period.

3. Placing of Shuddhaswaras on a Vina and their vibrations as explained by Shrinivas.

4. Sarana Chatushtayi or Chatus- sarana of Bharata Muni.

5. Musical contribution of the following personalities:-

Mushtaq Ali Khan, Yusuf Ali Khan, Ravi Shankar, Vilayat Khan, Nikhil Banerjee, Dhruva Tara Joshi, Ali Akbar Khan.

Learning Outcomes:

- Ability to have a critical understanding of music theory in tandem with performance practice
- Ability to clearly articulate and write about musicological aspects with respect to classical music
- Ability to acquire a holistic perspective towards learning classical music

3) Course: DSE-3 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Raga Analysis

Course Objectives:

- To impart the knowledge of raganga classification
- To teach the characteristic phrases of ragas classified under one group.
- To teach the subtle nuance of ragas under one group through multiple compositions in each raga

Learning Outcome:

- Ability to have a critical understanding of raga phrases and demonstrate the same
- Ability to clearly distinguish ragas categorized under the same group
- Acquire a thorough understanding of the raganga paddhati of raga classification and the ability to demonstrate this distinction through bandishes and improvisatory phrases in each raga

Raga Analysis 1

Comparative study of the following ragas:-

Group –I

Kalyan: Yaman, Bhupali, Kedar, Kamod, Hamir, Chhayanat, Suddhakalyan

Bilawal: Alhaiya Bilawal, Bihag, Durga, Deshkar, Devgiri Bilawal, Yamni Bilawal

Raga Analysis 2

Comparative study of the following ragas:-

Group –II

Bhairav:-Bhairav, Ramkali, Ahir Bhairav, Nat Bhairav, Jogia, Bairagi Bhairav

Todi:-Mian ki Todi, Gujri Todi, Bilaskhani Todi,

4) Course: DSE-4 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Project Work

Course Objectives: This course focuses on developing the learner's ability to do critical research in the performing arts and is an orientation towards a more research based analytical approach towards performance practice.

Learning Outcomes: The student is expected to submit a short thesis based on his/her project work.

Project based upon actual Field work related to music. Topic chosen in consultation with the teacher at the commencement of the semester IV

Recommended Books:

- | | |
|---------------------------------|--------------------------|
| 1. Sangit Parichiti –I & II Vol | N.R. Banerjee (Bengali) |
| 2. Sangit Darshika – I& II Vol | N.G. Banerjee (Bengali) |
| 3. Sastriya Sangit Parichaya | Dr. P.K. Ghosh (Bengali) |
| 4. Geet Vadyam | L.N. Ghosh (Bengali) |
| 5. Sangit Manisha I & II Vol | A. Das Sharma (Bengali) |
| 6. Sangit Tatta I& II Vol | D.Dutta(Bengali) |

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|---------------------------------------------------------|-------------------------------------|
| 7. Rag O Rup | Swami Prajnananda (Bengali) |
| 8. Bharatiya Sangit Kaush | Bimalakanta Roy Choudhury (Bengali) |
| 9. Bharatiya Sangit Prasanga | Dr. B.Roy (Bengali) |
| 10. Mughal Bharater Sangit Chinta | R. Mitra (Bengali) |
| 11. Sangit Shastra (I – III) Vol | I. B. Roy (Bengali) |
| 12. Hindustani Sangeeta Tansener Sthan | B.K. Roy Choudhury (Bengali) |
| 13. Amar Kotha | Allauddin Khan (Bengali) |
| 14. Rag Anurag | Ravi Shankar(Bengali) |
| 15. Kudrat Rangi Birangi | Kumar Prasad Mukherjee (Bengali) |
| 16. Komal Gandhar | Vilayat Khan(Bengali) |
| 17. Tar chire gechhe Kobe | S.K.Bandyopadhyay (Bengali) |
| 18. Tantri Nad | Dr Lalmani Mishra (Hindi) |
| 19. Tata Vadya | Dr Lalmani Mishra](Hindi) |
| 20. Bharatiya Sangit Ka Itihas | S.S. Paranjape (Hindi) |
| 21. Sangeet Bodh | S.S. Paranjape (Hindi) |
| 22. Kramik Pustak Malika (I- VI) Vol | V. N. Bhatkhande (Hindi) |
| 23. Bhatkhande.Sangeet Shastra (I- VI) Vol | V. N. Bhatkhande (Hindi) |
| 24. My Music My Life | Ravi Shankar (English) |
| 25. Theory of Indian Music | R.V. Vir(English) |
| 26. Stepping stone to Indian Music | N.P. Ghosh Dastidar(English) |
| 27. Musicians of India | Amal Das Sharma (English) |
| 28. Indian Classical Music :Changing Profiles | Bimal Mukherjee(English) |
| 29. Guldasta: compositions of D.T.Joshi | Debu Choudhury(English) |
| 30. Setarer Bibartane Jaipur Senia O Imdadkhani Gharana | Dr.S.Sarkhel(Bengali) |
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Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

CHOICE BASED CREDIT SYSTEM
B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL (ESRAJ)
OUTLINE OF THE COURSE STRUCTURE

Course Code	Course Type	Course Title	Credits	Marks	Content Hrs P/W
Semester I					
CC-1	Practical	Fundamentals & Basic Techniques of Esraj Learning	6	75	12
CC-2	Theory	General Theory 1	6	75	06
GEC- 1	Practical	Basic strokes, Alankars, etc. of Esraj	6	75	12
AECC-1	Theory	MIL/Eng/Evs	2	25	02
Semester II					
CC-3	Practical	Razakhani Gat,Toda and Jhala	6	75	12
CC-4	Theory	General Theory 2	6	75	06
GEC-2	Practical	Techniques & Simple Composition	6	75	12
AECC-2	Theoretical	MIL/Eng/Evs	2	25	02
Semester III					
CC-5	Practical	Alaap, Jod and Jhala 1	6	75	12
CC-6	Practical	Masitkhani and Razakhani Gat 1	6	75	12
CC-7	Theoretical	History of Music, General Theory	6	75	06
GEC-3	Practical	Masitkhani and Razakhani Gat	6	75	12
SECC -1	Theoretical	Audio Recording/Theory of Western Music / Theory of Karnatic Music (any one)	2	25	02
Semester-IV					
CC-8	Practical	Alaap, Jod and Jhala 2	6	75	12
CC-9	Practical	Masitkhani and Razakhani Gat 2	6	75	12
CC-10	Theoretical	Aesthetics	6	75	06
GEC-4	Theoretical	General Theory of Esraj	6	75	06
SECC-2	Theoretical	Audio Recording/Theory of Western Music / Theory of Karnatic Music (any one)	2	25	02
Semester-V					
CC-11	Practical	Masitkhani and Razakhani gat 3	6	75	12
CC-12	Theoretical	History of Music and Musicology 1	6	75	06
DSE-1	Practical	Stage Demonstration 01/St.Dem.02 (any one)	6	75	12
DSE-2	Practical	Stage Demonstration 03/St.Dem.04 (any one)	6	75	12
Semester-VI					
CC-13	Practical	Masitkhani and Razakhani gat 4	6	75	12
CC-14	Theoretical	History of Music and Musicology 2	6	75	06
DSE-3	Practical	Raga Analysis 01/ Raga Analysis 02 (any one)	6	75	12
DSE-4	Theoretical	Project	6	75	6

**B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL (ESRAJ)
SYLLABUS**

SEMESTER -I

1) Course: CC-1 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Fundamentals Basic Techniques of Esraj Learning

Course objectives:

- Introduction with the instrument- Basic playing techniques.
- Introduction to basic ragas and talas of Hindustani Classical music.

1. Basic bows (Bols) based on Talas.

2.10 Alankars based on Talas.

3. Basic techniques: Meend, Krintan, Kan, Gamak, Ghasit etc.

4. Murchhana and Jhala of different types.

5. Two Swaramalikas from the prescribed Ragas

Ragas:-Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Bhairavi

6. Ability to recite the theka in Barabar, Dwigun, Tingun and Chougun laya from the prescribed Talas.

Prescribed Ragas and Talas:

Talas:-Trital, Jhaptal, Ektal, Rupak, Dadra, Kaharwa.

Learning outcomes:

- Learners get accustomed with the instrument.
- Ability to play swaras and simple alankars.
- Ability to play simple compositions in basic ragas of Hindustani Classical Music.

2) Course: CC-2 (Theory)

Full Marks: 75 (60+15)

Credits: 6

Course Title: General Theory -1

Course Objectives:

- Making the learner aware about the historical development of Esraj as an instrument.
- Knowledge of basic musical terminologies.

- Developing the interest of the learner in the history of Indian Music and musical instruments.

1. Description and history of Esraj

2. Outline history of Indian music (Ancient and Medieval period)

3. Definition of the following musical terms:

Sangeet, Naad, Shruti, Swara, Saptak, Murchhana, Thata, Raga, Pakad, Alap, Tan, Gat, Jati, Aroha, Avaroha, Varna, Vadi, Samvadi, Vivadi, Anuvadi, Tala, Matra, Laya, Sam, Khali, Tihai

3. Detailed theoretical knowledge of the following Ragas:

Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Bhairavi.

4. Knowledge of Musical Instruments.

Learning Outcomes:

- A learner comes to know about Indian musical instruments in detail.
- A learner comes to know in detail about the historical development of Esraj as an instrument.
- Understanding of basic musical terminologies and theoretical knowledge of the prescribed ragas.
- The learners get acquainted with the history of Indian music in Ancient and Medieval period.

3) Course: GEC-1 (Practical) Full Marks: 75 (60+15)

Credits: 6

Course Title: Basic Strokes, Alankars etc. of Esraj

Course objectives:

- This is a generic elective course and provides an opportunity to the students of other disciplines to have an introduction to the nuances of Hindustani music and its appreciation.
- Basic playing technique of Esraj, learning simple compositions in the prescribed ragas and having a preliminary understanding of tala and laya are the areas of focus for this course.

Learning Outcomes:

- Ability to understand nuances of Raga sangeet.
- Ability to play basic compositions in prescribed ragas
- Preliminary knowledge of laya tala concept in Hindustani classical Music

1. Basic strokes (Bols) of Esraj
 2. (a) 5 Alankars based on Tal
(b) 5 Alankars based on stroke patterns
 3. Razakhani/Drut Gat in all the following ragas with at least five tans and jhala:
Yaman , Bhairav, Bihag
 - 4) **Course: AECC-1 (Theory) Full Marks: 25 (20+05) Credit:2 MIL/Eng/EVS**
 - 5) **Course: TS-1 (Tagore Studies) (Theory) Full Marks: 50 (40+10) Credit: 4**
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SEMESTER – II

1) Course: CC-3 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Razakhani Gat, Toda and Jhala

Course Objectives:

- Introduction to Razakhani Gats.
 - Development of concept of Toda and Jhala
1. Razakhani Gat with Toda and Jhala of the following ragas:-
Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Alhaiya Bilawal, Bhairavi.
 2. Knowledge of following talas:-
Trital, Jhaptal, Choutal, Dhamar, Jhumra, Ada-choutal.

Learning Outcomes:

- Learners get acquainted with structure as well as playing techniques of Razakhani Gat, Toda and Jhala.

2) Course: CC-4 (Theoretical) Full Marks: 75 (60+15) Credits: 6
Course Title: General Theory -2

Course Objectives:

- Introduction to various genres of Hindustani Classical music.
 - Theoretical details of newly learned ragas covered in the syllabus of CC -3.
 - Theoretical understanding of Gats along with knowledge of Bhatkhande notation system as well as Talalipi notation writing techniques.
1. Knowledge of the following musical forms:

Dhrupad, Dhamar, Khayal, Thumri, Tarana,

2. Definition of the following musical terms:-

Meend, Krintan, Kan, Gamak, Ghasit, Sut, Jamjama, Murki, Nayaki, Gayaki.

3. Detailed theoretical knowledge of the following Ragas:

Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Alhaiya Bilawal, Bhairavi.

4. Detailed study of Masitkhani and Razakhani Gat

5. Knowledge of following talas and ability to compose Talalipi in Dwigun, Tingun and Chougun laya according to Bhatkhande notation system:-

Ektal, Chautal, Dhamar, Deepchandi, Addha, Panchamsawari.

6. Knowledge of Bhatkhande and Vishnu Digambar Paluskar notation system.

7. Ability to write notation of Gat in Bhatkhande notation system of the following ragas:-Yaman, Bhairav, Bihag, Kafi, Khamaj, Bhupali, Alhaiya Bilawal, Bhairavi.

Learning Outcomes:

- Learners get acquainted with the different musical genres.
- Knowledge of various Musical Terminologies along with theoretical details of the ragas covered in the Practical Course CC-3.
- Learners develop the ability of writing compositions in Bhatkhande notation system as well as writing Talalipi notation in various layakaries.

3) Course: GEC – 2 (Practical)

Full Marks: 75 (60+15)

Credit : 6

Course Title: Techniques & Simple Compositions

Course objectives:

- Different techniques of playing the sitar along with ornamentations and learning Masitkhani gat and Razakhani gats with basic features of improvisation in the prescribed ragas, are the focus areas of this course.

Learning Outcomes:

- To have greater command over the playing techniques of the instrument (Esraj)
- Ability to play Razakhani and Masitkhani gats/ compositions along with a basic understanding of improvisation

1. Ability to play basic techniques of Esraj – Meend, Kan, Gamak, Krintan etc.

2. One Masitkhani Gat with layakari in tanas.
3. Razakhani Gat in all the following ragas with toda/tanas and
Jhala: Bhupali, Alhaiya Bilawal, Jaunpuri.

4) Course: AECC-2 (Theoretical) Full Marks: 25 (20+5) Credit: 2 MIL/Eng/Evs

5) Course: TS-2 (Theoretical) Full marks: 50 (40+10) Credit: 4

SEMESTER -III

1) Course: CC-5 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Alap, Jod and Jhala - 1

Course Objectives: Introduction to the concept of alap, Jod and Jhala

Alap, Jod and Jhala of the following Ragas:-

Yaman, Bihag, Bhairav, Bhimpalasi, Bhairavi.

Learning Outcomes: Learners develop and understand the concept of playing alapa, Jod and Jhala in different ragas.

2) Course: CC-6 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Masitkhani and Razakhani Gat 1

Course objectives:

- Introduction to Masitkhani Gat along with a focus on the development of a complete performance.

Masitkhani/Vilambit and Razakhani/Drut Gat with complete baj of the following Ragas:-

Yaman, Bhairav, Jaunpuri, Bhimpalasi, Brindavani Sarang, Durga, Bihag

Learning Outcomes:

- Students develop an ability to present and perform a complete baj.

3) Course: CC-7 (Theoretical) Full Marks: 75 (60+15) Credits: 6
Course Title: History of Music, General Theory

Course Objectives:

- A detailed understanding of the history of Hindustani classical music from 13th to 18th century.
- Musical terminologies, knowledge about time theory of raga and 72 melas of Vyankatmakhi.
- Developing the concept of comparative study between ragas.
- Theoretical details of the prescribed ragas.
- Knowledge of advance Layakaries.

1. Outline history of Hindusthani music from 13th to 18th century.

2. Knowledge of the following:-

Shuddha, Chhayalag and Sankeerna Ragas, Sandhiprakash Raga, Purvanga and Uttaranga Raga, Graha, Ansha and Nyas Swaras, Ragalap, Rupakalap, Alapti, Prabandha, Marga and Deshi Sangit, Avirbhava, Tirobhava, Alpatva, Bahutva.

3. Time theory of Raga

4. Method of producing 72 melas of Pandit Vyankatmakhi.

5. Theoretical knowledge and comparative study of the following Ragas:-Yaman, Bihag, Bhairav, Bhimpalasi, Bhairavi, Jaunpuri, Brindavani Sarang, Durga

6. Number of Ragas of nine Jatis from one Thata and method of producing them.

7. Ability to write notation of Gat in Bhatkhande notation system of the following ragas:-Yaman, Bhairav, Jaunpuri, Bhimpalasi, Brindavani Sarang, Durga, Bihag

8. Knowledge of following talas and ability to compose Talalipi in Aad, Kuad and Biad laya according to Bhatkhande notation system:-Deepchandi, Jhumra, Adachoutal, Panchamsawari, Tilwada

Learning Outcomes:

- Ability to critically analyze theoretical aspects in music.
- Acquire a nuanced understanding of various ragas and ability to articulate this aspect.
- Gain a perspective of the scientific and objective methodology of music theory.
- Learners get acquainted with advance Layakaries.

4) Course: GEC – 3 (Practical)

Full Marks: 75 (60+15)

Credit: 6

Course Title: Masitkhani and Razakhani Gat

Course objectives:

- Teaching Masitkhani and Razakhani gat along with basic improvisational techniques in the prescribed ragas, and further expanding the understanding of the instrument, are the focus areas of this course.

Learning Outcomes:

- Ability to play simple compositions
 - Enhanced understanding of the instrument
1. Two Masitkhani Gat with Todas/Tans in any two prescribed ragas.
 2. Razakhani Gat with tana and Jhala in all the prescribed ragas.
 3. Ability to play Alaap with techniques in any one raga
 4. Detailed study of the prescribed Ragas for Viva- vice.

Prescribed Ragas:- Malkauns, Desh, Bhimpalasi, Yaman

5) Course: SECC-1(Theoretical) Full Marks: 25 Credits:2
Audio Recording Training/Theory of Western Music / Theory of Karnatic Music (any one)

SEMESTER –IV

1) Course: CC-8 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Alap, Jod and Jhala 2

Course Objectives: An indepth study of alapa, Jod and Jhala with its finer nuances in the prescribed ragas.

Alap, Jod and Jhala of the following Ragas:-

Todi, Bageshri, Jaijaiwanti, Malkauns, Mian ki Malhar, Marwa, Puriya.

Learning Outcomes: Ability to present and perform Alapa, Jod and Jhala in the prescribed ragas with enhanced level of proficiency

2) Course: CC-9 (Practical) Full Marks: 75(60+15) Credits: 6
Course Title: Masitkhani and Razakhani Gat 2

Course Objectives: To learn Masitkhani & Razakhani Gats with improvisation in the prescribed ragas.

Masitkhani/Vilambit and Razakhani/Drut Gat with complete baj of the following Ragas:-

Todi, Bageshri, Jaijaiwanti, Malkauns, Mian ki Malhar, Marwa, Puriya, Puriyadhanashri, Tilak Kamod

Learning Outcomes : Ability to present Masitkhani & Razakhani Gats along with improvisational techniques in the prescribed ragas.

3) Course: CC-10 (Theoretical)
Course Title: Aesthetics

Full Marks: 75 (60+15)

Credits: 6

Course Objectives:

- A sound knowledge of Tagorean aesthetics.
- A conceptual development of philosophy of art and aesthetics.

GENERAL AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

- I. Prabasjiban Choudhuri, Saundaryadarshan,
- II. Sitansu Roy, Saundaryadarshan: Prathomik Parichay

For Students offering English Medium: Reference English Texts:-

- I. Aldrich: Philosophy of Art
- II. Sitansu Roy: Studies in Music Aesthetics

TAGOREAN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

- I. Rabindranath Tagore, Sahiter Pathe
 - a. Utsarga [Dedication]
 - b. Vastava [Real]
 - c. Tathya - O – Satya [Fact and Truth]
- II. Rabindranath Tagore, Sahitya
 - a. Saundaryabodha [The sense of Beauty]
 - b. Saundarya – O – sahitya [Beauty and Literature]
- III. Rabindranath Tagore, Sangeet Chinta
 - a. Sangeet – O – Bhava [Music and feeling]
 - b. Sangeet – O – Kavita [Music and Poetry]
 - c. Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium:

Reference English Texts:-

- I. Rabindranath Tagore on Art and Aesthetics, Edited by P. Neogy (5 - Selected pieces)

Learning Outcomes:

- Learners get familiar with Tagorean aesthetics.
- Ability to have a critical understanding of aesthetical studies.

4) Course: GEC – 4 (Theory)

Full Marks: 75 (60+15)

Credit: 6

Course Title: General Theory on Esraj

1. Definitions of the following terms:-

Nad, Sruti, Swara, Thata, Raga, Raga Lakshanas, Tala, Laya, Sam, Meend, Sut, Vadi, Samvadi, Anuvadi, Vivadi

2. Description and history of Esraj.

3. Gharanas of Esraj.

4. Detailed theoretical knowledge of the following ragas:- Yaman, Bhupali, Khamaj, Kafi, Bhairav, Bhairabi, Desh, Jaunpuri.

5. Knowledge of Musical instrument

6. Life sketch and contribution of the following personalities:-

Ashesh Chandra Bandyopadhyay, Surendranath Bandyopadhyay, Sourindra Mohan Thakur, Ranadhir Roy, Gourhari Kabiraj

5) Course: SECC-2 (Theoretical)

Full Marks: 25

Credits: 2

Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

SEMESTER –V

1) Course: CC-11 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Masitkhani and Razakhani Gat 3

Course Objectives:

• To learn compositions in detail along with the complete baj in the prescribed ragas Masitkhani/Vilambit and Razakhani/Drut Gat with complete baj of the following Ragas:-

Malkauns, Mian ki Malhar, Puriyadhanashri, Patdeep, Desh, Purbi

Learning Outcomes:

- To acquire an ability to play with considerable proficiency, a complete baj in the prescribed ragas.

2) Course: CC-12 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: History of Music and Musicology 2

Course Objectives:

- Enriching the historical knowledge of Hindustani classical music covering from 13th to 20th century.
 - Comparative study of Hindustani and Karnatic music; Musician's merits and demerits
 - Musical Contribution of renowned musical personalities.
1. History of Hindustani music from 13th to 20th century.
 2. Comparative study of Suddha and Vikrita swaras of Hindustani and Karnatic music.
 3. Knowledge of Karnatic equivalents of Ten Hindustani Thatas.
 4. Merits and demerits of a musician.
 5. Musical contribution of following personalities:-

Srinivas, Sourindra Mohan Thakur, Swami Prajnanananda, Rajyeswar Mitra, Bimal Roy.

Learning Outcomes:

- Learners acquire knowledge of historical developments of Hindustani music covering from 13th to 20th Century.
- A fair understanding of the nuances of Karnatic music.
- Merits and demerits of a musician.
- Knowledge of renowned musical personalities.

3) Course: DSE-1 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: (Choose one) Stage Demonstration1/Stage Demonstration 2

Course Objectives: This course focuses on honing the skills of the student as a performer. To teach the learner, nuances of a solo performance, and to provide exposure through the analysis of performances of master musicians are some of the focal points of this course.

Learning Outcomes:

- Ability to give a solo presentation/performance in any one raga from the prescribed syllabus
- Ability to have an enhanced understanding of raga aesthetics and plan a performance
- Ability to understand the various nuances of performance practice including the dynamics with co-artistes during performance

Stage Performance 1

- Stage Performance test of about 30 minutes duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas:

Yaman, Bihag, Todi, Bageshri, Jaijaiwanti, Malkauns.

Stage Performance 2

- Stage Performance test of about 30 minute's duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas:

Bhairav, Bhimpalasi, Desh, Durga, Jaunpuri

4) Course: DSE-2 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: (Choose one) Stage Demonstration 3/Stage Demonstration 4

Course Objectives: This course focuses on honing the skills of the student as a performer. To teach the learner, nuances of a solo performance, and to provide exposure through the analysis of performances of master musicians are some of the focal points of this course.

Learning Outcomes: Ability to give a solo presentation/performance in any one raga from the prescribed syllabus

Stage Performance 3

- Stage Performance test of about 30 minute's duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas:

Todi, Bageshri, Jaijaiwanti, Malkauns, Tilakkamod, Purbi.

Stage Performance 4

- Stage Performance test of about 30 minute's duration for each candidate in Ragas chosen by the candidate from the prescribed Ragas. Masitkhani and Razakhani gats with elaboration to be presented.

Prescribed Ragas: Marwa, Puriya, Puriyadhanashri, Patdeep, Desh

SEMESTER –VI

1) Course: CC-13 (Practical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Masitkhani and Razakhani Gat 4

Course Objectives:

- An indepth study of ragas in reference to Masitkhani & Razakhani gats. Masitkhani/ Vilambit and Razakhani/ Drut Gat with complete baj of the following Ragas:-

Ahir Bhairav, Gujri Todi, Rageshri, Suddha Sarang, Kedar , Kamod, Chhayanat, Sohini, Pilu.

Learning Outcomes:

- A thorough study of different ragas enriched the learners with a better understanding of the ragas as well as the instrument.

2) Course: CC-14 (Theoretical) Full Marks: 75 (60+15) Credits: 6
Course Title: History of Music and Musicology 3

- Imparting knowledge about the different Gharanas of the Instrument.
- To enrich the learner with knowledge of renowned musical personalities.
- Ability to clearly articulate and write about musicological aspects with respect to classical music
- Ability to acquire a holistic perspective towards learning classical music

1. Different Gharanas of Esraj.
2. Difference between Suddha scale of Hindustani music of ancient, medieval and modern period.
- 3.Placing of Suddha swaras on a Vina and their vibrations as explained by Shrinivas.
4. Sarana Chatushtayi or Chatus- sarana of Bharata Muni
- 5.Musical contribution of the following personalities:-

Surendranath Bandyopadhyay, Satyakinkar Bandyopadhyay, Ashesh Chandra Bandyopadhyay, Gourhari Kabiraj, Dakshina Mohan Thakur, Sourindra Mohan Thakur, Dinendranath Thakur and Ranadhir Roy.

Learning Outcomes:

- Ability to have a critical understanding of music theory in tandem with performance practice
- Ability to clearly articulate and write about musicological aspects with respect to classical music
- Ability to acquire a holistic perspective towards learning classical music

3) Course: DSE-3 (Practical) Full Marks: 75 (60+15) Credits: 6
Course Title: Raga Analysis

Course Objectives:

- To impart the knowledge of raganga classification
- To teach the characteristic phrases of ragas classified under one group.

- To teach the subtle nuance of ragas under one group through multiple compositions in each raga

Learning Outcome:

- Ability to have a critical understanding of raga phrases and demonstrate the same
- Ability to clearly distinguish ragas categorized under the same group
- Acquire a thorough understanding of the raganga paddhati of raga classification and the ability to demonstrate this distinction through bandishes and improvisatory phrases in each raga

Raga Analysis 1

Comparative study of the following ragas:-

Group –I

Kalyan: Yaman, Bhupali, Kedar, Kamod, Hamir, Chhayana, Suddhakalyan

Bilawal: Alhaiya Bilawal, Bihag, Durga, Deshkar, Devgiri Bilawal, Yamni Bilawal

Raga Analysis 2

Comparative study of the following ragas:-

Group –II

Bhairav:-Bhairav, Ramkali, Ahir Bhairav, Nat Bhairav, Jogia, Bairagi Bhairav

Todi:-Mian ki Todi, Gujri Todi, Bilaskhani Todi,

4) Course: DSE-4 (Theoretical)

Full Marks: 75 (60+15)

Credits: 6

Course Title: Project Work

Course Objectives: This course focuses on developing the learner’s ability to do critical research in the performing arts and is an orientation towards a more research based analytical approach towards performance practice.

Learning Outcomes: The student is expected to submit a short thesis based on his/her project work.

Project based upon actual Field work related to music. Topic chosen in consultation with the teacher at the commencement of the semester IV

Recommended Books:

1. Sangit Parichiti –I & II Vol N.R. Banerjee (Bengali)
- 2.Sangit Darshika – I& II Vol N.G. Banerjee (Bengali)
- 3.Sastriya Sangit Parichaya Dr. P.K. Ghosh (Bengali)
- 4.Geet Vadyam L.N. Ghosh (Bengali)
- 5.Sangit Manisha I & II Vol A. Das Sharma (Bengali)
- 6.Sangit Tatta I& II Vol D.Dutta(Bengali)
- 7.Rag O Rup Swami Prajnananda (Bengali)
- 8.Bharatiya Sangit Kaush Bimalakanta Roy Choudhury (Bengali)
- 9.Bharatiya Sangit Prasanga Dr. B.Roy (Bengali)
- 10.Mughal Bharater Sangit Chinta R. Mitra (Bengali)
- 11.Sangit Shastra (I– III) Vol I. B. Roy (Bengali)
- 12.Hindustani Sangeeta Tansener Sthan B.K. Roy Choudhury (Bengali)
- 13.Amar Kotha Allauddin Khan (Bengali)
- 14.Rag Anurag Ravi Shankar(Bengali)
- 15.Kudrat Rangi Birangi Kumar Prasad Mukherjee (Bengali)
- 16.Komal Gandhar Vilayat Khan(Bengali)
- 17.Tar chire geche Kobe S.K.Bandyopadhyay (Bengali)
- 18.Tantri Nad Dr Lalmani Mishra (Hindi)
- 19.Tata Vadya Dr Lalmani Mishra (Hindi)
- 20.Bharatiya Sangit Ka Itihas S.S. Paranjape (Hindi)
- 21.Sangeet Bodh S.S. Paranjape (Hindi)
- 22.Kramik Pustak Malika (I- VI) Vol V. N. Bhatkhande (Hindi)
- 23.Bhatkhande.Sangeet Shastra (I- VI) Vol V. N. Bhatkhande (Hindi)
- 24.My Music My Life Ravi Shankar (English)
- 25.Theory of Indian Music R.V. Vir (English)
- 26.Stepping stone to Indian Music N.P. Ghosh Dastidar(English)
- 27.Musicians of India Amal Das Sharma (English)
- 28.Indian Classical Music :Changing Profiles Bimal Mukherjee(English)
- 29.Guldasta: compositions of D.T.Joshi Debu Choudhury(English)
- 30.Setarer Bibartane Jaipur Senia O Imdakhani Gharana Dr.S.Sarkhel(Bengali)

Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

CHOICE BASED CREDIT SYSTEM
B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL (TABLA)
SYLLABUS

SEMESTER I

1) Course: CC-1 (Practical)
Course title- Fundamentals of Tabla

F.M: 75 (60+15)
Credits: 6

Course objective: This course aims to provide the students with the introduction to Tabla, the Indian classical key percussion instrument; Some basic materials to impart overall idea of solo and accompaniment ability to the students

- I. Ability to play Trital, Jhaptal, Choutal with simple Kaidas, Tukras, Moharas and Chakradars.
- II. Ability to recite Trital, Jhaptal & Ektal with their Thekas Digun and Chougun layakaries – by clapping hands.
- III. Ability to recite simple Tukras by clapping hands.

Learning outcome-Developing knowledge of different compositions in different taalas and some other relevant matters required for tabla as well as in music.

2) Course: CC-2 (Theoretical)
Course Title-Development of technical knowledge of Tabla

F.M.: 75 (60+15)
Credits: 6

Course objective: This is to impart basics of Tabla instrument so that they can use the instrument confidently. Some other important items have been added so that students can get idea of Tabla all aspect.

- I. Ability to draw the sketch of Tabla and Banya and to describe their different parts and specific functions.
- II. Knowledge of principal varnas of Tabla and Banya with their production system.
- III. Ability to write the technique of producing different Boles on Tabla and Banya.
- IV. Knowledge of Pt. Vishnunarayan Bhatkhande Tallipi system.
- V. Definition of the following:
Tal, Laya, Matra, Vibhag, Sam, Tali, Khali, Theka, Abartan, kaal.
- VI. Knowledge of following Talas and ability to make Tallipi in Dugun and Chougun layakaries in Pt. V.N. Bhatkahande Tallipi system. (Trital, Jhaptal, Ektal, Rupak).
- VII. Life history of the following personalities: Amir Khusro, Sarangadeva, Kshetramohan Goswami.

Learning outcome- Apart from the basic ideas about the instrument and other relevant topics the students will be benefited in all aspects through this kind of theoretical matters as prescribed in the syllabus.

3) Course : GEC – 1 (Practical) Full Marks: 75 (60+15) Credits : 6
Course title-Basics of Tabla

Course objective- : This is a elective and hence aimed at training the students with very basics of Tabla so that students from all department may understand and enjoy the subject. This course was aimed to encourage students from all faculty. Basic talas and some basic repertoires are included.

Syllabus:

1. Ability to play Trital and Jhaptal with Thekas and Simple Kaydas, Tukras and Chakradars.
2. Ability to recite Trital and Jhaptal with Barabar laya, Dwigun and Chougun layakaries by clapping hands.

Learning outcome-Students will have a general idea about some common Taalas and some basic materials to bring forward to the next step.

4) Course: AECC-1 (Theory) Full Marks: 25 (20+05) Credits:2 MIL/Eng/EVS

5) Course: TS-1 (Tagore Studies) (Theory) Full Marks: 50 (40+10) Credits: 4

SEMESTER II

F.M. (60+15)=75

1) Course – CC-3 (Practical)
Course title- Skill enhancement of Tabla.

Credits-6

Course objective: Some advance talas are included so that the students can accompany with different kind of songs. Some light talas are included to impart knowledge about some folk rhythms and idea about recitation of bols which is very essential in case of Tabla.

Syllabus:

Ability to tune Tabla

Advance study in Trital, Sultal, Ektal with Kaidas, Mukhras, Tukras and Chakradars.

Ability to play Dadra and Kaharwa with Thekas and simple Laggis.

Ability to recite the Taalas and boles learnt in this course.

Learning outcome-Enhancement of accompanying idea. Knowledge of different tradition and light taalas and recitation of Taals and bols

2) Course – CC-4 (Theoretical)

F.M. (60+15)=75

Course title-Development & theoretical knowledge of Tabla Credits: 6

Course objectives- This is to give idea to the students about some inevitable items such as the development of the instrument, Notation system, Laya Layakari method , some common repertoires And some very important life history by which a student can get a overall idea in his standard.

Syllabus:

1. Origin and development of Tabla.
2. Knowledge of the musical Instruments: Tata, Susir, Ghana, Abanadhiya.
3. Knowledge of Pt. Vishnu Digambar Paluskar Tallipi system.
4. Definition of the following:
Kayda, Peshkar, Tehai, Tukra Layas-Vilambit, Madhya & Drut, Layakaries – Dwigun, Tingun&Chougun.
5. Knowledge of the following Tals and ability to make notations of Kayda, Palta, Peskhar, Tukra, chakradars in the following Talas:
Trital, Jhamptal, Ektal, Rupaktal.
6. Life history and contributions of the following personalities:
Natthu Khan, Ahmedjan Therakua, Murari Mohan Gupta, Habibuddin Khan.
7. Ability to write the notations of the following Talas in Barabar and Tingun Layakari: Trital, Sultal, Ektal.

Learning outcome : This theory course makes the students aware of the origin and development of the instrument as well as the different kind of instruments according to classification. Different repertoires of Tabla are also included so that students can perform solo anywhere. Awareness of notation (tallipi) are also a part of this paper. Its a valuable part for overall understanding of Tabla history and other aspects of Tabla.

3) Course : GEC – 2 (Practical) Full Marks: 75 (60+15) Credits : 6

Course title- Fundamentals of Tabla

Course objective: A bit advance talas have been included to make steady to the students for accompanying in different situations, some folk talas and idea of giving beats are also to be imparted.

Syllabus:

1. Ability to play Ektal and Rupaktal with Thekas and Simple Kaydas, Tukras and Chakradars.
2. Ability to recite Ektal and Rupaktal with Barabarlaya, Dwigun and Chougun layakaries by clapping hands.
3. Ability to play Dadra and Kaharwa with simple laggis.

4) Course: AECC-2 (Theoretical) Full Marks: 25 (20+5) Credits: 2 MIL/Eng/Evs

5) Course: TS-2 (Theoretical) Full marks: 50 (40+10) Credits: 4

SEMESTER III

**1) Course – CC-5 (Practical)
Course title- knowledge advancement**

**F.M. (60+15)=75
Credits-6**

Course objectives- : Students are to be introduced with some advance talas so that they can have the idea about overall subject. Related items will be there so as to give them advance knowledge.

Syllabus:

1. Study of Jhaptal, Dhamar, Teora, Rapaktal with Kaida, Rela, Paran and Chakradars.
2. Damdar and BedamTihais in all the Talas mentioned above.
3. Oral rendering of all the Talas in Dwigun, Tingun and Chougun layakaries.
4. Knowledge of playing upaj in the above mentioned Talas.

Learning outcome-Some special tihais, oral rendering and upaj method are incorporated so that the students may have idea about advance table playing.

2) Course – CC-6 (Practical)

Course title-advancement with major ideas

F.M. (60+15)=75

Credits-6

Course objectives: Some more advance talas are included this syllabus so as to impart the students about the actual flavor of India classical music and it's proper application. Some typical fingerings of tabla and some advance laykaris are also there to make them more knowledgeable about the subject.

Syllabus:

1. Advanced study of Adachoutal, Dhamar, Ektal, Surphanktal with Peskars, Kaidas, Gats, Tukras and Chakradars.
2. Special practice in Terekete and Dherekete in Dhamar, Tewra & Surphanktal.
3. Ability to compose Kaidas, Paltas and Mukhras in all the Talas of this course.
4. Study of Layakaries: Ada & Kuad.

Learning outcome-Students will be benefited with some advance Taalas, advance layakaries etc. and they will be confident about the subject. Advancement of the students is more necessary and they should be well aware about the subject. More over they will be able to participate in every situation.

3) Course – CC-7 (Theoretical)

Course title-Theoretical aspects of Taabla.

F.M. (60+15)=75

Credits-6

Course objective: This theory course gives introduction to the origin development of Pakhawaj as it is the precursor of Tabla. Introduction of many Indian instruments has been involved so that students can have the idea about several instruments. Moreover different Tabla Baaj, their repertoires have been included for the higher study of the students ten salient features of Taal have been introduced for the understanding of India system knowledge about important characters of music has also been introduced. To bring forward the idea of Tabla and related matters so that students can achieve different

matters to go onward; Different Taal system, Notation, Some features of Daspran have been adopted to make them progressive.

Syllabus:

1. Origin and development of Pakhawaj.
2. Ability to draw the sketch of Pakhawaj and describe their different parts and specific functions.
3. General introduction of Pakhawaj, Dholak, Khol, Kanjira, Chenda, Ghatam and Mridangam.
4. Historical study of the following six Tabla Baaj: Delhi, Benaras, Ajrada, Farukhabad, Lucknow and Punjab.
5. Knowledge of writing Kaida, Rela, Patta, Gat, Chakradar etc. in Bhatkhande Tallipi system.
6. Study of Ten Principal features (Dasaprana) of Tala.
7. Musical contributions of the following personalities: Kader Baksh, Kanthe Maharaj, Wajid Hussain, Anokhelal Misra.
8. Comparative study of Hindusthani and Karnatik Taal system.
9. Contribution of Gurudev Tagore to Indian Taal system.
10. Comparative study of the notation system of Pt. V D.Paluskar and V N Bhatkhande.
11. Definition with explanation s of the distinctive features and application of followings: Kriya, anga, graha, jati, uthan, gat, paran, rela, chakradar.
12. Musical contribution of the following personalities:- Jnyan Prakash Ghosh, Samta Prasad, Hirendra Kr. Ganguly.
13. Introductory knowledge of western time and Rhythm.
14. Knowledge of the following taalas and ability to compose tallipi in Adlay ,Bidlay: Dhamar , Tritaal and Laxmi Taal.

Learning outcome- Advancement of the students is more necessary and they should be well aware about the subject by the above syllabus. Gharana , Ten salient features of Taala etc. are added very consciously. More over they will be able to participate in every situation.

4) Course: GEC – 3 (Practical) Full Marks: 75 (60+15) Credits: 6

Course title- Advance study of Tabla

Course objective- : In this course students have been offered a few important talas and their compositions for their better knowledge about Tabla. Thekas of some dhrupadang taalas are offered for a outline about dhrupadang sangat and also introduced some talas introduced by Rabindranath Tagore, so taht they can be habituated with accompaniment with Rabindra Sangit.

Syllabus:

1. Advance course in Trital, Ektal with different types of Kayda, Rela, Tukra and Chakradar.
2. Theka and simple Paranas in Dhamar, Teora, Surphanktal.
3. Ability to play the Thekas of Sasthi, Rupakra, Nabatal and Ekadosi Tal created by Gurudev Rabindranath Tagore.

Learning outcome-By this the students will be habituated with different type of Taalas and related matters.

5) Course: SECC-1 (Theoretical) Full Marks: 25 Credits:2
Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

SEMESTER IV

4th Semester

F.M. (60+15)=75

1) Course – CC-8 (Practical)

Credits-6

Course title- Ability of creative idea.

Course objectives- : In this course students are expected to experience some less common talas and their repertoires. They will be introduced with making of tihai making of comp. etc. for their knowledge of creation.

Syllabus:

1. Ability to play easy Parans, Tukras, Gats, Chakradars and simple Relas in Shikhar-Tal, Rudratal, Mattatal.
2. Ability to play Thekas with simple Parans, Relas and Laggis in Madhyaman and Dhumali tal.
3. Ability to compose Tehais (Damdar and Bedam) in all the Tals learnt in this course.
4. Ability to compose Kaidas, Paltas and Tukras in the Tals learnt in this course.
5. Ability to recite Tukras, Kaidas learnt in this course.

Learning outcome- Apart from all other usual items some important items also added. Advancement of the students is more necessary and they should be well aware about the subject. More over they will be able to participate in every situation.

2) Course – CC-9 (Practical)

F.M. (60+15)=75

Course title-Assimilation of different ideas of Tabla

Credits-6

Course objective : In this course students are expected to have some idea about some less common talas and talas of Tagore. They are also offered clapping system for the sense of laya.

Syllabus:

1. Ability to play easy Parans, Tukras, Gats, Chakradars and simple Relas in Lakshmi-Tal, Brahmatal and Gaja-Jhampatal.
2. Ability to play Thekas with simple Parans, Relas and Laggis in Ada-Theka and Postatal.
3. Ability to play Thekas, Mukhras and Parans in Rupakra, Sasthi and Nabatal composed by Gurudev Rabindranath Tagore.
4. Ability to recite all the above mentioned Tals with layakarries.
5. Ability to recite, boles learnt in this course by clapping hands.

Learning outcome- As they will learn some uncommon Taalas they will be more confident. Advancement of the students is more necessary and they should be well aware about the subject by this. More over they will be able to participate in every situation without fear.

3) Course – CC-10 (Theoretical)

F.M. (60+15)=75
Credits-6

Course title- Aesthetics

Course Objectives:

- A sound knowledge of Tagorean aesthetics.
- A conceptual development of philosophy of art and aesthetics.

Learning Outcomes

- Learners get familiar with Tagorean aesthetics.
- Ability to have a critical understanding of aesthetical studies.

GENERAL AESTHETICS

For Students offering Bengali Medium: -

Reference Bengali Texts:-

- I. Prabasjiban Choudhuri, Saundaryadarshan
- II. Sitansu Roy, Saundaryadarshan: PrathomikParichay

For Students offering English Medium:

Reference English Texts:-

- I. Aldrich: Philosophy of Art
- II. Sitansu Roy: Studies in Music Aesthetics

TAGOREAN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

- I. Rabindranath Tagore, Sahiter Pathe
 - a. Utsarga [Dedication]
 - b. Vastava [Real]
 - c. Tathya - O – Satya [Fact and Truth]
- II. Rabindranath Tagore, Sahitya
 - a. Saundaryabodha [The sence of Beauty]
 - b. Saundarya – O – sahitya [Beauty and Literature]
- III. Rabindranath Tagore, Sangeet Chinta
 - a. Sangeet – O – Bhava [Music and feeling]
 - b. Sangeet – O – Kavita [Music and Poetry]
 - c. Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium:

Reference English Texts:-

- I. Rabindranath Tagore on Art and Aesthetics, Edited By P. Neogy (5 - Selected pieces)

4) Course: GEC – 4 (Theory)

Full Marks: 75 (60+15)

Credits: 6

Course objective : This is the only theory paper in GE Course which have been incorporated all aspects of Tabla which are applicable in this standard.

Syllabus:

1. Ability to draw the sketch of Tabla and Banya and to describe its different parts and specific functions.
2. Origin and development of Tabla and Banya.
3. Knowledge of Principal varnas of Tabla and their production system.
4. Ability to write Tallipi of Tukras and Kaydas in Pt. Bhakhande system.
5. Definetions: Tal, Laya, Matra, Vibhag, Sam, Tali, Khali, Theka, Abartan, Dwigun, Chougun.
6. Ability to write the Thekas of the following Talas in Pt. Bhakhande system:
Trital, Jhaptal, Ektal, Rupaktal, Dhamar, Teora, Surphanktal, Rupakra, Nabatal and Ekadosital.

Learning outcome-origin and advance of Tabla, production system of fundamental things, different taalal, notation etc. so that they can have a clear idea about the subject.

5) Course: SECC-2 (Theoretical)

Full Marks: 25 (20+10)

Credits:2

Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

SEMESTER V

5th Semester

F.M. (60+15)=75

1) Course – CC-11 (Practical)

Credits-6

Course Title-Comprehensive study of Tabla

Course objectives-: Some less common Taalal have been introduced for the advance study of the students. Different types of layakaries, oral rendering and some valuable compositions are absorbed along with creative ideas for the ability of being an artist in their career.

Syllabus:

1. Comprehensive study of Trital, Sikhartal, Pancham sawari, with Peskar, Kaida, Patta, Gat, Chakradar etc.
2. Two Mukhras of advanced Pattern in each of the above Talas in different layakaries.
3. Oral renderings of all the above mentioned Talas and Bols with Layakaries.
4. Study of Farmayshi Gat, Manjedar Gat, Kamali Chakradar in Trital.
5. Study of Laharas on Harmonium in different Talas.

Learning outcome- As they will learn some uncommon Taalal they will be more confident. Advancement of the students is more necessary and they should be well aware about the subject by this. More over they will be able

to participate in every situation without fear.

2) Course – CC-12 (Theoretical)

F.M. (60+15)=75

Course title-Theoretical aspects related to Tabla.

Credits-6

Course objective- : Sense of accompaniment is a vital thing for a tabla player, it is introduced in this course. Also introduced idea about differentiate talas, layarkaries and making of tihai, which will lead the students to become a good musician in future. General idea of sreekhhol has also been included in course of accompaniment. Though this a theory paper still it has some impact in practical field too.

Syllabus:

1. How to accompany with vocal, instrumental music and dance.
2. Merits and demerits of a Tabla player.
3. Comparative study of the following Talas:
(i) Jhumra- Deepchandi (ii) Dhamar- Adachoutal (iii) Jhaptal- Surphanktal (iv) Choutal-Ektal (v) Rupak-Teora.
4. Knowledge of the following Tals and ability to write Kuadlaya in Pt. Bhatkhande tallipi system: Jhaptal, Dhamar, Lakshmital and Adachoutal.
5. Method of composing Damdar and Bedam Tehais with mathematical calculation.
6. Brief study of different Gharanas of Pakhawaj.
7. General idea about the Taal system of Srikhhol with four main taalas :Daskoshi, Daspahir, Lofa, Dothuki.

Learning outcome- General idea of sreekhhol has also been included in course of accompaniment. Though this a theory paper still it has some impact in practical field too. Advancement of the students is more necessary and they should be well aware about the subject by this. More over they will be able to participate in every situation without fear.

3) Course: DSE - 1 (Practical)

Full Marks: 75 (60+15)

Course title- Stage awareness-1

Credits: 6

Practical (Stage Performance)

Course objective : It is to give experience the students about stage performance so that they can get confidence afterword. How they can manage the stage, light, mike, sound, how they will perform different thing is the aim to include this course. Some common and uncommon talas have seen included for advance study.

Syllabus:

Stage performance of about 25 minutes duration for each candidate in any one Tala of the following :

Panchamswari, Sikhartal, Trital.

Learning outcome- By this the students will be well trained about the use of the stage.

4) Course: DSE-2 (Practical)
Course title- Stage awareness-2

Full Marks: 75 (60+15)
Credits: 6

Practical (Stage Performance)

Course objective: This is also stage performance paper. This course is aimed at training the students in advance level of Tabla performance and how to perform on the stage as a show. Some important talas have been included for their higher studies.

Syllabus:

Stage performance of about 25 minutes duration for each candidate in any one Tala of the following :

Fardosttal, Dhamar, Jhaptal.

Learning outcome-- By this the students will be well trained about the use of the stage

SEMESTER VI

F.M. (60+15)=75
Credits-6

1) Course – CC-13 (Practical)

Course title- Higher studies of modern Tabla

Course objective-: In this course some advance talas and their report – has been introduced so as to make the students steady and confident in any situation. Some important items are offered to be experienced by students for their benefit in the larger world. Accompaniment and making of tihai have also been included for the benefit of the students.

Syllabus:

1. Comprehensive study of Jhaptal, Dhamar, Fardosttal with Peskar, Utthan, Kaida, Gat, Chakradars etc.
2. One Tripalli and Choupalli Gat in each of the above mentioned Talas.
3. Ability to play laggi, lari, Rau and Angustana in Dadra, Kaharba and Deepchandital.
4. Knowledge of accompaniment with vocal and Instrumental music.
5. Ability to compose different types of Tehais.

Learning outcome-Students will brought forward by this type of materials. Different Taalas, compositions , sense of Tihai will develop the sense of the students.

2) Course – CC-14 (Theoretical)

Course title- Advancement of Theoretical knowledge

F.M. (60+15)=75
Credits-6

Course objective : In this course important things have been offered so that the students can have some idea about the philosophical aspects of Tala & Laya. Many important definitions, karnatik taal system, advance taalas etc. also included for

the advance study of the students. Knowledge about noted authors are offered are so that they can have the idea about their works.

Syllabus:

1. Relations of the following :
(a) Laya and Rasa (b) Tal and Rasa (c) Tal and Chhanda.
2. Definitions of the following :
Lom, Bilom, Dhrupad, Dhamar, Khayal, Thumari, Alap, Jod, Asthayee, Antara.
3. Conversion of Hindusthani Tal to Karnatik Tal.
4. Advance theoretical knowledge of the following Talas and different opinions about those, regarding their structures:-
Panchamsawari, Ada-chartaal, Dhamar, Laxmi, Rudra.
5. Brief knowledge about some of the ancient texts :
Natyasastra – Bharat
Sangeet-Ratnakar – Sarangdev
Brihaddeshi – Matanga
Dattilam – Dattil
6. Mathematical process of Laykari and Abagraha.
7. General introduction about the following auto phonic instruments: Kartaal, Ghanta, Jhanj, Jhallari.

Learning outcome-Students will be benefited extremely. The syllabus have made very consciously and the students will be advanced by the above.

3) Course: DSE -3 (Practical) Full Marks: 75 (60+15) Credits :6
Course title (Analysis of Tala)

Course objective- : In this course students have to experience the analysis of different repertoires of Tabla, different layakarais. It is to give the idea about advance level of Tabla as well as Taalsastra for the music as a whole.

Syllabus:

Analytical performance of Talas of different matras of the prescribed syllabus with their similarities and differences, to play and recite three times, four times, five times layakarais as well as Ad, Kuad and Biad layakarais by clapping hands.

Learning outcome- By this they will get the privilege of growing the sense of analysis of any kind of musical topics. This will help them to make a good research work afterword.

4) Course: DSE - 4 (Theory) Full Marks: 75 (60+15) Credits: 6
Course Title: Project Work

Course objective- : Experience of field work to the students is the aim of this course. They will consult their teachers about the project and experience how a

project work can be done. As this is the final semester of UG the students are offered to have this opportunity so that they can do it easily afterword.

Syllabus:

Actual field work related to music topic chosen in consultation with the teacher at the commencement of the Semester-VI.

Learning outcome- This will give an idea of project work including field work so that they can utilize the experience at the time of their Research works.

Reference Books for Tabla

1. Geet Vadayam – Sri Lakshmi Narayan Ghosh (Bengali)
2. Bharatiya Sangite Tal O Chhanda – Sri Subodh Nandy (Bengali)
3. Annadhya – Pdt. Shankar Ghosh (Bengali)
4. Tal-Smikhsha – Prof. Anil Bhattacharya (Bengali)
5. Bharatio Tal-Prasange – Dr. Prabir Bhattacharya (Bengali)
6. Tal Abhidhan – Prof. Manas Dasgupta (Bengali)
7. Tablar Byakaran – (1st Part & 2nd Part) – Sri Prasanta Bandopadhyaya (Bengali)
8. Mridanga Parikrama – Swapan Kr. Ghosh (Bengali)
9. Anadhya Vadya Paryalochana – Sri Sandip Kr. Ghosh (Bengali)
10. Tabla Puran – Pt. Vijaya Shankar Misra (Hindi)
11. Tablepar Delhi AurParab – Sri Satya Narayan Bashishtha (Hindi)
12. Tal-Ank – Sangit Karyalaya, Hathras (Hindi)
13. Hamare Sangeet Ratna – Shri L.N. Garg (Hindi)
14. Musicology of India – (I & II) Volume – Prof. V.S. Nigam (English)
15. Sangit Sabdokosh – Dr. B. Roy (English)
16. Sangitik Sabdya Vigyan – Dr. Samir Kr. Ghosh (Bengali)
17. Mridanga – Prabeshika – Murari Mohan Gupta (Bengali)
18. Mridanga – Madhukar – Debendranath Dey (Bengali)
19. Mridanga – Badan – Sri Purusattam Das (Nathdwar) (Hindi)
20. Mridanga Tabla Badan Paddhati – Dallatreya Basudev Alias, Gurudev Patabardhan (Hindi)
21. Pakhawaj and Tabla (History School and Tradition) – Dr. Aban. E. Mistry (English)
22. Mridang Ank – Sangit Karyalay, Hatras (Hindi)
23. Mridanga Tabla Pravankar (1st& 2nd) – Bhagaban Das Mridangacharya
24. Mridanga-Darpan – Ramprasanna Bandopadhyay (Bengali)
25. Bharatiya Sangit Kosh – Bimalakanta Roychowdhury (Bengali)
26. Bharater Natya Sastra – Choukhamba SanskritaSansthan, Kashi, BabulSukla (Bengali)
27. Sangit-Ratnakar – Adeyar Samskaran, 1st Part – Dr. Pradip Kr. Ghosh Rajya Sangit Academy (Bengali)
28. Sangit Darpan – Damodar Pandit, Tanjor Sanskaran (Bengali)
29. Indian Musicians (Past & Present) – Amal Das Sarma (English)
30. Sangiti Sabda Kosa – Dr. B. Roy (English & Bengali)

Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

CHOICE BASED CREDIT SYSTEM
B.MUS (HONS) IN HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL (PAKHAWAJ)
SYLLABUS

1st Semester

F.M.- (60+15)=75

1) Course – CC-1 (Practical)

Credit-6

Course title – Fundamentals of Pakhawaj

Course objective: *This course aims to provide the students with the introduction to Pakhawaj, the Indian classical percussion instrument. Some basic materials to impart overall idea of solo and accompaniment ability to the students.*

Syllabus:

1. Ability to play Choutal, Dhamar, Jhaptal with simple Parans and Chakradars.
2. Ability to recite Choutal, Dhamar and Jhaptal with their Thekas on Barabar, Dwigun and chougun layakarries by clapping hands.
3. Ability to recite simple Parans by clapping hands.

Learning outcome: Developing knowledge of different compositions in different talas and some other relevant matters required for pakhawaj as well as in music.

2) Course – CC-2 (Theoretical)

F.M. (60+15)=75

Credit-6

Course title – Development of technical knowledge of Pakhawaj

Course objective: *This is to impart basics of Pakhawaj instrument so that they can use the instrument confidently. Apart from that basic ideas about the instrument and other relevant topics. The students will be benefited in all aspects through this kind of theoretical matters.*

Syllabus:

1. Ability to draw the sketch of a Pakhawaj and to describe its different parts and specific functions.
2. Knowledge of principal varnas of Pakhawaj and their production system.
3. Ability to write the technique of producing different Boles on Pakhawaj.
4. Knowledge of Pt. Visnunarayan Bhatkhande Tallipi system.
5. Definition of the following:
Tal, Laya, Matra, Vibhag, Sam, Tali, Khali, Theka, Abartan, Kala.
6. Knowledge of following Talas and ability to make Tallipi in Dwigun and Chougun layakarries in Pt. Bhatkhande Tallipi system. (Choutal, Jhaptal, Ektaal, Rupaktal)
7. Life history of the following personalities :
Ajjoddha Prasad, Ramshankar Das (Pagol Das) Dinanath Hazrah, Jnan Prakash Ghosh.

Learning outcome: Apart from the basic ideas about the instrument and other relevant topics the students will be benefited in all aspects through this kind of theoretical matters as prescribed in the syllabus.

3) Course: GEC – 1 (Practical) Full Marks: 75 (60+15) Credit: 6

Course title – Basics of Taabla

Course objective: *This is a elective paper and hence aimed at training the students with very basics of Pakhawaj so that students from different discipline may understand and enjoy the subject. This course was aimed to encourage students from all faculty. Basic talas and some basic repertoires are included.*

Syllabus:

1. Ability to play Choutal & Jhaptal with Theka with Simple Parans and Chakradars.
2. Ability to recite the above mentioned Talas with Barabarlaya, Dwigun and Chougun layakaries by clapping hands.

Learning outcome: Students will have a general idea about some common Talas and some basic materials to bring forward to the next step.

4) Course: AECC-1 (Theory) Full Marks: 25 (20+05) Credit:2MIL/Eng/EVS

5) Course: TS-1 (Tagore Studies) (Theory) Full Marks:50 (40+10) Credit: 4

2nd Semester

F.M. (60+15)=75

1) Course – CC-3 (Practical)

Credit-6

Course title – Skill enhancement of Pakhawaj

Course objective: *Some advance talas are included so that they can accompany with Dhrupad and Dhamar songs. Students will have knowledge of traditional Bolparans to recite by clapping hand. Different layakaries are here to enhance the skill of the students.*

Syllabus:

1. Ability to tune Pakhawaj.
2. Advance study in Choutal, Dhamar, Jhaptal with different types of Parans and Chakradars.
3. Ability to play one Bolparan in Pakhawaj and the same is to be recite by clapping hands.
4. Ability to recite all the Talas of this course in different layakaries.

Learning outcome: Enhancement of accompanying idea knowledge of different tradition and light talas and recitation of Talas and bols.

2) Course – CC-4 (Theoretical)

F.M. (60+15)=75

Credit-6

Course title – Development of theoretical knowledge of Pakhawaj

Course objectives: *This theory course makes the students aware of the origin and development of the instrument as well as the different kind of instruments according to classification. Different repertoires of Pakhawaj are also included so that students can perform solo anywhere. Awareness of notation (tal lipi) are also a part of this paper. Its a valuable part for overall understanding of Pakhawaj history and other aspects of Pakhawaj.*

Syllabus:

1. Origin and development of Pathawaj.
2. Knowledge of the musical Instruments : Tata, Susir, Ghana, Abanadhya.
3. Knowledge of Pt. Vishnudigambar Paluskar Tallipi system.

4. Definition of the following :
Tehai, Paran, Sath Paran, Gat Paran, Layas-Vilambit, Madhya, Drut, Layakaries – Dwigun, Tingun, Chougun.
5. Ability to write notations of different types of Parans and Chakradars in Choutal, Dhamar, Sooltal, Jhaptal.
6. Life history and contributions of the following personalities: Sri Ram Chakraborty, Murarimohan Gupta, Pratapnarayan Mitra, Satish Chandra Dutta (Danibabu).
7. Ability to write the notations (Tallipi) of the following Tals in Barabar and Tingun laya : Choutal, Sultal, Dhamar.

Learning outcome: This theory course makes the students aware of the origin and development of the instrument as well as the different kind of instruments according to classification. Different repertoires of Tabla are also included so that students can perform solo anywhere. Awareness of notation (tal lipi) are also a part of this paper. It's a valuable part for overall understanding of Tabla history and other aspects of Pakhawaj.

3) Course : GEC – 2 (Practical) Full Marks: 75 (60+15) Credit : 6

Course title – Fundamentals of Pakhawaj

Course objective: *A bit advance talas have been included to make steady to the students for accompanying with different Dhrupad style of music. Ability to recite talas and their layakaries by clapping hands is also taught to develop the sense of tala and laya.*

Syllabus:

1. Ability to play Dhamar and Sooltal with Theka, Easy Parans and Chakradars.
2. Ability to recite Teora and Adachoutal with Barabarlaya, Dwigun and Chougun layakaries by clapping hands.

Learning outcome: They will have a bit advance idea about Talas and some other different features.

4) Course: AECC-2 (Theoretical) Full Marks: 25 (20+5) Credit: 2 MIL/Eng/Evs

5) Course: TS-2 (Theoretical) Full marks: 50 (40+10) Credit: 4

3rd Semester

F.M. (60+15)=75

1) Course – CC-5 (Practical)

Credit-6

Course title –Knowledge advancement

Course objectives: *Students are introduced with some advance talas so that they can have the idea about overall subject. Some special tehais, oral rendering and upaj method are incorporated so that the students may have idea about advance Pakhawaj playing.*

Syllabus:

1. Study of Adachoutal, Terora, Lakshmital with Parans and Chakradars.
2. Damdar and Bedam Tihais in all the Talas mentioned above.
3. Oral rendering of all above mentioned Talas in Dwigun, Tingun and Chougun layakaries.
4. Knowledge of Upaj in the above mentioned Talas.

Learning outcome: Some special tihais, oral rendering and upaj method are incorporated so that the students may have idea about advance Pakhawaj playing.

2) Course – CC-6 (Practical)

F.M. (60+15)=75

Credit-6

Course title – Advancement with major ideas

Course objective: *Some more advance talas are included in this syllabus so as to impart the students about the actual flavor of India classical music and it's proper application. Some typical fingerings of Pakhawaj and some advance laykaries are also there to make them more knowledgeable about the subject.*

Syllabus:

1. Advanced study of Choutal, Jhaptal and Dhamar with Gat Paran, Sath Paran, Bol-Paran, Kamali Chakradar etc.
2. Special practice in Terekete and Dherekete in Dhamar, Teora, Surphanktal.
3. Ability to compose Parans and Chakradars in all the Talas of this course.

Learning outcome: Students will be benefited with some advance Talas, advance layakaries etc. and they will be confident about the subject. Advancement of the students is more necessary and they should be well aware about the subject. More over they will be able to participate in every situation.

3) Course – CC-7 (Theoretical)

F.M. (20+5) = 25

Credit-2

Course title – Theoretical aspects of Pakhawaj

Course objective: This theory course gives introduction to the origin and development of Tabla and Banya. Introduction of many Indian instruments has been involved so that students can have the idea about several percussion instruments. Moreover different Pakhawaj Gharanas, their Baaj and their repertories have been included for the higher study of the students. Ten salient features of Taal have been introduced for the understanding of India system. Knowledge about the contribution of famous personalities of music has also been introduced. Different Talalipi, Tagore's contribution to Indian Taal system, introductory knowledge of Western time and rhythm etc. have been included. In the mid semester these things are very much effective and students must be benefited with this.

Syllabus:

1. Description and History of Tabla and Banya.
2. General introduction of Dholak, Khol, Kanjari, Chenda, Ghatam, Mridangam.
3. Historical study of the Gharanas of Pakhawaj.
4. Knowledge of writing different types of Parans and chakradars in Pt. Bhatkhande Tallipi system.
5. Study of Ten Principal features (Dasaprana) of Tala.
6. Comparative study of Tabla and Pakhawaj.
7. Musical contributions of the following personalities : Nana Saheb Panse, Ram Kumar Das, Parbat Singh, Samta Prasad.
8. Contribution of Gurudev Rabindranath Tagore to Indian Tal system.
9. Comparative study of the notation systems of Pt. Visnudigambar Paluskar and Pt. Visnunarayan Bhatkhande.

10. Definitions with explanation of the distinctive features and application of the following: Kriya, Anga, Graha, Jati, Uthan, Tukra, Chakradar, Bolparan.
11. Musical Contributions of the following personalities: Nityananda Goswami, Nagendranath Mukhopadhyay, Durlabh Chandra Bhattacharya, Ahmedjan Therakua.
12. Introductory knowledge of western time and rhythm.
13. Method of tuning system of Pakhawaj, Tabla and Banya.

Learning outcome: Advancement of the students is more necessary and they should be well aware about the subject by the above syllabus of Gharana, Ten salient features of Taal etc. are added very consciously. Moreover they will be able to participate in every situation and the students will be benefited from different angle.

4) Course: GEC – 3 (Practical) Full Marks: 75 (60+15) Credit: 6

Course title – Advance study of Pakhawaj

Course objective: *In this course students have been offered a few important talas and compositions for their better knowledge about Pakhawaj. Thekas of some dhrupadi talas and also introduced the system to compose Paranas from different matra of a Tala*

Syllabus:

1. Advanced course in Choutal, Jhaptal with different types of Paranas and Chakradars.
2. Two Parans is to be played in Tisra and Chatasra Jati in Teora Tal.
3. Ability to compose Parans from different Matras of any Tal prescribed in the course.

Learning outcome: By this the students will be habituated with different type of Talas and related matters.

5) Course: SECC-1 (Theoretical) Full Marks:25 Credits:2
Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

4th Semester

F.M. (60+15)=75

1) Course – CC-8 (Practical)

Credit-6

Course title – Ability of creative idea

Course objective: *In this course students are taught some obsolete talas and their repertories. They are introduced with making different types of tehai for their knowledge of creation.*

Syllabus:

1. Ability to play easy Parans, Chakradars and simple Rela Parans in Sikhartal, Rudra and Mattatal.
2. Ability to compose Tehais (Damdar and Bedam) in all the Talas learnt in this course.
3. Ability to recite simple Parans and Chakradars learnt in this course.

Learning outcome: Apart from all other usual items some important items also added. Advancement of the students is more necessary and they should be well

aware about the subject. More over they will be able to participate in every situation.

2) Course – CC-9 (Practical)

F.M. (60+15)=75

Credit-6

Course title – Assimilation of different ideas of Pakhawaj

Course objective: *In this course students are taught some uncommon talas and talas created by Gurudev Rabindranath Tagore. They are also offered clapping system for the sense of layakaries.*

Syllabus:

1. Ability to play easy Parans of different patterns and chakradars in Bramhatal and Gaja-Jhampatal.
2. Ability to play Thekas and Parans in Nabatal, Ekadosital and Nabapanchatal, Composed by Gurudev Rabindranath Tagore.
3. Ability to accompany with Tagore songs of Dhrupad Anga.
4. Ability to recite all the above mentioned Talas with layakaries.

Learning outcome: As they will learn some uncommon Talas they will be more confident. Advancement of the students is more necessary and they should be well aware about the subject by this. More over they will be able to participate in every situation without fear.

3) Course – CC-10 (Theoretical)

F.M. (60+15)=75

Course title-Aesthetics

Credit-6

Course Objectives:

- A sound knowledge of Tagorean aesthetics.
- A conceptual development of philosophy of art and aesthetics.

Learning Outcomes

- Learners get familiar with Tagorean aesthetics.
- Ability to have a critical understanding of aesthetical studies.

GENERAL AESTHETICS

For Students offering Bengali Medium: -

Reference Bengali Texts:-

I. Prabasjiban Choudhuri, Saundaryadarshan

II. Sitansu Roy, Saundaryadarshan: Prathomik Parichay

For Students offering English Medium:

Reference English Texts:-

I. Aldrich: Philosophy of Art

II. Sitansu Roy: Studies in Music Aesthetics

TAGOREAN AESTHETICS

For Students offering Bengali Medium: - Reference Bengali Texts:-

I. Rabindranath Tagore, Sahiter Pathe

a. Utsarga [Dedication]

- b. Vastava [Real]
- c. Tathya - O – Satya [Fact and Truth]

II. Rabindranath Tagore, Sahitya

- a. Saundaryabodha [The sense of Beauty]
- b. Saundarya – O – sahitya [Beauty and Literature]

III. Rabindranath Tagore, Sangeet Chinta

- a. Sangeet – O – Bhava [Music and feeling]
- b. Sangeet – O – Kavita [Music and Poetry]
- c. Sangeeter Mukti [Emancipation of Music]

For Students offering English Medium:

Reference English Texts:-

- I. Rabindranath Tagore on Art and Aesthetics, Edited By P. Neogy (5 - Selected pieces)

4) Course: GEC – 4 (Theory)

Full Marks: 75 (60+15)

Credit: 6

Course title – Theoretical aspects of music

Course objective: *This is the only theory paper in GE Course which have been incorporated all aspects of Pakhawaj which are applicable in this standard. Origin and development of Pakhawaj, production system of varnas, fundamental things, different talas, notation etc. are here in this syllabus. So that students can have a clear idea about the subject.*

Syllabus:

1. Ability to draw the sketch of a Pakhawaj and to describe its different parts and specific functions.
2. Origin and development of Pakhawaj.
3. Ability to write the technique of producing different boles on Pakhawaj alongwith the Principal varnas.
4. Knowledge of the Musical Instruments of Tata, Vitata, Ghana, Susir and Abanadhya.
5. Ability to write Tallipi of Parans and Chakradars according to Pt. Bhatkhande Tallipi system.
6. Definitions:-
Tal, Laya, Matra, Vibhag, Som, Tali, Khali, Theka, Abartan, Dwigun, Chougun.

Learning outcome: Origin and advance of Pakhawaj, production system of fundamental things, different talas, notation etc. so that they can have a clear idea about the subject.

5) Course: SECC-2(Theoretical)

Full Marks:25

Credits:2

Audio Recording Training/Theory of Western Music / Theory of Carnatic Music (any one)

5th Semester

F.M. (60+15)=75

1) Course – CC-11 (Practical)

Credit-6

Course title – Comprehensive study of Pakhawaj

Course objective: *Some less common talas have been introduced for the advance study of students. Different types of layakarties, oral rendering and some valuable compositions are observed along with magma ideas for the ability of being an artist in their carrier.*

Syllabus:

1. Thekas and Parans in Fardost, Pancham Sawari and Baddal-Ki- Swari.
2. Two Parans of advanced pattern in each of the above mentioned Talas in different layakaries.
3. Ability to compose advanced pattern of Tehais in the above mentioned Talas.
4. Study of choutal with Utthan, Farmayeshi Chakradar and Kamal Paran.

Learning outcome: As they will learn some uncommon Talas they will be more confident. Advancement of the students is more necessary and they should be well aware about the subject by this. More over they will be able to participate in every situation without fear.

2) Course – CC-12 (Theoretical)

F.M. (60+15)=75

Credit-6

Course title – Theoretical aspects related to Pakhawaj

Course objective: *Sense of accompaniment is a vital thing for a Pakhawaj player, it is introduced in this course. Also introduced idea about differentiate talas, layarkaries and making of tehai which will lead the students to become a good musician in future. General idea of talas of Sreekhhol has also been included for idea of accompaniment. Though this is a theory paper still it has some impact in practical field too.*

Syllabus:

1. How to accompany Pakhawaj with vocal & instrumental music.
2. Merits and demerits of a Pakhawaj player.
3. Comparative study of the following Talas:
(i) Jhumra-Deepchandi (ii) Dhamar-Adachoutal (iii) Jhaptal-Surphanktal (iv) Choutal-Ektal (v) Rupak-Teora.
4. Knowledge of the following Tals and ability to write Kuadlaya in Pt. Bhatkhande tallipi system: Jhaptal, Dhamar, Lakshmital and Adachoutal.
5. Method of composing Damdar and Bedam Tehais with mathematical calculation.
6. Brief study of different Gharanas of Tabla.
7. General idea about the Taal system of Srikhol with four main Talas :
Daskoshi, Daspahir, Lofa, Dothuki

Learning outcome: General idea of sreekhhol has also been included in course of accompaniment. Though this a theory paper still it has some impact in practical field too. Advancement of the students is more necessary and they should be well aware about the subject by this. More over they will be able to participate in every situation without fear.

3) Discipline Specific Elective (DSE-1)

F.M. (60+15)=75

Credit- 6

Course title – Stage awareness-1

Practical (Stage Performance)

Course objective: *It is to give experience the students about stage performance so that they can get confidence afterword. How they can manage the stage, light, mike, sound, how they will perform different thing is the aim to include this course. Some common and uncommon talas have been included for advance study.*

Syllabus:

1. Stage performance of about 25 minutes duration for each candidate in any one Tala of the following :
2. Panchamswari, Fardost, Badtal-Ki-Swari and Choutal.

Learning outcome: By this the students will be well trained about the use of the stage.

F.M. (60+15)=75

Credit- 6

4) Discipline Specific Elective (DSE-2)

Course title – Stage awareness-2

Practical (Stage Performance)

Course objective: *This is also stage performance paper. This course is aimed at training the students in advance level of Pakhawaj performance and how to perform on the stage as a show. Some important talas have been included for their higher studies.*

Syllabus:

Stage performance of about 25 minutes duration for each candidate in any one Tala of the following :

Brahmatal, Mattatal and Dhamar.

Learning outcome: By this the students will be well trained about the use of the stage.

6th Semester

F.M. (60+15)=75

1) Course – CC-13 (Practical)

Credit-6

Course title – Higher studies of modern Pakhawaj

Course objective: *In this course some advance talas and their repertories has been introduced so as to make the students steady and confident. Some important items are offered to be experienced by the students for their benefit in the larger world.*

Syllabus:

1. Comprehensive study of Choutal, Brahmatal, Mattatal with varieties of Parans and Chakradars.
2. Parans and Chakradars of advanced pattern in Gaja Jhampa, Sikhartal, Rudratal.
3. Ability to recite Parans by clapping hands.
4. Ability to recite above mentioned all talas with different layakaries by clapping hands.

Learning outcome: Students will brought forward by this type of materials. Different Talas, compositions, sense of Tihai will develop the sense of the students.

2) Course – CC-14 (Theoretical)

F.M. (60+15)=75

Credit-6

Course title – Advancement of Theoretical knowledge

Course objective: *In this course important things have been offered so that the students can have some idea about the philosophical aspects of Tala & Laya. Many important definitions, Carnatic taal system, advance talas etc. also included for the*

advance study of the students. Knowledge about noted authors is offered so that they can have the idea about their works.

Syllabus:

1. Relations of the following :
(a) Laya and Rasa (b) Tal and Rasa (c) Tal and Chhanda.
2. Definitions of the following :
Lom, Bilom, Dhrupad, Dhamar, Khayal, Thumari, Alap, Jod, Asthayee, Antara.
3. Conversion of Hindustani Tala to Carnatic Tala.
4. Advance theoretical knowledge of the following Talas and different opinions about those, regarding their structures:-
Pancham swari, Ada-chartaal, Dhamar, Laxmi, Rudra.
5. Brief knowledge about some of the ancient texts :
 - (i) Natyasastra – Bharat
 - (ii) Sangeet-Ratnakar – Sarangdev
 - (iii) Brihaddeshi – Matanga
 - (iv) Dattilam - Dattil
6. Mathematical process of Laykari and Abagraha.
7. General introduction about the following euphonic instruments : Kartaal, Ghanta, Jhanj, Jhallari.

Learning outcome: Students will be benefited extremely. The syllabus have made very consciously and the students will be advanced by the above.

F.M. (60+15=75)

Credit- 6

3) Discipline Specific Elective (DSE-3)

Practical

Course title - Analysis of Tala

Course objective: *In this course students have to experience the analysis of different repertories of Pakhawaj, different layakaris. It is to give the idea about advance level of Pakhawaj as well as Taal shastra for the music as a whole.*

Syllabus:

Analytical performance of Talas of different matras of the prescribed syllabus with their similarities and differences to play and recite three times, four times, five times layakaries as well as Ad, Kuad and Bi-ad layakaries by clapping hands.

Learning outcome: By this they will get the privilege of growing the sense of analysis of any kind of musical topics. This will help them to make a good research work afterword.

F.M. (60+15=75)

Credit- 6

4) Discipline Specific Elective (DSE-4)

Course title - Project Work

Course objective: *Experience of field work to the students is the aim of this course. They will consult their teachers about the project and experience how a project work can be done. As this is the final semester of UG the students are offered to have this opportunity so that they can do it easily afterword.*

Syllabus:

Actual field work related to music topic chosen in consultation with the teacher at the commencement of the Semester-VI.

Learning outcome: This will give an idea of project work including field work so that they can utilize the experience at the time of their research works.

Reference Books for Pakhawaj

1. Geet Vadayam – Sri Lakshmi Narayan Ghosh (Bengali)
2. Bharatiya Sangite Tal O Chhanda – Sri Subodh Nandy (Bengali)
3. Annadhya – Pdt. Shankar Ghosh (Bengali)
4. Tal-Smikhsha – Prof. Anil Bhattacharya (Bengali)
5. Bharatio Tal-Prasange – Dr. Prabir Bhattacharya (Bengali)
6. Tal Abhidhan – Prof. Manas Dasgupta (Bengali)
7. Tablar Byakaran – (1st Part & 2nd Part) – Sri Prasanta Bandopadhyaya (Bengali)
8. Mridanga Parikrama – Swapan Kr. Ghosh (Bengali)
9. Anadhya Vadya Paryalochana – Sri Sandip Kr. Ghosh (Bengali)
10. Tabla Puran – Pt. Vijaya Shankar Misra (Hindi)
11. Tablepar Delhi Aur Parab – Sri Satya Narayan Bashishtha (Hindi)
12. Tal-Ank – Sangit Karyalaya, Hathras (Hindi)
13. Hamare Sangeet Ratna – Shri L.N. Garg (Hindi)
14. Musicology of India – (I & II) Volume – Prof. V.S. Nigam (English)
15. Sangit Sabdokosh – Dr. B. Roy (English)
16. Sangitik Sabdya Vigyan – Dr. Samir Kr. Ghosh (Bengali)
17. Mridanga – Prabeshika – Murari Mohan Gupta (Bengali)
18. Mridanga – Madhukar – Debendranath Dey (Bengali)
19. Mridanga – Badan – Sri Purusattam Das (Nathdwar) (Hindi)
20. Mridanga Tabla Badan Pddhati – Dallatreya Basudev Alias, Gurudev Patabardhan (Hindi)
21. Pakhawaj and Tabla (History School and Tradition) – Dr. Aban. E. Mistry (English)
22. MridangAnk – Sangit Karyalay, Hatras (Hindi)
23. Mridanga Tabla Pravankar (1st& 2nd) – Bhagaban Das Mridangacharya
24. Mridanga-Darpan – Ramprasanna Bandopadhyay (Bengali)
25. Bharatiya Sangit Kosh – Bimalakanta Roychowdhury (Bengali)
26. Bharater Natya Sastra – Choukhamba Sanskrita Sansthan, Kashi, BabulalSukla (Bengali)
27. Sangit-Ratnakar – Adeyar Samskaran, 1st Part – Dr. Pradip Kr. Ghosh Rajya Sangit Academy (Bengali)
28. Sangit Darpan – Damodar Pandit, Tanjor Sanskaran (Bengali)
29. Indian Musicians (Past & Present) – Amal Das Sarma (English)
30. Sangiti Sabda Kosa – Dr. B. Roy (English & Bengali)

**CURRICULUM FOR UNDERGRADUATE COURSES
UNDER
CHOICE BASED CREDIT SYSTEM
SANGIT-BHAVANA, VISVA BHARATI**

SKILL ENHANCEMENT COMPULSORY COURSES (SECC)

Department of Hindusthani Classical Music

Department of Hindusthani Classical Music offers **skill Enhancement** courses in Audio Recording Training, Theory of Western Music and Theory of Karnatic Music. These courses are designed to provide the student with an introduction to, as well as, a rudimentary training, in subjects which are closely linked to their area of study. While knowledge and hands on experience of learning nuances of sound recording is essential to performance practice, knowledge about parallel classical music systems like Western classical music and Karnatic music enable in broadening the musical horizons of the student. These courses are offered in the III and IV semester of B.Mus (hons.) undergraduate course.

1. Audio Recording Training

2. Theory of Western Music

3. Theory of Karnatic Music

Note: Students are to opt any one from the above-mentioned options.

SEMESTER –III

AUDIO RECORDING TRAINING

Course: SECC- 1 (Theoretical)

Full Marks: 25

Credits: 2

Course Title: Infrastructure to record sound

Course Objective: Knowledge about recording equipment, structural features of sound recording, software and audio recording formats is imparted in this course.

Learning Outcome: The student is expected to have a rudimentary idea about audio recording and the equipments used in sound recording.

- I. Space
- II. Hardware
 - a. Types of Microphones
 - b. Types of Mixing consoles
 - c. Types of speakers
- III. Recording Software; Processing
- IV. Format for audio reproduction

THEORY OF WESTERN MUSIC

Course: SECC- 1 (Theoretical)

Full Marks: 25

Credits: 2

Course Title: Introduction to Western classical music

Course Objective: This course focuses on an introduction to western classical music and its various facets such as musical scales, musical intervals and rhythm. The teaching is supplemented by regular listening sessions of archival recordings of western classical music in order to have a better appreciation about the rudiments of this music.

Learning Outcome: Ability to appreciate the nuances of Western classical music and rhythm

- I. Musical Scales
Major Scales, Minor Scales, Harmonic Minor, Relative Minor, Melodic Minor
- II. Musical Intervals
Perfect Major, Minor, Augmented, Diminished
- III. Introductory aspects of rhythm in Western Classical Music

THEORY OF KARNATIC MUSIC

Course: SECC- 1 (Theoretical)

Full Marks: 25

Credits: 2

Course Title: Introduction to Karnatic music

Course Objective: To have a basic understanding of Karnatic music including the swaras, manner of rendition, intricate tala system and the various forms of Karnatic music performance practice.

Learning Outcome: To acquire basic appreciation of Karnatic music and have the ability to recognize common talas, ragas and genres that are rendered as part of performance practice in Karnatic music.

- I. Swaras of Karnatic music.
- II. Tala system of Karnatic music.
- III. Comparative study of Hindustani and Karnatic swaras. Talas and Ragas.
- IV. Different forms of Karnatic music:
Gitam, Swarajati , Jatiswaram, Varnam, Kriti, Tillana, Padam, Javali

SEMESTER –IV

AUDIO RECORDING TRAINING

Course: SECC- 2 (Theoretical)

Full Marks: 25

Credits: 2

Course Title: Experience of sound recording

Course Objective: In this course the student gets a live experience of handling recording equipment, knowledge about types of microphone and recording sound in a studio space.

Learning Outcome: The student is expected to have a working knowledge of various equipments used in sound recording.

- I. Use of Microphone
- II. Use of Consoles
- III. Recording experience

THEORY OF WESTERN MUSIC

Course: SECC- 2 (Theoretical)

Full Marks: 25

Credits: 2

Course Title: Staff Notation, Western Classical music composers

Course Objective: To learn about western staff notation along with a comparative study between Hindustani music notation system and western music notation system and contributions by pioneering western classical music composers are some focal areas of this course. The teaching is supplemented by regular listening sessions of archival recordings of western classical music.

Learning Outcome: Ability to write Hindustani music compositions in western staff notation and ability to identify and appreciate western classical music compositions

- I. Chords and Triads
- II. Transposition
- III. Staff notation: Conversion of Indian Melodies to Staff notation and Staff notation to Hindustani or Akaramatrik.
- IV. Short life sketches of famous Composers of Western music.

References

1. Nicholas Cook- Music: A very short introduction

THEORY OF KARNATIC MUSIC

Course: SECC- 2 (Theoretical)

Full Marks: 25

Credits: 2

Course Title: Raga classification, Composers of Karnatic Music

Course Objective: To learn about the unique methodology of melakartas and contribution of Carnatic music composers.

Learning Outcome: To acquire knowledge about important concepts that shape Carnatic music

- I. Principles of 72 Melas of Vyankatmukhi.
- II. Katapayadi chakra and determination of swarasthanam.
- III. Short life sketches and contribution of Karnatic trinity.

References

1. Ravi Kiran-Appreciating Karnatic Music



Visva-Bharati, Sangit-Bhavana
Department of Rabindra Sangit, Dance & Drama
CURRICULUM FOR POSTGRADUATE COURSE

COURSE CODE: MMS	DURATION: 2 YEARS	COURSE CODE NO: 42	FOUR SEMESTER
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Sl.No	Course	Semester	Credit	Marks	Full Marks
1.	16 Courses 10 Courses Practical 06 Courses Theoretical	I-IV	16X4=64	16X50	800
Total	Courses 16	Semester IV	Credits 64	Marks 800	

OUTLINE OF THE COURSE STRUCTURE

1st Semester 200 Marks

Course	Marks	Credits
Course-I (Practical)	40+10=50	4
Course-II (Practical)	40+10=50	4
Course-III (Practical)	40+10=50	4
Course-IV (Theoretical)	40+10=50	4

2nd Semester 200 Marks

Course	Marks	Credits
Course-V (Practical)	40+10=50	4
Course-VI (Practical)	40+10=50	4
Course-VII (Practical)	40+10=50	4
Course-VIII (Theoretical)	40+10=50	4

3rd Semester 200 Marks

Course	Marks	Credits
Course-IX (Practical)	40+10=50	4
Course-X (Practical)	40+10=50	4
Course-XI (Theoretical)	40+10=50	4
Course-XII (Theoretical)	40+10=50	4

4th Semester 200 Marks

Course	Marks	Credits
Course-XIII (Practical)	40+10=50	4
Course-XIV (Practical)	40+10=50	4
Course-XV (Theoretical)	40+10=50	4
Course-XVI (Theoretical)	40+10=50	4

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1.	Rabindra Sangit	425	03 to 07
2.	Manipuri Dance	426	08 to 17
3.	Kathakali Dance	427	18 to 24
4.	Rabindra Nritya	429	25 to 29
5.	Drama & Theatre Arts	428	30 to 50

M.MUS. SYLLABUS

SUBJECT: RABINDRASANGIT

1st Semester. 200 marks

Course I (Prac.) Marks 40+10=50 Credit 6

Ten selected Tagore songs of Dhrupad &Dhamar style.

Course objective: Pupils are taught ten selected Tagore songs based on Dhrupad &Dhamar style.

Learning outcome: Pupils able to sing Tagore songs based on Dhrupad &Dhamar style with proper percussion set on particular Dhrupadanga talas.

Course II (Prac.) Marks 40+10=50 Credit 6

Five selected songs of Dhrupad style composed by other member of Tagore family.

Five old Bengali songs.

Course objective: Students learn five Dhrupad style songs composed by other member of Tagore family. They also learn five old Bengali songs.

Learning objective:learning this course students able to sing other Dhrupad style of Bengali songs which was composed the members of Tagore family.

They also sing old Bengali songs of other famous Bengali composer.

Course III (Prac.) Marks 40+10=50 Credit 6

Original Kirtan of Bengal.

Five selected Tagore songs of Kirtan style.

Course objective: Pupils are being taught the original Kirtan which was an age old music of Bengal.

Learning outcome: Learning this paper, pupils can able to sing the original Kirtans with proper percussion set on proper talas.

Course IV (Theory) Marks 40+10=50 Credit 6

Acoustics of Music

2nd Semester. 200 marks

Course V (Prac.)

Marks 40+10=50

Credit 6

Five selected Tagore songs of Baul style.

Five Bengali folk songs (Baul& other style).

Course objective: In this course students learn five selected Tagore songs of Baul style, which is called *BaulangaRabindrsangit*. They also learn original Baul& other folk songs of Bengal.

Learning outcome: Completing this course students are able to sing *BaulangaRabindrsangit*. They also sing the original Baul& other folk songs of Bengal with another singing style.

Course VI (Prac.)

Marks 40+10=50

Credit 6

Five songs selected from- Tagore's lyrical compositions, tuned after other provincial songs and compositions having impact of "Western Music" and five songs of Atulprasad, Najrul, Dwijendralal, Rajanikanta.

Course objective: In this course pupils are being taught Rabindranath's lyrical compositions, some provincial songs which Tagore heard from various states, another bunch of songs which are influenced by Western tune. Moreover, another five songs of Atulprasad, Najrul, Dwijendralal, Rajanikanta.

Learning outcome: Learning this course, pupils are able to sing various types of Tagore songs such as Rabindranath's lyrical compositions, some provincial songs which Tagore heard from various states, another bunch of songs which are influenced by Western tune. Moreover, another five songs of famous Bengali musicians.

Course VII (Prac.)

Marks 40+10=50

Credit 6

Ten selected Tagore songs of Kheyal and Tappa style.

Course objective: Ten selected Tagore songs of Kheyal and Tappa style is being taught, namely *Kheyalanga&Tappanga*.

Learning objective: Students can able to sing *Kheyalanga&TappangaRabindrasangit* with proper *gayaki* and *tala*.

Course VIII (Theory)

Marks 40+10=50

Credit 6

Influence of Hindustani Classical Music on Tagore and his songs. A detailed study.

Course objective: Students are being taught how Rabindranath was deeply involved with Hindustani Classical Music from his childhood, which is seen in his songs and other writings.

Learning objective: Studying this course, students can able to know the view of Rabindranath about Hindustani Classical Music, which is seen in his songs and other writings.

3rd Semester. 200 marks

Course IX (Prac.)

Marks 40+10=50

Credit 6

Ten selected songs from Tagore's later composition representing his individual characteristics.

Course objective: In this paper pupils learn ten selected songs from Tagore's later composition, various characteristics are seen in there.

Learning objective: Learning this course, pupils will reach in the deep of Tagore's thought, congregational essence, through his songs.

Course X (Prac.)

Marks 40+10=50

Credit 6

Five original Hindustani compositions, taken as model by Tagore, as well as the corresponding Tagore songs. A general knowledge of the ragas of those songs.

Course objective: Students will learn selected Hindustani compositions which was taken as models by Rabindranath, as well as the corresponding Tagore songs, they get a general knowledge of the ragas of those songs.

Learning objective: Students can perform original Hindustani compositions with proper Alap, Vistar and Tanas, and the corresponding Tagore songs, moreover they can expand their knowledge knowing the ragas of those songs.

Course XI (Theory)

Marks 40+10=50

Credit 6

Selected pieces from Tagore's songs and poems: their literary and aesthetic value.

Course objective: Studying this course, students learn about Tagore's philosophy of art, life etc through his songs and poetry.

Learning objective: After studying this course, students will reach to Tagore's world of philosophy, they can feel the literary and aesthetic value of Tagore's songs and poetry.

Course XII (Theory)

Marks 40+10=50

Credit 6

Tagore's Lectures and Essays on music as compiled in Sangit-Chinta.

Course objective: Students can get the various idea and thoughts of Tagore on music through his book Sangit-Chinta.

Learning objective: Same as above, students can touch the world of Tagore's thought about music, what he expressed in his compilation Sangit-Chinta.

4th Semester. 200 marks

Course XIII (Prac.) Marks 40+10=50 Credit 6

Any one Nritya Natya or GitiNatya.

Course XIV (Prac.) Marks 40+10=50 Credit 6

Notation –reading (Akarmatrik).

Course XV (Theory) Marks 40+10=50 Credit 6

Tagore's Giti Natyas and Nritya Natyas.

Course XVI (Theory) Marks 40+10=50 Credit 6

Tagore's letters and discussions on music and compiled in his Sangit-Chinta.

Reference Books :

- i) Sangit Chinta by Rabindranath Tagore
- ii) Shyamali by Rabindranath Tagore
- iii) Punoscho by Rabindranath Tagore
- iv) Katha O Kahini by Rabindranath Tagore
- v) SeshSoptok by Rabindranath Tagore
- vi) Bangalir Rag Sangit Charcha by Dilip Mukhopadhyay
- vii) SobdoBijnan by Dr. Samir Kr. Ghosh
- viii) Soundarya Darshan (PrathomikPorichoi) by Sitangshu Roy
- ix) Sangit Chintay Rabindranath by Sitangshu Roy
- x) BanglarKabya Sangit O Rabindra Sangit by Arun Kumar Basu

M.MUS. SYLLABUS

SUBJECT: MANIPURI DANCE

SEMESTER – I

PRACTICAL COURSE –I Credit -4

F.M.50 (40+10)

(Course objective:- The aims of the course is to provide the knowledge of composition of masculine style.

Learning outcome: In this course composition on different rhythms is imparted .Students will be expected many dance items.)

- a) NritaPrabandha Dance Composition
- b) Learning of Punglons, Songs of the dance items.

PRACTICAL COURSE – II Credit - 4

F.M.50 (40+10)

(Courseobjective:- The aims of the course is to provide the knowledge of Pre – Vaisnavite and Post-Vaisnavitedance composition.

Learning outcome: Dances of Pre – Vaisnavite and Vaisnavite are imparted in this course. Students are groomed with different form of dance items)

- a) Maibi LaichingJagoi(Lai-Haraoba)
- b) Krishna Roop “Ye-SakhiMohana.....”
- c) Learning of Punglons , Songs of the dance items.

PRACTICAL COURSE – III Credit- 4

F.M. 50 (40+10)

(Course objective:- The aims of the course is to provide the knowledge ofthe series of masculine movement on different rhythms.

Learning outcome: The series of masculine dance movements is imparted in this major course and students get enhance their knowledge.)

- a) GosthaBrindavanBhangi Pareng
- b) Learning of Talas ,Punglons and Songs of the item.

(Course objective:- The aims of this course is to provide Theoretical aesthetics knowledge of Tagore Dance & Vaisnab literature in the context of Manipuri Dance.

Learning outcome: Students are expected of learning Vaisnab and relevant literature in this major theory course.)

a) Tagore, Nandan Totto & its effect on dance.

b) The Influence of classical and folk dances on Rabindra Nritya at Santiniketan.

c) Tagore's concept regarding composition for stage decoration, lighting, set designing make up and costume.

d) Details knowledge about five major Raas in Vaisnab Literature with Navavidha Bhakti (9 different bhaktis) 64 Rasas in Vaisnab Literature.

e) Short Notes: Champra Khaibi, Khujeng Leibi, Chakra Leibi, Lashing Kappi, Lengban Paibi, Longlei, Uplei, Maphei Chatpi, and knowledge of Narrative Arts of Manipur, Khongjom Parvaeshei (Ballad Song) Pena Eshei, Lairik Haiba, Lairik Thiba, recitation on Holy Books, Khulang Eshei, Goura Lila, Sumang Lila, Raseswori Pala.

SEMESTER –II

PRACTICAL COURSE – V Credits -4

F.M.50 (40+10)

(Course objective: - The aims of this course is to provide the knowledge of dance composition on different tunes and rhythms .

Learning outcome: The ancient folk dances of Manipur and compositions on different rhythms and music of Manipur are the major course in this semester)

- a) Taanum
- b) Mapop Jagoi of Maha Raash, Tintaal, Bhusna Mel, Tanchap and Chali.
- c) Ougrin Hangel, Thabal Chongbi, Learning of Punglon and Songs of the dance items.

PRACTICAL COURSE – VI

Credits -4

F.M.50 (40+10)

(Course objective:- The aims of this course is to provide the knowledge of feminine dance series in different Taalas.

Learning outcome: The most important series of feminine movements are the major point of this course and the musical portions are also imparted)

- a) Khurumba Bhangi Pareng
- b) Charitaal , Krishna anterdhyan of Maharaash
- c) Learning of Punglons, Songs of the item.

PRACTICAL COURSE – VI

Credits -4

F.M.50 (40+10)

(Course objective:- The aims of this course is to provide the knowledge of dance composition on masculine movement.

Learning outcome: In this course the compositions dance items of Krishna's on unique Talas of Manipuri repertoire will be imparted)

- a) Krishna Nartan
- b) Khuji Khongji ... upto Jalakelli of Maharaash
- c) Learning of Punglons, Songs of the item

THEORY COURSE – VIII

Credits -4

F.M.50 (40+10)

(Course objective:- The aims of this course is to provide Theoretical knowledge of Indian dance history, culture & civilization and study on Biography of the eminent dance Gurus and dancers personalities of Indian Classical Dance .

Learning outcome: In the theoretical portion knowledge of eight classical dances of India are introduced and History of Indian Dances part -I and Biography of the eminent dance Gurus and personalities of Indian Classical dance are imparted)

- a) History of Indian Dance Part – I
- b) General introduction to eight classical dance styles classical India.
- c) General introduction of Indian dance drama both folk and classical
- d) General introduction tribal and folk dances of India .Interrelationship with other plastic arts, e.g. Sculpture, Iconography and Painting in their ancient Indian tradition.
- e) Explanation the term Culture and Civilization emphasizing their relevance to India.
- f) Seven established dance type in term of origin, history and development thereto; other well established dance tradition like Chhau and others. The influence of martial arts on the regional dance forms.
- g) Study on Biography of the eminent dance Gurus and dancers personalities of Indian Classical Dance and Modern Dance .

SEMESTER –III

PRACTICAL COURSE – IX Credits -4 F.M.50 (40+10)

(Course objective:- The aims of the course is to provide the knowledge of Pre – Vaisnavite and Vaisnavitedance composition.

Learning outcome: Dances of Pre – Vaisnavite and Vaisnavite are imparted in this course. Students are groomed with different form of dance items)

- a) KhambaThoibi Dance of Lai-Haraoba
- b) Radha Abhisar
- c) Learning of Punglons and songs of the Dance items.
- d) Demonstrations

PRACTICAL COURSE – X Credits -6 F.M.50 (40+10)

(Course objective:- The aims of the course is to provide the knowledge of composition on Gita Govinda.

Learning outcome: The most important feminine movements are the major point of this course and the musical portions are also imparted)

- a) ‘KanuKalindi’ - Dance composition
- b) Sri Krishna Vandana ‘Sita Kamala.....’ from Gita Govinda.
- c) Learning of Punglons and Dance composition on different Taals
- d) Demonstrations

THEORY COURSE – XI Credits -4 F.M.50 (40+10)

(Course objective:- The aims of this course is to provide Theoretical knowledge of Indian dance history, Natyashastra , Vedas & other major Indian epic and study on Indian modern dance and western ballet.

Learning outcome: In the theoretical portion knowledge of Indian major epic and History of Indian Dances part -II and Indian modern dance are imparted.)

- a) History of Indian Dance part-II
- b) Ancient age: - Through Knowledge of Bharata’s Natyashastra and its relevance to an influence on Indian Classical Dance.

- c) Prehistoric age/Vedic age (Reek, Sham, Yajur, Atharva Vedas.)
- d) Pouranicage:- Cultural History of India, Knowledge of major epics like Ramayana, Mahabharata, Shilappadikaram in terms of their content, characters and relevance to Indian Theatrical practice, an acquaintance with Indian mythology.
- e) Discuss in details Krishna's role in the epic Mahabharata.
- f) Modern age:-

East meets West in Uday Shankar's Dance Creations. Give your comments. History and development of Western Ballet. Contemporary modern dance in India. Well-known Indian Innovators and choreographers.

- g) Traditional Dance Drama training and its relevance today's dance education at academic level and its need in contemporary Indian Society.
- h) M.A Students required a Dance project in consultation with class teacher selecting a subject regarding Dance (at least 10 pages both of 2nd and 4th semester.)

THEORY COURSE –XII

Credits -6

F.M.50 (40+10)

(Course objective:- The aims of this course is to provide Theoretical knowledge of ancient religion of Manipur and information about dance culture of Java-Bali & others Asian countries.

Learning outcome: In the theoretical portion students are expected to gain the knowledge of ancient religion & socio culture of Manipur and information about dance culture of Java-Bali & others Asian countries are imparted.)

- a) The religious (MeiteiDharma and Meitei Vaisnav Dharma, Ramanandi Dharma, GouriyaVaisnav Dharma) aspect on Manipuri Dance. Discussion About the Dance on various religious festivals related with the Vaisnav Sastras.
- b)Name and describe the costumes used in Rasa Lila and Lai-Haraoba dance and other three Dance form.
- C)Influence of dances of Java and Bali on Rabindra Nritya at Santiniketan.
- d) Rasa sutra of Bharata and its exposition and elaboration by various commentators, is Bhatta Lollata, shrishankuka, Bhatta Nayaka and Abhinavgupta. Rasa and its constituent element, Vis Sthayi Bhava, Vyabhichari and Sattvika Bhava, and their Vibhava and Anubhava. DhavaniSiddhanta of Anandavardhanacharya.

SEMESTER –IV

PRACTICAL COURSE – XIII

Credits -4 F.M.50 (40+10)

(Course objective:- The aims of the course is to provide the knowledge of composition on Gita Govinda.

Learning outcome: The most important masculine movements are the major point of this course and the musical portions are also imparted)

- a) Dasavatar (composition from Gita Govinda)
- b) Learning of Punglons, songs of the Dance composition on different Taals
- c) Lecture Demonstrations (Self Composition on any story on different Taalas)

PRACTICAL COURSE – XIV

Credits -4 F.M.50 (40+10)

(Course objective:- The aims of the course is to provide the knowledge of composition on Gita Govinda and BasantaRaas

Learning outcome: In this major course student are expected to have knowledge of full form of Raaslila of Manipur)

- a) Basanta Ras Aber Khela
- b) Khandita Nayika of Gita Govinda
- c) Compositions of Dance on Different Taals
- d) Lecture Demonstrations

THEORY COURSE – XV

Credits -4

F.M.50 (40+10)

(Course objective:- The aims of this course is to provide Theoretical knowledge of Dances of Pre – Vaisnavite and Vaisnavite in the context of Manipuri Dance and Knowledge of the Tala system and music knowledge used in Manipuri Dance.

Learning outcome: Students are expected of learning Vaisnaband pre-Vaisnab relevance literature& Tala system and music knowledge of Manipuri Dance in this major theory course.)

- a) Origin, History, Classifications and development of Lai-haraoba festival of Manipur, and with its dance costume and instrument.

- b) Knowledge of the Tala system and music knowledge used in Manipuri Dance, transcribing tala-lipis(Notation of tala with matra, tali , khali with singing) as per syllabus with song.
- c) Manipuri Dance is too much helpful for composition of ‘Rabindra Sangeet’-a brief discussion. Explain Dance education at Santiniketan.

THEORY COURSE – XVI

Credits -4

F.M.50 (40+10)

(Course objective:- The aims of this course is to provide Theoretical knowledge of Indian Sculpture, Painting, Architecture and study on a part of Natyashastra .

Learning outcome: Students are expected of learning about Natyashastra& relation of Indian Dances with Sculpture, Painting, and Architecture in this major theory course.)

- a) Relation of Indian Dances with Sculpture, Painting, Architecture. Trace the History of dance from the ancient to modern times from data available from Sculpture, Literature and Music.
- b) Studies on the four Abhinayas, four Vrittis, four Pravrittis and two Dharmis. Study of the NrittaKaranas of Natyashastra and their importance. Detail study of Nayika Bheda and all the classification thereof.

DashaRupaka of Dhananjay, Abhinayadarpana of Nandakeswora, Bhavprakashna of Shardatanaya and Natyadarpana of Ramachandra- Gunachandra.

Reference Books

1. Raas Purnima – Th. Babu Singh - Manipuri
2. Aspects of Indian Culture – Prof.E. Nilakanta Singh English
3. Fragments of Manipuri Culture – Prof. E. Nilakanta Singh English
4. Natya Sastra – Manmohan Ghosh English
5. The Mirror of Gesture A.K. Coomarswami English
6. Abhinya Darpan – Manmohan Ghosh English
7. Abhinya Darpan – D.N. Swaminathan Iyer English
8. The Dance of India – Fanbian Dowers English
9. Dance of India – Projesh Banerjee English
10. The Art of Hindu Dance –ManjulikaBhaduri English
11. Indian Dance – Sreenivas Iyengar English
12. Dance of India – G. Venkata Chalam English
13. Folk Dance of India
14. PrachinVharoterNatyakala – Manmohan Ghosh Bengali
15. Bharater Nritya Kala – Gayatri Chattopadhyay Bengali
16. Nritya – Prativa Devi Bengali
17. Pryagi Nritya O Natya – Shantideb Ghosh Bengali
18. Rabindra Sangeet (Geeti natya O Nritya Naya, Bengali
19. SantiniketanerNrityadhara) NrityanaterObhinayay Bengali
20. Shantideb Ghosh Bengali
21. The Dance of India – Enakshi Bhavani English
22. Nritya Shiksha – Prahlad Das Bengali
23. Manipuri Dance – Bipin Singh & Nayana Javeri English
24. Manipuri Dances – Kulabidhu Singh English
25. Meitei Chali – M.Amubi Singh English
26. Introduction of Manipuri Dance – Atombapu Sharma English
27. ManipurigiSanaton Dharma – Atombapu Sharma English

28. Religion & Culture of Manipuri – Dr. Kriti Singh		English
29. Abhinay Darpan – Ashok Shastri		Bengali
30. RabindranatherGitinatya O Nritya Natya – Pronoy Kundu		Bengali
31. Manipuri Nritya – T.Nadia Singh		Bengali
32. Sastriya Manipuri Nartan – Darshana Jhavei&Kalavati Devi		Bengali
33. JibanerDhrubatara – Shantideb Ghosh		Bengali
34. Nritya Darpan – Gayatri Chottopadhyay		Bengali
35. NrityaPran – Gayatri Chottopadhyay		Bengali
36. Nritya Nritya Natto – Snigdha Pal		Bengali
37. ShilpoTatto – Sudhir Nandi		Bengali
38. PunglonBhangeeParengMangagi – YaikhomHemanta Kumar		Bengali
39. Manipuri Adibasi Nritto o Thang-Ta, Dr. Sumit Basu	--	Bengali
40. Manipuri Lai-Haroba Nritto, Dr. Sumit Basu	--	Bengali
41. Manipuri Mandap Sanskriti, Prof. K.Sunita Devi	--	Bengali

Preamble

Kathakali Dance: Goals, Course objectives and Learning outcomes:

GOALS:

- 1) To engage students in the combined process of Classical dance and theatre practice and performances throughout the course.
- 2) To strengthen students' creative skills in live performance through the study of **skills** and technique with traditional methodologies.
- 3) To engage critical studies, histories and histrionics of dance with rigorous and intensive traditional training along with frequent performances.
- 4) To create unique, challenging and diverse live performance and share them with our community.
- 5) Strengthening the capability to explain Kathakali dance logically with thorough theoretical training with the base of Sanskrit texts on acting like Natyasastra, Abhinayadarpana and so on.

COURSE OBJECTIVES:

To achieve these goals, students will:

Study and practice methodologies for translate the written text into live performance with perfection. Read, analyze and write about Indian classical dance especially Kathakali and critical theoretical evaluation of practical sessions. Study the fundamentals of classical Kathakali acting, make-up, design, and theater technologies and audience responses. Learn the terminology and practice methods of traditional Kathakali and analysis evaluation of live performance. Participate in the rehearsal and performance process, and learn the relationships and responsibilities of all collaborators; develop professional habits. Identify areas of specific interest and explore into advanced study of those fields. Demonstrate a nuance understanding of collaboration in the creative process through leadership, participation and reflection. Develop a multi-layered physicality through training in dance techniques. Apply a variety of value systems, aesthetics, and approaches to performing. Learn the language and practice methods of Kathakali with theoretical evaluation. Integrate an understanding of cultural context into creative and scholarly research. Conduct Lecture-cum-demonstrations with theoretical frame work in a clear and convincing academic level and develop aptitude in writing in the field of Kathakali dance. Encourage wide-ranging community build up through dance and spread awareness in the society.

LEARNING OUTCOMES:

Through courses and involvement in production, students will learn the values and methods of artistic collaboration. They will be prepared to enter the professional world of the performing arts, or to pursue graduate study in Kathakali dance, or other fields in the humankind. They will be equipped for a wide variety of careers—such as professional performers, writers, or teaching—that require collaborative effort, with self-confidence and respect, imagination, and a broad background in Indian classical dance and related **skills**.

CURRICULUM FOR POSTGRADUATE COURSE
DEPARTMENT OF RABINDRA SANGIT, DANCE & DRAMA

SUBJECT- KATHAKALI DANCE

Semester-1

Credit-4

Marks-40+10=50

Course-I (Practical)

- Selected padams and theatrical techniques from Lavanasuravadam story.
 1. Ninpadambhoruham
 2. Anupamagananakum...Attam
 3. Agrajaveera.....Hantabalaka
 4. Kutirayepidichukettal

Course-II (Practical)

- Selected padams and theatrical techniques from Utaraswayamvaram story.
 1. Sasimukhi
 2. Kekayabhupati
 3. Valabhasrunu
 4. Tariltenmozhi

Course-III (Practical)

- Selected padams and theatrical techniques from Dakshayagam story.
 1. Kanninakkanandam
 2. Ananta Janmarjith
 3. Valareputrimar
 4. Ariyate Mama Putriye

Course-IV (Theoretical)

- Stage conventions and auditory aesthetics in Kathakali is been analysed. Understanding the Kutiyattam and Krishnanattam.
 1. Stage conventions of Kathakali
 2. Auditory aesthetics of Kathakali
 3. Kutiyattam
 4. Krishnanattam

Course-V (Practical)

- Selected padams and theatrical techniques from Duryodanavadam and Santanagopalam stories.
 1. Paripahimam
 2. Parshati Mama...Attam
 3. Srimansakhe
 4. Nathabhaval..Attam

Course-VI (Practical)

- Selected padams and theatrical techniques from Utaraswayamvaram story.
 1. AravindaMizhi
 2. Veera Veerata
 3. Gopalakanmare
 4. Terukuttikettal

Course-VII (Practical)

- Selected padams and theatrical techniques from Subhadraharanam and Narakasuravadam stories.
 1. Kutra Vada, Kutravada
 2. Rajavaneti
 3. Sabdavarana
 4. Patappurappadu

Course-VIII (Theoretical)

- The analysis and the examination of Natyasastra in brief with understanding the Vibhava, Anubhava and Rasa.
 1. Natyasastra
 2. Meanings and Definitions of Rasa
 3. The theory of Rasa
 4. Bhav
 5. Vibhav

Course-IX (Practical)

- Selected padams and theatrical techniques from Pootanamoksham, Nlucharitam and Utaraswayamvaram stories.
 1. Ampadigunam
 2. SukumaraNandakumara
 3. Samyamakanorudyanam
 4. SundaraSrunukanta

Course-X (Practical)

- Selected padams and theatrical techniques from Kirmeeravadham story.
 1. Jaya RuchiraKanakadri
 2. Pundareeka Nayana
 3. Kashtamaho
 4. Kondal Varna Pazhute

Course-XI (Theoretical)

- Examining the concept of Anubhava, Vyahicharibhava, Samyoga and Sthayeebhava
 1. Anubhava
 2. Vyabhicharibhava
 3. Samyog
 4. Sthayeebhava

Course-XII (Theoretical)

- Analysing the process of Rasanishpathi and knowing other aestheticians other than Bharatamuni.
 1. Rasnishpathi
 2. The process of Rasabhinaya
 3. Rasa as an aesthetical experience
 4. Aestheticians other than Bharatamuni
 5. Abhinavagupta

Course-XIII (Practical)

- Selected padams and theatrical techniques from Nivatakavachakalakeyavadam story.
 1. MataleNishamaya
 2. BhavatiyaNiyogam
 3. Vijaya Vijayi Bhava
 4. VijayanahamIta.

Course-XIV (Practical)

- Selected padams from Kalyanasougandhikam story and a theatrical technique.
 1. Shastratham....Shauryaguna.....Attam
 2. PanchalarajaTanaye
 3. AjagaraKabalitam
 4. Manprasavam

Course-XV (Theoretical)

- Analysing the process of Katharsis, Sahrudaya. General review of Abhinayadarpanam and deviations of Kathakali from Natyasastra.
 1. Katharsis and theory of Rasa
 2. The Sahrudaya
 3. Abhinayadarpana
 4. Deviations of Kathakali from Natyasastra

Course-XVI (Theoretical)

- Analysing the reformation and renaissance of Kathakali. Knowing the legendary Kathakali story writers.
 1. Reforms of Kathakali
 2. Kottayam Thampuran
 3. Kaplingad Reforms
 4. Nalacharitam, UnnayiWarrier
 5. IrayimmanThampi
 6. Setbacks and Renaissance of Kathakali

References for Theory in Kathakali Dance
M. Mus. Course.

1. THE NATYASASTRA – M.P. Ghosh,
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2. INTRODUCTION TO BHARATA'S NATYASASTRA - AdyaRangacharya,
Pub: Popular Prakasham, Calcutta – 1958.
3. KATHKALI – The dance - theatre - Kala:GovindanKutty,
Pub: The Asiatic Society, Calcutta – 1998.
4. INDIAN CLASSICAL DANCE ART - Sunil Kotari,
Pub: Marg Publishers, Bombay – 1979.
5. INDIAN CLASSICAL DANCE - KapilaVatsyayan,
Pub: Director of Pub. Dept. – 1974.
6. A GUIDE TO KATHAKALI - David Bolland,
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7. THE KATHAKALI COMPEX - Zerilli Philip,
Pub: Abhinav Publications, Delhi – 1984.
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Pub: National Book stalls – Kottayam – 1986.
9. KATHAKALI PLAYS - Agatha Jain Pillar,
Pub: D.C. Books – Kottayam – 1993.
10. KATHAKALI - K. Bharatalyyer,
Pub: luzac and company – London – 1965.
11. THE OTHER MIND - Beryl De Zoete,
Pub: Victor Gollance – London – 1965.
12. TRADITIONS ORF INDIAN FOLK ARTS - KapilaVatsyayan,
Pub: Clarion Books new Delhi – 1978.
13. NATYA SASTRA - K.P.N. Pisharodi,
Pub: D.C. Books – Kottayam – 1983.
14. ABHINAYA DARPAN -Translation - Manmohan Ghosh
Metropolitan Printing House – Calcutta – 1934.
15. PHILOSOPHY OF AESTHETICS - M.P. Patwardhan,
Pub: Central Research Institute – Pune – 1969.
16. THE THEATRE UNIVERSE - Pramod Kale,
Pub: popular Prkasham – Bombay – 1974.

17. IMITATION IN INDIAN AESTHETICS - A.C. Sukla,
Pub: Rupa and company – 1977.
18. THE DANCES OF INDIA - Reginald & Massy,
Pub: Tri color Books – Great Briton – 1989.
19. AESTHETIC MEANING - RekhaJhanji,
Pub: Ajanta publication – Bombay – 1980.
20. TRADITIONS INDIANS OF INDIAN FOLK ART – KapilaVatsyayan,
Pub: Clarion Books – New Delhi – 1982.
21. KATHAKALI - G.R. Pillai.
Pub: Travancore University Series – 1957.
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M.Mus Syllabus
RABINDRANRITYA
(Total Marks 800. Practical 500 and Theory 300)

Semester I

Course I (Practical) 40+10=50

Objective: This course takes into account the training given in the graduate courses and hence provides the advance training in different characters of dance dramas and other productions.

Chandalika has a special stress in this.

Learning Outcome: The students are expected to gain knowledge on the abhinaya aspect of all the characters along with the typical movement repertoire for these characters.

1. Chandalika- Part I Compositions of Maa and Prakriti and other characters like Doiwala, Churiwala. Group compositions
2. Compositions of Bhanusingher Padavali
3. Compositions on Namohemamo (Natir Puja), Chitrangada-2, Kamalika, Haratani
4. Compositions on other songs in *lasya* style

Course II (Practical) 40+10=50

Objective: This course takes into account the training given in the graduate courses and hence provides the advance training in different characters of dance dramas and other productions.

Shyama has a special stress in this.

Learning Outcome: The students are expected to gain knowledge on the abhinaya aspect of all the characters along with the typical movement repertoire for these characters.

1. Shyama- Part I. Compositions of the characters and group compositions
2. Compositions in *tandavatechniques* like Pinaketelagetankar, Pralaya Nachana
3. Compositions of characters like Arjun, Madan, Kotal, Bajrasen
4. Compositions on NatarajRiturangashala

Course III (Practical) 40+10=50

Objective: This course takes into account the training given in the graduate courses and hence provides the advance training in different characters of dramas and other productions. The dramas preceding dance dramas have a special stress in this.

Learning Outcome: The students are expected to gain knowledge on the abhinaya aspect of all the characters along with the typical movement repertoire for these characters.

1. Acting of Dramas- Balmiki Pratibha, Kalmrigaya.
2. From Sharadotsava (1908) to Natir Puja (1925)

Course IV (Theory) 40+10=50

Objective: This course gives an idea of the contents of the *Natyashastra*.

Learning Outcome.: The students will be proficient with the concept of ancient *Natya* and its implications in modern theatre productions.

1. The Natyashastra- idea of the chapters and their contents. Importance of Nritt, Nritya and Natya.
2. The Abhinaya Darpanam, Sangitratnakara
3. The theory of Rasa: Lollata, Shankuka, Nayaka, Abhinavagupta
4. Dance in Literature, Sculptures and Paintings
5. The Sanskrit Literature and Dance- Kalidasa, Bhasa, Bhavabhuti and others.

Semester II

Course V (Practical) 40+10=50

Objective: In this course Chandalika has a special stress in this.

LearningOutcome: The students are expected to gain knowledge on the abhinaya aspect of all the characters along with the typical movement repertoire for Chandalika characters.

1. Chandalika- Part II. Compositions of Maa and Prakriti and Group compositions.

Course VI (Practical) 40+10=50

Objective: In this course Shyama has a special stress in this.

LearningOutcome: The students are expected to gain knowledge on the abhinaya aspect of all the characters along with the typical movement repertoire for Shyama characters.

1. Shyama- Part II. Compositions of the characters and group compositions.

Course VII (Practical) 40+10=50

Objective: This course takes into account training in different characters of dramas and other productions.

LearningOutcome: The students are expected to gain knowledge on the abhinaya aspect of all the characters along with the typical movement repertoire for these characters.

1. Acting in Dramas: Shapmochan (1931), Shyama (1939). Characters from TasherDesh and other relevant dramas.

Course VIII (Theory) 40+10=50

1. Aesthetics of Rabindranath Tagore, Abanindranath and Nandalal
2. Introduction to Western Aesthetics
3. Writings of Tagore on Dance.

Semester III

Course IX (Practical) 40+10= 50

Objective: This course aims to impart training in different classical dance techniques like the rhythm and time cycles, the gestures of hand and body so that they can be applied to Rabindranritya.

LearningOutcome: Students are expected to learn the techniques to apply on their own compositions. This will be helpful for them to choreograph in future for being a professional choreographer.

1. Festival dances and their presentations.
2. Dances on various Talas- Rabindrik and other major rhythms.
3. Application of Hastas in Rabindranritya

Course X (Practical) 40+10=50

Objective: This course aims to impart training in compositions of dance. Also improvisations are encouraged.

LearningOutcome: This course will help the students to become independent choreographers with understanding of the subject. Thus this would make them teach and produce stage presentations.

1. Own solo compositions on a list of songs provided by teacher.
2. Improvisations.

Course XI (Theory) 40+10=50

Objective: This theory course gives an idea of what was happening in the rest of India when Tagore was working in Santniketan.

LearningOutcome: The students will gain an overall knowledge of the dances in India.

1. Dances of India- Folk, Traditional and Classical. Concept of Nataraj.
2. Modern Dance in India- Udayshankar and Rabindranath.
3. Dance and dancers post-independence.
4. Contemporary dance in India.

Course XII (Theory) 40+10=50

Objective: This theory course gives an idea of Tagore's idea of beauty in his dramas and dance dramas.

LearningOutcome: The students will gain an overall knowledge of the aesthetic theory of Tagore. This will help them to become critics and work as reviewers in newspapers and other channels.

1. Critical Appreciation of Rabindranath Tagore's Dramas, Gitinatya-s (Song Dramas), Ritunatyas (Season Dramas), Nritya Natya-s (Dance Dramas).

Semester IV

Course XIII (Practical) 40+10=50

Objective: This course aims to impart training in compositions of dance dramas. Also improvisations are encouraged.

LearningOutcome: This course will help the students to become independent choreographers with understanding of the subject. Thus this would make them teach and produce stage presentations.

1. Rabindranath Tagore's Dance Dramas. General understanding of the compositions and presentations of all the characters of the Dance Dramas.

Course XIV (Practical) 40+10=50

Objective: This course aims to impart training in compositions of dance. Also improvisations are encouraged.

LearningOutcome: This course will help the students to become independent directors with understanding of the subject. Thus this would make them teach and produce stage presentations..

1. Production Design: Concept of Stage, Lights, Sets- drawing and designing leading to presentation of an excerpt of a Tagore's drama/Dance Drama on stage.

Course XV (Theory) 40+10=50

Objective: This theoretical course aims to give ideas of foreign dances to the students.

LearningOutcomes: This course will help the students to equip themselves for getting ideas of the foreign dances and help them to relate to the concept of Tagore.

1. Introduction to the foreign dances- Ballet, Modern, Asian dances, South Asian Dances- Indonesia (Java, Bali), Malayasia, Cambodia, Burma etc.
2. Tagore's writings on dances of Java, Bali, Japan etc.

Course XVI (Theory) 40+10=50

Objective: To learn research methodology to write academically on Dance concept of Tagore.

LearningOutcomes: The students are expected to get the experience of writing academic essays on Rabindranritya.

Dissertation to be submitted.

SYLLABUS FOR M.MUS IN DRAMA AND THEATRE ATRS

(2 YEARS COURSE)

Department of RSDD, Sangit-Bhavana, Visva-Bharati, Santiniketan.

Total Marks :

i) Theoretical papers –300 Marks

ii) Practical papers – 500 Marks

Total = 800 Marks

PROPOSED AREAS OF STUDIES IN THEORY AND PRACTICAL PAPERS

1st Semester : 200 Marks

Course – I (Practical) :

Full Marks: 50(40+10)

Voice and Elocution

Course – II (Practical) :

Full Marks: 50(40+10)

Body Preparation, Yoga, Mime, and Pantomime, Expression and Emotion, Improvisation.

Course – III (Practical)

Full Marks: 50(40+10)

Acting (Verse) with character analysis. (To be submitted)

Course – IV (Theoretical)

Full Marks: 50(40+10)

History of Oriental Theatre (Ancient Indian Theatre, Noh-Kabuki etc.), And Western Theatre (up to Renaissance), with reference to stage and Drama

2nd Semester: 200 Marks

Course – V (Practical)

Full Marks: 50(40+10)

Acting (Tagore`s Plays) with character analysis. (To be submitted)

Course – VI (Practical)

Full Marks: 50(40+10)

Acting (Other than Tagore`s plays) with character analysis. (To be submitted)

Course – VII (Practical)

Full Marks: 50(40+10)

Make-up & Costume Design

Course – VIII(Theoretical)

Full Marks: 50(40+10)

Aesthetics, Theory of Indian and Western Drama & Dramaturgy.

3rd Semester : 200 Marks

Course – IX (Practical)

Full Marks: 50(40+10)

Stage- Lighting and Sound.

Course – X (Practical)

Full Marks: 50(40+10)

Scenography (Set-Design and Painting).

Course – XI (Theoretical)

Full Marks: 50(40+10)

History of Bengali theatre, Traditional and Folk Theatre, Regional Theatre, and Western Theatre (Post-Renaissance).

Course – XII (Theoretical)

Full Marks: 50(40+10)

Tagore`s Theatre.

4th Semester : 200 Marks

Course – XIII (Practical)

Full Marks: 50(40+10)

Direction.

Course – XIV (Practical)

Full Marks: 50(40+10)

Dissertation and Practical Field-work.

Course – XV (Theoretical)

Full Marks: 50(40+10)

Theory of Acting & Theory of Direction.

Course – XVI (Theoretical)

Full Marks: 50(40+10)

Play-Analysis and Criticism.(Tagore and other than Tagore`s Plays)

SYLLABUS FOR M.MUS IN DRAMA AND THEATRE ATRS
Department of RSDD, Sangit-Bhavana, Visva-Bharati, Santiniketan.

Duration of Course : 2 (Two) Years

1st Semester: 200 Marks

Course – I (Practical) :

Full Marks: 50(40+10)

- N.B. (This half paper divided into two part)

Voice and Elocution :

1. **Part-I: VOICE : 25(20+5) Marks**

- a) Fundamental of voice production and speech mechanism ; requirements of stage voice ; volume, pitch and tone ; speech , defects and their corrective measures etc.
- b) Breathing exercises ; Enunciation and pronunciation ; Voice registration ; Tonal variation ;Resonance ;Volume and pitch , noise , musical voice , Whispering , Weeping , Crying , Laughing etc.

Sub-text :Using all the above elements in the given speech

(Pieces to be selected by the Dept. from time to time).

2. **Part- II : ELOCUTION : (Sight-reading and Recitation) =25 (20+5) Marks**

- a) **Sight-reading** : Pronunciation of Vowel and Consonants, Pace, Rhythm , Dialect, Verse and Non-verse etc.
- b) **Recitation (Piece to be memorized) :**
Pronunciation of Vowel and Consonants ; Accent, Pause Rhythm, Prosody-
Syllable, Matra, Prava, Chhanda etc.

Sub-text :Using all the above elements in the given speech

(Pieces to be selected by the Dept. from time to time).

**** Reference Text-books for Elocution :**

a) *For Sight-reading –*

- i) Abhinjan Shakuntalam == Kalidasa
- ii) Rajsingha == Bankim Chandra Chattopadhyay
- iii) Prachin Sahitya == Rabindra Nath Tagore
- iv) Char-Adhyay == Rabindra Nath Tagore
- v) Chandragupta == D. L. Roy
- vi) Devigarjan == Bijan Bhattacharya
- vii) Chand Baniker Pala == Sambhu Mitra

b) *For Recitation –*

- i) Meghnadbadh Kabya (Canto VI) == Madhusudan Dutta

- ii) Chitra, Kahini == Rabindranath Tagore
iii) Jibanananda Dasher Shrestha Kabita == Jibanananda Dash

**** N. B. : Each student is required to present the passages , pieces and others item of voice and elocution which will be provided by the dept.**

Objective

Master degree students are already prepared with their voice but there are newly admitted students from various places and schooling, here we give one tuned-voice with expressions and emotions. For elocution we select classical text for improvement of technical voice throwing with perfections.

Outcome

Students are now being perfect to any type of textual pronunciation and play reading.

Course – II (Practical) :

Full Marks: 50(40+10)

Body Preparation, Yoga, Mime, and Pantomime, Expression and Emotion, Improvisation.

***N. B.(This half paper divided into two part).**

Part-I : Body Preparation, Yoga and Mime = 25 (20+5) Marks

Body Preparation and Yoga: Knowledge about Human Anatomy and Physiology , Physical Exercises (with and without Music), Movement, Relaxation, Movement of Limbs, Harmonic Pause, Dancing, Yogasana.

Mime: Physical training for Mime ; Relaxation ; Facial expression ; Excursuses of eye-ball ; Sketch-built-up ; Creation of illusion ; Musical science, Mime and imitation , Mime and observation, Mime and Theatre, Mime and Dance, Mime as a special form of entertainment, Mime and Mimicry etc.

Part-II : Expression and Emotion, Improvisation.= 25 (20+5) Marks

Expression and Emotion : Knowledge of face-muscles ; Mukhaja, Sharira, Chestakrita, Bhava, Asta-Satwik Bhava ; Rasa and total Expression ; Exercises of Eyelid, Eye-brow, Eye-ball, Chine ; Gesture of Head, Neck, Hand etc.

Defination of Emotion ; Oriental and Western ; Emotion and its nature, Classification of emotion – primary and its psychological characteristic blended ; Derived ; Sentiment – its types, object, person, collective, abstract, self ; Stimulus response bond, Reflex and instinct, Nature of feeling, Sensation and feeling, Mood, Temperament, Disposition, Passion, Emotion and bodily expression etc.

Improvisation : Concentration exercises, Exercise of sense, Exercise for developing power of association, Exercise for improvisation; Details of – ***Who are you/ the are you? Where are you? What are you? When are you? Why are you?*** Improvisation with voice and without voice etc.

**** N. B. :** *Each student is required to present items of Mime, and Pantomime, Yoga, Movement, Expression and improvisation etc. which will be provided by the Dept.*

Objective

This course is a basic activity of theatre on stage. Fitness and fairness of stylized body movements are the art of physical expression and also the art of living. Anybody can improvise the theatrical monotony through this learning and practice.

Outcome

Students are being fit with flair-mind, their soul and gestures are also be prepared to play any 'Role' in theatre from the 'King' to a 'Beggar' 'Admin' to 'Servant'. They believe really in sense that they are not only artiste but also Theatre, Culture and Social workers.

Course – III(Practical)

Full Marks: 50(40+10)

Acting (Verse) with character analysis. (To be submitted) :

With reference to Character–protagonist, Antagonist, Allied Agents, Pivotal character, Character-dimension, Will, Conflict, Growth, Dialogue, Song, Though, Rasa, Emotion and Acting etc.

Play prescribed :	Visarjan	= Rabindra Nath Tagore
	Malini	= Rabindra Nath Tagore
	Billwamangal	= Girish Chandra Ghosh
	Naranarayan	= Kshirod Prasad Vidyavinod
	Pratham Partha	= Buddhadev Basu
	Chand Baniker Pala	= Shambhu Mitra

**** N. B. :** *Scene/ Pieces from Drama to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept.*

Practical's :

- | | |
|---------------------------------------|------------|
| a) Performance in a short scene/piece | = 30 Marks |
| b) Actor`s Note-Book | =10 Marks |
| <u>Total = 40 Marks</u> | |

*a) **Performance in a short scene/piece :** The students required to participate in a short scene/pieces of 10 to 15 minutes duration directed by himself/herself.

*b) **Actor`s Note-Book :** Each student is required to submit an actor`s note-book, which should contain a detailed analysis of the roles he/she has played during the year. This should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

Objective

Acting is the combined course of voice and Physical activities/ Dramatic Expressions. Two types of literature mostly we get - that verse and non-verse for 'Acting Texts'. It is the practical course of verse-acting. Here we specially give attention to the characters with characteristics.

They make one Actor's Note Book where they analyses their thoughts, theme, theatre patterns.

Outcome

Students act their verse-acting with full of understanding of literature, character, impact of verse-acting and standardized theatre-patterns by analysis of serious-text. They can realize how characters upgrowing on stage from beginning to the end.

Course – IV (Theoretical)

Full Marks: 50(40+10)

History of Oriental Theatre (Ancient Indian Theatre, Noh-Kabuki etc.), and Western Theatre (up to Renaissance), with reference to stage and Drama.

1. Oriental Theatre (Ancient India, Noh-Kabuki) :

- i) a) Bhasa b) Kalidasa c) Bhavabhuti d) Sudraka e) Vishakha-Datta f) Rajshekhar
g) Prahasana in Sanskrit Theatre etc.
- ii) Noh and Kabuki Theatre etc.

2. Western Theatre (Up to Renaissance) :

Major trends in World Theatre : Classical and Neo-Classical period in terms of –

- a) Origin and developments (Passion play etc.)
- b) Performance elements
- c) Actor and his art
- d) Stage conventions
- e) Greek Drama (Aeschylus, Sophocles, Euripides, Aristophanes, Menander etc.)
- f) Roman Drama (Seneca, Plautus, Terence, etc.)
- g) Medieval age (Miracle & Mystry plays , Morality plays, Liturgical plays).
- h) Spanish (Lope De Vega).
- i) Elizabethan period (C. Marlowe , B. Jonson and W. Shakespeare).
- j) Comedia del`arte , Corneille, Racine and Moliere).

Objective: The theatre-students should know the history and development of world-theatre (Oriental-Western). Because they should respect their own heritage and honor their tradition of the field. Then they can compare the contribution of their own present time.

Outcome:History helps a Theatre person to be confident to interact with other people. They can communicate the subject as a whole through a broad perspective. With that experience one can do experiments in theatre of his own way by form and newly contents.

2nd Semester : 200 Marks

Course – V (Practical) :

Full Marks: 50(40+10)

Acting (Tagore`s Plays) with character analysis. (To be submitted) :Scene/ Pieces from Drama to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept.

Practical`s :

c) Performance in a short scene/piece = 30 Marks

d) Actor`s Note-Book =10 Marks

Total = 40 Marks

*a) **Performance in a short scene/piece :** The students required to participate in a short scene/pieces of 10 to 15 minutes duration directed by himself/herself.

*b) **Actor`s Note-Book :** Each student is required to submit an actor`s note-book, which should contain a detailed analysis of the roles he/she has played during the year. This should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

Objective

Acting Tagore's play is an exceptional experience. It is an opportunity to work through the play as a composite art. We all know Rabindranath Tagore was a pioneer of Modern Indian Theatre, experimental theatre in Non-Proscenium manners. Beside others Tagore's plays are very applicable in Santiniketan's Nature.

Outcome

All are understood this speciality of composite art, the liberty, concept and play as art for art sake.

Course – VI (Practical) :

Full Marks: 50(40+10)

Acting (Other than Tagore`s plays) with character analysis. (To be submitted): :Scene/ Pieces from Drama to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept.

Practical`s :

e) Performance in a short scene/piece = 30 Marks

f) Actor`s Note-Book =10 Marks

Total = 40 Marks

*a) **Performance in a short scene/piece :** The students required to participate in a short scene/pieces of 10 to 15 minutes duration directed by himself/herself.

*b) **Actor`s Note-Book** : Each student is required to submit an actor`s note-book, which should contain a detailed analysis of the roles he/she has played during the year. This should contain the sub-text, the motivation and the movements of the character relating them to the whole production.

Objective

This Acting paper is also important because they may relate the dramas to their time and society. In fact, they can express their theatre-mind in any pattern.

Outcome

Now we can see the students as an actor, as total-actor with expressional art and also of proper understanding. They can analyse and establish themselves as an actor.

Course – VII (Practical) :

Full Marks: 50(40+10)

**N. B. : This half paper divided into two parts -- I) Make-up II) Costume design*

Part-I : Make-up

(20+5)= 25 Marks

- a) Basic knowledge of face anatomy and muscles .
- b) Basic technique of Make-up.
- c) Colour-work and Crape-work.
- d) Juvenile Make-up.
- e) Correction Make-up.
- f) Middle-age Make-up.
- g) Old-age Make-up.
- h) Realistic Make-up.
- i) Stylised Make-up.
- j) Knowledge of Plastic Make-up.
- k) Character Make-up.
- l) Mask-work and Mask like Make-up. Etc.

Part-II : Costume design

(20+5)= 25 Marks

- a) Costume and its relationship with the play.
- b) Costume in a character.
- c) Costume and Actor`s movement.

- d) Knowledge of colour combination.
- e) Relation of colour costume with Set & Light.
- f) Sense of perfection in costume through exercises.
- g) Collection of drawing of various costume and ornaments from Indian villages, Archaeological monument, Sculptor etc.
- h) Play-production style and costume.
- i) Costume according to Bharata`s Natya Shastra.
- j) Special type of costume and ornaments for Tagore`s play.

Objective

One actor on stage can appear after wearing costumes, completing makeup. When you are playing one role/character you should be aware about standard, usage making, cost and impact of costumes. Makeup basically means the facial makeup of various ages and type of character.

Outcome

We all know that make up-costumes are needful for the theatre so it is a professional opportunity to earn in future. So it is a technical course to learn and earn.

Course – VIII(Theoretical) :

Full Marks: 50(40+10)

Aesthetics, Theory of Indian and Western Dram, Dramaturgy : (With special emphasis on Bharata and Aristotle)

- 1. Aesthetics : (Indian & Western):** Nature of Art, Art & Craft ; Classification and characteristic of Art ; Concept of Rasa ; Art and Reality ; Art and Universality ; Art and Imagination ; Art and Intuition ; Art and expression ; Art and beauty ; Art and pleasure ; Art and unity ;Problems of the dramatic, ; Dramatic criticism ; Plot , Conflict, Character, Dialogue, Crisis, and Rasa ; With special emphasis on Rabindranath`s views etc.
- 2. Theory of Drama :** Definition of Epic, Novel and Drama ; Dramatist, Actor and Audience ; Elements of Drama ;Structure of Drama (Eastern and Western) ; Theory of Rasa ;Dramatic conventions ; Classification of Drama ; Classical, Romantic, Tragedy, Tragy-Comedy, Comedy, Realistic, Symbolic, Allegorical, Expressionistic, Epic, Absurd, Pouranic, Historical, Social, Musical, Melodrama, Geeti-Natya, and Nritya-Natya, Rabindra Nath Tagore`s own theory etc.
- 3. Ancient Indian Dramaturgy : Natyashastra & others :** a) Origin of Indian Drama b) Types of Drama ; Dasharupaka c) Elements of Natya , four types of Abhinaya , Dharmi , Vritti , Bhava, Rasa, Pancha-Sandhi, Pancha-Prakriti, Pancha-Abastha, Saranga etc.
- 4. Theory of Western Drama :** Aristotle, A. Nicolle etc.
- 5. Elements of Dramatic composition :** Premise, Theme, Plot, Division of action, Characterization, Dialogue, Song etc.

Objective

Aesthetics and Drama and Dramaturgy is one of the most relevant subjects, the texts are Bharata and Aristotle is the prior and ultimate concept of theatre.

Outcome

Theatre reflects the society through an aesthetical approach. 'Natyashastra' and 'Poetics' are the foundation of Theatre - this paper is important for all theatre person to know Drama and Dramaturgy.

3rd Semester : 200 Marks

Course – IX (Practical) :

Full Marks: 50(40+10)

****N. B. : This half paper divided into two parts -- I) Stage Lighting II) Sound and Background Music***

Part-I : Stage Lighting :

(20+5)= 25 Marks

- a) Origin and Development of Stage Lighting.
- b) Properties of lighting.
- c) Equipment's.
- d) Function of Stage Lighting—Illumination, Realistic effect, Plastic expression, Psychological expression,
- e) Art of Stage Lighting – Dominant, Secondary, Rim and fill in lighting.
- f) Aesthetic of Stage Lighting.
- g) Relationship of stage lighting with Costume, Make-up, and Set.
- h) Lighting the actor and stage.
- i) Designing lighting for different style of production.

***N.B.** Each student is required to submit a Note-Book (Including cue-sheet) on the different aspects of stage lighting including different kinds and type of lighting equipment and their functions. The item will be provided by the dept.

Part-II : Sound and Background Music

(20+5)= 25 Marks

- a) Basic knowledge on sound effects and background music.
- b) Knowledge of acoustics and sound production.
- c) Knowledge of sound recording and re-production, amplification system, record players, tape-recorder, sound control-board.
- d) Sound and special effect (Life sound i.e. storm, rain, thunders, footstep, gun-shot, horse-hooves, etc. and recorded sound i.e. water effects, rain, thunder storm, crying baby, crowd, train, whistle , aeroplane, animals, city-life etc.).

***N.B.** The student is required to preparing and submit a Cue-sheet (with a recorded cassette according to Cue-sheet) The item will be provided by the Dept.

Objective

Now the basic-technical supports of theatre are light and sound. The Foreground and Background music and stage lightning is the most essential things if it is proscenium theatre or not, they should know light and sound.

Outcome

This is the highest possibility to be a technical artist who will design the entire light scheme and sound so - people who are now decided not to perform on stage they can choose and practice to enter in the professional world.

Scenography (Set-Design and Painting). :

1. a) Theatre Architecture : Open and close performance spaces . :

- i. Sanskrit theatre
- ii. Greek Theatre
- iii. Elizabethan Theatre
- iv. Noh and Kabuki theatre
- v. Chinese Theatre
- vi. Proscenium Theatre
- vii. Thrust
- viii. Theatre in-the-Round etc.
- ix. Set in Rabindra Nath`s plays as designed by Nandalal Bose & other artists of the period.

b) Requirements of various theatre and stage Geography.

2. Stage Craft and process of designing scenery :

- a) Sketch b) Plan c) Elevation d) Model e) Construction f) Painting g) Curtains
- h) Cyclorama and painted back drops etc. i) Flats, Levels and Platforms, Stapes, Cut-outs etc.

3. Scenic design :

- a) Nature and functions of scenic design b) Design and script
c) Director`s inter-pretations and design d) Use of the space by the director.

4. Meior-trands in stage design :

- a) A. appia b) G. Craig c) Meyerhold d) Rabindra Nath Tagore etc.

***N.B.** Each student is required to submit a stage model and set-design (including ground-plan) according to specification. The items of set-design and stage-model will be provided by the Dept.

Objective

Scenography

Set design and painting is needful for distribution of space. Space, time has to maintain in the planning of theatre. Also, it is a technical subject to Mark and usage the unity of theatre.

Outcome

Technical-subject, so it has also the possibility to make anybody the Set-designer.

History of Bengali theatre, Traditional and Folk Theatre, Regional Theatre, and Western Theatre (Post-Renaissance) . * With reference to stage and drama.

1. Bengali Theatre :

a) Origin and development

b) Historical backgrounds

c) With special reference to the contribution of – Lebedeff, Ram Narayan Tarkaratna, Madhusudan Dutta, Dinabandhu Mitra, Upendra Nath, Girish Chandra Ghosh, Amritalal, D.L.Ray, Kshirod Prasad Vidyavinod, Manmatha Ray, Sachin Sengupta, Bijan Bhattacharya, Tulshi Lahiri, Utpal Dutta, Badal Sarkar, Mukunda Dash, Moti Ray, Brojen Dey, Dhananjoy Bairagi, Shambhu Mitra, etc.

d) Origin and development of Bengali-Stage with special reference to : Bengali Theatre, Belgachhia Theatre, National & Great National Theatre, Star Theatre, Natya Mandir, Navanatya Mandir, Rangmahal, Minarva Theatre, Manmohan Theatre, Art Theatre, Classic Theatre, Sree Rangam Theatre, Biswarupa Theatre. Etc.

e) With special reference to the contribution of Amar Dutta, Sisir Bhaduri, Satu Sen, Ahindra Chowdhury, Ajitesh Bandyopadhyay etc.

2. Traditional and Folk Theatre :

With special reference to the following i.e. Chhou, Yatra, Gambhira, Yakshagana, Ramleela, Tamasha, Nautanki, Kudiattam etc.

3. Regional Theatre (other than Bengali Theatre) :

a) With special reference to the following Region i.e. : Maharashtra, Gujrat, Hindi, Kerala, Manipur, Kannada etc.

b) With special reference to the contribution of the following i.e. Mohan Rakesh, Girish Karnad, Vijay Tendulkar, Dharamveer Bharti, etc.

4. Western Theatre (post renaissance) : Special emphasis on Drama and Dramatist with reference to the following –

i. a) Realism b) Naturalism c) Neo-Romanticism and Symbolism

d) Poetic Drama e) Expressionism f) Existentialism g) Epic Theatre

h) Absurd i) Grotosky and his Theatre etc.

ii) With special reference to the contribution of the following dramatist—

H. Ibsen, Chekov, M. Gorky, Emil Zola, M. Maeterlinck, G. Houpman, A. Strindberg,
G.B. Show, J.M. Synge, Sean O`Cassy, T.S. Eliot, F.G. Lorca, L. Pirandello, G. Kaiser,
E. Toller, E. Rice, Bertolt Brecht, J.P. Sastre, A. Camu, T. Williams, O. Neill, A. Miller,
S. Beckett, E. Ionesco, E. Albec, etc.

Objective

History of our own Indian theatre. It is a pride that Bengali and Regional theatre is practiced. Beside to that - we already achieved the theatre - Now we have to create a further new.

Outcome

A positive Idea evolved to the students that you want to be honest human being

Course – XII (Theoretical) :

Full Marks: 50(40+10)

Tagore`s Theatre. (Rabindra Nath Tagore`s Plays and Theatre) :

- a) A brief outline of the background of Tagore`s Theatre.
- b) Dramatic activities of Tagore`s House. (Pre- Rabindranath).
- c) Rabindranaths own initiative. Rabindranath Tagore and Tagore`s essays on his own plays.
- d) Play-production at Santiniketan and Jorasanko and Calcutta.
- e) Classifications of Tagore`s dramatic works.
- f) Style of Tagore`s production.
- g) Geeti-Natya and Nritya-Natya etc.

Texts :

- | | | | |
|----|-----------|-------------|--------------|
| 1. | Play from | : Upto 1896 | --- One play |
| 2. | Play from | : 1997-1907 | --- One play |
| 3. | Play from | : 1908-1923 | --- One play |
| 4. | Play from | : 1924-1935 | --- One play |
| 5. | Play from | : 1936-1939 | --- One play |

***N.B. :** Texts are to be selected by the department from time to time / year to year.

Objective

Rabindranath Tagore's play and Theatre and his initiative was taken to the society. This should know by the students. How he developed plays (both in form and content). Because we believe that Tagore's concept or ideas in a text is art, aesthetics, philosophy.

Outcome

It is better that they can follow how we describe a personality like Tagore. They know how would you brief one's life & works.

4th Semester : 200 Marks

Course – XIII (Practical) :

Full Marks: 50(40+10)

Direction : (With special reference to Acting, Music, Sound, Light, Set-design, Make-up and Costume) :

Pieces/Short/Scene from Drama to be selected by the Dept. from time to time or chosen by the student with the approval of the Dept. from time to time.

Practical's :

- | | |
|----------------------------------|-----------------|
| a) Directing a short scene/piece | 25 Marks |
| b) Director`s Note-Book | <u>15 Marks</u> |

Total = 40 Marks

a) Directing a short-scene/piece :

The student-director is required to direct the short-scene or pieces of 15 minutes to 30 minutes duration with the students from the Bhavana or others Bhavana of the University. The script will be provided by the Dept. or chosen by the student with the approval of the Dept.

b) Director`s Note-Book :

The student director is required to submit the Director`s Note-Book (production script) of the short-scene or pieces (with the prior acceptance of the Dept.) Directed by himself/herself and which he/she has visualized for production on in which he/she has participated in any capacity. This note-book should contain his/her interpretation of the play, the style of production and character analysis in addition to ground plan, property, and costume plan etc. along with the detail moves.

Objective

This course the 'Direction' is very interesting in all aspects. What a student's work-standard reflects here lastly in the subject. Direction is possible if you know all of theatre arts.

Outcome

This is worked properly as they show the capacity to establish theatre idea.

Course – XIV (Practical) :

Full Marks: 50(40+10)

Dissertation and Practical Field-Work :

Each student is required to submit a Dissertation-Paper on theatre of theatre-allied subject with detailed **technical** and **field-work** data. The area of the Dissertation-Paper will be selected by the Dept. or chosen by the student with approval of the Dept. The data for submitting Assignment-Paper shall however, be before the final Examination.

Objective

Dissertation after field-work is an essential production to them who will be firstly academic then actor. Anybody can know the basic Methodology in Master's Degree level for further Research and Publication works.

Outcome

Experiences

Method of Representation any new subject to the academic world sometimes on stage also -- for any discussion or display.

Course – XV (Theoretical):

Full Marks: 50(40+10)

Theory of Acting & Theory of Direction :

Theory of Acting : Defination of acting and Theatre – Actor-audience relation ; Acting as a Discipline – Creativity in Acting ; Actor and his Milieu ; Actor accomplishment – voice, elocution, control of body, Physical fitness ; Actor tusk-character, Actor`s internal action, Stage imagery , Memory recall, Thought, Feeling, Empathy and make believes ; Actor`s external action—Gesture, Posture, Expression, Speech, Voice, Tempo, Rhythm ; Actor`s triangle—Actor, Partner and audience ; Stage tusk—Environment , Situation, Atmosphere and acting ; Style of acting – Presentational, Re-presentational, Personality and character acting, Emotional and technical acting, Verse acting, Acting in Folk-Theatre ; Acting in tragedy and comedy ; Indian classical acting and Bharata (Natya-Shastra)—Angika, Vachika, Sattwika, Aharya, Acting in Jyetha, Madhyama, Adhama(Abar), Swapnabhinaya, Chitrabhinaya, Janantike, Atmogata, Aparvaritaka, Akashvachana, Parabhava and Mudra-Bhava-Abhibyakti etc. Greek classicaland Elezabethans acting ; Acting and D. Diderot, C. Coqueline, K. Stanislavsky and B. Brecht ; Acting emphasis on expression of Face, Eye, Lips, Voice, Level, Expression and speed, Movement in relation to camera and microphone, Emotion at director`s will etc.

Theory of Direction : Emergence of a Director ; Director as an interpretative artist ; Versatility in directing – Artist in all artist ; Fundamental elements of directing ; Production technique –(Eastern and Western)—Analysis and interpretation of the script, Phase of rehearsal , Directing the actors and actor group (Group and Ensemble acting) ; Direction in Folk-Theatre ; Co-ordination of Set, Light, Music, Sound, Costume and Make-up ; Vision and method of different directors (with special referenceto Duke of Sexe-Meiningen , A. Antoine, K. Stanislavsky and Vaktangov, Gordon Craig, B. Brecht , David Belasco, J. Gielgud ; Bharata—Kakshavibhaga, Gativichar, Vritti, Loka-Dharmi and Natya-Dharmi, Pusta, Sunjiva, Angarachana, Alankarana, Varna, Var-O-Kal etc. Rabindra Nath Tagore, Girish Chandra Ghosh, Amarendra Nath Dutta, Setu Sen, Sisir Kumar Bhaduri, Ahindra Chowdhury, Badal Sarkar, Sambhu Mitra etc.

Objective

Beyond the practice we should know the theory of Acting and Direction then it would be perfect - if we can combine the theory and practice both. It is actually the conclusion part of knowing theatre and express your own society, world and crisis.

Outcome

Students are very happy with this learning and they have now the confidence that what they do on stage those are based upon theory and sometimes they achieve beyond the theory-lines and create another unity of art & aesthetics.

Course – XVI (Theoretical):

Full Marks: 50(40+10)

Play-Analysis and Criticism.(Tagore and other than Tagore`s Plays)

Text :

*** From Tagore`s Plays :**

1. Play from : Upto 1896 --- One play
2. Play from : 1897-1907 --- One play
3. Play from : 1908-1923 --- One play
4. Play from : 1924-1935 --- One play
5. Play from : 1936-1939 --- One play

*** From other than Tagore`s plays :**

1. Western Tragedy -- One play
2. Western Comedy -- One play
3. Indian Classical -- One play
4. Indian (19th& 20th Century) -- One play
5. Non-European -- One play

***From Bengali Plays :**

1. Girish Chandra Ghosh / D. L. Roy -- One play
2. Kshirod Prasad Vidyavinod / Dinabandhu Mitra -- One play
3. Bijan Bhattacharya / Sambhu Mitra -- One play
4. Badal Sarka / Mohit Chattotadhyay -- One play
5. Utpal Dutta / Manoj Mitra -- One play

***N.B.** Text are to be selected from above by the Department from time to time / year to year.

Objective: Play analysis and theatre criticism is most relevant -- here we analyse the text, literature and the character's psychology and the time or age of text. Then we can act this text with full of understanding.

Outcome: Those students who are the critics -- actually find theatre of their mind and schooling. But critic is neutral, balanced, responsible to maintain the ethics and aesthetics both.

They are now Educated, Well-mannered, Positive, Disciplined and Successful when they can do critical appreciation truly.

(Reference Books in Bengali)

গ্রন্থ-সূচী :

- ১। ভরত, 'নাট্যশাস্ত্র'
- ২। সাগর নন্দী, 'নাটক লক্ষণ রত্ন-কাষ'
- ৩। বিশ্বনাথ কবিরাজ, 'সাহিত্য দর্পণ'
- ৪। নন্দী -কশর, 'অভিনয় দর্পণ'
- ৫। ধনঞ্জয়, 'দশরূপক'
- ৬। ড. রমারঞ্জন মুখোপাধ্যায়, 'রস-সমীক্ষা'
- ৭। ড. সাধন কুমার ভট্টাচার্য্য, 'এরিস্টটলের পোয়েটিক্স ও সাহিত্যতত্ত্ব'
- ৮। ড. সাধন কুমার ভট্টাচার্য্য, 'নাটক ও নাটকীয়ত্ব'
- ৯। ড. সাধন কুমার ভট্টাচার্য্য, 'নাট্যতত্ত্ব মীমাংসা'
- ১০। ড. সাধন কুমার ভট্টাচার্য্য, 'নাট্য সাহি-ত্যর আ-লাচনা ও নাটক বিচার'
- ১১। ড. সাধন কুমার ভট্টাচার্য্য, 'নাট-কর রূপ রীতি ও প্র-য়োগ'
- ১২। অবন্তী কুমার সান্যাল, 'প্রাচীন নাট্য প্রসঙ্গ'
- ১৩। দ্বি-জন্দ্রলাল রায়, 'কালিদাস ও ভবভূতি'
- ১৪। শিব মু-খাপাধ্যায়, 'পশ্চি-মর নাটক- থস্পিস -থ-ক গ্যারিক'
- ১৫। রুদ্র প্রসাদ সেনগুপ্ত, 'পশ্চিমের নাটক - ইব-সন -থ-ক অলিবি'
- ১৬। জীবন ব-ন্দ্যাপাধ্যায়, 'আধুনিক বিশ্বনাট্য প্রতিভা'
- ১৭। ড. সুকুমার -সন, 'নট-নাট্য-নাটক'
- ১৮। সচ্চিদানন্দ মু-খাপাধ্যায়, 'ভারতীয় নাট্য-বদ ও বাংলা নাটক'
- ১৯। -দ-বন্দ্রনাথ বসু, 'শকুন্তলায় নাট্যকলা'
- ২০। ড. বিমলচন্দ্র মু-খাপাধ্যায়, 'সংস্কৃত সাহি-ত্যর রূপ-রখা'
- ২১। ড. গীতা সেনগুপ্ত, 'বিশ্ব রঙ্গালয় ও নাটক'
- ২২। কুমার রায়, 'তিলোত্তমা শিল্প'
- ২৩। শম্ভু মিত্র, 'কাকে বলে নাট্যকলা'
- ২৪। শম্ভু মিত্র, 'প্রসঙ্গ নাট্য'
- ২৫। শম্ভু মিত্র, 'সন্মার্গ সম্পর্ষা'
- ২৬। শাওলী মিত্র, 'দিদৃক্ষা'
- ২৭। উৎপল দত্ত, 'চায়ের ধোঁয়া'
- ২৮। মনোজ মিত্র, 'অলীক সু-নাট্য রঙ্গে'
- ২৯। হেমেন্দ্রনাথ দাশগুপ্ত, 'ভারতীয় নাট্যমঞ্চ'
- ৩০। ম-না-মাহন -ঘাষ, 'প্রাচীন ভার-তর নাট্যকলা'
- ৩১। ড. বিষ্ণু বসু, 'বাংলা নাট্যরীতি : বিকাশ ও বৈচিত্র্য'
- ৩২। ড. বিষ্ণু বসু, 'বাবু থি-য়টার'
- ৩৩। ড. অজিত কুমার -ঘাষ, 'বাংলা নাট-কর ইতিহাস'
- ৩৪। ড. আশু-তাষ ভট্টাচার্য্য, 'বাংলা নাট্যসাহি-ত্যর ইতিহাস'
- ৩৫। ড. গৌরীশঙ্কর ভট্টাচার্য্য, 'বাংলা -লাকনাট্য সমীক্ষা'
- ৩৬। ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়, 'বঙ্গীয় নাট্যশালার ইতিহাস'
- ৩৭। কালীশ মু-খাপাধ্যায়, 'বাংলা নাট্যশালার ইতিহাস'
- ৩৮। ধনঞ্জয় মুখোপাধ্যায়, 'বঙ্গীয় নাট্যশালা'
- ৩৯। শিশির বসু, 'একশ বছ-রর বাংলা থি-য়টার'
- ৪০। সূত্রধর, 'অথ-নট-ঘটিত'

- ৪১। অপরেশ চন্দ্র মুখোপাধ্যায়, ‘রঙ্গালয়ে ত্রিশ বছর’
- ৪২। অহীন্দ্র -চৌধুরী, ‘নি-জ-র হারা-য় খুঁজি’
- ৪৩। অহীন্দ্র -চৌধুরী, ‘বাঙালীর নাট্যচর্চা’
- ৪৪। রমাপতি দত্ত, ‘রঙ্গালয়ে অমরেন্দ্রনাথ’
- ৪৫। হ-মন্দ্র কুমার রায়, ‘বাংলা রঙ্গালয় ও শিশির কুমার’
- ৪৬। শঙ্কর ভট্টাচার্য, ‘কলকাতার থি-য়টার’
- ৪৭। শঙ্কর ভট্টাচার্য, ‘নাট্যাচার্য শিশির কুমার’
- ৪৮। দেবেন্দ্রনারায়ণ গুপ্ত, ‘একশ বছরের নাট্য প্রসঙ্গ’
- ৪৯। দেবেন্দ্রনারায়ণ গুপ্ত, ‘বাংলার নটনটী’
- ৫০। সুনীল দত্ত, ‘নাট্য আন্দোলনে ত্রিশ বছর’
- ৫১। সতু -সন, ‘আত্মস্মৃতি ও অন্যান্য প্রসঙ্গ’
- ৫২। বি-নাদিনী দাসী, ‘আমার কথা ও অন্যান্য রচনা’
- ৫৩। ড. বিভূতি মুখোপাধ্যায়, ‘অভিনয়, প্র-যাজনা ও পরিচালনা’
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- ৫৯। অন্জন দাশগুপ্ত, ‘অভিনয় শিল্প : সংলাপ ও কণ্ঠস্বর’
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03. A. Nicoll, ‘The Theatre and Dramatic Theory’
04. M. Boulton, ‘The Anatomy of Drama’
05. T. A. Reyoolds, ‘The Anatomy of Drama’
06. J. B. Priestley, ‘The Art of the Dramatist’
07. F. Gustav, ‘Technique of the Drama’
08. P. F. D. Tennant, ‘Ibsen`s Dramatic Technique’
09. H. D. F. Kitto, ‘Greek Tragedy’
10. A. C. Bradley, ‘Shakespearean Tragedy’
11. J. L. Styan, ‘The Elements of Drama’
12. W. T. Price, ‘The Analysis of Play Constructions a Dramatic Principals’
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17. E. Bentley, (Essay) ‘From Bentley on Theatre’
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32. G. Brown & Garwood, ‘General Principals of play Direction’
33. J. Gielgud, ‘Stage Direction’
34. Percy Brown, ‘Indian Architecture (Vol.-2)
35. H. D. Steward, ‘Stage Craft’
36. J. L. Styan, ‘Drama Stage and Audience’
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39. Fredarick Benthon, ‘The Art of Stage Lighting’
40. R. G. Williams, ‘The Techniques of Stage Lighting’

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42. B. M. Harold, *Researched in Sound in the Theatre*
43. G. S. Churye, *Indian Costume*
44. C. Bradley, *A Hostoty of World Costume*
45. B. E. Grimbell, *Costuming in a Play*
46. S. Strenkovsky, *The Art of Make-up*
47. R. Corson, *Stage Make-up*
48. C. Ladd Franking, *Colour & Colour Theories*
49. C. Stanislavsky, *My Life in Art*
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51. C. Stanislavsky, *An Actor Prepares*
52. T. Coley & H. Chinoy, *Actor in Acting*
53. C. Coquelin, *The Art of the Actor*
54. F. A. Fowel Adams, *Gesture and Pantomimic Actions*
55. John Lowson, *Mime- The Theory & Practice of Expressive Gesture*
56. J. H. Williams, *Voice Production and Breathing*
57. A. Musgraxe Harner, *Movement, Voice & Speech*
58. Doughlas Stanley, *Your Voice*
59. C. Damein, *Expression of Emotion in Man and Animal*
60. A. A. Robac, *Psychology of Character*
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62. F. G. Strickland, *Technique of Acting*
63. D. Diderot, *Paradox of the Acting*
64. W. Mc. Dougull, *An Outline of Psychology*
65. L. Bartal & N. Ne`cman, *Movement Awareness and Creativity*
66. J. Hodgson & F. Richards, *Improvisation*
67. Bharata (Tr. By M.M. Ghosh) ; *Natya Sastra*
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***N.B.** *The Texts and Ref. Books are to be selected by the Department from time to time / Year to year*



Visva-Bharati, Sangit-Bhavana
DEPARTMENT OF HINDUSTHANI CLASSICAL MUSIC
CURRICULUM FOR POSTGRADUATE COURSE
M.MUS IN HINDUSTHANI CLASSICAL MUSIC

Sl.No	Course	Semester	Credit	Marks	Full Marks
1.	16 Courses 10 Courses Practical 06 Courses Theoretical	I-IV	16X4=64	16X50	800
Total	Courses 16	Semester IV	Credits 64	Marks 800	

M.MUS IN HINDUSTHANI CLASSICAL MUSIC
OUTLINE OF THE COURSE STRUCTURE

1st Semester 200 Marks

Course	Marks	Credits
Course-I (Practical)	40+10=50	4
Course-II (Practical)	40+10=50	4
Course-III (Practical)	40+10=50	4
Course-IV (Theoretical)	40+10=50	4

2nd Semester 200 Marks

Course	Marks	Credits
Course-V (Practical)	40+10=50	4
Course-VI (Practical)	40+10=50	4
Course-VII (Theoretical)	40+10=50	4
Course-VIII (Theoretical)	40+10=50	4

3rd Semester 200 Marks

Course	Marks	Credits
Course-IX (Practical)	40+10=50	4
Course-X (Practical)	40+10=50	4
Course-XI (Practical)	40+10=50	4
Course-XII (Theoretical)	40+10=50	4

4th Semester 200 Marks

Course	Marks	Credits
Course-XIII (Practical)	40+10=50	4
Course-XIV (Practical)	40+10=50	4
Course-XV (Theoretical)	40+10=50	4
Course-XVI (Theoretical)	40+10=50	4

**Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music**

CURRICULUM FOR POST GRADUATE COURSE

M.MUS IN HINDUSTHANI CLASSICAL MUSIC

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**CURRICULUM FOR POSTGRADUATE COURSE
DEPARTMENT OF HINDUSTHANI CLASSICAL MUSIC**

SUBJECT- HINDUSTHANI CLASSICAL MUSIC (VOCAL)

Course Objectives: This is a Master's degree course in Hindustani Classical vocal music with emphasis on teaching a nuanced interpretation of different ragas. The training imparted during this period is focused on developing the student's ability to critically analyze the different notions of performance practice. The student is imparted training at an advanced level with focus on the performative element as well as scholarly knowledge of Hindustani classical vocal music.

Learning outcome: The student attains a degree of maturity and rigour in the understanding of raga structure, presentation of the bandish, improvisational techniques and the application of all these aspects in performance practice. This course enables the student to develop a criticality in musicology in tandem with practical knowledge. After the completion of the M.Mus course, a student may find **employment** opportunities in schools, colleges, universities as a music teacher, independent practitioners of classical music, performers in Radio and television media and music researchers.

SEMESTER-I

Course-I (Practical)

Full Marks :40+10 = 50

Credits: 4

Course Objectives:

- To impart advanced training/talim in raga chalan, swarocchar and gayaki of the prescribed ragas
- To teach several bandishes or compositions in the same raga so as to explore the multi-faceted personality of the Raga.

Learning Outcomes:

- Ability to sing the prescribed ragas with a subtle understanding of the raga.
- Ability to sing vilambit and drut compositions in the prescribed raga and elaborate the raga with the various stages of improvisation such as vistar, bol alapa, behelawa, bol bant, bol tana and tana.

Prescribed Ragas:

1. Puriya 2. Bhatiyar and 3. Gaudsarang

Vilambit Khayal, Drut Khayal and Tarana in all the ragas prescribed.

Course-II (Practical)**Full Marks :40+10 = 50****Credits: 4**Course Objectives

- To learn drut khayals with vistar in the prescribed ragas.
- To impart training in semi classical forms such as Thumri and Dadra in the prescribed ragas.

Learning Outcomes:

- Ability to sing drut compositions in the prescribed ragas and elaborate upon the bandish accordingly.
- Ability to sing Thurmi, dadra in the prescribed ragas.
- Ability to analyse raga chalan and develop an interest in the critical study of ragas.

Prescribed Ragas:**Group-A-** 1.Sahana 2. Deshkar 3. Vibhas 4. Desi 5. Tilak-kamod**Group-B-** 1.Gara 2. Tilang and 3. Bhairavi

1. Broad outlines with Drut khayals in all the ragas prescribed in Group-A.
2. One composition in Thumri/Dadra from the ragas prescribed in Group-B

Course-III (Practical)**Full Marks : 40+10 = 50****Credits: 4**Course Objectives:

- To impart in-depth knowledge and training in singing vilambit and drut compositions in the prescribed ragas in the khayal form.
- To focus on the presentation of a raga in the khayal form.
- To learn dhrupad and dhamar compositions and the various techniques of elaborating a raga and composition in the dhrupad form.
- To impart training on the presentation of a raga with nom tom alapa in the dhrupad form.

Learning Outcomes:

- Ability to do a stage performance of a raga and elaborate its various facets through improvisational techniques, with aesthetic sensibility and an understanding of the compositions.
- Ability to make stage presentations separately in the khayal as well as dhrupad form; presenting a raga from the prescribed syllabus.

Prescribed Ragas:**Group-A (Khayal)-** Lalit, Maru Bihag, Rageshri, Multani.**Group-B (Dhrupad/Dhamar)-** Miyan Ki Malhar, Lalit and Gaud Sarang

Stage performance test of Khayal and Dhrupad/ Dhamar of about 30 minutes duration selecting one raga from Group-A and one from Group-B.

Course – IV (Acoustics) (Theoretical)

Full Marks :40+10 = 50

Credits: 4

Course Objectives:

- To obtain the knowledge of production and propagation of sound wave
- To know the science of vibration
- To know acoustics of various instruments
- To recognize and calculate frequencies of twelve musical swaras
- To obtain the relation between Music and Physics through sound

Learning Outcome:

- Ability to understand Music in a scientific way
 - Ability to understand how we perceive sound
 - Ability to obtain practical knowledge of musical audibility
 - Ability to obtain detailed knowledge of Frequency and Amplitude
 - Ability to understand the medium & audibility of sound, different kinds of musical instruments along with details of their distinguishing acoustics, details of harmony & melody
1. Production and propagation of sound
 2. Science of Vibration-Forced vibration and Resonance
 3. Necessary media for the audibility of sound
 4. Process of the audibility of sound
 5. Vibrations- Detailed study of musical instruments-
Tanpura, Sitar, Sarod, Esraj, Violin, Tabla, Mridanga, Flute
 6. Three characteristics of musical sound.
(i) Harmony and Melody (ii) Musical Intervals and measuring them
(iii) Ratio between the number of vibrations of any two notes

SEMESTER-II

Course-V (Practical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives:

- To impart training in dhrupad gayaki and dhrupad/ dhamar compositions in the prescribed ragas.

Learning Outcome:

- Knowledge about dhrupad gayaki and ability to sing Dhrupad dhamar compositions in the prescribed ragas.

Prescribed Ragas:

1. Multani 2. Malkauns 3. Basant 4. Durga 5. Bhairavi

Two Dhrupad and one Dhamar in the ragas prescribed.

Course-VI (Practical)**Full Marks :40+10 = 50****Credits: 4**Course Objectives:

- This course provides the students with an experience of stage performance. There is an emphasis on acquainting the students with the nuances of Khayal presentation and performance.
- To impart in-depth knowledge and training in singing vilambit and drut compositions in the prescribed ragas in the khayal form.
- To learn the presentation of thumri compositions

Learning Outcomes:

- Ability to do a khayal performance based on a raga from the prescribed syllabus and elaborate its various features through improvisational techniques, enhanced aesthetic sensibility and improved understanding of the compositions..
- Ability to design a performance within the stipulated time maintaining the balance between aesthetic coherence and systematic unfolding of the raga.
- Ability to sing compositions in the semi classical genres such as Thumri and dadra

Prescribed Ragas:**Group-A(Khayal) - Hamir, Madhuwanti, Purvi, Gaudmalhar****Group-B (Thumri/Dadra)- Kafi, Maand and Jogiya.**

Stage performance test of Khayal & Thumri for about 30 minutes duration selecting one raga from Group-A and one from Group-B

Course – VII (Theoretical)**Full Marks :40+10 = 50****Credits: 4**Course Objectives:

- To study compositional forms and their respective features
- To use archival material in the form of recordings in order to understand the subtle nuances of the various forms.
- To impart knowledge about different instruments, their structure and evolution.
- To study theory of ragas with an analytical perspective

Learning Outcomes:

- This is a theory course and enables the student to think, articulate and write on various areas with respect to the theory of Indian music.
 - Ability to delve deeper into the aesthetics of ragas.
1. Compositional forms and their evolution: Prabandha, Dhrupad, Dhamar, Khayal, Thumri, Tappa, Tarana, Chaturang, Trivat
 2. Origin, evolution, structure of various musical instruments and their well known exponents of Hindustani music. Importance of Tanpura and its Harmonics

3. Thorough knowledge of the Hindustani talas and ability to compose talalipi notation of different layakaries
4. Ability to write notation of bandishes, alapa and tanas learnt in the class
5. Contribution of scholars to Indian music and their textual tradition: Narada, Bharata, Dattil, Matanga
6. Detailed theoretical knowledge of all the ragas mentioned below:
Puriya, Bhatiar, Gaudsarang, Sahana, Deshkar, Vibhas, Desi, Tilakkamod, Lalit, Marubihag, Rageshri, Multani

Course – VIII (Theoretical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives:

- To study the technical terms of musicology
- To learn about the various systems of raga classification
- To study the contribution of musician scholars and thereby understand their role in the development of Hindustani classical music

Learning Outcomes:

- Ability to articulate and deliberate on the musicological terms
 - Acquire a research based approach towards the study of music theory
1. Technical Terminology: Gita, Sangita, Jugalbandha, Dharu, Sadra, Svarartha, Sargam, Qual, Qualbana, Pancharang, Haptarang, Naorang, Lakshangita, Tillana
 2. Study of Shruti, Grama and Murchhana in their practical aspects
 3. Classification of Ragas: Grama Raga Vargikarana, Thata Raga Vargikarana, Raganga Vargikarana, Time theory of Ragas, Raga Ragini Vargikarana
 4. Ability to write notation of bandish, alapa and tanas learnt in the classes
 5. Contribution of scholars to Indian music and their textual tradition: Sarangadeva, Nanyadeva, Lochan, Ramamatya
 6. Detailed theoretical knowledge of all the ragas mentioned below:
Malkauns, Basant, Durga, Bhairavi, Hamir, Madhuwanti, Purvi, Gaudmalhar

SEMESTER-III

Course-IX (Practical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives:

- To impart advanced training/talim in the prescribed ragas; To teach nuances of raga chalan with emphasis on developing a particular gayaki
- To teach vilambit khayal, drut khayal and tarana; several bandishes or compositions in the same raga so as to explore the multi-faceted personality of the Raga.

Learning Outcomes:

- Ability to sing the prescribed ragas with a subtle understanding of the raga.
- Ability to sing vilambit and drut compositions in the prescribed raga and elaborate the raga with the various stages of improvisation such as vistar, bol alapa, behelawa, bol bant, bol tana and tana.
- Ability to sing forms such as tarana in the prescribed ragas

Prescribed Ragas:

Bilaskhani Todi, Suddha Sarang, Surmalhar, Darbari Kanada

Vilambit Khayal, Drut Khayal and Tarana with Gayaki in all the Ragas prescribed.

Course-X (Practical)

Full Marks:40+10 = 50

Credits: 4

Course Objectives:

- To learn drut khayals with raga chalan in the prescribed ragas.
- To impart training in semi classical forms such as Thumri and Dadra in the prescribed ragas.

Learning Outcomes:

- Ability to sing drut compositions in the prescribed ragas and have a clear idea of the characteristic phrases of the ragas.
- Ability to sing Thurmi dadra in the prescribed ragas.
- Ability to analyse raga chalan and develop an interest in the critical study of ragas, especially those which are less commonly heard as part of the Hindustani music concert repertoire.

Prescribed Ragas:

Group-A- Patdip, Nayaki Kanada, Bihagda, Bairagi, Devgiri Bilawal

Group-B- Manjh Khamaj and Pilu

1. Broad outlines of the following ragas with Drut Khayal.
2. Two compositions in Thumri, Dadra, Tappa or kajri.
3. Ability to set to tune, a given lyric in any particular Raga and Tala learned from M.Mus. Sem-I to Sem-III).

Course-XI (Practical)

Full Marks :40+10 = 50

Credits: 4

Course Objectives:

- This course provides the students with an experience of stage performance in both the genres khayal and dhrupad. There is an emphasis on acquainting the students with the nuances of presentation and performance.
- To impart in-depth knowledge and training in singing vilambit and drut compositions in the prescribed ragas in the khayal form.

- To learn dhrupad and dhamar compositions and the various techniques of elaborating a raga and composition in the dhrupad form.

Learning Outcomes:

- Ability to do a stage performance of a raga and elaborate its various features through improvisational techniques, enhanced aesthetic sensibility and improved understanding of the compositions.
- Ability to make stage presentations separately in the khayal as well as dhrupad form and presenting a raga from the prescribed syllabus.
- Ability to design a performance within the stipulated time maintaining the balance between aesthetic coherence and systematic unfolding of the raga.

Prescribed Ragas:

Group-A (Khayal)- Megh, Shree, Jaijaiwanti, Shuddhakalyan

Group-B (Dhrupad/Dhamar)- Bilaskhani Todi, Adana, Surdasi Malhar, Bihag

Stage performance test of Khayal and Dhrupad/Dhamar of about 30 minutes duration selecting one raga from Group-A and one from Group-B.

Course – XII (Theoretical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives:

- To inculcate an analytical approach towards musicological studies
- To study the contribution of medieval scholars of Indian music and make an informed analysis and a comparative study of the textual tradition of that period with contemporary Hindustani music practice.

Learning Outcomes:

- Ability to develop a critical approach towards Music theory and understand the co-relationship between performance practice and musicology
1. Evolution of notation of Hindustani Classical music with a comparative study
 2. Detailed knowledge of Sarana-Chatushtai, Shadja-Pancham and Shadja-Madhyam bhava, Ten rules of Ratnakar, Tala and Pranas
 3. Ability to write notation of Bandishes, Alapa, Tanas learnt in the class
 4. Contribution of Scholars to Indian music and their textual tradition: Jaydeva, Somnath, Ahobal, Hriday Narayan Deva
 5. Essays: Raga and Rasa, Sastriya music and the People, Music and Sastra, Music and Imagination, Influence of music and literature on life
 6. Detailed theoretical knowledge of all the ragas mentioned below:
Bilaskhani Todi, Shuddha Sarang, Surmalhar, Darbari Kanada, Patdip, Nayaki Kanada, Bihagda, Bairagi, Devgiri Bilawal, Megh, Shree, Jaijaiwanti, Shuddhakalyan, Adana, Bihag

SEMESTER IV

Course-XIII (Practical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives: To learn compositions in prescribed ragas in the Dhrupad form

Learning Outcomes: Ability to present compositions such as Dhrupad and dhamar in the prescribed ragas and gain an advanced knowledge of the ragas and dhrupad performance practice

1. Bhatiyar, 2. Jaijaiwanti and 3. Shree

One Dhrupad and two Dhamars in all the Ragas prescribed.

Course-XIV (Practical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives:

- To teach vilambit (slow) and drut (fast) khayals in the prescribed ragas.
- To impart training in the presentation of these ragas.
- To teach compositions in semi classical genres such as Thumri and dadra

Learning Outcomes:

- To acquire a wider repertoire and knowledge of ragas and ability to sing compositions in the prescribed ragas
- Ability to develop as a performing vocalist with enhanced understanding of performance practice in raag sangeet.
- Ability to sing and present aesthetically, other genres such as Thumri or dadra.

Prescribed Ragas:

Group-A (Khayal) - Abhogi, Nand, Nat Bhairav and, Jog.

Group-B (Thumri, Dadra or Tappa)- Pahadi, Shiv Ranjani

Stage performance test of Khayal & Thumri for about 30 minutes duration selecting one raga from Group-A and one from Group-B.

Course – XV (Theoretical)

Full Marks : 40+10 = 50

Credits: 4

Course Objectives:

- To impart knowledge of the other dominant system of classical music in India namely Carnatic music supplemented by listening sessions of great masters.
- To expose the students to the nuances of Karnatic music and the various forms that are part of a Karnatic music concert repertoire.
- To learn and research about the contribution of eminent musicologists of Indian classical music with respect to their textual sources.

Learning Outcomes

- Ability to appreciate Karnatic music and understand the subtleties of its compositions.
- Ability to acquire an analytical approach towards studying the contribution of musician scholars.

1. Technical Terminology:
Prabandham, Gitam, Swarajati, Jatiswaram, Varnam, Kirtanam, Padam, Javali, Tillana, Ragamalika
2. Comparative study of Hindustani and Carnatic system of music with regard to swaras, talas, gayan and vadan styles.
3. Ability to write notation of Bandishes, Alapa and Tanas learnt in the class.
4. Contribution of eminent musicologists to Indian music and their textual tradition:
Srinivas, Pt. Venkatamukhi, Pt. Bhatkhande, Pt. V. D. Paluskar, Acharya K.C.D Brihaspati, Dr. Bimal Roy.
5. Detailed theoretical knowledge of all the ragas mentioned below:
Abhogi, Nand, Natbhairav, Jog

Course – XVI (Theoretical)

Full Marks: 40+10 = 50

Credits: 4

Course Objectives:

- To develop the student's ability to articulate clearly on matters pertaining to musicology, on issues related to contemporary performance practice in Hindustani music.
- To discuss about the composite role of a musician and provide a more holistic approach towards music pedagogy.

Learning Outcomes:

- Ability to articulate and write on various matters related to music
- Ability to have a better understanding about the role of a musician going beyond the concert stage and encompassing multiple roles of a pedagogue, researcher, teacher, and writer.

Essays:

1. Gharana of Hindustani Classical Music (Vocal)
2. Influence of Hindustani Classical music in the practical sphere
3. Relation between Hindustani Classical music and Folk music
4. Institutional education of Hindustani Classical music in comparison to Gharana system
5. Guru-Sishya Parampara musical training in comparison to Institutional training
6. Responsibilities of state, institutes, teachers and students in the revival of Hindustani Classical music
7. The place of music in general education
8. Musical appreciation between performers and listeners
9. Relation between Hindustani classical music and Rabindra sangit
10. Origin and development of music education at Santiniketan
11. Gurudev Rabindranath Tagore's views on tala and chhanda

Recommended Books:

1. Bagchee, Sandeep. (1998). *NAD Understanding Raga Music*. Mumbai: Eeshwar
2. Bhatkhande V.N. *Hindustani Sangeet Shastra Vol. I to IV* (Hindi)
3. Bhatkhande V.N. *Kramik Pustak Malika Vol. I-VI*. (Hindi)
4. Bor Joep, Delvoye Francoise 'Nalini', Harvey Jane and Nijenhuis Emmie te (Eds.)-
Hindustani Music Thirteenth to Twentieth Centuries
5. Brihaspati Acharya, Sulochana Yajurvedi. (1976). *Khusro Tansen Tatha anya kalakar* (in Hindi). New Delhi: Rajkamal Publishers Pvt. Ltd
6. Deshpande Vamanrao H. *Indian Musical Traditions: An Aesthetic Study of the Ghranas in Hindustani Music*
7. Deva B.C. (1981). *The Music of India: A Scientific Study*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
8. Deva B.C. *Musical Instruments*
9. Deva, B. C. (1981). *An introduction to Indian music*. New Delhi: Publ. Div. Ministry of Information and Broadcasting, Govt. of India
10. Garg, Laxminarayan. (1984). *Hamare Sangeet Ratna*. Hathras: Sangeet Karyalaya
11. Gautam, M. R. (1980). *The musical heritage of India*. New Delhi: Abhinav Publication
12. Jha Ramashraya. *Abhinav Geetanjali Vol. I-V*. (Hindi)
13. Karnani Chetan. *Form in Indian Music: A study of Gharanas*
14. Kiran Ravi. *Appreciating Carnatic Music*
15. Mathur M. *Easy Reference to Indian Music* (I & II Vol.)
16. Nigam V.S. *Musicology of India* (Part I & II.)
17. Thakur Omkarnath. *Sangeetanjali Vol. I-V*. (Hindi)
18. Perera E.S. *The origin and development of Dhrupad and its bearings on Instrumental Music*
19. Prajnanananda, Swami. (1973). *The historical development of Indian music; a critical study*. Calcutta: Firma K. L. Mukhopadhyay
20. Prajnanananda, Swami. *A history of Indian music*. Calcutta: Ramakrishna Vedanta Math
21. Raja Deepak. (2007). *Hindustani Music, a Tradition in Transition*. New Delhi: DK Printworld(p) Ltd
22. Ranade Ashok Da. (1997). *Hindustani music*. New Delhi: National Book Trust
23. Ranade Ashok Da. (2006). *Music Contexts: A Concise Dictionary of Hindustani music*. New Delhi: Promilla & Co
24. Ranade Ashok Da. *Some Hindustani Musicians-They lit the Way!*
25. Ranade G.H. (1971). *Hindustani Music- Its Physics and Aesthetics*. Bombay: Popular Prakashan
26. Ratanjankar S.N. (2000). *Sangeet Paribhasha Vivechan*. Mumbai: Acharya S.N. Ratanjankar Foundation
27. Ratanjankar S.N. *Abhinav Geetmanjiri Vol. I-III*. (Hindi)
28. Roychoudhuri Bimalakanta. *The Dictionary of Hindustani Classical Music*

29. Sangit Mahabharati. (2012). The Oxford Encyclopedia of the Music of India (Three Volume Set). New Delhi: Oxford University Press
 30. Sharma Amal Dev. *Musicians of India Past & Present*
 31. Sharma Amal Dev. *Prachin O Navin Sangeetagga*
 32. Vir Ram Avatar. *The Music of India*
 33. Vir Ram Avatar. *Theory of Indian Music*
 34. Wade Bonnie C. Khyal. *Creativity within India's North Indian Tradition*
 35. Sangeet Parichiti (I & II Vol.)- N.R .Bandyopadhyay (Bengali)
 36. Sangeet Darshika (I & II Vol.)- N. G. Bandyopadhyay (Bengali)
 37. Sangeet Nayak- N.C.Baral (Bengali)
 38. Shastriya Sangeet Parichaya- Dr. P. K. Ghosh (Bengali)
 39. Geet vadayam (I Vol.)-L.N Ghosh (Bengali)
 40. Sangeet Manisha (I & II Vol.)-A. D. Sharma (Bengali)
 41. Sangeet Tatta (I & II Vol.)-D. Dutta (Bengali)
 42. Bharatiya Sangeet Kaush- B.K. Roy Chowdhury (Bengali)
 43. *Sangiti Sabda Kosa*- Dr. B. Roy (Bengali)
 44. *Sangeet Shastra*- (I,II,III Vol.)- I. B.Roy (Bengali)
 45. *Sangeet Shastra Pravin*- I.B. Roy (Bengali)
 46. *Sangitik Prabandhabali*- Dr. N. Chowdhury (Bengali)
 47. *Kramik Pustak Malika* (I to XII Vol.)- V. N. Bhatkhande (Bengali)
 48. Nandi Subodh. *Bharatiya Sangite Tala O Chhanda* (Bengali)
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**CURRICULUM FOR POSTGRADUATE COURSE
DEPARTMENT OF HINDUSTHANI CLASSICAL MUSIC**

SUBJECT: HINDUSTHANI CLASSICAL INSTRUMENTAL MUSIC-SITAR

SEMESTER-I

Course: C-I (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- An indepth study of various gats.
- Developing the ability of a complete performance .

Masitkhani / Vilambit and Razakhani / Drut Gat with complete baj in the following ragas :- (any five)

Yaman, Jaunpuri, Ahir bhairav, Shyam Kalyan, Lalit, Suddha Sarang, Mian-ki-Todi. Bhatiyar, Multani, Darbari Kanada.

Learning Outcomes:

- Students enriched with an indepth knowledge of some ragas of Hindustani music
- Learners gain insight in performance practice.

Course: C-II (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Development of **skills** in playing ragas other than in teentala
 - Introducing Thumri style gayaki in instruments.
- a) Broad outlines of the following ragas with sketchy alapa.
Suha, Adana, Deshkar, Shree, Hamsadhwani, Sohini, Gaud Sarang.
- b) Two compositions in tala other than Trital and a few in thumri style.

Learning Outcomes:

- Ability of the learners developed in playing compositions in different talas.
- Learners get acquainted with the thumri style playing **skills** in instruments.

Course: C-III (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Grooming in the area of stage performance.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :

Learning Outcomes:

- Learners get groomed in giving a stage performance.

Course: C-IV (Theoretical) Acoustics

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- To obtain the knowledge of production and propagation of sound wave
- To know the science of vibration
- To know acoustics of various instruments
- To recognize and calculate frequencies of twelve musical swaras
- To obtain the relation between Music and Physics through sound

1. Production and propagation of sound
2. Science of Vibration-Forced vibration and Resonance
3. Necessary media for the audibility of sound
4. Process of the audibility of sound
5. Vibrations- Detailed study of musical instruments-
Tanpura, Sitar, Sarod, Esraj, Violin, Tabla, Mridanga, Flute
6. Three characteristics of musical sound.
(i)Harmony and Melody (ii) Musical Intervals and measuring them
(iii)Ratio between the number of vibrations of any two notes

Learning Outcomes:

- Ability to understand Music in a scientific way
 - Ability to understand how we perceive sound
 - Ability to obtain practical knowledge of musical audibility
 - Ability to obtain detailed knowledge of Frequency and Amplitude
 - Ability to understand the medium & audibility of sound, different kinds of musical instruments along with details of their distinguishing acoustics, details of harmony & melody
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SEMESTER-II

Course: C-V (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- A detailed study of Alapa, Jod and Jhala.

Alap, Jod and Jhala in the following ragas :-

Yaman, Bilaskhani Todi, Bihag, Jaunpuri, Malkauns, Darbari Kanada

Learning Outcomes:

- Learners get well groomed with the various features of alapa, Jod and Jhala in the light of ragas covered within the course.

Course: C-VI (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Grooming in the area of stage performance continued.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :

Learning Outcomes:

- Learners get well groomed in the area of stage performance.

Course: C-VII (Theoretical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Developing sound knowledge of various musical instruments and their use in present days.
- To enrich the theoretical depth of the learner by covering theoretical features of different ragas; its comparative studies; swaralipi writing as well as talalipi notation.
- To enrich the learners with knowledge on musical treatises.

1. Knowledge of the Musical Instruments of strings, bowing and percussion with their application in the present form of music.
2. Detailed theoretical knowledge of ragas prescribed in the course and comparative study of similar type of ragas.
3. Thorough knowledge of the Hindusthani musical talas and ability to compose tala lipi (notation) of different layakaries.
4. Ability to write notation of compositions (Gats). Alapa, tana, toda learned in the classes. Ability to write improvised compositions based on a given raga and tala.
5. General knowledge of the following Sangit Sastras :
Natyashastra of Bharata Muni
Brihaddeshi of Matanga
Gita Govinda of Jaidev
Sangit Ratnakara of Sharangadeva
6. Bio-graphics of the following leading exponents of Hindusthani music :
7. Tansen, Amir Khusrau, Sadarang, Shori Mian, Man Singh Tomar.

Learning Outcomes:

- The Learners get enriched with details of various aspects of Hindustani Classical Music in the theoretical domain.

Course: C-VIII (Theoretical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- The course designed with an innovative approach in developing a sound knowledge of the learners covering a wide range of various Sangit Sastras.
1. Detailed study of the following Sangit Granthas :-
 - a) Sangit Parijat by Pt. Ahobal
 - b) Raga Tatwa Bibodh by Pt. Shrinibas
 - c) Swaramela Kalanidhi by Pt. Ramamatya
 - d) Raga Tarangini by Pt. Lochan
 - e) Chaturdandi Prakashika by Pt. Vyankatmakhi
 2. Ancient and modern Nibaddha and Anibaddha Gana.
 3. Vaidik Sangit, Gandharva Sangit, Marga and Deshi Sangit
 4. Raga vargikaran or Raga classification of different time.
 5. Comparative study of Hindusthani and Karnatic tala system.
 6. Comparative study of Melas and Thatas.

Learning Outcomes:

The course enables the learner enriched with a vast knowledge of various musical treatises and other musical concepts.

SEMESTER-III

Course: C-IX (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- The course is designed for developing the learners' performance level in reference to complete baj.

Vilambit and Drut Gats with complete baj in the following ragas :- (any five)

Marwa, Gujri Todi, Rageshri, Puriya Kalyan, Jog, Megh Abhogi, Jhinjhoti

Learning Outcomes:

- Learners get oriented towards presenting a complete baj .

Course: C-X (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives: To teach the chalans and features of certain rare ragas.

- a) Broad outlines of the following Ragas with sketchy alapa. Sahana, Yamni Bilawal, Devgiri Bilawal, Bihagda, Barwa, Madhuwanti.
- b) Two compositions in the talas other than Trital which would also include a few in thumri style.
- c) Ability to compose a Gat in a particular Raga and tala from given Banis or Bols.

Learning Outcomes: Learners knowledge of ragas enriched with respect to some rare ragas.

Course: C-XI (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives: The course is introduced to teach the nuances of a stage performance.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :

Learning Outcomes: Learners acquire an ability to present a raga on stage with considerable proficiency.

Course: C-XII (Theoretical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Imparting knowledge on the evolution of various musical genres; Alapa and its angas; musical treatises.
1. Evolution of Dhrupad, Dhamar, Khayal, Thumri, Tarana.
 2. Alapa (Dwadas anga) of Instrumental music.
 3. Detailed study of Shruti, Grama, Murchhana.
 4. Detailed study of the following Sangit Shastras :-
 - a) Sadrag Chyandrodaya by Pundarik Vittal
 - b) Raga Vibodh by Pt. Somnath.
 - c) Abhinav Raga Manjari by Pt. Bhatkhande
 - d) Shreemal lakshya Sangitam by Pt. Bhatkhande.
 5. Prabandha Gana.

Learning Outcomes:

- Students knowledge on the evolution of various musical genres, Alapa and its angas and musical treatises, developed.
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SEMESTER-IV

Course: C-XIII (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- To teach alapa, Jod and Jhala in the prescribed ragas.

Alap, Jod and Jhala in the following ragas :-

Todi, Marwa, Jhinjhoti, Rageshri, Megh, Desh,

Learning Outcomes:

- Learners acquire an ability to play alapa, Jod and Jhala in the prescribed ragas with an enhanced understanding of the ragas

Course: C-XIV (Practical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives:

- Emphasis on the development of stage performance.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :-

Learning Outcomes:

- Learners stage performance developed to a level of appreciation.

Course: C-XV (Theoretical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives:

- To enrich the theoretical depth of the learner by covering theoretical features of different ragas; its comparative studies and notation writing.
- To study the work of renowned musical personalities.

1. Detailed Theoretical knowledge of ragas prescribed in the course with comparative studies of similar type of ragas.
2. Ability to write notation of the composition (Gat) Alap, Tan, Toda learned in the classes. Ability to write improvised composition based on a given raga and tala.
3. Evolution of notation system of Hindusthani music.
4. Biographies of the following leading exponents of music :-

Wajir Khan, Allauddin Khan, Enayat Khan, Hafiz Ali Khan, Faiyaz Khan, Amir Khan, Bade Gulam Ali Khan, Abdul Karim Khan, D.T. Joshi, Vilayat Khan, Mustaq Ali Khan, Ali Akbar Khan, Nikhil Banerjee, Pt. Omkarnath Thakur, Ashesh Bandyopadhyay.

Learning Outcomes:

Learners get enriched with theoretical features of different ragas and contribution of some renowned musical personalities.

Course: C-XVI (Theoretical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives: The course designed with an approach of developing the students' perceptive **skills** in the theoretical domain.

Essays:

1. Gharanas of Hindusthani Music (Vocal & Instrumental)
2. Influence of Music in Life.
3. Relation between Hindusthani Classical Music and Folk Music.
4. Institutional Education of Hindusthani Classical Music and compared with Gharana system (Guru Sishya parampara).
5. Responsibilities of the state, Institutes, Teacher and students in the revival of Hindusthani Music.
6. The place of music in General education.
7. Music appreciation between the performer and listeners.
8. Relation between Hindusthani Classical music and Rabindra Sangit.

Learning Outcomes:

- The learners acquire an ability to clearly articulate about various aspects related to music.

Recommended Books:

Hindusthani Sangit Tansener Sthan – Birendra Kishore Roy Choudhuri (Bengali)

Bharatiya Sangit Prasanga – Dr. Bimal Roy (Bengali)

Bharatiya Sangit Kosh – Bimalakanta Roy Choudhuru (Bengali)

Bharatiya Sangite Gharanar Itihas – Dilip Kumar Mukhopadhyay (Bengali)

Bharatiya Badya Yantra O Yantrasadhak – J.M. Sengupta (Bengali)

Sangit Ratnakar – Sharangaveva (Translated in Bengali by Dr. Pradip Kumar Ghosh)

Amar Katha – Ustad Alauddin Khan (Bengali)

Rag Anurag – Ravi Shankar (Bengali)

Komal Gandhar – Vilayat Khan (Bengali)

Kudrat Rangi Birangi – Kumar Prasad Mukhopadhyaya (Bebngali)

Tahzib e Mousiqu – Jnan Prakash Ghosh (Bengali)

Setarer Bibartane Jaipur Senia o Imdadkhani Gharana – Dr. Sabyasachi Sarkhel (Bengali)

Bharatiya Sangit Badya – Dr. Lalmani Mishra (Hindi)

Rag-Rupanjali – Dr. Puspa Basu (Hindi)

Sangit Chintamani – Acharya K.C.D. Brihaspati (Hindi)

Khusrou Tansen tatha anya kalakar – Sulochana Brihaspati (Hindi)

A Historical study of Indian Music – Swami Prajnanananda (English)

Senia Gharana, its Contribution to Indian Music – Sunita Dhar (English)

Sitar and its Technique – Prof Debu Choudhuri (English)
Indian Music and Ustad Mustaq Ali Khan – Prof. Debu Choudhuri (English)
The Ragas of North Indian Music – Jairaj Bhoy (English)
Indian Classical Music Changing Profiles – Bimal Mukherjee (English)
The Music Heritage of India – Dr. M.R. Gautam (English)
Sitar and Sarod in the 18th and 19th Century – Allyn Miner (English)
Thumri in Historical & Stylistic Perspectives – Peter Manuel (English)
My Music my life – Ravishankar (English)
Musical Instruments of India – B.C. Chaitanya Deva (English)
History of Indian Music – O. Goswmi (English)
The String Instruments of India – Sharmistha Sen (English)
Guldasta D.T. Joshi & his compositions – Pt. Debu Chaudhuri (English)
Musicians of India – Amal Das Sharma (Englilsh)
The Great Masters – Mohan Nadkarni (English)
The origin and development of Dhrupad and its Bearing on Instrumental Music – E.S. Perera

**CURRICULUM FOR POSTGRADUATE COURSE
DEPARTMENT OF HINDUSTHANI CLASSICAL MUSIC**

SUBJECT: HINDUSTHANI CLASSICAL INSTRUMENTAL MUSIC-ESRAJ

SEMESTER-I

Course: C-I (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- An indepth study of various gats.
- Developing the ability of a complete performance .

Masitkhani / Vilambit and Razakhani / Drut Gat with complete baj in the following ragas :- (any five)

Yaman, Jaunpuri, Ahir bhairav, Shyam Kalyan, Lalit, Suddha Sarang, Mian-ki-Todi. Bhatiyar, Multani, Darbari Kanada.

Learning Outcomes:

- Students enriched with an indepth knowledge of some beautiful ragas of Hindustani music
- Learners gain insight in performance practice.

Course: C-II (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- **Development of skills in playing ragas other than teentala**
- Introducing Thumri style gayaki in instruments.
 - a) Broad outlines of the following ragas with sketchy alapa.
Suha, Adana, Deshkar, Shree, Hamsadhwani, Sohini, Goud Sarang.
 - b) Two compositions in tala other than Trital and a few in thumri style.

Learning Outcomes:

- Ability of the learners developed in playing compositions on different talas.
- Learners get acquainted with the thumri style playing **skills** in instruments.

Course: C-III (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Grooming in the area of stage performance.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :

Learning Outcomes:

- Learners get groomed in giving a stage performance.

Course: C-IV (Theoretical) Acoustics

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- To obtain the knowledge of production and propagation of sound wave
- To know the science of vibration
- To know acoustics of various instruments
- To recognize and calculate frequencies of twelve musical swaras
- To obtain the relation between Music and Physics through sound

Learning Outcome:

- Ability to understand Music in a scientific way
 - Ability to understand how we perceive sound
 - Ability to obtain practical knowledge of musical audibility
 - Ability to obtain detailed knowledge of Frequency and Amplitude
 - Ability to understand the medium & audibility of sound, different kinds of musical instruments along with details of their distinguishing acoustics, details of harmony & melody
1. Production and propagation of sound
 2. Science of Vibration-Forced vibration and Resonance
 3. Necessary media for the audibility of sound
 4. Process of the audibility of sound
 5. Vibrations- Detailed study of musical instruments-
Tanpura, Sitar, Sarod, Esraj, Violin, Tabla, Mridanga, Flute
 6. Three characteristics of musical sound.
 - (i) Harmony and Melody
 - (ii) Musical Intervals and measuring them
 - (iii) Ratio between the number of vibrations of any two notes
-

SEMESTER-II

Course: C-V (Practical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives:

- A detail study of Alapa, Jod and Jhala.

Alap, Jod and Jhala in the following ragas :-

Yaman, Bilaskhani Todi, Bihag, Jaunpuri, Malkauns, Darbari Kanada

Learning Outcomes:

- Learners get well groomed with the various features of alap, Jod and Jhala in the light of ragas covered within the course.

Course: C-VI (Practical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives:

- Grooming in the area of stage performance continued.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :

Learning Outcomes:

- Learners get well groomed in the area of stage performance.

Course: C-VII (Theoretical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives:

- Developing sound knowledge of various musical instruments and their use in present days.
 - To enrich the theoretical depth of the learner by covering theoretical features of different ragas; its comparative studies; swaralipi writing as well as talalipi notation.
 - To enrich the learners with knowledge on musical treatises.
1. Knowledge of the Musical Instruments of strings, bowing and percussion with their application in the present form of music.

2. Detailed theoretical knowledge of ragas prescribed in the course and comparative study of similar type of ragas.
3. Thorough knowledge of the Hindusthani musical talas and ability to compose tala lipi (notation) of different layakaries.
4. Ability to write notation of compositions (Gats). Alapa, tana, toda learned in the classes. Ability to write improvised compositions based on a given raga and tala.
5. General knowledge of the following Sangit Sastras :
 - a. Natyashastra of Bharata Muni
 - b. Brihaddeshi of Matanga
 - c. Gita Govinda of Jaidev
 - d. Sangit Ratnakara of Sharangadeva
6. Bio-graphics of the following leading exponents of Hindusthani music :
7. Tansen, Amir Khusrau, Sadarang, Shori Mian, Man Singh Tomar.

Learning Outcomes:

- The Learners get enriched with details of various aspects of Hindustani Classical Music in the theoretical domain.

Course: C-VIII (Theoretical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives: The course designed with an innovative approach in developing a sound knowledge of the learners covering a wide range of various music texts.

1. Detailed study of the following Sangit Granthas :-
2. Sangit Parijat by Pt. Ahobal
3. Raga Tatwa Bibodh by Pt. Shrinibas
4. Swaramela Kalanidhi by Pt. Ramamatya
5. Raga Tarangini by Pt. Lochan
6. Chaturdandi Prakashika by Pt. Vyankatmakhi
7. Ancient and modern Nibaddha and Anibaddha Gana.
8. Vaidik Sangit, Gandharba Sangit, Marga and Deshi Sangit
9. Raga bargikaran or Raga classification of different time.
10. Comparative study of Hindusthani and Karnataki tala system.
11. Comparative study of Melas and Thatas.

Learning Outcomes:

The course enables the learner enriched with a vast knowledge of various musical treatises and various other musical concepts.

SEMESTER-III

Course: C-IX (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- The course is designed for developing the learners' performance level in reference to complete baj.

Vilambit and Drut Gats with complete baj in the following ragas :- (any five)

Marwa, Gujri Todi, Rageshri, Puriya Kalyan, Jog, Megh Abhogi, Jhinjhoti

Learning Outcomes:

- Learners get oriented towards presenting a complete baj .

Course: C-X (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives: To teach the chalans and features of certain rare ragas.

- a) Broad outlines of the following Ragas with sketchy alapa. Sahana, Yamni Bilawal, Devgiri Bilawal, Bihagda, Barwa, Madhuwanti.
- b) Two compositions in the talas other than Trital which would also include a few in thumri style.
- c) Ability to compose a Gat in a particular Raga and tala from given Banis or Bols.

Learning Outcomes: Learners knowledge of ragas enriched with respect to some rare ragas.

Course: C-XI (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives: The course is introduced to teach the nuances of a stage performance.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :

Learning Outcomes: Learners acquire an ability to present a raga on stage with considerable proficiency.

Course: C-XII (Theoretical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- Imparting knowledge on the evolution of various musical genres; Alapa and its angas; musical treatises.
1. Evolution of Dhrupad, Dhamar, Khayal, Thumri, Tarana.
 2. Alapa (Dwadas anga) of Instrumental music.
 3. Detailed study of Shruti, Grama, Murchhana.
 4. Detailed study of the following Sangit Shastras :-
 5. Sadrag Chyandrodaya by Pundarik Vittal
 6. Raga Vibodh by Pt. Somnath.
 7. Abhinav Raga Manjari by Pt. Bhatkhande
 8. Shreemal lakshya Sangitam by Pt. Bhatkhande.
 9. Prabandha Gana.

Learning Outcomes:

- Students knowledge on the evolution of various musical genres; Alapa and its angas; musical treatises developed.
-

SEMESTER-IV

Course: C-XIII (Practical)

Full Marks: 50 (40+10)

Credits: 4

Course Objectives:

- The course designed with some of the most beautiful ragas of Hindustani classical music highlighting the alapa, Jod and Jhala area of the concerned ragas.

Alap, Jod and Jhala in the following ragas :-

Todi, Marwa, Jhinjhoti, Rageshri, Megh, Desh,

Learning Outcomes: Learners get introduced with the beauty of alapa, Jod and Jhala in the light of some beautiful ragas.

Course: C-XIV (Practical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives: Emphasis on the development of stage performance.

Stage Performance test of about 30 minutes duration for each candidate in ragas chosen by the candidate from the prescribed course :-

Learning Outcomes: Learners stage performance developed to a level of appreciation.

Course: C-XV (Theoretical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives:

- To enrich the theoretical depth of the learner by covering theoretical features of different ragas; its comparative studies and notation writing.
 - To enrich the learners with some renowned musical personalities.
1. Detailed Theoretical knowledge of ragas prescribed in the course with comparative studies of similar type of ragas.
 2. Ability to write notation of the composition (Gat) Alap, Tan, Toda learned in the classes.
 - a. Ability to write improvised composition based on a given raga and tala.
 3. Evolution of notation system of Hindusthani music.
 4. Biographies of the following leading exponents of music :-

Wajir Khan, Alauddin Khan, Enayat Khan, Hafiz Ali Khan, Faiyaz Khan, Amir Khan, Bade Gulam Ali Khan, Abdul Karim Khan, D.T. Joshi, Vilayat Khan, Mustaq Ali Khan, Ali Akbar Khan, Nikhil Banerjee, Pt. Omkarnath Thakur, Ashesh Bandyopadhyay.

Learning Outcomes:

Learners get enriched with theoretical features of different ragas and contribution of some renowned musical personalities.

Course: C-XVI (Theoretical)
Full Marks: 50 (40+10)
Credits: 4

Course Objectives: The course designed with an approach of developing the students innovative **skills** in the theoretical domain.

Essays :

1. Gharanas of Hindusthani Music (Vocal & Instrumental)
2. Influence of Music in Life.
3. Relation between Hindusthani Classical Music and Folk Music.
4. Institutional Education of Hindusthani Classical Music and compared with Gharana system (Guru Sishya parampara).
5. Responsibilities of the state, Institutes, Teacher and students in the revival of Hindusthani Music.
6. The place of music in General education.
7. Music appreciation between the performer and listeners.
8. Relation between Hindusthani Classical music and Rabindra Sangit.

Learning Outcomes:

- Students innovative writing **skills** developed to a significant level.

Reference Books :

Hindusthani Sangit Tansener Sthan – Birendra Kishore Roy Choudhuri (Bengali)

Bharatiya Sangit Prasanga – Dr. Bimal Roy (Bengali)

Bharatiya Sangit Kosh – Bimalakanta Roy Choudhuru (Bengali)

Bharatiya Sangite Gharanar Itihas – Dilip Kumar Mukhopadhyay (Bengali)

Bharatiya Badya Yantra O Yantrasadhak – J.M. Sengupta (Bengali)

Sangit Ratnakar – Sharangaveva (Translated in Bengali by Dr. Pradip Kumar Ghosh)

Amar Katha – Ustad Alauddin Khan (Bengali)

Rag Anurag – Ravi Shankar (Bengali)

Komal Gandhar – Vilayat Khan (Bengali)

Kudrat Rangi Birangi – Kumar Prasad Mukhopadhyaya (Bebngali)

Tahzib e Mousiqu – Jnan Prakash Ghosh (Bengali)

Setarer Bibartane Jaipur Senia o Imdadkhani Gharana – Dr. Sabyasachi Sarkhel (Bengali)

Bharatiya Sangit Badya – Dr. Lalmani Mishra (Hindi)

Rag-Rupanjali – Dr. Puspa Basu (Hindi)

Sangit Chintamani – Acharya K.C.D. Brihaspati (Hindi)

Khusrou Tansen tatha anya kalakar – Sulochana Brihaspati (Hindi)

A Historical study of Indian Music – Swami Prajnanananda (English)

Senia Gharana, its Contribution to Indian Music – Sunita Dhar (English)

Sitar and its Technique – Prof Debu Choudhuri (English)
Indian Music and Ustad Mustaq Ali Khan – Prof. Debu Choudhuri (English)
The Ragas of North Indian Music – Jairaj Bhoy (English)
Indian Classical Music Changing Profiles – Bimal Mukherjee (English)
The Music Heritage of India – Dr. M.R. Gautam (English)
Sitar and Sarod in the 18th and 19th Century – Allyn Miner (English)
Thumri in Historical & Stylistic Perspectives – Peter Manuel (English)
My Music my life – Ravishankar (English)
Musical Instruments of India – B.C. Chaitanya Deva (English)
History of Indian Music – O. Goswami (English)
The String Instruments of India – Sharmistha Sen (English)
Guldasta D.T. Joshi & his compositions – Pt. Debu Chaudhuri (English)
Musicians of India – Amal Das Sharma (English)
The Great Masters – Mohan Nadkarni (English)
The origin and development of Dhrapad and its Bearing on Instrumental Music – E.S. Perera

**CURRICULUM FOR POSTGRADUATE COURSE
DEPARTMENT OF HINDUSTHANI CLASSICAL MUSIC**

SUBJECT: HINDUSTHANI CLASSICAL INSTRUMENTAL MUSIC-TABLA

1st Semester

Marks : 40+10=50

Practical -Course – I

Course title-Advance Taal Conception.

Course objective:- As it is a Master's course some advance materials have been incorporated. Different kind of compositions in some common Talas, idea of making tihai etc. have been offered so as to give a vast idea about Tabla and students will be benefited from different angle.

Syllabus-

1. Advanced study of Trital, Rupak, Ektal, Sooltal with Uthan, Kaida, Rela, Gats, Mukhras, Chakradars, Paltas, varieties of Tihai in the style of different Gharanas.
2. At least one Gat in Adilaya in each of the above mentioned Tala.
3. At least four mukhras of advanced patterns in different layakaris in each Tala mentioned above.
4. Different kinds of Damdaar and Bedam Tihais in Talas mentioned above.
5. Ability of making Tihais by extempore process.
6. Manjedar and palladar Gats in the Talas mentioned above.
7. Oral rendering of the above talas in Barabar, Dwigun, Tingun, Chowgun with clapping of hands.

Learning outcome- Students should be benefited for different kind of advance materials and they will be more knowledgeable regarding advance level idea have been incorporated.

Practical - Course - II

Marks : 40+10=50

Course title-Gharana conception.

Course objective - A bit higher materials have been included in this paper so that students can get advance ideas about Tabla. Combination of some common and uncommon talas have been included with Gharana based materials along with different compositions, tihai etc. Students will be benefited with this kind of things.

Syllabus-

1. Detail study of Jhamptal, Teora, Pancham-Sawari, Dhamar with Uthan, Kaidas Relas, Parans, different type of Gats, Tukras, Chakradars according the style of Ajrada, Farukhabad and Delhi Gharana.
2. Gats of Tisra, Chatasra and Khanda Jati in above mentioned Talas.
3. Mukhras of advanced pattern in different layakarais in each talas mentioned above.
4. Damdaar and Bedam Tihais of various kinds.
5. Farmaishi Chakradar in above mentioned Talas.
6. Oral rendering of above mentioned Talas in Barabar, Dwigun, Teengun, Chowgun and Ad-laya with clapping in hands.
7. Accompaniment with vocal and instrument.

Learning outcome - Students will be benefited with Gharana conception, jati conception, Tihais and many other important ideas. By this they will reach to a High level of proficiency.

Practical – Course – III

Marks : 40+10=50

Course title-Stage performance-1

Course objective - In this paper students will be benefited with getting idea about stage performance. This will help them to perform on the stage in future confidently.

Syllabus-

Stage performance test of about 30 minutes duration for each candidate in any one Tala from the prescribed syllabus.

Learning outcome- To give an idea of stage demonstration to the students is the target and they will get the privilege by their mentors.

Theoretical - Course - IV (Acoustics)

Marks : 40+10=50

Course Objectives:

- To obtain the knowledge of production and propagation of sound wave
- To know the science of vibration
- To know acoustics of various instruments
- To recognize and calculate frequencies of twelve musical swaras
- To obtain the relation between Music and Physics through sound

Learning Outcome:

- Ability to understand Music in a scientific way
 - Ability to understand how we perceive sound
 - Ability to obtain practical knowledge of musical audibility
 - Ability to obtain detailed knowledge of Frequency and Amplitude
 - Ability to understand the medium & audibility of sound, different kinds of musical instruments along with details of their distinguishing acoustics, details of harmony & melody
1. Production and propagation of sound
 2. Science of Vibration-Forced vibration and Resonance
 3. Necessary media for the audibility of sound
 4. Process of the audibility of sound
 5. Vibrations- Detailed study of musical instruments-
Tanpura, Sitar, Sarod, Esraj, Violin, Tabla, Mridanga, Flute
 6. Three characteristics of musical sound.
(i)Harmony and Melody (ii) Musical Intervals and measuring them
(iii)Ratio between the number of vibrations of any two notes
-

2nd Semester

Practical – Course – V

Marks 40+10=50

Course title- Conception of jati and others.

Course objective - In this paper some very important things have been included.

Some talas of pakhawaj are offered so that students can get an idea of Pakhawaj.

Some gharana based materials and more advance compositions have been incorporated for the benefited of the students.

Syllabus-

1. Comprehensive study of Teora, Sooltal, Pancham Sawari, Chowtal, Dhamar with at least two Peshkars, Kaidas, Relas, Gats, Tukras, Chakradars according to the style of Ajrada, Farukhabad and Delhi Gharana.
2. One Gat of Kuwad Laya, Khanda Jati, and Chatasra Jati in each of the above mentioned Talas.
3. Two mukhdas of advanced pattern in different Layakarisi in each talas prescribed above.
4. Damdar and Bedam Tihais in all the above mentioned Talas.
5. One Kamal-ki-Gat and Farmaishi Gat in all the above mentioned Talas.

6. Oral rendering of all the above mentioned Talas and Boles.

Learning outcome- They will get the privilege of learning different jati, Gharana , varieties of Gats etc. They will be highly benefited with this.

Practical - Course – VI

Marks : 40+10=50

Course title-Stage Performance-2

Course objective - It is a privilege to the students as because they will get idea about stage performance through this paper. This will make them confident.

Syllabus-

Stage performance test of about 30 minutes duration for each candidate in any one Tala from the prescribed syllabus.

Learning outcome- they will be benefited with mentored about stage demonstration , and self confidence.

Theoretical - Course - VII

Marks : 40+10=50

Course title- Advance theoretical aspects.

Course objective - This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of table as well as Tabla.

- 1.Knowledge of Vadya-Tata, Abanadhya, Susir, Ghana. Their application with reference to Sangit Ratnakar.
- 2.Origin and development of Abanadhya Vadyas from ancient to modern period.
- 3.Classification of Abanadhya Vadyas with reference to Bharat.
- 4.Critical study of the different Gharanas of Tabla with reference to their style (Baaj) of playing.
- 5.Ability to write Talas and Boles in Pt. Bhatkhande notation system.
- 6.General study of the following authors:-
 - a) Matanga, b) Sarangadev, c) Ramamatya, d) Somnath, e) Pundarik, f) Ahobal,
 - g) Sourindra Mohan Tagore, h) Bhatkhande

Learning outcome- They will get the advance level ideas of theoretical aspects of Table as well as Taal sastra and which is a very important area of this subjects.

Theoretical - Course - VIII**Marks : 40+10=50****Course title- higher theoretical ideas.**

Course objective - This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of tabla as well as music as a whole.

1. Names of Abanadhya vadyas - their description as found in Sangit Ratnakar - Detailed Study.
2. Abanadhya Vadyas in the mediaeval period.
3. Detailed study of origin and evolution of Tabla.
4. Advanced study of Tehai.
5. Origin and development of Tal.
6. Study of the life history and contribution to music of the following exponents:
Abid Hussain, Masid Khan, Habibuddin Khan, Anokhelal Misra, Karam Tulla Khan, Gnan Prakash Ghosh, Hirendranath Ganguly, Kanai Dutta.

Learning outcome- The theoretical matters have been included in this paper are very important for a musician and students will be benefited by all this major ideas.

3rd Semester**Practical - Course – IX****Marks : 40+10=50****Course title- Comprehensive study of Taalas.**

Course objective-Different important Taalas have been included. Different important compositions, Tihais, oral rendering also included for the advance Idea of the students.

Syllabus-

1. Comprehensive study of Trital, Sikhartal, Lakshmital, Gajajhampa and Pancham-Sawari with Peskar, Kaida, Paltas, Gat, Tukdas, and Relas etc.
2. One Tripalli Gat and one Chowpalli Gat in Tala mentioned above.
3. Two mukhdas of advanced pattern in each of the above Talas in different Layakarīs.
4. Tihais both Bedam and Damdar of different patterns in the above mentioned Talas.
5. Oral renderings of the above mentioned Talas and boles with their Layakarīs.

Learning outcome- this will help the students to get idea about Gats, Tihais, oral rendering etc. and they will be benefited in all aspect.

Practical - Course - X**Marks : 40+10=50****Course title-Advance studies of Talas.**

Course objective In this practical paper more important and advance materials have been included . advance studies of bols and taal learnt already. Apart from different valuable things an important thing have been included that is idea about nagma. Students will be benefited with this kind of ideas.

Syllabus-

1. Advanced study and practice of all the Talas and Boles learnt.
2. Study of decorative "Zarve" in the Ati-Vilambit laya in the following Talas: Tilwada, Jhumra, Ada - Chowtal, Jhaptal, Trital and Ektal;
3. Uthan and at least two mukhras, Tukdas, Chakradars and Tihais in Fardosttal and Sooltal.
4. Study of Choupalli Gat, Farmayshi Gat, Manjedar Gat, Darjawali Gat, Kamali Chakradar in Trital.
5. Ability to compose advanced Tukras, Mukhdas, Mohoras, Tihais, in different Talas prescribed in the course.
6. Study of Laharas on Harmonium in different Talas.

Learning outcome- The students will get the idea of Ati Bilambit laya, more about compositions, and a very important thing , that is nagma which will also improve their idea about Tabla playing.

Practical - Course – XI**Marks : 40+10=50****Course title-Stage performance-3**

Course objective -This is a stage performance paper in which students will be benefited through the ideas of performance training. This will make confident in future.

Syllabus-

Stage performance test of about 30 minutes duration for each candidate in any one Tala from the prescribed syllabus.

Learning outcome- More advance level idea they will get in this stage and They will be trained to improve their ideas. They should get advance ideas.

Theoretical - Course - XII**Marks : 40+10=50****Course title-Knowledge of ancient text.**

Course objective - This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Tabla. A very important item have been included by which students will learn about making of taal and bol prastar.

Syllabus-

1. Knowledge of Tala Prastar i.e. formation of Tala by mathematical process and the total number of Talas derivable from a given number of matras.
2. Detailed study of Kavya - Chhanda & Sangeet Chhanda.
3. Evolution of Boles of Abanadhya vadyas with reference to Sanskrit Texts.
4. Detailed Theoretical knowledge of Talas prescribed in the course with comparative studies of similar type of Talas like Chatasra, Tisra, Mishra etc.
5. Detailed study of Bandish (fixed composition) with notation of the following Gharanas :-
Delhi, Ajrada, Lucknow, Farukhabad, Banaras and Punjab.

Learning outcome- The students will be benefited with different ancient texts And some other important matters by which they should improve the cognition.

4th Semester**Practical-Course-XIII****Marks : 40+10=50****Course title- Less common Taalas.**

Course objective - In this paper some less common taalas have been included.

General idea about the taal system of Rabindranath has also been included

For the greater idea about Taal.

Syllabus-

1. General study of the Talas mentioned below: -
 - i) Nasruk
 - ii) Mayur
 - iii) Brahmatala
 - iv) Gaja-Jhampa
 - v) Chartal-ki-Sawari
 - vi) Kayed-ki-Sawari
2. General study of the Talas introduced by Rabindranath Tagore. Their Thekas and relation with other Talas.

A general acquaintance with a few relevant songs of Tagore.

Learning outcome Students will be benefited by getting ideas about playing less common

taalas. In addition to that Some taalas introduced by Rabindranath Tagore are also offered by which students will be benefited in case of accompanying Tagore songs.

Practical-Course-XIV

Marks - 40+10=50

Course title- Stage performance-4.

Course objective - It is a privilege to the students as because they will get idea about stage performance through this paper.

Syllabus-

Stage performance test of about 30 minutes duration for each candidate in any one Tala from the prescribed syllabus.

Learning outcome- Students will be benefited regarding on stage performance and Will achieve more confidence in this subjects.

Theoretical - Course - XV

Marks : 40+10=50

Course title-Salient features of Taal and more.

Course objective - This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Music as well as Tabla.

Syllabus-

1. Detailed study of Ten pranas of Tala with special reference to Graha, Jati.
2. Comparative study of Hindustani Tala system with that of Karnatak system.
3. Detailed study of Abhijata Deshi Talas.
4. Definition and explanation of the following terms:
 - i) Choupalli Gat, ii) Farmayashi Gat, iii) Darjewali Gat, iv) Lom-Bilom, v) Kamali Gat, vi) Chakradar paran, vii) Stuti Paran.
5. Ability to write different compositions of different talas, prescribed for practical papers in Bhatkhande Tallipi system.
6. Study of the following
Layakaris :-
Pounegun ($\frac{3}{4}$),

Sowagun ($\frac{5}{4}$),
Ponedugun ($\frac{7}{4}$),
Sowadugun ($\frac{9}{4}$).

Learning outcome Students will be benefited with the idea of Desi taal ,Hindusthani taal, Karnatik taal and Bhatkhande taal lipi system. Process of laykari have also been included which is a privilege to the students.

Theoretical - Course – XVI

Marks : 40+10=50

Course title-Essay about music

Course objective – This is an essay paper in which many important items and major ideas have been included. This is to improve the knowledge about ancient music system as well as improvement of ideas of imaginations.

Syllabus-

1. Tala system of India with special reference to its origin and utility.
2. Intricacies of Gandharva Tals.
3. Characteristics of Desi Talas.
4. Gurudev Rabindranath Tagore's views regarding Tala and Chhanda.
5. Institutional education of Hindustani classical music as compared with the Gharana system.
6. The place of music in general education.
7. Music appreciation between the performer and listener.
8. Role of accompaniment in Vocal & Instrumental Music.
9. Laya and its various forms as the base of all music.

Learning outcome- This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Music as well as Tabla. Different Taal system and some valuable ideas have been introduced through this Theoretical paper. Students will be benefited in different ways.

Reference Books for Tabla

1. Geet Vadayam – Sri Lakshmi Narayan Ghosh (Bengali)
 2. Bharatiya Sangite Tal O Chhanda – Sri Subodh Nandy (Bengali)
 3. Annadhya – Pdt. Shankar Ghosh (Bengali)
 4. Tal-Smikhsha – Prof. Anil Bhattacharya (Bengali)
 5. Bharatio Tal-Prasange – Dr. Prabir Bhattacharya (Bengali)
 6. Tal Abhidhan – Prof. Manas Dasgupta (Bengali)
 7. Tablar Byakaran – (1st Part & 2nd Part) – Sri Prasanta Bandopadhyaya (Bengali)
 8. Mridanga Parikrama – Swapan Kr. Ghosh (Bengali)
 9. Anadhya Vadya Paryalochana – Sri Sandip Kr. Ghosh (Bengali)
 10. Tabla Puran – Pt. Vijaya Shankar Misra (Hindi)
 11. Tablepar Delhi AurParab – Sri Satya Narayan Bashishtha (Hindi)
 12. Tal-Ank – Sangit Karyalaya, Hathras (Hindi)
 13. Hamare Sangeet Ratna – Shri L.N. Garg (Hindi)
 14. Musicology of India – (I & II) Volume – Prof. V.S. Nigam (English)
 15. Sangit Sabdokosh – Dr. B. Roy (English)
 16. Sangitik Sabdya Vigyan – Dr. Samir Kr. Ghosh (Bengali)
 17. Pakhawaj and Tabla (History School and Tradition) – Dr. Aban. E. Mistry (English)
 18. Bharatiya Sangit Kosh – Bimalakanta Roychowdhury (Bengali)
 19. Bharater Natya Sastra – Choukhamba SanskritaSansthan, Kashi, BabulalSukla (Bengali)
 20. Sangit-Ratnakar – Adeyar Samskaran, 1st Part – Dr. Pradip Kr. Ghosh Rajya Sangit Academy (Bengali)
 21. Sangit Darpan – Damodar Pandit, Tanjor Sanskaran (Bengali)
 22. Indian Musicians (Past & Present) – Amal Das Sarma (English)
 23. Sangiti Sabda Kosa – Dr. B. Roy (English & Bengali)
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**CURRICULUM FOR POSTGRADUATE COURSE
DEPARTMENT OF HINDUSTHANI CLASSICAL MUSIC**

SUBJECT: HINDUSTHANI CLASSICAL INSTRUMENTAL MUSIC-PAKHAWAJ

1st Semester

Practical – Course – I

F.M. : 40+10=50

Course title – Advance Taal Conception

Course objective: As it is a Master's course some advance materials have been incorporated. Different kind of compositions in some common Talas, broad idea of Jatis of Tala and making tehai etc. have been offered so as to give a vast idea about Pakhawaj and students will be benefited from different angle.

Syllabus:

1. Advanced study of Chowtal, Dhamar, Teora, Sultal and Jhamptal with all common varieties of paranas, Sath paran, Gat paran, Tisra Jati Paran, Kamal Paran, Kabita Paran, Selami Paran and Chakradar etc.
2. One Paran in Adi-laya, Tisra and Misra Jatis in the above mentioned tala.
3. Tihais both Bedam and Damder in all the Talas mentioned above.
4. Ganesh Paran and Gat Paran in any one Tala mentioned above.
5. Oral renderings or all Talas and Boles mentioned above.

Learning outcome: Students should be benefited for different kind of advance materials and they will get more knowledge regarding advance level idea have been incorporated.

Practical – Course – II

F.M. : 40+10=50

Course title – Gharana conception

Course objective: A bit higher materials have been included in this paper so that students can get advance ideas about Pakhawaj. Combination of some common and uncommon talas have been included along with different compositions tehai etc. oral renderings Boles and Pakhawaj accompaniment with Dhrupad and Dhamar is being taught here. Students will be benefited with this kind of things.

Syllabus:

1. Comprehensive study of Laxmi, Kumbha and Shikhar Tal with all common varieties of Parana-Sath Paran, Gat Paran, Kabita Paran, and Chakradhars in the above Talas.
2. One Paran of Kuwadi Laya, Khanda and Chatasra Jati in each of the above mentioned Talas.
3. Paranas in Chatasra and Khanda Jati in the Talas mentioned above.
4. Damder and Bedam Tihais in all the above mentioned Talas.
5. Oral renderings of all the above mentioned Talas and Boles.
6. Accompaniment with Vocal (Dhrupad) and Instrument.

Learning outcome: Students will be benefited with Gharana conception jati conception Tihais and many other important ideas. By this they will reach to a High level of proficiency.

Practical – Course – III**F.M. : 40+10=50****Course title – Stage performance-1**

Course objective: In this paper students will be benefited with getting idea about stage performance. This will help them to perform on the stage in future confidently.

Syllabus:

Stage performance test of about 30 minutes duration for each candidate in any two Talas from the prescribed syllabus.

Learning outcome: To give an idea of stage demonstration to the students is the target and they will get the privilege by their mentors.

Theoretical – Course – IV (Acoustics)**F.M. : 40+10=50**Course Objectives:

- To obtain the knowledge of production and propagation of sound wave
- To know the science of vibration
- To know acoustics of various instruments
- To recognize and calculate frequencies of twelve musical swaras
- To obtain the relation between Music and Physics through sound

Learning Outcome:

- Ability to understand Music in a scientific way

- Ability to understand how we perceive sound
 - Ability to obtain practical knowledge of musical audibility
 - Ability to obtain detailed knowledge of Frequency and Amplitude
 - Ability to understand the medium & audibility of sound, different kinds of musical instruments along with details of their distinguishing acoustics, details of harmony & melody
1. Production and propagation of sound
 2. Science of Vibration-Forced vibration and Resonance
 3. Necessary media for the audibility of sound
 4. Process of the audibility of sound
 5. Vibrations- Detailed study of musical instruments-
Tanpura, Sitar, Sarod, Esraj, Violin, Tabla, Mridanga, Flute
 6. Three characteristics of musical sound.
 - (i) Harmony and Melody (ii) Musical Intervals and measuring them
 - (iii) Ratio between the number of vibrations of any two notes
-

2nd Semester

Practical – Course – V

F.M. : 40+10=50

Course title – Conception of Higher Talas and others

Course objective: In this paper some very important things have been included. Some rare talas of Pakhawaj are offered so that students can get an idea of those talas. Some Gharana based materials and more advance compositions have been incorporated for the benefit of the students.

Syllabus:

1. Demonstration in any of the following Talas selected by the Examiner :
 - i) Badatala-Ki-Sawari
 - ii) Sool Tal
 - iii) Teora
 - iv) Dhamar
2. General Study of Rudra & Basant Talas with their Thekas and simple parans.

Learning outcome: They will get the privilege of learning different. Gharana based Parans and Gats etc. They will be highly benefited with this.

Practical – Course – VI**F.M. : 40+10=50****Course title – Stage performance-2**

Course objective: It is a privilege to the students as because they will get idea about stage performance through this paper. This will make them confident for stage performance in future.

Syllabus:

Stage performance test of about 30 minutes duration for each candidate in any two Talas from the prescribed syllabus.

Learning outcome: They will be benefited with mentored about stage demonstration, and self confidence.

Theoretical – Course – VII**F.M. : 40+10=50****Course title – Advance theoretical aspects**

Course objective: This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Pakhawaj, classification of different types of instruments, critical study of different types of Gharanas of Pakhawaj, contribution of famous authors etc.

Syllabus:

1. Knowledge of Vadya-Tata, Abanadhya, Susir, Ghana. Their application with reference to Sangit Ratnakar.
2. Origin and development of Abanadhya Vadyas from ancient to modern period.
3. Classification of Abanadhya Vadyas with reference to Bharat.
4. Critical study of the different Gharanas of Pakhawaj with reference to their style (Baaj) of playing.
5. Ability to write Talas and Boles in Pt. Bhatkhande notation system.
6. General study of the following authors:-
 - a) Matanga b) Sarangadev c) Ramamatya d) Somnath e) Pundarik
 - f) Ahobal g) Sourindra Mohan Tagore h) V.N. Bhatkhande

Learning outcome: They will get the advance level ideas of theoretical aspects of Pakhawaj as well as Taal sastra and which is a very important area of this subjects.

Theoretical – Course – VIII

F.M. : 40+10=50

Course title – Higher theoretical ideas

Course objective: This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Pakhawaj as well as percussion music as a whole.

Syllabus:

1. Names of Abanadhya vadyas – their descriptions as found in Sangit Ratnakar – Detailed Study.
2. Abanadhya Vadyas in the mediaeval period.
3. Detailed study of origin and evaluation of Pakhawaj.
4. Advanced study of Tihai.
5. Origin and development of Tal.
6. Study of the life history and contribution to music of the following exponents:-

Kadau Singh, Lala Keval Kishan, Parbat Singh, Nana Saheb Panse, Murari Mohan Gupta, Durlabh Bhattacharya.

Learning outcome: The theoretical matters have been included in this paper are very important for a musician and students will be benefited by all this major ideas.

3rd Semester

Practical – Course – IX

F.M. : 40+10=50

Course title – Comprehensive study of Talas

Course objective: In this semester comprehensive study in different talas are taught for wide knowledge of the students. Different types of layakarries also taught for thorough knowledge.

Syllabus:

1. Comprehensive study of Chowtal, Dhamar, Rudra, Basant and Pancham Sawari with varieties of Paranas and Chakradars.
2. One Dwipally and Tripalli Gat-Paran in Talas mentioned above.
3. Two Mohars of advanced pattern in each of the above Talas in different Layakarries.
4. Tihais both Bedam and Damder of different Pattern in the above mentioned Talas.
5. Oral renderings of all the above mentioned Talas and Boles with their Layakarries.

Learning outcome: This will help the students to get idea about Gats. Tihais, oral rendering etc. and they will be benefited in all aspect.

Practical – Course – X**F.M. : 40+10=50****Course title – Advance studies of Talas**

Course objective: In this practical paper more important and advance materials have been included. Advance studies of Bols and Taal learnt already. Apart from different valuable things an important thing have been included that is idea about nagma. Students will be benefited with this kind of ideas.

Syllabus:

1. Advanced study and practice of all the Talas and Boles learnt.
2. Uthan, Ekhatthi Paran, Chakradar in Dhamar and Sultal.
3. Study of different types of Gat, Gat Paran, Formayeshi Chakradar, Kamal Paran in Chowtal.
4. Ability to compose advanced Mohoras, Tihais in different Talas prescribed in the course.
5. Study of Laharas on Harmonium in different Talas.
6. Accompaniment with Gurudev Rabindranath Tagore's songs of Dhrupad Ang.

Learning outcome: The students will get the idea of Ati Bilambit laya, more about compositions and a very important thing, that is nagma which will also improve their idea about Pakhawaj playing.

Practical – Course – XI**F.M. : 40+10=50****Course title – Stage performance-3**

Course objective: This is a stage performance paper in which students will be benefited through the ideas of performance training. This will make confident in future.

Syllabus:

Stage performance test of about 30 minutes duration for each candidate in any two Talas from the prescribed syllabus.

Learning outcome: More advance level idea they will get in this stage and they will be trained to improve their ideas. They should get advance ideas.

Theoretical – Course – XII**F.M. : 40+10=50****Course title – Knowledge of ancient text**

Course objective: This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Pakhawaj. A very important item have been included by which students will learn about making of Taal and Bol prastar.

Syllabus:

1. Knowledge of Tala Praster i.e. formation of Tala by mathematical process and the total number of Talas derivable from a given number of matras
2. Detailed study of Kavya - Chhanda & Sangeet Chhanda
3. Evolution of Boles of Abanadhya vadyas with reference to Sanskrit Texts.
4. Detailed Theoretical knowledge of Talas prescribed in the course with comparative studies of similar types of Talas like Chatasra, Tisra, Misra etc.
5. Detailed study of Bandish (fixed compositions) with notation of the different Gharanas of Pakhawaj.

Learning outcome: The students will be benefited with different ancient texts and some other important matters by which they should improve the cognition.

4th Semester

Practical – Course – XIII

F.M. : 40+10=50

Course title – Less common Talas

Course objective: In this paper some less common Talas have been included. Students will be benefited by getting ideas about playing less common talas. In addition to that some talas introduced by Rabindranath Tagore are also offered by which students will benefited in case of accompanying Tagore songs.

Syllabus:

1. General Study of the following Talas with their thekas and simple paranas:
 - i) Ganesh Tal
 - ii) Bhanumati Tal
 - iii) Chandra-Chartal
 - iv) Gajajhampa
 - v) Bramha Tal
2. General Study of the Talas introduced by Rabindranath Tagore, their Thekas and relation with other Talas, A general acquaintance with a few relevant songs of Tagore.

Learning outcome: Students will be benefited by getting ideas about playing less common talas. In addition to that some talas introduced by Rabindranath Tagore are also offered by which students will be benefited in case of accompanying Tagore songs.

Practical – Course – XIV

F.M. : 40+10=50

Course title – Stage performance-4

Course objective: It is a privilege to the students as because they will get idea about stage performance through this paper.

Syllabus:

Stage performance test of about 30 minutes duration for each candidate in any two Talas from the prescribed syllabus.

Learning outcome: Students will be benefited regarding on stage performance and will achieve more confidence in this subjects.

Practical – Course – XV

F.M. : 40+10=50

Course title – Salient features of Taal and more

Course objective: This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of music as well as Pakhawaj. Students will be benefited with the idea of Desi Taal, Hindusthani Taal, Karnatik Taal and Bhatkhande Taal lipi system. Process of laykari have also been included which is a privilege to the students.

Syllabus:

1. Detailed study of Ten pranas of Tala with special reference to Graha and Jati.

2. Comparative study of Hindusthani Tala system with that of Karnatak system.

3. Detailed study of Abhijata Deshi Talas.

4. Definition and explanation of the following terms:

i) Choupalli Gat ii) Farmayashi Gat iii) Darjewali Gat

iv) Lom-Bilom v) Kamali paran vi) Chakradar paran

vii) Stuti Paran.

5. Ability to write different compositions of different talas, prescribed for practical papers in Bhatkhande Tallipi system.

6. Study of the following Layakaris :-

Pounegun ($\frac{3}{4}$), Sowagun ($\frac{5}{4}$),

Pounedugun ($7/4$), Sowadugun ($9/4$),
Pounetingun ($11/4$), Sowatingun ($13/4$)

Learning outcome: Students will be benefited with the idea of Desi taal, Hindusthani taal, Karnatik taal and Bhatkhande taal lipi system. Process of laykari have also been included which is a privilege to the students.

Theoretical – Course – XVI

F.M. : 40+10=50

Course title – Essay about music

1. Essay :- (Any two)

Course objective: This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of music as well as Pakhawaj. Different Taal system and some valuable ideas have been introduced through this Theoretical paper. Students will be benefited in different ways.

Syllabus:

List of topics given below:-

1. Tala system of India with special reference to its origin and utility.
2. Intricacies of Gandharva Tals.
3. Characteristics of Desi Talas.
4. Gurudev Rabindranath Tagore's views regarding Tala and Chhanda.
5. Institutional education of Hindustani classical music as compared with the Gharana system.
6. The place of music in general education.
7. Music appreciation between the performer and listener.
8. Role of accompaniment in Vocal & Instrumental Music.
9. Laya and its various forms as the base of all music.

Learning outcome: This is a theoretical paper in which many important things have been included so that students can get a clear idea about the theoretical aspects of Music as well as Pakhawaj. Different Taal system and some valuable ideas have been introduced through this Theoretical paper. Students will be benefited in different ways.

Reference Books

1. Mridanga – Prabeshika – Murari Mohan Gupta (Bengali)
 2. Mridanga – Madhukar – Debendranath Dey (Bengali)
 3. Mridanga – Parikrama – Swapan Kr. Ghosh (Bengali)
 4. Mridanga – Badan – Sri Purusattam Das (Nathdwar) (Hindi)
 5. Mridanga Tabla Badan Pddhati – Dallatreya Basudev Alias, Gurudev Patabardhan (Hindi)
 6. Pakhawaj and Tabla (History School and Tradition) – DR. Aban. E. Mistry (English)
 7. Mridang – Anu – Sangit Karyalay, Hatras (Hindi)
 8. Mridanga – Tabla Pravankar (1st & 2nd) – Bhagaban Das Mridangacharya.
 9. Mridanga-Darpan – Ramprasanna Bandopadhyay (Bengali)
 10. Bharatiya Sangit – Kosh – Bimalakanta Roychowdhury (Bengali)
 11. Bharater Natya Sastra – Choukhamsa Sanskrita Sansthan, Kashi, Babulal Sukla (Bengali).
 12. Sangit-Ratuakar – Adeyar Samskaran, 1st Part – Dr. Pradip Kr. Ghosh, Rjya Sangit Academy (Bengali).
 13. Sangit Darpan – Damodar Pandit, Tanjor Sanskaram (Bengali).
 14. Indian Musicians (Past & Present) – Amal Das Sarma
 15. Hamare Sangeet Ratna – Laxminarayan Garg.
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Visva-Bharati, Sangit-Bhavana
Department of Rabindra Sangit, Dance & Drama
CURRICULUM FOR M.Phil.

COURSE CODE: MPHIL	DURATION: 2 YEARS	COURSE CODE NO: 44	FOUR SEMESTER
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Course Outline Structure

Semester-I	P-1 Research Methodology	100 (80+20) 4 Credit
	P-2 Elective Course (Practical)	100 (80+20) 4 Credit
Semester-II	P-3 Elective Course (Practical)	100 (80+20) 4 Credit
	P-4	
	Part-A Elective Course (Theory)	50 (40+10) 2 Credit
	Part-B (Synopsis Presentation)	50 (40+10) 2 Credit
Semester-III	P-5	
	Part-A Elective Course (Practical)	50 (40+10) 2 Credit
	Part-B Elective Course (Theory)	50 (40+10) 2 Credit
Semester-III	P-6	
	Part-A (Practical) Stage Demonstration	50 (40+10) 2 Credit
	Part-B (Theory)	
	Dissertation	100 (80+20) 4Credit
	Viva-Voce	50 (40+10) 2 Credit

Total Marks 700

Total Credit 28

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Sl.No.	SUBJECT	Subject Code	Page No.
1.	Rabindra Sangit	470	03-04
2.	Manipuri Dance	471	05-06
3.	Kathakali Dance	472	07-12
4.	Drama & Theatre Arts	474	13-18

M.Phil. Syllabus
Subject : Rabindra Sangit

1st SEMESTER

Course No. I (Theory)

Research Methodology and Techniques

4 Credit/100 Marks (Internal : 20 Marks and Final : 80 Marks)

Qualifying Marks : 50%

P. 1. Research Methodology :

- a. Definition of research, Objectives of research, Characteristics of research, Criteria and qualities of research, Scope, Significance of research, Problem of research, selection of research problem, Criteria of research problem selection, Establishment of research objectives, Types of research and Research process.
- b. **Techniques :**
How to collect Information, Sources of information, Use of cards, Note cards, Foot notes, Bibliography.
- c. **Documentation :**
Field-work, Collection of factual data, Questionnaire Interviews etc.
- d. **Computer Application :**
Basics of Computer implication, Use of word processing, Software, Typing, Printing, Page-making, Composing, Scanning, Digital Data Management.

Course No.II

P. 2. Practical : Elective

4 Credit/100 Marks (Internal : 20 Marks, Final : 80 Marks)

Qualifying Marks : 50%

Rabindra Sangit [other than 'Geetinatya' & 'Nrityanatya'] :

Ten songs of Rabindranath Tagore in different 'Talas' and 'Anga' or styles as selected by the Department from time to time.

Semester II

Course No. III

P-3 Elective Course (Practical)	100 (80+20)
Any one Geetinatya	4 Credit
Any one Nrityanatya	Qualifying Marks : 50%

P-4-Elective Course (Theory)	100 (80+20)
(Part A+B) (50+50)	4 Credit
(Theory + Synopsis Presentation)	Qualifying Marks : 50%

Part A:

Origin and Development of Sangit Bhavana;
History of Bengali Music;
Evolution of Rabindrasangit :Rabichchhaya to Geetabitan

Part B

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before the respective Patha-Samiti (Board of Studies). The Patha-Samiti (Board of Studies concerned shall evaluate the synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (Board of Studies) concerned shall finally nominate the supervisor for each candidate.

Semester III

P-5 Part A Practical	50 (40+10)	} 4 Credit
Any 10 (Ten) Tagore Songs		
Part B Theory	50 (40+10)	
Literature Review		

Semester IV

P-6 Part A Practical	50
Stage Demonstration	2 Credit
Part B Theory	100+50
Dissertation /Viva	6 Credit

SYLLABUS FOR M.PHIL

SUBJECT: MANIPURI DANCE

SEMESTER I **P – 1 Research Methodology** F.M. 100 (80 +20) – 4
Credits

P – 2 Elective Course (Practical) F.M. 100 (80 + 20) – 4 Credits

(Learning outcome: In this course the details of one Manipuri Raaslila dancing Part – I is the major courses .The dance of Krishna’s and story of childhood is also included)

(i) KunjaRaas, (ii) Gostha Leela (Selected portions)

SEMESTER II **P – 3 Elective Courses (Practical)** F.M. 100 (80 + 20) – 4 Credits

(Learning Outcomes: The variations of Raaslila Dances of Manipur Part – II are the main courses)

(i) Nitya Raas

(ii) Talas, Songs, Bols with Notations.

P – 4 (A) Elective Course Theory F.M. 50 (40 + 10) -- 2 Credits

(Learning Outcome: With the aims of the research work students are focus on learning in different Socio –Religious cultural aspect of North Eastern Tribal dance. This will be valuable for overall understanding of dance history in North East India and Manipur.)

(i) Socio – Religious cultural aspect of the classical dances of the North East India.

(ii) The Rasamandap performance & traditional of Manipuri dance.

(iii) Tribal and Folk dances of the North East India.

(iv) The Narrative Arts of Manipur. Recent developments in Manipuri dance & contribution of the Gurus.

P – 4 (B) Synopsis Presentation F.M.50 (40 +10) -- 2 Credits

SEMESTER III P – 5, (A) Elective Course Practical F.M. 50 (40 + 10) -- 2 Credits

(Learning outcome : The main Raaslila dance of Manipuri Classical dancing is the major portion of this course .The students are expected to gain the differentiates of Raaslia dance of Manipuri repertoire)

(i) MahaRaas ,

(ii) Talas , Songs Punglons , Costumes Make up

P – 5, (B) Theory F.M. 50 (40 +10) -- 2 Credits
(Literature Review)

SEMESTER IV P – 6, (Part – A) Practical F.M. 50 (40 +10) -- 2 Credits

Stage Demonstration

(Part – B) F.M.150 (100 + 50)-- 6 Credits

Dissertation + Viva Voce

M. Phil. in KATHAKALI DANCE

The main goal of the M.Phil. programme is to prepare the students for research programmes leading to a doctoral degree. Aims and Objectives:

Course Objectives: The main goal of the M.Phil. programme is to prepare the students for research programmes leading to a doctoral degree. Therefore, the main aims and objectives of the course would be as under:

Learning outcomes: Consolidating and reinforcing the aims and objectives already laid down at the M.A. level

- Introduction to the research methodology particular to the area of research.
- To introduce and stress a comparative/contrastive approach to research.
- Updating knowledge in areas of research through advanced level courses in those areas.

Semester-I P-1 Research Methodology

100 (80+20) 4 Credit

Qualifying Marks: 50%

I. Research Methodology.

Course content:

Definition of Research, Objective of Research, Characteristics of research, Criteria and qualities of research, Scope, Significance of research, Problem of research, Selection of research problem, Criteria of research problem selection, establishment of research objectives, Types of research and Research process.

II. Techniques:

How to collect information, Sources of information, Use of cards, Note cards, Foot notes, Bibliography.

III. Documentation:

Field work, Collection of factual data, Questionnaire, Interviews etc.

IV. Computer Application:

Basics of Computer Implication, use of word processing, Software, Typing, Printing, Page making, Composing, Scanning, Digital data management.

P-2 Elective Course (Practical)

100 (80+20) 4 Credit

Qualifying Marks: 50%

Course content:

1. Kanninakkanandam
2. Ananta Janmarjith
3. Valareputrimar
4. Ariyate Mama Putriye

For Exam: Traditional Kathakali not less than 30mins.

Semester-II P-3 Elective Course (Practical)

100 (80+20) 4 Credit

Qualifying Marks: 50%

1. Shastratham....Shauryaguna.....Attam
2. Panchalaraja Tanaye
3. Ajagara Kabalitam
4. Manprasavam

For Exam: Traditional Kathakali not less than 30mins.

P-4 Part-A Elective Course (Theory)

50 (40+10) 2 Credit

Qualifying Marks: 50%

1. Katharsis and theory of Rasa
2. The Sahrudaya
3. Abhinayadarpana
4. Deviations of Kathakali from Natyasastra

P-4 Part-B (Synopsis Presentation)

50 (40+10) 2 Credit

Qualifying Marks: 50%

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before the respective Patha-Samiti (Board of Studies). The Patha-Samiti, Board of Studies concerned shall evaluate the synopsis. Approve the proposed title or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti, Board of Studies shall finally nominate the supervisor for each candidate.

Semester-III

P-5 Part-A Elective Course (Practical)

50 (40+10) 2 Credit

Qualifying Marks: 50%

Coursecontent: Padams and Attam from different Stories .

1. "Shouryaguna".... KalyanaSaugandhikam.
- 2."Narada MahaMune"... Bali Vijayam.
- 3." Madhuratarata"..... RugmangadaCharitam.
4. VanaVarnana with 'AjagaraKabalita'...

P-5 Part-B Elective Course (Theory)

50 (40+10) 2 Credit

Qualifying Marks: 50%

I. Angakarmas.

- a) Shira Karmas.
- b) Greeva Karmas.
- c) Parshwa Karmas.
- d) Katee Karmas.

II. Emotion Arousal.

- a) Bharat Muni.
- b) Bhattanayaka.
- c) Abhinava Gupta.
- d) Aristotle.

III. Origin and Development of Sangit-Bhavana.

IV. History of South Indian Classical Dances.

- 1) Mohiniyattam.
- 2) Bharatanatyam.
- 3) Kuchipudi.

Semester-III P-6

Part-A (Practical) Stage Demonstration 50 (40+10) 2 Credit

Qualifying Marks: 50%

Practical Stage Demonstration (Chosen by the students from the prescribed syllabus of Course No.P-2 OF Sem-I and Course No. P-5 Part-A of Sem-III of half hour duration.

Part-B (Theory)

Dissertation

100 (80+20) 4Credit

Qualifying Marks: 50%

Dissertation (Theory).

Viva-Voce

50 (40+10) 2 Credit

Qualifying Marks: 50%

Viva-Voce

Reference for M.Phil Kathakali Dance

1. THE NATYASASTRA – M.P. Ghosh,
Pub: Royal Asiatic Society of Bengal, Calcutta – 1950.
2. INTRODUCTION TO BHARATA'S NATYASASTRA -
AdyaRangacharya,
Pub: Popular Prakasham, Calcutta – 1958.
3. KATHKALI – The dance - theatre - Kala:GovindanKutty,
Pub: The Asiatic Society, Calcutta – 1998.
4. INDIAN CLASSICAL DANCE ART - Sunil Kotari,
Pub: Marg Publishers, Bombay – 1979.
5. INDIAN CLASSICAL DANCE - Kapila Vatsyayan,
Pub: Director of Pub. Dept. – 1974.
6. A GUIDE TO KATHAKALI - David Bolland,
Pub: National book trust, Delhi – 1980.
7. THE KATHAKALI COMPLEX - Zerilli Philip,
Pub: Abhinav Publications, Delhi – 1984.
8. KATHKALI ENCYCLOPAEDIA - A.KrishnaKaimal,
Pub: National Book stalls – Kottayam – 1986.
9. KATHAKALI PLAYS - Agatha Jain Pillar,
Pub: D.C. Books – Kottayam – 1993.
10. KATHAKALI - K. Bharata Iyyer,
Pub: Luzac and company – London – 1965.
11. THE OTHER MIND - Beryl De Zoete,
Pub: Victor Gollance – London – 1965.
12. TRADITIONS OF INDIAN FOLK ARTS - Kapila Vatsyayan,
Pub: Clarion Books new Delhi – 1978.
13. NATYA SASTRA - K.P.N. Pisharodi,
Pub: D.C. Books – Kottayam – 1983.
14. ABHINAYA DARPAN -Translation - Manmohan Ghosh
Metropolitan Printing House – Calcutta – 1934.
15. PHILOSOPHY OF AESTHETICS - M.P. Patwardhan,

Pub: Central Research Institute – Pune – 1969.

16. THE THEATRE UNIVERSE -

Pub: popular Prkasham – Bombay – 1974.

Pramod Kale,

17. IMITATION IN INDIAN AESTHETICS -

Pub: Rupa and company – 1977.

A.C. Sukla,

18. THE DANCES OF INDIA -

Pub: Tri color Books – Great Briton – 1989.

Reginald & Massy,

19. AESTHETIC MEANING -

Pub: Ajanta publication – Bombay – 1980.

Rekha Jhanji,

20. TRADITIONS INDIANS OF INDIAN FOLK ART –

Vatsyayan,

Pub: Clarion Books – New Delhi – 1982.

Kapila

21. KATHAKALI -

Pub: Travancore University Series – 1957.

G.R. Pillai,

M.PHIL SYLLABUS

Subject: Drama and Theatre Arts

Programme Code: M.Phil (44) Course Code: 474

Semester: 1

Course No. P -1: (Theory) Research Methodology

4 Credit-100 marks (80+20)

Qualifying marks: 50%

Course Objective: This paper will introduce to the students the fundamentals of research methodology and its techniques. The students can learn about the basic knowledge of research work, in which methods are applicable in their studies with the support of data collection and how to make a research design with sufficient oral and written reference.

Course Learning out Come: During the course work students can achieve the art of research methodology i.e.; Types of research, Data collection, Hypothesis, research Problems, documentation and Bibliography etc. This course has scientifically designed to enhance the student's aptitude for further research studies.

Contents

I. Research Methodology

Definition of research, Characteristic of research criteria and Qualities of research, Scope , Significance of research, Problem of research, Selection of research problem, Criteria of research problem Selection, Establishment of research objectives, Types of research and research process.

II Techniques

How to collect information, Source of information, Use of cards, Note-cards, Foot notes, Bibliography

III Documentation:13

Field work, collection of factual Data, Questioner, Interviews etc.

IV Computer Application:

Basics of computer application, Use of word processing, Software, Typing, Printing, Page making, Composing, Scanning, and Digital Data

Course NO.P-2: Elective Course ((Practical)

4 Credits- 100 marks (80+20)

Qualifying Marks: 50 %

Course Objective: This course focuses on the elements of acting and various acting styles.

Course Learning Out Come: During these course students can acquire the knowledge of acting methods and its application on the stage.

Contents:

Acting (Verse and Non – Verse for Proscenium Stage): with actors note –book.

[with reference to Character ; Protagonist-Antagonist- Pivotal Character-Allied agents-Background agents,Character-dimensions,will,Growth,Dialogue,Song,Emotions,Rasa,Different types of acting, Costume & Make –up, Play –Analysis etc.

N.B: In this Course [Practical paper] divided into two parts i.e.; Performance in a short scene/ pieces and prepare the actors Note –Book.]

[Two Scene/pieces from Tagore & Non Tagore Verse

Non verse plays are to be selected by the Dept.from time to time or chosen by the student with approval of the department.]

Practical: I) Stage Performance of two short scenes / piece.

II) Actors note book [any one above text]

Semester II

Course No.P.3 Elective Course (Practical)

4 credit: 100 marks (80+20)

Qualifying marks-50%

Course Objective: This course keenly concentrates into the comparative techniques of acting in the audio-visual media.

Course Learning Outcome: in this short span of these course students experiences the body language and different methods of acting.

Contents:

Acting in Different media (other than Proscenium Stage): with actors note book.

[with reference to Character ; Protagonist-Antagonist- Pivotal Character-Allied agents-Background agents,Character-dimensions,will,Growth,Dialogue,Song,Emotions,Rasa,Different types of acting, Costume & Make –up, Play –Analysis etc]

Course No.P-4 Part A (Theory)

50 marks-2 credit (40+10)

Qualifying marks: 50 %

Course Objective: This course mainly deals with the historical importance and the evolution of Performing Arts School (Sangit-Bhavana) at Visva-Bharati, Santiniketan. In addition to this, a detailed introduction about Indian Cultural history and also a brief introduction of the History of Theatre arts in India.

Learning Outcome: Students can achieve a wide knowledge about the History of Performing arts in India.

Contents:

- a) Origin and Development of Sangit-Bhavana
- b) Indian Cultural History.
- c) Introduction and brief History of Drama and Theatre Arts: Origin and development of Theatre and Aesthetics(Oriental& Occidental),Theory Of Drama(Oriental & Occidental).Different kinds of Play and Productions ,Brief Knowledge about Folk and Traditional theater, brief Knowledge about contemporary Theatre, Brief History and Development of Bengali theatre, Brief Knowledge about Tagore’s theatre and his plays, Brief knowledge about Acting ,Direction, Script-writing, Play –analysis, Scenography(Stage Craft),Stage lighting, Back-ground Music, Costume and make up etc.

Course No.P-4 (Part –B)

Synopsis Preparation and Presentation

50 marks -2 credit (40+10)

Qualifying marks-50%

Course objective: Review of relevant research work

Course Learning Outcome: The students prepared to write a synopsis based on literature review on an area of their aptitude .The proposed synopsis is presented for approval before the board of studies.

Contents:

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area /title of the research before BOS. The BOS concerned shall evaluate the synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The BOS concerned shall finally nominate the supervisor for each candidate.

Semester: III

Course No.P.5 (Part-A) Practical; Elective Course.

50 marks -2 credit (40+10)

Qualifying marks-50%

Course Objective: This core course mainly focuses on the advance acting training methods and its practical application during the Performance.

Course Learning Outcome: From the practical know how students would be able to achieve the overall understanding of the acting methods.

Contents:

Advance Training in Acting

This course divided into two parts i.e.; Performance in short scenes/pieces and prepare the actors note book.

[Scene/pieces from Tagore and Non –Tagore plays are to be selected by the department from time to time or chosen by the student with the approval of the department].

#I) Performance in a short scene/pieces: The students required to participate in a short scenes/ pieces which will be provided by the department 10 to 12 days before of the exams) of 10 to 15 minutes duration directed by himself /herself.

#II) Actors Note book: Each Students is required to submit actors note book, which should contain a detailed analysis of the roles, he /she has played during the year. This should contain the subtext, the motivation and the character relating them to the whole production.

Course No.P-5 (Part B) Final Synopsis presentation

50 marks -2 Credit (40+ 10)

Qualifying marks -50 %**Course objective:** To initiate and continue the process of research along with data collection on the relevant topic after review of literature and the discussion with expert.

Course Learning Outcome: The students initiated to analyses the available research materials which they collected from different data collection and finally prepared to write synopsis for presentation in the Board of studies.

Contents:

During the course there is further consolidation of the proposed title of research work and final presentation of the synopsis submitted before the BOS.

Semester IV

8 credit courses of 200 marks divided into two parts

Course No, P-6 Dissertation writing and Viva Voice

Course objective: This Course have two segments: In the first segment students should learn the language of performance which they acquire during the course of study. In the second segment of this course involves the research design and further discussion on the chosen topic of the dissertation.

Course Learning Outcome: The Students should prepare to present a performance chosen by the students from the prescribed syllabus.

Contents:

Part A Practical

2 credit course

Practical Stage-demonstration (Chosen by the student from the prescribed syllabus)

Course: I of 1st Semester and course: IV/Part- A of 3rd Semester) of half an hour duration.

Course No.P-6 Part –B

6 credit course of 150 marks

a. Dissertation (to be submitted):100 marks

b. Viva Voice : 50 marks

Qualifying marks: 50 %

[Each student is required to submit a Dissertation paper on theatre –allied subjects with detailed technical and field –work data. The area of the Dissertation paper will be selected by the department or chosen by the student with approval of the department .The data for submitting assignment paper shall however, be before the final examination.]



SANGIT – BHAVANA, VISVA BHARATI

M.PHIL COURSE: Examination Ordinance

Sangit Bhavana, Visva Bharati offers M.Phil. courses in Rabindra Sangit, Manipuri Dance, Kathakali Dance, Drama & Theatre Arts. under the Department of Rabindra Sangit, Dance & Drama, And M.Phil courses in Hindusthani Classical Music (Vocal), Sitar, Esraj, Tabla and Pakhawaj under the Department of Hindustani Classical Music.

1. Procedure for EVALUATION/EXAMINATION :-

The distribution of marks for M.Phil. Course shall be as follows :

Semester	Course no.	Credit Points	Marks
I. First Semester	Course No. P-1 (Theory)	4	100
	Course No. P-2 (Practical)	4	100
II. Second Semester	Course No. P-3 (Practical)	4	100
	Course No. P-4 Part A (Theory)	2	50
	Course No. P-4 Part B (Theory)	2	50
III. Third Semester	Course No. P-5 Part A (Practical)	2	50
	Course No. P-5 Part B (Theory)	2	50
IV. Fourth Semester	Course No. P-6 Part A	2	50
	Course No. P-6 Part B	6	150

1. There shall be no provision for Re-evaluation/Review of answer scripts. However, if a candidate fails to qualify/pass in any of the courses in his/her regular chance in any semester, one additional chance in the immediately succeeding academic session shall be given and that shall be the final chance.

2. COURSE – WORK AND NOMINATION OF SUPERVISORS :

- I. All M.Phil. students shall be required to undertake a specified number of courses in four semesters. Out of the said courses, Coursework for a period of the first semester (Course no. 1) may be common to both M.Phil and Ph.D programmes of the Department concerned.
- II. At the end of the 4th semester, M.Phil. students shall submit a synopsis of their proposed research work before the concerned Patha – Samiti (Board of Studies).

The concerned Patha – Samiti (Board of Studies) shall, after evaluating the proposal, approve the research topic and nominate the supervisor

Sangit-Bhavana, Visva Bharati
Department of Hindusthani Classical Music

M.PHIL. SYLLABUS

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M.PHIL. SYLLABUS
Department of Hindusthani Classical Music

Subject: HINDUSTHANI CLASSICAL MUSIC VOCAL
Programme Code: M Phil (44) Course Code: 475

SEMESTER I

Course No. P-1 (Theory) Research Methodology and Techniques
4 Credit – 100 marks (80+20)
Qualifying Marks – 50%

Course Objective: This course focuses on research methodology and its techniques. The student learns about the essence of doing Research especially with respect to performing arts, various types of research, methods of data collection and preparing a bibliography.

Course Learning Outcome: The student acquires a perspective and knowledge about research methodology, documentation, use of archival material and bibliography. This further enhances in consolidating and the selection of a research problem. The course also enables the student to pursue his/her research work in a systematic manner.

Contents

I. Research Methodology

Content of Course:

Definition of research, Objectives of Research, Characteristics of Research, Criteria and qualities of research, scope, Significance of research, Problem of research, selection of research problem, Criteria of research problem selection, Establishment of research objectives, Types of research and Research process

II Techniques:

How to collect information, Sources of Information, Use of cards, Note cards, Foot notes Bibliography.

III Documentation:

Field work, collection of factual data, Questioner, interviews etc.

IV. Computer Application:

Basics of Computer implication, Use of word processing, Software, typing, Printing, Page making, Composing, Scanning, Digital data management.

Course No. P-2 Elective Course (Practical)

4 Credit – 100 marks (80+20)
Qualifying Marks – 50%

Course Objective: Raga-raganga classification is based on the principle of finding selected aspects (anga) of fundamental ragas and classifying ragas accordingly. In this course, the student is expected to learn few raganga ragas, the characteristic phrases of the prescribed ragas along with vilambit and drut compositions.

Course Learning Outcome: The student acquires knowledge about the raganga paddhati and is expected to illustrate through phrases and compositions, ragas of different angas.

Contents

Candidates should learn any two ragas from each anga (both detail & non – detail group)

A. Bhairav Anga:

Detail: i. Bhairav, ii. Ramkali, iii. Ahir Bhairav, iii. Jogia, iv. Basant Mukhari

Non Detail: i. Anand Bhairav, ii. Bhairav Bahar

B. Bilawal Anga:

Detail: i. Alhaiya Bilawal, ii. Yamni Bilawal, iii. Devgiri Bilawal

Non detail: i. Deshkar, ii. Bihagda iii. Sarparda Bilawal, iv. Kukubh Bilawal, v. Shukla Bilawal

C. Malhar Anga:

Detail: i. Mian-ki-Malhar, ii. Gaud Malhar, iii. Megh Malhar.

Non detail: i. Surdasi Malhar, ii. Ramdasi Malhar

D. Marwa Anga :

Detail: i. Puriya, ii. Marwa, iii. Sohini, iv. Bhatiyar

Non-detail: i. Jait

SEMESTER II

Course No. P-3 Elective Course (Practical)

4 Credit – 100 marks (80+20)

Qualifying Marks – 50%

Course Objective: To learn characteristic phrases and compositions in ragas of Todi anga and Sarang anga.

Course Learning Outcome: Ability to clearly distinguish and sing phrases and compositions in ragas categorized under the Todi and Sarang angas

Contents

Candidates should learn any two ragas from each angas [both detail & non-detail group].

A. Todi Anga :

Detail: i. Mian – ki – Todi, ii. Gurjari Todi, iii. Bilaskhani Todi

Non-detail: i. Bhupal Todi, ii. Bahaduri Todi, iii. Salagvarali

B. Sarang-Anga :

Detail: i. Brindavani Sarang, ii. Suddha Sarang, iii. Madhmad Sarang

Non-detail: i. Mian-ki-Sarang, ii. Badhansa Sarang.

Course No. P-4 Part-A Theory

50 marks – 2 credit (40+10) Qualifying Marks – 50%

Course Objective: To learn about theory of Hindustani music with reference to textual material, to make an informed study of the gharana ideology

Course Learning Outcome: To acquire a critical understating of music theory and an analytical approach towards musicology

Contents

- i) Origin and development of Hindusthani Classical Music (Vocal) as per musicological texts.
- ii) Knowledge of different Vocal Music Gharanas
- iii) Detailed Knowledge of own discipline and a few other recognised disciplines.
- iv) Knowledge of Musicology and rudiments of Instrumental Music and Percussion Music

Course No. P-4 (Part-B) Synopsis Preparation and Presentation

50 marks – 2 credit (40+10) Qualifying Marks – 50%

Course Objective: Review of relevant research work

Course Learning Outcome: The student is expected to initiate the writing of a synopsis based on literature review on an area of his/her interest after careful deliberations. The proposed synopsis is presented for approval before the board of studies.

Contents

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before BOS; The Patha-Samiti (BOS) concerned shall evaluate the Synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (BOS) concerned shall finally nominate the supervisor for each candidate.

SEMESTER III**Course No. P-5 (Part-A) Practical: Elective course**

50 marks – 2 credit (40+10) Qualifying Marks – 50%

Course Objective: To learn characteristic phrases and compositions in ragas of Kanada anga and Kalyan anga.

Course Learning Outcome: Ability to clearly distinguish and sing phrases and compositions in ragas categorized under the Kanada and Kalyan angas.

Contents

Candidates should learn any two ragas from each angas [both detail & non detail group]

A. Kanada Anga :

Detail: i. Darbari Kanada, ii. Nayaki Kanada, iii. Kausi Kanada.

Non detail: i. Adana, ii. Sahana, iii. Suha, iv. Bahar

B. Kalyan Anga :

Detail: i. Yaman, ii. Suddha Kalyan, iii. Bhupali

Non-detail: Kamod, ii. Hamir, iii. Chhayanat, iv. Nand

Course No. P-5 (Part-B) Final synopsis Presentation

50 marks – 2 credit (40+10) Qualifying Marks – 50%

Course Objective: To initiate and continue the process of researching along with data collection on the relevant topic after literature review and discussions with experts.

Course Learning Outcome: The student is expected to analyse research material based on literature review and data collection and write and make a final presentation of the synopsis on his/her relevant area of research.

Contents

During this course there is further consolidation of the proposed title of research work and a final presentation of the synopsis is made before the Patha Samiti (BOS).

SEMESTER IV

8 credit course of 200 marks divided in two parts.

Course No. P-6 Dissertation writing and Viva Voce

Course Objective: This course is divided into two parts: In Part A, the student learns about practical demonstration in a raga chosen from the prescribed syllabus. Part B of the course involves extensive research and discussions on the chosen topic of the dissertation.

Course Learning Outcome: The student is expected to give a stage performance in a raga of his/her choice chosen from the prescribed syllabus. In part B, the student is expected to write and submit a dissertation on his/her chosen topic. The student is also expected to make a presentation based on his/her dissertation.

Contents

Part-A Practical

2 Credit course: 50 marks

Stage Demonstration (Chosen by the student from the prescribed syllabus of course No. P-2, course No. P-3 and course No. P-5 (Part-A) of half an hour duration)

Course no. P-6 Part – B

6 credit course: of 150 marks

Dissertation: 100 marks

Viva Voce: 50 marks

Qualifying marks 50%

References

1. Bagchee, Sandeep. (1998). *NAD Understanding Raga Music*. Mumbai: Eeshwar
 2. Chaube Sushil Kumar. (2005). *Sangeet Ke Gharanon Ki Charcha* (in Hindi). Lucknow. Uttar Pradesh Hindi Sansthan
 3. Deshpande , Vamanrao. (1987). *Indian Musical Traditions: An Aesthetic Study of the Gharanas in Hindustani Music*. (S. Deshpande, & V. Devadhar, Trans.) Mumbai: Popular Prakashan Pvt. Ltd.(Originally published as 'Gharandas gayaki' in Marathi)
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 5. Floyd, J.F. *Survey Research Methods*. New Delhi: Sage Publications
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 7. Miner, A. (1997). *Sitar and Sarod in the 18th and 19th centuries*. Delhi: Motilal Banarasidass
 8. Najma, Praveen Ahmad. (2002). *Research methods in Indian Music*. New Delhi: Manohar Publishers Ltd.
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 10. Ranade Ashok Da. (2006). *Music Contexts: A Concise Dictionary of Hindustani music*. New Delhi: Promilla & Co
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 16. Thakur Omkarnath. *Sangeetanjali Vol. I-V*. (Hindi)
 17. Ratanjankar S.N. *Abhinav Geetmanjiri Vol. I-III*. (Hindi)
 18. Bhatkhande V.N. *Kramik Pustak Malika Vol. I-VI*. (Hindi)
 19. Bhatkhande V.N. *Hindustani Sangeet Shastra Vol. I to IV* (Hindi)
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M.PHIL. SYLLABUS
Department of Hindusthani Classical Music

Subject: HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL- SITAR
Programme Code: M Phil (44) Course Code: 476

SEMESTER I

Course No.P-1 (Theory) Research Methodology and Techniques
4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective: This course includes focuses on research methodology and its techniques. The student learns about the essence of doing Research especially with respect to performing arts, various types of research, methods of data collection and preparing a bibliography.

Course Learning Outcome: The student acquires a perspective and knowledge about research methodology, documentation, use of archival material and bibliography. This further enhances in consolidating and the selection of a research problem. The course also enables the student to pursue his/her research work in a systematic manner.

Contents

I. Research Methodology

Content of Course:

Definition of research, Objectives of Research, Characteristics of Research, Criteria and qualities of research, scope, Significance of research, Problem of research, selection of research problem, Criteria of research problem selection, Establishment of research objectives, Types of research and Research process

II Techniques:

How to collect information, Sources of Information, Use of cards, Note cards, Foot notes Bibliography.

III Documentation:

Field work, collection of factual data, Questioner, interviews etc.

IV. Computer Application:

Basics of Computer implication, Use of word processing, Software, typing, Printing, Page making, Composing, Scanning, Digital data management.

Course No. P-2 Elective Course (Practical)

4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective: Raga-raganga classification is based on the principle of finding selected aspects (anga) of fundamental ragas and classifying ragas accordingly. In this course, the student is expected to learn few raganga ragas, the characteristic phrases of the prescribed ragas along with masitkhani and razakhani gats/ compositions.

Course Learning Outcome: The student acquires knowledge about the raganga paddhati and is expected to illustrate through phrases and compositions, ragas of different angas.

Contents

Candidates should learn any two ragas from each angas (both detail & non - detail group)

E. Bhairav Anga:

Detail: i. Bhairav, ii. Ramkali, iii. Ahir Bhairav, iii. Jogia, iv. Basant Mukhari

Non Detail: Anand Bhairav, ii. Bhairav Bahar

F. Bilawal Anga:

Detail: i. Alhaiya Bilawal, ii. Yamni Bilawal, iii. Devgiri Bilawal

Non detail: i. Deshkar, ii. Bihagda iii. Sarparda Bilawal, iv. Kukubh Bilawal, v. Shukla Bilawal

G. Malhar Anga:

Detail: i. Mian-ki-Malhar, ii. Gaud Malhar, iii. Megh Malhar.

Non detail: i. Surdasi Malhar, ii. Ramdasi Malhar

H. Marwa Anga :

Detail: i. Puriya, ii. Marwa, iii. Sohini, iv. Bhatiyar

Non-detail: i. Jait

SEMESTER II

Course No. P-3 Elective Course (Practical)

4 Credit - 100 marks (80+20)

Qualifying Marks - 50%

Course Objective: To learn characteristic phrases and compositions in ragas of Todi anga and Sarang anga.

Course Learning Outcome: Ability to clearly distinguish and play phrases and compositions in ragas categorized under the Todi and Sarang angas

Contents

Candidates should learn any two ragas from each angas [both detail & non-detail group].

C. Todi Anga :

Detail: i. Mian - ki - Todi, ii. Gurjari Todi, iii. Bilaskhani Todi

Non-detail: i. Bhupal Todi, ii. Bahaduri Todi, iii. Salagvarali

D. Sarang-Anga :

Detail: i. Brindavani Sarang, ii. Suddha Sarang, iii. Madhmad Sarang

Non-detail: i. Mian-ki-Sarang, ii. Badhansa Sarang.

Course No. P-4 Part-A Theory

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To learn about theory of Hindustani music with reference to textual material, to make an informed study of the gharana ideology

Course Learning Outcome: To acquire a critical understating of music theory and an analytical approach towards musicology. The student is expected to have a thorough understanding of the different gharanas of Sitar.

Contents

- i. Origin and development of Sitar as per Musicological texts.
- ii. Knowledge of different Gharanas of Sitar.
- iii. Detailed knowledge of Sitar and few other recognized Musical Instruments.
- iv. Knowledge of Musicology and rudiments of Vocal and Percussion Instruments.

Course No. P-4 (Part-B) Synopsis Preparation and Presentation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: Review of relevant research work

Course Learning Outcome: The student is expected to initiate the writing of a synopsis based on literature review on an area of his/her interest after careful deliberations. The proposed synopsis is presented for approval before the board of studies.

Contents

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before BOS; The Patha-Samiti (BOS) concerned shall evaluate the Synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (BOS) concerned shall finally nominate the supervisor for each candidate

SEMESTER III**Course No. P-5 (Part-A) Practical : Elective course :**

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To learn characteristic phrases and compositions in ragas of Kanada anga and Kalyan anga.

Course Learning Outcome: Ability to clearly distinguish and play phrases and compositions in ragas categorized under the Kanada and Kalyan angas.

Contents

Candidates should learn any two ragas from each angas [both detail & non detail group]

A. Kanada Anga:

Detail : i. Darbari Kanada, ii. Nayaki Kanada, iii. Kaushi Kanada.

Non detail : i. Adana, ii. Sahana, iii. Suha, iv. Bahar

C. Kalyan Anga:

Detail : i. Yaman, ii. Suddha Kalyan, iii. Bhupali.

Non-detail : Kamod, ii. Hamir, iii. Chayanat, iv. Nand.

Course No. P-5 (Part-B) Final synopsis Presentation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To initiate and continue the process of researching along with data collection on the relevant topic after literature review and discussions with experts.

Course Learning Outcome: The student is expected to analyse research material based on literature review and data collection and write and make a final presentation of the synopsis on his/her relevant area of research.

Contents

During this course there is further consolidation of the proposed title of research work and a final presentation of the synopsis is made before the Patha Samiti (BOS).

SEMESTER IV

8 credit course of 200 marks divided in two parts.

Course No. P-6 Dissertation writing and Viva Voce

Course Objective: This course is divided into two parts: In Part A, the student learns about practical demonstration in a raga chosen from the prescribed syllabus. Part B of the course involves extensive research and discussions on the chosen topic of the dissertation.

Course Learning Outcome: The student is expected to give a stage performance in a raga of his/her choice chosen from the prescribed syllabus. In part B, the student is expected to write and submit a dissertation on his/her chosen topic. The student is also expected to make a presentation based on his/her dissertation.

Contents

Part-A Practical:

2 Credit course: 50 marks

Stage Demonstration (Chosen by the student from the prescribed syllabus of course No. P-2, course No. P-3 and course No. P-5 (Part-A) of half an hour duration)

Course no. P-6 Part – B

6 credit course: of 150 marks

Dissertation: 100 marks

Viva Voce: 50 marks

Qualifying marks 50%

References

1. Floyd, J.F. Survey Research Methods. New Delhi: Sage Publications
 2. Kothari, C.R. (1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern Ltd.
 3. Miner, A. (1997). Sitar and Sarod in the 18th and 19th centuries. Delhi: Motilal Banarasidass
 4. Najma, Praveen Ahmad. (2002). *Research methods in Indian Music*. New Delhi: Manohar Publishers Ltd.
 5. Ranade Ashok Da. (1998). *Essays in Indian Ethnomusicology*. New Delhi: Munshiram Manoharlal
 6. Singh, Thakur Jaidev. (1995). *Indian Music*. Kolkata: Sangeet Research Academy
 7. Bhatkhande V.N. *Hindustani Sangeet Shastra Vol. I to IV* (Hindi)
 8. Bhatkhande V.N. *Kramik Pustak Malika Vol. I-VI*. (Hindi)
 9. Ratanjankar S.N. *Abhinav Geetmanjiri Vol. I-III*. (Hindi)
 10. Thakur Omkarnath. *Sangeetanjali Vol. I-V*. (Hindi)
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M.PHIL. SYLLABUS
Department of Hindusthani Classical Music

Subject: HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL- ESRAJ
Programme Code: M Phil (44) Course Code: 477

Semester-I

Course No.P-1 (Theory) Research Methodology and Techniques
4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective: This course includes focuses on research methodology and its techniques. The student learns about the essence of doing Research especially with respect to performing arts, various types of research, methods of data collection and preparing a bibliography.

Course Learning Outcome: The student acquires a perspective and knowledge about research methodology, documentation, use of archival material and bibliography. This further enhances in consolidating and the selection of a research problem. The course also enables the student to pursue his/her research work in a systematic manner.

Contents

I. Research Methodology

Content of Course:

Definition of research, Objectives of Research, Characteristics of Research, Criteria and qualities of research, scope, Significance of research, Problem of research, selection of research problem, Criteria of research problem selection, Establishment of research objectives, Types of research and Research process

II Techniques:

How to collect information, Sources of Information, Use of cards, Note cards, Foot notes Bibliography.

III Documentation:

Field work, collection of factual data, Questioner, interviews etc.

IV. Computer Application:

Basics of Computer implication, Use of word processing, Software, typing, Printing, Page making, Composing, Scanning, Digital data management.

Course No. P-2 Elective Course (Practical)

4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective: Raga-raganga classification is based on the principle of finding selected aspects (anga) of fundamental ragas and classifying ragas accordingly. In this course, the student is expected to learn few raganga ragas, the characteristic phrases of the prescribed ragas along with gats/ compositions.

Course Learning Outcome: The student acquires knowledge about the raganga paddhati and is expected to illustrate through phrases and compositions, ragas of different angas. Candidates should learn any two ragas from each angas (both detail & non - detail group)

Contents

I. Bhairav Anga:

Detail: i. Bhairav, ii. Ramkali, iii. Ahir Bhairav, iii. Jogia, iv. Basant Mukhari

Non Detail: Anand Bhairav, ii. Bhairav Bahar

J. Bilawal Anga:

Detail: i. Alhaiya Bilawal, ii. Yamni Bilawal, iii. Devgiri Bilawal

Non detail: i. Deshkar, ii. Bihagda iii. Sarparda Bilawal, iv. Kukubh Bilawal, v. Shukla Bilawal

K. Malhar Anga:

Detail: i. Mian-ki-Malhar, ii. Gaud Malhar, iii. Megh Malhar.

Non detail: i. Surdasi Malhar, ii. Ramdasi Malhar

L. Marwa Anga :

Detail: i. Puriya, ii. Marwa, iii. Sohini, iv. Bhatiyar

Non-detail: i. Jait

Semester II

Course No. P-3 Elective Course (Practical)

4 Credit - 100 marks (80+20)

Qualifying Marks - 50%

Course Objective: To learn characteristic phrases and compositions in ragas of Todi anga and Sarang anga.

Course Learning Outcome: Ability to clearly distinguish and play phrases and compositions in ragas categorized under the Todi and Sarang angas

Contents

Candidates should learn any two ragas from each angas [both detail & non-detail group].

E. Todi Anga :

Detail: i. Mian - ki - Todi, ii. Gurjari Todi, iii. Bilaskhani Todi

Non-detail: i. Bhupal Todi, ii. Bahaduri Todi, iii. Salagvarali

F. Sarang-Anga :

Detail: i. Brindavani Sarang, ii. Suddha Sarang, iii. Madhmad Sarang

Non-detail: i. Mian-ki-Sarang, ii. Badhansa Sarang.

Course No. P-4 Part-A Theory

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To learn about theory of Hindustani music with reference to textual material, to make an informed study of the gharana ideology

Course Learning Outcome: To acquire a critical understating of music theory and an analytical approach towards musicology. The student is expected to have a thorough understanding of the different playing styles of Esraj.

Contents

- i. Origin and development of Esraj as per Musicological texts.
- ii. Knowledge of different Gharanas/playing styles of Esraj.
- iii. Detailed knowledge of Esraj and few other recognized Musical Instruments.
- iv. Knowledge of Musicology and rudiments of Vocal and Percussion Instruments.

Course No. P-4 (Part-B) Synopsis Preparation and Presentation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: Review of relevant research work

Course Learning Outcome: The student is expected to initiate the writing of a synopsis based on literature review on an area of his/her interest after careful deliberations. The proposed synopsis is presented for approval before the board of studies.

Contents

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before BOS; The Patha-Samiti (BOS) concerned shall evaluate the Synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (BOS) concerned shall finally nominate the supervisor for each candidate

Semester III**Course No. P-5 (Part-A) Practical : Elective course :**

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Candidates should learn any two ragas from each angas [both detail & non detail group]

Course Objective: To learn characteristic phrases and compositions in ragas of Kanada anga and Kalyan anga.

Course Learning Outcome: Ability to clearly distinguish and play phrases and compositions in ragas categorized under the Kanada and Kalyan angas.

A. Kanada Anga:

Detail : i. Darbari Kanada, ii. Nayaki Kanada, iii. Kaushi Kanada.

Non detail : i. Adana, ii. Sahana, iii. Suha, iv. Bahar

B. Kalyan Anga:

Detail : i. Yaman, ii. Suddha Kalyan, iii. Bhupali.

Non-detail : Kamod, ii. Hamir, iii. Chayanat, iv. Nand.

Course No. P-5 (Part-B) Final synopsis Presentation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To initiate and continue the process of researching along with data collection on the relevant topic after literature review and discussions with experts.

Course Learning Outcome: The student is expected to analyse research material based on literature review and data collection and write and make a final presentation of the synopsis on his/her relevant area of research.

Contents

During this course there is further consolidation of the proposed title of research work and a final presentation of the synopsis is made before the Patha Samiti (BOS).

Semester IV

8 credit course of 200 marks divided in two parts.

Course No. P-6 Dissertation writing and Viva Voce

Course Objective: This course is divided into two parts: In Part A, the student learns about practical demonstration in a raga chosen from the prescribed syllabus. Part B of the course involves extensive research and discussions on the chosen topic of the dissertation.

Course Learning Outcome: The student is expected to give a stage performance in a raga of his/her choice chosen from the prescribed syllabus. In part B, the student is expected to write and submit a dissertation on his/her chosen topic. The student is also expected to make a presentation based on his/her dissertation.

Contents

Part-A Practical:

2 Credit course: 50 marks

Stage Demonstration (Chosen by the student from the prescribed syllabus of course No. P-2, course No. P-3 and course No. P-5 (Part-A) of half an hour duration)

Course no. P-6 Part – B

6 credit course: of 150 marks

Dissertation: 100 marks

Viva Voce: 50 marks

Qualifying marks 50%

References

11. Floyd, J.F. Survey Research Methods. New Delhi: Sage Publications
12. Kothari, C.R. (1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern Ltd.
13. Miner, A. (1997). Sitar and Sarod in the 18th and 19th centuries. Delhi: Motilal Banarasisidass

14. Najma, Praveen Ahmad. (2002). *Research methods in Indian Music*. New Delhi: Manohar Publishers Ltd.
 15. Ranade Ashok Da. (1998). *Essays in Indian Ethnomusicology*. New Delhi: Munshiram Manoharlal
 16. Singh, Thakur Jaidev. (1995). *Indian Music*. Kolkata: Sangeet Research Academy
 17. Bhatkhande V.N. *Hindustani Sangeet Shastra Vol. I to IV* (Hindi)
 18. Bhatkhande V.N. *Kramik Pustak Malika Vol. I-VI*. (Hindi)
 19. Ratanjankar S.N. *Abhinav Geetmanjiri Vol. I-III*. (Hindi)
 20. Thakur Omkarnath. *Sangeetanjali Vol. I-V*. (Hindi)
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M.PHIL. SYLLABUS
Department of Hindusthani Classical Music

Subject: HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL- TABLA
Programme Code: M Phil (44) Course Code: 478

Semester-I

Course No.P-1 (Theory) Research Methodology and Techniques
4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective: This course focuses on research methodology and its techniques. The student learns about the essence of doing Research especially with respect to performing arts, various types of research, methods of data collection and preparing a bibliography.

Course Learning Outcome: The student acquires a perspective and knowledge about research methodology, documentation, use of archival material and bibliography. This further enhances in consolidating and the selection of a research problem. The course also enables the student to pursue his/her research work in a systematic manner.

Contents

I. Research Methodology

Content of Course:

Definition of research, Objectives of Research, Characteristics of Research, Criteria and qualities of research, scope, Significance of research, Problem of research, selection of research problem, Criteria of research problem selection, Establishment of research objectives, Types of research and Research process

II Techniques:

How to collect information, Sources of Information, Use of cards, Note cards, Foot notes Bibliography.

III Documentation:

Field work, collection of factual data, Questioner, interviews etc.

IV. Computer Application:

Basics of Computer implication, Use of word processing, Software, typing, Printing, Page making, Composing, Scanning, Digital data management.

Course No. P-2 Elective Course (Practical)

4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective

- To have a thorough understanding of theka along with vistar of the prescribed talas including some rare talas
- To learn the art of accompaniment of various genres such as khayal, dhrupad and semi classical forms.

Course Learning Outcome

- Ability to play theka of the prescribed talas along with improvisation
- Ability to have an enhanced understanding in the art of accompaniment of vocal and instrumental music

Contents

- A. Detail study of Rudratal, Ada- Choutal, Rupak tal and Trital with Uthan, Peshkar, Kayada, Rela, Tukra, Gat, Chakkardar etc.
 - B. Study of the following obsolete Talas with Kayada, Rela, Tukra, Chakkardar etc.
 - i. Kaidfarodast
 - ii. Jaymongal.
 - C. Accompaniment with classical vocal music, Rabindra Sangit, and other light classical songs in the talas of the prescribed syllabus.
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Semester II

Course No. P-3 Elective Course (Practical)

4 Credit - 100 marks (80+20)

Qualifying Marks - 50%

Course Objective: In this course, the student is expected to learn the theka of the prescribed rare talas and also have an enhanced understanding of the art of accompaniment

Course Learning Outcome: The learner is expected to have a command to play and acquire a detailed knowledge of the prescribed rare talas. The student is also expected to have a perceptive knowledge about the nuances of accompanying instrumental music.

Contents

- A. Detail study of Pancham Sawari, Dhamar, Sikhartal and Jhamptal with Uthan, Peshkar, Kayada, Rela, Tukra, Gat, Chakkardar etc.
- B. Study of the following obsolete Talas with Kayada, Rela, Tukra, Chakkardar etc;
 - i. Kumbh
 - ii. Ganesh.
- C. Accompaniment with classical instrumental music, in the talas of the prescribed syllabus.

Course No. P-4 Part-A Theory

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To learn about theory of Tabla with reference to textual material, to make an informed study of the gharana ideology

Course Learning Outcome: To acquire a sound knowledge of music theory and an analytical approach towards musicology

Contents

- i) Origin and development of Tabla as per Musicological texts
- ii) Knowledge of different Gharanas of Tabla

- iii) Detailed knowledge of Tabla and few other recognised Percussion Instruments.
- iv) Knowledge of Musicology and rudiments of Vocal and Instrumental Music.

Course No. P-4 (Part-B) Synopsis Preparation and Presentation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: Review of relevant research work

Course Learning Outcome: The student is expected to initiate the writing of a synopsis based on literature review on an area of his/her interest after careful deliberations. The proposed synopsis is presented for approval before the board of studies.

Contents

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before BOS; The Patha-Samiti (BOS) concerned shall evaluate the Synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (BOS) concerned shall finally nominate the supervisor for each candidate.

Semester: III

Course No. P-5 (Part-A) Practical: Elective course

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective :In this course, the student will learn the thekas and boles of rare talas as well as will learn the Laggi and Ladi to accompany with the songs of Thumri style.

Course Learning Outcome: The learner is expected to have a command to play and acquire a detailed knowledge of the prescribed rare talas. The student is also expected to have a perceptive knowledge about the talas and bols used in the songs of Thumri style.

Contents

- (A) Detailed study of Kayada-Fardost, Nasruk, Gaja-jhampa with Peshkar, Kayada, Rela, Tukra, Gat, Chakkardar etc.
- (B) Study of Laggi and Ladi in the following Talas:–
Deepchandi, Punjabi, Dhumali.
- (C) Ability to recite all the above mentioned Talas and Boles by clapping hands.

Course No. P-5 (Part-B) Synopsis Preparation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To initiate and continue the process of researching along with data collection on the relevant topic after literature review and discussions with experts.

Course Learning Outcome: The student is expected to analyse research material based on literature review and data collection and write and make a presentation of the synopsis on his/her relevant area of research.

Contents

During this course there is further consolidation of the proposed title of research work and a final presentation of the synopsis is made before the Patha Samiti (BOS).

Semester IV

8 credit course of 200 marks divided in two parts.

Course No. P-6 Dissertation writing and Viva Voce

Course Objective: This course is divided into two parts: In Part A, the student learns about practical demonstration (Tabla) in a tala chosen from the prescribed syllabus. Part B of the course involves extensive research and discussions on the chosen topic of the dissertation.

Course Learning Outcome: The student is expected to give a stage performance (Tabla) based on content from the prescribed syllabus. In part B, the student is expected to write and submit a dissertation on his/her chosen topic. The student is also expected to make a presentation based on his/her dissertation.

Contents

Part-A Practical:

2 Credit course: 50 marks

Stage Demonstration (Chosen by the student from the prescribed syllabus of P-3 & P-5 (Part-A) of half an hour duration

Course no. P-6 Part - B

6 credit course: of 150 marks

Dissertation: 100 marks

Viva Voce: 50 marks

Qualifying marks 50%

References

21. Floyd, J.F. Survey Research Methods. New Delhi: Sage Publications
 22. Kothari, C.R. (1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern Ltd.
 23. Najma, Praveen Ahmad. (2002). *Research methods in Indian Music*. New Delhi: Manohar Publishers Ltd.
 24. Ranade Ashok Da. (1998). *Essays in Indian Ethnomusicology*. New Delhi: Munshiram Manoharlal
 25. Singh, Thakur Jaidev. (1995). *Indian Music*. Kolkata: Sangeet Research Academy
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M.PHIL. SYLLABUS
Department of Hindusthani Classical Music

Subject: HINDUSTHANI CLASSICAL MUSIC INSTRUMENTAL- PAKHAWAJ
Programme Code: M Phil (44) Course Code:479

Semester-I

Course No.P-1 (Theory) Research Methodology and Techniques
4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective: This course includes focuses on research methodology and its techniques. The student learns about the essence of doing Research especially with respect to performing arts, various types of research, methods of data collection and preparing a bibliography.

Course Learning Outcome: The student acquires a perspective and knowledge about research methodology, documentation, use of archival material and bibliography. This further enhances in consolidating and the selection of a research problem. The course also enables the student to pursue his/her research work in a systematic manner.

Contents

I. Research Methodology

Content of Course:

Definition of research, Objectives of Research, Characteristics of Research, Criteria and qualities of research, scope, Significance of research, Problem of research, selection of research problem, Criteria of research problem selection, Establishment of research objectives, Types of research and Research process

II Techniques:

How to collect information, Sources of Information, Use of cards, Note cards, Foot notes Bibliography.

III Documentation:

Field work, collection of factual data, Questioner, interviews etc.

IV. Computer Application:

Basics of Computer implication, Use of word processing, Software, typing, Printing, Page making, Composing, Scanning, Digital data management.

Course No. P-2 Elective Course (Practical)

4 Credit - 100 marks (80+20)
Qualifying Marks - 50%

Course Objective

- To have a thorough understanding of pakhawaj talas (including some rare talas) along with vistar of the prescribed talas
- To learn the art of accompaniment of various genres such as khayal, dhrupad and semi classical genres

Course Learning Outcome

- Ability to play on the pakhawaj, the prescribed talas with improvisation
- Ability to have an enhanced understanding in the art of accompaniment of vocal and instrumental music

Contents

- D. Detail study of Badatal ki Sawari, Bramhatal, Lakshamital and Sooltala with all varieties of Parans and Chakkardar etc.
- E. Study of the following obsolete Tals with Paran & Chakkardar etc; i. Kaidfarodast ii. Nisoruk
- F. Accompaniment with Dhrupad and Rabindra Sangit of Dhrupad Ang in the tals of the prescribed syllabus.

Semester II

Course No. P-3 Elective Course (Practical)

4 Credit - 100 marks (80+20)

Qualifying Marks - 50%

Course Objective: In this course, the student is expected to learn the theka of the prescribed rare talas and also have an enhanced understanding of the art of accompaniment

Course Learning Outcome: The learner is expected to have a command to play and have a detailed knowledge of the prescribed rare talas. The student is also expected to have a perceptive knowledge about the nuances of accompanying instrumental music.

Contents

- A. Detail study of Pancham Sawari, Rudra, Dhamar, Sikhartal with all varieties of Parans and Chakkardar etc.
- B. Study of the following obsolete Tals with Paran & Chakkardar etc;
 - i. Chandra char tal ii. Jaymangal tala.
- C. Accompaniment with classical instrumental music, in the tals of the prescribed syllabus.

Course No. P-4 Part-A Theory

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To learn about theory of pakhawaj with reference to textual material, to make an informed study of the gharana ideology

Course Learning Outcome: To acquire a sound knowledge of music theory and an analytical approach towards musicology

Contents

- A. Origin and development of Pakhawaj as per musicological texts.

- B. Knowledge of different Gharana of Pakhawaj.
- C. Detailed knowledge of Pakhawaj and few other recognized Percussion Instruments.
- D. Knowledge of Musicology and rudiments of vocal and instrumental music.

Course No. P-4 (Part-B) Synopsis Preparation and Presentation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: Review of relevant research work

Course Learning Outcome: The student is expected to initiate the writing of a synopsis based on literature review on an area of his/her interest after careful deliberations. The proposed synopsis is presented for approval before the board of studies.

Contents

Reviewing of published research work in the relevant field of research and written presentation of a synopsis on the proposed area/title of research before BOS; The Patha-Samiti (BOS) concerned shall evaluate the Synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (BOS) concerned shall finally nominate the supervisor for each candidate.

Semester: III

Course No. P-5 (Part-A) Practical: Elective course

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective :In this course, the student will learn the thekas, paranas and chakradars of rare and obsolete talas. Students will also learn the system of accompaniment with the songs of Dhrupad Ang.

Course Learning Outcome :The learner is expected to have a command to play and acquire a detailed knowledge of the prescribed rare and obsolete talas. The student is also expected to have a perceptive knowledge about the talas and paranas used in the songs of Dhrupad Ang.

Contents

- (A) Detailed study of Kayada-fardost, Gaja-jhampa, Chandra-char-tal with different types of Parans and Chakradars.
- (B) Study of the following obsolete talas with Paranas and Chakradars. Arjuntal, Basantal, Saraswatital.
- (C) Accompaniment with the songs of Dhrupad Ang.

Course No. P-5 (Part-B) Synopsis Preparation

50 marks - 2 credit (40+10) Qualifying Marks - 50%

Course Objective: To initiate and continue the process of researching along with data collection on the relevant topic after literature review and discussions with experts.

Course Learning Outcome: The student is expected to analyse research material based on literature review and data collection and write and make a presentation of the synopsis on his/her relevant area of research.

Contents

During this course there is further consolidation of the proposed title of research work and a final presentation of the synopsis is made before the Patha Samiti (BOS).

Semester IV

8 credit course of 200 marks divided in two parts.

Course No. P-6 Dissertation writing and Viva Voce

Course Objective: This course is divided into two parts: In Part A, the student learns about practical demonstration (Tabla) in a tala chosen from the prescribed syllabus. Part B of the course involves extensive research and discussions on the chosen topic of the dissertation.

Course Learning Outcome: The student is expected to give a stage performance (Tabla) based on content from the prescribed syllabus. In part B, the student is expected to write and submit a dissertation on his/her chosen topic. The student is also expected to make a presentation based on his/her dissertation.

Contents

Part-A Practical:

2 Credit course: 50 marks

Stage Demonstration (Chosen by the student from the prescribed syllabus of P-3 & P-5 (Part-A) of half an hour duration

Course no. P-6 Part - B

6 credit course: of 150 marks

Dissertation: 100 marks

Viva Voce: 50 marks

Qualifying marks 50%

References

26. Floyd, J.F. Survey Research Methods. New Delhi: Sage Publications
 27. Kothari, C.R. (1985). Research Methodology: Methods and Techniques. New Delhi: Wiley Eastern Ltd.
 28. Najma, Praveen Ahmad. (2002). *Research methods in Indian Music*. New Delhi: Manohar Publishers Ltd.
 29. Ranade Ashok Da. (1998). *Essays in Indian Ethnomusicology*. New Delhi: Munshiram Manoharlal
 30. Singh, Thakur Jaidev. (1995). *Indian Music*. Kolkata: Sangeet Research Academy
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Department of Rabindra Sangit, Dance and Drama,
Sangit-Bhavana, Visva-Bharati.
One Year Course-Work for Ph. D. Programme
(Semester System)

Sub: Rabindra Sangit/ Dance/Drama.

Syllabus

One Year (1st and 2nd Semester). Duration – 1 year.
Total Credit 16+8=24, Total Marks-300.

The main goal of the One Year Course-Workprogramme is to prepare the students for research programmes leading to a doctoral degree. Aims and Objectives:

Course Objectives: The main goal of the One Year Course-Workprogramme is to prepare the students for research programmes leading to a doctoral degree. Therefore, the main aims and objectives of the course would be as under:

Learning Outcomes: Consolidating and reinforcing the aims and objectives already laid down at the M.A. level

- Introduction to the research methodology particular to the area of research.
- To introduce and stress a comparative/contrastive approach to research.
- Updating knowledge in areas of research through advanced level courses in those areas.

First Semester

Course No.	Discipline	Course Content	Credit	Contact Hrs.	Grade	Total Marks	Marks		Remarks
							Internal	Final	
Course No:-1.	RabindraSangit, Dance & Drama	<p>1. Compulsory Course:</p> <p>I. Research Methodology.</p> <p>Content of Course: Definition of research, Objectives of research, Characteristics of research, Criteria and qualities of research, Scope, Significance of research, Problems of research, Selection of research problem, Criteria of research problem selection, establishment of research objectives, Types of research and Research process.</p> <p>II. Techniques:</p> <p>How to collect Information, Sources of information, Use</p>	8			100	20%	80%	

Course No:-2.	<p>of cards, Note cards, foot notes, Bibliography.</p> <p>III. Documentation: Field work, Collection of factual data, Questioner, Interviews.</p> <p>IV. Computer Application: Basics of computer implication, Use of word processing, Software, Typing, Printing, Page making, Composing, Scanning, Digital data management.</p> <p>2. Elective Course(To be chosen/opted from several Courses in the broad area of the field of study): (A) Rabindra-Sangit. Course Content : i) Originality and Characteristics of RabindraSangit. ii) Originality and Characteristics of composer like AtulprosadSen, D. L. Roy, KaziNazrul Islam and RajaniKanta Sen. iii) Tagore's Gitinatya and NrityaNatya. iv) Advanced study of Folk, Western and 19th Century Bengali Songs on Rabindranath's musical composition. v) Detailed study of Tagore's Lectures, Essays, Letters, and discussions about music. vi) Rabindranath Tagore;s thoughts on Indian Classical music and its application on his own compositions. vii) Evaluation of Rabindranath's writing from Drama, Geeti Natya to Nritya Natya. viii) History of Bengali Music ix) Origin and Development of Sangit Bhavana x) A journey from Ravichhaya to Gitabitan (B) Manipuri Dance. Course Content : i) Introduction and Brief history, Origin and Development of Manipuri Dance. ii) Theory of Dance. History of Manipuri Dance and North Eastern Dance of India. iii) Knowledge about Contemporary Dance and Choreography of Modern Manipuri Dance. iv) History of Folk and Tribal Dance of Manipur and North Eastern Indian Dance.</p>	8.	Contact Hrs.	Grade.	Total Marks-100	Internal 20%	Final 80%	
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		<p>v) Influence of Gurudev Rabindranath Tagore in Manipuri Literature and Culture.</p> <p>vi) British influence in Manipuri culture (in Manipuri Raas Lila and its costumes) from 18th century and after.</p> <p>vii) Detail study of Mandapa tradition, techniques, methods and stage presentation of Manipuri culture and solo dance presentation with costumes.</p> <p>(C) Kathakali Dance. Course Content: i) Significance of Natyasastra. ii) Relevant Chapters of Natyasastra. iii) Abhinayadarpana. iv) The Rasa Theory & Katharsis. v) Later Commentators on Rasa Theory. vi) Folk, Religious, Ritual, and Classical dance culture of Kerala, which influenced Kathakali. viii) Influence of Kathakali in the dance culture of Santiniketan.</p> <p>(D) Drama & Theatre Arts. Course Content: (i) Introduction and brief history; Origin and Development of Drama and Theatre Arts: (Oxidental & Oriental). (ii) Development of Theatre and Aesthetics: (Oxidental & Oriental). (iii) Theory of Drama: (Oxidental & Oriental). (iv) Different kinds of Play & Production. (v) Knowledge about Contemporary Theatre. (vi) Knowledge about Folk and Traditional Theatre. (vii) Knowledge about Acting, Direction, Script writing, Play analysis, Stage Craft, Stage Lighting, Back-ground Music, Costume, Make-up etc.</p>							
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N.B:-

Qualifying Marks in each of the above courses 50%.

SECOND SEMESTER.

Course No.	Discipline	Course Content	Credit	Contact Hrs.	Grade	Total Marks	Marks		Remarks
							Internal	Final	
Course No:-3.	Rabindra Sangit, Dance & Drama.	1. Survey of proposed study materials. 2. Writing of Synopsis, Selection of Topic of Research, Review of Related Topics, Method of Research, Content of Chapters, Bibliography with Presentation of paper.	8			100			
						Total			
						300Marks.			

N.B:-

Qualifying Marks in the above course 50%.

**Department of Hindustani Classical Music
(Vocal and Instrumental)
Sangit Bhavana
Visva-Bharati
One Year Course Work for Ph.D. Programme
(Semester System)
Subject – Hindustani Classical Music (Vocal/Instrumental/Percussion)
Syllabus
One Year (1st and 2nd Semester). Duration – One Year,
Total Credit- 16+8=24. Total Marks-300**

The department of Hindusthani classical music, Sangit Bhavana, Visva bharati offers the PhD programme in the following subjects: Hindusthani Classical Music (Vocal), Hindusthani classical Instrumental music in Sitar, Esraj, Tabla, Pakhawaj. The department strives to broaden its horizons and develop a conducive environment for serious research in the field of performing arts.

Course Objectives: One year course work for the PhD programme is compulsory and includes a course on research methodology and a subject specific elective course on Hindustani classical music. The student learns about the essence of doing Research especially with respect to performing arts, various types of research, methods of data collection and preparing a bibliography.

Learning Outcomes: The student acquires a perspective and knowledge about research methodology, documentation, use of archival material and bibliography. This further enhances in consolidating and the selection of a research problem as part of the doctoral studies. The course also enables the student to pursue his/her research work in a systematic manner.

FIRST SEMESTER

Course No.	Discipline	Course Content	Credit	Contact Hrs.	Grade	Total Marks	Marks		Remarks
							Internal	Final	
Course No:-1.	Hindustani Classical Music (Vocal/ Instrumental/ Percussion)	<p>1. COMPULSORY COURSE</p> <p>i. Research Methodology</p> <p>Content of Course: Definition of research, Objectives of research, Characteristics of research, Criteria and qualities of research, Scope, Significance of research, Problems of research, Selection of research problem, Criteria of research problem selection, establishment of research objectives, Types of research and Research process.</p> <p>ii). Techniques. How to collect Information, Sources of information, Use of cards, Note cards, foot notes, Bibliography</p> <p>iii) Documentation: Field work, Collection of factual data, Questioner, Interviews.</p> <p>iv) Computer Application: Basics of computer implication, Use of word processing, Software, Typing, Printing, Page making, Composing, Scanning, Digital data management.</p>	8			100	20%	80%	
Course No.	Discipline	2. Elective Course (To be chosen/opted from several Courses in the broad area of the field of study)	Credit	Contact Hrs.	Grade	Total Marks	Marks		Remarks
Course No.2.	Hindustani Classical Music (Vocal/ Instrumental/ Percussion)	<p>A. Vocal Music (Classical/other than Classical)</p> <p>Course Content :</p> <p>i. Origin and development of Vocal Music (Classical/other than classical) as per musicological texts.</p> <p>ii. Knowledge of different Vocal Music Gharanas.</p> <p>iii. Detailed knowledge of own discipline and a few other recognized discipline.</p>	8			100	20%	80%	

	<p>iv. Knowledge of Musicology and rudiments of Instrumental and Percussion Music.</p> <p>B) Instrumental Music (Sitar/Esraj/Sarod/Violin/Flute)</p> <p>i. Origin and development of Musical Instruments as per Musicological Texts (Sitar/Esraj/Sarod/Violin/Flute)</p> <p>ii Knowledge of different Gharanas of Instrumental Music.</p> <p>iii. Detailed knowledge of own instrument and a few other recognized Musical Instruments.</p> <p>iv) Knowledge of Musicology and rudiments of Vocal and percussion Instruments.</p> <p>C) Percussion Music (Tabla/Pakhawaj/Srikhol)</p> <p>i. Origin and development of Percussion Music Instruments as per Musicological Texts (Tabla/Pakhawaj/Srikhol)</p> <p>ii. Knowledge of different Percussion Instrument Gharanas (Tabla/Pakhawaj/Srikhol)</p> <p>iii. Detailed knowledge of own Instrument and a few other recognized percussion Instruments.</p> <p>iv. Knowledge of Musicology and rudiments of Vocal and Instrumental Music.</p>							
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N.B:-Qualifying Marks in each of the above courses 50%.

SECOND SEMESTER

Course No.	Discipline	Course Content	Credit	Contact Hrs.	Grade	Total Marks	Marks		Remarks
							Internal	Final	
Course No:-3.	Percussion Music (Vocal/ Instrumental/ Percussion)	1. Survey of proposed study-materials. 2. Writing of synopsis, Selection of Topic of Research, Objectives and Scopes of Research, Review of related topics, Method of research, Content of Chapters, Bibliography with Presentation of Paper.	8			100			

Total = 300

N.B:- Qualifying Marks in each of the above course 50%.